

**The Importance of Self Efficacy in Human's Endeavour:
A Life Lesson as Portrayed in Keller's
*The story of My Life***

***Pentingnya Efikasi Diri dalam Perjuangan Hidup Manusia:
Cerminan Sebuah Pelajaran Kehidupan dalam
Karya Helen Keller
"The Story of My Life"***



THESIS

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**ENGLISH LANGUAGE STUDIES
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Written and Submitted By

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THESIS STATEMENT

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Makassar, July 2019

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ABSTRACT

DESY EVA LAILA ROKHMAH. *The Importance of Self Efficacy in Human's Endeavour: A Life Lesson as Portrayed in Keller's The story of My Life* (supervised by Fathu Rahman and Sudarmin Harun).

Keller's *The Story of My Life* (1903) is a literary reading filled with abundant examples of struggle and perseverance which is worthy to be viewed as a lesson to promote Self- Efficacy. People's strong sense of self efficacy is very beneficial in facing challenges even in the most difficult situation in every endeavor of life.

This research aims to elaborate the events in *The Story of My Life* which describe the significant sources of Keller's self-efficacy and the way Keller built her self- efficacy. The data were taken from Keller's narration focusing on her thought, wishes, emotional feeling, and daily struggle which exhibit how Keller's attempt to face every obstacle in her endeavor as a blind and deaf person. The data were analyzed from the perspective of the psychoanalysis of literature with regards to Bandura's four major concepts of Self Efficacy sources; mastery experience, vicarious experience, social persuasion, and affective state.

The result reveals that there are six major sources of self – efficacy possessed by Keller. Apart from Bandura's four sources of self – efficacy, the fifth source of Keller's self- Efficacy, Imaginal Experience also contribute significantly to her success. Religious faith also plays an important role in building Keller's self – efficacy. All these sources are activated through four processes: cognitive, motivational, affective, and selection processes.

Keywords: psychoanalysis of literature, self – efficacy, Autobiography, Helen Keller

ABSTRAK

DESY EVA LAILA ROKHMAH. *Pentingnya Effikasi Diri dalam Perjuangan Hidup Manusia: Cerminan Sebuah Pelajaran Kehidupan dalam Autobiografi Karya Helen Keller “The Story of My Life”* (dibimbing oleh Fathu Rahman dan Sudarmin Harun).

The Story of My Life (1903) karya Helen Keller adalah bacaan sastra yang dipenuhi dengan banyak contoh perjuangan dan ketekunan yang layak untuk dilihat sebagai pelajaran untuk mempromosikan Self-Efficacy (effikasi diri). Rasa efikasi diri yang kuat sangat bermanfaat dalam menghadapi tantangan bahkan dalam situasi yang paling sulit dalam setiap upaya yang dilakukan oleh setiap manusia dalam kehidupan.

Penelitian ini bertujuan untuk menguraikan peristiwa dalam *The Story of My Life* yang menggambarkan sumber signifikan dari self-efficacy Keller dan cara Keller membangun effikasi dirinya. Data dalam penelitian ini diambil dari narasi – narasi dalam karya Keller yang berfokus pada pikiran, keinginan, perasaan emosional, dan perjuangan sehari-hari yang menunjukkan bagaimana upaya Keller untuk menghadapi setiap hambatan dalam usahanya sebagai orang yang buta dan tuli. Data dianalisis dari perspektif psikoanalisis literatur sehubungan dengan empat konsep utama sumber *Self Efficacy* berdasarkan teori Albert Bandura; *mastery experience, vicarious experience, social persuasion, and affective state*.

Hasil penelitian mengungkapkan bahwa ada enam sumber utama Effikasi diri yang dimiliki oleh Keller. Terlepas dari empat sumber effikasi diri berdasarkan teori Bandura, sumber kelima effikasi diri yang dimiliki Keller, yakni *Imaginal Experience* atau visualisasi juga berkontribusi secara signifikan terhadap kesuksesannya. Aspek kepercayaan agama juga merupakan salah satu bagian penting dalam membangun effikasi diri Helen Keller. Semua sumber – sumber effikasi ini diaktifkan melalui empat proses yakni proses kognitif, motivasi, afektif, dan seleksi.

Kata Kunci: Psikonalisis sastra, Effikasi Diri (*self – efficacy*), Autobiografi, Helen Keller.

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CHAPTER I

INTRODUCTION

This chapter consists of five items, as follows: background, scope of the research, research question, objective of the research, and significance of the research

A. Background of the Study

The society nowadays is facing an extraordinary disruption which is caused by the rapid transformation of information, social structure, and technology. Take for example, the developments in connectivity, artificial intelligence (AI), machine learning, internet of things (IoT), biotech, and other innovative technologies are already reshaping the society which eventually alter the way human live, work, and relate to one another. In the meantime, the development of technology increases the efficiency and pleasure of human personal's lives.

Human's civilization is now in the era of Disruption 4.0 where everything becomes more practical. However, the transformation which occurs in the society nowadays is also creating new paradoxes. At one side people gain huge benefit of efficiency. On the other hand, with every aspect of human lives has been simplified and digitalized, it will disrupt labor markets. As automation substitutes for labor, life is even harder, and people have to compete and struggle to survive or earn a living.

In this fourth industrial era, the explosion of information and technology, and the demand for technical skill creates new burden for school, family, labor, and community. The huge burden of work in workplace; huge pressure of academic achievement at school can lead to stressful life, depression, and the worst case is suicidal act. The data released by World Health Organization (WHO) shows that globally more than 300 million people suffered from depression. Close to 800.000 people die due to suicide every year, and around the world two people kill themselves every minute. Suicide occurred throughout the lifespan and was the second leading cause of death among 15–29-year-olds globally in 2016. Many suicides happened impulsively in moments of crisis with a breakdown in the ability to deal with life stresses, such as financial problems, relationship break-up or chronic pain and illness. (www.who.int).

Rapid cycle of disruption requires continuous personal and social renewal. To be able to resist in the “battle field” one should have strong sense of self efficacy which is fundamental to shape the future. People’s strong sense of self efficacy is very beneficial in facing challenges even in the most difficult situation in every endeavor of life. According to Bandura, self-efficacy refers to beliefs in one’s capability to organize and execute the courses of action required to produce given attainments (1997:3). Furthermore, Bandura stated that people’s beliefs in their efficacy influence the course of action people choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles

and failures, their resilience to adversity, whether their thought patterns are self –hindering or self-aiding, how much stress and depression they experience in coping with environmental demands, and the level of accomplishments they realize (1997:3).

Life is indeed a roller coaster which full of ups and downs. To be able to stick with the ride, one should have strong inner force. Based on the researcher own experiences, dealing with the circumstances of life such as starving because of economic difficulty, facing the chaos in the family which ended with parents' divorce, abandoned by the parents, struggle to pay the school fees, humiliated by the society, burdened with the school work, is a very daunting task. Facing all these situations, at the same time, is extremely stressful. In order to survive, the strong sense of self efficacy is needed.

Throughout the histories of human kinds, people always find ways to survive. The endeavors are recorded in either history books or literary works; for instance, in folklores, novels, plays, prose, or poetries. Literature as the artifacts provides knowledge and lessons to learn for the further generation. As Rahman stated that literature is a reading that contains elements of entertainment, education, and information (2017). Literature is the reflection of various experiences, ideas, passions of human beings in their daily life that express on several forms and styles of literary works. Since literature directly derives from human life, it can increase our knowledge and experiences about human problems included values,

morals, cultures, and human interests. Literature gives us an opportunity to indulge in lives and lifestyles of people we have never known and who aren't from our times.

Literature consists of two types, they are fiction and non-fiction. Fiction means a fantasy story which is not based on real. Generally, in written form, fiction presented in two types they are novel and short story. On the other hand, non-fiction is a written work which is based on the fact, true story or an analysis of a problem. The work of Helen Keller, *The Story of My Life*, is one of the examples of literary work which describes a human endeavor in life.

The Story of My Life is an autobiography based on the true story of Helen Keller's Life. In her work, Helen Keller, as a human being, shows the greatest struggle and perseverance to face every obstacle in the most inconvenience situation. Born as a normal child, and then lost her eyesight and hearing at very young age resulting her being blind, deaf and mute, yet she struggled and eventually able to speak and become successful in life. Instead of being desperate, she showed the spirit of determination and took control of her own destiny. Her achievements have inspired people with and without disabilities, leading them to believe they can accomplish more than they ever thought possible.

Inspired by the work of Helen Kellers, *The Story of My Life*, and realizing that self-efficacy is significant to determine one's life especially in

the current competitive era of industrial revolution 4.0, for instance labors who have higher self-efficacy are more likely to accept new challenges and utilize the technology to be success. An efficacious way of thinking promotes creativity and a deeper commitment to work. In turns it will help the labors to increase their efforts to overcome failure or frustration. In this way, self – efficacy brings higher levels of performance, and reduces negative factors such as stress and depression. Therefore, the researcher decides to do the research entitled “***The Importance of Self Efficacy in Human Endeavour: A Life Lesson as Portrayed in Keller’s The story of My Life***”. Hopefully the result of this research will bring more insight in understanding the way human should cherish the life that given by the Creator.

B. Scope of The Research

This research is focused on Helen Keller as the main character in the novel. The researcher used the narrative which is written in the autobiography to identify the phenomenon of self - efficacy, such as the source of Hellen Keller’s self- efficacy, and the way she builds her self - efficacy as the data. To analyze the data, the psychological theory of self - efficacy by Albert Bandura was applied.

C. Research Questions

Based on the background of the research mentioned above, the questions of this research can be formulated as follows:

1. What are the sources that play roles in building Helen Keller's self-efficacy?
2. How does Helen Keller develop her self- efficacy?

D. Objectives of the Research

In line with the problems mentioned above, the objectives of this research are as follows:

1. To reveal the sources that play roles in building self-efficacy of Helen Keller as portrayed in the book.
2. To elaborate and analyze the way Helen Keller builds her self-efficacy.

E. Significances of the Research

The result of this research is expected to have its benefits for the development of science, especially in the field of humanities, literature, and culture. Practically, the result of this research is expected to give input for the reader, students of literature, or other researcher in term of applying the

theory of self-efficacy in doing the literary research related to psychological approach. Furthermore, hopefully the result of this research will enlighten the readers to develop their self-efficacy and can be used as guidance for doing so.

Theoretically, the result of this research is expected to bring a small insightful portrait in the development of theory of literature. This research also hopefully can be used as additional reference to provide new data for further research of literature related to self-efficacy theory itself.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

There have been many studies related to Helen Keller and her work. First, In 2009, a research was conducted by Van Genechten as a fulfillment for a degree of Magister Artium at Faculty of Health Sciences Nelson Mandela Metropolitan University, South Africa, entitled *A Psychobiographical Study of Helen Keller*. The research was conducted to describe the psychological development of Helen Keller throughout her life span based on Levinson's life structure theory. The result of the research showed the progress of Helen Keller's life since she was born until her death based on the formal psychological theory.

Second, in 2018, a research was conducted by Juliastuti entitled *Creative Stylistics in Helen Keller's The Story of My Life and The World I live in* as a fulfillment to attain doctoral degree at Hasanuddin University, Makassar, Indonesia. The research was conducted to investigate the creativity of Helen Keller's writing style as a deaf blind woman. In conducting the research, Juliastuti applied feminist stylistic approach. The result of the research reveals that Helen Keller's interaction with her previous reading affecting her writing style which mostly shown in the use of feminist stylistic in using the adjectives, intensifiers, rising intonation, and politeness format

in word level. While in the process of meaning transformation, is mostly shown in the usage of metaphors and intertextuality.

In accordance with the studies mentioned above, although the object of the present research is rather similar, this research is different from the two previous researches mentioned above in terms of the perspective, design and the theory that will be applied. This research is a literary research which aimed to reveal the self-efficacy motives which trigger Helen Keller to cross the limit of disability as reflected within the text in her autobiography by utilizing the self-efficacy theory proposed by Albert Bandura. The data will be gathered from the sentence or phrases inside the novel written by Helen Keller.

Related to self-efficacy theory, there are numbers of studies have been conducted as well. One of which is a dissertation research conducted by DeWitz as a partial fulfillment for a Doctor of Philosophy degree at The Ohio State University in 2004 entitled *Exploring The Relationship Between Self-Efficacy Beliefs And Purpose In Life*. The study was designed for initial exploration regarding the relationship between various kinds of self-efficacy beliefs and purpose in life in a college student population.

In 2017, a dissertation research was conducted by Salina Katherine Bryant entitled *Self Efficacy Sources and Academic Motivation: A Qualitative Study of 10th Grades* as a partial fulfillment for the degree of Doctor of Education in Educational Leadership at East Tennessee State University. The research was conducted by applying qualitative study

focusing on students' voices to gain better understanding of the development of self-efficacy sources and the effect on academic motivation.

The finding revealed that students depicted their personal perceived self-efficacy based on the self-efficacy source development that had occurred in each student's life.

Meanwhile, the design and the object of this present research is different from the two previous researches conducted by DeWitz in 2004 and Bryant in 2017. The differences lie in the design and the object of research. The design of this present research is a literary research, and the object is the autobiography written by Helen Keller. This present research aims to reveal the self-efficacy of Helen Keller solely as a character as reflected in her work, *The Story of My Life*. By exploring the self-efficacy of Helen Keller, an outstanding advocate for the blind, the researcher intended to bring out the great example of life lessons which can be used as a tool of promoting character building materials for educators or readers which eventually will help them build their own soft skill needed in facing the disruptive world in the era of industrial revolution 4.0.

B. Theoretical Background

1. Psychological Approach in Literature

Modern psychology has had an immense effect on both literature and literary criticism. It is not difficult to see why psychoanalytic theory has been widely used in the study of literature. These two branches of social science

studying human behavior are interrelated and mutually beneficial. And the fact that literature is the portrayal of human beings and their relationships is fascinating because psychoanalysis deals with human beings in conflict with themselves and each other. As stated by Pombo, 2005 (cited by Santos et al, 2018), by understanding interdisciplinarity as the proximity established by fields of knowledge with one another in order to exceed the discursive principles of one field in the intersection with the theoretical perspectives and functioning modes of the other, it can be seen that interdisciplinarity is opportune for the break of the specialized character of the disciplines, a break that can be varied on different levels and in different degrees.

In order to understand any genres of literary work, it is important to understand about literary criticism because it is considered as a first step toward developing an understanding of some concepts, principles, and methodologies for textual analysis (Rezaei and Seyyedrezaei, 2013). Psychoanalytic literary criticism is literary criticism or literary theory which, in method, concept, or form, is influenced by the tradition of psychoanalysis initiated by Sigmund Freud. The object of psychoanalytic literary criticism can be the psychoanalysis of the author or of a particularly interesting character in a given work. Wellek and Warren (1949:75) stated that psychology of literature is the psychological study of the writer, as type and as individual, or the study of the creative process, or the study of the psychological types and laws present within works of literature, or, finally, the effects of literature upon its readers (audience psychology).

The criticism is similar to psychoanalysis itself, closely following the analytic interpretive process discussed in Freud's in his book *The Interpretation of Dreams* and other works. Critics may view the fictional characters as psychological case studies, attempting to identify such Freudian concepts as Oedipus complex, id, ego, and superego, and demonstrate how they influence the thoughts and behaviors of fictional characters (Freud, 2010).

Leite, 2003 (cited by Santos et al, 2018) stated that, in the creation of a work of art, the author goes beyond the superficial and apparent aspects of everyday life reached from a historical and sociological perspective in the search of what, by being expressed about the human psychological condition, will continue to be valid in highly diverse situations. From this point it can be seen the significant resources in the attempt to explain the creation and permanence of a literary work are the contributions of contemporary psychology such as the description of the behavior and inner experience of an individual as a spontaneous activity, the continuity between the different degrees of problem solving and of the creative capacity and the attempt to interpret the unconscious life through dynamic forces.

However, there are many theories of psychology other than Freud's that can be used to analyze literary text. For instance, Abraham Maslow (1954) proposed a basic concept in human resources called "A Hierarchy of Needs". One of the individual needs that are more significant in

understanding a piece of literature is motivation which is considered as a key to understanding the meaning of a text. The psychology theory that will be applied to this literary research is the theory of self-efficacy proposed by Albert Bandura. Self-efficacy theory is a part of social cognitive theory which also proposed by Albert Bandura. Social cognitive theory emphasizes the prominent role of self-regulatory processes in psychological functioning.

2. Self-Efficacy in Psychology

The psychological theory of self-efficacy grew out of the research of Albert Bandura (1994). He noticed that there was a mechanism that played a significant role in people's lives that had not really been defined or systematically observed. This mechanism was the belief that people have in their ability to influence the events of their own lives. Bandura stated that the striving for control over life circumstances permeates almost everything people do throughout the life course (1997:1). Furthermore, he stated that the ability to secure desired outcomes and to prevent undesired ones, therefore, provides a powerful incentive for the development and exercise of personal control (1997:2).

According to Bandura, people beliefs' of personal efficacy guides the way people lead their lives. Perceived self- efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (1997:3). Bandura proposed that perceived self-efficacy influences what coping behavior is initiated when an individual is met with stress and challenges, for example facing obstacles and failures,

along with determining how much effort will be expended to reach one's goals and for how long those goals will be pursued (1994). He posited that self-efficacy is a self-sustaining trait; when a person is driven to work through their problems on their own terms, they gain positive experiences that in turn boost their self-efficacy even more.

a. The Definition of Self – Efficacy

Akhtar defined self-efficacy as the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (2008). Earlier, Bandura stated that self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (1994). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

Bandura (1997) emphasized that self-efficacy is not a general quality possessed by individuals, but rather specific beliefs an individual may have around particular tasks or behaviors. For example, an individual with higher social self-efficacy is said to have greater confidence in his or her ability to interact with others socially. Self-efficacy beliefs come from several different informational sources and influence certain behavioral outcomes. In General, it can be concluded that self-efficacy refers to our overall belief in our ability to succeed, but there are many more specific forms of self-efficacy as well, for instance, academic achievement, athletic, performance at work, and many more.

Self-efficacy belief is not some kind of predictions about behavior. Self-efficacy beliefs are not outcome expectancies (Bandura, 1997) or behavior-outcome expectancies (Maddux, 1999). A behavior-outcome expectancy is one's belief that a specific behavior may lead to a specific outcome in a specific situation. Whereas a self-efficacy belief is one's belief that he or she can perform the behavior that produces the outcome. Therefore, Self-efficacy is not merely concerned with that someone believe he will do but with what he believes he can do (Maddux, 2002).

b. Sources of Self Efficacy

Bandura (1997:79) stated that people's beliefs about their personal-self constitutes a major aspect of their knowledge. Self-efficacy can be developed by four main sources of influence:

1) Mastery Experiences

According to Bandura, enactive mastery experiences are considered to be the indicator of capability. The function of vicarious experiences is to alter efficacy beliefs through transmission of competencies and comparison with the attainment of others. Verbal persuasion serves as a means to strengthening people's beliefs that they have what it takes to achieve what they seek. Affective and physiological states are the way people judge their capabilities.

Furthermore, Bandura believes that the most effective way of creating a strong sense of efficacy is through mastery experiences. Mastery experiences refer to the experiences we gain when we take on a new challenge and succeed. The best way to learn a skill or improve our

performance is practice, and part of the reason this works so well is because we are teaching ourselves that we are capable.

Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. If people experience only easy successes, they come to expect quick results and are easily discouraged by failure through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity. (Bandura, 1994).

2) Vicarious Experiences

Vicarious experience is having a role model to observe and emulate. When an individual has positive role models who display a healthy level of self-efficacy, we are likely to absorb some of those positive beliefs about the self. The degree of similarity between the observer and the model is the significant factors which determines the strength of the influence of an observed failures or success on one's personal self – efficacy. As Bandura (1994) stated that the impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models.

The greater the assumed similarity the more persuasive are the models' successes and failures. If people see the models as very different from

themselves, their perceived self-efficacy is not much influenced by the models' behavior and the results it produces. Furthermore, he stated that witnessing people similar to oneself succeed by sustained effort raises the observers' beliefs that they also possess the capabilities to master comparable activities to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts (Bandura, 1994).

Vicarious experiences can come from a wide range of sources, including parents, grandparents, aunts and uncles, older siblings, teachers and administrative staff, coaches, mentors, and counselors. However, Bandura (1997) stated that vicarious experiences generally have weaker effects on self-efficacy expectancy than do performance experiences. The common examples of the use of vicarious experiences to enhance self-efficacy include advertisements for weight-loss and smoking cessation programs that feature testimonials from successful people (Maddux, 2002).

3) Verbal Persuasions

The verbal persuasion factor describes the positive impact that our words can have on someone's self-efficacy; telling someone that he or she is capable and up to facing any challenge ahead can serve as encouragement and motivation, as well as adding to his or her growing belief in her own ability to succeed.

4) Affective and Physiological States

Bandura (1997) indicated that emotional information is especially significant for behaviors involving health functioning, coping with stressors, and physical accomplishments. Individuals utilize both their moods and their bodily sensations when formulating their self-efficacy beliefs for certain behaviors. If an individual engages in a particular behavior and experiences distressing sensations, for example anxiety, he or she is usually less likely to participate in that behavior again. People usually feel more self-efficacious when they are calm than when they are aroused and distressed (Maddux, 2002).

The three primary behavioral outcomes influenced by self-efficacy beliefs are approach versus avoidance, performance, and persistence (Bandura,1997). An individual with high self-efficacy for a particular behavior is more likely to approach, better perform, and persist at that behavior. On the other hand, an individual with low self-efficacy for a specific behavior is less likely to approach, perform well, and persist that behavior.

c. Efficacy-Activated Processes

Bandura stated that the efficacy can be activated through four major psychological processes by which self-beliefs of efficacy affect human functioning. Those are:

1) Cognitive Processes

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by

forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them (Bandura, 1994).

According to Bandura (1997), most courses of action are initially organized in thought. People's beliefs in their efficacy shape the types of anticipatory scenarios they construct and rehearse. Those who have a high sense of efficacy, visualize success scenarios that provide positive guides and supports for performance. Those who doubt their efficacy, visualize failure scenarios and dwell on the many things that can go wrong. It is difficult to achieve much while fighting self-doubt.

2) Motivational Processes

Related to motivation process, Bandura stated that self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures.

There are three different forms of motivational processes around which different theories have been built. They include causal attributions, outcome expectancies, and cognized goals. The corresponding theories are (1) attribution theory, (2) expectancy-value theory and (3) goal theory,

respectively. Self-efficacy beliefs operate in each of these types of cognitive motivation.

Weiner (1985, cited in Bandura, 1997:123) stated that according to attribution theory of motivation, retrospective judgements of the causes of one's performances have motivational effects. Thus, people who credit their successes to personal capabilities, and regard their failures to insufficient effort will undertake difficult tasks and persist in the face of failure (Bandura, 1997:123). The reason is because they see their outcomes as influence able by how much effort they expend (Bandura, 1997).

On the other hand, those who ascribe their failure to deficiencies in ability and their successes to situational factors will display low strivings and give up readily when they encounter difficulties. Therefore, people who believe they failed because they did not work hard enough are likely to strive harder, whereas those who believe they failed because of their lack of ability are apt to slacken their efforts and become easily discouraged (Bandura, 1997). Furthermore, Bandura (1997) stated that attributions of success to ability are accompanied by heightened beliefs of personal efficacy, which in turn, predict subsequent performance attainments.

Bandura (1997) stated that people motivate themselves and guide their actions anticipatorily by the outcomes they expect to flow from given coursed of behavior. Thus, the strength of motivation is governed jointly by the expectation that particular actions will produce specified outcomes, and the attractiveness of those outcomes. The expectancy-value theory

predicts that the higher the expectancy that certain behavior can secure specific outcomes and the more highly those outcomes are valued, the greater is the motivation to perform the activity (Bandura,1997: 125).

According to goal theory, behavior is motivated and directed by cognized goals rather than being pulled by unrealized future state (Bandura, 1997:128). Bandura (1997) stated that motivation which based on personal standards involves a process of cognitive comparison of perceived performance to an adopted personal standard. Furthermore, he stated that by making self – satisfaction conditional on matching the standard, people give direction to their action and create self – in incentives to persist in their effort until their performances match their goals.

Bandura (1997) argued that comparative factors of personal standard and knowledge of one's performance level are required in the process of self – evaluation activation through cognitive comparison. Thus, simply adopting a goal without knowing how one is doing, or knowing how one is doing in the absence of a goal, has no lasting motivational impact (Bandura, 1997). However, the combined influence of goals with knowledge of performance heightens motivation substantially.

Strong perseverance usually pays off in performance accomplishments (Bandura, 1997:129). Bandura (1997:129) explained that the goal people set for themselves at the outset of an endeavor are likely to change, depending on how they construe the pattern and level of progress they making. Thus, they may maintain their original goal, lower their sights

if they are not making much headway, or adopt an even more challenging goal. The higher the self – set challenges, the more effort invested in the endeavor (Bandura, 1997:129).

3) Affective Processes

In affective process, people's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger (Bandura, 1994).

Self- efficacy to control thought processes is a key factor in regulating thought produced stress and depression. It is not the sheer frequency of disturbing thoughts but the perceived inability to turn them off that is the major source of distress. Both perceived coping self-efficacy and thought control efficacy operate jointly to reduce anxiety and avoidant behavior (Bandura, 1994).

4) Selection Processes

Related to selection process, Bandura (1997) argues that beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and

situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice behavior can profoundly affect the direction of personal development.

d. Adaptive Benefits of Optimistic Self-Beliefs of Efficacy

Human civilization had witnessed much evidence on how theories and technologies that are ahead of their time usually suffered repeated rejections and failures. For instance, Thomas Alva Edison has gone through thousands of failures before he succeeds. Therefore, it can be said that “the successful, the venturesome, the sociable, the non-anxious, the non-depressed, the social reformers, and the innovators take an optimistic view of their personal capabilities to exercise influence over events that affect their lives. If not unrealistically exaggerated, such self-beliefs foster positive well-being and human accomplishments” (Bandura, 1994).

Many of the challenges of life are group problems requiring collective effort to produce significant change. The strength of groups, organizations, and even nations lies partly in people's sense of collective efficacy that they can solve the problems they face and improve their lives through unified effort. People's beliefs in their collective efficacy influence what they choose to do as a group, how much effort they put into it, their

endurance when collective efforts fail to produce quick results, and their likelihood of success.

3. Brief Overview of Helen Keller's Story of My Life

The Story of My Life was first published in 1903. It is an autobiography in which Helen Keller recounts how she faced the difficulties as a blind and deaf person. Autobiography is a nonfiction literary work because it is based on true event of someone's life. This book contains a heart rending story of the challenges Keller and her teacher, Anna Sullivan, face to communicate with each other until Sullivan tries the method of finger-spelling the words on Keller's hand. With this method, Keller gets a breakthrough into the world of communication. For the first time, Keller recognizes the word 'Water' through this method, and as she goes on to describe it in her book, "that living word, awakened my soul, gave it light, hope, joy, set it free." With the help of her teacher, Keller learns to read and write and speak in different languages, including learning Braille letter.

Helen Keller wrote *The Story of My Life* when she was a student at the age of 22. The book is also containing the letters compiled from her early childhood to adulthood years, which she wrote to her family and friends, informing them about her struggles to educate herself as well as other events happening in her school and college. She engages the reader with her thoughts, emotions and opinions. Her determination, diligence and strength are displayed through her writing.

C. Theoretical Framework

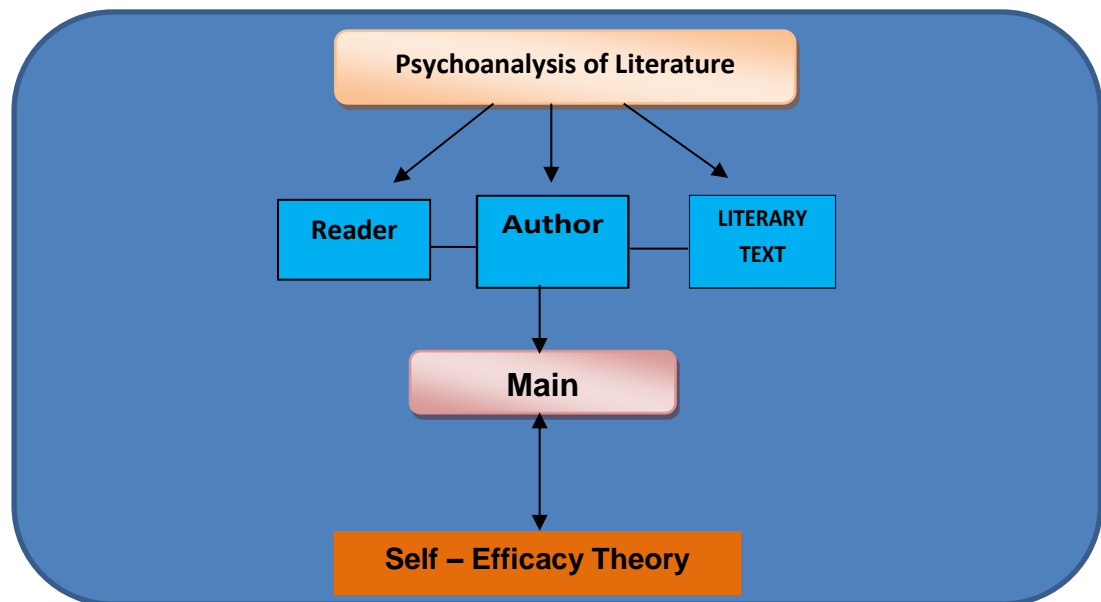


Figure 1a. Theoretical Framework

There is a two-way relationship between two major disciplines; literature and psychology collide on the same intersection at the point of essential people and human behavior. The basic building block of the correlation between literature and psychology is a literary work. Literary works study human beings and describe their inner world with all its aspect. As it is possible to approach literature and to evaluate literary works with the resources of psychology, and of literary sciences, so it is also possible to consider literary works based on psychology and to discover psychological facts in literature. The reason is that a literary work is at the same time a product of a certain psychological condition. A literary work supports psychology in terms of portraying human psychological conditions.

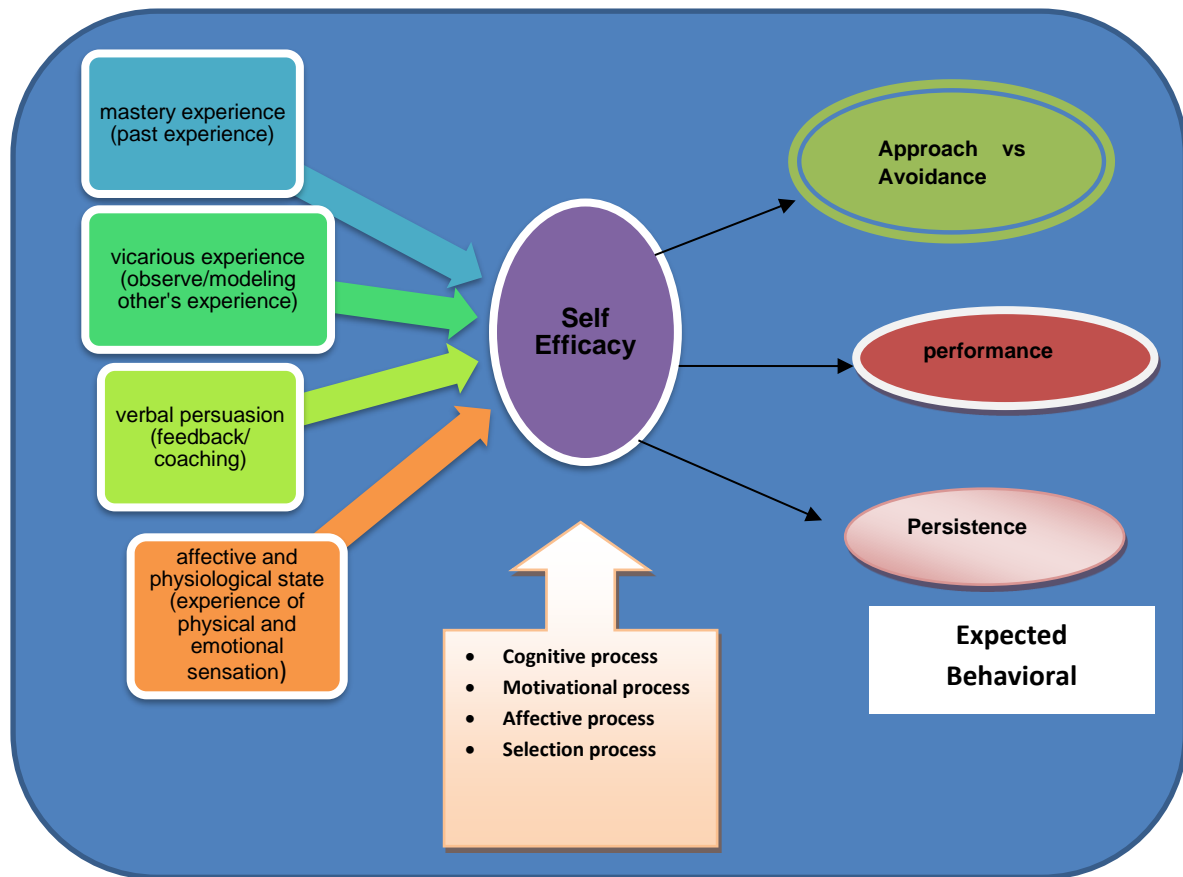


Figure 1b. Theoretical Framework

In this research, the psychology theory of self- efficacy proposed by Albert bandura is applied in order to investigate the psychological aspect of Helen Keller. Since the object of this research is an autobiography, therefore Helen Keller served as the author and the main character as well.

D. Conceptual Framework

The conceptual framework of this research can be drawn as follows:

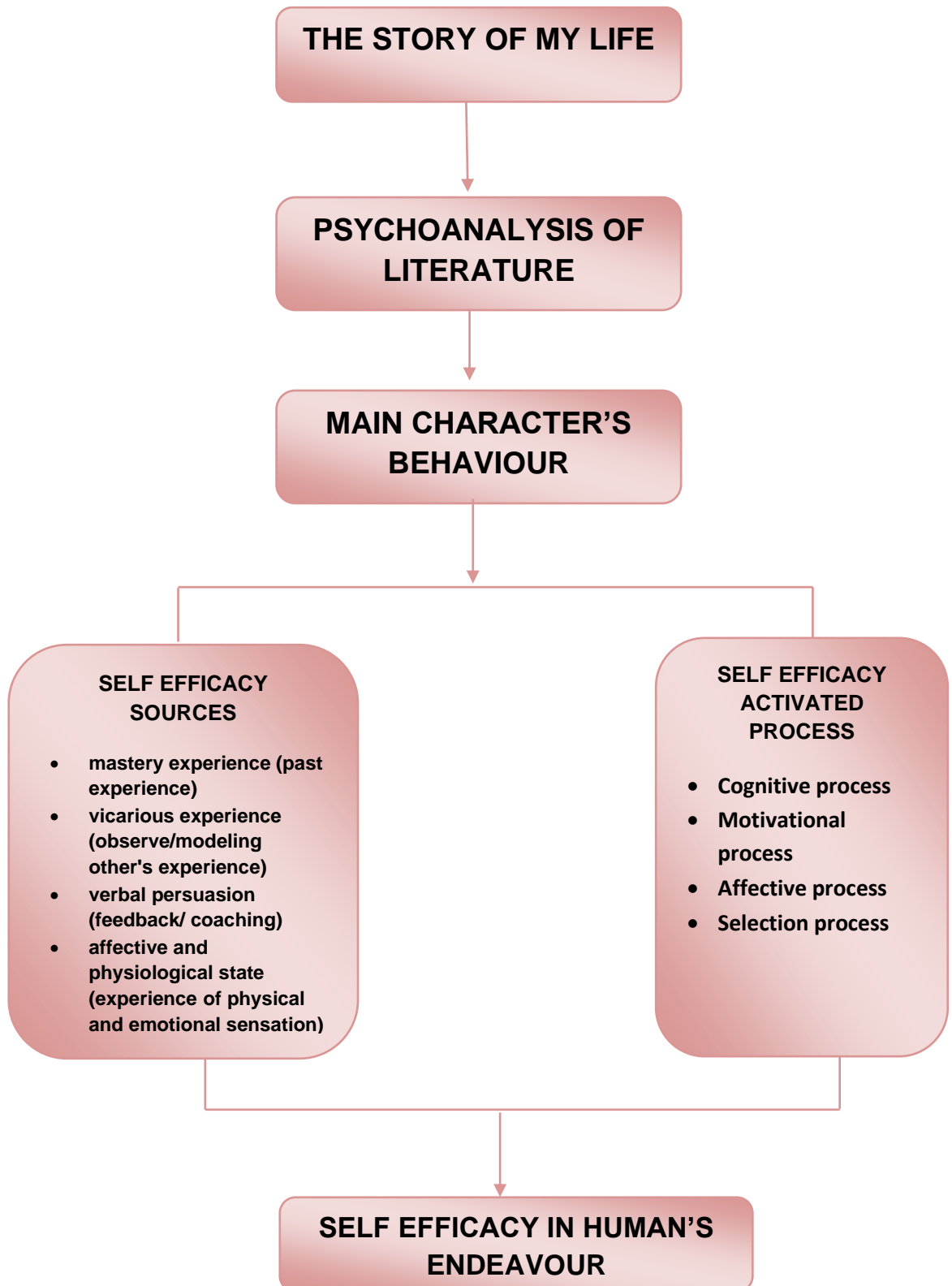


Figure 2. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

The design of this research is qualitative research. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Berg, 2009:3). By using descriptive research, the researcher aims to describe about self-efficacy and its effect toward one's personal life as reflected in Helen Keller's work, *The Story of My Life*.

B. Source of The Data

1. Primary Data

The primary data of this research were taken from Helen Keller's book "The *Story of My Life*" which was first published in 1903. *The Story of My Life* is written in the style of autobiography by Helen Keller detailing her early life, especially her experiences with her teacher Anne Sullivan.

2. Supporting Data

The supporting data were taken from various resources such as previous research, journal, library and online article related to the work of Helen Keller, *The Story of My Life*, and the self – efficacy theory.

C. Methods of Data Collection

1. Procedure of Data Collection

The data of this research were collected by using library research method. The steps of collecting the data are as follows:

- 1) The researcher read the whole text by using close reading technique.
- 2) The sentences or phrases of the texts were grouped based on the intended categories related to the ground theory.
- 3) The researcher focused on finding sentences or phrases of in the text which supports the research questions.
- 4) The sentences or phrases were classified by giving codes and displayed in form of chart or table.

2. Coding System

In order to make the process of identification and analyzing the data become more easily, the researcher used coding system. According to Saldana, codes in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana,2009:3).

The purpose of coding qualitative data is to take an overwhelmingly large amount of words and organize them into manageable pieces. The example of code system used in this research is as follow:

Read: C.2 S.4, means Chapter 2 sentence 4. Therefore, it is clear that the phrase was taken from chapter 2 sentence 4 of the book part.

D. Instrument of Data Collection

To obtain the data, the researcher used several tools such as: laptop, pencil, ruler, text liner pen, and various colors of sticky notes paper to separate the data.

E. Method of Data Analysis

According to Wellek and Warren (1949) there are two approaches in doing literary analysis, they are intrinsic and extrinsic approach. Intrinsic approach is literary research which is rooted in the literary text itself autonomously while the extrinsic approach is beyond the elements of the research literature out of the text.

After collecting the data from examining the intrinsic and extrinsic elements of the text, then the content of data was analyzed in descriptive qualitative method by applying the self-efficacy theory of psychology proposed by Albert Bandura. Berg (2009: 338) stated content analysis is a “careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, biases, and meanings”.

In analyzing the data, the researcher organized a series of procedures to make the research constructed systematically based on the scientific principles The steps of analyzing the data are as follows:

1. Conducting an extensive reading of *The story of My Life* to find the answer of the research questions by Identifying, and highlighting the important elements contained in the book by marking bold using a set of brightly colored markers to obtain the data.
2. Marking and coding the data in order to easily recognize the parts that have been extracted.
3. Listing all the data obtained into table.
4. Analyzing the sentences and phrases which describe the main character's behavior by applying psychological approach based on the self-efficacy theory.
5. drawing conclusion based on the result of the analysis by corresponding to the basic principle of the applied theory, the conclusion means to achieve coherence among all the elements that have been analyzed.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter concerns with the presentation and elaboration of the data that have been found in Keller's autobiography *The Story of My Life*. The researcher focuses on presenting the data related to the research questions such as sources of Keller's self – efficacy, and shows to what extent the self- efficacy plays important role in Keller's endeavor as narrated throughout the story, followed by the discussion of the findings based on the grounded theory.

A. Findings

Keller's autobiography *The Story of My life Signet classic edition (2010)* which becomes the object of this research consists of two parts; 23 chapters of narration of Keller's life, and the compilation of selected letters written by Keller from the year of 1887 -1901. Throughout the 23 chapters of the book, Keller recounts the events of her life in chronological order. In chapter 1, Keller begins the story by describing her family background, her childhood memories prior to losing her hearing and vision, focusing on her memories of speech and early love for language.

C.1S.49-51: Even after my illness, I remembered one of the words I had learned in these early months. It was the word "water," and I continued to make some sound for that word after all other speech

was lost. I ceased making the sound “wah-wah” only when I learned to spell the word (Keller, 2010:4)

Then, in each later chapter of her book, Keller continued to describe her feeling, thought, action, and experiences of her endeavor along her lifespan. Keller vividly describes the situation she had faced, how she managed to overcome all the obstacles along the way, and how vulnerable and strong she was. The letters were also arranged in a chronological order. The letters dated since the beginning Keller had started to learn language. Keller’s development in vocabulary and grammar mastery were also easily recognized in each letter she had written. From this description, the researcher extracted the sentence or phrases which represent the requirement to meet the objectives of this research based on Bandura’s self-efficacy theory.

1. Sources of Helen Keller Self Efficacy as Portrayed in *The Story of My Life*.

It may sound impossible for a deaf and blind person to write a book which become the object of this research. Keller started the first chapter of the book with a narration which described that she is not a super human. Even when she began to write the book, she doubted herself.

C.1S.1-3: It is with a kind of fear that I begin to write the history of my life. I have, as it were, a superstitious hesitation in lifting the veil that clings about my childhood like a golden mist. The task of writing an autobiography is a difficult one (Keller, 2010:1).

However, the fact that her book was published and become her legacy until present day is a valid prove that she had conquered her fear and self-

doubt. Therefore, this research was carried out based on the hypothesis that self- efficacy belief plays an important role in Keller's life journey. Self- efficacy is the belief we have in our abilities and competencies. Bandura (1997) recognized four major sources of self-efficacy and emphasized that it is by the reciprocity of these factors that people grow significant belief or disbelief in themselves.

The theory exhibits the idea that the perception of self – efficacy is influenced by four factors: mastery experience, vicarious experience, verbal persuasion, affective and psychological state (Bandura,1994). Below is the explanation of the data findings based on four major sources of self- efficacy belief according to Bandura's theory:

a) Mastery Experience

Perhaps people never realize the fact that every human being has mastery experiences. All of these experiences occur when an individual attempt to do something and it is successful; that is, this person has mastered something. Bandura (1994) stated that mastery experiences are the most effective way to boost self- efficacy because people are more likely to believe they can do something new if it is similar to something they have already done well.

In *The Story of My life*, Keller narrated how she had to struggle to master simple communication skill in order to communicate with the people around her.

C.2S.3-7: My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some

communication with others and began to make crude signs. A shake of the head meant "No" and a nod, "Yes," a pull meant "Come" and a push, "Go." Was it bread that I wanted? Then I would imitate the acts of cutting the slices and buttering them. If I wanted my mother to make ice-cream for dinner I made the sign for working the freezer and shivered, indicating cold (Keller, 2010:5).

the quotation above clearly describes Keller's desperation to fulfill her basic need; communication. Pull means "come". It was the action when Keller was taking hold of someone and used exerting force to draw someone toward her. While push means "go". It was the action of hold and exert force on someone in order to move them away. Once she realized that the simple sign or gesture she made can be understood by the people around her, she already had an early mastery experience of communication. Then, she continued to make another sign in hope that other people will understand the meaning of the sign she made. That is to prove that Keller's initial mastery of communication by using crude sign lead to a repetition of similar actions which she believed could help her to make the people around her understand what she intends to say.

C.2S.39 – 40: I could not tell Martha Washington when I wanted to go egg-hunting, but I would double my hands and put them on the ground, which meant something round in the grass, and Martha always understood. When we were fortunate enough to find a nest I never allowed her to carry the eggs home, making her understand by emphatic sign that she might fall and break them (Keller, 2010:7)

However, Keller soon realized that the signs she made cannot be used to express herself thoroughly. Her desire to express herself was inevitable. She tried to express herself in many ways to be understood, and when she failed, she became distressed and express it frantically which in other's view

were violent act, and that situation affect the people around her, especially her parents.

C.3S.1-6: Meanwhile the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. 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. If my mother happened to be near I crept into her arms, too miserable even to remember the cause of the tempest. After a while the need of some means of communication became so urgent that these outbursts occurred daily, sometimes hourly. My parents were deeply grieved and perplexed (Keller, 2010:11).

The major event in Keller's mastery experience of communication happened after her teacher, Anne Sullivan, came. Sullivan used finger spelling method as the means of communication to teach Keller. Under Sullivan's assistant, Keller had experienced many new things which lead her to her first major discovery and mastery of language. It was when Keller realized that every object or action has a name. The water scene describes her discovery in revealing the mystery of language.

C.4S.37- 44: We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. 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 barrier that could in time be swept away (Keller, 2010:16).

Keller's mastery experience on uttering audible sound also become one of the major factor in her discovery of language.

C.13S. 25 – 26: I shall never forget the surprise and delight I felt when I uttered my first connected sentence, "It is warm." True, they were broken and stammering syllables; but they were human speech (Keller, 2010:44).

However, sometimes people had to learn to master something in a hard way. Especially for Keller as a diffable person, the process of mastering something, can be dangerous.

C.2S.64-69: One day I happened to spill water on my apron, and I spread it out to dry before the fire which was flickering on the sitting-room hearth. The apron did not dry quickly enough to suit me, so I drew nearer and threw it right over the hot ashes. The fire leaped into life; the flames encircled me so that in a moment my clothes were blazing. I made a terrified noise that brought Viny, my old nurse, to the rescue. Throwing a blanket over me, she almost suffocated me, but she put out the fire. Except for my hands and hair, I was not badly burned (Keller, 2010:9).

The event described in the quotation above might be not quite significant for a person with a perfect eye sight, but for Keller, the visual impairment makes it difficult for her to perform a simple ordinary action or comprehend the situation around her holistically. Her intention was to dry her wet clothes. However, because Keller was unable to observe the whole situation around her, the simple action became a disaster. From this incident, Keller had acquired a mastery to be aware of a dangerous situation, she had learned that fire is dangerous, therefore she had to avoid it, otherwise she could be injured.

Keller also had developed an affection towards the beauty of nature. She loves playing outside in the open air, felt the breeze in the air, smelled and touched the plants.

C1S.31-33: Even in the days before my teacher came, I used to feel along the square stiff boxwood hedges, and, guided by the sense of smell would find the first violets and lilies. There, too, after a fit of temper, I went to find comfort and to hide my hot face in the cool leaves and grass. What joy it was to lose myself in that garden of flowers, to wander happily from spot to spot, until, coming suddenly upon a beautiful vine, I recognized it by its leaves and blossoms, and knew it was the vine which covered the tumble-down summer-house at the farther end of the garden! (Keller, 2010:3).

However, there was an incident when Keller realized that nature is not beautiful and kind. Once on a warm and humid day, when Helen sat waiting for Miss. Sullivan, who had gone to fetch the lunch basket, on the branch of a tree, the wind blew very hard, lashing against the branches. The frightened Helen clung to the branch with all her might, till her teacher came and helped her down (Keller,2010:18). She is terribly shaken by the event. From this incident, Keller had developed an awareness about the changes of nature. She described her feeling about the incident poetically.

C.5S.35: I had learned a lesson – that nature “wages open war against her children, under softest touch hides treacherous claws.” (Keller,2010:18).

From the excerpts above which represent Keller’s mastery experiences, it can be seen clearly that the early development of Keller’s self-efficacy is influenced by the development of her symbolic thought capacity, particularly the capacity to comprehend the cause-effect relationships and the capacity for self-observation and self-reflection.

Bandura stated that children should learn that one even can cause another event; that they are separate from other things and people, therefore, they can be the origin of actions that effect their environments

(1997). Thus, when children's understanding of language increases, their capacity for symbolic thought, and their capacity for self-awareness will also increase (Bandura, 1997).

b) Vicarious Experience

Bandura stated that vicarious experiences was functioned to alter efficacy beliefs through transmission of competencies and comparison with the attainment of others (1994,1997). In other words, vicarious experiences are symbolic modeling which can be gained through seeing or referring to others' behavior from a story, video, movie, or live modelling from the people around.

In *The Story of My life*, Keller's vicarious experiences can be witnesses through her narration which describe her action upon imitating or imagining others' behavior.

C.1S.47: Everything that I saw other people do I insisted upon imitating (Keller,2010:4).

C.2S.17: Standing before the mirror, as I had seen others do, I anointed mine head with oil and covered my face thickly with powder (Keller,2010:6)

From the excerpts above, it can be seen that although Keller was blind she was able to imagine herself doing something which according to her similar with those around her. Keller's vicarious experiences were gained through observing the events or situation around her.

C.2S.21 - 22: 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 mouth. Sometimes I stood between two persons who were conversing and touched their lips(Keller,2010:6).

C.2 S. 24: I moved my lips and gesticulated frantically without result (Keller,2010:6).

When Keller learned that people around her speak with their mouth not using the sign, she realized that she was different. Then she tried to imitate the action in hope that she also could do the same thing.

The process of vicarious learning also happened when she played outside with her friend or interact with the environment around her.

C.2S.35 – 36: Many of them were so tame that they would eat from my hand and let me feel them. One big gobbler snatched a tomato from me one day and ran away with it. Inspired, perhaps, by Master Gobbler's success, we carried off to the woodpile a cake which the cook had just frosted, and ate every bit of it (Keller, 2010:7).

The excerpt above describes, while Keller was playing outside fed hens and turkeys, she noticed how tame they were. She also noticed "Master Gobbler's (a big turkey) behavior who snatched the cake from her hand and ran away. Keller indecisively copied the action. She took a frosted cake from the kitchen and eat it in the woodpile surreptitiously. However, when she finally got sick because of this action, she considered it as a retribution. she also imagined whether the turkey also got the same retribution. This vicarious lesson gives her the sense that punishment will be given to those who have done a bad deed.

C.2S. 37: I was quite ill afterward, and I wonder if retribution also overtook the turkey (Keller,2010: 7).

Keller's vicarious experiences also came from the literature she had read. She found literature and art as the salvation in her darkness as they given her the knowledge which she cannot get from seeing or hearing.

C.21S. 1: I have thus far sketched the events of my life, but I have not shown how much I have depended on books not only for pleasure and for the wisdom they bring to all who read, but also for that knowledge which comes to others through their eyes and their ears (Keller, 2010: 78).

Keller regarded reading as a pleasure and she treat the books she read as treasures which gave her abundant of knowledge. She never really cared about the writing style or who was the author of the book.

C.21S.40-41: I did not study nor analyze them--I did not know whether they were well written or not; I never thought about style or authorship. They laid their treasures at my feet, and I accepted them as we accept the sunshine and the love of our friends (Keller, 2010:81).

The following excerpts are some of the example of her narration to exhibit her love of reading and the lesson she got from each book:

C.21S.42: I loved "Little Women" because it gave me a sense of kinship with girls and boys who could see and hear. Circumscribed as my life was in so many ways, I had to look between the covers of books for news of the world that lay outside my own (Keller, 2010:81).

Keller linked the essence of the book entitled "Little Woman" with her own circumstances which gave her the sense that it is possible for every child to have different expectations in life and how every child is unique, therefore, making unique decisions and accomplishing on their own terms what they set about to conquer. Since the main characters of the book were four little girls, it also gave her a sense of kinship with the children about her age who can see and hear.

C.21S.58 – 61: My mind opened naturally and joyously to a conception of antiquity. Greece, ancient Greece, exercised a mysterious fascination over me. In my fancy the pagan gods and goddesses still walked on earth and talked face to face with men, and in my heart I secretly built shrines to those I loved best. I knew and loved the whole tribe of nymphs and heroes and demigods--no, not quite all, for the

cruelty and greed of Medea and Jason were too monstrous to be forgiven, and I used to wonder why the gods permitted them to do wrong and then punished them for their wickedness (Keller, 2010: 82).

C.21S.64: It was the Iliad that made Greece my paradise (Keller, 2010: 83).

C.21S.72-73: When I read the finest passages of the Iliad, I am conscious of a soul-sense that lifts me above the narrow, cramping circumstances of my life. My physical limitations are forgotten--my world lies upward, the length and the breadth and the sweep of the heavens are mine! (Keller, 2010: 83).

It is fascinating how literature can truly be a salvation for Keller. Keller read variety of books such as novel, plays, poetry, and even history book. Through reading a passage of a literature book, Keller broaden her view of the world around her, and even it can help her forget about physical limitation.

C.21S.147 – 150: In a word, literature is my Utopia. Here I am not disfranchised. No barrier of the senses shuts me out from the sweet, gracious discourse of my book-friends. They talk to me without embarrassment or awkwardness. The things I have learned and the things I have been taught seem of ridiculously little importance compared with their "large loves and heavenly charities." (Keller, 2010:89).

The most obvious example of Keller's vicarious experience was when she learned to speak. Keller took Ragnhild Kaata as a model. Kaata was a deaf blind girl in Norway who was taught to speak, and was success. Upon hearing story about Kaata's success, Keller was also dedicated to learn to speak.

C.13S. 11 – 15: I had known for a long time that the people about me used a method of communication different from mine; and even before I knew that a deaf child could be taught to speak, I was conscious of dissatisfaction with the means of communication I already possessed. One who is entirely dependent upon the manual alphabet has always

a sense of restraint, of narrowness. This feeling began to agitate me with a vexing, forward-reaching sense of a lack that should be filled. My thoughts would often rise and beat up like birds against the wind, and I persisted in using my lips and voice. Friends tried to discourage this tendency, fearing lest it would lead to disappointment. But I persisted, and an accident soon occurred which resulted in the breaking down of this great barrier--I heard the story of Ragnhild Kaata (Keller, 2010:43)

c) Coaching, Verbal Persuasion

For Keller, who has physical limitation, this factor has the major impact in building her self – efficacy. Having physical limitation, Keller was not able to hear or speak. Therefore, the persuasion given by the teacher was in form of physical action. Keller regarded the arrival of her teacher, Anne Sullivan, as the most important day of her life.

C.4S.1: The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects (Keller,2010: 14).

Keller was quite devastated when she realized that the sign language that she made was not adequate to fully express herself. Before the teacher came, Keller describes her life as “living in a darkness”. She desperately need to escape from that situation, and Sullivan shed a light upon her arrival.

C.4.S.10 – 12: Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour (Keller,2010:14).

After Anne Sullivan came, Keller was introduced to language. Anne started to teach Keller step by step patiently. At first Keller was taught how to spell word. Keller did not realize that what she was doing was word spelling. She did not know the connection between words that she spells and the reference or the meaning of the word itself. She simply regarded this as finger plays.

C.4S18-19: 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 (Keller,2010:15).

C.4 S.22: I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation (Keller,2010:15).

Anne Sullivan constantly and patiently assisted Keller to find out what is the meaning of spelling activity. She wanted to teach Keller that every word has meaning.

C.4S.25 - 27: One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two (Keller, 2010:15)

Sullivan's effort become fruitful when Keller finally realized that every word has a meaning from the water scene.

C4S.38 – 42: Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand (Keller, 2010:16).

After knowing that the words have meaning, the learning process became much easier and Keller's progress in learning started to accelerate. She was not only taught about words spelling but other lesson also, such as arithmetic, geography, natural science, literature, and many more.

C.5S.6 – 7: 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 (Keller, 2010:17).

Keller also experienced difficulty in understanding the abstract concept which she cannot touch. Through Sullivan's assistance, Keller gradually knew the meaning of abstract ideas, such as love and thinking process.

C.6S.23 – 26: 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." (Keller, 2010: 21).

C.6S.27-28: In a flash I knew that the word was the name of the process that was going on in my head. This was my first conscious perception of an abstract idea (Keller, 2010: 21).

Keller then was taught to read. During the process, Sullivan used teaching method which kept Keller interested in the lesson without feeling bored so that her psychological condition will constantly in the mood of learning. Her reading lessons gradually shift from finger spelling, to printed slips of cardboard, to printed book.

C.7S. 2 – 5: As soon as I could spell a few words my teacher gave me slips of cardboard on which were printed words in raised letters. I quickly learned that each printed word stood for an object, an act, or a quality. I had a frame in which I could arrange the words in little sentences; but before I ever put sentences in the frame I used to make them in objects. I found the slips of paper which represented, for example, "doll," "is," "on," "bed" and placed each name on its object; then I put my doll on the bed with the words is, on, bed arranged beside the doll, thus making a sentence of the words, and at the same time carrying out the idea of the sentence with the things themselves (Keller, 2010: 23).

Through her guidance, Sullivan had made a huge contribution in Keller's life. She even taught Keller to speak. One of the things that might seem impossible for a child with hearing and seeing impairment. Keller was fully aware of her condition which make it difficult for her to learn.

C.6S.46-48: The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words; nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says (Keller, 2010:22).

C.13 S. 35 – 36: But for Miss Sullivan's genius, untiring perseverance and devotion, I could not have progressed as far as I have toward natural speech (Keller,2010: 44).

In her book *The Story of My Life*, Keller repeatedly express her gratitude and admiration toward her teacher Anne Sullivan.

C.6S. 37 – 38: From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue (Keller, 2010: 22).

C.7 S. 74 – 76: It was my teacher's genius, her quick sympathy, her loving tact which made the first years of my education so beautiful. It

was because she seized the right moment to impart knowledge that made it so pleasant and acceptable to me. She realized that a child's mind is like a shallow brook which ripples and dances merrily over the stony course of its education and reflects here a flower, there a bush, yonder a fleecy cloud; and she attempted to guide my mind on its way, knowing that like a brook it should be fed by mountain streams and hidden springs, until it broadened out into a deep river, capable of reflecting in its placid surface, billowy hills, the luminous shadows of trees and the blue heavens, as well as the sweet face of a little flower (Keller, 2010: 28).

The excerpts above describe the method of teaching used by the teacher, Anne Sullivan. With constant persuasion, Sullivan treated Keller in a way that she would get used to language. Sullivan used everything around Keller's environment to teach her about the world that she cannot see with her eyes. Instead of forcing the knowledge, Sullivan introduced knowledge to Keller by recognizing Keller's interests and utilized all the resources around her to create an enjoyable learning process.

In studying zoology and botany, Keller spent most of the study in outdoor. With Sullivan's assistance, Keller learned about animals and plants by exploring the material being taught through direct interaction. The following excerpt is one of the example Keller's learning activity in studying zoology.

C.7S.62 – 64: Once there were eleven tadpoles in a glass globe set in a window full of plants. I remember the eagerness with which I made discoveries about them. It was great fun to plunge my hand into the bowl and feel the tadpoles frisk about, and to let them slip and slide between my fingers (Keller, 2010: 27).

C.7S. 70 – 74: Thus I learned from life itself. At the beginning I was only a little mass of possibilities. It was my teacher who unfolded and developed them. When she came, everything about me breathed of love and joy and was full of meaning. She has never since let pass an opportunity to point out the beauty that is in everything, nor has she

ceased trying in thought and action and example to make my life sweet and useful (Keller, 2010: 27).

When Keller was accused of plagiarism, she was depressed and afraid to write again. Keller had no idea that her writing was accused for plagiarism. It was probably because Keller was learning by assimilation and imitation, then she put her ideas into words. Everything she read from a book which make her interested, retained in her memory, consciously or unconsciously, and the she adapted it. During this hard time, Sullivan stayed by her side to persuade and convinced her to continue to write. All the people around her also tried their best to comfort her.

C.15S. 12 – 13: Miss Sullivan consoled and helped me in every way she could think of; but the terrible experience I had passed through left a lasting impression on my mind, the significance of which I am only just beginning to understand. It was with the hope of restoring my self-confidence that she persuaded me to write for the Youth's Companion a brief account of my life (Keller, 2010: 54)

C.14S.53: In my trouble I received many messages of love and sympathy (Keller, 2010:50).

From the data presented above, it can be seen that the persuasion given by Sullivan in form of physical contact with Keller and constant coaching had a tremendous effect on Keller's endeavor in learning language. Therefore, Keller's learning processes started from spelling word, reading, and speaking can run well. she even stated that she and her teacher are inseparable.

C.7S.79 – 81: My teacher is so near to me that I scarcely think of myself apart from her. How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell. I feel that her being is inseparable from my own, and that the footsteps of my life are in hers. All the best of me belongs to her--there is not a

talent, or an aspiration or a joy in me that has not been awakened by her loving touch (Keller, 2010: 28).

d) Affective or Psychological State

Every action made by an individual affect the psychological state. When Keller eventually realized that she was different, she embraced her limitation and accept her condition. This self-acceptance helped her to cope with the obstacles she had to face.

C.1S.64: Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came--my teacher--who was to set my spirit free (Keller,2010:5).

However, the process of acceptance was not run smoothly. As a young child, Keller possess a great curiosity to know everything. Therefore, she develops a way to communicate with others by using crude sign. Soon the signs she used was not adequate to fully express her intention. Once she realized that other people around her converse with their mouth, she began to imitate the action. However, when she failed to do the action, it triggers her anger, and she became depressed.

C.2S.20-21: 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 (Keller, 2010:6).

C.2S. 22 – 25: Sometimes I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed. I moved my lips and gesticulated frantically without result. This made me so angry at times that I kicked and screamed until I was exhausted (Keller, 2010:6).

C.3S.1 – 4: Meanwhile the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. 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 (Keller, 2010: 11).

After her teacher, Anne Sullivan, came, at first she was taught about finger spelling. She was very delighted when she can imitate the finger play and making the letters correctly. At that time, she was not realized that she was spelling a word.

C.4S.19 – 20: 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 (Keller, 2010: 15)

For the excerpt above, it can be seen the feeling of pleasure and pride she had shown upon succeeded in doing the finger spelling, put her in a condition where she was ready to learn further. This feeling become stronger when she finally was able to reveal the mystery of language through the “water” scene.

C.4 S.41- 42: Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. 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 (Keller, 2010: 16).

C.4S. 45: I left the well-house eager to learn (Keller, 2010: 16).

It can be seen that after Keller found out that every word she spelled has meaning, she was developing a positive attitude towards learning. She

realized that her journey ahead will difficult, but she believed that she could pass all the barrier.

C.5S.2: I recall many incidents of the summer of 1887 that followed my soul's sudden awakening. 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 (Keller, 2010: 17).

C.5S.5: As my knowledge of things grew I felt more and more the delight of the world I was in (Keller, 2010: 17).

Keller's positive mental state continued to grow as she learned more about language. She embraces her physical limitation by acknowledging her weakness. She realized that the journey will be difficult, but she aimed for an incredible result.

C.6 S. 1 – 4: I had now the key to all language, and I was eager to 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. Gradually from naming an object we advance step by step until we have traversed the vast distance between our first stammered syllable and the sweep of thought in a line of Shakespeare (Keller, 2010:20).

Keller was unable to utter audible sound because of her visual and auditory impairment. Therefore, even though she had realized that she was different from other people, and she also communicated differently; her biggest dream was to able to produce words through her mouth. When she was told that there was a deaf and blind girl in Norway named Ragnhild Kaata who had succeeded to speak, she was very delighted. She believed that she also would be able to speak.

C.13S. 2: The impulse to utter audible sounds had always been strong within me (Keller, 2010:42)

C.13S. 18- 19: Mrs. Lamson had scarcely finished telling me about this girl's success before I was on fire with eagerness. I resolved that I, too, would learn to speak (Keller, 2010: 43).

Keller learned to speak under the guidance of Miss Sarah Fuller, the principal of Horace Mann School. In order to make Keller recognize the element of speech, Fuller passed Keller's hand over her face, then allow Keller to feel the position of her tongue and lips when Fuller produce a sound. Keller was more confidence to learn to speak when finally, she was able to utter her first sentence.

C.13S. 27: I shall never forget the surprise and delight I felt when I uttered my first connected sentence, "It is warm." True, they were broken and stammering syllables; but they were human speech. My soul, conscious of new strength, came out of bondage, and was reaching through those broken symbols of speech to all knowledge and all faith (Keller, 2010: 44).

Keller also exhibits a positive mental attitude when she determined to be enrolled to Radcliffe.

C.20.S.4 – 10: I remember my first day at Radcliffe. It was a day full of interest for me. I had looked forward to it for years. A potent force within me, stronger than the persuasion of my friends, stronger even than the pleadings of my heart, had impelled me to try my strength by the standards of those who see and hear. I knew that there were obstacles in the way; but I was eager to overcome them. I had taken to heart the words of the wise Roman who said, "To be banished from Rome is but to live outside of Rome." Debarred from the great highways of knowledge, I was compelled to make the journey across country by unfrequented roads--that was all; and I knew that in college there were many bypaths where I could touch hands with girls who were thinking, loving and struggling like me(Keller,2010:72).

Keller encountered a broke down affective or mental state when she was accused of plagiarism. When she finally able to read, Keller wrote a book entitled "*The Frost King*". However, this book was accused of plagiarism because the similarity in idea and language with a book entitled "*The Frost Fairies*" which was written by Miss Margaret T. Canby long before Keller was born.

C.14S.26 – 28: The two stories were so much alike in thought and language that it was evident Miss Canby's story had been read to me, and that mine was--a plagiarism. It was difficult to make me understand this; but when I did understand I was astonished and grieved. No child ever drank deeper of the cup of bitterness than I did. I had disgraced myself; I had brought suspicion upon those I loved best. And yet how could it possibly have happened? I racked my brain until I was weary to recall anything about the frost that I had read before I wrote "The Frost King"; but I could remember nothing, except the common reference to Jack Frost, and a poem for children, "The Freaks of the Frost," and I knew I had not used that in my composition (Keller, 2010: 48)

Keller was depressed and exhibits her vulnerability. The feeling of regret, loss and despair had dragged her into a deep grievance. She was traumatized and feeling discourage to write. The following excerpts describe her mental state:

C.14S.44 – 45: As I lay in my bed that night, I wept as I hope few children have wept. I felt so cold, I imagined I should die before morning, and the thought comforted me (Keller, 2010:49).

C.14S.58 – 59: Indeed, I have ever since been tortured by the fear that what I write is not my own. For a long time, when I wrote a letter, even to my mother, I was seized with a sudden feeling of terror, and I would spell the sentences over and over, to make sure that I had not read them in a book. Had it not been for the persistent encouragement of Miss Sullivan, I think I should have given up trying to write altogether (Keller, 2010: 50-51).

e) Imaginal Experience/ Visualization

Apart from the four sources of self- efficacy proposed by Bandura (1994), based on the data taken from Keller's narration, the researcher also found another source which is quite significant to boost Keller's self – efficacy. it is called imaginal experience or visualization. This finding is in accordance with the sources of self- efficacy proposed by Maddux (1999). According to Maddux (1999) there are five sources of self – efficacy: mastery experience, vicarious experience, imaginal experience, verbal persuasion, and affective state.

The following excerpt describes how imaginal experience become one of Keller's sources of self – efficacy. One day, out of curiosity, Keller was trying to climb a tree. It was difficult, but instead of giving up, she imagines herself doing something wonderful which make her continued to climb.

C.5S. 45 – 49: I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. 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. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams (Keller, 2010: 19).

When Keller started learning to speak, it was the imagination that she would be able to converse with her little sister using her mouth which make Keller keep struggling and learn to speak.

C.13S. 44 – 46: "My little sister will understand me now," was a thought stronger than all obstacles. I used to repeat ecstatically, "I am not

dumb now." I could not be despondent while I anticipated the delight of talking to my mother and reading her responses from her lips (Keller, 2010:45).

C.13 S. 28 – 31: No deaf child who has earnestly tried to speak the words which he has never heard--to come out of the prison of silence, where no tone of love, no song of bird, no strain of music ever pierces the stillness--can forget the thrill of surprise, the joy of discovery which came over him when he uttered his first word. Only such a one can appreciate the eagerness with which I talked to my toys, to stones, trees, birds and dumb animals, or the delight I felt when at my call Mildred ran to me or my dogs obeyed my commands. It is an unspeakable boon to me to be able to speak in winged words that need no interpretation. As I talked, happy thoughts fluttered up out of my words that might perhaps have struggled in vain to escape my fingers lips (Keller, 2010:45).

Despite having physical limitation, Keller was always dreamt of going to a formal college. When she was little girl, during her visit to Wellesley, she said, "Someday I shall go to College – but I shall go to Harvard" (Keller, 2010: 62). It was a very strong statement for a young girl, yet she made it through when she entered Radcliffe.

C.18S.3: The thought of going to college took root in my heart and became an earnest desire, which impelled me to enter into competition for a degree with seeing and hearing girls, in the face of the strong opposition of many true and wise friends (Keller, 2010:62).

f) Religious Faith

Keller's source of self – efficacy also comes from her religious faith. She realized the God image engaged in her life in her darkness days which made her believe that the "unseen" are eternal. This belief helped her in accepting and embrace her physical limitation. The following excerpts clearly describe Keller's perception in religious aspects.

C.21 S. 81 -82: I began to read the Bible long before I could understand it. Now it seems strange to me that there should have been

a time when my spirit was deaf to its wondrous harmonies; but I remember well a rainy Sunday morning when, having nothing else to do, I begged my cousin to read me a story out of the Bible (Keller, 2010: 84).

C.21 S.88 – 89: But how shall I speak of the glories I have since discovered in the Bible? For years I have read it with an ever-broadening sense of joy and inspiration; and I love it as I love no other book (Keller, 2010: 84).

C.21 S. 102: The Bible gives me a deep, comforting sense that "things seen are temporal, and things unseen are eternal (Keller, 2010: 85).

2. Helen Keller's Self - Efficacy Activated Processes

a) Cognitive Process

Bandura (1997: 116) stated most courses of action are initially shaped in thought. Furthermore, he stated that the cognitive constructions serve as guides for action the proficiency's development to control those events that affect their lives. The following excerpts describe Keller's cognitive construction.

C.2S.3-7: My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs. A shake of the head meant "No" and a nod, "Yes," a pull meant "Come" and a push, "Go." Was it bread that I wanted? Then I would imitate the acts of cutting the slices and buttering them. If I wanted my mother to make ice-cream for dinner I made the sign for working the freezer and shivered, indicating cold (Keller, 2010:5).

From the excerpt above it can be seen that Keller had develop her own way of learning by touching and observing every object around her. In order to be able to communicate with others, she also develop crude signs. This action of making crude signs was intended to make herself to be understood by other. This is a valid prove of problem solving skills which require

effective cognitive processing of multifaceted information. This action involved inferential judgement about how action affect outcomes. As Bandura (1997) stated that a major function of thought is to enable people to predict events and to develop ways to control events which affect their lives.

The cognitive process also occurred when Keller was able to connect the word spelled in her palm with the reference of the actual object in the reality. She was able to recognize the letters “w- a – t – e – r” spelled in her palm means “something cool” flowing in her hand.

C.4S.37- 44: We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. 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 barrier that could in time be swept away (Keller, 2010:16)

The ability to connect her current learning with the previous learning requires memory and attention. Memory functioned to retain all the material of previous learning. While attention helped her to detect and concentrate on the stimuli which enable her to select the relevant information stored in her memory with the current event. These processes also happened when Keller was learning to speak. With the help of Miss Fuller Keller was able to recognize other's speech sounds by connecting the vibrations on someone throat with the movement of lips and tongue.

C.13S.23: Miss Fuller's method was this: she passed my hand lightly over her face, and let me feel the position of her tongue and lips when she made a sound. I was eager to imitate every motion and in an hour had learned six elements of speech: M, P, A, S, T, I (Keller, 2010:43)

b) Motivational Process

The motivational process can be clearly seen when Keller had a mastery experience or a vicarious experience. Once she gained a mastery experience she become motivated to learn more.

C.4S.42-44: 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 barrier that could in time be swept away (Keller, 2010:16)

C.4S45: I left the well-house eager to learn.

From the excerpt above it can be seen that once Keller revealed the mystery of language, she was determined and motivated to learn. Although she realized that it will be difficult, and there will be many barriers. As Bandura (1997) stated that unless motivated, a person does not produce learned behavior. Furthermore, he also stated that the capability of self – motivation and purposive action is rooted in cognitive activity. The following lines from Keller’s narration supports this statement.

C.6 S. 1 – 4: I had now the key to all language, and I was eager to 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. Gradually from naming an object we advance step by step until we have traversed the vast distance between our first stammered syllable and the sweep of thought in a line of Shakespeare (Keller, 2010:20).

Keller was also motivated through observing others' success behavior. Upon hearing the story that there was a deaf a blind girl in Norway named Ragnhild Kaata who was taught to speak, and was success, Keller was motivated to learn to speak.

C.13S. 2: The impulse to utter audible sounds had always been strong within me (Keller, 2010:42)

C.13S. 18- 19: Mrs. Lamson had scarcely finished telling me about this girl's success before I was on fire with eagerness. I resolved that I, too, would learn to speak (Keller, 2010: 43).

From the excerpt above it can be seen that Keller's action is in accordance with the expectancy-value theory which predict that the higher the expectancy that certain behavior can secure specific outcomes and the more highly those outcomes are valued, the greater is the motivation to perform the activity (Bandura,1997: 125).

For Keller who has hearing and visual impairment, being able to speak with her mouth is a privilege. Therefore, she really expected to perform it.

C.13 S.28 – 30: No deaf child who has earnestly tried to speak the words which he has never heard--to come out of the prison of silence, where no tone of love, no song of bird, no strain of music ever pierces the stillness--can forget the thrill of surprise, the joy of discovery which came over him when he uttered his first word. Only such a one can appreciate the eagerness with which I talked to my toys, to stones, trees, birds and dumb animals, or the delight I felt when at my call Mildred ran to me or my dogs obeyed my commands. It is an unspeakable boon to me to be able to speak in winged words that need no interpretation (Keller, 2010:44)

Bandura (1997) stated that the strength of motivation is governed jointly by the expectation that particular actions will produce specified outcomes, and the attractiveness of those outcomes. The following excerpts

taken from Keller's narration showed that Keller's expectation of being able to speak which kept her persist and motivated throughout the difficult process of learning.

C.13S.42-43: My work was practice, practice, practice. Discouragement and weariness cast me down frequently; but the next moment the thought that I should soon be at home and show my loved ones what I had accomplished, spurred me on, and I eagerly looked forward to their pleasure in my achievement (Keller, 2010: 45).

C.13S.44 – 46: "My little sister will understand me now," was a thought stronger than all obstacles. I used to repeat ecstatically, "I am not dumb now." I could not be despondent while I anticipated the delight of talking to my mother and reading her responses from her lips (Keller, 2010: 45).

c) Affective Process

Affect is a psychological term to describe human's state of emotion. Affective processes include all feelings and responses. Positive or negative, related to behavior, knowledge, or beliefs (An, 2019). In affective process, people's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation (Bandura, 1997).

The vivid example of Keller affective process was when she had to face plagiarism accusation. At that moment she was traumatized and depressed.

C.15S.5 – 6: I was still excessively scrupulous about everything I wrote. The thought that what I wrote might not be absolutely my own tormented me. No one knew of these fears except my teacher. A strange sensitiveness prevented me from referring to the "Frost King"; and often when an idea flashed out in the course of conversation I would spell softly to her, "I am not sure it is mine." At other times, in the midst of a paragraph I was writing, I said to myself, "Suppose it should be found that all this was written by someone long ago!" An

impish fear clutched my hand, so that I could not write any more that day. And even now I sometimes feel the same uneasiness and disquietude (Keller, 2010: 54)

Eventually she was able to get out of that state. The following excerpts taken from Keller's narration describes how Keller regulate her affective state.

C.14S.87 – 88: Meanwhile I trust and hope and persevere, and try not to let the bitter memory of "The Frost King" trammel my efforts (Keller, 2010: 52).

C.15S.16 – 18: I wrote timidly, fearfully, but resolutely, urged on by my teacher, who knew that if I persevered, I should find my mental foothold again and get a grip on my faculties. Up to the time of the "Frost King" episode, I had lived the unconscious life of a little child; now my thoughts were turned inward, and I beheld things invisible. Gradually I emerged from the penumbra of that experience with a mind made clearer by trial and with a truer knowledge of life (Keller, 2010:55)

Bandura (1997) stated that people possess the capability to manage their own thought processes. Some people can control what they think. Others felt powerless to rid themselves of perturbing or dejecting intrusive thoughts (Bandura, 1997:145). Therefore, to maintain an emotional wellbeing, every individual should aware of their own self – regulation of thought processes. Many human distresses are exacerbated by failure of thought control (Bandura, 1997).

When Keller finally able to overcome her fear of writing due to plagiarism accusation trauma, she had already taken control of her own thought. Although it cannot be neglected that her teacher, Anne Sullivan, had a significant role in helping Keller out of that state.

C.15S.12 – 13: Miss Sullivan consoled and helped me in every way she could think of; but the terrible experience I had passed through left a lasting impression on my mind, the significance of which I am only just beginning to understand. It was with the hope of restoring my self-confidence that she persuaded me to write for the Youth's Companion a brief account of my life (Keller, 2010: 55).

C.13S.15: As I look back on my struggle to write that little story, it seems to me that I must have had a prophetic vision of the good that would come of the undertaking, or I should surely have failed (Keller, 2010: 55).

d) Selection Process

In the daily lives, people repeatedly confront situation in which they must choose among different possible activities. In self-development through choice processes, destinies are shaped by selection one has made which intended to cultivate certain potentialities and lifestyles. selection process of building self – efficacy happen when an individual prefer to do something likely to succeed.

Keller shows that she possesses high self – efficacy when she chooses to learn to speak with her mouth. Although she had known that a deaf child cannot be taught she insist to pursue it. As Bandura (1997) stated that the higher one's perceived self – efficacy, the more challenging the activity they select. The vivid description can be seen in the following excerpts.

C.13S. 11 – 15: I had known for a long time that the people about me used a method of communication different from mine; and even before I knew that a deaf child could be taught to speak, I was conscious of dissatisfaction with the means of communication I already possessed. One who is entirely dependent upon the manual alphabet has always a sense of restraint, of narrowness. This feeling began to agitate me with a vexing, forward-reaching sense of a lack that should be filled. My thoughts would often rise and beat up like birds against the wind,

and I persisted in using my lips and voice. Friends tried to discourage this tendency, fearing lest it would lead to disappointment. But I persisted, and an accident soon occurred which resulted in the breaking down of this great barrier--I heard the story of Ragnhild Kaata (Keller, 2010:43)

C.13S. 18- 19: Mrs. Lamson had scarcely finished telling me about this girl's success before I was on fire with eagerness. I resolved that I, too, would learn to speak (Keller, 2010: 43).

Another evidence of Keller's selection process was when Keller seemed to avoid to study algebra and geometry because she thought it was difficult to handle, because the math symbol used in algebra was printed differently in each of braille writing style. Yet, again under Sullivan guidance Keller was able to go through the process.

C.19S.48 – 49: when it came to geometry and algebra, difficulties rose. I was sorely perplexed, and felt discouraged wasting much precious time, especially in algebra (Keller, 2010: 70).

B. Discussion

Based on the data presented on the findings section above, it can be seen that Keller's sources of self – efficacy comes from not only four sources as Bandura (1994,1997) proposed: mastery experience, vicarious experience, social persuasion, and affective state. The fifth source of Keller's self- efficacy is called imaginal experience. This finding is in accordance with the sources of self- efficacy proposed by Maddux (1999). According to Maddux (1999) there are five sources of self – efficacy: mastery experience, vicarious experience, imaginal experience, verbal persuasion, and affective state.

According to Bandura (1997), the most effective way to build self-efficacy is mastery experience. Mastery experiences refer to the experiences people gain when they do something and succeed. Nevertheless, when the result is not as good as expected or fail, people tend to discourage. This statement is proved when Keller finally able to do the finger spelling play which was actually word spelling. Her motivation was even more elevated when she recognized that the finger spelling game that she played was word spelling, and every word she spelled has meaning.

Keller's soul awakening can be witnessed through the water scene. It was the moment when she connected the idea of the word she spelled with the thing it refers to. From this action, Keller had developed a sense perception of the causal relationship between events, and understanding that actions produce results.

C.4S. 40 – 44: I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. 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 barrier that could in time be swept away (Keller, 2010:16)

Keller proved that in order to survive in this world, people should possess sense of self efficacy. Her success in Radcliffe college admission was one of the example of her high level of self – efficacy.

C.20S. 4 – 10: I remember my first day at Radcliffe. It was a day full of interest for me. I had looked forward to it for years. A potent force within me, stronger than the persuasion of my friends, stronger even than the

pleadings of my heart, had impelled me to try my strength by the standards of those who see and hear. I knew that there were obstacles in the way; but I was eager to overcome them. I had taken to heart the words of the wise Roman who said, "To be banished from Rome is but to live outside of Rome." Debarred from the great highways of knowledge, I was compelled to make the journey across country by unfrequented roads--that was all; and I knew that in college there were many bypaths where I could touch hands with girls who were thinking, loving and struggling like me (Keller, 2010: 72).

This book, *The Story of My Life*, and other books written by Keller are also the valid evidences of her struggle and perseverance against the odds. Bandura (1997) stated that people with a weak sense of self-efficacy avoid challenging tasks. They believe that difficult tasks and situations are beyond their capabilities. Focus on personal failings and negative outcomes. Quickly lose confidence in personal abilities (Bandura, 1994). On the contrary, people with a strong sense of self – efficacy view challenging problems as tasks to be mastered. Develop deeper interest in the activities in which they participate. Form a stronger sense of commitment to their interests and activities. Recover quickly from setbacks and disappointments.

C.20S.11 – 14: I began my studies with eagerness. Before me I saw a new world opening in beauty and light, and I felt within me the capacity to know all things. In the wonderland of Mind I should be as free as another. Its people, scenery, manners, joys, tragedies should be living, tangible interpreters of the real world (Keller, 2010: 72).

The following lines portrayed Keller's strong sense of self – efficacy which kept her preserved and committed to the goal she had made. She proved that there is no easy way in achieving something. People have to

fight when faced with difficult circumstances, endure all the pain along the endeavor, and bounce back when failed.

C.20S.48 – 53: For, after all, every one who wishes to gain true knowledge must climb the Hill Difficulty alone, and since there is no royal road to the summit, I must zigzag it in my own way. I slip back many times, I fall, I stand still, I run against the edge of hidden obstacles, I lose my temper and find it again and keep it better, I trudge on, I gain a little, I feel encouraged, 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 (Keller, 2010: 74).

Keller also taught us the science of patience in facing obstacles in our endeavor, especially in the pursuit of knowledge or education.

C.20S. 104 – 109: While my days at Radcliffe were still in the future, they were encircled with a halo of romance, which they have lost; but in the transition from romantic to actual I have learned many things I should never have known had I not tried the experiment. One of them is the precious science of patience, which teaches us that we should take our education as we would take a walk in the country, leisurely, our minds hospitably open to impressions of every sort. Such knowledge floods the soul unseen with a soundless tidal wave of deepening thought. "Knowledge is power." Rather, knowledge is happiness, because to have knowledge--broad, deep knowledge--is to know true ends from false, and lofty things from low. To know the thoughts and deeds that have marked man's progress is to feel the great heart-throbs of humanity through the centuries; and if one does not feel in these pulsations a heavenward striving, one must indeed be deaf to the harmonies of life (Keller, 2010: 78).

CHAPTER V

CONCLUSIONS AND SUGGESTION

Self-efficacy is not a perceived skill; it is what one's beliefs about what he can do with his skills under certain circumstances. It is not concerned with one's beliefs about the ability to perform specific and trivial motor acts, but it is about the beliefs of one's ability to coordinate and manage his skills and abilities in changing or challenging situations. Self-efficacy belief is not merely some kind of predictions about behavior. Self-efficacy is not merely concerned with that someone believe he will do but with what he believes he can do.

Based on the finding and discussion of the data taken from Keller's *The Story of My Life*, it can be concluded that all sources of Keller's self-efficacy cannot be separated from one another. Without having mastery experience, it was impossible for Keller to imitate others (vicarious experience). All this experiences cannot be performed well without guidance and coaching from people around her, especially her teacher Anne Sullivan. Her acceptance of her physical limitation make her in a psychological state which enable her to conquer all the obstacles. For Keller who has visual and hearing impairment, the fifth source of self- efficacy, imaginal experience or visualization and her religious faith also has a great contribution in boosting Keller's self- efficacy. All these sources are activated through some mechanism: cognitive, motivational, affective, and selection processes. The

implication of Keller's self- efficacy is reflected in her behavior toward facing her physical limitation which eventually led her to success in her education and her career along her life span. Lastly, Keller's religious faith also help her to cope with difficulties in her darkness days. The image of God who is invisible made her believe that what cannot be seen are eternal.

Suggestion

The fact that personal self - efficacy has a great contribution in determining Keller's success, readers are suggested to take the lesson on how to build their self- efficacy. The same processes also work in group which is called collective efficacy. If all the people in this country possess strong sense of self –efficacy, it will lead this country to be a greater nation. According to Bandura (1994) people's shared belief in their collective power to produce desired results is a key ingredient of collective agency. The stronger the people's perceived collective efficacy, the higher their motivational investment in their undertakings, the stronger their staying power in the face of impediments and setbacks, the higher their morale and resilience to adversity, and the greater their accomplishments.

Having strong sense of self- efficacy, means having the power to compete, bounce back from failure, and care for other people in the community. As the result all the citizen in this country are ready to face whatever challenges comes ahead.

Therefore, it is recommended for the educators to promote self-efficacy through literature teaching. It would provide the students as young generation with awareness of the essential soft skill required to thrive, to compete, and to face every challenging situation in the Fourth Industrial Revolution era (industry 4.0).

Although the self – efficacy topic is related to personal agency; in fact, this topic is very broad and versatile. Therefore, for further research, it is recommended to dig deeper into the area of collective agency of self – efficacy.

This research also has shown the prove that “Knowledge Is Power”. From Keller we’ve learned that even an individual with physical limitation can be an outstanding person. Helen Keller is a woman with a great courage. She managed to overcome the adversity of being deaf and blind and went on to become on of a leading humanitarian advocate and continue to show to the world what she was capable of.

“Believe. No pessimist ever discovered the secrets of the stars, or sailed to an uncharted island, or opened a new heaven to the human spirit.”

~ Helen Keller

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APPENDIX 1 SUMMARY OF THE STORY OF MY LIFE

The Story of My Life, first published in 1902, is Helen Keller's autobiography in which she described her early life, especially her experience with her teacher Anne Sullivan. The book was dedicated to the famous inventor Alexander Graham Bell. In the dedication page Keller wrote, "To ALEXANDER GRAHAM BELL who has taught the deaf to speak and enable the listening to hear speech from the Atlantic to the Rockies, I dedicate this Story of my life

CHAPTER I

Helen Keller was born on June 27, 1880 in Tuscumbia, Alabama, USA, the eldest child of Arthur. H. Keller, a Captain in the Confederate Army and Katherine Adams, and educated lady from intellectual family. She was deprived of her sight and hearing due to illness that struck her when she was nineteen months old. 'Ivy Green', where Helen spent her childhood after her illness, was a paradise, a profusion of greenery and flowers. She spent most of her time in the garden, guided by her extra perceptions of smell, touch and hearing.

The wonderful scenes of Nature that she had imprinted in her mind during the days before her illness remained evergreen in her memory. She recounts her confusion at being isolated from a world she had known, and her frustration at not being able to renew contact with it. She could not help being bad tempered, though she knew that she was in the wrong. With the love and care showered by the members of her family and her teacher, she gradually accepted her fate.

CHAPTER 2

Helen's hands compensated for the loss of her sense of hearing and sight. She developed a language of signs of her own with the help of her mother. She learnt to distinguish things by touch and she could fold and put away clean clothes. Her constant companions were Martha Washington, the child of their cook and an old dog, Belle. Both Martha and Helen loved to do mischiefs, and they went about indulging in all kinds of pranks, though Helen tried to boss over Martha and had the final say in their friendship. She goes on to recount some of the childish pranks that she indulged in. The timely intervention of Katy prevented Martha from cutting Helen's hair. Helen was saved from burning herself while drying her apron, by her nurse, Viny.

When she learnt to use the key, Helen locked her mother in the pantry for three hours and later locked her teacher, Miss. Sullivan, in her room, hiding the key under the wardrobe. Thus the time to channelize Helen's energy and enthusiasm had come. The family moved to a larger house and her father helped her to acquire language by spelling words into her hands and making her repeat them. Helen felt jealous of the attention given by her mother to her sister. She even went to the extent of overturning the cradle, when the little baby was sleeping in it. She goes on to speak of her close and touching relationship with each of her parents, whose support and love helped her become strong and confident.

CHAPTER 3

As she grew older, the yearning to express herself grew in Helen. The language of signs was not of much help. It was decided to take Helen to Dr. Chishlom, a famous oculist in Baltimore. On her way to the oculist, that she managed to communicate to her aunt to sew two beads that she had pulled out from her aunt's cape in the place of her doll's eyes. Her Aunt understood and sewed them in the right place. This made her really excited. She kept herself busy, making friends on the bus and playing with toys. Though Dr.

Chishlom could do nothing for Helen, he suggested Dr. Alexander Graham Bell's name. On his advice, consultations were made with Mr. Anagnos, Director of the Perkin's Institute in Boston, who helped her in finding a teacher who could educate Helen. Helen's joy knew no bounds.

CHAPTER 4

Miss. Sullivan arrived on March 3, 1887, when Helen was six years and nine months old. Miss. Sullivan gave Helen a doll sent by the blind children. When she was playing with it, Miss. Sullivan spelt 'd-o-l-l' into Helen's hand. Helen was quick to imitate it. She felt extremely happy and proud to have spelt the letters correctly. Slowly she was able to spell many words and understood that everything had a special and unique name.

At times she was confused and once when she could not get the explanation for 'mug' and 'water' as different words, she showed her anger on her doll by dashing it on the floor, which made it break into fragments. Her teacher picked up the fragments and took Helen outside. She cleared her confusion by making her feel the flow of liquid on her hands. This made her realize that each word gave birth to a new thought. She felt repentant of what she had done and tried to put the fragments of the doll together.

CHAPTER 5

As Helen continued with the exploration of the world with her hands, she became more confident. Miss Sullivan was always with her and she helped her discover the beauty of every object of nature and every part of the human body. She made Helen realized not only the benevolence, but also the ferocity of nature. Once on a warm and humid day, when Helen sat waiting for Miss. Sullivan, who had gone to fetch the lunch basket, on the branch of a tree, the wind blew very hard, lashing against the branches. The frightened Helen clung to the branch with all her might, till her teacher came and helped her down. She is terribly shaken by the event. Her fears lessened as the days passed by, until one beautiful spring day she climbs a

gentle mimosa tree seats herself on its branch. Helen had learnt a new lesson-that Nature “wages open war against her children and under softest touch hides treacherous claws.”

CHAPTER 6

Helen’s vocabulary increased every day. She yearned to have more information of the same subject. Her teacher tried to make her understand what love was. Her first conscious perception of an abstract idea was triggered when her teacher asked her to ‘THINK’ in order to arrange beads in a symmetrical pattern. Finally, with the help of the sun, cloud and brief showers, her teacher made her understand that love cannot be touched, but one can feel the sweetness that it pours into everything.

CHAPTER 7

Miss. Sullivan gave Helen cardboard slips on which words were printed in raised letters. These words were then arranged on a frame to form short sentences. Miss. Sullivan illustrated whatever she taught with a beautiful story or poem. She taught her History, Geography and about the pre- historic era, the sea and its creatures, the growth process of plants and tadpoles and many more. She made raised maps in clay, so that Helen could feel mountain ridges, valleys and rivers. Helen never liked Mathematics. But her love for Biology equaled that of Geography. She turned to nature and its processes to understand lessons that applied to human life as well- the order and beauty of a plant growing from an insignificant bud. Miss. Sullivan’s genius, quick sympathy and loving acts made Helen’s education very beautiful, interesting and thrilling. For Helen, her teacher was everything.

CHAPTER 8

Helen and Miss. Sullivan prepared for Christmas at the Tuscumbia House. Helen took part in the festivities and played a guessing game with her teacher. She was invited by the Tuscumbia school children on

Christmas Eve. She handed over presents to the children and received a lot of gifts in return. Miss Sullivan presented her with a canary. Now she had a little bird, Tim, to look after and Miss. Sullivan taught her how to care for her pet. But as ill-luck would have it, Tim was eaten up by a big cat a few days later, when the cage door was left open by mistake.

CHAPTER 9

In May 1888 Helen visited Boston with Miss Sullivan and her big rag doll. During this train journey, she is calmer and eager to listen to Miss. Sullivan's descriptions of the passing scenery and the people at the stations they pass. Unfortunately, the doll, Nancy, was reduced to a heap of cotton, when the laundress secretly tried to give it a bath. At the Perkins Institution, she made friends with the blind children. She was quite happy with her stay at Boston. She visited Bunker Hill, Plymouth and The Great rock. She made friends with Mr. William Endicott and his daughter and was touched by their kindness. For her, Boston was 'The City of Kind Hearts' mainly due to the benevolent and kind Mr. Endicott.

CHAPTER 10

The chance that Helen got to spend some days on Cape Cod with a dear friend, Mrs. Hopkins, fulfilled her desire to touch and feel the mighty ocean. She was almost drowned in the sea, but the waves luckily threw her back on the shore. Helen took a horseshoe crab home as she wanted to keep it as her pet. But the crab disappeared, leaving Helen disappointed. She learnt the lesson that it was not kind or wise to force a poor dumb creature out of its natural habitat.

CHAPTER 11

Helen spent the autumn months with her family on a mountain, Fern Quarry, about 14 miles from Tuscumbia. The mountain was thickly wooded. Many visitors came to Fern Quarry and related stories about wildlife. Helen considered them to be brave hunters who could frighten even ferocious

animals. She enjoyed the ride on her pony which she had named Black Beauty because of its glossy black coat. One day Mildred, Miss. Sullivan and Helen lost their way in the woods. They narrowly escaped from being hurt by climbing onto the braces under the bridge on which the train passed.

CHAPTER 12

Once, Helen went on a visit to a village in New England. The entire village was covered with snow. Then came a snowstorm and tiny flakes of ice were falling around. The loneliness that Helen and others felt was forgotten for a while, when they were sitting round the fire. During the night the wind became furious. At last when the sun appeared, Helen and others slid over snow, sitting in a toboggan.

CHAPTER 13

Helen had been trying desperately to speak, but she was not successful in her attempts. She did not lose heart. The story of Ragnhild Kaata, a deaf and blind girl in Norway, who had been taught to speak was narrated to her in 1890, by Mrs. Lamson. This story inspired her to continue with her attempts. Miss. Sullivan took her to Miss. Sarah Fuller, Principal of the Horace School, who agreed to teach Helen herself. Miss. Fuller's simple but unique method made Helen speak her first connected sentence- "It is warm". Thus with Miss. Sullivan's tireless efforts and Helen's strong determination, the latter was able to speak on her own.

She discarded the manual alphabet as a medium of communication. Now Helen had a great sense of self-esteem. Even her thoughts seemed to flow more easily, when she expressed them. She could now explain the use of the manual alphabet, also called finger spelling. In fact, this phase can be considered as the second part of her life story.

CHAPTER 14

Helen wrote her first book, "The Frost King", (initially titled "The Frost King"). She showed it to her teacher and the story was read out to her family

members at dinner. She sent it to her friend, Mr. Anagnos, who published it in one of The Perkins Institution reports. But it was discovered that the story was similar to Miss. Margaret T. Canby's "The Frost Fairies" which had appeared in a book called "Birdie and His Friends". Helen was accused of plagiarism, though she could not figure out how it had happened. When questioned later by a teacher, she admitted that Miss. Sullivan had talked to her about Jack Frost and his wonderful works. She was accused of plagiarism by Mr. Anagnos himself. She was questioned by a court of investigation and the judges forced her to acknowledge that she had listened to the story, "The Frost Fairies", that was read to her. She felt humiliated, though nothing had been proved against her.

Now she became highly cautious while writing. It was Miss. Sullivan's encouragement that drove away the psychological fear from her mind that she was a 'thief of words'. Miss. Canby herself sent a bracing message stating that she did not consider Helen guilty of any wrong and that she believed that Helen would grow up to become a famous writer. In fact, what Helen had done was not a deliberate or conscious attempt at copying another person's idea. She had just reproduced the ideas that had become a part and parcel of her life, in her own words. But then, she had lost one of her dearest friends, Mr. Anagnos, because of the allegation of plagiarism.

CHAPTER 15

Helen spent the next summer and winter with her family in Alabama. Staying at home made her forget about the controversy over 'The Frost King'. Helen was scared that people would discover that the ideas were not her own. To help her, Helen's teacher Anne Sullivan encouraged her to write the story of her own life in the form of an assignment. Helen was 12 years old at that time and used to write for a magazine called Youth's Companion. Her visit to President Cleveland's inauguration, to Niagara Falls, and to the World's fair were the big events of 1893. Although she couldn't see the Falls,

Helen said that their power had a big impact on her. Helen claimed that beauty and music were like goodness and love to her.

CHAPTER 16

By the time Helen was 13, she could fingerspell and read in raised print and Braille. He could not only speak in English, but also a little bit of French. Helen began her formal schooling and preparation for college in for college by taking Latin and Math lessons. She initially liked Math more, but later grew to love Latin too.

Anne Sullivan taught Helen based on her interests until now. She used to teach her what she wanted to know and provided her with experiences. However, when preparing for college, Helen worked systematically and things that did not gratify her immediately. She had to achieve her goal of receiving formal education.

CHAPTER 17

In October 1894, Helen went to the Wright-Humason School for the Deaf in New York City for two years. Miss Sullivan accompanied her and attended the school as her interpreter. Helen studied arithmetic, physical geography, French and German at the school. The school was chosen because it was the best for continuing the development of Helen's speech and lip reading skills. Helen and her teachers were disappointed as her lip-reading and speech skills were not what they had hoped and expected to be despite the practice. Helen did not like Math. In spite of the setbacks, her admiration for geography and languages helped her form fond memories of her stay in New York. The only thing she liked about New York was Central Park. The daily walks in Central park and closeness to nature were the two things that helped her get closer to her former life in her country.

CHAPTER 18

In 1896, Helen went to Cambridge school for Young Ladies to be prepared to get into Radcliffe. It was her first experience of attending classes

with girls who could hear and see. At the Cambridge School too, Miss Sullivan was to attend the classes with Helen as her interpreter. The teachers had never taught someone like Helen. The subjects that Helen learnt in the first year were English history, English literature, German, Latin, arithmetic, Latin composition and occasional themes. Miss Sullivan tried her best to spell into Helen's hands everything that was in the books. Although Helen's sponsors in London and Philadelphia worked to have the textbooks embossed in raised print for Helen to read, the books were not ready in time to suit Helen's purpose. The Principal and the German teacher learnt to fingerspell so that Miss Sullivan could take a break. Although they were not as fluent as Miss Sullivan, Principal Gilman took over teaching Helen English Literature for the remaining part of the year.

CHAPTER 19

Helen looked forward to her second year at Gilman's school. However, she was confronted with unexpected difficulties that year which caused her a great deal of frustration. She had to study mathematics without the needed tools. The classes were larger and it was not possible for the Cambridge teachers to give her special instructions. Anne Sullivan had to read all the books to her. Helen had to wait in order to buy a Braille writer so that she could do her algebra, geometry and physics.

When the embossed books and the other apparatus arrived, Helen's difficulties began to disappear and she began to study with confidence. However, Mr. Gilman thought that Helen was overworked and was breaking down. He insisted that I was overworked, and that I should remain at his school three years longer. He made changes in her studies. A difference of opinion between Mr. Gilman and Miss Sullivan resulted in Helen's mother withdrawing Helen and Mildred from the Cambridge school. Helen went on to continue her studies under a tutor. Helen found it easier to study with a tutor than receive instructions in class.

When Helen took her exam in June 1899, she faced many difficulties, as the administrative board of Radcliffe did not realize how difficult they were making her examinations. They did not understand the peculiar difficulties Helen had to go through. However, Helen, with her grit and determination, overcame them all.

CHAPTER 20

Helen Keller took the entrance exams for Radcliffe College in 1899 just after her 19th birthday. She became the first blind-deaf college student in the fall of 1900. She had thought of college romantically, that it would be a time to reflect and think about her subjects. However, her college life was different from her fellow students. She had to use her hands to listen rather than take down notes. The speed at which the lectures took place made it difficult for Keller to understand and remember everything that was taught.

Ms. Keller and Ms. Sullivan worked hard at Radcliffe College. Ms. Sullivan attended all of Ms. Keller's classes and helped with reading. Radcliffe was not prepared for deaf or blind students at that time. Many of the other students had never met a deaf and blind person. Although she enjoyed college, Ms. Keller thought that schedules of the students were too hectic and gave no time to sit and think. She also wrote, "we should take our education as we would take a walk in the country, leisurely, our minds hospitably open to impressions of every sort."

CHAPTER 21

In this chapter, Helen Keller goes back to tell readers about her initial experiences with reading. Helen first read when she was seven years old. That was her first connected story in May 1887. There were only a few books in raised print, which Helen read repeatedly until a time when the words were so worn and pressed that she could scarcely make them out. During her visit to Boston, she was allowed to spend a part of each day at the Institution library, and here she used to wander from bookcase to

bookcase and take down whatever her “fingers lighted upon”. When she discovered the book ‘Little Lord Fauntleroy,’ Miss Sullivan read it to her and the book became Helen’s “sweet and gentle companion” throughout her childhood.

From there she read many books and she loved "Little Women" because it gave her a sense of kinship with girls and boys who could see and hear. She also loved ‘The Jungle Book’ and ‘Wild ‘Animals I Have Known’ as she felt a genuine interest in the animals themselves, they being “real animals and not caricatures of men”. She was fascinated by Greek literature and it was Iliad that made Greece her “paradise”. According to her, great poetry did not need an interpreter but a responsive heart. Macbeth and King Lear impressed her most among Shakespeare’s works. She read the Bible for years “with an ever-broadening sense of joy and inspiration”. She said she loved it as she loved no other book.

Helen also expresses her love for history apart from her love for literature. The first book that gave her a real sense of the value of history was Swinton's "World's History," which she received on her thirteenth birthday. Among the French writers, she liked Molière and Racine best.

Literature was Helen’s Utopia, where she faced no barrier of the senses. The things that she had learned and the things that were taught to her seemed of ridiculously little importance compared with their "large loves and heavenly charities."

CHAPTER 22

Books and reading were not the only things that Helen enjoyed. When Helen was not reading, she enjoyed outdoor activities. She liked swimming, canoeing, and sailing. She also loved trees and used to feel close to them so much so that she believed she could hear their sap flow and see the sun shining on the leaves. Helen felt that each one of us had the ability to

understand the impressions and the emotions experienced by mankind from the beginning. Blindness or deafness could not rob us of our memory in the subconscious about the green earth. This, she termed as the sixth sense which can see, feel and hear.

CHAPTER 23

This is the last chapter which contains the description of some of the people that pleased Helen most and added to her happiness of knowledge. She shares the teachings of Bishop Brook which tell that love is the base of all religion. It is a universal religion. One should love god sincerely and devotedly. Besides one should love all human beings as they are children to god. To love the creations of god is to love god. This creed of love of Bishop Brook influenced her. After he died, she continued to find his way of approaching religion the most "soul-satisfying." During her stay at New York, Helen met Mr. Lawrence Hutton and Mrs. Hutton at their home where she had a chance to peruse their library and read the beautiful sentiments and bright thoughts written by their friends.

Helen admired Mrs. Hutton for his power of bringing the best thoughts in everyone. Mrs. Hutton gradually became one of Helens truest friends who encouraged her during her moments of depression. It was at their house that Helen met many literary figures, such as Mr. William D. Howells, Mark Twain, Mr. Richard W. Gilder, Mr. Edmund C. Stedman, Mr. Charles Dudley Warner and Mr. John Burroughs. His generosity and sweet nature was self-evident being a good friend in all sorts of weather. Mrs Hutton was a true and tried friend because much that Helen held to be sweet and precious was owed to her. She had often advised and helped Helen in her progress through college. Especially when Helen found her work particularly difficult and discouraging, she would write letters to Helen to make her feel glad and brave.

(Summarize from Keller, Helen. 2010. The story of My Life. New York: Signet Classics Printing)

APPENDIX 2

DATA FINDING

Sources of Self-efficacy

C: Chapter S: Sentence

1. Mastery Experience

CODE	SENTENCE	PAGE
C.1S.31 - 33	Even in the days before my teacher came, I used to feel along the square stiff boxwood hedges, and, guided by the sense of smell would find the first violets and lilies. There, too, after a fit of temper, I went to find comfort and to hide my hot face in the cool leaves and grass. What joy it was to lose myself in that garden of flowers, to wander happily from spot to spot, until, coming suddenly upon a beautiful vine, I recognized it by its leaves and blossoms, and knew it was the vine which covered the tumble-down summer-house at the farther end of the garden!	3
C.2S. 3 - 7	My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs. A shake of the head meant "No" and a nod, "Yes," a pull meant "Come" and a push, "Go." Was it bread that I wanted? Then I would imitate the acts of cutting the slices and buttering them. If I wanted my mother to make ice-cream for dinner I made the sign for working the freezer and shivered, indicating cold	5
C.2S.39-40	I could not tell Martha Washington when I wanted to go egg-hunting, but I would double my hands and put them on the ground, which meant something round in the grass, and Martha always understood. When we were fortunate enough to find a nest I never allowed her to carry the eggs home, making her understand by emphatic sign that she might fall and break them	7
C.2S.64 - 69	One day I happened to spill water on my apron, and I spread it out to dry before the fire which was flickering on the sitting-room hearth. The apron did not dry quickly enough to suit me, so I drew nearer and threw it right over the hot ashes. The fire leaped into life; the flames encircled me so that in a moment my clothes were blazing. I made a terrified noise that brought Viny, my old nurse, to the rescue. Throwing a blanket over me, she almost suffocated me, but she put out the fire. Except for my hands and hair, I was not badly burned	9

C.3S.1 - 6	Meanwhile the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. 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. If my mother happened to be near I crept into her arms, too miserable even to remember the cause of the tempest. After a while the need of some means of communication became so urgent that these outbursts occurred daily, sometimes hourly. My parents were deeply grieved and perplexed	11
C.4S.37 - 44	We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. 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 barrier that could in time be swept away	16
C.5S. 35	I had learned a lesson – that nature “wages open war against her children, under softest touch hides treacherous claws	18
C.13S. 25 - 26	I shall never forget the surprise and delight I felt when I uttered my first connected sentence, "It is warm." True, they were broken and stammering syllables; but they were human speech	44

2. Vicarious Experience (modeling)

CODE	SENTENCE	PAGE
C.1S.47	Everything that I saw other people do I insisted upon imitating	4
C.2S.17	Standing before the mirror, as I had seen others do, I anointed mine head with oil and covered my face thickly with powder	6

C.2S.21 - 22	Sometimes I stood between two persons who were conversing and touched their lips.	6
C.2S.24	I moved my lips and gesticulated frantically without result.	6
C.2S.35 - 36	Many of them were so tame that they would eat from my hand and let me feel them. One big gobbler snatched a tomato from me one day and ran away with it. Inspired, perhaps, by Master Gobbler's success, we carried off to the woodpile a cake which the cook had just frosted, and ate every bit of it	7
C.2S.37	I was quite ill afterward, and I wonder if retribution also overtook the turkey	7
C.13S.11 - 15	I had known for a long time that the people about me used a method of communication different from mine; and even before I knew that a deaf child could be taught to speak, I was conscious of dissatisfaction with the means of communication I already possessed. One who is entirely dependent upon the manual alphabet has always a sense of restraint, of narrowness. This feeling began to agitate me with a vexing, forward-reaching sense of a lack that should be filled. My thoughts would often rise and beat up like birds against the wind, and I persisted in using my lips and voice. Friends tried to discourage this tendency, fearing lest it would lead to disappointment. But I persisted, and an accident soon occurred which resulted in the breaking down of this great barrier--I heard the story of Ragnhild Kaata	43
C.21S.1	I have thus far sketched the events of my life, but I have not shown how much I have depended on books not only for pleasure and for the wisdom they bring to all who read, but also for that knowledge which comes to others through their eyes and their ears	78
C.21S.40 - 41	I did not study nor analyze them--I did not know whether they were well written or not; I never thought about style or authorship. They laid their treasures at my feet, and I accepted them as we accept the sunshine and the love of our friends	81
C.21S.42	I loved "Little Women" because it gave me a sense of kinship with girls and boys who could see and hear. Circumscribed as my life was in so many ways, I had to look between the covers of books for news of the world that lay outside my own	81

C.21S.58 - 61	My mind opened naturally and joyously to a conception of antiquity. Greece, ancient Greece, exercised a mysterious fascination over me. In my fancy the pagan gods and goddesses still walked on earth and talked face to face with men, and in my heart I secretly built shrines to those I loved best. I knew and loved the whole tribe of nymphs and heroes and demigods--no, not quite all, for the cruelty and greed of Medea and Jason were too monstrous to be forgiven, and I used to wonder why the gods permitted them to do wrong and then punished them for their wickedness	82
C.21 S. 64	It was the Iliad that made Greece my paradise	83
C.21S.72 - 73	When I read the finest passages of the Iliad, I am conscious of a soul-sense that lifts me above the narrow, cramping circumstances of my life. My physical limitations are forgotten--my world lies upward, the length and the breadth and the sweep of the heavens are mine!	83
C.21S.147 - 150	In a word, literature is my Utopia. Here I am not disfranchised. No barrier of the senses shuts me out from the sweet, gracious discourse of my book-friends. They talk to me without embarrassment or awkwardness. The things I have learned and the things I have been taught seem of ridiculously little importance compared with their "large loves and heavenly charities."	89

3. Verbal Persuasion/ Coaching

CODE	SENTENCE	PAGE
C.4S.1	The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects	14
C.4S.10 - 12	Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour	14

C.4S. 18 - 19	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	15
C.4S.22	I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation	15
C.4S.25 - 27	One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two	15
C.4S.38 - 42	Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand	16
C.5S.6 - 7	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	17
C.6S.23 - 26	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."	21
C.6S27 - 28	In a flash I knew that the word was the name of the process that was going on in my head. This was my first conscious perception of an abstract idea	21

C.6S.37 - 38	From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue	22
C.6S.46 - 48	The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words; nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says	22
C.7S.2 - 5	As soon as I could spell a few words my teacher gave me slips of cardboard on which were printed words in raised letters. I quickly learned that each printed word stood for an object, an act, or a quality. I had a frame in which I could arrange the words in little sentences; but before I ever put sentences in the frame I used to make them in objects. I found the slips of paper which represented, for example, "doll," "is," "on," "bed" and placed each name on its object; then I put my doll on the bed with the words is, on, bed arranged beside the doll, thus making a sentence of the words, and at the same time carrying out the idea of the sentence with the things themselves	23
C.7S.62 - 64	Once there were eleven tadpoles in a glass globe set in a window full of plants. I remember the eagerness with which I made discoveries about them. It was great fun to plunge my hand into the bowl and feel the tadpoles frisk about, and to let them slip and slide between my fingers	27
C.7S.70 - 74	Thus I learned from life itself. At the beginning I was only a little mass of possibilities. It was my teacher who unfolded and developed them. When she came, everything about me breathed of love and joy and was full of meaning. She has never since let pass an opportunity to point out the beauty that is in everything, nor has she ceased trying in thought and action and example to make my life sweet and useful	27

C.7S.74 - 76	It was my teacher's genius, her quick sympathy, her loving tact which made the first years of my education so beautiful. It was because she seized the right moment to impart knowledge that made it so pleasant and acceptable to me. She realized that a child's mind is like a shallow brook which ripples and dances merrily over the stony course of its education and reflects here a flower, there a bush, yonder a fleecy cloud; and she attempted to guide my mind on its way, knowing that like a brook it should be fed by mountain streams and hidden springs, until it broadened out into a deep river, capable of reflecting in its placid surface, billowy hills, the luminous shadows of trees and the blue heavens, as well as the sweet face of a little flower	28
C.7S.79 - 81	My teacher is so near to me that I scarcely think of myself apart from her. How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell. I feel that her being is inseparable from my own, and that the footsteps of my life are in hers. All the best of me belongs to her--there is not a talent, or an aspiration or a joy in me that has not been awakened by her loving touch	28
C.13S.35 - 36	But for Miss Sullivan's genius, untiring perseverance and devotion, I could not have progressed as far as I have toward natural speech	44
C.14S.53	In my trouble I received many messages of love and sympathy	50
C.15S.12 - 13	Miss Sullivan consoled and helped me in every way she could think of; but the terrible experience I had passed through left a lasting impression on my mind, the significance of which I am only just beginning to understand. It was with the hope of restoring my self-confidence that she persuaded me to write for the Youth's Companion a brief account of my life	54

4. Affective/ Psychological State

CODE	SENTENCE	PAGE
C.1S.64	Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came--my teacher--who was to set my spirit free	5

C.2S.20 - 21	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	6
	Sometimes I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed. I moved my lips and gesticulated frantically without result. This made me so angry at times that I kicked and screamed until I was exhausted	6
C.3S.1 - 4	Meanwhile the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. 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	11
C.4S.19 - 20	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	15
C.4S.41 - 42	Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. 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	16
C.4S.45	I left the well-house eager to learn	16
C.5S.2	I recall many incidents of the summer of 1887 that followed my soul's sudden awakening. 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	17
C.5S.5	As my knowledge of things grew I felt more and more the delight of the world I was in	17

C.6S.1- 4	I had now the key to all language, and I was eager to 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. Gradually from naming an object we advance step by step until we have traversed the vast distance between our first stammered syllable and the sweep of thought in a line of Shakespeare	20
C.13S.2	The impulse to utter audible sounds had always been strong within me	42
C.13S.18 - 19	Mrs. Lamson had scarcely finished telling me about this girl's success before I was on fire with eagerness. I resolved that I, too, would learn to speak	43
C.13S.27	I shall never forget the surprise and delight I felt when I uttered my first connected sentence, "It is warm." True, they were broken and stammering syllables; but they were human speech. My soul, conscious of new strength, came out of bondage, and was reaching through those broken symbols of speech to all knowledge and all faith	44
C.14S.26 - 28	The two stories were so much alike in thought and language that it was evident Miss Canby's story had been read to me, and that mine was--a plagiarism. It was difficult to make me understand this; but when I did understand I was astonished and grieved. No child ever drank deeper of the cup of bitterness than I did. I had disgraced myself; I had brought suspicion upon those I loved best. And yet how could it possibly have happened? I racked my brain until I was weary to recall anything about the frost that I had read before I wrote "The Frost King"; but I could remember nothing, except the common reference to Jack Frost, and a poem for children, "The Freaks of the Frost," and I knew I had not used that in my composition	48
C.14S.44 - 45	As I lay in my bed that night, I wept as I hope few children have wept. I felt so cold, I imagined I should die before morning, and the thought comforted me	49
C.1S.58 - 59	Indeed, I have ever since been tortured by the fear that what I write is not my own. For a long time, when I wrote a letter, even	50 - 51

C.20S.4 - 10	to my mother, I was seized with a sudden feeling of terror, and I would spell the sentences over and over, to make sure that I had not read them in a book. Had it not been for the persistent encouragement of Miss Sullivan, I think I should have given up trying to write altogether	72
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5. Imaginal Experience

CODE	SENTENCE	PAGE
C.5S.45 - 49	I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. 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. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams	19
C.13S.44 - 46	My little sister will understand me now," was a thought stronger than all obstacles. I used to repeat ecstatically, "I am not dumb now." I could not be despondent while I anticipated the delight of talking to my mother and reading her responses from her lips	45
C.13S.28 - 31	No deaf child who has earnestly tried to speak the words which he has never heard--to come out of the prison of silence, where no tone of love, no song of bird, no strain of music ever pierces	45
C.18S.3	The thought of going to college took root in my heart and became an earnest desire, which impelled me to enter into competition for a degree with seeing and hearing girls, in the face of the strong opposition of many true and wise friends	62

SHORT BIOGRAPHY OF HELEN KELLER



Helen Keller, in full **Helen Adams Keller**, (born June 27, 1880, Tuscumbia, Alabama, U.S.—died June 1, 1968, Westport, Connecticut), is an American author and educator who was blind and deaf. Her education and training represent an extraordinary accomplishment in the education of persons with these disabilities.

Keller was afflicted at the age of 19 months with an illness that left her blind and deaf. She was examined by Alexander Graham Bell at the age of 6. As a result, he sent to her a 20-year-old teacher, Anne Mansfield Sullivan from the Perkins Institution for the Blind in Boston, which Bell's son-in-law directed. Sullivan, a remarkable teacher, remained with Keller from March 1887 until her own death in October 1936.

At the age of nineteen, Keller entered Radcliffe College, from which she graduated in 1904. Keller was a well – known lecturer and writer. She published her autobiography, *The Story of My Life*, in 1902. Her other works include *Optimism* (1903), *The World I Live In* (1908), and *The Song of the Stone Wall* (1910).