

PARENT-CHILD ATTACHMENT IN CHILDREN'S LITERATURE:

A CASE STUDY OF THE IMPACTS OF COLIN'S ATTACHMENT

IN *THE SECRET GARDEN* NOVEL

A FINAL PROJECT

Presented as Partial Fulfilment of the Requirement

To Obtain the *Sarjana Sastra* Degree

in English Literature



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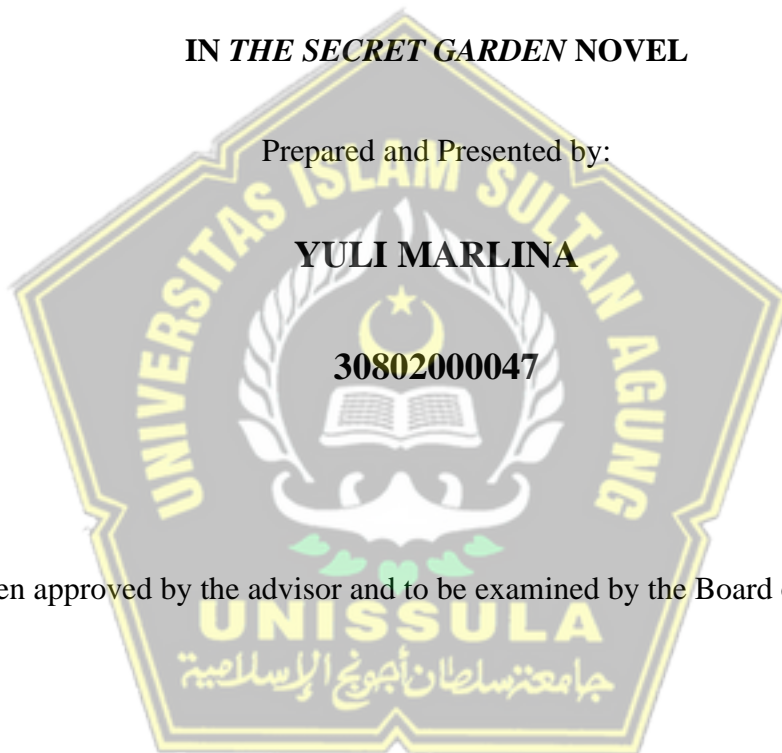
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Has been approved by the advisor and to be examined by the Board of Examiners,

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STATEMENT OF WORK ORIGINALITY

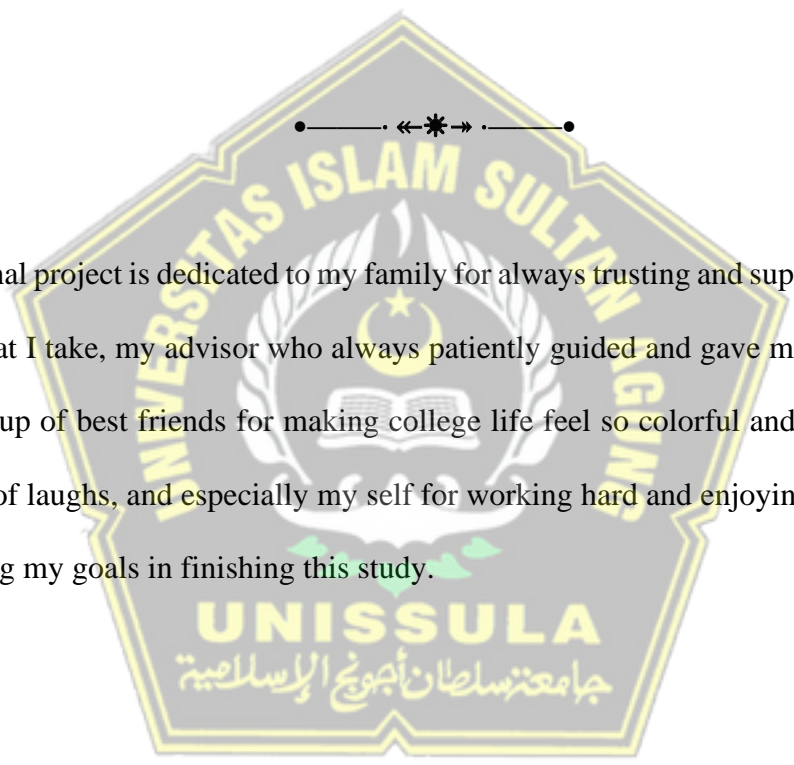
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MOTTO AND DEDICATION

“I’ve done my best, and I begin to understand what is meant by ‘the joy of strife’. Next to trying and winning, the best thing is trying and failing.”

- Anne Shirley Cuthbert –



This final project is dedicated to my family for always trusting and supporting every path that I take, my advisor who always patiently guided and gave me advice, and my group of best friends for making college life feel so colorful and filled with a bunch of laughs, and especially my self for working hard and enjoying the process reaching my goals in finishing this study.

ABSTRACT

Marlina, Yuli. 30802000047. “Parent-Child Attachment in Children’s Literature: A Case Study of the Impacts of Colin’s Attachment in *The Secret Garden* Novel.” English Literature Study Program. Faculty of Languages and Communication Science. Sultan Agung Islamic University. Advisor: Riana Permatasari, S.Pd., M.A., M.Pd.

The parent-child relationship is regarded as the most important relationship among other relationships. It is because the relationship between children and their caregivers determines how children develop their attachment style, which may influence children's beliefs and behavior in the social world. This study aims to identify the attachment style that Colin has with his parents along with the factors, and the impacts of parent-child attachment style on Colin’s character in *The Secret Garden* novel.

This study used the psychological approach as the underlying theory that is attachment theory. Moreover, other research discussed the impacts of children's attachment is used to find the impacts of Colin’s attachment style. This study used qualitative research methods. In this study, the primary data were taken from *The Secret Garden* novel by Frances Hodgson Burnett in the form of dialogue and narration. Moreover, the secondary data were taken from books, and journals which related to the study. In collecting the data, four steps used in this study to collect the data were reading the novel, identifying the data, classifying the data, and reducing the collected data from the novel.

The results of this study concluded that several factors make Colin adopt an avoidant attachment style in his relationship with his parents. Those factors include an unavailable father, parental rejections, the absence of the caregiver’s emotional presence, also the unsupportive and insensitive caregiver, and the children’s belief that the caregiver will not be available. Furthermore, the avoidant attachment that Colin develops has several impacts. It impacts Colin’s peer relationships, emotional competence, and low self-worth.

Keywords: attachment theory, parent-child attachment, avoidant attachment style, *The Secret Garden*.

INTISARI

Marlina, Yuli. 30802000047. “Parent-Child Attachment in Children’s Literature: A Case Study of the Impacts of Colin’s Attachment in *The Secret Garden* Novel.” Program Studi Sastra Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Riana Permatasari, S.Pd., M.A., M.Pd.

Hubungan orang tua-anak merupakan hubungan paling penting diantara hubungan lainnya. Hal ini dikarenakan hubungan antara anak dan pengasuhnya, dalam hal ini adalah orang tuanya menentukan bagaimana anak mengembangkan gaya kelekatan mereka, yang mana hal itu dapat mempengaruhi keyakinan dan perilaku anak dalam kehidupan sosial. Penelitian ini dilakukan untuk mengidentifikasi gaya kelekatan yang dimiliki Colin dengan orang tuanya beserta faktor-faktor yang mempengaruhinya, dan dampak gaya kelekatan orang tua-anak pada karakter Colin di novel *The Secret Garden*.

Penelitian ini menggunakan pendekatan psikologi dan teori *attachment* atau kelekatan sebagai landasan teori. Selain itu, penelitian lain yang membahas mengenai dampak kelekatan pada anak digunakan untuk menemukan dampak gaya kelekatan pada Colin. Penelitian ini menggunakan metode penelitian kualitatif. Di dalam penelitian ini, data utama diambil dari novel *The Secret Garden* karya Frances Hodgson Burnett dalam bentuk dialog dan narasi. Adapun data sekunder diambil dari buku-buku, dan jurnal-jurnal yang berkaitan dengan penelitian. Dalam pengumpulan data, empat langkah yang ditempuh dalam penelitian ini untuk mengumpulkan data adalah membaca novel, mengidentifikasi data, mengklasifikasikan data, dan mengurangi data yang telah diambil dari novel.

Hasil penelitian ini menunjukkan bahwa beberapa faktor membuat Colin menerapkan gaya kelekatan menghindar dalam hubungannya dengan orang tuanya. Faktor yang mempengaruhinya adalah ayah yang tidak hadir, penolakan dari orang tua, tidak adanya kehadiran emosional pengasuh, pengasuh yang tidak suportif dan tidak peka, serta keyakinan anak bahwa pengasuh tidak akan hadir. Selain itu, gaya kelekatan menghindar yang dikembangkan Colin memiliki beberapa dampak. Gaya kelekatan tersebut berdampak pada hubungan dengan teman sebaya, kompetensi emosional, serta rendahnya harga diri Colin.

Kata kunci; teori kelekatan, kelekatan orang tua-anak, gaya kelekatan menghindar, *The Secret Garden*.

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This final project is a form of fulfilling the requirements for obtaining the *Sarjana Sastra* Degree in English Literature Study Program of Sultan Agung Islamic University. This final project would never have been completed without the support, encouragement, and advice along with affirmation from several people. Therefore, I would like to send my heartfelt gratitude and appreciation for those people below:

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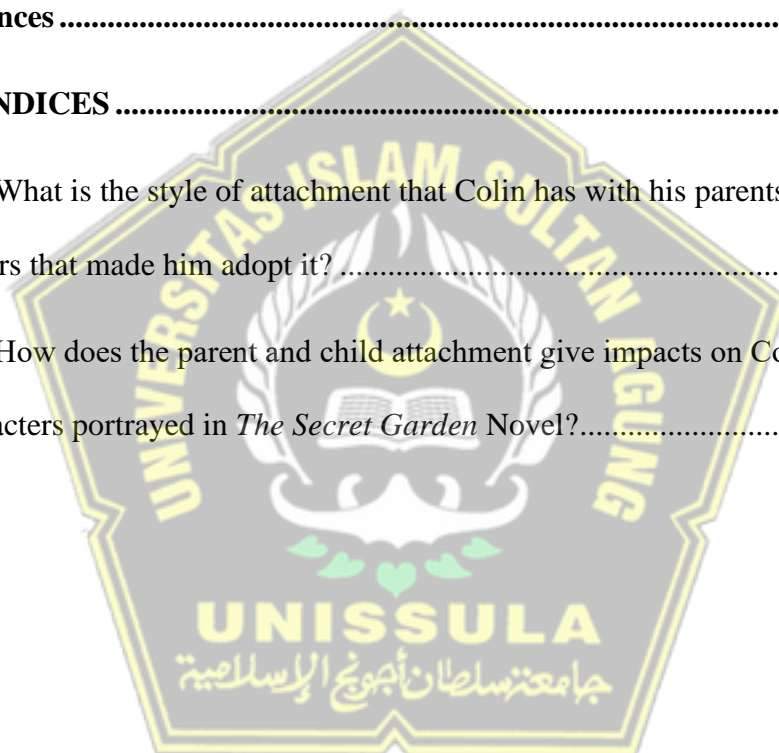
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CHAPTER I

INTRODUCTION

In this introduction, there are six points written in this chapter. There are; background of the study, limitation of the study, problem formulation, objectives of the study, significance of the study, and organization of the study.

A. Background of the Study

The parent-child relationship is the fundamental relationship that individuals form in life. Children born into this world only have parents, and parents are expected to be the first to form a connection or a bond with them. Thus, it can be regarded that the parent-child relationship is the most important among the other relationships. In the 1690s, a British psychologist, John Bowlby developed the Attachment theory. In the first volume of his study, he presented the evidence that involvement in a warm, intimate, and enduring relationship for an infant and a child with his mother (or a permanent mother substitute) in which both find fulfilment and enjoyment are essential for mental health (Bowlby, xxvii-xxviii).

According to Bowlby, early childhood behaviours such as weeping, clinging, signalling, smiling, following their caregiver, and, later, crawling toward the caregiver, become progressively organized into the attachment behavioural system. Infants activate their attachment system in vulnerable situations, such as separation from caregivers and distance (Turner, 3). Furthermore, the relationship between children and their caregivers determines how they develop their attachment style. As Bowlby and Ainsworth's research shows that children form

secure or insecure attachments depending on how well their caregivers provide them with a connected and responsive safe haven. The child usually will have a secure attachment if their caregivers are consistently able to meet most of their needs. However, they will adapt by developing more insecure attachment styles if they experience their parents being inconsistent, inaccessible, unresponsive, threatening, or even dangerous (Fern, 14).

In addition, according to the assessment developed by Ainsworth, Main, and Solomon, there are four categories of children's attachment styles. One secure, and three insecure attachments. The three categories were classified by Ainsworth and her colleagues in the Strange Situation experiment, they are one secure and two insecure attachment styles. Moreover, the last category of insecure attachment styles which is classified as disorganized was later added by Main and Solomon. (Scharfe, 2-4).

The depiction of the relationship between parent and child along with the attachment theory is also can be seen in a literary work. Quoting Hudson (10) in *An Introduction to the Study of Literature*, literature is a medium to represent some aspects of human life, such as history, society, morals, psychology, and others. One of the literary works that portrays the relationship between parents and children is the children's novel by Frances Hodgson Burnett entitled *The Secret Garden*. Children's literature refers to good-quality trade books (covering prose, poetry, fiction, and nonfiction) for children from infants to adolescence that address relevant and interesting topics for children of those ages (Lynch-Brown and Tomlinson, 3). Moreover, children's literature which is specifically written for

children tends to rest on three characteristics; the first is related to the age of the heroes, whether they are young children or teenagers. Secondly, the theme, ideas, relationship, and language are simple. The last, children's literature is often aimed at teaching moral lessons (Obi C. et al., 4).

Hence, *The Secret Garden* Novel by Frances Hodgson Burnett can be classified as children's literature because the novel has those three characteristics. Furthermore, the depiction of the relationship between parents and children can be seen through the three different characters in the novel. One of them is the relationship between Colin's character and his parent. In the novel, Colin does not have any close bond with his father. His father tended to avoid meeting him and left him in the care of servants. He just provides Colin with all his physical needs. Apparently, this happens because of several reasons. First is because his wife dead when Colin was born, Colin's eyes also resembled his mother, and Mr Craven despised his belief that Colin would grow up to become a hunchback like him. Furthermore, this parent-child relationship between Colin and his father determines how Colin developed his attachment style.

This research analyzes the attachment between parent and child relationship because the relationship between parents and children is the fundamental relationship that individuals form in life. Therefore, this topic is important to study because it turned out that the early interaction between infant and caregiver determines how they develop their attachment style, and that attachment style later can affect children's social development, children's personalities, and even how well they can develop a close relationship.

The Secret Garden novel by Frances Hodgson Burnett is analyzed because this novel was very popular. This novel has been translated into various languages since it was first published in 1911. Moreover, *The Secret Garden* novel also receives plenty of positive reviews from readers. Cite from Khanh Dang (5), he said “I realize why it is so beloved by so many people”. He wrote that besides the book having many themes, symbols, and motifs, the book told a beautiful story about children and their natural love of nature, and its healing powers. At <https://beccawierwille.com/book-review-the-secret-garden-by-frances-hodgson-burnett/>, by Becca Wierwille on December 28, 2022, saying that the cast of *The Secret Garden* novel shows us the “Magic” around us – the beauty that we might miss if we do not stop to see it. Therefore, even though this novel is categorized as children's literature, this novel is good for all generations. According to a 2012 poll by School Library Journal, *The Secret Garden* novel was one of the "Top 100 Chapter Books" of all time.

Furthermore, the other reason *The Secret Garden* novel is analyzed is the depiction of parent and child relationships portrayed in three different characters including Mary Lennox, Colin Craven, and Dickon. However, this research will focus on Colin Craven's character because there was a study that analyzed Mary Lennox's parent and child relationship and Dickon does not have any conflicts in parent and child relationship. In reality, not all children have a warm relationship with their parents. Moreover, this novel is analyzed because the attachment theory becomes the proper theory fit for this novel.

There have been some previous studies in the research area related to analyzing attachment theory in literary works, those previous studies discuss the attachment style. The first is the research entitled *Defense Mechanism on Will's Attachment Style in Good Will Hunting* conducted by Rityasiwi Gitarasika (2018). The purpose of this analysis is to identify the attachment style that Will developed in his relationship with Skylar alongside with the defense mechanism to cope his attachment style. This research produced that Will Hunting developed an avoidant attachment style not just in a romantic relationship but also in Will's childhood experiences with his primary caregivers. Moreover, this study also revealed some of the defense mechanisms that he used to cope with his attachment style.

Second is the research done by Luvila Alfitra and Ariya Jati entitled *Parabatai Attachment Styles in Cassandra Clares's Lady Midnight*. This research aims to analyze how is urban fantasy described in the novel and how are attachment style depicted in the novel. Thus, this research found that the attachment styles are depicted in the novel through Emma's character both in her childhood and adulthood.

This research analyzed using the psychological approach as the underlying theory that is attachment theory originally developed by John Bowlby. This study will identify the relationship between Colin and his father that is portrayed in the novel to the style of children's attachment that they develop with primary caregivers. In addition, this study will also analyze the impacts of the parent and child attachment on Colin's character.

Moreover, this research has similarities with the previous studies which discussed children's attachment style with their primary caregiver. However, this research is also different from the previous studies in term of the object of the study chosen and do not focus on certain elements. The first study chose the movie as the object of the study, while this research chooses the novel as the object of the study. Moreover, even though the second study uses the novel as the object of the study, the genre is different. The second research chose to analyze fantasy novels while the object of this study is children's novel. The differences between this research with the previous studies are also in terms of the characteristics of the result of the attachment style that was analyzed. The first study analyzed the defense mechanism as a result of the attachment style in which used to cope with that attachment style whereas this research analyzed the impact of attachment style in children.

As a result, this research differs from previous studies. The similarities in previous studies will be used as a reference for this research in conducting the analysis. Furthermore, the title of this study is *Parent-Child Attachment in Children Literature: A Case Study of the Impacts of Colin's Attachment in The Secret Garden Novel*.

B. Problem Formulation

In order to analyze the attachment theory in *The Secret Garden* Novel in detail, this study formulates two problem formulations as follows:

1. What is the style of attachment that Colin has with his parents and the factors that made him adopt it?

2. How does the parent and child attachment give impacts on Colin Craven's characters portrayed in *The Secret Garden* Novel?

C. Limitation of the Study

Based on the background of the study above, this study focuses on the dynamic of the parent's and children's relationship. This study discussed the attachment style based on the attachment theory that is originally developed by John Bowlby and its impacts on children. The study was limited to Colin Craven's Character in *The Secret Garden* Novel. This means it only includes the attachment relationship he has with his father and the impacts on himself.

D. Objectives of the Study

From the background study and research questions above, the objectives of the study are:

1. To identify the style of attachment that Colin has with his parents along with the factors that made him adopt that attachment style.
2. To discover the impacts of parent-child attachment style on Colin's character in *The Secret Garden* Novel.

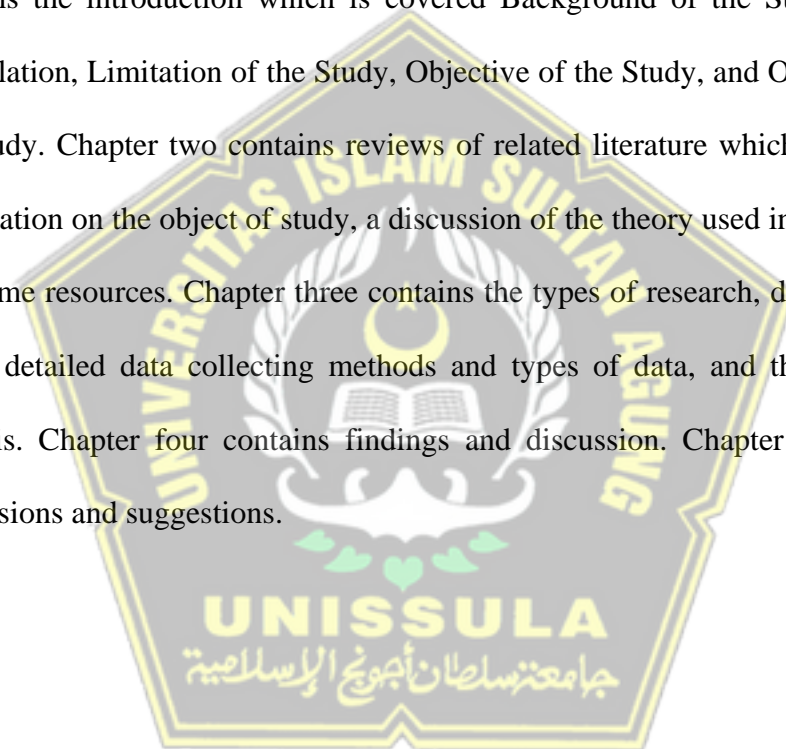
E. Significance of the Study

The result of this research is expected to give benefits to the readers. Firstly, this research is expected to help the students who are doing the literary study and are interested in learning about psychology in literature. Furthermore, this study will help the students of the English Literature Study Program at Sultan Agung

Islamic University in understanding the idea of Attachment theory. Then, this analysis might provide some details and references for future researchers conducting work on the same topic.

F. Organization of the Study

This research is methodically divided into five chapters. Chapter one contains the introduction which is covered Background of the Study, Problem Formulation, Limitation of the Study, Objective of the Study, and Organization of the Study. Chapter two contains reviews of related literature which covers some information on the object of study, a discussion of the theory used in this research, and some resources. Chapter three contains the types of research, data organizing which detailed data collecting methods and types of data, and the last is data analysis. Chapter four contains findings and discussion. Chapter five includes conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains two subchapters that explain the literature review related to the points discussed in this study. The first sub-chapter is the synopsis of *The Secret Garden* novel. Moreover, the second sub-chapter is a review of related literature that consists of the underlying theory used in this study which is the attachment theory, including the styles of children's attachment and the impacts of each attachment style on children.

A. Synopsis of *The Secret Garden* Novel

Mr. Archibald Craven was the master of the Misselthwaite Manor. Before he got married, he was known as the sour man and people thought that Mrs. Craven married him just because of his money. That is because she was so pretty and sweet whereas Mr. Craven got a crooked back. However, she did not marry him because of that and they were fond of each other. After they got married, Mrs. Craven made a garden in Misselthwaite Manor. She loved the garden so much that they liked spending time together in the garden reading or talking. In the garden, there was an old tree with a branch bent like a seat on it. She liked sitting there to read. However, one day, when she was pregnant, she was sitting there and the branch suddenly broke. She died of her injuries the next day but the baby survived. Mr. Craven had the garden locked up and buried the key. He would not let anyone went there and speak about the garden in an attempt to forget his wife's death.

After the death of his wife, Mr. Craven became more queered than ever. He was consumed with grief that made him would not trouble himself about anyone even the child. Mr. Craven spent the next ten years going away out of town most of the time, and even when he was at Misselthwaite, he shut himself up in the west wing and would not let anyone see him. Therefore, it made him leave Colin in the care of servants. Mr. Craven also tended to avoid seeing Colin. He rarely came to see Colin, and if he came, it was generally when he was asleep. It was because he could not bear to see Colin as Colin's eyes resemble his late wife.

Mr. Craven resented Colin's presence also because of his belief and fear that Colin was deformed and would grow up becoming a hunchback like him. Therefore, Colin grew up believing that his father hated him. His father's rejection also contributed to his belief that he would grow up develop a hunchback and would die before made it to adulthood. It made Colin hate to be looked at. Everyone who saw him would stare or tell that he was such a poor little boy and he despised the pity. It made him refuse to leave the Misselthwaite manor and spent most of his time shut up in his grand gloomy room. Though Mr. Craven rarely saw him, Colin was given all the wonderful things to amuse himself with. All the servants were also told to obey Colin's every whim. That abandonment from his father also made Colin become a spoiled little boy. He would cry like a baby and scream if anything vexed him. He sometimes would also throw into a long tantrum if something bad happen or he felt ill.

Colin had lived in grief, pain, and loneliness. He did not receive the affection from his father he needed. Instead, he thought that his father was ashamed of how

sickly he was. His father would not let any people talk to him and had forbidden the servants to speak about him. He hated everything. He hated fresh air. He hated to think that he should not live but was also afraid of death. It was until he met Mary one night. They met because Mary heard someone crying that night made her followed the sound and it was from Colin's room. Mary was her cousin. She was the same age as him. She came to live at Misselthwaite Manor because her parents had died of Cholera in India. They did not know each other at first. When Mary first arrived at Misslthwaite, she was told that there were rooms she should keep out of, and Colin's room was one of them. The servants also would not dare to speak about Mary to Colin. They became a friend after that. Mary told Colin about herself and The Secret Garden. Mary was the first friend he ever had. They spent time together and talked about the secret garden until Colin felt that he wanted to see it.

One morning, Colin threw one of his tantrums because he felt a lump on his back. Mary was told to make Colin stop his tantrum. They were involved in a little fight, Mary insisted that he was not deformed and that nothing was wrong with her back as he believed. Colin realized that she was right. He then came to believe that he could live to grow up. Furthermore, he allowed Mary and Dickon to take him outside to the secret garden. He hated the fresh air before, but he enjoyed playing in the Secret Garden with Mary and Dickon. In the secret garden, he discovered that he was able to stand. Together, the three kids kept playing in the garden, planted seeds, and as a result of their relationship and interaction with nature, Colin grew healthier and happier. As he improved, Colin stopped resenting his mother for dying and abandoned him. He also wanted to make his father proud and surprised him

when he returned. Therefore, he kept his improvement a secret from the people at the Misselthwaite Manor.

B. Related Literature

This section will discuss the underlying theory used in this study which is the attachment theory including a brief of the origin of attachment theory, the styles of children's attachment and the impacts of each attachment style on children.

B. 1 Attachment Theory

Attachment theory was initially formed by John Bowlby, a British psychiatrist, in the 1960s (Fern, 5). According to The Handbook of Attachment, the work of attachment theory initially began from Bowlby's observation of the disruption in children's relationships with their mothers. This observation later led him to believe that the relationship between the child with the mother is important for later functioning. In addition, he also concluded that this type of relationship is directly critical to the child. Following it, attachment theory is introduced in Bowlby's series of papers in which these concepts were developed in his trilogy of "Attachment and Loss" (Cassidy & Shaver, 3).

The attachment relationship is the foremost fundamental foundation of attachment theory. Bowlby presented it as a biological predisposition that evolved to ensure survival, and children typically form a primary attachment with their predominant caregiver (Scharfe, 1). It refers to both parents since both parents are the primary attachment figures to children, as provided by Richard Bowlby's explanation of how John Bowlby, in the 1980s, emphasized fathers' roles in the

attachment process, and it serves more than just secondary attachment figures. (qtd in Newland and Coyl, 27). Moreover, as described in Fern (13), children are born with an attachment system that primes them to expect a connection with others. Young children are unable to meet their own needs. As a result, in order to survive, infants must bond an attachment with the caregiver who can provide their needs, including food and shelter as well as their biological and psychological needs. Bowlby called this innate expectation the attachment behavioural system.

According to Bowlby, early childhood behaviours including crying, smiling, signalling, and interacting with the caregiver all have an impact on how the attachment behavioural system is organized (Turner, 3). In his first volume, he described that children use those behaviours to seek proximity or maintain proximity to their attachment figure. Infants will use their attachment figures as "a secure base from which to explore" and consider them a safe haven to return to when needed if they feel confident in the caregiver's care for them.

In the time Bowlby developed attachment theory, he also consulted and collaborated with several eminent scientists including Marry Ainsworth. She joined Bowlby's research team at Tavistock and they began to observe how maternal separation affected children's development. Ainsworth's most significant contribution to attachment theory and research is the infant attachment categories through experiments of strange situations (Scharfe, 2-4). In this experiment, she observes the reaction of the child that involves when they are with, being separated, and then reunited again with their primary attachment figure (Fern, 28-29).

B. 1.1 Children's Attachment Styles

In attachment theory, attachment style refers to a person's characteristic ways of relating in intimate caregiving and receiving relationships with "attachment figures", often one's parents, children, and romantic partner. The idea involves one's trust in the attachment figure's availability to serve as a stable base from which one can freely explore the world when not in distress and a safe haven from which one can seek support, protection, and comfort during difficult times. Exploration of the world includes not only the physical world but also one's relationships with others and one's internal experience as well (Levy et al., 193).

Furthermore, in children, the attachment style is centred on how their relationship with their caregiver. As John Bowlby's collaborative research with Mary Ainsworth in attachment theory shows that children will develop an attachment style that is secure or more insecure depending on how well their caregiver is able to be connected or a responsive safe haven for them. A child will form a secure attachment when their needs are consistently met by their caregiver. On another hand, insecure attachment styles developed because children experience inconsistent, unapproachable, unresponsive, or even threatening caregivers (Fern, 14). Moreover, based on infants' responses to separations and reunions in Ainsworth's strange situation experiment, Ainsworth and her colleagues classified children's attachment into three categories. They are one secure and two insecure. Furthermore, the other categories of insecure attachment style that is disorganized were later added by Main (Scharfe, 2-4).

Therefore, children's attachment styles are divided into two types. There are secure and insecure. Moreover, there are three different categories of insecure attachment. The secure and two insecure categories is classified in Mary Ainsworth's strange situation, whilst the other insecure categories of insecure were later added by Main and Solomon.

These are the following 2 types of attachment style in childhood.

1. Secure Attachment Style

As described earlier, Bowlby and Ainsworth's research shows that this attachment style is developed because children's needs are met by their caregivers. However, it means that the caregivers do not necessarily meet children's need most of the time. It is just needed that the caregivers are available, accessible, and responsive to children's needs enough time (Fern,17) Moreover, secure children have developed trust in their caregivers' availability and responsiveness. Children display optimistic expectations while responding to the stress of the Strange Situation. Secure children in particular seek proximity when reunited with caregivers and can resume playing after being reassured (Scharfe, 4).

2. Insecure Attachment Style

Insecure attachment styles developed because children's needs are not met. Furthermore, the optimal situation of attachment that was not achieved leads to the three different expressions of insecure attachment (Fern, 23). The two categories, avoidant and anxious were classified by Ainsworth, whilst the disorganized were added by Main and Solomon.

2. a. Avoidant attachment style

This attachment category was initially observed in children through Mary Ainsworth's Strange Situation experiment. Children that classified with avoidant attachment show a response to strange situations were observed as being distant from their caregivers, displayed little to no distress upon separation, showed little interest in their parents upon reunion, and even displayed little preference for being with their parents over strangers. These children frequently chose to play alone and were less likely to explore the toy room. As mentioned earlier, attachment style itself refers to a person's characteristic ways of relating in intimate caregiving and receiving relationships with "attachment figures". Therefore, if children had parents who were frequently unavailable, neglectful, or absent, children will adapt to their attachment environment by developing a more avoidant style (Fern, 28-30). Additionally, according to Ainsworth et, al., this attachment type is likely to occur when caregivers are frequently cold, indifferent, and insensitive to the infant's needs. Thus, as a result, children or infants with an avoidant attachment are sure that their caregiver will neither be available nor comfort them when they are in need. They believe that self-sufficiency is the best strategy (UCAR CABUK et al., 68). Avoidant attachment was also linked with apathetic, unsupportive, and insensitive caregiving (Jones et al. 238). Furthermore, Heller and Payne argue some different factors that also can contribute children to develop an avoidant attachment style:

- A. parental rejection which might be ongoing, subtle, or even child abandonment and parental responsibility.

B. The absence of caregivers' emotional or physical presence (qtd in Fern 30).

2. b. Anxious Attachment Style

Children that are classified as anxious show their responses during Strange Situation with seek solace in unpredictable ways, frequently alternating from being clingy and crying to withdrawing and furious. They do not come back to play with the toys after they are reunited because they cannot be consoled. It was because children have learned that their caregiving is unpredictable (Scharfe, 4). Furthermore, according to Ainsworth, this attachment is likely to develop when parents or other caregivers respond to an infant's needs inconsistently, such as by showing warmth, distress, and neutrality in diverse circumstances, or sometimes failing to satisfy the infant. Thus, because of their inconsistent behaviours, children with this attachment style can not be sure that their caregivers will be available and comfort them (UCAR CABUK et al., 68). Thus, according to this idea, Fern (36) described that this attachment style developed when children have a caregiver who is loving yet being inconsistent. What is meant by being inconsistent is the parent may be present, attentive, and responsive at times, but they may also be emotionally inaccessible, poorly tuned in, or even intrusive. As a result, the child is left confused and unsure of whether their parent would console them, ignore them, praise them for the same behavior, or punish them.

2. c. The Disorganized Attachment Style

This insecure attachment style was not classified in Ainsworth's Strange Situation experiment. However, it was later added by Main and Solomon. There

was a percentage of children that did not neatly fit into one of the classifications of the categories in the strange situation experiment. Their responses are shown in confusing even chaotic behavior. Later, Main and Solomon reevaluated these results and added the fourth category classified as disorganized attachment style. The disorganized attachment style is most frequently linked to trauma, and it typically develops when a child perceives their attachment figure as frightening, threatening, or dangerous (Fern, 42-43). Those are based on Main and Solomon's study that shows this attachment style is frequently seen in children who are abused or neglected by their caregivers. It might occur when caregivers suffer from mental problems or drug addiction (qtd. in UCAR CABUK et al. 68). Therefore, it can be regarded that children who are labelled as disorganized are frequently raised by physically, emotionally, and/or sexually abusive parents. As a result of the tremendous stress of their home lives, these children do not demonstrate a consistent attachment strategy during the Strange Situation experiment (Scharfe, 4).

B. 1.2 Impacts of Attachment on Children

In the attachment theory, Bowlby emphasized the strength of the bond between the child and the caregiver because he thought that this relationship set the stage for subsequent working models (a set of internalized beliefs) of oneself, other people, and social interactions. Ainsworth argues that these working models also incorporated attitudes regarding one's competence and self-worth. Furthermore, early attachment experiences have an impact on people's social cognitions, which include how they view the social and physical world and how they will interact with others in the future (qtd. in Ooi et al., 553). Moreover, this idea provided the impetus

for considerable research. There is plenty of research conducted to discuss the impacts of each attachment style either in childhood or adulthood. These are some impacts of attachment style in childhood:

1. Impacts of Secure Attachment Style

This attachment style is developed because children's needs are met by their caregivers. The caregivers are available, accessible, and responsive to children's needs enough time. In addition, it is expected that children would use their relationship with their parents to help them internalize the idea that they are competent and loveable. As a result, Bowlby argues that children who have secure attachment relationships know they can be trusted and are deserving of love, which helps them grow up to be confident, healthy individuals (qtd. in Ooi et al., 555). Furthermore, according to Contreras & Kerns, children with secure attachment tend to express their emotions properly and learn to manage their negative emotions in coping with stressful situations. Considering they interact with sensitive and flexible parents (qtd. in Mortazavizadeh et al. 2).

2. Impacts of Insecure Attachment Style

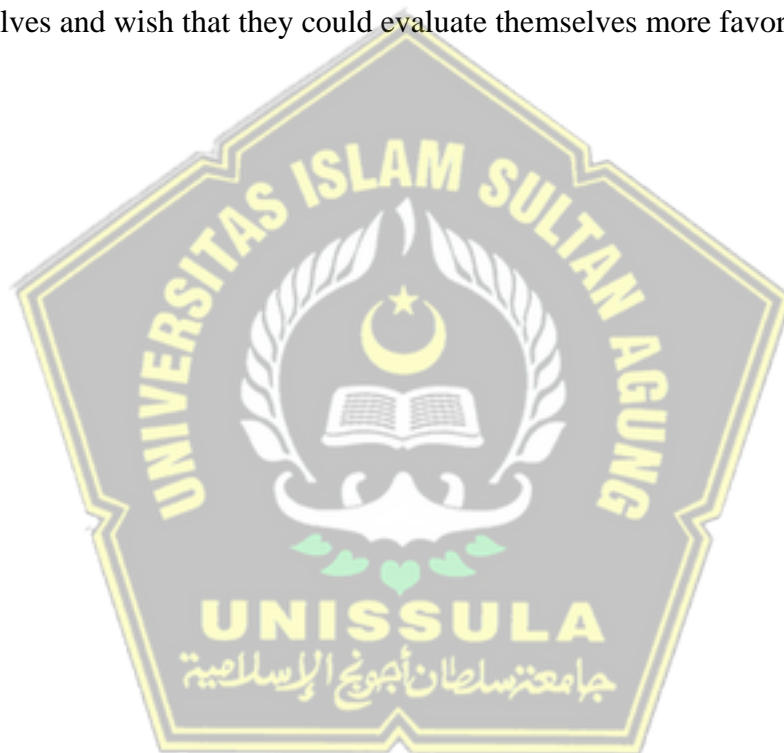
Attachment theorists (Bowlby; Cassidy et al.) postulated that internal working models of attachment in parent-child relationships may influence children's beliefs, behavior, and interpretations of social interactions, consequently shaping their expectations of how they and others should react and behave in the social world (qtd. in Ooi et al. 555). Furthermore, research have identified that the relationship between parents and children has important implications for

subsequent relationships (McFadyen Ketchum et al). Therefore, insecure attachment style in children has impact in their peer relationship. According to Goldberg (393-394), children who have insecure attachment may indicate problematic ongoing relationships with their parents and prevent children from establishing successful new relationships with their peers. Those children likely have a negative view of themselves and others. Therefore, they may behave in ways that elicit hostility and rejection (Goldberg 393-394)

In addition, Attachment style also give an impact on emotional competence. According to Stefanovic- Stanojevic et. al., literature has indicated that there is a significant correlation between the pattern of maternal attachment and emotional competence in children. Furthermore, some research has shown that children with insecure attachments have more difficulty in emotional competence (qtd. in Mortazavizadeh et al. 2). Emotional competence is defined by Saarni (116) as “the demonstration of self-efficacy in the context of emotion-eliciting social transactions”. Moreover, to expand on this definition, Gross described that emotional competence also can be seen as the ability to comprehend and regulate the expression of emotions individually and in response to others (qtd. in Mortazavizadeh et al. 1). Therefore, children with insecure attachment tend to have difficulty regulating his own emotion, and emotional responses.

Children with insecure attachment experience inconsistent, unapproachable, unresponsive, or even threatening caregivers. Therefore, this attachment style did not facilitate children to develop an internalized view of self as capable and loveable. Therefore, the impact of this attachment style on children makes them

tend to have low self worth. Cumming and Cichetti in Ooi et al. (556), argue that children with an insecure parent-child attachment may feel rejected and unwanted and tend to have low self-worth. Rosenberg (31) defined self-esteem refers to self-judgment of personal worth and global feelings of competence and self-acceptance. People with low self-esteem express “self-rejection, self-dissatisfaction,” and “self-contempt”. Rosenberg argues that people with low self-esteem do not respect themselves and wish that they could evaluate themselves more favorably.



CHAPTER III

RESEARCH METHOD

Chapter three is the research method used in collecting and analyzing data to answer the problem of formulation. This chapter presents three points of discussion, they are; types of research, data organizing which consists of data collecting methods and types of the data, and the last is data analysis.

A. Types of Research

The method use in this study is qualitative research, which means the data collection process in this study is carried out qualitatively and the reporting data is carried out descriptively. Qualitative research is a study to investigate and understand the meanings assumed by individuals or group as social or human problems (Creswell, 4). As a result, this kind of research focuses on descriptions and explanations in the form of words, sentences, and dialogues rather than statistical and quantitative or mathematical data relating to numbers.

This study uses qualitative research to help describe, understand, and interpret the data. The purpose of this study is to use non-numerical data to better understand complicated events. In order to compare the results of various sorts of investigations and to evaluate the quality and reliability of the findings or conclusions, Synder claims that qualitative procedures have been established (Synder 335). Because it is a method of comparing data from qualitative investigations, this is frequently referred to as a qualitative systematic review.

Furthermore, the qualitative technique is used in this study to examine Colin's character in *The Secret Garden* Novel including how his relationship with his parents is described in the novel to how his character shown in *The Secret Garden* novel.

B. Data Organizing

In this study, the two elements used to organize the data are the data collecting method and the types of data.

B.1 Data Collecting Method

The data collection method was connected to the data collection process, which will be examined in a variety of ways and stages. Therefore, in order to obtain the data for this study, several processes were taken, such as:

B. 1.1 Reading the Novel

The first step is to read the novel. The novel entitled *The Secret Garden* by Frances Hodgson Burnett was closely read for several times to understand what is inside, finding the aim, and view, with the purpose to obtain data which is connected with problem formulation. To analyze the story in this step, it obtained to read more than two times. The first was a quick reading. Its purpose is to obtain general information such as the main and supporting character, theme, as well as plot. The second one is close reading. This step also involves analytical reading where the novel as the object of the study is read from a psychological approach perspective by developing the Attachment that first developed by John Bowlby. In this step,

this study pays attention to details such as sentences, narration, monologue, dialogue and description, which are related to the data analysis of the study.

B. 1. 2 Identifying the Data

After reading the novel for several times. The next step is identifying the data from the novel in a form of dialogue, description and narration to find parts of the novel which were going to be analyzed. The data can be analyzed by marking, underlying, numbering, and bookmarking. The purpose of the steps is to find the appropriate data that will be used in the analysis of this study. All of the data is then stored in the overall data table.

B.1.3 Classifying the Data

Data classification is the process of grouping all of the identified data based on the formulation of the research problem and putting them on the table. Moreover, there are two problem formulation to be examined in this study. Therefore, after identification the data, the result of the two problem formulations' primary and secondary data are provided in the table of appendices. This table consists of columns of numbers, quotes in the novel, page, type of analysis, the form of the data found from the novel, references and the columns of comments.

B.1.4 Reducing the Data

The final step is to reduce the data. This step aims to finalize the data through reduction and selection methods. In the reduction step, similar data is reduced to simplify the data. In the selection step, this study selects the most

relevant data related to the problem formulation. Only relevant data are used to answer the problem formulation from chapter one. Furthermore, the final data will be used to support this study analysis in Chapter IV.

B.2 Types of the Data

There are two types of data use in this study, they are primary and secondary data. Primary data is typically referred to as the primary source, whilst secondary data served as a supplement to the primary data.

B.2.1 Primary Data

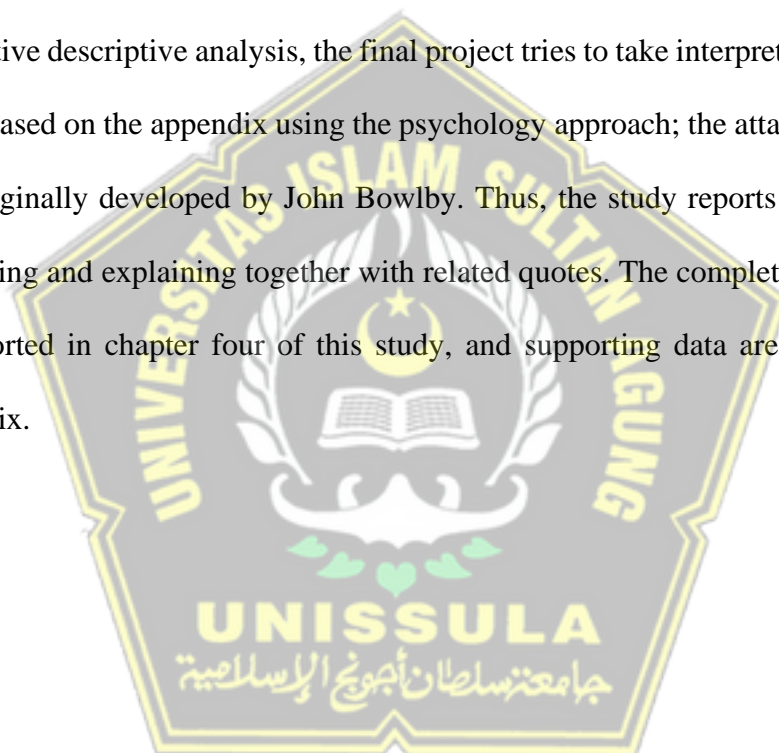
The primary data refers to the main information provided from first-hand sources related to the object of the study. The primary data in this study is the children's novel entitled *The Secret Garden* by Frances Hodgson Burnett. This novel was first published in 1911. This kind of data is in the form of dialogue, description and narration from *The Secret Garden* novel.

B.2.2 Secondary Data

The secondary data in this study refers to the collection of information from the secondary sources. Including a range of scholarly writing related to the theory of Attachment from articles, journals, books, final projects, and websites which related to the study.

C. Data Analyzing

The last step in this study is analyzing the data. Data analysis consists of analyzed the data and reported the result of the research. The data analysis technique used in this study is a qualitative descriptive analysis. The technique contains description data that contains several statement excerpts or explanation through the data obtained from *The Secret Garden* novel by Frances Hodgson Burnett. By qualitative descriptive analysis, the final project tries to take interpretation from the novel based on the appendix using the psychology approach; the attachment theory that originally developed by John Bowlby. Thus, the study reports the results by describing and explaining together with related quotes. The complete analysis will be reported in chapter four of this study, and supporting data are shown in the appendix.



CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents the results of the problem formulation that was raised in chapter one. This chapter shows the attachment style that Colin has with his parents along with the factors that made him adopted that attachment style and how his attachment style impacted his character.

A. Colin's attachment style with his parents portrayed in *The Secret Garden* novel

In attachment theory, attachment style refers to a person's characteristic ways of relating in intimate caregiving and receiving relationships with "attachment figures", (Levy et al., 193). Furthermore, in children, the attachment style is centred on how their relationship with their caregiver. Based on attachment theory, children's attachment styles are divided into two types. They are secure and insecure. Moreover, there are three different categories of insecure attachment, that are avoidant, anxious, and disorganized. One category of secure and two categories of insecure were classified by Ainsworth and her colleagues in the strange situation experiment. Moreover, another category of insecure attachment style that is disorganized were later added by Main and Solomon (Scharfe, 2-4).

In the parent-child relationship depicted in the novel through Colin's character, there is no affection and bond in Colin's relationship with his parents. His Mother died when Colin was born. His father, another primary attachment figure, does not care for him and leaves him in the care of servants instead. After

the death of his wife, Mr. Craven tends to avoid meeting Colin and just provides him with all his physical needs. Moreover, Colin also believes that his father hates him. Apparently, it is because Mr. Craven despises his own belief that Colin will grow up to become a hunchback like him. Therefore, this kind of relationship he has with his parents makes him adopt an Avoidant attachment style. More explanation of the factors that make Colin adopt an avoidant attachment style in his relationship with his parents will be discussed below:

A. 1. Mr. Craven is an Unavailable Parent to Colin

According to Fern (30), child will adapt to their attachment environment by developing a more avoidant style if they had parents who were frequently unavailable, neglectful, or absent. In the novel, Mr. Craven, Colin's father, is described as an unavailable and neglectful parent to Colin. The depiction can be seen in the dialogue below:

“Yes, she died,” Mrs. Medlock answered. “And it made him queerer than ever. **He cares about nobody. He won't see people. Most of the time he goes away, and when he is at Misselthwaite he shuts himself up in the West Wing and won't let anyone but Pitcher see him.** Pitcher's an old fellow, but he took care of him when he was a child and he knows his ways.”
(Burnett, 24)

In the quotation above, Mrs. Medlock told that after the death of his wife, Mr. Craven is away most of the time and shuts himself off when he is home. Furthermore, she said that he cares about nobody. This dialogue portrayed his

relationship with other people including his child, Colin. Thus, it can be considered that the attachment style that Colin has in his relationship with his father is avoidant attachment. It is because Mr. Craven is an unavailable and neglectful parent to Colin. After the death of his wife, Mr. Craven is consumed with grief which leads him to neglect his duty as an attachment figure. As a parent, Mr. Craven should provide Colin with a safe haven and meets all of his needs. Instead, he is an unavailable parent to Colin. He is rarely at home and shuts himself off. Mr. Craven also cares about nobody which means that he also does not bother to take care of his child and just leaves him in the care of servants.

A. 2. The Ongoing Parental Rejection Experienced by Colin

The dialogue below shows the parental rejection that is the rejection from Colin's father toward Colin. Cite from Rhoner in Gracia et al. (73), Parental Rejection is "the absence or the significant withdrawal, affection or love from parents toward their children." This parental rejection contributes to Colin adopting an avoidant attachment style.

"Does your father come and see you?" Mary ventured.

"Sometimes. Generally when I am asleep. He doesn't want to see me."

"Why?" Mary could not help asking again.

A sort of angry shadow passed over the boy's face. **"My mother died when I was born and it makes him wretched to look at me. He thinks I don't**

know, but I've heard people talking. He almost hates me." (Burnett, 149-150)

The dialogue above is when Mary meets Colin for the first time. Colin told Mary that his father rarely comes to see him, and if he comes, it is generally when Colin is asleep. Through this dialogue, it can be seen the reflection of Mr. Craven's rejection of Colin. Moreover, Heller and Payne argued that parental rejection which might be ongoing, subtle, or even child abandonment and parental responsibility can contribute to a child adopting avoidant attachment (qtd. in Fern 31). In the novel, it is said that Colin's eye resembles his mother's. Mr. Craven cannot bear his pain, he avoids seeing Colin. Therefore, because of that reason, there is a withdrawal of affection and love from Mr. Craven toward Colin. In caregiving, there should be filled with love and affection from parents toward their children. However, Colin does not feel that way. Colin has received a rejection from his father since he was born until he is now age 10 instead. Therefore, that feeling of rejection he gets from his father becomes the factor that makes Colin develop an avoidant attachment.

The dialogue between Martha and Mary below also reflects another rejection that Colin receives.

"Th' world's comin' to an end!" gasped Martha.

"What is the matter with him?" asked Mary.

"Nobody knows for sure and certain," said Martha. **"Mr. Craven went off head like when he was born. Th' doctors thought he'd have to be put a**

‘sylum. It was because Mrs. Craven died like I told you. He wouldn’t set his eyes on th’ baby. He just raved and said it’d be another hunchback like him and it’d better die.’ (Burnett, 164)

In that quotation, Martha told Mary that since Colin was born, Mr. Craven would not set his eyes on the baby. This rejection happens because Mr. Craven thinks that Colin will be a hunchback like him. As a parent, Mr. Craven also does not care for the baby, he does not afford to filled Colin with love and affection. Mr. Craven just thinks about himself, and his fear of accepting the reality that will happen to Colin. Therefore, he ignored Colin since he was born. Furthermore, he is also consumed with grief about the death of his wife. Because he can not bear the grief and fear, Mr. Craven even thinks that Colin rather died. In the end, it leads him to refuse Colin's presence, and leaves him in the care of plenty of servants at Misselwaith Manor. Hence, this ongoing rejection from his father since he was born is the factor that contributes to Colin developing an avoidant attachment style.

A. 3. The Absence of Caregivers' Emotional Presence

The absence of emotional presence in caregiving is another factor that makes Colin adopt an avoidant attachment style. The narration below reflected Mr. Craven's absence emotional presence in caregiving:

One of his nurses had taught him to read when he was quite little and he was always reading and looking at pictures in splendid books.

Though his father rarely saw him when he was awake, he was given all sorts of wonderful things to amuse himself with. He never seemed to have been amused, however. He could have anything to he asked for and was never made to do anything he did not like to do. (Burnett, 151)

This narration tells that Colin's father gives all the beautiful things to Colin. However, his father rarely sees Colin. Mr. Craven only gives Colin the beautiful things and Colin must please himself with that. Hence, this narration reflects how there is no emotional presence in caregiving. Thus, it can be considered that the attachment style that Colin has with his father is avoidant attachment. As Heller and Payne argued the absence of caregivers' emotional or physical presence becomes another factor that can make children develop an avoidant attachment (qtd. in Fern 30). In the caregiving, Mr. Craven rarely sees Colin and just provides the child with beautiful things. It means that Mr. Craven becomes a father who rarely plays with his child or even talks to him. It can be said that Mr. Craven never pleased Colin himself. As a parent and attachment figure, Mr. Craven should provide and consistently meet Colin's needs in order for Colin to develop a secure attachment. Children's needs are not all about feeding, shelter, or all the wonderful things in this case. Emotional presence also should be provided in caregiving. Therefore, in order to give an emotional presence, Mr. Craven should present physically first. However, in this dialogue, Mr. Craven is just rarely present which makes him unable to provide emotional needs to Colin in the caregiving.

A. 4. Mr. Craven is being an Unsupportive and Insensitive Caregiver to Colin

According to Jones et al. (238), an avoidant attachment was linked with apathetic, unsupportive, and insensitive caregiving. Moreover, in the caregiving, Mr. Craven is being unsupportive and insensitive to Colin. It can be seen through this dialogue:

“Why?” Mary asked again, feeling more mystified every moment.

“Because I am like this always, ill and having to lie down. My father won’t let people talk me over either. The servants are not allowed to speak about me. If I live I may be a hunchback, but I shan’t live. My father hates to think I may be like him.” (Burnett, 149)

In the quotation, Mary asked Colin why he would not let people see him. Apparently, it is because he is very ill and his father forbids people to talk to him. Furthermore, Colin's answer to Mary's question shows how his father is an unsupportive and insensitive caregiver to him. Therefore, this dialogue reflects the attachment style that Colin has is avoidant attachment. The unsupportive caregiving is reflected in the way Mr. Craven does not provide Colin with the support he needs. As a parent, he can give emotional support like convincing Colin that he will not be a hunchback like him or else. However, he becomes the one who believes that Colin will grow up a hunchback. Furthermore, he treats him insensitively. Mr. Craven orders the servants to not talk about Colin and does not let people talk to him. In the end, Colin thinks that his father is ashamed of him which leads him to feel that he should not live.

A.5. Colin's Belief that His Father Will Neither be Available nor Comfort Him When He is in Need

In the dialogue below, Colin tells Mary that when he feels ill, he just cries himself in his room. It was because he believes that his father will neither be available nor comfort him when he is in need.

“Do you want to live?” inquired Mary.

“No,” he answered, in a cross, tired fashion. “But I don’t want to die. When I feel ill I lie here and think about it until I cry and cry.”

I have heard you crying three times,” Mary said, “but I did not know who it was. Were you crying about that?” She did so want him to forget the garden.

I dare say,” he answered. (Burnett, 154)

Colin's behavior in the dialogue above indicates that he has an avoidant attachment in his relationship with his father. According to Ainsworth, children or infants with an avoidant attachment are sure that their caregivers will neither be available nor comfort them when they are in need. They believe that self-sufficiency is the best strategy. This is because this attachment type is likely to develop when caretakers are frequently cold, indifferent, and insensitive to the infant's needs (qtd. in UCAR CABUK et al. 68). Furthermore, in the book, it is told that Mr. Craven goes away most of the time and tends to avoid Colin. It is also told that Mr. Craven just provides physical needs in caregiving such as shelter, all the wonderful things, and being absent in emotional presence. Hence, in this dialogue, it can be said that

Mr. Craven is insensitive toward Colin, such as not giving him support or reassurance that he will live to grow up. Thus, it makes Colin think that his father will neither be available nor comfort him when he feels ill, so what he does when he feels that way is just cry and cry.

B. Impacts of Children's Attachment Style on Colin's Characters in The Secret Garden Novel

Colin has an avoidant attachment style. He develops an avoidant attachment style because there is no bond in the relationship between Colin and his parents. In fact, the bond between the child and the caregiver is so important for children. As Bowlby argues the relationship between children and their caregivers sets the stage for subsequent working models (a set of internalized beliefs) of oneself, other people, and social interactions. Moreover, Ainsworth also argues that these working models also incorporated attitudes regarding one's competence and self-worth.

Furthermore, early attachment experiences have an impact on people's social cognitions, in standings of the way they view the social and physical world and their future interactions with others (qtd. in Ooi et al., 553). Thus, because there is no bond in Colin's relationship with his parents, the avoidant attachment style that Colin adopted impacted Colin's relationship with his peer, emotional competence, and low self-worth. More explanation of the impacts of avoidant attachment style on Colin's character will be discussed below:

B. 1. Impact on Peer Relationship

Attachment theorists (Bowlby; Cassidy et al.) postulated that internal working models of attachment in parent-child relationships may influence children's beliefs, behavior, and interpretations of social interactions, consequently shaping their expectations of how they and others should react and behave in the social world (qtd. in Ooi et al. 555). Furthermore, research have identified that the relationship between parents and children has important implications for subsequent relationships (McFadyen Ketchum et al).

Whereas for Colin's character in the novel, his avoidant attachment impacts on his peer relationships. Colin behaves in a way that prevents him from making a successful new relationship with his peers. The depiction can be seen in the dialogue below:

“... Why didn't you come?”

“I was working in the garden with Dickon,” said Mary.

Colin frowned and condescended to look at her.

“I won't let that boy come here if you go and stay with him instead of coming to talk to me,” he said.

Mary flew into a fine passion. She could fly into a passion without making a noise. She just grew sour and obstinate and did not care what happened.

“If you send Dickon away, I'll never come into this room again!” she retorted.

“You’ll have to if I want you,” said Colin.

“I won’t!” said Mary.

“I’ll make you,” said Colin. “They shall drag you in.” (Burnett, 195)

This quotation is when Colin gets angry with Mary because she did not come to see him in the morning. Instead, she spent her day working with Dickon in the Garden. Furthermore, they get into an argument because Colin threatens that he will not let Dickon come to Misselthwait if Mary chooses to play with Dickon instead of him. This dialogue shows the impact of Colin's attachment on his peer relationship. The way Colin gets angry and threatens Mary prevents him from making a successful friendship. Instead, his behavior elicits hostility and rejection from Mary. As based on Goldberg (393-394), In parent-child relationships, children who have insecure attachment may indicate problematic ongoing relationships with their parents and prevent children from establishing successful new relationships with their peers. Those children likely have a negative view of themselves and others. Therefore, they may behave in ways that elicit hostility and rejection. Colin who has an avoidant attachment style is categorized as an insecurely attached child. Moreover, there is no affection that he receives from his parents. Instead, he gets the rejection from his father. Therefore, this problematic ongoing parent-child relationship makes Colin not trust Mary. Colin perceives Mary negatively because he thinks that Mary has forgotten him since she formed a friendship with Dickon. On the other hand, Colin still wants Mary to come to his room, to play with him. Therefore, he threatens to not let Dickon come to Misselthwait again so Mary keeps

seeing him. However, what Colin did elicit hostility instead. Mary even threw a rejection that she did not want to become his friend again if Colin did his threat.

B. 2. Impacts on Emotional Competence

Colin is categorized as an insecure child because he developed an avoidant attachment style in his relationship with his parents. Research has shown that children with insecure attachments have more difficulty in emotional competence (qtd. in Mortazavizadeh et al. 2). Therefore, Colin's avoidant attachment style impacts his difficulty in emotional competence. Emotional competence is defined by Saarni (116) as “the demonstration of self-efficacy in the context of emotion-eliciting social transactions”.

Moreover, to expand on this definition, Gross described that emotional competence also can be seen as the ability to comprehend and regulate the expression of emotions individually and in response to others (qtd. in Mortazavizadeh et al. 1). In Colin's case in the novel, the difficulty in emotional competence makes Colin have difficulty regulating the expression of his emotions. The depiction can be seen in the dialogue below:

“Was he?” cried Martha. “Art tha’ sure? **Tha’ doesn’t know what he’s like when anything vexes him. He’s a big lad to cry like a baby, but when he’s in a passion he’ll fair scream just to frighten us.** He knows us daren’t call our souls our own.”

“He wasn’t vexed,” said Marry. “...”

I can scarcely believe thee!” she protested. **“It’s as if tha’d walked straight into a lion’s den. If he’d been like he is most times he’d have thrown himself into one of his tantrums and roused th’ house. He won’t let strangers look at him.”** (Barnett, 162)

This quotation is when Mery found out about Colin. In this dialogue, Martha told Mary that if anything vexed Colin, he would scream and cry even throwing himself into a tantrum. This shows that as an avoidant attachment child, Colin experiences difficulty in emotional competence, that is difficulty regulating his own emotions. In the novel, it is told that there is no affection from Mr. Craven in the caregiving. On the other hand, Mr. Craven always provides and follows everything that Colin needs and wishes. Thus, Colin will think that he can always have everything he wants. Therefore, it makes sense that Colin will get vexed if something is off what he wants. Furthermore, because he is not used to dealing with that situation, he can not regulate his emotions and eventually, he will vent it by screaming and crying or even throwing a tantrum.

The dialogue below when Colin throws a tantrum because he feels a lump in his back also reflects that Colin has difficulty regulating his emotions:

She thought it was the middle of the night when **she was awakened by such dreadful sounds that she jumped out of bed in an instant.** What was it— what was it? The next minute she felt quite sure she knew. Doors were opened and shut and there were hurrying feet in the corridors and **some one**

was crying and screaming at the same time, screaming and crying in a horrible way.

“It’s Colin,” she said. “He’s having one of those tantrums the nurse called hysterics. How awful it sounds.”

...

“If you scream another scream,” she said, “I’ll scream too- and I can scream louder than you can and I’ll frighten you, I’ll frigten you!”

“I can’t stop!”

...

“I felt the lump – I felt it,” choked Colin. (Burnett, 202 – 205)

This quotation is when Mary is awakened by the dreadful sound of Colin’s scream. The dialogue tells that Colin throws a tantrum because he feels the lump on his back. This tantrum behavior shows the impact of Colin’s attachment style on emotional competence, that is he has difficulty regulating his emotion. According to Contreras & Kerns, children who have a secure attachment style interact with sensitive and flexible parents. Moreover, they tend to express their emotion properly and learn to manage their negative emotions in coping with stressful situations (qtd. in Mortazavizadeh et al. 2) However, Colin does not experience those kinds of caregiving because Colin is an insecurely attached child. He adopts an avoidant attachment style in his relationship with his parents because there is an emotional and physical absence in the caregiving. Colin's mother died when he was

born. His father is also an unsupportive attachment figure, he leaves Colin in the care of servants. Therefore, Colin never learns to express his emotions properly because Colin does not have a figure that teaches him to regulate his emotions in coping with stressful situations. Therefore, in this case, when Colin feels frightened because he feels the lump on his back, he can not express his emotion properly. Instead, he cries loudly and even throws a tantrum.

Moreover, the difficulty in emotional competence also makes Colin experience difficulty regulating his emotional responses. The depiction is reflected in the dialogue below:

“Why does it make you angry when you are looked at?” she inquired one day. “I always hated it,” he answered,
“even when I was very little. Then when they took me to the seaside and I used to lie in my carriage everybody used to stare and ladies would stop and talk to my nurse and then they would begin to whisper and I knew then they were saying I shouldn’t live to grow up. Then sometimes the ladies would pat my cheeks and say ‘Poor child!’ Once when a lady did that I screamed out loud and bit her hand. She was so frightened she ran away.” (Burnett, 178)

In this quotation, Colin told Mary about his experienced when he took to the seaside. That day, there was a lady who told Colin that he is a poor child. Colin did not like being told as a poor Child so he bite that lady's hand. This dialogue shows the impact of Colin’s attachment style on emotional competence, that is he

has difficulty regulating his emotional responses. As a child who develops an avoidant attachment style, Colin experiences unsupportive and insensitive caregiving from Mr. Craven. In fact, Schore discovered that parents thereby help to enhance children's abilities to express and modulate their thoughts and emotional responses. It is because co-regulation through the infant-caregiver relationship impacts children's emotional development (qtd. in Mortazavizadeh et al. 2). Moreover, because Colin does not have an attachment figure who would help him enhance his ability to express his emotional responses, Colin faces difficulty in responding stressful situations caused by others. In this case, when he despises what that lady says about him, he chooses to respond with a scream and bite that lady's hand. Colin can not regulate his emotional response in a better way.

B. 3. Have Low Self-Worth

According to Cumming and Cichetti in Ooi et al. (556), children with insecure parent-child attachment may feel rejected and unwanted and tend to have low self-worth. In the novel, Colin has an avoidant attachment style, which this attachment style is categorized into insecure attachment style. Therefore, another impact of avoidant attachment style on Colin character is Colin tend to have low self worth. The depiction is reflected in the dialogue below:

“She is my mother,” said Colin complainingly.

“I don’t see why she died. Sometimes I hate her for doing it.”

“How queer!” said Mary.

“If she had lived I believe I should not have been ill always,” he grumbled. “I dare say I should have lived, too. And my father would not have hated to look at me. I dare say I should have had a strong back. Draw the curtain again.”

“... Why is the curtain drawn over here?”

He moved uncomfortably

“I made them do it,” he said. “Sometimes I don’t like to see her looking at me. She smiles too much **when I am ill and miserable**. Besides, she is mine and I don’t want everyone to see her.” (Burnett, 158).

This quotation is when Mery met Colin for the first time. In this dialogue, Colin shows Mery a picture of his mother. Moreover, he starts saying that he resented himself for always being ill. Moreover, he feels insignificant so he begins to wish that his mother had lived. This dialogue shows that Colin tends to have low self-worth. As defined by Rosenberg (31), self-esteem refers to self-judgment of personal worth and global feelings of competence and self-acceptance. People with low self-esteem express “self-rejection, self-dissatisfaction,” and “self-contempt”. Rosenberg argues that people with low self-esteem do not respect themselves and wish that they could evaluate themselves more favorably. The way Colin resents himself for always being ill expresses self-rejection because he rejects the version of himself now. He thinks that he is miserable because he will grow up become a hunchback. Furthermore, this feeling of low self-worth is because the relationship of insecurely attached children with their parents does not facilitate the

development of an internalized view of self as capable and loveable. Colin often receives a rejection from his father, so it makes sense that he also does not respect himself. He thinks that being always ill means that he is insignificant. Furthermore, he keeps wishing that if his mother had lived, he could have a better life than he is now.



CHAPTER V

CONCLUSION AND SUGGESTION

Chapter five is the last chapter of this study. This chapter consists of two subchapters that present conclusions and suggestions according to the discussion in chapter four.

A. Conclusion

Based on the findings and discussion in chapter four, the data that has been obtained from *The Secret Garden* novel stated that there is a depiction of parent-child attachment that is portrayed through Colin's character with his parents. Furthermore, according to the data that has been obtained from chapter four, it is identified that Colin adopts an avoidant attachment style in his relationship with his parents, and his attachment style also has impacted the various aspects of his life.

From the discussion, it can be concluded that this study provides several factors that make Colin adopt an avoidant attachment style. Firstly Mr. Craven, the attachment figure in Colin's life, is an unavailable and even neglectful parent to Colin. The second is parental rejection, it is explained that as a child, Colin experiences ongoing rejection from his father because of the death of his mother when he was born. Furthermore, the absence of Caregivers' emotional or physical presence is another factor that makes Colin adopt the avoidant attachment style, it is described that his father does not provide emotional and physical presence in the caregiving. The fourth factor is that Colin has a caregiver who is unsupportive and insensitive, which is explained in the way Colin believes that he has a hunchback

disease and Mr. Craven does not provide the support that Collin needs. Moreover, the last factor is because Colin's belief that his father will neither be available nor comfort him when he is in need, which develops because his caregiver is frequently cold toward Colin's needs.

Furthermore, the avoidant attachment of parent-child attachment also impacts Colin's character. It impacts Colin's peer relationship, which prevents him from making a successful new relationship with his peers. This impact happens when Colin makes a new friendship with Mary, but he threatens and gets angry with Mary. The avoidant attachment style also makes Colin tend to have difficulty in emotional competence, in Colin's case he has difficulty in managing his own emotion because he often throws a tantrum. Moreover, the difficulty in emotional competence is also reflected in his emotional response and he experiences difficulty in expressing his emotions properly in responding to stressful situations. Lastly, it makes Colin have low self-worth which is self-rejection.

B. Suggestion

This study uses the psychological approach as the underlying theory that is attachment theory originally developed by John Bowlby. It points to the types of children's attachment and its impacts that are limited to Colin's character. This study provides some suggestions, especially for future research to analyze this novel. This study suggests that future research can analyze Colin's character in this novel using the APA theory of hypochondriasis disorder. According to American Psychiatric Association, hypochondriasis is a preoccupation with the (inaccurate)

belief that one has, or is in danger of developing, a serious illness. Further research also can analyze Mary Lennox's character using the theory of earned secure attachment by George, Kaplan, & Main, (1985) that built on Bowlby's concept of secure attachment. Moreover, the movie *500 Days of Summer* (2009) can also be analyzed using the theory of adult attachment style by Cindy Hazan and Philip Shaver based on Bowlby's ideas for the study of romantic relationships.



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