

## CHAPTER IV

### ANALYSIS

In this thesis the researcher wants to answer about the problem in the previous. That is about Helen Keller's structure of personality in *The Story of My Life* novel. Helen Keller is the first American author who is blind and deaf. She has the different personality from other people. From that reason above, it makes the researcher interested to analyze *The Story of My Life Novel*. The title is "A Psychological Study on Helen Keller's Structure of Personality as seen in *The Story of My Life Novel*." Therefore, the researcher analyzes the novel about: the personality of Helen Keller and Helen Keller's of personality structure formed.

#### 4.1 Helen Keller's Personality

The novel entitled *The Story of My Life* written by Helen Keller, she is American author and educator who are blind and deaf. Here, Helen Adams Keller as the main character in *The Story of My life*. She gets afflicted at the age of 19 months with an illness which possible to make her blind and deaf. She becomes anger because she cannot communicate with her mouth and speaks English as the other people. She has different behavior and the personality than other people. Therefore, the researcher wants to analyze Helen Keller as the main character in this novel. It shows in this quotation below:

Miss Keller is tall and strongly built, and has always had good health. She seems to be more nervous than she really is, because she expresses more with her hands than do most English-speaking people. One reason for this habit of gesture is that her hands have been so long her instruments of communication that they have taken to themselves the

quick shiftings of the eye, and express some of the things  
that we say in a glance. (Macy, 1914: 286)

Based on the quotation above, it shows that she always expresses her hand to communicate with other people. She used that gesture because she is disabling. Therefore, this case shows that she is a different person from other people. In the other hand, she has a different personality from other people. According to Allport, he says “Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and though” (1916: 28 in Feist and Feist).

From the statement above, it is cleared by Freud, he says “the first 4 or 5 years of life, or the infantile stage, are the most crucial for personality formation.” (Freud in Feist and Feist, 2006: 47). Based on the explanation above that can be seen from Helen Keller, when she is five years old, her personality has construct from many factors around her environment. It will be shows the following quotation below:

At five I learned to fold and put away the clean clothes  
when they were brought in from the laundry, and I  
distinguished my own from the rest. (*ibid*, 9)

From the quotation above, depicts that she try to take the laundry from the basket then put it away neatly. In this case, she can do like other people. Although she realizes that she is the different person from other people since she has disabled. She also realizes that anger and bitterness often appear continually for weeks. Therefore, she believes to keep struggle her life although she does not know what will happen to her. This statement is also to support the quotation below:

I struggled- not that struggling helped matters, but the spirit of resistance was strong within me; I generally broke down in tears and physical exhaustion. (Macy, 1914: 17)

The quotation above show that Helen as the stiff person who has ambition for the life and never gives up but notwithstanding she has the resistance within her. According to Passer and Smith, they say “personality refers to the distinctive and relatively enduring ways of thinking, feeling, and acting that characterize a person’s responses to life situations.” (2009: 454). From their argumentation, they explain that every person has a different personality which can distinguish from other individual. Such as the statement above that Helen has many personalities that distinguish from other people. Therefore, those personalities will describe below:

#### 4.1.1 Helen is a proficient woman

Helen becomes a proficient since her teacher come to her for the first time. She begins to understand about everything. She always tries to interact around the environment. It can be seen the quotation below:

...It was three years from the time when Helen began to communicate by means of the manual alphabet that she received her first lesson in the more natural and universal medium of human intercourse-oral language. (ibid, 386)

The datum above indicates that she receive the lesson about language when she is three years old for the first time. This statement is clearly by George Yule, he describes:

The process of language acquisition has some basic requirements. During the first two or three years of development, a child requires interaction with other language-users in order to bring the general language capacity into contact with a particular language such as english. (2006: 171)

From the datum and the citation above depicts that a child is still first, two or three years of development like Helen needs to interact with other people around her. Such as she interacting and communicating with her teacher through the sign of language with her hands. Her teacher teaches her manual alphabet until make her understand about that.

She had become very proficient in the use of manual alphabet, which was her only means of communication with outside world; through it she had acquired a vocabulary which enabled her to converse freely, read intelligently, and write with comparative ease and correctness. (Macy, 1914: 386)

Based on Miss Sullivan's account in *The Story of My Life* novel above, she said that Helen becomes very proficient to use the manual alphabet. The first lesson learned by her about doll. She spell d-o-l-l to Helen's hand repeatedly. For other lesson, when her teacher teaches about water then Helen knows the meaning of water. She starts thinking about the meaning of object which is touched by her.

It can be seen from following quotation below:

I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away. (*ibid*, 24)

I had now the key to all language, and I was eager learn to use it. Children who hear acquire language without any particular effort; the words that fall from others' lips they catch on the wing, as it were, delightedly, while the little deaf child must trap them by a slow and often painful process. But whatever the process, the result is wonderful. (*ibid*, 29)

As my knowledge of things grew I felt more and more the delight of the world I was in. Long before I learned to do a sum in arithmetic or describe the shape of the earth, Miss Sullivan had taught me to find beauty in the fragrant woods, in every blade of grass, and in the curves and

dimples of my baby sister's hand. She linked my earliest thoughts with nature, and made me feel that "birds and flowers and I were happy peers. (Macy, 1914: 25)

As the data above, Helen has a passion to learn about many things around her. Although she is not normal as other people but she always understands with her condition. This statement is clarified by Kail in Meadows such as below:

Young children do relatively poorly in their memory monitoring: they frequently stop their efforts to memorize prematurely, and on a second trial they relearn items already learned and neglect items which have failed to learn first time. (1986: 74)

Based on the data and the quotation above that young children as like Helen can monitor her memory by touching and feeling. Knowledge which is learned by her that constructs her perspective about everything especially the name of objects. She never stops to try and figures something to fulfill her curiosity. Step by step, she understands about words. She also knows the meaning of object what her teacher teach to her. Then she understands about them. Although, she are blind and deaf since she is still toddler but she never gives up to trying.

She learns many lessons from her environment at home. For example, when she realized that her mother talk to her and she know by only touching her mother's lips. This case shows that she is a clever girl although she can not see and hear again. It will be shows in the following quotations below:

I do not remember when I first realized that I was different from other people; but I knew it before my teacher came to me. I had noticed that my mother and my friends did not use signs as I did when they wanted anything done, but talked with their mouths. Sometimes I stood between two persons who were conversing and touched their lips. (Macy, 1914: 10)

She has the big curiosity for the object around her. She always wants to reach that object then she wants to use it. She realizes that she is different from other people. Her condition is disable that probably she cannot do everything like other people. She never gives up with her condition, it prove that she can do everything as like the normal person.

Another quotation such as below:

As she became acquainted with her surroundings through the sense of feeling (I use the word in the broadest sense, as including all tactile impressions), she felt more and more the pressing necessity of communicating with those around her. Her little hands felt every object and observed every movement of the persons about her, and she was quick to imitate these movement. She was thus able to express her more imperative needs and many of her thoughts. (Macy, 1914: 389)

Based on Miss Sullivan's account above, describes that Helen is a proficient child. It can be seen from Helen that make her understands about every object and quick to observe about them.

A day or two afterward I was stringing beads of different sizes in symmetrical groups-two large beads, three small ones, and so on. I had made many mistakes, and Miss Sullivan had pointed them out again and again with gentle patience. Finally I noticed a very obvious error in the sequence and for an instant I concentrated my attention on the lesson and tried to think how I should have arranged the beads. Miss Sullivan touched my forehead and spelled with decided emphasis, "Think". (*ibid*, 30)

Helen does many things around her environment with her teacher, Miss Sullivan. She learns about many things that make her tries to be better. She never stops to try although she always makes many mistakes. This case shows that she understands a lot about many things around her.

#### 4.1.2 Helen is a confident woman

Although Helen is disabled who are blind and deaf child, but she does not shy to show her weakness to other people. For example, when she plays a drama to celebrate Washington Birthday. Helen is confident to play this drama; she plays with beautiful performances as Ceres. And for the quotations that show the confidence of Helen Keller:

I was to be Ceres in a kind of masque given by the blind girls. How well I remember the graceful draperies that enfolded me, the bright autumn leaves that wreathed my head, and the fruit and grain at my feet and in my hands, and beneath all the gaiety of the masque the oppressive sense of coming ill that made my heart heavy. (Macy, 1914: 65)

When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word “d-o-l-l”. I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. (*ibid*, 22)

I did nothing but explore with my hands and learn the name of every object that I touched; and the more I handled things and learned their names and uses, the more joyous and confident grew my sense of kinship with the rest of the world. (*ibid*, 25)

Based on the quotation above, it is shown that she learns about many things around her environment. She is very interested for the object around her. This case makes her become a confident woman. She looks confident for the object that is learned by her. She looks happy and enjoy when she understands about the object that is known by her. Although Helen is still child, she is more confident than other children. For example, when Miss Sullivan teaches her for the first time about doll. After her teacher spells this object to her hand, directly she runs downstairs to show to her mother what she know.

Another the following citations below:

One day spent with the blind children made me feel thoroughly at home in my new environment, and I looked eagerly from one pleasant experience to another as the days flew swiftly by. I could not quite convince myself that there was much world left, for I regarded Boston as the beginning and the end of creation. (Macy, 1914: 45)

Among the many friends I made in Boston were Mr. William Endicott and his daughter. Their kindness to me was the seed from which many pleasant memories have since grown. One day we visited their beautiful home at Beverly Farms. I remember with delight how I went through their rose-garden, how their dogs, big Leo and little curly-haired Fritz with long ears, came to meet me, and how Nimrod, the swiftest of the horses, poked his nose into my hands for a pat and lump of sugar. (*ibid*, 46)

From the quotations above, appears that Helen is confident woman that has interpersonal intelligence. Helen has a lot of friends. She always interacts with other people around her. This statement that clarified by Lazear, he says:

Interpersonal profile dominance: they students learn through person to person interaction, they generally have lots of friends, show a great deal of empathy for other people and understanding of different points of view. They love team activities of all kinds and are very good team members, pulling their own weight and often much more. (1995: 79)

Based on the data and the quotation above, appear that Helen is not alone. She has a lot of friends. Although she is disabling but is not possible she has not many friends. She loves to interact with other people around her. She becomes interpersonal person because the influence from her teacher, Miss Sullivan who learn to her.

#### 4.1.3 Helen is a brave woman

She is proficient and confident woman caused by the influences from her family, her teacher and the society around her. These influences bring the impact



to her until she becomes a brave woman. And for the quotation that show the brave of Helen Keller below:

No sooner had I been helped into my bathing-suit than I sprang out upon the warm sand and without thought of fear plunged into the cool water. I felt the great billows rock and sink. The buoyant motion of the water filled me with an exquisite, quivering joy. Suddenly my ecstasy gave place to terror; for my foot struck against a rock and the next instant there was a rush of water over my head. I thrust out my hands to grasp some support, I clutched at the water and at the seaweed which the waves tossed in my face. But all my frantic efforts were in vain. The waves seemed to be playing a game with me, and tossed me from one to another in their wild frolic. It was fearful! The good, firm earth had slipped from my feet, and everything seemed shut out from this strange, all-enveloping element-life, air, warmth and love. (Macy, 1914: 47-48)

I also enjoy canoeing, and I suppose you will smile when I say that I especially like it on moonlight nights. I cannot, it is true, see the moon climb up the sky behind the pines and steal softly across the heavens, making a shining path for us to follow; but I know she is there. (*ibid*, 119-120)

From the quotations above, it clearly said that actually she cannot see situation around her but she can feel it. For example, when she goes to sea with her teacher. She feels the warm sand without thought of fear although she cannot see. She tries to confront that situation with her way. Another example, when she is canoeing alone at night, she is not afraid even though she is blind and deaf. Many experiences that make her understand and learn until she becomes a brave woman. This case constructs her to be a brave woman.

Her respect for physical bravery is like Stevenson's-the boy's contempt for the fellow who cries, with a touch of young bravado in it. She takes tramps in the woods, plunging through the underbrush where she is scratched and bruised; yet you could not get her to admit that she is hurt, and you certainly could not persuade her to stay at home next time. (Macy, 1914: 287-288)

From the quotation above, depicts that she learns about bravery from the boy name is Stevenson. This boy is tramp in woods that make her understands about the bravery. She learns to solve the problem what she gets.

Helen is a brave woman that has a profile of visual-spatial which knows about the object around her environment. Although she cannot see but she can feels the condition around her. It can be seen when she go to sea and canoeing try to solve the problem with use her feeling. Other ways she explore with her hands to understand about that condition.

There is, I am told, tactile memory as well as visual and aural memory. Miss Sullivan says that both she and Miss Keller remember “in the fingers” what they have said. For Miss Keller to spell a sentence in the manual alphabet impresses it on her mind just as we learn a thing from having heard it many times and can call back the memory of its sound. (Macy, 1914: 293)

This statement above, it is clarified by Lazear, he says:

These students think in images and pictures. They are often very aware of objects, shapes, colors, and patterns in their environment. They like draw paint, make interesting designs and patterns, and work with clay, colored construction paper, and fabric. They love jigsaw puzzles, reading maps and finding their way around new places, and daydreaming. (1995: 76)

She is a brave woman who has a visual and aural memory that can be seen from Mark Twain’s account above. He said that Helen has ability to remember in the finger. She can spell a sentence in the manual alphabet.

#### 4.1.4 Helen is a struggle woman

Helen has many personalities which are influenced by people around her. She is a struggle woman. This personality is one of the most influential

personalities in her life when the illness comes to her that makes her becomes blind and deaf girl. Anger and bitterness always obsess her soul but suddenly both of them are fading away with her buffetings. It will be shows the following quotation below:

I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep langour had succeeded this passionate struggle.” (Macy, 1914: 21)

I get more eager and climb higher and begin to see the widening horizon. Every struggle is a victory. One more effort and I reach the luminous cloud, the blue depths of the sky, the uplands of my desire. I am not always alone, however, in these struggles. Mr. William Wade and Mr. E. E. Allen, Principal of the Pennsylvania Institution of the Blind, get for me many of the books I need in raised print. Their thoughtfulness has been more of a help and encouragement to me that they can ever know. (*ibid*, 99)

The quotations above, explain that she has full of desire. According to Schraff, she says Helen was a trailblazer. She showed America and the world that physical disables were less important than a courageous heart and spirit. (Schraff, 2008: 5). This statement depicts that Helen has intrapersonal intelligence. And it clarified by Murphy, she says “interpersonal intelligence is an ability to recognize and understand his or her own moods, desires, motivations and intentions.” (Murphy: 9).

Based on the data and the theories above that the researcher finds in *The Story of My Life* novel that she has higher eager for every part of events in her life. Helen said that struggle is a victory for her. Every effort that she gets and reaches makes her becomes a strong woman. She never gives up trying and trying forever. This statement is clarified by Miss Sullivan’s account below:

Nevertheless, the impulse to utter audible sounds was strong within her, and the constant efforts which I made to repress this instinctive tendency, which I feared in time would become unpleasant, were of no avail. I made no effort to teach her to speak, because I regarded her inability to watch the lips of others as an insurmountable obstacle. But she gradually became conscious that her way of communicating was different from that used by those around her, and one day her thoughts found expression. (Macy, 1914: 386)

Therefore, she becomes a strong woman that is inspiring for all of people. she is proficient, brave, confident, and struggle woman. She is struggling for her future with her disable condition although she does not know the future and it will be surprise for her. It can be seen from Miss Sullivan's account above she said that Helen finds her way to communicate although in the other side, her teacher feels fear to teach her to speak because her condition is disable. But Helen proves to her teacher that she can do speak like other people. The efforts she owns never useless.

#### **4.2 Helen Keller's Structure of Personality**

In this study, the researcher tries to find three major components (the Id, the Ego, and the Superego) of Helen Keller. This description is based on the theory of psychological proposed by Sigmund Freud in Passer and Smith's book. Freud emphasizes that the id, ego, and superego are not separate compartments within the mind.

The Id is the innermost core of the personality, the only structure present at birth, and the source of all psychic energy. It exists totally within the unconscious mind. The ego has direct contact with reality and functions primarily at a conscious level. It operates according to the reality principle, testing reality to decide when and under what conditions the id can safely discharge its impulses and satisfy its needs. The last personality structure to develop is the superego, the moral of personality. Which is shaped in the age of 4 or 5, the superego contains the

traditional values and ideals of family and society. With the development of the superego, the ego sits squarely in the eye of psychic storm. It must achieve compromise between the demands of the id, the constraints of the superego, and the demands of reality. This balancing act has earned the ego the title “executive of personality.” (Passer & Smith, 2009: 456-457)

Here, Helen Keller has the structure of personality which is Helen Keller’s Id, the ego, and the superego. The structure of personality happens to herself that make her emotion, behavior, and thought are higher than other people. Basically, the personality can be formed with the influences and factors around us. The personality related to behavior and character. This case happens to Helen Keller’s personality.

She can feel what her mother and her friend does not use signs as she does but talked with their mouth. Sometime she does not realize that this event makes her so angry such as kicking and screaming until she is tired. This case happens because her condition is distinguished by other people. Her personality shows that she is different from other people.

#### **4.2.1 The Id, ego, and superego affect the personality of Helen Keller**

The structure of personality theory above appears that the structure of personality which has three major components which are the id, the ego, and the superego. One of the literary works that has the structure of personality is Helen Adams Keller. The Id is one of the most structures of personality. The Id appears to develop when she is still a child. It shows the following citations below:

I think days I knew when I was naughty, for I knew that it hurt Ella, my nurse, to kick her, and when my fit of temper was over I had a feeling akin to regret. But I cannot remember any instance in which this feeling prevented me

from repeating the naughtiness when I failed to get what I wanted. (Macy, 1903: 10).

I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep langour had succeeded this paasionate struggle. (ibid, 21)

From the citations above, the researcher finds that the id is very important component in every person. The Id involves the action such as kicking and screaming to other people when she failed to get what she wants it. She remembers her naughtiness has done. She always wreaks her anger to other people.

All psychic energy that is controlled by itself to do something is only satisfy for a while. It can be seen from Helen Keller's description that she is always angry for example above; she does not realize what she is doing to her nurse. When her temper is over she wants hurt and kicks her nurse. She also does not realize that she always satisfying her anger to other people around her.

The id indicates with her anger and bitterness culminates. Helen does this because she does not get what she wants, such as the ability to seeing and hearing like other people. Here, Helen imagines the darkness that shut her before her education begins, she cries in wordless of her soul because she cannot see and hear again. She also feels the pleasure for a while and she does not think anything around her but she only thinks herself.

Another the data below:

They tell me I walked the day I was a year old. My mother had just taken me out of the bath-tub and was holding me in her lap, when I was suddenly attracted by flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward

them. The impulse gone, I fell down and cried for her to take me up in her arms. (Macy, 1914: 7)

I cannot recall what happened during the first months after my illness. I only know that I sat in my mother's lap or clung to her dress as she went about her household duties. My hands felt every object and observed every motion, and in this way I learned to know many things. (*ibid*, p. 9)

The data above clarify that she feels pleasant in her body and mind when she slips from her mother's lap. This case indicates that she has biological needs into psychological drives. According to Freud in Ewen, he say "the id transforms biological needs into psychological tension (drives). Its only goal is to gain pleasure by reducing these drives (the aforementioned pleasure principle). (2003: 18)

The state of Helen Keller's id can be shown that Helen Keller's behavior for her mother happens because she is control the encouragements that operates in the unconscious mind. She does not realize what she has done. Then this case appears the Ego operates in conscious mind which is the conscious rule between id and the real action. It is usually in early to repress the strong id. Her id is very significance to constructs her characteristics. For example, when she try to climb until on the tree. She never stops to reach it. This case can be seen from the quotation below:

I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. (*ibid*, 27-28)

Based on the quotations above can be seen from Helen Keller's ego to repress that happens from the Id. Her ego affect her personality that is proficient.

She is proficient to find many ways to break the problem. For example, when she gets a new idea to keep on climbing higher until she reached a little seat.

The relationship between the ego and the id is intimate and complex. The ego may be servile and try at all costs to remain on good terms with the id. Or the ego's concern with self preservation may cause it to contest the impulsive id. (Ewen, 2003: 19)

The relationship between the ego and the id in her mind happens because her emotion is incompatible with her thought. The ego gets energy and pressure from the id that is her ego which restrains and controls the encouragements until her pleasure caused by the id cannot be released. The ego of Helen Keller can also be seen from the data above that Helen tries to repress the Id in an anxiety situation, it cannot release with her way to solve the problem which happens. She tries to confront the reality with controlling her emotion. This case can be seen when she tries to find her comfortably for something around her with her way.

Helen Keller's ego is formed when she is six months and it begins to develop in her mind. For example, she has a desire to learn about many things. She wants to know about many things around her. Her desire shows many skills until she is regarded as a proficient woman by her teacher.

I am told that while I was still in long dresses I showed many signs of an eager, self-asserting disposition. Everything that I saw other people do I insisted upon imitating. At six months I could pipe out "How d'ye," and one day I attracted every one's attention by saying "Tea, tea, tea" quite plainly. (Macy, 1914: 6)

From the statement above connected to Freudian theory, he describes below:

Starting at about age 6 to 8 months, the ego begins to develop out of the id. The formation of the ego is aided by experiences that help the infant to differentiate between self and not-self, notably those concerning its own body. When the infant touches itself, it also experiences the sensation of being touched, which does not happen with other objects.



And the infant's body is a source of pleasure (and pain) that cannot be taken away, unlike the bottle at feeding time. (Ewen, 2003: 19)

The citation above depicts that the ego happens to her in involving the anxiety toward her disability. It shows that she is different from other people. She realizes that she is different from other people so that she overflows the anxiety with a passion to learn about many things. She wants to be a normal person that can do everything although she must try hard than other people with her inability to hear and see. Freud describes in Ewen's book, "The ego is the only component of personality that can interact with the environment. It is logical and rational, forms realistic plans of action designed to satisfy the needs of the id." (Ewen, 2003: 19)

This case indicates that the ego of Helen Keller develops out of the id at six months like the explanation from Freud in Ewen. The anxiety in herself is not only caused by her deafness and blindness but also caused by her incapability of understand what people say. That anxiety affected by the experience what she gets. She said that she is like child without ability to hear and see who is trapped and painful.

The state of Helen Keller's ego is appearing in conformity with her superego. Her superego operates in unconscious, preconscious and conscious mind. Her ego is affected by her superego until Helen Keller's id cannot appear.

Sometimes I would go with Mildred and my little cousins to gather persimmons. I did not eat them; but I loved their fragrance and enjoyed hunting for them in the leaves and grass. We also ent nutting, and I helped them open the chestnut burrs and break the shells of hickory-nuts and walnuts-the nig, sweet walnuts!" (Macy, 1914: 53)

Miss Sullivan taught me to take care of my new pet. Every morning after breakfast I prepared his bath, made his cage clean and sweet, filled his cups with fresh seed and water from the well-house, and hung a spray of chickweed in his swing. (ibid, 42)

From the data above, Helen Keller's superego happens when she is five years old. Here, she gets the influence from her teacher who makes her to do a good behavior. Her id that is anxiety for her ability cannot released with the result that represses her to do a desire for a while. In Freudian theory, he says that the superego develops out of the ego at about age 3-5 years.

The datum above that is example of Helen Keller's superego develops out of the ego. Her superego as seen from Helen do something like other people that affected by her personality and people around her such as her family and her teacher. According to Ewen, he say "Much of the superego lies in the unconscious, where it is intimately related to the id. It condemns the id's illicit impulses as severely as actual misdeeds, but can directly influence only the ego." (Ewen, 2003: 25)

From the explanation above depicts that her superego represses her id and its happens caused by her ego to control it. For instance, when she comes together in a place with her friends, interacts and then forget her condition. This case indicates that the anxiety she owns for her disable is solve with her way.

Another following data below:

One day spent with the blind children made me feel thoroughly at home in my new environment, and I looked eargerly from one pleasant experience to another as the days flew swiftly by. I could not quite convince myself that three was much world left, for I regarded Boston as the beginning and the end of creation. (Macy, 1914: 45)

Among the many friends I made in Boston were Mr. William Endicott and his daughter. Their kindness to me was the seed from which many pleasant memories have since grown. One day we visited their beautiful home at Beverly Farms. (Macy, 1914: 46)

The examples above that are Helen Keller's superego depicts that she becomes a confident woman. Her superego is the behavior shows that she interacts with other people around although she cannot hear and see again. This case makes her gets a lot of friends. She try to break of anxiety with interact and communicate to other people.

In the other hand, she learns from many worth experiences how the good behavior is, such as loving the animals, keeping them, and caring for them. This matter that is constructs her personality becomes someone who has a good manner. According to Haslam, he says "the superego represents an early form of conscience, an internalized set of moral values, standards, and ideals." (2007: 106). Her personality constructed by the influences from her teacher and her family. Her teacher, Miss Sullivan has the influence to construct her personality. The influence from her teacher is very significant can change the perspective she owns for the world that the world does not always in the darkness. Then this case changes her mind especially in her life. Then Helen is known as the person is a proficient, confident, brave, and struggle woman until now.

Based on the data above, the researcher concludes that three major components in Helen Keller's personality that has the positive characteristics as seen from Helen Keller's superego. Superego is still develop in herself when she is still child, until appears that her id is stronger than the ego and superego. The superego indicates that she interacts with other people around her and her

behavior has changes because she has grown into an adult, her superego appear is very strong than before.

In the other hand, the superego appears when she has a new pet from her teacher. She learns about moral and values to take care with the animal. This case connected to the theory above appears that the superego represents set of moral values, standards, and ideas.