

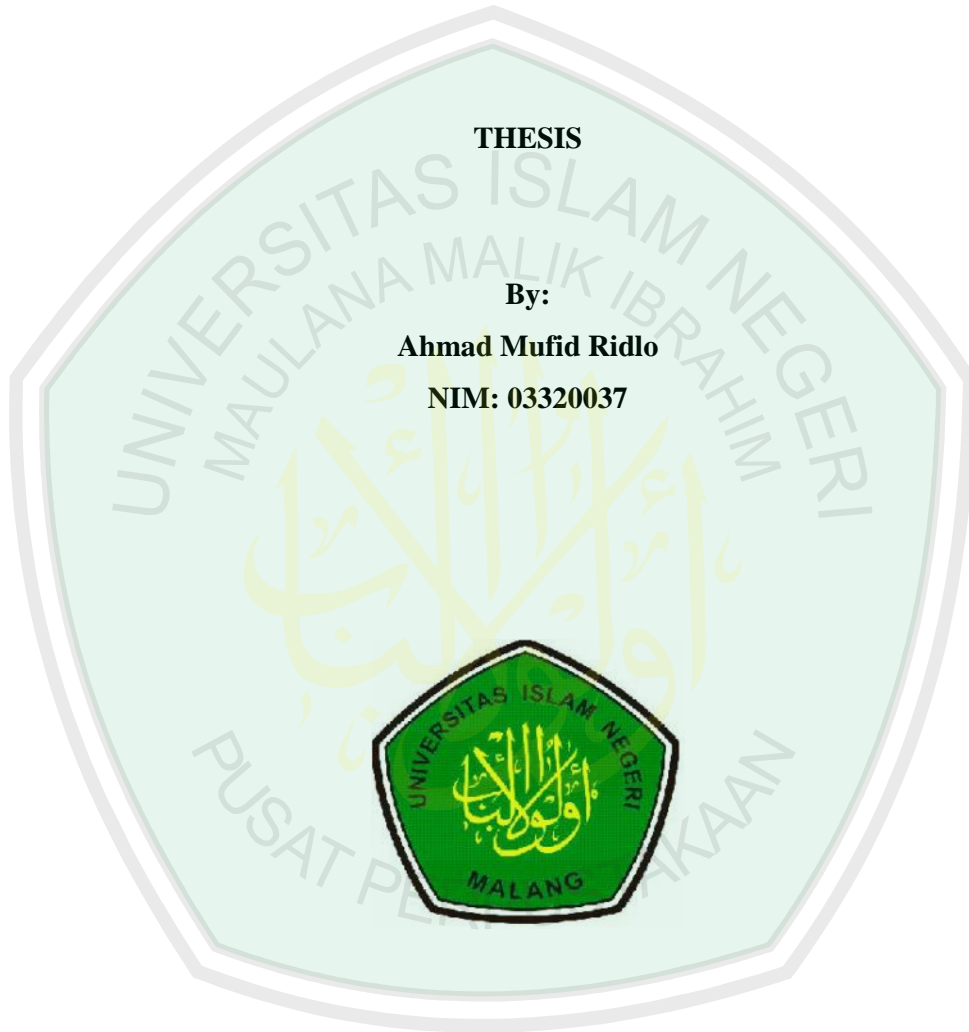
**PSYCHOLOGICAL PROBLEMS OF PHYSICAL ACQUIRED DEFECT
DEAF BLIND CHARACTER
IN WILLIAM GIBSON'S *MIRACLE WORKER***

THESIS

By:

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG**

2008

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DEAF BLIND CHARACTER
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THESIS

Presented to:

The State Islamic University of Malang
in partial fulfillment of the requirement
for the Degree of *Sarjana Sastra* (SS)

The Advisor:

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT HUMANITIES AND CULTURE
FACULTY
THE STATE ISLAMIC UNIVERSITY OF MALANG
2008**

APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of Ahmad Mufid Ridlo entitled *Psychological Problems of Physical Acquired Defect Deaf Blind Character in William Gibson's Miracle Worker* has been approved by the thesis advisor for further approval by the board of examiners as the requirements for the degree of *Sarjana Sastra (SS)* in English Letters and Language Department.

Malang, March, 27 2008

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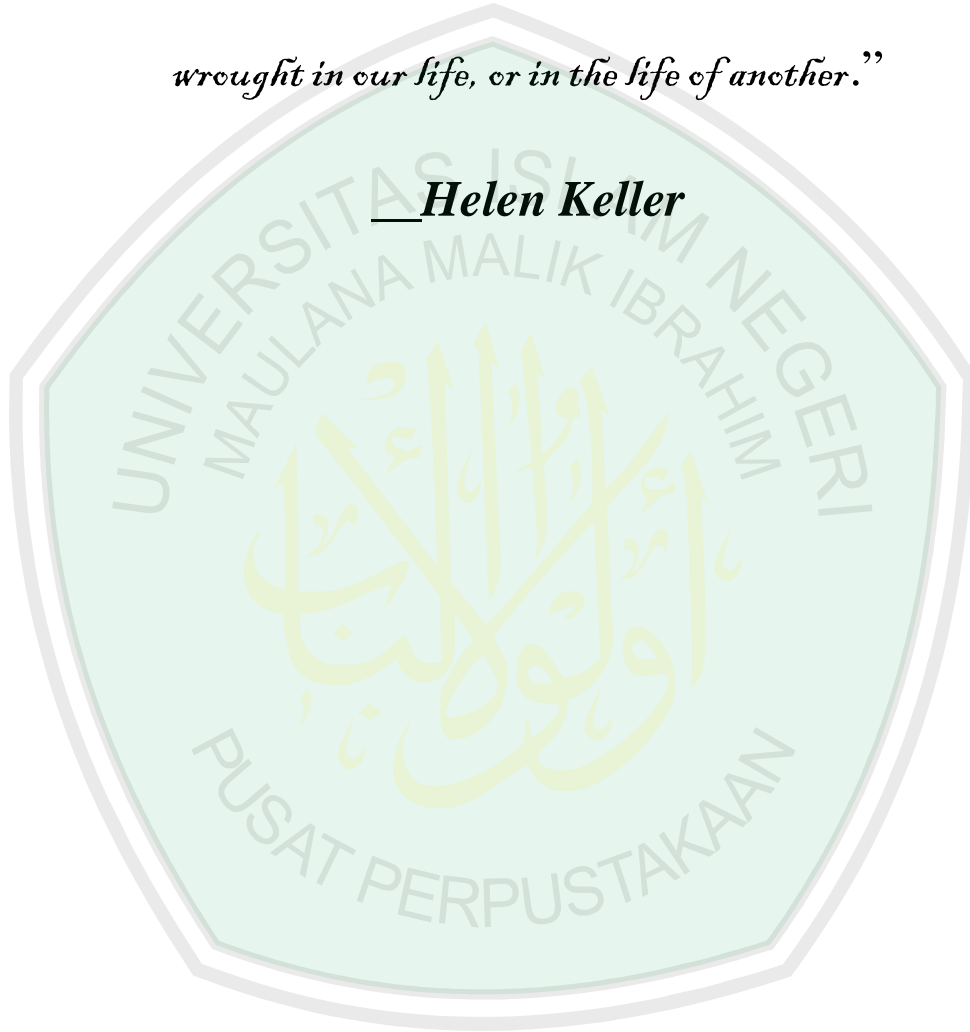
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MOTTO

“When we do the best we can, we never know what miracle is wrought in our life, or in the life of another.”

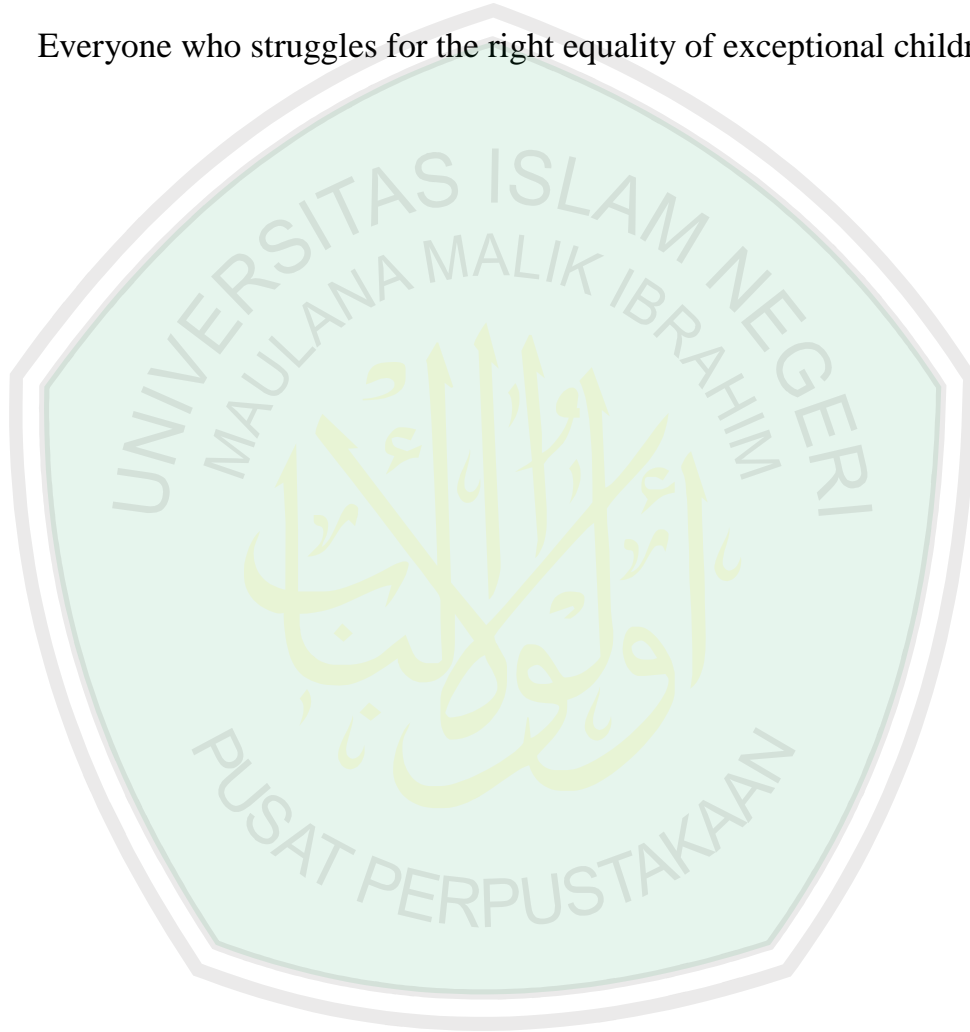
Helen Keller



DEDICATION

This thesis is dedicated to

Everyone who struggles for the right equality of exceptional children.



ACKNOWLEDGEMENTS

Bismillahirrohmanirrohim.....

Praise be to Allah the Almighty and the All Merciful who has given us his mercies and blessing, through his guidance and inspiration so that the writer can finish this thesis entitled “Psychological Problems of Physical Acquired Defect Deaf Blind Character in William Gibson’s *Miracle Worker*”. Sholawat and Salam be with the great prophet Muhammad S.A.W who has brought the Islamic norms and values.

I realize that this thesis will never get success without any interference from other people. Therefore, I would like to give my first sincere gratitude to Prof. Dr. H. Imam Suprayogo, the Rector of UIN Malang, Drs. H. Dimjati Ahmadin, M. Pd., the Dean of Humanities and Culture faculty, and Dra. Hj. Syafiyah, MA., the Head of English Letters and Language Department.

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affection. To my sister Mbak Uun Faridah, Spdi and her husband Mas Ahmad Fuady, Spdi may Allah blesses your family and give a clever and sholeh child. Furthermore, I would express my greatest thanks and love for my “Sweaty Pezexs” for giving all your attention and patience. Introducing and teaching me how to be more patient, mature and struggle against problems with the way you are. Someone who always supports me anytime and anywhere. May Allah S.W.T always blesses us and arranges the most beautiful things for our life, amen.

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Finally, the researcher truly realized that this thesis still needs the constructive criticism and suggestion from the readers in order to make it perfect and hopefully it can be useful for the readers, especially for the letters and language students.

Malang, March 2008

Ahmad Mufid Ridlo

ABSTRACT

Ridlo, Mufid, Ahmad. 2008. **Psychological Problems of Physical Acquired Defect Deaf Blind Character in William Gibson's *Miracle Worker***. Thesis. English Letters and Language Department, Faculty of Humanities and Culture. The State Islamic University of Malang. Advisor: Sri Muniroch, SS. M. Hum. Miftahul Huda, S.Hum

Key Words: Psychology, Psycho Pedagogic.

Everybody knows that either psychology or literature are two different science's disciplines. We know that literature is related to the fiction world such: drama, novel, poems, essay which are classified as the art, whereas psychology is referred to scientific study concerning with the human behave and mental process. Although they are different, but both are having the similarity that is literature and psychology are started from humankind and life as the analysis source.

Miracle Worker which is written by William Gibson is a drama that tells about Helen Keller, a young girl who losses her sight and hearing senses since nineteenth month because of an illness that is diagnosed as acute congestion of stomach and brain. This physical exceptional condition creates many difficulties and limits which affect to the psychological condition of the child. It also influences Helen's emotion and behavior that seems to be naughty, wild, quick tempered and uncivilized child. Therefore, the family tries to find the solution to overcome Helen's psychological problems. Education intervenes is the effort to solve Helen's psychological problems, and during the learning process the methods which are applied is indicated as psycho pedagogic principles. Thus, this study is aimed at finding the psychological problems of Helen Keller, the causes and effects of Helen's exceptional condition. Then, the researcher tries to describe the education intervenes that is indicated as Psycho pedagogic principles to solve Helen's psychological problems.

To achieve the above objectives of the study, this study is categorized as literary criticism since this study is emphasized on the analysis of a literary work. The primary data of this study are collected from William Gibson's *Miracle Worker*. The researcher applies a psychological approach especially Kirk's theories which are talking about the psychological perspective of exceptional children.

Based on the result of analysis, Psychological problems of Helen Keller which are portrayed in the drama i.e. feeling different from other children, very depended on other people, easy to be angry, isolated, and unable to control the emotion. After identifying and analyzing the efforts of education intervenes to solve Helen's psychological problems, the researcher finds that learning methods which are applied in the process of education is containing the psycho pedagogic principles such: *Aids Principle, Readiness Principle, Individual Services Principle, Skill Principle, Love and Affection Principle, Self Supporting, Self Care, Self Help, and Self Concept.*

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Literature, to define this word is not an easy thing, hundreds books which are discussing about literature most of them, started by a big question “what is literature”? Then, this question will be followed by searching the limitations and parameter the literature itself.

Many critics have wrestled with this question, but without notable success. Critics have tried to make a conclusion concerning with the meaning of literature, but once again it will be any other critics who disagreed, contradicted, and opposed to their statement, other critics will criticize and rebut the earlier theory of literature concept by their own opinion and arguments based on their point of views. Therefore, there is still no conventional definition of literature and its limitation as well.

Some other efforts of experts to limit the literature is like Sapir statement quoted by Partini in her book “Pengkajian Sastra” (2005:4). Sapir said *when the expression is of unusual significance we call it literature*. Nevertheless, he added that he could not give the certain answer even limitation of what did he mean by expression of unusual significance, it means that we will meet more questions than a clear answer by this kind of theory.

Unlike Sapir who sees literature as the expression of unusual significance, Eagleton has distinct opinion to see the term of literature based on his point of

view, Eagleton limited the literature as *imaginative writing in the sense of fiction* (1983:1). Of course, this limitation is not a satisfactory statement because English literature in seventeenth century was not only Shakespeare's works, but also Francis Bacon essay, John Donne speech and autobiography of spiritual life John Buyan which narrated by Thomas Browne. It means that the distinction between fact and fiction are not a matter of problem solving, because the distinction it self is a problem. Take an example; English literature in sixteenth and beginning of seventeenth century the term "Novel" is not only used for the imaginative story but also the story that really happened, even a news was argued as a fiction at that time (Partini, 2005:4).

Actually, the debate of the literature definition was occurred since long time ago before the Christian calendar. Partini (2005:5) told in her book that Plato, a Greek ancient philosopher (427-347 B.C), argued that literature is just a mimesis or reflection of reality, so it was meaningless. It was different with Plato's student, Aristotle (384-322 B.C) primed the positive aspect than mimesis. A poet did not imitate reality, did not perform the real human or event as it is, but poets or authors were free to create their own world with its possibility (Teeuw, 2003:182).

Finally we have to consider a famous poet of Rome who lived hundreds years after Plato. Horatius (65-8 B.C) argued that literary works have to aim and purpose as "Utile" (useful) and "Dulce" (pleasant). *Utile* means the reader are able to take a valuable lesson because of reading literary works, it can be guidance of life because usually literary works express glorious values. Besides, literature has to give a *Dulce* through the beauty of contents and its language style. Thus, to take

the valuable lessons in any literary works it is better for us to do literary criticism, so we are able to dive deeper to get more knowledge and lessons which are reflected by various phenomena in literary works whether social phenomena, psychology phenomena or any other phenomena.

Every body knows that either psychology or literature are two different science's disciplines, that's why many people often ask about their relation, as Derrida question "what is a text, and when must the psyche be if it can be represented by a text?" (Endraswara, 2003: 97). Of course, this question is challenging for the researcher, because they have to emphasize to the psychological aspects in a text, whereas these kinds of aspects are the abstract things.

Undoubtedly, in understanding a literary work, we need the other sciences to help us doing analysis activity, and psychology is the best choice, because both psychology and literature are two things that relate to human psychological aspects. Endraswara argued (2003:96) the basic assumption of psychological analysis is the opinion that literary work is a product of psychological activity and author's mind.

Siswanto has a similar point of view but different sentences. He argued, if we categorize between literature and psychology, both of them are different. We know literature is related to the fiction world, drama, novel, poem, essay which are classified as art, whereas psychology is referred to scientific study concerning with the human behavior and mental process. But they have similarity, that is

literature and psychology are started from humankind and life as the analysis source (2005:29).

According to Nyoman there are three ways we can do to understand the relationship of psychology and literature. The first is analyzing the author's psychological aspects as the writer. The second is analyzing the character's psychological aspect in literary works. The third is understanding the audience's psychological aspect as the reader (2004:343). Endraswara also gave his opinion, literary work that is viewed as the psychological phenomena, it will show the psychological aspects through the characters if text is in the form of drama or prose (2003: 96). It is what the researcher going to do, we try to conduct a research on a drama by William Gibson entitled *Miracle Worker*. Researcher focuses on analyzing a main character who got multiple acquired defect deaf blindness, we try to find out and analyze the psychological aspects of the main character, Helen Keller as a deaf blind child. We are going to recognize closely a young girl life that lived without sight and sound but she just lived only by touch, taste and smell. Then we analyze the psychological problems faced by Helen Keller, whether her problems of social adaptation, communication, interaction, emotion or behavior viewed from psychological side as the consequence of physical defect. Moreover, after that we try to describe the efforts to solve her problems that are indicated using the *Psycho pedagogic* perspective, what is actually needed by Helen Keller to get a better life.

Helen Keller categorized as an exceptional child, as Kirk (1970), Heward & Orlansky (1988) said the exceptional children are children who have

exceptional condition of normal children in common, physically, mentally or their social behavior characteristic. Hallahan & Kauffman (1991) gave the different definition but has the same meaning, that is the children who are different from the other in common, caused by the problems of thinking ability, sight, hearing, socialization, and movement (Efendi, 2006:2). Based on the definition above we are able to conclude that Helen has two exceptional conditions of normal children in common, she has problem in her sight and hearing. These disabilities impair her development and adaptation process to the environment.

Somantri stated the normal physical development enables children to adapt with environment by its social demand for their age, whereas the deviated physical development will impair that children adaptation (2006:4). Helen Keller became an isolated child because of her physical damage, she is very difficult to adapt with her environment even her family. All of Helen's limitations make her more frustration because often the environment does not know what she expects. Somantri added, the children physical damage would influence the children selves with its seriousness of damage, time of the damage, interference of their activities, surrounding people reaction and the distinction between those children to other children of their age (2006:5). From all the influences above we can imagine how hard Helen's life with the entire of her exceptional and limitations. Psychological aspects of Helen's life will give a valuable lesson for us in giving more respect to the health given by god.

Psychological approach, which is used in this research, focus on the study of character fiction attitude, by watching and observing what the character done

and said as in the narration and dialogue. On condition that psychology is the big umbrella with many theories under its auspices such: Psychoanalysis of Sigmund Freud, Individual Psychology of Alfred Adler, Psycho-Social of Ericson, Behavioristic of Skinner, Humanistic of Maslow and the others.

Meanwhile, the theory which is used by the writer is Psycho Pedagogic of Exceptional Children Theory that concern and study about the teaching method based on psychological view for exceptional children. The writer's reason to choose this theory, because we realize that physical defect that is suffered by a child will give many impairment to the sufferer development, the child will be difficult to interact and socialize with the environment because of any limitation as the consequence of physical defect. Therefore, the most logical concept of Psycho pedagogic perspective for the children, as the *Children Right Convention* (1990) is "how far is a child able to change himself based on the environment condition?" The ability to change a condition is very influenced by the education development and interventions that is properly with the child presence. Delphie stated the process of children development to change their selves need a form of certain activities and exercises guided based on their presence, so it will fulfill their psychological needs such: feeling to be loved and accepted by surrounding (2006:142).

The exceptional child like Helen Keller, a character in William Gibson's *Miracle Worker* is a child who needs a special education to overcome her problems. The writer absolutely agree to Kirk 1970, theory that *who deviates from the average or normal child in mental, physical, or social characteristics to such*

an extent that he requires a modification of school practices, or special education services in order to develop to his maximum capacity (Efendi 2006: 4). Theory above shows that solution for Helen Keller is a special education that given by special teacher too, later we will meet a meritorious character in Helen's life, the teacher who brought the multiple acquired child into the world of education. Annie Sullivan is whom we are talking.

In simplest terms, *The Miracle Worker* is the story of how one person can enter the lives of others and change them forever. During the course of the play, Annie Sullivan enters the Keller household and through her work to teach Helen who is deaf, mute, and blind, ends up changing all of the character's perceptions of the world, as well as changing her own world-view. By the end of the play the "Miracle" that she works, teaching Helen language has a direct effect on everyone's life and the way in which they live it.

New York Mirror (An USA popular newspaper) wrote, "*An emotional earthquakea magnificent drama, a play with the power to wrench the hearth*". This short statement showed us that *Miracle Worker* was very familiar drama and got many attentions from public at that time, the play was made into a film in 1962 and produced for television in 1979, and it won academy awards for best actress in a leading role and the best actress in a supporting role. The film was also nominated for the best costume design, black and white, best director and best writing, screenplay based on material from another medium (<http://www.encarta.simenaserpaofColombia.com>. Accessed on 2 January 2007).

There are several reasons to conduct this study. First, the researcher's admirations to Helen Keller character as a deaf-blind-mute child who was wild, undisciplined, naughty, impolite girl that was caused by her exceptional. Whenever she is doing something, everybody surround him even her family do not know what she wants, expects and means because of her limitation in language and communication. She lives without sight and sound but she just lives by touch, taste and smell. Unpredictable, who knows that in her future life she shall become a famous American author, lecturer, social and political activist. Could you imagine a deaf-blind girl was able to reach those such thing? Life is a mystery; no body knows what will happen in the future. Therefore, begin from the writer admiration to Helen Keller character, the researcher wants to know this character closer. This study tries to explore the psychological aspects, which are portrayed in the drama. Then we focus and analyze on the psychological problems faced by Helen Keller, causes and effects of Helen Keller's physical exception to interact with the other, whether family or relationship to society, then the writer tries to explain how Helen Keller's problems to be solved and what actually Helen Keller needs.

Second, we met many literary researches conducted using the psychological approach to help the analysis. Most of researchers analyzed the main character of a certain work, as Peck and Coyle, 1984 said:

“Most plays are not only entertaining to watch but also enjoyable to read. Studying plays, however, is more demanding, for the student is obliged to work out a critical response, and this can prove difficult. The easiest way of overcoming the problem would seem to be to concentrate on the personalities of the main characters, saying that the play is about them”.

Having studied thesis, the writer can state that the students have not discussed the *Psychological Problems of Physical Acquired Defects Deaf Blind Character in William Gibson's Miracle Worker*. But there are some students who applied their thesis on psychological analysis of the main character such: Latifatul Husna (2006) the Student of the State Islamic University of Malang entitled *A Psychological Analysis of the Main Character of Sidney Sheldon's The Other Side of Midnight (Viewed Abraham Maslow's Theory)* and Nadliroh (2005) the Student of the State Islamic University of Malang entitled *A Psychological Analysis on Joji's Personality*. the analysis about psychological conflict of Joji that appear in Naomi and the personality changes of Joji in Naomi . However, here the writer can distinguish his analysis from the earlier researchers. As the writer mentioned in the background of the study this study tries to analyze the psychological problems faced by Helen Keller, the etiology of her exceptional, causes and effects of exceptional to Helen emotion, behavior, interaction with the other whether family or relationship to society. Then the writer tries to explain how Helen Keller problems to be solved and also what actually Helen Keller needs.

The researcher's reason to give *Psychological Problems of Physical Acquired Defect Deaf Blind Character in William Gibson's Miracle Worker* as his thesis title, because the researcher conducts a research on William Gibson's work *Miracle Worker*, which tells about a girl who physically deviates from the average of normal child. The girl has the exceptional condition deaf and blindness, and the girl lost her hearing and sight ability at the develop age. That is why researcher uses the term *Physical Acquired Defect*. Based on Skinner and Shelton (1979) in

Effendi (2006:65) explained *The cause of hearing loss cannot always be determined most at the time, however, a probable reason can be found, if the origin of loss before or around the time of birth the loss is called congenital, if the loss develop later it is called acquired.* By using psychological approach, the researcher catches the data of main character's psychological problems, which are reflected on the drama *Miracle Worker*.

From the number of literary researches, which used certain theories as their divider analysis, the researcher does not find yet the other researcher who conducted a study on William Gibson's *Miracle Worker* using the psychological theory of exceptional children especially the Psycho pedagogic perspective. It becomes a challenge for the researcher to understand deeper the personality of Helen Keller.

1.2 Statement of the Problem

Concerning with the points discussed in the background of the study that is, the easiest way of overcoming the problem world seem to be to concentrate on the personalities of the main character, in which the main character of the drama got the physical acquired defects deafness and blindness. So the problem that will be discussed in this study is formulated as follows:

1. What psychological problems does the physical acquired defect deaf blind character face in William Gibson's *Miracle Worker*?

2. How does the Psycho pedagogic principles role in the process of education intervention to solve the psychological problems of the main character in William Gibson's *Miracle Worker*?

1.3 Objective of the Study

In accordance with the previous statement of the problem, this study will be focused to:

1. To describe the psychological problems faced by Helen Keller as the deaf blind character in William Gibson's *Miracle Worker*, the etiology of her exception, the causes and effects of Helen's exceptional condition.
2. To know the process of education intervention that is indicated using Psycho pedagogic principle in order to solve the psychological problems faced by deaf blind character in William Gibson's *Miracle Worker*.

1.4 Scope and Limitation

Based on the research problems, the analysis of the content is focused on the theme, character and plot. While, this study tries to recognize more closely the character in William Gibson's *Miracle Worker* who got the physical acquired defect deaf –blindness, the etiology of Helens defect, the causes and effect of Helen's exceptional condition, the problems faced by the character as the consequence of her exception, and does the blindness and deafness influence psychologically her relationship to other people. Then, the writer tries to analyze the problem solving of those kinds of problems using Psycho pedagogic principle in the process of education intervention. All of those questions above try to be

answered by the writer in this study, and of course, psychological approach is the appropriate one to cover all those questions.

1.5 Significance of the Study

There are two functional considerations for conducting the research. This study is significant to conduct due to its theoretical and practical functions. Theoretically, the result of the study will enrich the research findings provided for those interested in the field of literary studies, especially those that are related to the psychological aspects of human life. This study tries to implement one of literary theories, thus the researcher can reach the formulated objectives appropriately.

In addition, Practically, this study is expected to be a reference and alternative information for other researcher in conducting the similar research, i.e. the study on psychological aspect of exceptional children as portrayed in a literary work, especially in William Gibson' *Miracle Worker*. Hopefully, this study will give more contributions and improve the knowledge for the students and lecturers. From this study students are expected learn more about social and humanity, the awareness to appreciate the people who have the physical defects is stressed, because they are part of us, they are the same as the other people in common, do not isolate and underestimate them because of their disability. Every creature has its own lacks and advantages, although God creates someone with her/his disability, but God more understands what actually his creature needs. Finally, the

study is also expected to give an important thing for the students who are interested in doing similar research field.

1.6 Research Method

The research method in this section covers research design, data sources, data collection, and data analysis.

1.6.1 Research Design

This study is categorized into literary criticism, Siswantoro (2005:46) quoted Abrams' definition of criticism in his book "A Glossary of Literary Terms", he defined *Criticism is the study concerned with defining, classifying, analyzing and evaluating works of literature* (1981: 35). Olsen in "The End of Literary Theory" Gave the definition of criticism as,

The term "literary criticism" is used to refer to all types of comment on literature. It has not been the purpose here to suggest that only some types of comment constitute genuine criticism while other types of criticism are spurious. There is no reason to legislate against any types of comment on literature. What is important from the point of view of literary aesthetics is to recognize if there is a type of judgment expressed in such comments, which is constitutive of a reader's view of a text as a literary work (1987: 137).

Definition of criticism above shows that reader has the wide space to comment a literary work. We have the freedom to define, classify, analyze, and even evaluate a certain work, there is no limits of the comment form. We are able to see a work from the structural, sociological, psychological, philosophy, myth and any others point of views.

In literary criticism, the analysis or interpretation activity is very important. Process of justifying and evaluating will be done after analyzing a text.

Main purpose of literary criticism does not mean finding fault, it is an academic or scientific activity based on the clear procedure. It means that literary study/criticism do not create a new literary work, because both of literature and literary study are different. Rene Wellek and Austin Warren said *we must first make a distinct between literature and literary study. The two are distinct activities: one is creative, an art; the other, if not precisely a science, is a specific of knowledge or of learning* (Wellek, 1949:3). Therefore, we are able to take a conclusion that literature, which related to creative imaginative process is different from literary criticism, which related to a sets of science or methodology.

Literary works whatever their forms drama, novel, short stories or poem are available in the text form. As the text, literary work is like a diamond that has many facets, every facet reflects the enchantment sparkling. In other word, a text of novel or drama for example, has various potentions of interpretation, which come on the reader mind as product of reading activity. We believe that reading, as the prerequisite of interpretation process is so central in literary criticism. As Wolfgang statement that quoted by Siswantoro (2005:12) *one thing is clear that reading is the essential precondition for all process of interpretation.*

However, reader role as the subject here becomes very important, because interpretation and evaluation of a literary work is the result of thinking activity through reading process. Therefore, the most valuable starting point in this study is reading and rereading on William Gibson' *Miracle Worker*. Reading Carefully is very suggested on finding the data related to the psychological problems of physical acquired defect deaf blind character in this work. A reader does not come

with the empty minds when analyzing a text, their minds are settled by various theories related to the literary world. It is what we call *Background of Knowledge*, which is very needed to give contribution in coloring interpretation and catching text reality. i.e. a reader who knows well about structuralism theory will tend to catch structural phenomena of a novel than sociological, it same with the reader who know well about psychological theory will catch the psychological reality in a novel than sociological or structural.

To differentiate our study with the other reading activities, thus we use an appropriate approach as the surgical instrument in the way of analyzing or interpreting a literary work. Because analysis without an approach is just reading activity and categorized as the group of reading comprehension or practical reading that usually done in the class. What we are doing is not practical reading but critical reading. Siswanto stated critical reading orientation is not only to understand the main character, setting time or place, but the attention is focused on the efforts to catch other dimensions which are not stated textually (2005:18).

In addition, the researcher limits his research to use an approach in order to make the topic to be more focused. In this case, the writer uses the psychological approach especially the psychology of exceptional children to deal with data. In this study, the researcher conducts a discussion of literature including the discussion of the play/drama, analysis and interpretation of literary work that is a play *The Miracle Worker* by William Gibson. The researcher pays attention to the character personality and psychological view of deaf blind child, because the analysis is focused on finding and analyzing the psychological

problems faced by Helen Keller, causes and effects of her exceptional to the relation with others. Then we try to analyze the solution for the psychological problems of Helen Keller, the main character of William Gibson' *Miracle Worker* that is indicated using the Psycho pedagogic perspective.

1.6.2 Data Sources

The primary data is all the data from the play, they are taken from the *Miracle Worker* written by William Gibson, and the version used is the one published by Pocket Books in 2002. The research only focuses on the text of drama that consists of three acts, the setting is taken from Keller's homestead in Tuscumbia Alabama and the Perkins Institution for the blind in Boston. The text shows that the story occurred at 1880's. This drama is categorized as a family drama, it tells about Captain Keller's family life. At the beginning of story, we find a family happiness because of getting a new member of family, a baby who is named Helen Adams Keller. Helen Keller was born at an estate called Ivy Green in Tuscumbia, Alabama, on June 27, 1880, to parents Captain Arthur H. Keller, a former officer of the Confederate Army, and Kate Adams Keller, second cousin of Robert E. Lee. The Keller family originates from Germany. She was not born blind and deaf, it was not until nineteen months of age that she comes down with an illness described by doctors as "an acute congestion of the stomach and the brain", which could have possibly been scarlet fever or meningitis. The illness does not last for a particularly long time, but it leaves her deaf and blind. Begin from Helen's physical exception, this story is dominated by Helen's behavior that seems to be a naughty, unrulred and frustration child. It is caused by her

disabilities to communicate and interact with other, then Helen's family call a special teacher Annie Sullivan to change him to be more civilized people, otherwise it is not an easy thing, Miss Sullivan has to work hardly to bring Helen into education world.

1.6.3 Data Collection

Collecting data activity that textually did not have the analysis value, actually it has the analysis capacity. How come? As long as picking up the data that formerly was started by reading novel, short stories, drama or other literary works and then understanding the content of its story, the researcher will exerted the energy and minds in order to picking the data that was needed based on the concept of researcher mastered. Quotation or data accuracy absolutely depended on the researcher, so the process will not in one moment, more over repetition or cycle back in the effort for getting better quality of data is done. As Miles and Huberman in Siswantoro (2005:68) said *analysis during data collection lets the fieldworker cycle back and forth between thinking about the existing data and generating strategies for collecting new-often better quality data* (1984: 49).

To collect the data of this study, the textual observation which are related to psychological problems of physical acquired defect deaf blind character on William Gibson' *Miracle Worker* is used. As we know that drama is in the form of dialogue and sentence. So, the first step is careful reading, detailed reading and deep understanding the drama text *Miracle Worker* by William Gibson are heavily emphasized on data collection techniques.

The next step is that the researcher concentrates on the psychological phenomena or aspects, which are reflected on the drama *Miracle Worker*, especially psychological problems of Helen Keller, it causes and its effects then solution of its problems that is indicated as Psycho pedagogic principles. After that, the researcher selects and picks up the required data that most appropriated with the psychological problems of Helen's character as a deaf blind child and solution of those problems according to Psycho pedagogic perspective, then the data are used in the process of data analysis to answer the formulated problems.

1.6.4 Data Analysis

In this study, the processes of data analysis include: Organizing the data from the drama that reflected the psychological problems of Helen Keller, the main character of William Gibson's *Miracle Worker*. Finding out the causes and effects of Helen's exceptional condition to her psychological, emotional, and behavioral condition. Describing the efforts to solve Helen's psychological problems on education intervention that is indicated as psycho pedagogic principles. Drawing the conclusion and rechecking if the conclusion is appropriate enough to answer the stated problems.

1.7 Definition of Key Terms

To avoid the differences of perception between readers and the researcher in understanding this study, it is important to give some operational definitions of the key terms applied in the study, i.e.:

1. *Exceptional Children* are children who deviate from the average or normal child in common in physical, mental, or social characteristics. Based on the definition above, Efendi (2005: 3) stated children who are categorized have exceptional in physical, i.e. blind, deaf, mute. While in mental i.e. children who have extra mental ability (supernormal) and children who have low mental ability (subnormal) or in Indonesia we called them *Tunagrahita*. Then in social characteristics i.e. children who have difficulties to adapt and interact with the environment, we called them unsociable.

2. *Physical Acquired Defect* is a child who losses one or more senses function at the development age. As Helen Keller' condition, she losses her sight and hearing ability at 19 month because of an illness. It caused her suffers deaf and blindness. In the other word, she cannot see and hear anything. Like Skinner and Shelton, 1979 in Efendi, (2006: 65) explained *The cause of hearing loss cannot always be determined most at the time, however, a probable reason can found, if the origin of loss before or around the time of birth the loss is called congenital, if the loss develop later it is called acquired.*

3. *Impairment* is taken from the verb *impair*, it means the obstacle that occurred to exceptional children as the consequences of the physical defect. Or *less competent of strength, value, quality and quantity* (American heritage dictionary, 1982:644). Oxford dictionary, 594 gives the meaning of impair as *to damage something or make weaker* and impairment *disability*.

4. *Psycho pedagogic* is learning method based on psychological view which aims to fulfill the basic of psychological needs, social and emotional of normal

development context. This term consists of two words “psycho” (psychology) and “pedagogy” means science of educating (American Heritage Dictionary, 1982: 423). Psycho pedagogic of exceptional children tries to give education intervention to the children who deviate from the average or normal children in common physically, mentally, or socially. Hopefully, the education intervention through certain activities and exercise implies to the positive development of the children and increases their confidence, so they can accept their exceptional condition and survive to face the future.

5. Etiology is the research or investigation of disease (concerning with the causes). The term etiology or cause of certain illness can be from various factors. Efendi (2006:34) explained the etiologically of blindness is caused by *endogen* and *exogenous* factor. The blindness caused by endogen factor i.e. heredity (genetic), or exogenous factor i.e. illness, accident, medicine etc. A child can suffer the time it happens likewise, the blindness whenever the child was in fetus, born or after. In Helen’s case the etiology of her exceptional condition is diagnosed by the doctor as “an acute congestion stomach and brain”.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Perspective of Exceptional Children

Physical development has the direct influence to the children, because it decides everything that can be done by the children their selves or other people. The normal physical development enables children to adapt to the situation surrounding with social demands for their age, whereas the deviate physical development will impair children adaptation.

Somantri (2006:5) argued the children health condition influence to physical development, quality of energy, self-development, emotion, social behave, and achievements. Therefore, physical damage that is suffered by children will influence them with its seriousness, time of occurred, activities disturbance, environment reaction, and the distinction of the children with other of the age children.

2.1.1 Definition of Exceptional Children

Kirk, (1970) Heward & Orlansky, (1988) said, the exceptional children are children who have exceptional condition of normal children in common, physically, mentally or their social behavior characteristic. Hallahan & Kauffman, (1991) gave the different definition but has the similar meaning that is the children who deviate from the other in common, caused by the problems of thinking ability, sight, hearing, socialization, and movement (Efendi ,2006: 2).

The term of exceptional in our daily conversation is connoted as a deviate condition from the average or normal child in common, the deviates has more or less values, and effects of deviates invite the attention of surrounding for a while or continually.

2.1.2 Classification and Kinds of Exceptional Children

According to Efendi, (2006: 4-7), Based on the classification and kinds of exceptional, the exceptional children divided to *Physical Exceptional, Mental Exceptional and Social Characteristic Exceptional*.

Physical Exceptional is the exceptional on one or more certain part of the body, the effect of its exceptional makes the physical condition of the body could not work properly. This physical dysfunction occurred to: The organ of physical sense, i.e. the exceptional of hearing sense (deaf), sight sense (blind), speech function organ (mute). The motor organ, i.e. the exceptional of muscle and bone (*Poliomyelitis*), nervous system of brain that caused the motor function disturbed (cerebral palsy).

2.1.3 Exceptional Effects

The exceptional physically, mentally, or socially that occurred by someone will bring its consequence for the sufferer, whole or part, objective or subjective. Efendi (2006: 14) stated someone exceptional condition will give disadvantage effects to psychological or psychosocial condition. In turn, this condition can be an inhibiting factor for the sufferer's development. The experts on the same opinion that, physical and psychological condition of human have very close relation, physical or psychological interaction of human difficult to separate, both

are influencing each other. These influences could be direct or indirect, direct influence is an indication automatically occurred which is caused by certain condition of someone, i.e. one who gets stomachache, queasy because of nervous (Efendi, 2006: 14). On the other word, if a person was in a certain physical condition undoubtedly will influence his psychological condition, and on the contrary.

The mechanism of physical or psychological relation that give the direct or indirect influences as the consequence each aspect, can be seen the interaction mechanism explicitly as:

Someone who has the exceptional on one of organ function/sense or more, it must be appearing the direct effect from its impaired organ. In this case, the ability to make that organ function maximum will decrease, i.e. lost of hearing, sight, speech function or less the function of part of body (Level I).

The dysfunction of sensor or motors tools causes the sufferer to explore, therefore, they will find the obstacle in doing the activity by using sensor or motor tools (level II). The obstacle faced by exceptional sufferer in doing kinds of activities will create the emotional reactions caused of disability, and usually in this level it is just a health emotional reaction (level III).

If those emotional reactions created by the obstacles are more over and showing higher intensity so, the emotional reaction will appear in the disadvantage forms for the personality development, i.e. frustration, feel inferior, isolated etc (level IV). In certain cases, the emotional reaction which is happening

in certain level can be destructive, it is caused by self defense mechanism of disability to control their personality (Efendi, 2006: 14-15).

The psychological condition of exceptional children will be worst, when the exceptional children environment, whether family or society surrounding do not give the positive response to behave the children. We know that the exceptional condition suffered by children, often create the problems for their environment. Their direct or indirect presences invite kinds of attention of the environment to the condition of exceptional children. Next, this perception or reaction in seeing the exceptional children will be the basic form to behave exceptional children.

If the society give the negative perception and reaction, and do not see the figure of an exceptional child as an individual who has same dignity like other human in common because of their limitations, it can be isolate them in the middle of normal community, especially the efficiency to do their life function.

Efendi (2006: 15) explained the growth of contra-productive society perception, slowly but sure will influence the action given to the exceptional children. It can be predicted that the orientation of environment behave to the children are not as what their needs to develop their selves, but the helps given are only felling pity as the individual who has limitation. This perception was ever appearing in the society at the beginning of education development for exceptional children. If we analyze their needs, actually what they need are not only just helps or pity, but more, that is a big attention to their presence and other potentions which need to be developed.

Although, nowadays many people begin to understand doing the best to behave the exceptional children, however, we find many of them are still difficult to avoid the perception to behave the children properly and educative, especially, in their family environment. The perception and treatment of family environment especially parents have the strong contribution in giving the color of exceptional children's development than other people.

Undoubtedly, for the first time the parent who have the exceptional children will be hard to accept the reality that their child has the exception. The reaction that appears when they realize that their child has the exceptional condition is shocked and panic. Begin from this feeling then appear many reactions, i.e. feeling guilty, disappointed, shy and accept as is (Moerdiani, 1987).

Reaction of parents or family with the condition of their children, then try to be analyzed by Efendi (2006: 17-18). Parents or family reaction which feel guilty or being sinful for the presence of their child with the exceptional condition, parents and family treatment in expiating the sin or decreasing of feeling guilty are done in the way of giving love profusely to their exceptional child. Moreover, sometimes their treatment to the child seems to be overprotective to every thing (*overprotection*). In the turn, this kind of treatment will make the child to be more powerless. We know the parents and family have the over worried in seeing their child condition. May be they feel pity, compassion or touched, so they need to give extra protection to the child. They do not realize that this kind of treatment in the future will make the child always depending on the other person/ cannot be autonomous.

2.2 The Blind Children Nature

Eyes as the sight sense of the human body is placed in the first position, because during the human are awoken up, eyes will help human activities, beside other sensory senses like hearing, touch, smell and taste. Because the big role of eyes as one of the very important senses, if someone's sight sense is impaired it means he/she will lost the visual ability function of recording the object and physical event that happened in the environment.

Presence of blind children is not recognizing the racism, religion or status. Concerning with this condition, its better not to ask their presence with every of sight limits, but we have to think what kinds of helps we can give to make them accept their conditions.

To behave the blind children properly, we have to recognize who is the blind child ? What is the causes? What are the problems and difficulties suffered by children who have the sight's limit? What are the effects of blindness?

By recognizing everything concerning with the blind children, hopefully we are able to have the right concept of blind children, develop the positive behavior and appreciate by various constructive action for the blind children.

2.2.1 Definition of Blind Children

There are many argument concerning with the definition of blind children, actually all the experts have the similar point of view to define this case. Somantri (2006: 65) argued the definition of blindness is not only for someone who cannot see at all, but also children who are able to see but very limited and for less to be

used in daily importance especially for studying. Therefore, the children, which have *low vision* also included into blindness.

Other argument given by Efendi (2006: 30). He believed that physiologically, the broken eyes organ or exceptional in the process of seeing is, the shadow that is caught by eyes cannot to be continued by cornea, lens, retina, and nerve because of a problem such as: cornea is damage, dry, lens is clouded, or nerve impairment, which connect the eyes to the brain. One who suffers this condition called by blindness.

Therefore, on the education perspective blindness is one who has corrected his sight maximally and cannot use the education and learning facilities that commonly used by normal/sight children.

2.2.2 Classification of Blind Children

Level of blindness based on its distribution is in the form of stages, from the minor until hard. Level of exception if we see from the sight sharpness to see a something's shadow, it can be classified as:

a) Group of sight exceptional children, which have possibility to be corrected by medical treatment or optical tools. Usually children who were in this group can not categorized as sight exceptional case, in which given the special education, because they are able to be educated without any modification or special program

b) Sight exceptional children, although corrected by medical treatment or certain optical tools, they still have difficulties following the regular classes so it needs the teaching compensation to change their lacks. The sight exceptional

children that are in-group 2 can be categorized as minor blindness because they are able to differentiate the shadow. In daily communication, we called them by *partially seeing-children*.

c) Sight exceptional children, which could not be corrected by any medical treatment or optical tools (*blind*). Because the children are not able to use their sight sense, so their needs of education services only through other way except the eyes. According to the recommendation of *the white house conference on child health and education* in America (1930), explained that: a child categorized as blind if he cannot use his sight for education importance (Patton, 1991).

2.2.3 Etiology of Blind Children

Knowing the causes of blindness in special education is definitely important. because by understanding the causes background of blindness, a teacher of blind children is able to give the information to parents or family about everything that are needed to be paid attention concerning with the blind children education. Especially, in guiding the children properly with their characteristics and needs.

The term etiology or cause of certain illness can be from various factors. Efendi (2006:34) explained the etiologically of blindness is caused by *endogen* and *exogenous* factor. The blindness caused by endogen factor i.e. heredity (genetic), or exogenous factor i.e. illness, accident, medicine etc. A child can suffer the time it happens likewise, the blindness whenever the child was in fetus, born or after.

Somantri also divided the causes factor of blindness into two; *internal* and *external*. Internal is the factors which are related to the baby condition during in the fetus, it can be the genetic, nutrient lacks, mother psychic condition, toxemia, etc. external is the factors which are occurred at the time and after baby born. i.e. accident, medical tools influence (tang) that cause nerve damaged, toxemia, nutrient lack, bacteria, virus, typhus and etc.

2.2.4 Blindness Effects

If one of the senses or more is impaired, so it will influence the other senses, then bring its consequence to the ability of interacting with environment. i.e. the blind child case, losing apart or all the sight functions will cause the negative effects of using other physical ability, like psychological function development and social interaction.

Somantri argued one of the most dominant limitations of blind children is the ability of mobilization. However, this lack is can be minimized by manipulating the environment of the children, through creating useful environment that makes the blind children have the possibility to develop physically and free or safe to move (2006:80).

The activities of human with the environment will be more effective if using the senses owned such as: sight, hearing, touch, taste, and smell whether done lonely or together. Efendi (2006:37) by using some senses, it will make someone easier to percept an event or observed the object, especially to form a unity meaning.

Similar point of view also given by Somantri, He said that the effect of blindness cause the recognizing or definition of the children world is not gotten in the complete and unity form. It causes the cognitive development of blind children is impaired than other normal children in common. Because the cognitive development is not only close to the intelligence or skills, but also related to the sight sense ability (2006: 67).

Negative effects that are caused by the sight impairment also influence the emotion development of the child. In this case, Somantri (2006:82) gave his argument, emotion development of blind children will be more impaired if the child suffered the *deprivation emotion*, that is the condition where the blind children are less in having the chance of pleasure emotion experience, i.e. love and affection, happiness, attention and pleasure. Blind children, which incline to be deprivation emotion are mostly the children who are in the beginning of their life are rejected their presence by the family or environment. The deprivation emotion will be very influential to other development aspects, i.e. the lateness in physical development, motoric, speaking, intellectual, and social. Besides, they incline to isolate their selves, egoist, depended on other people helps.

It is acceptable that defensive or aggressive even destructive behavior that is appeared by the exceptional children is just a form of self-defense. It is caused by their disability to fulfill their basic needs, beside of negative consequence of the feelings, i.e. not confident, frustration, difficult to form and evaluate the behavior. These negative feelings will be bigger if it is faced to the unfriendly environment, and not understood to the difficulties faced by exceptional children.

2.2.5 Other Senses Function for Blind Children

Among the senses of human being, sight is the most important than the other. Eyes have the function as visual transmission, eyes are able to contribute around 80-85 % in interaction recorded as long as human awakes (Sadiman, 2001). Therefore, by losing apart or all the eyes functions as someone's sight sense, it is like losing a very valuable set of life.

Although, the sight has very significant role, but it does not mean that by losing sight function, human do not have the chance to get the experiences at all. But they are still able to substitute the sight losing by other sense compensation, even though the result is not as complete as using sight sense.

As the unity tool that combines and arranges a concept, the sight sense is very representative. Because the details of object or event surrounding can be perceived perfectly, begin from the specification of indication until the occurred of a process even its ending, all the series are easy to be recorded by sight sense. It is better if the sight function is helped by other senses, so the result will be more complete and perfect (Efendi, 2006:38). Therefore, children which are depended on the ability senses except sight like blind children, so the manner of blind children to develop the world perception are absolutely different with other children which are able to use their sight senses. A child who lose his/her sight, usually use the hearing and touch senses as the alternative to recognize the environment. For blind children, the benefit of hearing sense as the transmission in interacting with environment is able to give the guidance about the object

distance or direction by recognizing the sound (Cruickshank, 1980), but they can not recognize the real form of known object.

Delphie (2006:115) also gives similar opinion, to be able feeling the distinction of every object touched, the blind children always using touch sense with their fingers. This activity is their behavior to master the perceptual world by using sensory sense. Blind children are very difficult and need long time to master the perceptual world.

Touch as the other alternative after hearing may be can help the blind children to get the kinesthetic experience. By touching, the blind children are able to contact with surrounding object. Touching urgency for blind children is able to give the concrete illustration concerning with measurement, position, temperature, weight, and form, it is also can be eyes successor in reading activity by using *Braille* (Efendi, 2006: 38). Although has a little role, through taste sense the blind children are also able to recognize the object by its taste. Therefore, for blind children every sound heard, smell that is smelt, impression quality touched, and sensation tasted are have the potential role in developing their cognitive ability. Its implication, the sensory stimulus needs for blind children must be paid attention, so they are able to develop their knowledge about every thing and event surrounding (Somantri, 2006: 68).

The biggest impairment in using the touch sense for blind children is, it is limited by the distance and range. Concerning with the distance of something and the range that should be in front of them, if we find a huge thing i.e. elephant, ship, train or the place is far from the children so it will difficult for he children to

reach it. Because incomplete recognizing of blind children to the thing or surrounding object, the cognitive function development of blind children will be impaired (Efendi, 2006: 40). Somantri agreed to opinion that the disabilities to use sight sense as information channel cause the difficulty in classifying the object base on the specific characteristic. The blind children may be able to classify according to the result of hearing, touching, smelling and tasting process. Although all of those are depended on the presence of the sound or not, reachable by hand or not, it was smeltd or tasted or not. Whereas the classification that is related to the form, width/depth, or color are very difficult even impossible to be done (2006:72).

Well, other senses like smell and taste for blind children are to complete the information gotten by hearing and touch sense. Smell sense for example, for the blind children is used to know the location of an object or getting the information of object characteristic. The taste sense is to recognize something characteristic that needed the direct contact like: sweet taste of sugar, salt in salt etc.

2.2.6 Language and Speaking Ability of Blind Children

Somantri (2006: 69) stated, because lack of visual stimulus, the language development of blind children is left from the sighted. Blind children's vocabularies skill divided into two groups. *First*, vocabularies that meant for their selves based on their own experiences, and *Second*, verbalistic vocabularies that are gotten from other people but they often do not understand it. In the language

understanding, many research results show that blind children vocabularies is incline to be definitive, whereas sighted children is wider.

A child who suffered the blindness since he was born, it will be difficult for him to learn language, because most of the language and speaking learning processes are by imitating and seeing observed from the environment. Therefore, the language development of born blind children and concept of vocabularies owned are slower than normal children. Gutsforth, (1933) concerning with the language ability of blind children he called it *unverbal reality* (Cruickshank, 1980), because blind children only recognizing the names without having any experiences to understand the object substance directly, the interpretation is just based on the idea and most verbalistic (Efendi, 2006: 47).

Commonly, communication development of blind children is different from sighted children, however language is very useful for blind children to recognize what are happening surround them. Therefore, other people are able to talk with them. Nevertheless, Delphie (2006: 115) argued that *blind* student needs longer time to spell the first word than sighted.

2.2.7 Blind Children Social Adaptation

As the social creature, the blind children are inseparable part of society group. If normal people to show their existence by doing many activities or works, which can be valued moral or material by the society. It also becomes the blind children expectation. However, substantially what the normal people felt are not quite different with the blind children feeling. i.e. normal people in fulfilling their life need to complete the basic needs like: physical, biological, to be a part of

group, admitted their existence and needs to reach something, all those things also to be the blind children needs as well (Efendi, 2006: 50).

For normal people, it is not a problem to fulfill those needs because they have sight as the instruments to reach it, on contrary, the blind children will be impaired by many problems to reach their expectations because of their sight impairment. It influences their physical, psychological and social conditions. Of course, this obstacle will be a big trouble for the blind children in the future.

The family role to help the blind children in overcoming their limits is forced to be wiser. Sommer (1994) in Moerdani (1987) in his research found that family or parent behaviors in the beginning of seeing the child's defect often incline to protect. It is understandable, may be it is a form of love and affection to the exceptional children, but such love and affection manifestation is not educated. Because direct or indirect help, which is exaggerated to the blind children will inflict the children their selves, their activities are being limited.

Society likewise, as long as they see to the blind children by negative seen which identically with the disability, dependent, frustration and such things, so it will force them to the corner.

Based on the explanation above we can conclude, actually the negative excesses appeared by blind children are inseparable from the environment behaviors which are not wise to the children. Therefore, if the environment is able to give them the chance to do and help the blind children to adapt properly, we believe the blind children's personality development will be not different from other normal children.

Finally, we will agree to Somantri conclusion that the blind children social development is absolutely depended on how the environment behave and accept the children, especially family of the child (2006: 85).

2.3 The Deaf Children Nature

In human senses structure, ear as hearing sense is the organ to complete the information gotten by sight sense. Therefore, losing a part or all of hearing ability means losing the ability to listen the totality of event surrounding. The effect is all the recorded events by sight of deaf children seems like suddenly happen without understanding its first indication (Efendi, 2006: 50).

The level of deaf children hearing lost has the direct influence to the listening ability. That is why the appropriate education services to exceptional characteristic of deaf children are expected to increase the self-confidence and achievement motivation (Efendi, 2006: 55). Hallahan & Kaufman (1991) in Delphie (2006: 104) also gave their argument, Deafness is a big impairment for someone's language development normally, so it will influence the social and intellectual development.

2.3.1 Definition of Deaf Children

Deafness can be defined as the lost hearing condition that caused someone's disability to catch many kinds of stimulus especially through hearing sense (Somantri, 2006:93). Many experts gave their arguments concerning with the limitation definition of deafness, as Somantri quoted from any sources:

Andears Dwidjosumarto (1990: 1), one who is not able or less hearing called by deafness. The deafness distinguished into two categorizes *Deaf* and *Low of Hearing*. *Deaf* is whom hearing sense is damage at the serious level that causes dysfunction of it. Whereas *low of hearing* is whom hearing sense is damage but still has the function to hear, whether with or without using hearing aids.

Multi Salim (1984:8) concluded that deaf child is the child, which suffered the lacks or lost hearing ability caused by damage or dysfunction of apart or the entire hearing instrument, so the child got the impairment in their language development. He needs the special education to get the proper life.

Based on the time of deafness Kirk (1970) stated that the child who born with hearing exception or lost his hearing at child age before his language and speaking formed, this condition called by *pre-lingual deaf child*. Deafness level that brought since born, or suffered at the child age before language and speaking formed, there was an inclination it was categorized as deafness. Whereas the child who born in normal condition, then after reaching the age where the child understood a conversation suddenly the child lost his hearing sharpness, this such condition called by *post-lingual deaf child*. Deafness level that suffered after language and speaking formed, there was an inclination it was categorized as middle or hard deafness (Effendi, 2006: 58).

2.3.2 Classification of Deaf Children

The sharpness of hearing is measured and stated in unit of sound *deci-bell* (dB). That unit used to help interpreting of hearing test result and grouped in their level. (Kirk (1970), Moores (1978), Based on the international standard

organization (ISO), the classification of deaf children is grouped into deafness and hard of hearing.

According to ISO, someone is categorized as deafness people if lost his hearing ability 70 dB or more, so he will difficult to understand the other people speaking although using the hearing aid. Whereas the hard of hearing, if someone lost his hearing ability among 35-69 Db, so he will difficult to hear the other sound properly, but it was not an obstacle to try in understanding other people speaking by using hearing aid.

2.3.3 Etiology of Deaf Children

Skinner and Shelton (1979) in Effendi (2006: 65) stated the cause of hearing loss cannot always be determined most at the time, however, a probable reason can be found. If the origin of loss before or around the time of birth the loss is called congenital, if the loss develop later it is called acquired.

Concerning with the time and causes of deafness it can be seen as:

Time	Causes
Prenatal (child in the fetus)	<ul style="list-style-type: none"> ➤ Heredity or genetic ➤ Maternal rubella ➤ Overdoses of antibiotic usage ➤ Toxemia
Neonatal (when the child is born)	<ul style="list-style-type: none"> ➤ Premature ➤ Rhesus factor ➤ Tang verlossing
Postnatal (after the child is born)	<ul style="list-style-type: none"> ➤ Meningitis cerebrealis

	<ul style="list-style-type: none"> ➤ Infection (measles, stuiip, thypus, influenza etc) ➤ Secretary otitis.
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2.3.4 Deafness Effects

Language is the communication instrument used by people to communicate and interact with other. It means that if a group of people are have the same language, so they will be able to change their minds about every thing occurred in the form of concrete or abstract. Without recognizing the language that is used by a society, we will difficult to take a part in their social life, because those are done by language media. Therefore, if we have the language ability it means that we have media to communicate.

There is an inclination that someone who suffers deafness often followed by mute. Actually, this condition is difficult to be avoided, because both are a combination of cause and effect. A deaf child, especially if the exception is suffered before language and speaking formed, it can be sure that the next effect to the sufferer is muteness. However, it does not mean that a mute sufferer has the direct combination to the deafness condition.

There are two important things that follow the effects of hearing impaired: *First*, consequence of hearing impaired or deafness, the sufferers will be difficult to receive all kind of stimulus or sounds around them. *Second*, because of difficult to receive the sound stimulus, it's consequence is the deafness' sufferer also difficult to produce the sound or language. These both of deaf child conditions are

able to influence directly to the fluency of language and speaking development (Efendi, 2006: 72). Therefore, we are able to conclude that deafness condition will cause the poor vocabularies, language and communication difficulties.

Lewis (2003) explained that deaf children cognitive development that is related to academic achievement, commonly the remembering skill of deaf children is very short, only in a few seconds not minutes. This condition needs to be given the special activities in education services in order to make them able to read, understand and remember (Delphie, 2006: 112).

2.3.5 Deaf Children Social Adaptation

As explained above that someone's hearing impairment causes the limitation in mastering language. It can hamper the chance to communicate with social environment. Begin from this condition, a deaf child seems look frustration. Moreover, often the child shows a social behavior, be enemies or isolated from society. It will be more disadvantages whenever environment behavior or other pressure that come from outside the child (family, aged friend, society) in the form of mockery, ridicule, under estimate and other form of rejection in the same kind and has the negative impact will add this burden. Of course, it will make the deaf child become more doubtful, unsafe and hesitate to their existence (Effendi, 2006: 83).

Gregory (1999) also has similar opinion, he said that deaf children have the psychological difficulties that is gotten from the external factor such as: less of parent or family guidance, the awareness of society surrounding to deaf children problems, culture and role of deaf children (Delphie, 2006: 111).

Based on the observation result that was done continually, Van Uden (in Effendi, 2006:84) noted some of the deaf child characteristic behavior, which are different with normal children that are:

- a. Deaf child is more egocentric.
- b. Deaf child is more depended on the other people and whatever known.
- c. Deaf child attention is more difficult to be shifted.
- d. Deaf child is poor of fantasy
- e. Deaf child feeling seems to be extreme.
- f. Deaf child is easier to be angry
- g. Deaf child has not a concept of relationship.
- h. Deaf child is afraid to a bigger life.

Because of deaf children live in the isolated environment, so they need to interact with society and to be accepted by people surrounding. It means that deaf children have the communication impairment because of their disabilities. In this case, special approach that is related to communication aspects in learning activities is needed. i.e. *auditory training, lips reading, sign language and finger spelling* (Delphie, 2006: 112).

2.4 Psychological Approach in Literary Criticism

Olsen in *The End of Literary Theory* as quoted by Siswantoro (2005: 47) gave the definition of criticism as:

The term “literary criticism” is used to refer to all types of comment on literature. It has not been the purpose here to suggest that only some types

of comment constitute genuine criticism while other types of criticism are spurious. There is no reason to legislate against any types of comment on literature. What is important from the point of view of literary aesthetics is to recognize if there is a type of judgment expressed in such comments, which is constitutive of a reader's view of a text as a literary work (1987: 137).

Abrams also defined the term criticism but in her shorter form, *Criticism is the study concerned with defining, classifying, analyzing and evaluating works of literature (1981: 35)*. Peck and Coyle have their own statement concerning with the definition of literary criticism as the analysis, interpretation, and evaluation of a literary work (1984: 149).

All the statement above show that a critical activity can be done by a reader or professional critic, of course the quality of analysis result is quite different between reader and professional critic. A literary reader is able to do critical activities if he is interested in literature, has knowledge of literary theories, and has experiences in analyzing directly or not, so he has the sharpness or sensitivity.

In literary criticism, the analysis or interpretation activity is very important. Process of justifying and evaluating will be done after analyzing a text. Main purpose of literary criticism does not mean finding fault, it is an academic or scientific activity based on the clear procedure. It means that literary study/criticism do not create a new literary work, because both of literature and literary study are different. Rene Wellek and Austin Warren said, *We must first make a distinct between literature and literary study. The two are distinct activities: one is creative, an art; the other, if not precisely a science, is a specific of knowledge or of learning (Wellek, 1949: 3)*. Therefore, we are able to take a

conclusion that literature, which related to creative imaginative process is different from literary criticism, which related to a set of science or methodology.

Literary works whatever their forms, drama, novel, short stories or poem are available in the text form. As the text, literary work is like a diamond that has many facets, every facet reflects the enchantment sparkling. In other word, a text of novel or drama for example, has various potentions of interpretation, which come on the reader's mind as product of reading activity. We believe that reading, as the prerequisite of interpretation process is so central in literary criticism. As Wolfgang statement that quoted by Siswanto (2005: 12) *one thing is clear that reading is the essential precondition for all process of interpretation.*

However, reader role as the subject here becomes very important, because interpretation and evaluation of a literary work is the result of thinking activity through reading process. Therefore, the most valuable starting point in this study, is reading and rereading on William Gibson' *Miracle Worker*. Reading Carefully is very suggested on finding the data related to the psychological aspects of physical acquired defect deaf blind character in this work. A reader does not come with the empty minds when analyzing a text, their minds are settled by various theories related to the literary world. It is what we call by *Background of Knowledge*, which is very needed to give contribution in coloring interpretation and catching text reality. A reader who knows well about structuralism theory will tend to catch structural phenomena of a novel than sociological, it same with the reader who knows well about psychological theory will catch the psychological reality in a novel than sociological or structural.

To differentiate our study with the other reading activities, thus, we use an appropriate approach as the surgical instrument in the way of analyzing or interpreting a literary work. Because analysis without an approach is just reading activity and categorized as the group of reading comprehension or practical reading that usually done in the class. What we are doing is not practical reading but critical reading. Siswanto stated, Critical reading orientation is not only to understand the main character, setting time or place, but the attention is focused on the efforts to catch other dimensions which are not stated textually (2005: 18).

Referred to the Olsen statement that literary criticism is used to refer all types of comment on literature, so there is no limitation about the form of comment. Comment can be from structural, sociological, political, psychological, myth etc. However, if we see the function of literature as Dryden point of view in Daiches, (1982: 338). *The function of literature is to provide a just and lively image of human nature or at least who agree on the general proposition that the end of literature is some kind of illumination of the human situation* (Siswanto, 2005: 51). Therefore, we are able to underline the words *lively image of human nature* as the main idea of that statement, in which to reflect the human life. Therefore, a literary work will record psychological indications that are reflected from characters behavior.

This behavior became data or empiric facts, which must be appeared by analyst, reader or literary critics that required having background of psychological theories in analysis effort. Hilgard, a theorist saw a behavior as an object of study, he defined psychology as *Psychology may be defined as the science that*

studies the behavior of man. (Prahastuti, 2002: 18). So, the definition above shows that the foundation of psychology is studying about human behavior. Another theorist, Bourne, jr (1973: 11) formulated its definition as *Psychology is the scientific study of behavior principles* (Siswantoro, 2005: 26). Psychological approach is appeared after Sigmund Freud a psychologist from Germany recognizing the psychoanalytic theory. According to Freud, literary work is an unconscious ambition but unformed in the reality then moved by fiction to the reality of novel, drama and any other literary works. So we can conclude that between literature and psychology has the similar source of analysis that is the humankind and life. It means that both are have the close relationship.

2.5 Psycho Pedagogic Perspective to Exceptional Children

The children development dysfunction includes sencormotoric, creativity, social interaction and language aspect cause the exceptional children are different to study, this condition makes them less of skills and intelligence. Moreover, the result is communication and interaction with the environment to be the next impairment of exceptional children as the effect of their disabilities. The problems of our unlucky sister Helen Keller, a character in William Gibson's *Miracle Worker* a child who suffered physical defects deaf and blindness must be solved in order to bring her on the same level of other people in common. The writer absolutely agrees to Kirk 1970, theory that *who deviates from the average or normal child in mental, physical, or social characteristics to such an extent that he requires a modification of school practices, or special education services in*

order to develop to his maximum capacity (Efendi 2006: 4). It shows that according to Kirk theory, the solution for exceptional children to overcome their problems is the education way.

Therefore, Psycho pedagogic that concerns with the education methods base on the psychological views argued that to give the education or guidance for exceptional children, it is better to pay attention some important aspects related to children adaptation efforts, i.e. *self help, self supporting, self concept, self care, self orientation* (Efendi, 2006: 21-23).

Self-help for exceptional children is a mechanism to help them from every problem faced, external or internal. There are some possibilities concerning with this skill: *first*, self help appear by it self, *second*, condition of environment (family, school, or other social environment). Self-help is synthesis between the individual of exceptional children with environment factor. Among the influential environment, family is the dominant environment because family is foundation to form the healthy exceptional children personality.

Self-supporting is a supporting energy of exceptional children to do their daily activities. By having this feeling, the exceptional children are prevented from inferior feeling and disability, on contrary it will appear the strong support to overcome various obstacles of exceptional children. This self-supporting skill is needed to be pumped for exceptional children after realizing their condition. The purpose is, in order to make them be able to struggle their equal existence with other normal people.

Self-concept, actually a realistic picture to their selves. To form this skill, family or parents role is the main key. Therefore, treatment to accept the exceptional children as they are, is absolutely needed for the development of the children in understanding their selves realistically, so the physical exception, mental or socio emotional is considered as a life variation that must be done.

Self-care for exceptional children is very important, especially not to aggravate the exceptional children condition caused by their disability to care their selves. The urgency of self-care skill is to make them natural, not showing their weaknesses or exceptions extremely, so people surrounding are not looking at them.

Self-orientation for exceptional children is referred to what must to do or do not. This skill will place the children on their proportion, so their presences in a certain situation are not forced or force to do something by their selves or environment. The urgency of this skill for exceptional children is to make them be able to get the balancing and skill to adapt with situation and condition.

From statement above, we can conclude that two things cause psychological problems of exceptional children: the first is psychological problems as the logical consequence of exceptional effects, the second is psychological problem caused by the environment behavior to the exceptional condition suffered by children.

Educating children who have the physical exception, mental or social characteristics behavior is not same as educating the normal children, beside it needs a special approach, also needs a special strategy too. However, by using

special approach and strategy the exceptional children are expected to accept their condition, be able to socialize, struggle as their abilities, having the needed skills, and realize as part of society.

The developing of special approach principles, which can be basics of efforts in educating the exceptional children are:

1. *Love and affection principle.* This principle is accepted the children as they are, and trying to give them spirit to run the life properly like other normal children. That why, the efforts done for them are: (a). not to spoil them, (b).not to act unconcerned to their needs, (c). Giving the duty based on their ability.
2. *Individual services principle.* Individual services in educating the exceptional children have to get the bigger portion, because often the exceptional children who have the same level or kind of defect are having the different problems. The efforts during the education process are: (a). teacher does not teach more than 4 students, (b). managing the schedule and curriculum flexibly, (c). in forming the class, teacher must be able to reach all the students, (d) Teaching aids modification.
3. *Readiness principle.* Accepting the certain subject needs a readiness. Especially the children readiness to get the subject will be learned, prerequisite knowledge, whether mental or physical knowledge which are needed to support the next subject. i.e. commonly, the exceptional children are fast to be bored and tired in accepting the

subject. Therefore, the teacher in this condition must give the pleasure and relax activities.

4. *Aids principle.* Education fluency of exceptional children is very supported by using visual aids as media. Beside to make easier for teacher to teach, another function of visual aids usage for education media of exceptional children is to make student easier understanding the material given by the teacher. The visual aids used are suggested to take the original thing, if it is difficult we can use the imitation or picture. i.e. blind child is recognized to apple. So it is better to bring the original thing of apple, beside the children are able to recognize the shape and measure, he also know it taste.
5. *Motivation principle.* This principle primes to the way of teaching and giving evaluation to exceptional children condition properly. i.e. for blind child. Recognizing the orientation and mobilization of animal sounds, it is better to bring blind child to the zoo.
6. *Skill principle.* Skill education which is given to children, beside to give selective, educative, recreative and therapy, it also become the foothold of life in the future. *Selective* means, to guide the talent, interest, skill and feeling of exceptional children properly. *Educative* means to guide the children having logical thinking, soft feeling and skill of working. *Recreative* means, the element of activities visualized are to please the exceptional children. *Therapy* means, the skill activities given are able

to be a habilitation instrument caused by exception suffered (Efendi, 2006: 23-26).

Teachers who in charge in teaching the exceptional children need to have the skill to take a decision of learning strategy which is the most relevant to the children. Therefore, clear understanding concerning with the complex issues in the arranging of a learning program is absolutely needed.

Just like Delphie (2006: 117) argument that new approach to teach a blind child that giving more exercises to the child's skill such as: using *white cane* in order to go safely, autonomously and effectively. This exercise activity is known as mobility training, at 1950 many mobility training are applied to the adult blind people, but at 1970s most experts of mobility training gave the special exercise services to the blind children at the school aging.

Teacher has to be able to arrange the learning programs which are relevant to every student's needs. Those programs are composed by the way or intervention forms that will be done to overcome the problems while learning process is going on. Special intervention which is prepared by teacher can be a special exercise form or can be arranged by using reinforcement way.

Wallace & Kauffman (1978) in Delphie (2006: 2) stated, to give reinforcement way or strengthen the behavior to the student can be optimally reached if the teacher has good understanding and recognizing target behavior of each student properly. Commonly, teacher must be able to learn and understand continually the knowledge of learning theory which apply operant conditioning.

Delphie added that Operant Conditioning is the way to give learning motivation through modification of target behavior by social activities and arranged systematically. There are three learning motivations:

1. *Social Reinforcement* like: giving the prize, touching the child's hand or hugging warmly.
2. *Tangible* such as: giving the favorite food, money or reward like praise and giving the activity as the reward form (playing, free, listening favorite music time).
3. *Negative Consequences* given if students show the unexpected behavior. Such: giving the timeout or take a rest from the activity which is going on to the child who shows tantrums and disturbing.

Different characteristic of each student with special need will force the teacher having the special skill as well. Teacher must have the skill concerning with the way to combine the skill and talent of every child in some aspects. Those aspects are: thinking, seeing, listening, speaking and the way to socialize ability. They are guided to the end of learning purpose that is behavior changing to the adulthood and autonomous of every student.

Experts concluded that there was a close relation between hearing disability with the decline of language ability. Therefore, Delphie assumed that sign language exercises are needed to be applied at the early age, because sign language will increase visual spatial skill of the child. In other word, hearing exceptional children need sign language exercise in order to increase their development of movement perception (2006: 106).

Vygotsky (1962), in Delphie (2006: 108) argued that formerly thinking and language ability are separated things and develop at the same level at the child until reaching 2 years old. Both thinking and language ability are fulfilling each other so thinking can influence the child's language ability. Research on deaf children concerning with the relation between language ability and cognition found that if deaf children have not language ability, so those children will get the difficulty in thinking ability moreover the owned thinking ability will be lost.

Because of deaf children are growing and living in the isolated environment, therefore, they need social interaction and feeling to be accepted by surrounding people. It means that deaf children have the communication impairment. In this case, special approach of communication aspects in learning activity is needed such as: *Auditory Training, Lips Reading, Sign Language and Finger Spelling.*

Other side, the teacher role is also important in the case of social adaptation of blind children. Beside to guiding and building the blind children knowledge concerning with the reality surround them, teacher role also growing the self confidence and implanting the feeling that they are admitted and acceptable by society.

Finally, it should be admitted that the struggle to educate exceptional children is a hard thing, but there is not an impossible thing in this world. However, if the teacher keeps in the line and prime to use the psycho pedagogic principles in the way of teaching, hopefully it will give a satisfactory result.

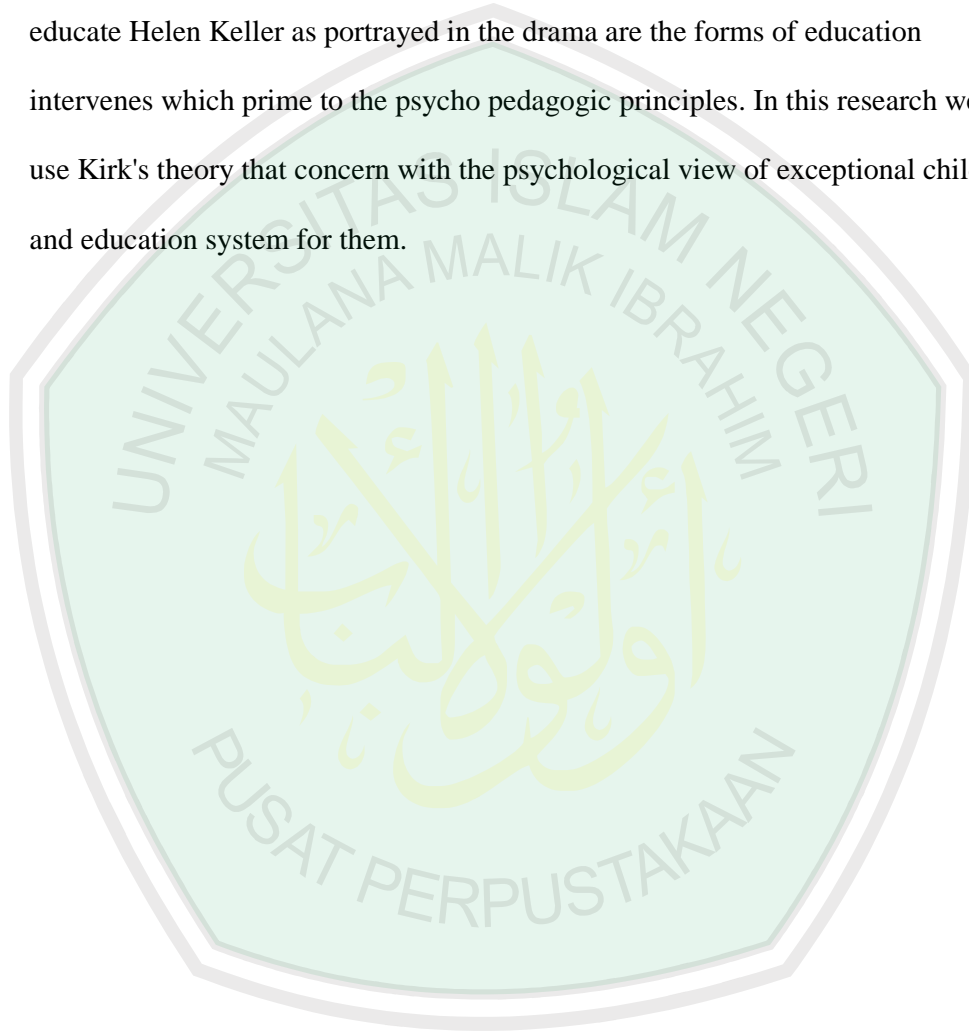
2.6 Previous Study

Before conducting this research, the researcher found some students who have analyzed the literary works by using psychological analysis which have similar themes, that is about psychological analysis of the main character. Some of the researches which are done are: Nadliroh (2005) the Student of the State Islamic University of Malang entitled *A Psychological Analysis on Joji's Personality*. The analysis about psychological conflict of Joji and that appear in Naomi and the personality changes of Joji in Naomi. She used Jung's theory, the method that used in descriptive qualitative, she found that Joji's is a dynamic, optimist, and ignore and all of the psychological problems influenced his personality.

Latifatul Husna (2006) the Student of the State Islamic University of Malang entitled *A Psychological Analysis of the Main Character of Sidney Sheldon's The Other Side of Midnight (Viewed Abraham Maslow's Theory)*. The object of her research is psychological analysis, she focuses her analysis on the main character of this novel, Noelle page, who frequently appear in this story. The theory used is Abraham Maslow's motivation and personality, she describes about the main character personality and the hierarchy of needs on the main character such as physiological needs, safety needs, love and belonging needs, esteem needs, and the last self actualization.

However, in the presents study the researcher analyzes the psychological problems faced by Helen Keller, the main character of William Gibson's *Miracle Worker* who has a physical acquired defect deafness and blindness. We try to

analyze the causes of exceptional condition and effects to the psychological condition of the main character. Then, the next effort is finding the solution to overcome those problems. The researcher proves that the efforts of a teacher to educate Helen Keller as portrayed in the drama are the forms of education intervenes which prime to the psycho pedagogic principles. In this research we use Kirk's theory that concern with the psychological view of exceptional children and education system for them.



CHAPTER III

ANALYSIS

As mentioned in the previous chapter that this study is aimed to find out the psychological aspects of main character, Helen Keller who got the physical acquired defect deaf and blindness as portrayed in William Gibson' *Miracle Worker*, then, we focus on analyzing the psychological problems of Helen Keller, its causes, and effects of Helen's lacks. Next, we try to discover the problem solving of Helen's psychological problems on education intervention that is indicated using the psycho pedagogic principles.

Based on those objectives of the study, this chapter is divided into two main parts. In the first part, the researcher presents and analyses the data collected from William Gibson's *Miracle Worker* (which the title is, then, shortened with MW in the following analysis) reflecting the psychological problems of Helen Keller as the main character of William Gibson' *Miracle Worker*. Helen who deviates from average children in common physically, of course it affects to her psychological conditions and the result is the appearing of problems that influence Helen's development. The second part is the data analysis on the education intervention to solve the psychological problems of Helen Keller that is indicated as the Psycho pedagogic perspective. Is education intervention able to be an answer for Helen Keller's psychological problems to get a better life? We will find it in the second part of this section.

3.1 The Psychological Problems of Physical Acquired Defect Helen Keller

Miracle Worker (1959) by William Gibson is a drama, which tells about a family life of Arthur Keller, he is a captain in the confederate army. Kate Adams is his second wife and many years younger. The Keller homestead, where the family lived is in Tusculum Alabama. It is called "Ivy Green" because the house and the surrounding trees and fences are covered with beautiful English ivy. Then Mrs. Kate bears a baby named Helen Adams Keller, actually the beginning of Helen's life is simple and much like every little baby life. She comes, she sees, she conquers, as the first baby in the family always does. All parts of the family are happy to Helen coming.

Suddenly, after reaching at nineteenth month Helen gets a serious illness. Every body worries to Helen condition. Even the doctor thinks that Helen could not live.

Doctor: she'll live.

Kate: thanks god.

(The doctor leaves them together over the crib, packs his bag.)

Doctor: you're a pair of lucky parents. I can tell you now, I thought she wouldn't (*Miracle Worker*, page.5).

The doctor diagnoses the illness as acute congestion of the stomach and brain.

However, the fever leaves Helen as suddenly and mysteriously as it had come.

There is a great rejoicing in the family, but no once, not even the doctor knows that Helen should never see and hear again.

Doctor: just let her get well, she knows how to do it better than we do.

(He is packed, ready to leave.)

Main thing is the fever's gone, these things come and go in infants, never know why. Call it acute congestion of the stomach and brain (*MW*, p.6).

The illness closes eyes, ears and plunges Helen into the unconscious of a newborn baby. Of course, it becomes a big pounce to Keller and his wife. As if, they do not believe with reality, the cute, beautiful and lovely child should never see the face of his parent again, their little girl should never hear the bed song any more.

Keller: Katie? What's wrong?

Kate: look.

(She makes a pass with her hand in the crib, at the baby's eyes.)

Keller: what, Katie? She's well, she needs only time to-

Kate: she can't see. Look at her eyes.

(She takes the lamp from him, moves it before the child's face)
She can't see!

Keller: (Hoarsely) Helen.

Kate: or hear. When I screamed she didn't blink. Not an eyelash-

Keller: Helen Helen!

Kate: she can't hear you!

Keller: Helen!!

(His face has something like fury in it, crying the child's name; Kate almost fainting presses her knuckles to her mouth, to stop her own cry.) (MW, p.7).

No wonder, for the first time a pair of parent captain and Mrs. Keller who realize that their child has an exceptional condition, it is difficult to accept the reality. Naturally, the reaction, which is appeared, is shock, confused and panic. From these feelings will influence the concept to behave the exceptional child. Whereas, the perception to behave an exceptional child absolutely has a strong contribution to run the child's development.

Whether a child will be Succeed or failed to run his development depends on the attention and guidance of family especially the parent. Mr. Keller and his wife are shocked to the effect of Helen's illness that deprived her sight and

hearing. However, it influences Kate's treatment to Helen in the way of giving love profusely to their exceptional child.

Moreover, sometimes their treatment to the child seems to be overprotective with every thing done by Helen. In the turn, this kind of treatment will make the child to be more powerless. We realize that Keller and Kate have the over worried in seeing Helen's condition. May be they pity, compassion or touched, so they need to give extra protection to the child. They do not realize that this kind of treatment in the future will make Helen always depending on the other person/ cannot be autonomous.

Kate [Backing out]: with your permission, captain?

(And they are gone. Keller watches them offstage, morosely. Upstairs Helen meanwhile has groped for her mother, touched her cheek in a meaningful gesture, waited, touched her cheek, waited, then found the open door, and made her way down, now she comes into the family room, touches her cheek again; Viney regards her.)

Viney: what you want, honey, your momma?

(Helen touches her cheek again. Viney goes to the sideboard, gets a tea cake, gives it into Helen's hand; Helen pops it into her mouth.)

Guess one little tea-cake ain't gone ruin your appetite.

(She turns Helen toward the door. Helen wanders out onto the porch, as Keller comes up the steps. Her hands encounter him, and she touches her cheek again, waits.) (MW, p 25).

The above description becomes an apparent proof that parent who treat their exceptional child based on pity orientation and do not behave properly will make the child more depends on others. In this case, Kate (Helen's mother) gives all her love and affection profusely to Helen, meanwhile Helen feels that all her needs are fulfilled by mother's help. So, all of her activities will be depended on other people's support especially her mother. In turn, when Helen's mother is

going for just a moment, she will always look for her, because she can not release from the dependence to her mother.

Five years later, Helen grows up to be a little girl who is strong, ruddy, and as unrestrained in her movements as a young colt. Her body is well formed and vigorous, and Mrs. Keller says she has not been ill a day since the illness that deprived her sight and hearing. Helen has a fine head, and it is set on her shoulders just right. Her face is hard to describe. It is intelligent, but lacks mobility. Her mouth is large and finely shaped. You see at a glance that she is blind. One eye is larger than the other, she is never smile. She is unresponsive and even impatient of caresses from any one except her mother. She is very quick-tempered and willful, only her mother, Kate attempts to control her. One thing that impresses everybody is Helen's tireless activity. She is never still a moment. She is here, there, and everywhere. Her hands are in everything; but nothing holds her attention for long. Helen's restless spirit gropes in the dark. Her untaught, unsatisfied hands destroy whatever they touch because they do not know what else to do with things.

The third child is Helen, six and half years old, quite unkempt, in body of vivacious little person with a fine head, attractive, but noticeably blind, one eye ,larger and protruding; her gesture are abrupt, insistent, lacking in human restraint and her face never smiles... (MW, p.8).

The childhood age before reaching six years old is a period of preschool or grouped living. At this time, a child tries to conquer his environment and begins to make social adaptation. Helen's physical development has direct influence to herself, because it decides every thing could be done by Helen or not.

Unfortunately, the physical damage suffered by Helen, which deprived her sight

and hearing becomes an impairment to adapt with the environment. Gradually, Helen gets used to the silence and darkness that surrounded her and forgets that it had ever been different.

The deaf and the blind find it is very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind as Helen Keller. She cannot distinguish the tone of the voice or, without assistance, go up and down the various tones that give significance to words, even she cannot watch the expression of the speaker's face.

To compensate, Helen begins to rely on her other senses, touching and smelling everything. She holds the hands (touch) of other people to learn what they are doing and copies their movements when she could. Helen is able to recognize her parents and their friends by feeling their faces and clothes. She could tell where she is outside by the fragrance of plants (smell).

Helen's hands feel every object and observe every motion, and in this way she learns to know many things. Although touching as the alternative sense, which substitutes her deprived senses as the effect of the illness is able to help Helen in giving the concrete illustration concerning with measurement, position, temperature, weight, and form, however it is not without any weakness. The biggest impairment in using touch sense is, it is limited by the distance and range. Helen will find it difficult to touch a huge thing like an elephant for example, or to reach anything that far from her position.

Despite her missing senses, Helen is able to communicate with her family using signs she had invented to let them know what she wants. For example, she

would pretend to cut bread when she wants to eat bread. He also begins to make crude signs. A shake of the head meant "No" and a nod, "Yes," a pull meant "Come" and a push, "Go." She does not remember when she first realizes that she is different from other people But Helen has noticed that her mother and friends do not use signs as she did when they want anything done, but talk with their mouths. However, the communication is one-sided. She wants to communicate in the same way her family do, but unable to talk. Whenever she stands between two persons, who are conversing and then she touches their lips.

(But Helen is poking her fingers inside his mouth, to feel his tongue; she bites at them, annoyed, and she jerks them away. Helen now fingers her own lips, moving them in imitation, but soundlessly.) (MW, p.8)

Helen's physical exceptional condition has the direct influence to her psychological and psychosocial condition. Common people who are able to make five senses function, however, she losses two off them. She has to live in the silence and walk in a long night. Moreover, because Helen deprives her hearing since nineteenth month, and this period is the beginning of language and speaking formed. Anyway, before getting illness, which cause her deaf and blind, Helen only could spell a few vocabularies and was not in correct articulation. Therefore, the next effect caused by hearing impairment is muteness.

It can be realized that muteness is a consequence of hearing impairment. The difficulty of speaking or in another word "Muteness" that is suffered by Helen can be explained as the mechanism of physical exceptional consequences like this one; Helen Keller lost her hearing sense at the child age when she begins

to learn speaking, consequence of her hearing impairment will make Helen difficult to receive all kinds of stimulus or sounds around her (level I).

Then, because of difficult to receive the sound stimulus, it also causes Helen difficult to produce the sound or language, so it has the direct influence to Helen's fluency of language and speaking development (level II).

This condition is aggravated by the blindness that losses all the visual abilities of Helen Keller. In addition, most of the language and speaking learning process are by imitating and seeing observed from the environment, whereas Helen has the sight impairment that causes her lack in receiving visual stimulus. That why, this complicated condition has made things difficult for Helen to learn talking. Language development of Helen Keller will be left far away from the sighted children like Percy and Martha. Although, she is able to learn a language, Helen only recognizing the names without having any experiences to understand the substance of an object directly, the interpretation is just base on the idea and most verbalistic. Of course this condition influence Helen's psychological condition and create emotional response, anyway, this feeling in still in the normal reaction (level III).

However, Helen can not understand with every difficult thing occurred to her, and was vexed. Helen thinks that other people surround her use their lips to communicate with others. Therefore, she wants to imitate them and show that she is able to do it, so she moves her lips and gesticulates frantically but without any result. This condition causes the higher intensity of emotional reaction and makes Helen begins to be angry at times, that she kicks and screams until she is

exhausted, in this condition Helen is in the level IV ,as shown in the following text;

Martha: what she tryin' do now?

Percy: she tryin' talk. She gonna get mad. Looka her tryin' talk.

(Helen is scowling, the lips under her fingertips moving in ghostly silence, growing more and more frantic, until in a bizarre rage she bites at her own fingers. This sends Percy off into laughter but alarms Martha.) (MW, p.9).

The psychological condition of Helen Keller is absolutely influenced by her own physical condition, because both physical and psychological interactions are a matter of cause and effect. The way to express Helen's emotion seems to hurt her self, she bites at her own finger when she touches her lips because she cannot imitate what Martha does. However, emotion is a source of social value. Someone will be valued base on emotion worked and the way to expresses it. That is why Percy thinks that Helen is going to get mad, on Percy view, only a mad girl that hurt her self, and bite at her own finger.

Commonly, the most children reaction shown at the age of Helen is "tantrums", and the way to express this feeling is definitely different between a child and others. It is absolutely depends on the intensity, frequency, and the child's ability to control the anger. Anything causes a child being angry also depends on level of the age. In Helen's case, Helen will be angry when her physical activities is impaired, ignored, underestimated, being compared with others, ordered something she hate, etc.

(Now Helen's face darkens in the same rage as at herself earlier, and her hand strikes at Kate's lips. Kate catches her hand again, and Helen begins to kick, struggle, twist.)(MW, p.15).

Expression of being angry, kick and scream that are shown by Helen is role of emotion as a form of communication, Helen shows her feeling to other people by expression and other body reactions. She wishes to communicate as other people do, she wishes to talk. Helen's difficulty to get language makes her to be more isolated, because as we know that language is an instrument to communicate and interact with the other. It means that if Helen does not have the language used by people around her, process of transforming idea and thought about every thing occurred in the form of concrete or abstract will never happened. Without recognizing the language that is used by a society, we are sure that Helen will difficult to take a part in her social life.

Keller: now what?

Kate: she wants to talk, like-be like you and me.

(She holds Helen struggling until we hear from the child her first sound so far, an inarticulate weird noise in her throat such as an animal in a trap...) (MW, p.15).

Meanwhile Helen desire to express herself is growing up. The few signs Helen used becomes less and less adequate, and Helen failures to make her understood is invariably followed by outbursts of passion. She feels as if invisible hands were holding her, and she makes frantic efforts to free herself. Helen generally breaks down in tears and physical exhaustion. In self-development of a child, the importance of emotion role will be shown by the effects appeared as the consequence of deprivation of emotion. Deprivation of Helen emotion could be meant as a child who is lack in getting a chance of pleasure experience. Helen lacks in having something joyous, happiness, cheerfulness, gladness and sense of

knowing as other normal child has. Therefore, it influences Helen psychological condition and causes more problems to be faced.

When deaf-blindness is an acquired condition such Helen's condition, she will suffer emotional crisis that limit her adaptation process and that affects the perception of the world, the life style conditions of Helen Keller as the acquired deaf blind child changes as soon as the child becomes deaf-blind. The sense of the life changes, the hopeless, the perception of the world, and their own identity; that modify Helen's stability and her emotional wellness. Helen starts a psychological duel. This new condition makes Helen adapts to practical and psychological situation that require an instant and painful adaptation, and make Helen depends herself on it.

The problems presence as the effect of disability and limitation to do any thing has a big influence to the psychological condition of Helen Keller. That's why, sometimes Helen's reaction seem to be aggressive even destructive. Helen thinks that it is a form of self-defense, this behavior is a matter of disability to fulfill her basic needs, besides a negative consequence feeling of less confident, frustration and other feeling that more aggravate her psychological condition. This behavior just like what occurred in the yard whenever Helen is playing with Martha and Percy, suddenly she is being an aggressive child and tries to hurt Martha, as told in the narration:

Martha: hey, you stop now.
(she pulls Helen's hand down.)
You just sit quite and_
(But at once Helen topples Martha on her back, knees pinning her shoulders down, and grabs the scissors. Martha screams....) (MW, p.9).

If we analyze Helen's aggressive behavior as shown above, so we will agree to the theory that if there is an action it will cause the reaction. In this case, we see that Helen feels she is different with her friend in the way of communicating, she has already tried to imitate like what they did but without any result, and she is vexed. Then it burdens Helen with any limitation she has. Indeed, it influences her psychological condition, so she becomes extremely frustrated, angry and screams to express her frustration feeling. To the point that her family is unable to control her.

This negative feeling is being bigger its intensity when Helen is faced to the unfriendly people surround her. Martha and Percy is more aggravate the condition, because they do not understand the difficulties faced by Helen and do not treat Helen in the right way. Therefore, this complicated problem is accumulated by aggressive reaction and emotional response to Martha.

Anger response, which is shown by Helen, called "Impulsive Response" or commonly well-known as "Aggressive" that is directed verbally or physically to people surrounding, animals or anything. Usually the way to express this kind of response is by kicking, beating, hitting, and tufting hair. Impulsive response can be directed to other people or their selves. In Helen's case, we see that her impulsive response mostly directed to hurt her self.

Keller: no, I really must insist you-
(*Helen bangs her toe on the chair and sinks to the floor, crying with rage and feigned injury...*)
Now she's hurt herself (MW, p.55).

Sometimes, Helen impulsive response also directed to other people surrounds her. She will be aggressive if her activity is disturbed, ordered to do anything she hates and objects to do it. She will not be afraid to hurt someone else she hates. As what she does to Annie Sullivan in the following text;

Kate [THEN]: it's her bedtime

(Annie reaches for the sewing card, Helen objects, Annie insists, and Helen gets rid of Annie's hand by jabbing it with the needle. Annie gasps, and moves to grip Helen's wrist; but Kate intervenes with a proffered sweet, and Helen drops the card, crams the sweet into her mouth, and scrambles up to search her mother's hand for more. Annie nurses her wound, staring after the sweet) (MW, p.51).

There is something interested in the incident above, we see that when Helen begins to be aggressive, shows her superiority and becomes uncontrolled, but with a proffered sweet crams into Helen mouth as if she becomes powerless and tame. Of course, this manner is a form of mother's strategy to tame a wild child as Helen based on the experiences during she grows Helen up. We are sure that every parent of exceptional child has different strategy to tame his or her lovely children.

Helen will repeat something pleasure and give joyous occasion for her, whatever it was, is it a good thing or not. Finally, this repetition action becomes Helen habits and accustomed to do it. One of Helen's bad habits is the way of eating.

Commonly people eat the food from their own plate by using spoon or fork. They will eat by courteous mannered as a civilized person. However, Helen is on contrary, when breakfast, lunch or dinner is ready and all the members of Keller family are already present around the table, Helen accustomed to go around

the table, although she has her own plate she persists to explore the content of other's plate. She will eat whatever she finds on the plate, she does not select whose plate she holds, even her father's plate.

(VINEY comes down into the sunlight beam, and pumps a pitcherful of water. While the pitcher is brimming we hear conversation from the dark; the light grows to the family room of the house where all are either entering or already seated at breakfast, with KELLER and JAMES arguing the war. HELEN is wandering around the table to explore the contents of the other plates. When ANNIE is in her chair, she watches Helen. VINEY re-enters, sets the pitcher on the table: KATE lifts the almost empty biscuit plate with an inquiring look, VINEY nods and bears it off back, neither of them interrupting the men. ANNIE meanwhile sits with fork quite, watching Helen, who at her mother's plate pokes her hand among some scrambled eggs...) (MW, p.52).

The family reaction that seems to connive Helen to do it again and again is such a legitimating for Helen's bad habit. This habitual action, which occurred for a couple years, will be very difficult to change it because it is formed during Helen being child until now, meanwhile, up till now no body want to teach her the good table manner. When someone tries to reform it, she will find many troubles, because changing a habit is not an easy thing, it needs a hard work to change something that has stock in minds.

(While this background talk is in progress, Helen is working around the table, ultimately toward Annie's plate. She messes with her hands in JAMES' plate, then in Keller's, both men taking it so for granted they hardly notice. Then Helen comes groping with soiled hands past her own plate, to Annie's; her hand goes to it, and Annie, who has been waiting, deliberately lifts and removes her hand. Helen gropes again, Annie firmly pins her by wrist, and removes her hand from the table. Helen thrusts her hands again, Annie catches them, and Helen begins to fail and make noises.....) (MW, p.53).

It can be guessed, when Helen feels that her activity is disturbed and there is someone tries to keep her from doing her action, Helen will begin to show her

aggressive reaction that seems to hurt her self, moreover Helen's bad habit is permitted and allowed by the family, we will face two sides, the child herself and her family.

James [BLANDLY]: but her table manners are the best she has. Well
(He pokes across with a chunk of bacon at Helen's hand, which Annie releases; but Helen knocks the bacon away and stubbornly thrusts at Annie's plate, Annie grips her wrist again, the struggle mounts.) (MW, P.54)
(Helen begins to kick, Annie moves her ankles to the opposite side of the chair.) (MW, p.55)

Many incidents are fixed in Helen's memory, isolated, but clear and distinct, making the sense of that silent, aimless, day less life all the more intense. Day by day, Helen behavior does not show any good progression, even she becomes wild, unruly, quick-tempered, impatient and naughty. This condition influences the psychological climate of Keller's family, many discussion and debates occur in this family to find out the way to make Helen more civilized. In fact even the discussion ends by high tense among them.

Keller: Katie, some way of teaching her an iota of discipline has to be-
Kate [FLARING]: how can you discipline an afflicted child? Is it her fault?

Keller: I didn't say it was her fault.

Kate: then whose? I don't know what to do! How can I teach her, beat her- until she's black and blue?

Keller: it's not safe to let her run around loose. Now there must be a way of confining her, somehow, so she can't-

Kate: where, in a cage? She's a growing child, she has to use her limbs!
(MW, p.15).

It is right that Helen presence by her exceptional condition that effects of many deviates behavior often causes the problem of environment, especially the parent. Her presence invites various attitudes and arguments to Helen condition. Keller family attitudes to treat Helen shown that they have not found yet the

solution of Helen's problems. So far this family have tried any ways and efforts to change Helen's bad behavior but without any satisfactory results.

Keller: the child's been to specialists all over Alabama and Tennessee, if I thought it will do good, I'd have her to every fool doctor in this country (MW, p.11).

The efforts done seem to be useless, every doctor and specialist in the country have been visited, but firmly they do not understand what actually Helen needs. Hopeless feeling ever comes to Keller's mind

Keller [very annoyed]: this discussion is at an end! I'll thank you not to broach it again, EV. I've done as much as I can bear, I can't give my whole life to it! The house is at sixes and sevens from morning till night over the child, it's time some attention was paid to Mildred here instead! (MW, p.12).

Actually, on psychological view some of Helen's characteristics are have the equal perception to other little girl in common. She likes to eat sweets or candy and playing the doll, although, Helen is not able to see the form of a doll visually, however through her touching sense; she will try to recognize the doll's hand, legs, body and face. Helen will be happy and delighted when she finds the doll is in the perfect form as she expected.

(But Helen discarding them comes to the elegant doll. Her fingers explore its features, and when she raises it and find its eyes open and close, she is at first startled, then delighted, she picks it up, taps its head vigorously, taps her own chest, and nods questioningly....) (MW, p.34).

However, the distinct situation will be shown by Helen's behavior when she realizes that the doll in her hand is not in usual form of a doll. Just like when her aunt made her a big doll of towels. It is the most comical, shapeless thing, this improvised doll, with no nose, mouth, ears or eyes, no thing that even the

imagination of a child could convert into a face. Curiously enough, the absence of eyes struck her more than all the other defects put together. Helen points this out to everybody with provoking persistency, but no one seems equal to the task of providing the doll with eyes.

(Helen meanwhile sits on the floor to explore the doll with her fingers, and her hand pauses over the face: this is no face, a blank area of towel, and it troubles her. Her hand searches for features, and taps questioningly for eyes, but no one notices. She then yanks at her aunt's dress, and taps again vigorously for eyes.)

Aunt Ev: what, child?

(Obviously not hearing, Helen commences to go around, from person to person, tapping for eyes, but no one attends or understands.) (MW, p.11)

A bright idea, however, shot into Helen's mind, and the problem is solved. She tumbles off the seat and searches under it until she finds her aunt's dress, which is trimmed with large buttons. She pulls two buttons off and indicates to her aunt that she wants aunt to sew them on doll. Aunt raises Helen's hand to her eyes in a questioning way, and Helen nods energetically. The buttons are sewed in the right place and Helen could not contain herself for joy

(Helen is back at Aunt EV, fingering her dress, and yanks two buttons from it.)

Aunt EV: Helen! My buttons.

(Helen pushes the buttons into the doll's face. Kate now sees, comes swiftly to kneel, lifts Helen's hand to her own eyes in question.)

Kate: eyes?

(Helen nods energetically.)

She wants the doll to have eyes.

(Another kind of silence now, while Kate takes pins and buttons from the sewing basket and attaches them to the doll as eyes. ...)
(MW, p.13).

This incident seems to be a slight ray of hope for Keller family, after giving up to the reality that his child is not able to be changed, suddenly as if they find again their spirit through this incident. They think that Helen still has a positive side and has an opportunity to be more civilized.

In sum, Helen's physical acquired defect that force her to live in the darkness and silence change the life style condition as soon as Helen becomes deaf blind. In turn, Helen' exceptional condition limits her mobility, orientation and sensorial condition, next it creates the difficulties to communicate and interact with the environment and others. So the sense of life changes, the hopeless, the perception of the world and his identity that modify Helen's stability and emotional condition.

Helen's psychological problems appearance as the consequence of her physical acquired defect as if makes the child to be more uncontrolled even her family. Helen seems to be like an imitating animal who could not think. The parent orientation, which is not based on the needs of Helen to develop herself, but to treat and behave Helen on pity and love orientation makes Helen becomes a wild animal and far from the civilization.

The last thing which is important to be noted in this final part of this section is although it seems that impossible to change Helen attitude, but through "eyes button doll" incident, it changes the family perception. They are sure that Helen still has a few humanity sides and of course has an opportunity to reform the life style concept of Helen and also able to change her fault perception of the world to be civilized person.

3.2 Psycho Pedagogic Perspective in The Process of Helen Keller Education

Intervention.

On the previous section, we have recognized the etiology of Helen's physical defect, problems faced by Helen as the consequence of her disability and limitations that affect her psychological condition and create more complexities problems. Therefore, in this section, the researcher intends to analyze the way to solve Helen's psychological problems, which is to be the main point to change her bad behavior that such a wild animal becomes a civilized person.

We realize that human never being static during the life, human always changing since he was born till the last breath. The changing, which occur to human being is an integration of various structures and functions, therefore the change depends on everything occurred before and will affect everything occurs after it.

However, a child who has deviate structure physically, of course, it will change the function as well. The condition that is different from average children in common creates many problem and impairment to be faced. In turn, these problems impair the child's development and make the child to be more different from other of the age children. So, it is no exaggeration to say that normal physical development enable a child adapts to situation with its social demand for his age, whereas the physical deviates (exceptional condition) will impair the child adaptation, that's why we have to think the way to break the problems down, the proper solution that is able to be applied to the child.

If we referred to Kirk theory that is talking about the definition of exceptional children and its solution to overcome their problems, we will find the exact formulation in facing the problems faced by them. He stated that exceptional children who deviate from the average or normal child in mental, physical, or social characteristics to such an extent that he requires a modification of school practices, or special education services in order to develop to his maximum capacity. Here we are able to conclude that the most appropriate formulation is “Education”. Moreover, of course to educate exceptional children is not as same as to educate the children who have normal development physically, mentally or socially. Actually both are have the same purpose and orientation that is to develop children’s maximum capacity.

To give the education services, which are relevant to the children’s needs, a teacher must be understood the figure of the child, kinds and characteristics, etiology of exceptional condition, psychological effects and principle of exceptional children education services. It is aimed for the teacher to have the right knowledge of exceptional children presence as an individual who still has potential side and able to be serviced.

We know that the world of children is not far from games, playing and everything which is contained of pleasure, happiness or joyful. Therefore, to arrange the learning process of exceptional children it must be based on psychological view or we called by “Psycho Pedagogic”. A teacher, who will teach an exceptional child has to own many experiences concerning with special education for exceptional condition, at least he/she knows about psychology of

exceptional children. So, teacher will be able to formulate the learning concepts properly.

In this part the researcher finds that the education services which are given by the teacher to solve Helen's psychological problems are indicated as psycho pedagogic principles. That why, we try to analyze the data related to the learning methods which are applied to Helen Keller. Are they containing the psycho pedagogic values? We will find the answer in this part of analysis.

As we have discussed in the previous section that Helen Adams Keller, a daughter of Mr. Keller and Kate has an unlucky condition caused by an illness diagnosed by doctor as "an acute congestion of the stomach and the brain", the illness did not last for a particularly long time, but it left her deaf and blind. At glance, as a young blind and deaf child, Helen lives much like an animal, rushing from one sensation to another. Helen is sub-human, she is like an unconscious clod of earth. There is nothing in her except the instinct to eat, drink, and sleep. Helen's days are a blank without past, present, or future, without hope or anticipation, without interest or joy. Moreover, some members of the extended family consider Helen mentally defective and argue that she must be put away in the asylum.

Helen's mother, Kate Keller is inspired by an account in Charles Dickens' American notes of the successful education of another deaf blind child, Laura Bridgman, and travel to a specialist doctor in Baltimore for advice. Then Mr. and Mrs. Keller decide to seek advice from Dr. Alexander Graham Bell, inventor of the telephone and was working with the deaf children at that time. Traveling to

Washington, D.C, the Kellers are graciously received by Dr. Bell and Helen meets this man for the first time who is to become her life-long friend. Bell advises the couple to contact the Perkins Institution for the Blind where Bridgman had been educated, which is located in south Boston, Boston, Massachusetts. Then, Mr. Keller writes to Mr. Anagnos, the Head Master of Perkins Institution and sees if someone might be available to work with Helen. Upon receiving their letter, Mr. Anagnos delegates teacher and former student Annie Sullivan. Miss Sullivan is interested in the job but unsure of her ability to become a teacher of a deaf-blind young girl. Nevertheless, she accepts the position and returns to Perkins to prepare herself for the challenge. She studies Dr. Howe's work with Laura Bridgman, reading how he had taught her about the meaning of words by having her handle an object while simultaneously spelling the name of the object into her hand.

Actually, Miss Sullivan is in doubt to teach Helen, because it is the first time she becomes a teacher, moreover her first pupil is a deaf blind and mute young child. Of course she has not any knowledge and experiences yet in teaching deaf blind children, but at least she knows how to treat and behave the child, because when she was being a child she was half blind and Irish tempered. Therefore, she is able to learn from her own experiences.

The biggest problem faced by Helen is the matter of “communication”, her hearing impairment affects to the number of vocabularies she has. Imitation, which becomes one of the communication manners, is nonsense without visual ability. So, communication that becomes an inseparable thing in adapting to the environment is not owned by Helen, she only creates some of rude signs that not

everyone understands it. It just one side communication. Therefore, Miss Sullivan decides to teach Helen "Language" in order to make her be able to communicate with others. According to Miss Sullivan, language is a relevant solution to solve Helen's problems. She is sure that when Helen gets the language the problems will disappear little by little. That's why, when Miss Sullivan is asked by Kate Keller concerning with the first lesson that will be given to Helen, she answers it and tries to explain the importance of language as shown in the following dialogue

Kate: what will you try to teach her first ?

Annie: first, last, and-in between, language.

Kate: language.

Annie: language is to the mind more than light is to the eye. Dr. Howe said that. (MW, p. 29)

The main goal that an acquired deaf blind child as Helen will reach is to be independent, to get independence she will need communication. Helen's case in which the child lost totally the distance sense vision or hearing, the first need is the adaptation of the communication system. To think the adaptation of the communication, Miss Sullivan needs to have information about the background of Helen that becomes deaf blind.

Miss Sullivan has to collect the information as much as she can, concerning with "When Helen becomes deaf blind? What is her educational level? , is the family supporting her? And how much she knows about the condition?" Therefore, Miss Sullivan is able to formulate the appropriate concept to teach Helen.

Mr. Keller welcomes Miss Sullivan arrival in the yard and gives her a cheery welcome and hearty handshake. Miss. Sullivan first question is "where is

Helen?" because she never meets Helen before. She tries with all her might to control the eagerness that makes her tremble so that Miss Sullivan can hardly walk. As Miss Sullivan approaches the house she sees a child standing in the doorway, and Captain Keller says " in the hall, She has known all day that some one was expected, and she has been wild ever since her mother went to the station for you." Miss Sullivan scarcely puts her foot on the steps and drops the suitcase on the porch with intentional heaviness, Helen starts with the jar, and comes to grope over it. Miss Sullivan puts forth her hand, and touches Helen's. Helen at once grasps it, and commences to explore it, like reading a face. Helen feels Miss Sullivan's face, dress and her bag, which she takes out of Miss Sullivan's hand and tries to open. It does not open easily, and Helen feels carefully to see if there is a keyhole. Finding that there is, she turns to Miss Sullivan, making the sign of turning a key and pointing to the bag. When Miss Sullivan attempts to take the bag from her, she grows very angry. She fights her off and backs through the doorway with it. Miss Sullivan stands a moment, and then follows her in, and together they get the suitcase up the steps into Miss Sullivan's room.

Meanwhile, inside, Miss Sullivan gives Helen a key; she helps her unpack the suitcase and delighted when Helen finds the doll that the little girl sent her. Miss Sullivan thinks that it a good opportunity to teach her the first word. She spells "d-o-l-l" slowly in her hand and points to the doll and nods her head, which seems to be her sign for possession.

All right, Miss O'Sullivan. Let's begin with doll.
(She takes Helen's hand; in her palm, Annie's fore finger points, thumb holding her other finger clenched.)
D.

(Her thumb next holds all her fingers clenched, touching Helen's palm.)

O.

(Her thumb and forefinger extend)

L.

(Same contact repeated.)

L.

(She puts Helen's hand to the doll.)

Doll. (MW, p. 34-35).

The way Miss Sullivan teaches Helen is aimed that if the person was deaf and become blind or deaf blind, she or he belongs to the deaf community, this kind of person should know sign language and finger spelling. The main need of the person is to adapt his-her visual communication system used before (sign language and finger spelling) to a tactual form. Therefore, Miss Sullivan tries to change the former communication system used by Helen that seems to be one side to the conventional communication system, which is used by most of deaf person education. So it will not work in one side again but every body will be able to understand what Helen means. As the *Aids Principle* expected, Miss Sullivan uses the doll as the media of learning. It aims to make Helen easier to understand the material given by the teacher.

Finger spelling chosen by Miss Sullivan as the communication system taught to Helen, because Helen is illiterate and was using hearing and vision before and becomes totally deaf blind. However, it needs time to make Helen understands and accepts the new way to use it. The word "doll" which is spelled by Miss Sullivan to Helen's hand makes Helen interested in teacher's finger play and tries to imitate it. Helen does it very well, but she does not know what it means. She does not know that she is spelling a word or even that word existed, she is simply making her fingers go in monkey-like imitation.

(Helen now repeats the finger movements in air, exactly, her head cocked to her own hand, and Annie's eyes suddenly gleam.)

Ho. How *bright* she is!

James: you think she knows what she's doing?

(He takes Helen's hand, to throw a meaningless gesture into it; she repeats this one too.)

She imitates everything, she's like a monkey.

Annie [very pleased]: yes, she's a bright little monkey all right.
(MW, p.35-36).

James (Helen's old brother) knows Helen well, he is pessimistic to the manner of Miss Sullivan taught, because Helen will imitate everything like a monkey. Nevertheless, Miss Sullivan does not give up at the moment. She is sure in the right way and only need time to make Helen understand. She has to do it many times and frequently till Helen knows what does the word mean.

Then Miss Sullivan takes the doll, meaning to give it back to Helen when she makes the letters, but she thinks Miss Sullivan means to take it from her, and in an instant she is in a temper, and tries to seize the doll. Miss Sullivan shakes her head and tries to form the letters with her fingers; but she gets more and more angry.

(She takes the doll from Helen, and reaches for her hand; Helen instantly grabs the doll back. Annie takes it again, and Helen's hand next, but Helen is incensed now; when Annie draws her hand to her face to shake her head no, then tries to spell to her, Helen slaps at Annie's face. Annie grasp Helen by both arms, and swing her into a chair, holding her pinned there, kicking, while glasses, doll, bonnet fly in various directions. James laughs.) (MW, p. 36).

As we discussed before that Helen will show the aggressive behavior if her activity is impaired or someone try to disturb her pleasure. what miss Sullivan done does not mean to disturb her pleasure with the doll but to make Helen understands that the finger play, which is taught to her that form the word d-o-l-l

is the name of a thing on Helen's hand. The entire teacher's efforts seem useless because Helen does not know that everything has a name.

Actually, What Miss Sullivan expects in the beginning of her lesson is not to give and recognize the name of everything Helen touches. It will be only wasting time and energy, this hard work will give no result and contribution to the child. However, first of all, Miss Sullivan tries to recognize the alphabet to Helen, she expects Helen to learn the letters by finger spelling first, because Helen is illiterate. Therefore, the main point is Helen recognizes the letters, which are formed on her hand. Then she will be taught the name of everything and understand later.

“Imitate now, understand later. End of the first les—“. (MW, p. 38).

Teaching method requires the teacher to repeat a lesson, which the pupil does not understand it yet until they understood it well. Miss Sullivan tries to repeat her first word by taking the doll first and give it back if Helen can repeat the letters, however Helen does not accept it because she thinks that her teacher want to take the doll, so Helen tries to defense her doll as strong as possible. Then Helen's bad behavior appears again.

(Helen is now in a rage, fighting tooth and nail to get out of the chair, and Annie answers while struggling and dodging her kicks.) (MW, p. 36).

On psycho pedagogic perspective, a teacher must change the method of learning if the students seem to be dislike and bored, to the new method that student like it. Miss Sullivan feels that it is useless to continue the struggle with Helen, she must do something to turn the current of Helen thought. She remembers that Helen is very fond of sweets, Miss Sullivan takes a piece of cake

wrapped in newspaper, spells the cake in Helen's hand then holding it toward Helen, of course she wants it and tries to take it. But Miss Sullivan spells the word again and pats her hand. Helen makes the letters rapidly and Miss Sullivan gives her the cake, which Helen eats a great hurry crams into her mouth with both hands, thinking, Miss Sullivan suppose that she might take it from her. Then the teacher shows Helen the doll and spells the word again, holding the doll toward her as she holds the cake. Helen makes the letters "d-o-l" and teacher makes the other "l" and gives her the doll.

(Annie looks around desperately, sees her purse on the bed, rummage in it, and comes up with a battered piece of cake wrapped in newspaper; with her foot she moves the doll deftly out of the way of Helen's groping, and going on her knee she lets Helen smell the cake. When Helen grabs for it, Annie removes the cake and spells quickly into the reaching hand.)

Cake. From Washington up north, it's the best I can do.

(Helen's hand waits, baffled. Annie repeats it.)

C, a, k, e. do what my finger do, never mind what it means.

(She touches the cake briefly to Helen's nose, pats her hand, presents her own hand. Helen spells the letters rapidly back. Annie pats her hand enthusiastically, and gives her the cake, Helen crams it into her mouth with both hands. Annie watches her, with humor.)

Get it down fast, may be I'll steal that back too. Now.

(She takes the doll, touches it to Helen's nose, and spells again into her hand.)

D, o, l, l. think it over

(Helen thinks it over, while Annie presents her own hand. Then Helen spells three letters. Annie waits a second, then complete the word for Helen in her palm.)

L.

(She hands over the doll, and Helen gets a good grip on its leg.) (MW, p. 37).

Helen's ability to imitate the letters, which are taught and formed on her hand by Miss Sullivan quickly, it shows that Helen's intelligence as same as other normal children, even she has a strong remembrance. This phenomena proves that the physical defect does not automatically decrease the child's intelligence. Helen

still has a big chance to be succeeding in reaching good achievements. This feeling is what Miss Sullivan expected, she wants to implant the strong spirit to Helen's mind in order to make the child be able to struggle her existence equal with other normal children as the main idea of *Self Supporting* principle.

Nevertheless, one of Helen's psychological problems that often to be the big impairment in her rehabilitation process is her bad temper. Helen will be easy to be angry and will destroy and break everything in front of her, even she is not dare to hurt someone else if she thinks that person try to disturb her pleasure or activity.

(She never finishes, because Helen swings the doll with a furious energy, it hits Annie squarely in the face, and she falls back with a cry of pain, her knuckles up her mouth. Helen waits, tensed for further combat. When Annie lowers her knuckles she looks at blood on them; she works her lips, gets to her feet, finds the mirror, and bares her teeth at herself. Now she is furious herself.) (MW, p 38).

From the first day Miss Sullivan becomes Helen's teacher, she feels how hard to teach and face a handicap defects (deaf, blind, mute) as Helen, she feels Helen's strike, which makes her bleeding in her mouth even after that Helen locks the door from the outside while Miss Sullivan inside the room. However, it does not make her give up even she feels it such a challenge for her and becomes a higher spirit to make Helen better.

The greatest problem Miss Sullivan has to solve is how to discipline and control Helen without breaking her spirit. Therefore, she will go rather slowly at first and try to win her love. She will not attempt to conquer her by force alone, but Miss Sullivan shall insist on reasonable obedience from the start. She will continue to make conversation with Helen by spelling the word on Helen's hand.

Although captain Keller sees that the finger spelling manner is useless but Miss Sullivan argues that when we talk to the baby she does not understand yet what we are talking about, but one day later the baby will be understood when she already heard many words. Moreover, Miss Sullivan expects Helen to hear these words.

Miss Sullivan has a battle royal with Helen this morning. Although she tries very hard not to force incidents, she finds it very difficult to avoid them. Apparently, these incidents will occur again at the breakfast time. Helen's table manners are appealing, she puts her hand in others plates and helps herself, and when the dishes are passed, she grabs them and takes out whatever she wants.

This morning Miss Sullivan will not let Helen puts her hand in Miss Sullivan's plate. She persists, and a contest of wills follows. Naturally, the family is disturbed and order Miss Sullivan to stop it because Helen begins to hurt herself. But Miss Sullivan ignores it even asks all the family to leave the room. Then she locks the dining-room door, and proceeds to eat her breakfast, though the food almost chokes her. Helen is lying on the floor, kicking and screaming and trying to pull Miss Sullivan's chair from under her. Helen keeps this up for half an hour, then she gets up to see what Miss Sullivan is doing. She lets her to see that she is eating, but does not let her put her hand in the plate.

(Helen now gets holds of the chair leg and half-succeeds in pulling the chair out from under her. Annie bangs it down with her rear, heavily and sits with all her weight. Helen's next attempt to topple it is unavailing, so her fingers dive in a pinch at Annie's flank. Annie in the middle of her mouthful almost loses it with startle, and comes up with curiosity to feel what Annie doing, so Annie resumes eating, letting Helen's hand follow the movement of her fork to her mouth; whereupon Helen at once reaches into Annie's plate. Annie firmly removes her hand to her own plate. Helen

in reply pinches Annie's thigh, a good mean pinchful that makes Annie jump. Annie sets the fork down, and sits with her mouth tight. Helen digs another pinch into her thigh, and this time Annie slaps her hand smartly away; Helen retaliates with a roundhouse fist that catches Annie on the ear, and Annie's hand leaps at once in a forceful slap across Helen's cheek; Helen is startled now.....) (MW, p. 58-59).

Helen pinches Miss Sullivan, and Miss Sullivan slaps her every time

Helen does it. Then she goes all round the table to see who is there, and finding no one but Miss Sullivan, she seems bewildered. After a few minutes, she comes back to her place and begins to eat her breakfast with her fingers. Miss Sullivan gives her a spoon, which she throws on the floor. She forces Helen out of the chair and makes her pick it up. Finally, she succeeds in getting her back in her chair again, and holds the spoon in her hand, compelling her to take up the food with it and put it in her mouth. In a few minutes, she yields and finishes her breakfast peaceably.

(Annie now removes the plate of food, Helen grabbing finds it missing, and commences to bang with her fists on the table. Annie collects a fistful of spoons and descends with them and the plate on Helen; she lets her smell the plate, at which Helen ceasing banging, and Annie puts the plate down and a spoon in Helen's hand. Helen throws it on the floor. Annie puts another spoon in her hand, Helen throws it on the floor. Annie puts another spoon in her hand. Helen throws it on the floor. When Annie comes to her last spoon she sits next to Helen, and gripping the spoon in Helen's hand compels her to take food in it up to her mouth. Helen sits with lips shut. Annie waits a stolid moment then lowers Helen's hand. She tries again; Helen's lips remain shut. Annie waits, lowers Helen's hand. She tries again; this time Helen suddenly opens her mouth and accepts the food...) (MW, p.61-62).

Then they have another tussle over folding Helen's napkin. When she finishes, she throws it on the floor and runs toward the door. Finding it locked, she begins to kick and screams all over again. It is another hour before Miss Sullivan succeeds in getting her napkin folded. Then Miss Sullivan lets her out in the warm

sunshine and goes up to her room and throws herself on the bed exhausted. Miss Sullivan has a good cry and feels better. *Self Help* principle is clearly shown in this scene. Miss Sullivan teaches Helen the mechanism to help herself from every problem faced. In this case she teaches Helen how to use spoon and folding the napkin when eating is finish. All those activities can be done by Helen herself.

Teaching the handicapped child such Helen need a great patience, persevering and hard working. After getting the battle royal at the breakfast, then Miss Sullivan very soon makes up her mind that she could do nothing with Helen in the midst of the family, who have always allowed her to do exactly as she pleases. Helen has tyrannized over everybody, her mother, her father, the servants, the little darkies who play with her and nobody had ever seriously dispute her wills, except occasionally her brother James, until Miss Sullivan comes, and like all tyrants, Helen holds tenaciously to her expectation to do as she pleases. If she ever failed to get what she wanted, it was because of her inability to make the slaves of her household understand what it was. Every thwarted desire is the signal for a passionate outburst, and as Helen grows older and stronger, these tempests became more violent. In addition, no body can control it, the family just like a dumb donkey that only let it goes and never thinks that it will be worst from day to day. They never think their sweet girl will be an uncivilized, uncultured and wild animal, which only live to eat, sleep and move to one sensation to another.

Kate: Miss Annie, put up with it. And with us.

Keller: us!

Kate: please? Like the lost lamb in the parable, I love her all the more.

Annie: Mrs. Keller, I don't think Helen's worst handicap is deafness or blindness. I think it's your love and pity.

Keller: now what does that mean?

Annie: all of you here are so sorry for her you've kept her-like a pet, why, even a dog you housebreak. No wonder she won't let me come near her. It's useless for me to try to teach her language or anything else here. I might as well_ (MW, p. 73).

The psychologists believe that negative interaction which is occurred since the early age between parent and child, especially mother and child is a main factor of many problems that related to the serious behavioral disorder. Parents who apply the low discipline level to their children are able to be the causes of children to be aggressive, naughty and wild.

As Miss Sullivan begins to teach Helen, she is beset by many difficulties. She will not yield a point without contesting it to the bitter end. She can not coax her or compromise with her. To get her to do the simplest thing, such as combing Helen's hair or washing her hands or buttoning her boots, it is necessary to use force, and of course, a distressing scene followed. The family naturally fell incline to interfere, especially her father, who cannot bear to see her cry. So they are all willing to give in for the sake of peace. Besides, her past experiences and associations were all against Miss Sullivan. She sees clearly that it is useless to try to teach her language or anything else until Helen learns to obey her.

In Helen's case, Miss Sullivan has thought about it a great deal, and the more she thinks, the more certain she is that *obedience* is the gateway through which knowledge and love, to enter the mind of the child. What Miss Sullivan means is to go slowly at first. She has an idea that she could win the love and confidence of her little pupil by the same means that she should use if she could

see and hear. Nevertheless, she soon finds that she is cut off from all the usual approaches to the child's heart. Helen accepts everything Miss Sullivan does for her as a matter of course, and refuses to be caressed, and there is no way of appealing to her affection or sympathy or childish love of approbation. She would or she would not, and there is an end of it.

Thus it is, Miss Sullivan and Helen study, plan and prepare their selves for a task, and when the hour for action arrives, they find that the system they have followed with such labor and pride does not fit the occasion. and then there's nothing for them to do but rely on something within them. Finally, Miss Sullivan has a controversial opinion that is, separate Helen from her family.

Then Miss Sullivan has a good frank talk with Mr. and Mrs. Keller, and explains to them how difficult it is going to be to do anything with Helen under the existing circumstances. She tells them that in her opinion the child ought to be separated from the family for a few weeks at least—that she must learn to depend on and obey her before she could make any headway.

Annie: Here. Give up, why, I only today saw what has to be done, to begin!

(She glances from Kate to Keller, who stare, waiting: and she makes it as plain and simple as her nervousness permits.)

I want complete charge of her.

Keller: you already have that. It has resulted in_

Annie: no, I mean day and night. She has to be dependent on me.

Kate: for what?

Annie: everything. The food she eats, the clothes she wears, fresh_

(She is amused at herself, though very serious.)

_air, yes, the air she breaths, whatever her body needs is a primer, to teach her out of. It's the only way, the one who lets her have it should be her teacher.

(she considers them in turn; they digest it, Keller frowning, Kate perplexed.)

Not anyone who loves her, you have so many feeling they fall over each other like feet, you won't use your chance and you won't let me.

Kate: but if she runs from you_to us_

Annie: that's the point. I'll have to live with her somewhere else. (*MW*, p. 74-75).

After discussing for a long time Mr. and Mrs. Keller fell in with the scheme most readily and suggest that the little garden-house at the "old place" be got ready for Miss Sullivan and Helen. Captain Keller says that Helen might recognize the place, as she had often been there, but she will have no idea of her surroundings, and they can come every day to see that everything is going well, with the understanding, of course, that she is to know nothing of their visits.

Miss Sullivan's idea, which to bring Helen somewhere else and separate her from the family that aimed for Helen to depend on her teacher, so Miss Sullivan is able to control her, in turn, she can teach her properly without any intervenes from the family. This kind of concept as same as with the psychopedagogic perspective especially *Individual Services Principle* that believes, the learning process will not work well if the teacher is not able to control the student/pupil, therefore, learning process can be controlled through the learning and direct guiding, environment arrangement to form the expected emotional development. Physical therapy, psychotherapy is suggested in order to decrease or erase the bad emotional responses that already formed. The forming of emotional pattern at the child age needs to have the serious attention, because this period is the critical period in the human emotional development.

No wonder, one of the Miss Sullivan's propose to separate Helen from her family is her big attention to Helen's emotional development that was in the

wrong way. By learning process and direct guiding after she can control her in a new place that there is nobody intervenes her, Miss Sullivan will have a wide opportunity to reduce even erase Helen's bad emotion and can teach her properly. Therefore, the *Skill Principle* that not only to give skill education to the student, but also to give *Selective, Educative, Recreative* and *Therapy* can be applied by Miss Sullivan as well. *Selective* means to guide Helen's talent, interest, skill and feeling properly, *Educative* means to guide Helen for having logical thinking, *Recreative* means element of activities given by Miss Sullivan are to please the exceptional child such Helen, *Therapy* means skill activities given are able to be a habilitation instrument.

Mr. Keller only gives two weeks to Miss Sullivan for teaching Helen in the new place. She does not accept it, it just only a miracle to tolerate her, the handicap child which has complicated problem only in two weeks. But Mr. Keller firms in his decision and gives no other option to Miss Sullivan. No other choice she accepts it and decides to invite the little Negro boy, Percy for accompanying her and Helen in the garden house.

Helen as a blind child will chose to stay in her own house or another familiar place and avoid exploring the strange place. We realize it because Helen feels that what in front of her is a danger, she does not know exactly whatever and what is happening in front of. She cannot identify through her sight sense. That is why often Helen afraid and anxiety whenever in the strange place that she never been there before. As she feels when arrives in the garden house that already changed by Miss Sullivan.

Keller: for all she knows, she could be in another town_
(Helen stumbles over the box on the floor and it discovers her doll and other battered toys, is pleased, sits to them, then becomes puzzled and suddenly very wary. She scrambles up and back to mother's thighs, but Annie steps in, and it is hers that Helen embraces. Helen recoils, gropes, and touches her cheek instantly.)

Kate: that's her sign for me.

Annie: I know

(Helen waits, then recommences her groping, more urgently. Kate stands indecisive, and takes an abrupt step toward her, but Annie's hand is barrier.)

In two weeks. (MW, p. 81).

Often, the environment chance given to Helen also impairs her development of motor behavior. Overprotection, pity and misunderstanding of Helen's needs cause her limitation in getting the experiences and certain motor skill. However, the main point is Helen's disability to accept visual stimulus, which affect to the disability of observing or imitating certain motor movement. In turn, it impairs her development. Nevertheless, Helen's disability in mobility can be minimized through manipulating the environment, as what miss Sullivan done. She creates the new valuable environment, which has possibility for Helen to develop her physical development and move independently and safely.

We cannot hide our admiration to the manner of Miss Sullivan teaches her pupil, Helen Keller. One of the most important decisions Miss Sullivan made concerning with Helen's development is to throw away all the preconceived plans or formal lesson, which Dr. Howe and others had established as the norm for handicapped children. Miss Sullivan makes the great decision that there will be no fixed schedule during Helen will sit at the table memorizing, selecting words or completing routine activities. Miss Sullivan and Helen will come and go as

Helen's interest indicated, without Helen being aware that she is doing something important. Helen will learn just by living.

There is no certain plan or schedule in the learning process of Helen. Miss Sullivan uses her sense and feeling to face the handicapped child such Helen, the lesson given to her is so natural and much depended on the psychological condition of the pupil. So, this learning process does not show Helen's weaknesses or exceptions extremely, everything is going so natural as the basic purpose of *Self Care* orientation. Miss Sullivan does not force Helen to remember a number of words, but she will do as hard as possible to make Helen enjoy and happy the lesson. When Helen shows the rejection to Miss Sullivan taught, she will have any other strategy to win Helen's hearth and attention for coming back the lesson.

Annie: no! no pity, I won't have it.

(She comes to Helen, prone on the floor.)

On either of us.

(She goes to her knees, but when she touches Helen's hand, the child starts up awake, recoils, and scrambles away from her under the bed. Annie stares after her. She strikes her palm on the floor, with passion.)

I will touch you!

(She gets to her feet, and paces in a kind of anger around the bed, her hand in her hair, and confronting Helen at each turn.)

How, how? How do i_

(Annie stops. Then she calls out urgently, loudly.)

Percy! Percy! Wake up, get out of the bed and come in here, I need you. Percy. You awake.

Percy: no'm.

Annie: how would you like to play a nice game?

Percy: whah?

Annie: with Helen. She's under the bed. Touch her hand.

Well, if she won't paly it with me, I'll play it with you. Would you like to learn one she doesn't know?

Percy: no'm

Annie: M, I, l, k. M is this, l, that's an easy one, just the little finger. L is this__

(And Helen comes back with her hand, to feel the new word. Annie brushes her away, and continues spelling aloud to Percy. Helen's hand comes back

again, and tries to get it in; Annie brushes it away again. Helen's hand insist, and Annie puts it away rudely.)

No, why should I talk to you? I'm teaching Percy a new world. L. K. is this__

(Helen now yanks their hands apart; she butts Percy away, and thrusts her palm out insistently. Annie's eyes are bright, with glee.)

Ho, you're jealous, are you!

(Helen's hand waits, intractably waits.)

All right.

(Annie spells into it, milk; and Helen after a moment spells it back to annie. Annie takes her hand, with her whole face shining. She gives a great sigh.)

Good! So I'm finally back to where I can touch you, hm? Touch and go! No love lost, but here we go. (MW, p. 85-87).

From this event, we are able to see again the genius of Miss Sullivan.

When she will begin her lesson and try to teach the finger spelling as usual, she faces a difficult situation. How she can teach Helen, even she cannot touch her any more. However, she thinks deeply how to make Helen approaches her, so she can touch her and begins the lesson. She has a great idea to overcome this kind of situation. She wakes Percy up and offers him a nice play game that he never knows it before. She orders Percy to touch Helen, because she knows that Helen will recognize whose hand it is. Moreover, Helen will approach him because Percy is her playmate. The strategy is succeeding. Now Miss Sullivan tries to get Helen attention by playing the finger spelling with Percy, begin from the word that Helen has recognized it. But Helen ignores it, then Miss Sullivan spells a new world that Helen never learn it before. She begins eager and expects to be taught, but Miss Sullivan pretends to reject. Helen is more eager and finally Miss Sullivan laughs with her win.

Readiness Principle believes that accepting the certain subject needs a readiness, especially the student readiness to get the subject that will be learned.

Commonly, the exceptional child is fast to be bored and tired, so it needs a new strategy to face this condition. Helen's jealous that make the strategy runs well, it proves that Miss Sullivan has a wide knowledge concerning with the psychological condition of children. Therefore, directly she is able to create an accurate strategy to get back Helen's attention. Once again, psycho pedagogic perspective shows its contribution to the learning process of Helen.

Learning motivation, which is given by modifying the learning activities accepted by the pupil, it makes easier for the teacher in delivering her subject. As what Miss Sullivan applies to every touch of her education. It simply the best teacher manner of learning process that must be followed by every teacher of exceptional children in the world.

C, a, k, e! She spells cake, she gets cake. (*MW*, p. 86)

On the psycho pedagogic perspective, we know the term "tangible". It means giving favorite food, money or other reward that meant to motivate the student's desire in learning process. Miss Sullivan will give Helen's favorite food (cake) if she can spell cake in the right form, she also gets a doll if she can form the doll in right spelling by finger spelling as well.

Reward, which is given by the teacher, is not without any reason, it is one of the ways to motivate the pupil being more diligent and enjoy the subject. However, every exceptional student has different characteristic so it needs a special skill of the teacher. Miss Sullivan is forced to be creative and capable to combine the skill and ability of Helen Keller in some aspects such thinking

ability, communication and socialization skill etc. all of these are directed to the final purpose of learning that is the behavioral change to the maturity.

No one is aware than Helen Keller of the enormous travail which Annie Sullivan underwent in helping to develop a fully functioning individual. Miss Sullivan is absolutely determined that this young girl would learn about everything in the world; every sound, color, texture, event, meaning, feeling, concept, and activity. Miss Sullivan intends on becoming the eyes and ears of the child, so that she could have a complete grasp of what it is to be human.

As we study how Miss Sullivan helps to fashion the child named Helen, we are amazed at how many new concepts and methods she has to create on her own, because there simply was no one who had ever accomplished what she wants to do.

There's only one way out, for you, and it's language. To learn that your fingers can talk. And say anything, anything you can name. (MW, p. 90).

Although, many people are doubt of Miss Sullivan choice to teach Helen by recognizing the language through finger spelling, but she is sure that this principle will give a satisfactory result. Helen's lacks in the way of communication make the language as the priority in the beginning of the learning process. Miss Sullivan wants to show that, although Helen could not communicate with the mouth as other people do, but her finger can change its function, her fingers can talk and say anything. Therefore, Helen will accept her exceptional condition as it is. It is absolutely needed for the development of Helen in understanding herself realistically. So the physical exception is considered as a life variation that must be done (*Self Concept*).

Miss Sullivan has been with Helen nearly two weeks, she has taught her the names of a numbers objects, and she puts them into Helen's hand, spells their names on her finger and helps her to form the letters. But she has not the faintest idea what she is doing. Helen does not know what she thinks. She has only a tactile memory of her fingers going through those motions and changing from one position to another.

Annie: I've done everything I could think of. Whatever she's learned here__ keeping herself clean, knitting, stringing beads, meals, setting-up exercises each morning, we climb trees, hunt eggs, yesterday a chick was born in her hands__ all of it I spell, everything we do, we never stop spelling. I go to bed with_ writer's cramp from talking so much!

Kate: I worry about you, Miss Annie. You must rest.

Annie: now? She spells back in her sleep; her fingers make letters when she doesn't know! In her bones those five fingers know, that hand aches to speak out, and some thing in her mind is a sleep, how do i__ nudge that awake? That's the one question.

Kate: with no answer.

Annie [long pause]: except keep at it. Like this.

Kate: more __ time? (*MW*, p. 96).

Two weeks, which are given to Miss Sullivan in her learning process is not enough, she needs more time. But the family reject it, they can not give extra time to her, they do miss their child girl and expect her coming in the house. They are more satisfied to what Miss Sullivan has done. They feel that she has done more than they ever thought possible. Teach Helen constructive things to do, to behave the child like a human child, so manageable, contented, and cleaner.

However, cleaning is nothing for Miss Sullivan, what Helen primes to learn is that everything has its name. Those words which are spelled in her fingers can be her eyes, to everything in the world outside her, and inside too, what is Helen without words? With them she can thinks, have ideas, be reached, there is

not a thought or fact in the world that cannot be hers. Helen already taught eighteen nouns and three verbs, they are in Helen's hand now, but has no idea how to use them, or that everything has a name. she thinks, however, she will learn quickly enough by and by. Actually Helen is wonderfully bright and active and as quick as lightning in her movements. Miss Sullivan thinks that she needs only time to push one of them into Helen's mind. One and everything will follow.

No matter how hard she tries to deceive the family, they keep bringing Helen home. An agreement is agreement. Helen and Miss Sullivan come back to the home. The family wouldn't let them stay another week, however, Miss Sullivan thinks she has made the most she could of the opportunities that are hers the past two weeks, and she does not expect that she will have any serious trouble with Helen in the future. The back of the greatest obstacle in the path of progress is broken. She thinks "no" and "yes," conveys by a shake or nods of her head, have become facts as apparent to Helen as hot and cold or as the difference between pain and pleasure. And she does not intend that the lesson she has learned at the cost of so much pain and trouble shall be unlearned.

Miss Sullivan will stand between Helen and the over-indulgence of her parents. She has told Captain and Mrs. Keller that they must not interfere with her in any way. She has done her best to make them see the terrible injustice to Helen of allowing her to have her way in everything, and Miss Sullivan points out that the processes of teaching the child that everything cannot be as she wills it. Captain Keller promises to let Miss Sullivan has a free hand and help her as much as possible. The improvement they cannot help seeing in their child has given

them more confidence in her. Of course, it is hard for them. She realizes that it hurts to see their afflicted little child punished and make to do things against her will.

Only a few hours after Miss Sullivan talking with Captain and Mrs. Keller (and they had agreed to everything), at the homecoming party, Helen takes a notion that she will not use her napkin at table. Miss. Sullivan thinks Helen wants to see what will happen. She is testing Miss Sullivan. She attempts several times to put the napkin round Helen's neck, but each time she tears it off and throws it on the floor and finally begins to kick the table. Miss Sullivan takes Helen's plate away and starts to take her out of the room. Her father objects and says that no child of his should be deprived of his food on any account.

Captain Keller brings Helen's plate back and they start again to eat. Helen goes back around the table and sits. She deliberately flings the fork on the floor. After another moment, she plunges her hand into her food, and crams a fistful into her mouth. Then plunges her other hand into Annie's plate. Annie at once moves in, to grasp her wrist, and Helen flinging out a hand encounters the pitcher; she swings with it at Annie; Annie falling back blocks it with an elbow, but the water flies over her dress. Annie gets her breath, then snatches the pitcher away in one hand, hoists Helen up bodily under the other arm, and starts to carry her out. To make her fill the pitcher again.

Annie: all right. Pump.

(Helen touches her cheek, waits uncertainly.)

No, she's not here. Pump!

(She forces Helen's hand to work the handle, then lets go. And Helen obeys. She pumps till the water comes, then Annie puts the pitcher in her other hand and guides it under the spout, and the

water tumbling half into and half around the pitcher douses Helen's hand. Annie takes over the handle to keep water coming, and does automatically what she has done so many times before spells into Helen's free palm:)

Water. W, a, t, e, r. water. It has a __ name __
(*and now the miracle happens. Helen drops the pitcher on the slab under the spout, it shatters. She stands transfixed. Annie freezes on the pump handle: there is a change in sundown light, and with it a change in Helen's face, some light coming into it we have never seen there, some struggle in the depths behind it; and her lips tremble, trying to remember something the muscles around them once knew, till at last it finds its way out, painfully, a baby sound buried under the debris of years of dumbness.*)

Helen: wah. Wah. (MW, p. 115).

Miss Sullivan places Helen's hand under the spout. As the cool stream gushes over one hand, she spells into the other the word water, first slowly, then rapidly. Helen stands still, her whole attention fix upon the motions of her fingers. Suddenly she feels a misty consciousness as of something forgotten—a thrill of returning thought, and somehow the mystery of language is revealed to her. She knows then that "w-a-t-e-r" meant the wonderful cool something that was flowing over her hand. That condition is what expected by *Motivation Principle* that primes to the way of teaching and guiding evaluation to exceptional child condition properly. The living word awakened her soul, gives it light, hope, joy, set it free! There are barriers still, it is true, but barriers that could in time be swept away.

The "water" episode is Helen's actual rebirth into mental awareness, we can call it as soul's sudden awakening. Before her awakening to the magic of meaning, Helen was sub-human. She was like an unconscious clod of earth. There was nothing in her except the instinct to eat and drink and sleep. Her days were a

blank without past, present, or future, without hope or anticipation, without interest or joy it is just actual coming back to life after being death

Now Miss Sullivan sees it is Helen's mental awakening. She thinks it is an experience somewhat in the nature of a revelation. Helen shows immediately in many ways that a great change has taken place in her. She wants to learn the name of every object she touched. Nothingness is blotted out, she feels joyous, strong, equal to her limitations. As *Love and Affection Principle* instructed, Miss Sullivan is succeed in giving Helen the spirit to run the life properly like other normal children.

Now Helen knows that everything has a name, and that the manual alphabet is the key to everything she wants to know. The wild little creature of two weeks ago has been transformed into a gentle child. She is developing into not only a highly intelligent and articulate woman, but also truly cultured person.

Finally, we have proven that the education services which are given by Miss Sullivan to Helen Keller are containing the Psycho pedagogic values. Learning process and teaching method that prime to the psychological needs of exceptional child are succeeding to be applied to Helen. The concepts of Self Supporting, Self Care, Self Help, Self Concept, Aids Principle, Readiness Principle, Individual Services Principle, Skill Principle, Love and Affection Principle, which are contained in the teaching and learning process of Helen Keller, give a satisfactory result and bring significance development to the personality of Helen.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

William Gibson's *Miracle Worker* is a drama which told about the life story of the character named Helen Adam Keller, when she was nineteen months of age, Helen suffered from what the doctor diagnosed as acute congestion of the stomach and brain. The high fever accompanying this malady and left Helen blind and deaf. As a young blind and deaf child, Helen lived much like an animal, rushing from one sensation to another. She was like an unconscious clod of earth. There was nothing in Helen except the instinct to eat, drink and sleep. Her eyes were a blank without past, present, or future. Without hope or goal, without interest or joy.

Of course, Helen's physical exceptional condition with the entire of its lacks and consequences has the direct influence to her psychological and psychosocial condition, because both physical and psychological interactions are a matter of cause and effect. Common people who are able to use five sense, unfortunately she loses two of them and forced to live in the silence and walks in a long night.

The influence of Helen's physical exceptional condition to her psychological problems can be shown as Effendi's theory concerning with the consequence of physical exceptional condition to the psychological condition of the sufferer. When the theory is applied to Helen's case we will find that: Helen

lost her hearing and sight sense since nineteenth month after getting acute congestion stomach and brain, it makes those organs cannot function maximally (level I), consequence of Helen's hearing and sight impairment, she is difficult to receive all kinds of stimulus whether sounds or visuals as well. So, it has the direct influence to Helen's fluency of language, speaking development and mobility (level II). Therefore, sometimes Helen shows emotional reaction because of the entire of her impairment and lacks (level III). And the fact is from day to day the emotional reactions created by obstacle are moreover and showing higher intensity, in this level often Helen's emotional reaction seems to be destructive (level IV).

Based on the data analysis, the psychological problems which are faced by Helen Keller are: feeling different from other normal children, easy to be angry (quick tempered), isolated, very depended on other person and unable to control the emotion. The physical exceptional condition makes Helen feels she is different from other children in common. The way to communicate of other child which use their lips to produce the sound and language make Helen tries to imitate what they do, but how hard she tries, it soundless and without any result, she is vexed. Then it burdens with any limitations she has, frustration attacks her, so she becomes extremely frustrated, angry and screams to express her feeling. To the point that her family is unable to control her. Helen's difficulty to get language makes her to be more isolated. Because process of transforming idea and thought are cannot be done by Helen, it makes Helen difficult to take a part in her social life. In turn, the problems presence as the effect of disability and limitation to do

anything influence Helen's psychological condition and create more problems to be faced.

The drama also describes that how Helen is unable to control her emotion. When Helen feels that her activities are disturbed, ordered to do anything she hates and there is someone tries to keep her doing her action, she will show her aggressive even destructive response. Sometimes it is being bigger its intensity. Because Helen is faced to unfriendly people surround her, in which they do not understand the difficulties faced by Helen and do not treat Helen in the right way. Unfortunately, Helen's aggressive response occurred for a number of years and the family reaction seems to connive it. So it becomes a habitual action and will be very difficult to reform it, because it is formed during Helen being child until now. Therefore, day by day, Helen's behavior does not show any good progression even she becomes wild, unruled, quick-tempered, impatient and naughty.

William Gibson describes in his *Miracle Worker* that family and parent have a big role to the child's development. Helen's parent's ways to treat and behave their exceptional child that seem to be over protective with everything done by Helen, and do not behave properly make Helen to be more powerless. Helen's mother gives all her love and affection profusely, therefore, Helen feels that all her needs are fulfilled by mother's help, so all her activities will be depended on other people's supports. That's why it aggravates Helen's condition, they do not realize that this kind of treatment in the future will make Helen always depending on the other people and can not be autonomous.

The efforts to answer the second research problems are trying to be explained in the second part of analysis. Is the education intervention is the exact answer to solve the psychological problems of Helen Keller? Then, we find that according to Kirk theory that talking about the definition of exceptional children and its solution to overcome their problems, through this theory we know that the exact formulation in facing the problems faced by them. He stated that exceptional children who deviate from the average or normal child in mental, physical, or social characteristics to such an extent that he requires a modification of school practices, or special education services in order to develop to his maximum capacity. Here we are able to conclude that the most appropriate formulation is "Education". Moreover, of course to educate exceptional children is not as same as to educate the children who have normal development physically, mentally or social characteristic. Actually both are have the same purpose and orientation that is to develop children's maximum capacity.

Miracle Worker also recognizes to us a miraculous character that will bring amazing change to Helen's life. A teacher who creates a miracle on Keller's family. Miss Annie Sullivan is a genius teacher, she teaches with tireless and dedicates all her efforts and times to Helen. Although she is in doubt to teach Helen for the first time because it is the first time to be a teacher, even her first pupil is an exceptional young girl, but she knows how to treat and behave an exceptional child, because when she was being a child she was half blind and Irish tempered. Therefore she gets many experiences of it.

The researcher analyzes that the learning system which applied to Helen Keller by Miss Sullivan are containing the Psycho Pedagogic perspective. Psycho Pedagogic applies the learning method which based on psychological views, so a teacher can give the education services which are relevant to the student's needs. Moreover, Helen has the exceptional condition that creates many psychological problems as the consequence of her lacks. Therefore, Miss Sullivan has to consider Helen's psychological condition and prime to give the most appropriate learning methods, in order not to break Helen's spirit. Before doing the learning process, Miss Sullivan has analyzed Helen's figure, kinds of exceptional condition and its characteristics, etiology of exception, psychological effects and principle of exceptional children education services. It is aimed for Miss Sullivan to take the right steps in educating Helen.

Psycho pedagogic values as shown in the learning methods of Miss Sullivan such as:

1. Miss Sullivan uses the doll as the media of learning which aimed to make Helen easier to understand the material (*Aids Principle*).
2. Helen's ability to imitate the letters of finger spelling taught quickly shows that Helen's intelligence as same as other normal children. Therefore, Miss Sullivan implant the strong spirit to Helen's minds in order to make the child struggle her existence equal with other normal children (*Self Supporting*).
3. Miss Sullivan teaches Helen table manner (*Self Help*).

4. The decision to separate Helen from the family, so Miss Sullivan to be more focused to control and teach properly without any other intervenes (*Individual Services & Skill Principle*).

5. The learning methods used are so natural and much depended on the psychological conditions of Helen. So it does not show Helen's weakness or exceptions extremely (*Self Care*).

6. Miss Sullivan always has the strategy to make Helen ready to accept the material (*Readiness Principle*).

7. The priority of teaching language to make Helen be able to communicate with other, so, she can understand herself realistically and accept her physical condition (*Self Concept*).

8. "Water" episode is a form of *Self Motivation* value that is given by Miss Sullivan.

9. In the end of story Helen understands all Miss Sullivan have taught and shows a very good progressive development. The teacher is succed in giving the spirit to run the life properly like other normal children (*Love and Affection Principle*).

Finally, we can conclude and prove that education is the exact answer to overcome Helen's Keller psychological problems, and the psycho pedagogic principles have significant role in the process of learning. Psycho pedagogic values and principles as shown in Miss Sullivan's method of teaching give the satisfactory result to change the wild little creature into a gentle child.

4.2 Suggestion

In this part the writer will give some suggestion to face the exceptional children:

The exceptional children must have the same chance as given to normal children concerning with education and teaching access. Because, by giving the equal chance for exceptional children to get education services it will decrease the imbalance number of educational participation between normal and the children who have unlucky condition. And the long range, it will create the educated and talented people who have the exceptional condition.

Environment and family of the exceptional children have to treat and behave the child properly, do not isolate them, because it will influence their psychological condition that cause more complicated problems faced by them. The negative treatment will create fatal condition to the child. So that why, the orientation has to prime the development of potentiation, skill and ability of the child.

This drama gives many lessons to us, we will be more grateful and respect to everything given by the god. Beside that, the figure of Miss Sullivan can be the inspiration for all the elements who in charge in educating the exceptional children.

For the next researchers who are interested in this literary work, they can use another theory and approach to analyze more deeply, because this drama still has many aspects that can be analyzed.

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