

MISS HAVISHAM'S ROLE TOWARDS ESTELLA'S PERSONALITY AS SEEN IN GREAT EXPECTATION BY CHARLES DICKENS

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ABSTRACT

This study is conducted to get better understanding regarding the role of family, particularly the role of mother towards personality of the child. In holding her role as an adopted mother for Estella, Miss Havisham adopts the type of parenting style in which she fully dominates and eliminates the rights of Estella. Miss Havisham has an intention to do the twisted revenge on men. She uses Estella as her media of taking revenge. She puts her ambition on Estella without considering Estella's desire. Her own disappointment leading her to foster an adoptive daughter under her control. The writer interests to discuss more detail whether Miss Havisham's parenting style can influence to the personality of Estella or not. In Writing the thesis, the writer uses literary approach which is linked with descriptive qualitative. After collecting the data, the writer classifies and clarifies the data which are related to the topic being discussed. The finding of this study shows that there is parent involvement process in forming Estella's thought, identity and achievement. The writer concludes that Miss Havisham's parenting style is not the best way in parent involvement process because it generates the negative impacts on Estella's personality.

Key words : Role, Parenting Style, and Motive

I. INTRODUCTION

1.1 Background of The Study

This study analyzes to the part of Charles John Huffam Dickens's thirteenth novel that represents the role of Miss Havisham as an adopted mother for Estella. Miss Havisham is frustrated by the fact such a deception which is done by her fiancé. She withdraws from circumstance and totally locks her communication with the others. She seems icy and unsociable towards somebody else and keeps a life of seclusion. She has such a skepticism for building the new commitment with another man. She asks Mr. Jagger for an adoptive daughter,

who named Estella, since she has no desire to marry anymore, to console her seclusion life. Estella is absolutely told that she has been brought up and fostered by a mother who is not her biological parent. The thing that she must be accepted is Miss Havisham now is as her mother and she must be adaptable with the new environment. By the times, Miss Havisham nourishes Estella's hatred, to break men's hearts, to destroy them, to exploit her beauty in torturing her admirers for the sake of revenge. It is interested to be discussed as an elaborated product of parent involvement process in the development of the children at an early age. A child is a raw material that can be formed in

accordance with the wishes of the surrounding, like Thomas Lickona (1994) says that “A child is the only known substance from which a responsible adult can be made”. The growth and development of children during this period took place very quickly and will be decisive for the properties or the character of the child in adulthood.

Parents are their children’s strongest role model and have the greatest influence in forming the growth of the children. For those, the parents should pay attention to parenting. Psychologist, Diana Baumrind (1968), explains how parenting revolves around the idea of one particular parenting function: control. Most of parents want to be the good problem solver for their children and they always hope that their children have better lives than they do, but how will be happened on the life of the children, if their parents foster them to be bad. It will be interest thing to dig more detail in the ways of Miss Havisham in holding her role. Miss Havisham is the first person who hold significant role in forming Estella’s personality. Miss Havisham’s education of Estella takes place within the family home, signaling the conflict between the need for girls and young woman to be trained in the domestic sphere and the danger potentially subversive mothers their supervised training techniques and messages. Problematic homes and educational spheres extend beyond that fostered by Miss Havisham. Using her style of parenting, Miss Havisham’s rules contribute to the view of Estella, and influence her personality to be bad.

1.2 Statement of The Problem

In the statement of the problem, the writer intends to show case that will be subject of the

study. The problem that will be formulated is “How does Miss Havisham hold her role towards Estella?”.

1.3 Purpose of The Study

Related to the statement of the problems, the writer would like to analyze the purpose of the study. The purpose is “To describe Miss Havisham’s ways in holding her role towards Estella”.

1.4 Significance of The Study

The writer hopes that the readers will be able to understand the aspect of healthy family. They can absorb and evaluate parent involvement process, particularly the impacts of parenting styles towards personality of children. It is also hoped that the study will be able to help the students of English Literary Department in doing the next research which deals with Charles John Huffam Dickens’ work in general and particular, moreover, for those who want to do research in similar topics.

1.5 Scope and Limitation

The scope is from the analysis of the two main characters – Miss Havisham and Estella – in the novel *Great Expectation* by Charles John Huffam Dickens. In order to avoid complicated discussion and to keep the focus of discussion, the limitation of the discussion is included. The writer limits her analysis on the role of Miss Havisham towards Estella including its impact towards Estella’s personality.

1.6 Operational Definition of Key Terms

In order to avoid misinterpretation from the explanation above, the operational definition of each term used in the problems are presented,

those are as follows: role, parenting style and motive. Henry Clay Smith (1974), in *Personality Development* says: “A role is the feelings, attitude and behavior that society expects from the holder of a position in some social structure. People’s roles are complementary to the extent that appropriate behavior for giving a role depends upon the roles played by other. Psychologist, Diana Baumrind (1968), explains how parenting revolves around the idea of one particular parenting function: control. Parenting style is the emotional climate in which parents raise their children. Motive as the driving force of human action will be discussed as well because it is also important to reveal why a person does what he/she does. Every single action or activity that a person takes or does is driven by something ‘powerful’ from the inner. This powerful thing is called motive (Pasaribu & Simandjuntak, 1984).

II. REVIEW OF THE RELATED LITERATURE

Humanbeings can only communicate with others by playing role. The role of parents is crucial in maximizing this period failed to use properly the formation of character is also difficult to bend, as well as the formation of character early age would be much easier than shaping the character at the age of adolescence. The patterns of parent functioning are reflected in the parenting style. Erik Erikson (1963) argued that positive emotions are very important developments in the mental development of children, and is very dependent on the role of parents and teachers. Parenting styles and the role of parenting are both important aspects in helping the children achieve optimal psychosocial development. Diana Baumrind, a

psychology professor at the University of California at Berkeley (1968), explains how parenting revolves around the idea of one particular parenting function: control. These parenting styles include demandingness versus responsiveness. In the words of Baumrind herself, responsiveness describes “the extent to which parents intentionally foster individually, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children’s special needs and demands” (Baumrind, 1991). In relation to demandingness, Baumrind says that it refers to “the claim parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind, 1991). By observing families firsthand, Baumrind identified three styles of parenting typologies, those are as follows :

- a. Authoritative parenting refers to a balance of control and nurturance (Baumrind, 1968). Baumrind (1966) states that the parent attempts to direct the child’s activities in a rational, issue-oriented manner. Baumrind’s research found adolescents of authoritative parents had higher self-esteem and greater social confidence (Baumrind, 1991).
- b. Authoritarian parenting attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority (Baumrind, 1966). According to Spencer Rathus (2014), authoritarian parents have strict guidelines about what is right and wrong, and they demand that their children

follow those guidelines without explaining to the child why those rules were implemented. Darling and Steinberg (1993) also found these adolescents were likely associated with low sociability, obedience, and more likely to be involved in delinquency and substance abuse. Adolescents from authoritarian families were found to be more dependent and passive (Steinberg, 2001).

- c. Permissive parenting allows for excess of autonomy (Baumrind, 1968). The permissive parent attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions (Baumrind, 1966). Adolescents from permissive or indulgent parents are considered to be less responsible, easily influenced by friends and peers, have little to no interest in school, and are more likely to get involved in delinquency and drug use (Baumrind, 1991; Maccoby & Martin, 1983).

III. RESEARCH METHOD

3.1 Research Design

Regarding the nature of the study and the type of data being gathered, this study constituted a qualitative research. This study involved perusal of mostly published works like researching through archives of public libraries about material discussion. The writer collected the data from many references. After collecting the data, the writer classified and clarified the data which are related to the topic being discussed.

3.2 Source of The Data

This study used a novel file entitled *Great Expectation* (1861), written by Charles John Huffam Dickens, published in 2015 by Bamboo Books, as the data source. The data were in the form of direct and indirect speech of the characters which represented the ways of Miss Havissam in holding her role and its impacts towards Estella's personality in this novel.

3.3 Data Collection Techniques

Data was derived by close reading particularly. After reading several times, the data had been collected and selected based on the purposed of the study. The main data were taken from the comprehension of narrative, dialogues, and ideas of the writer which were stated in *Great Expectation's* novel.

3.4 Data Analysis Techniques

After collecting the data, the data were analyzed into several steps. The first step was classifying and bordering the data based on the important data itself. The next step was interpreting the data, whether the data was suitable or not with writer's analysis. It could be done through making a note for those data dealing with the problems. These techniques were used to help easier in analyzing later. For the last step was analyzing the data by using some concepts, approach and the suitable theoretical views from the theorists had been quoted, reviewed, detailed and compared into certain pattern in chapter II. After accomplishing all of steps, the writer could evaluate the data and compiled the conclusion.

IV. FINDING AND DISCUSSION

Using theory of parenting style, the writer will describe more detail about Miss Havisham's ways in holding her role and its impact towards Estella, which are presented as follows:

4.1 Tell nothing regarding Estella's family background

In this analysis, the writer conducts the role of single parent which applied by Miss Havisham. The writer finds that there must be motive or 'reason' which justify Miss Havisham's wishing to bring up an adoptive daughter without having marriage. This motive sources from inside her and is aroused by the thing that she considers as an instinct of woman to be a mother:

"There was an earnest womanly compassion for me in her new affection."

"When she first came to me, I meant to save her from misery like my own. At first I meant no more." (chap.49, p.423).

From the quotation above, she gravely wants to foster an adoptive daughter and wants to be a safer for her adoptive daughter.

Based on the family's background of Estella's biological parents and the authority that allows Mr. Jagger to bring Estella to Miss Havisham as per Miss Havisham request, it tells us how is the next life of Estella without any intervention of her biological parents. Estella is absolutely told that she has been brought up by a mother who is not her biological parent. It is proved by the quotation below:

"I had been shut up in these rooms a long time (I don't know how long; you know what time the clocks keep here), when I told him that I wanted a little girl to rear and love, and save from my fate. I had first seen him when I sent for him to lay this place waste for me; having read of him in the newspapers, before I and the world parted. He told me that he would look about him for such an orphan child.

One night he brought her asleep, and I called her Estella." (chap.49, 423-424).

Miss Havisham puts her trust on the authority of Mr. Jagger to bring her an adoptive daughter. Jagger himself is as her lawyer: ".....he is Miss Havisham's man of business and solicitor, and has her confidence when nobody else has" (chap.22, p.186).

Estella knows nothing about her family's background during she is adopted by Miss Havisham. Miss Havisham always puts Estella's life in alone without interruption of friends. The thing that Estella must be aware is Miss Havisham now is as her mother, indeed she must be adaptable with the new environment. As for Baumrind's theory of authoritarian parenting, she does not encourage verbal give and take, believing that the child should accept her word for what is right (Baumrind, 1966).

Heat the time already understands that Estella's biological parents do not appear and do not give her such a responsibility. Abel Magwitch and Molly are the names of her biological parents. Both of them are involved in trouble. Lickona (2004) said that stacks of studies show the importance of parental love for children's healthy development. Love makes children feel secure, significant and valuable. When they feel loved, they become emotionally attached to parent. Both Miss Havisham and Estella, keep closing their emotional feeling. This atmosphere places Estella in comfortable and influences her to ask nothing for who are her biological parents.

4.2 Keeping Estella in the dark Satis House

Miss Havisham holds Estella's right to obtain physical secure from the danger of the

outside. Since she totally locks her social life, she shuts up herself included her Satis House:

.....the daylight was completely excluded, and it had an airless smell that was oppressive. A fire had been lately kindled in the damp old-fashioned grate, and it was more disposed to go out than to burn up, and the reluctant smoke which hung in the room seemed colder than the clearer air – like our own marsh mist..... I looked along the yellow expanse out of which I remember its seeming to grow, like a black fungus, I saw speckled-legged spiders with blotchy bodies running home to it, and running out from it, as if some circumstances of the greatest public importance had just transpired in the spider community. (chap.11, p. 89).

From the quotation above, there is such uncommon habit that happened in this house. Miss Havisham converts her satis house to be dark at all. Nothing light can be allowed to glow this house, the light of a candle is the only one can be found in there.

The environments of Satis House and Miss Havisham's unconventional parenting style have affected Estella's mind and emotional expressions. Related to Baumrind's theory of authoritarian parenting, she –the parent– believes in keeping the child in his place, in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work (Baumrind, 1966). She habituates her adoptive daughter to stay in this house:

.....Estella was set to wreak Miss Havisham's revenge on men and that she was not to be given to me until she had gratified it for a term..... Miss Havisham as I had her then and there before my eyes, and always had had her before my eyes; and I saw in this, the distinct shadow of the darkened and unhealthy house in which her life was hidden from the sun..... (chap.38, p. 321).

From the quotation above, the writer finds the fact that Satis house in which Estella lives is wild and useless; it does not serve as an appropriate

domestic sphere because the purpose of Miss Havisham's education of Estella is motivated for her individual desires rather than constructs of social good, it is considered a danger. Estella's character is completely shaped by Miss Havisham's training regimen and decrepit home. As for Bandura (Muhibbin Syah, 2011), most of children absorbed and formed their character through such a conditioning. Estella becomes more dominance to the men who come in to this Satis House. She looks braver than before and unrespect.

4.3 Rectifying Estella's physical performance

Miss Havisham is the one who has the rights to decide with whom Estella plays and builds the communication. According to Baumrind's theory of authoritarian parenting, parents are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescent follow parental directions. She values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what she thinks is right conduct (Baumrind, 1966). The writer finds that Miss Havisham adopts this type of parenting style. It can be proved by Miss Havisham's direction that is addressed to Estella. To fulfil her desire, Miss Havisham asks for a boy to be Estella's companion for playing in her satis house, just not for Estella's shake but there is such a hidden motive behind her act. Pip is the boy who becomes Estella's companion in that time.

For an aristocratic family, it is not the difficult thing to rectify and beautify Estella's physical appearance using the luxury diamond. Estella has no excuse to refuse her adopted mother's command. She knows nothing why

Miss Havisham asks her to wear those jewels. Miss Havisham herself prepares Estella as her media to attract men's interest with rectifying Estella's physical appearance. The desire is aroused by the inner side of hers to do such a trap for Pip, the man who gravely loves Estella:

Miss Havisham beckoned her to come close, and took up a jewel from the table, and tried its effect upon her fair young bosom and against her pretty brown hair. "Your own, one day, my dear, and you will use it well. Let me see you play cards with this boy." (chap.8, p.62).

When they are playing a card, Miss Havisham has a calls for Estella and delivers a dreadful message on her ears :

"Well? You can break his heart."
"Beggar him, " (chap.8, p.62-63).

According to Baumrind's theory, the permissive parent attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions (Baumrind, 1966). Miss Havisham herself does an usual thing that can be accepted by her adoptive daughter. In the other hand, she encourages her adoptive daughter to do what she says without considering her adoptive daughter's desire. It means that Miss Havisham does not absorb the type of permissive parenting, she is the type of parent who applies a lot of restriction.

Estella seems so hatred to Pip but she still in her line to obey her adopted mother's instruction to play with Pip. She has no chance to sound her refusal on those facts. It proves that there is uncomfortable feeling on Estella's thought. According to Spencer Rathus (2014), authoritarian parents believe the adolescent should accept, without question, the rules and practices that they establish. Estella must be obedient whatever her mother's command for the

sake of her mother. Estella's obedient in this relation is not caused by her fear of loosing her adopted mother. Nor it is caused by her fear of loosing her adopted mother's affection. It is rather caused by the domination role of Miss Havisham.

Rectifying her appearance to be a glamour, Estella's pride continuous to grow. According to Good (1988), the role of the woman or the mother as an educator represents a crucial resource to the development of the individual identity, which from researchers is seen even as more important as the very marital status of the parents and the occupation of the parents themselves. To build her identity, Estella enjoys her occupation as an adoptive daughter for an aristocratic family. Estella is found to be more priggish and passive because of her obedient on her adopted mother. She can not appreciate the others, especially to man whom she thinks has power lower than she has.

4.4 Telling how to be acted towards men

Miss Havisham's figure has shadowed Estella's life from childhood until womanhood. According to Baumrind's theory, authoritarian parenting attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority (Baumrind, 1966). As a single adopted parent, the writer finds that Miss Havisham is the one who educates her child, encourages Estella to do things. Miss Havisham is a type of parent who has a strong sense of moral authority, of having the right to be respected and obeyed. The fact shows us that there is the strict rule which is applied by Miss Havisham to Estella, is ongoing

until Estella grows up, it seems to stay within her iced heart. However, Estella's hatred in this case is not generated by her fear of love, nor it is produced by her bad memories about a betrayal of men. It is rather blocked by her mother's instruction. The following quotation supports it:

"She's a Tartar". I don't say no to that, but I meant Estella. That girl's hard and haughty and capricious to the last degree, and has been brought up by Miss Havisham to wreak revenge on all the male sex." (chap.22, p.186).

Miss Havisham puts her ambitions on Estella. She intends to influence the thought of her adoptive daughter to do things for her. As for Bandura (Muhibbin Syah, 2011), most of children absorbed and formed their character through such a modeling, she demands her adoptive daughter to follow her directions. Miss Havisham occupies her time so fully, as the result of it, Estella never has a chance to recognize her environment and has close relationship to the man. Murmuring odd statement on Estella's ears, Miss Havisham begins to direct her adoptive daughter in irrational manner:

"Break their hearts my pride and hope"
"Break their hearts and have no mercy!"
(chap.12, p.100).

From the quotation above, Estella directly does what her adopted mother's instruction without any question. As for Baumrind's theory, authoritarian parents display little warmth (Baumrind, 1968). This type of parenting seeks high control with low nurturance and support. It can be seen through the act of pressing her hope to her adoptive daughter, again, strengthens the fact that she encourages Estella to do whatever she wants like a queen to her slave without sharing the reasoning behind policy.

Estella feels at peace if she is not socializing with man. She is as scornful of Pip as if she is a queen. She grows her priggish in her early age. It shows us that Estella lacks of secure feeling when she is with her friend of the other sex –man. Maslow claims that one criterion of a healthy and normal personality is 'adequate feelings of security'; it is the feeling that one is safe in contact with fellow beings in the occupational, social, and family settings (In Crow and Crow, 1958). One of the signs of parent's role is the Estella's hatred towards man, whom she thinks as her prey. This action also indicates her growing ignorance of men and her inability to respect to them. This sources from inside her and is aroused by the thing that she considers as 'customs' and she does whatever habitual things whose her adopted mother teaches in daily life.

According to Darling and Steinberg's theory of authoritarian parenting, these children might be difficult, might withdraw socially and might not form trusting relationships easily (Darling and Steinberg, 1993). Estella does not have the other plan but to make her happy, even if she has to sacrifice herself, but it is done without such awareness of thinking. It can be proved by an evidence that she tacitly accepts the proposal of a man who have bad attitude whose named Drummle. She is even readier to let Pip to go than to lose Drummle. The wrong decision to conclude her marriage with a bad one, is taken by her without such awareness.

4.5 Providing well formal education

According to William Bennett (1991), "The biological, psychological and educational well-being of our children depend on the well-being of the family...The family is the original

and most effective Department of Health, Educational and Welfare. If it fails to teach honestly, courage, desire for excellence, and a host of basic skills, it is exceedingly difficult for any other agency to make up its failures". Early age is the time when the child experiences the love and domination of the parents. Mother may also be the first person who holds psyche and directs attitude of a child. According to Baumrind's theory, parents who use the authoritative style, with its combination of demands on the children as well as responsiveness to the children's needs, have kids who have better psychological adjustment, school performance, and psychosocial maturity, compared with parents who use the other styles (Baumrind, 1996). As an aristocratic family, Miss Havisham sends her adoptive daughter to follow an educating for a lady in France.

Miss Havisham has prepared the next scheme for her adoptive daughter. She invites Pip to come in to her house in order to show him what a beautiful her adoptive daughter after coming back from France. She puts Estella's beauty as the media of her revenge to break Pip's heart. Estella knows nothing about her intention. One thing that Estella knows is she just applies such an obedient for Miss Havisham's instruction, in addition, she take the benefit of the educating, that is, she looks perfectly beauty in performance. She feels happy for it and shows her gratitude to her adopted mother with her obedient. She even has no little suspicious for what Miss Havisham applies the educating for a lady to her. She believes that Miss Havisham gravely loves her at all. As for Steinberg (2001), adolescents from authoritarian families were found to be more dependent and passive. Proud and wilful as of old, Estella has brought those

qualities into such subjection to her beauty that it was impossible and out of nature:

"You must know, that I have no heart – if that has anything to do with my memory."

"Oh! I have a heart to be stabbed in or shot in, I have no doubt, and, of course, if it ceased to beat I should cease to be."

"But you know what I mean. I have no softness there, no – sympathy – sentiment – nonsense." (chap.29, p.251).

The statement above is an evidence that she ignores her feeling of love on man. She has no needs to build close relationship with man, that is the purpose of her adopted mother.

Miss Havisham is going to send Estella to London for applying such high formal education. All Estella does is under Miss Havisham's command. Related to Baumrind's theory of authoritarian parenting, the writer finds that Miss Havisham attempts to shape, control, and evaluate the attitudes and behaviors with a set standard of conduct. Estella ought to obey her adopted mother's instruction. The following quotation is supported it:

"I am going to Richmond. Our lesson is, that there are two Richmonds, one in Surrey and one in Yorkshire, and that mine is the Surrey Richmond. The distance is ten miles. I am to have a carriage, and you are to take me. This is my purse! We have no choice, you and I, but to obey our instructions. We are not free to follow our own devices, you and I." (chap.33, p.281).

The place Estella will be there to stay is settled by Miss Havisham. Estella has no chance to sound her rights. The lady with whom Estella is placed, Mrs. Brandley by name, is a widow, with one daughter several years older than Estella. Mrs. Brandley has been a fine fellow in Miss Havisham youth before the time of her seclusion:

"No; there are only two; mother and daughter. The mother is a lady of some station, though not averse to increasing her income. It is a part of Miss

Havisham's plan for me, Pip, I am to write to he constantly and see her regularly and report how I go on – I and the jewels – for they are nearly all mine now.” (chap.33, p.286).

Miss Havisham holds her single authorization on whatever Estella's will do and choose. Estella herself, now, is aware on those strict rules in which she must be acceptable person for her adopted mother. She demands a lot from her adoptive daughter without offering warmth or responding to her adoptive daughter's need. Differs from Baumrind's theory of authoritative parenting, the parent enforces her own perspective as an adult, but recognizes the child's individual interests and special ways (Baumrind, 1966).

Miss Havisham extorts from Estella, by dint of referring back to what Estella has told her in her regular letters, the names and conditions of men whom she has fascinated. Estella gradually changes her thought on men since she is in London and finds new environment there. Seeing the fact, Miss Havisham directly generates such disappointment. She feels in doubt, she is afraid if she finds her adoptive daughter leaves her and ignores her command. In relation to demandingness, Baumrind says that it refers to “the claim parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind, 1991). She falls in deep anxious for whom Estella puts her heart.

4.6 Keeping away close relationship with men

According to Goodnow and Collins (1990), the starting point of research on parental ideas focused on parents' expectations and attitudes as an expression of naive psychology.

The writer finds the fact that is represented by unvoiced thoughts of Miss Havisham's disappointment towards the man who named Compeyson. According to the statement of Gallagher & Waite (2001), people who are married report greater life satisfaction than those who are not married and also suffer fewer health problems. Marriage is beneficial to the partners, both in terms of mental health and physical health. Miss Havisham has a great deal, that is why she decides to adopt a daughter without having marriage.

Miss Havisham will do what she can do in order to protect her adoptive daughter from the possibility of losing her media of revenge. As for Bandura (Muhibbin Syah, 2011), most of children absorbed and formed their character through such an imitation, Estella imitates the attitude of her adopted mother:

“Who taught me to be proud? Who praised me when I learnt my lesson? Who taught me to be hard? Who praised me when I learnt my lesson?”

“I cannot think, why you should be so unreasonable when I come to see you after a separation. I have never forgotten your wrongs and their causes. I have never been unfaithful to you or your schooling. I have never shown any weakness that I can charge myself with.” (chap.38, p. 323-324).

Seeing the fact that Estella will be married by Drummle, Miss Havisham falls in sadness. Miss Havisham almost loses her control, she is fully covered by indignation. Both of them involves themselves into long debates. As for Finney (1961) found “while rigidity was associated with covert hostility in children, firm control was associated with conscience development”. This element of the so called child's identification, Estella embeds it in her personality for years on and on, throughout her total lifespan. It is planted

in her character as well as temperament, and as such it is reflected through her attitudes and thoughts in interaction with the others.

According to Spencer Rathus (2014), authoritarian parents have strict guidelines about what is right and wrong, and they demand that their children follow those guidelines without explaining to the child why those rules were implemented. Differs from Baumrind's theory of permissive parenting, parent allows for excess of autonomy (Baumrind, 1968). In fact, Miss Havisham locks her adoptive daughter from freedom to be independently. According to Baumrind's theory, the authoritative style of parenting in early to middle childhood shows higher levels of social competence, greater ability to regulate emotions, the ability to excel independently, and an increase in creativity and persistence (Baumrind, 1968).

Estella can not do anything to overcome her suffers. To escape from her problem, she turns to Drummle, a bad boy, rich family and indifferent towards someone else. Drummle is not, as heartily as Pip, that is why Estella prefers to choose him as her husband as her escaped toward the oppressed feeling of her adopted mother. Estella's character is even more persistent and permanent. Estella is found to be more stubborn and her iced heart grows permanently. As for Darling and Steinberg (1993), these children might be difficult, might withdraw socially and might not form trusting relationships easily. Estella suffers from her trusting to build relationship with love. She says that she always obeys Miss Havisham's instruction, that is to entrap all men. The following quotation supports it:

"Do you deceive and entrap him, Estella?"

"Yes, and many others – all of them but you"

"Don't be foolish about its effect on you. It may have its effect on others, and may be meant to have. It's not worth discussing. Do you want me then, to deceive and entrap you?" (chap.38, p.330).

Estella is not herself, Miss Havisham gradually has formed her character to be bad ones. Estella suffers from, she mainly and significantly faces psychological conflicts. According to the statement of Barber (1996), the effect of this tends to produce children who aren't sure of themselves and who have difficulty completing tasks. Estella has no interest on Pip's love to her. To Pip, she prefers to eliminate an opportunity to be loved by a man who has good manner. She lacks of experiences how to differ the character of good man and bad ones. Her adoptive mother teaches her in uncertainty.

Knowing the fact that Estella puts her great decision to marry Drummle, Miss Havisham keeps her life in lonely. Miss Havisham falls in the deepest sadness along the rest of her life. Her regret can not turn out Estella's thought to be better. For so long, Miss Havisham has shaped Estella's perception to be a complicated assumption:

"But as she grew, and promised to be very beautiful, I gradually did worse, and with my praises, and with my jewels, and with my teachings, and with this figure of myself always before her a warning to back and point my lessons, I stole her heart away and put ice in its place." (chap.49, p.423).

By the times, Estella finds the other problem in her marriage. Her husband inability to give her the feeling secure and her inability to aware that she has done something wrong, put her in a misery.

Since her husband died, the long and painful conflict which Estella experiences places her in awareness. Estella tries hard to be aware of this painful thing. She tries to handle her desire of love on a man, then, decides to marry again with another. Her sadness kindly reminds her to Pip whom she ever puts her hatred. In miserable of her life, she becomes aware what she does is far from the good quality of attitude. The result of her completing task is her sensitivity develops, she grows melancholic, dependent, and unconfident. She even not be able to rectify her fate, but she proves that she tries hard to restore her life. The difficult thing to eliminate her priggish that shape her personal character since her early age, but in the end of the story, she shows her transformation to be better in term of personality.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

From the finding and discussion, the writer would like to conclude that there is a parent involvement process in forming Estella's thought, identity and achievement. Personality of Estella are influenced by how Miss Havisham raises her, those are as follows:

1. Tell nothing regarding Estella's family background.
Without having a marriage, Miss Havisham pours her holistic care on Estella's necessity. Estella is found to be more dependent and passive. The ultimate truth is she has no need to asks who are her biological parents.
2. Keeping Estella in the dark Satis House.

The environments of dark Satis House and Miss Havisham's unconventional parenting style have affected Estella's mind and emotional expressions. Estella's character is completely shaped by Miss Havisham's training regimen and decrepit home. Estella looks braver than before and unrespect.

3. Rectifying Estella's physical performance
Using the luxury diamond, Miss Havisham has a motive to attract whoever puts his interest on Estella's beauty. Estella is found to be more passive and priggish. She can not appreciate the others, especially to man whom she thinks has power lower than she has.
4. Telling how to be acted towards men.
To fulfill her ambition, to do her twisted revenge on men, Miss Havisham attempts to shape, control, and evaluate Estella's view. The act of pressing her hope to Estella, again, strengthens the fact that she encourages Estella to do whatever she wants. One of the signs of mother's role is the Estella's hatred towards man, whom she thinks as her prey. This action indicates her growing ignorance of men and her inability to respect them. Estella might be difficult and might not form trusting relationships easily.
5. Providing well formal education
Miss Havisham sends Estella to follow an educating for a lady in France and formal education in London. She has an intention to trap to the men who admire Estella's beauty. Estella becomes more dependent and obedient to her adopted mother.
6. Keeping away close relationship with men.
As her escaped from the oppressed feeling from Miss Havisham, Estella tacitly accepts

the proposal of Drummle. Miss Havisham supposes that Estella does such betrayal. She tries to change Estella's decision. Concluding her marriage with a bad one, Estella is found to be more stubborn and might be difficult to accept beneficial advice from the others.

Miss Havisham adopts such a type of parenting style, that is authoritarian parenting style, in which Miss Havisham fully dominates and eliminates the rights of Estella. This type of parenting style is not the best way in parent involvement process. It can generate the negative impacts on children's personality. The result of Estella's completing task for so long is her sensitivity develops, she grows melancholic, unconfident, dependent, and lack of trusting relationships.

5.2 Suggestion

This observation helps the readers to conclude that normal child development requires successful attachment with a caretaker. Besides, the writer also suggests to next researchers to develop this analysis through the other ways and find out the new invention.

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