

**LOVE OF THE CHARACTERS IN MUCH ADO ABOUT
NOTHING DRAMA BY WILLIAM SHAKESPEARE; A
PSYCHOLOGICAL APPROACH**

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
PUTERA BATAM UNIVERSITY
2018**

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Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra



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2018**

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I, Erni Susanti, NPM No.141210010

Hereby declare that the term paper entitled:

LOVE OF THE CHARACTERS IN MUCH ADO ABOUT NOTHING DRAMA BY WILLIAM SHAKESPEARE; A PSYCHOLOGICAL APPROACH

Is the real work of myself and I realize that thesis has never been published in other media before, partially or entirely, in the name of mine or others.

Batam, 9th February 2018

Erni Susanti
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The thesis has been approved to be examined on the date as indicated below

Batam, 09th February 2018

**Robby Satria, S.S., M.Hum.
Supervisor**

ABSTRAK

Much Ado About Nothing, adalah drama yang ditulis oleh William Shakespeare dan diterbitkan untuk pertama kalinya pada tahun 1600. Peneliti tertarik pada drama “*Much Ado About Nothing*” karena ceritanya asmara, lucu, saling menghormati, tapi terkadang menciptakan masalah cinta disebabkan oleh orang ketiga. “*Much Ado About Nothing*” bercerita tentang karakter utama Benedick dan Beatrice yang ditipu untuk mengakui cinta mereka satu sama lain, dan Claudio ditipu untuk menolak Hero di altar karena keyakinan salah bahwa dia telah tidak setia. Dalam penelitian ini, peneliti menggunakan pendekatan psikologis dan menerapkan Hirarki Kebutuhan Abraham Maslow sebagai teori. Penelitian ini merupakan penelitian kualitatif. Dalam pendataan, peneliti mendokumentasikan data dengan membaca naskah drama dan teknik pengumpulan data dengan mencatat. Dalam metode penyajian data, peneliti menampilkan data dengan menggunakan metode deskriptif kualitatif. Metode analisis kualitatif adalah bentuk kata dan kalimat. Penelitian deskriptif adalah metode bagaimana menggambarkan sebuah data. Berdasarkan hasil penelitian, peneliti menemukan bahwa perjuangan dan hambatan cinta pada karakter utama, kedua pasangan tersebut memenuhi kebutuhan cinta dan rasa memiliki. Dari proses penelitian data dapat diketahui bahwa dalam memenuhi kebutuhan cinta dan rasa memiliki terhadap pasangan membutuhkan kepuasan saling saling percaya meskipun memiliki banyak kendala yang harus dihadapi dalam masalah kehidupan dan cinta.

Kata kunci: Kebutuhan Cinta dan Rasa Memiliki, Tokoh Utama, Psikologis

ABSTRACT

Much Ado About Nothing is written by William Shakespeare and published for the first time in 1600. The researcher was interested in plays Much Ado About Nothing because the story is romance, funny, honor for each other, but sometimes created a problem in love caused by a third person. “Much Ado About Nothing” told about the main characters Benedick and Beatrice are tricked into confessing their love for each other, and Claudio is tricked into rejecting Hero at the altar on the erroneous belief that she has been unfaithful. In this research, the researcher uses a psychological approach and applied Abraham Maslow's Hierarchy of Needs as the theory. This research is qualitative research. In the data collection, the researcher documents the data by reading the plays scripts and the technique of collected the data by taking note. In the method of presenting data, the researcher display data by using method of qualitative descriptive. Qualitative method of the analysis is the form of words and sentences. The descriptive research is a method how to describe the data. Based on the research result, the researcher found the struggles and obstacles of love in the main characters, both spouses have fulfilled their love and belongingness needs. From the data research process it can be found that in fulfilling the love and belongingness needs toward the spouse requires in satisfying and mutual trust between each other even though it has many obstacles that have to face in the problem of life and love.

Keywords: Love and Belonging Needs, Main Characters, Psychological Approach

MOTTO AND DEDICATION

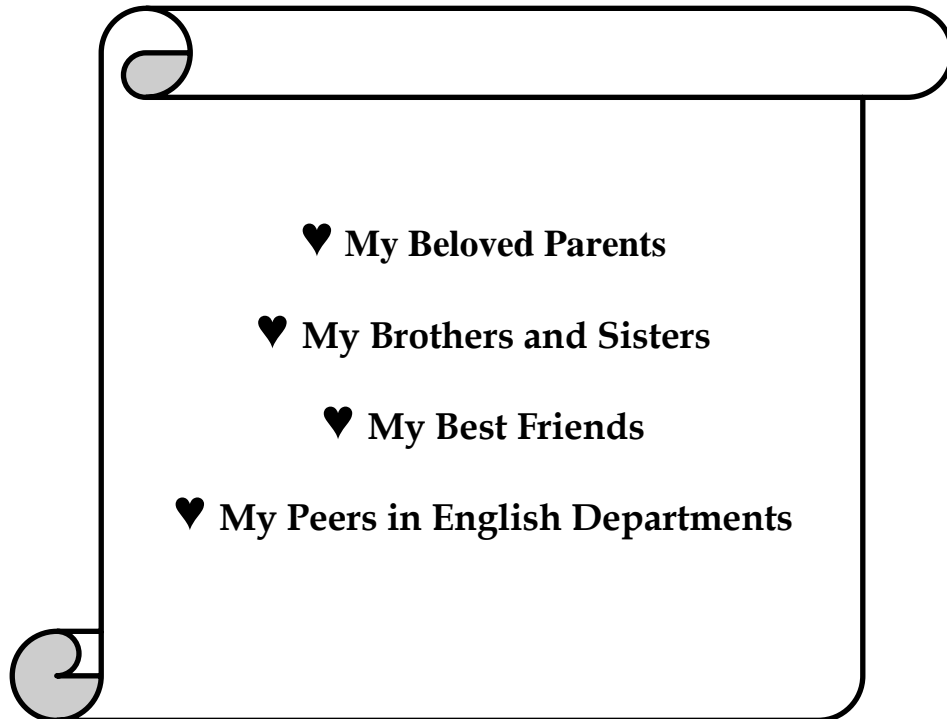
MOTTO:

Every Accomplishment Starts With The Decision To Try



Do What Is Right, But Not What Is Easy

This thesis is dedicate to:



ACKNOWLEDGMENT

All Praise to the Almighty God for His grace so that the researcher who has been in completing this thesis entitled “Love of the Characters in Much Ado About Nothing Drama by William Shakespeare; A Psychological Approach”. The researcher would like to say thanks to her beloved father and mother for the inspiring love and blessing given to her endlessly in taking this undergraduate program. The researcher wishes to express her gratitude and appreciation to Mr. Robby Satria, S.S., M.Hum. as her advisor who has contributed his ideas and time in arranging this thesis.

Furthermore, the researcher would like to express here sincere gratitude to all people who involve both directly and indirectly especially to:

1. Dr. Nur Elfi Husda, S.Kom., M.SI., as the Rector of Putera Batam University
 2. Suhardianto, S.Hum, M.Pd., as the Dean of Faculty of Humanities of Putera Batam University
 3. Afriana, S.S., M.Pd, as the Head of English Department of Putera Batam University
 4. All lecturers of English Department, for their knowledge, motivation and suggestion during my study in Putera Batam University
 5. All of friends who are studying in Putera Batam University for motivation, which have given spirit and friendship to the researcher.
- May God given mercy, peace and love for them. Amen

Batam, 09th February 2018

Erni Susanti

141210010

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Literature is an imaginative work depicting human life. Literature is also a writing composition that tells a story, dramatizes a situation, expresses emotions, analyzes and advocates ideas. Further, literature is also a reflection source of psychological background because literature take into account the life's truths to make clear the perspectives of human's soul, and pay attention to fancy, thinks, feelings sensations and soul psychical issues. People are free to enjoy or to study a literary works depend on their needs which is often gives a new experience or add up good values to their lives.

There are various kinds of literary works such as novels, short stories, ballads, poetry, drama, and others. Here, the researcher focuses on a drama. In literature, drama refers to a literary works written for performances by an actor or actresses. Drama typically consists of dialogue that is broken into acts and scenes. There are many of dramatic subgenres, such as comedy, tragedy, and tragic. A closet drama is dramas that are not meant to be act, but only be read. Drama can be based on crime, detective, adventurous, romantic, or political stories that reflect human life and relationship with their feeling and thought, appearance, attitude, behavior, character

which may be observed through happiness, struggles, sadness, failures or success with psychology as it related to the character in facing kind of emotion. In many literary works of drama, one that the researcher wants to analyze is “Much Ado About Nothing” drama.

Much Ado About Nothing is a comedy by William Shakespeare thought to have been written in 1598 and 1599, as Shakespeare was approaching the middle of his career. The play was included in the *First Folio*, published in 1623. By means of “noting” which in Shakespeare’s day, sounded similar to “nothing” as in the play’s title, and which means gossip, rumor, and overhearing. Benedick and Beatrice are tricked into confessing their love for each other, and Claudio is tricked into rejecting Hero at the altar on the erroneous belief that she has been unfaithful. At the end, Benedick and Beatrice join forces to set things right, and the others join in a dance celebrating the marriages of the two couples. Talking about this drama, the researcher decides to conduct a further research because people rarely do this romantic drama analysis and also this drama is very memorable to fight for love although have many obstacles, especially in the drama Much Ado About Nothing by William Shakespeare.

William Shakespeare was born on 26 April 1564 in Stratford-upon-Avon. Shakespeare is widely regarded as the greatest writer in the English language and the world’s pre-eminent dramatist. He was a husband of Anne Hathaway and also had three children; Susanna, and twins Hamnet and Judith. Shakespeare produced most of his known work between 1589 and 1613. His early plays were mainly comedies and

histories and these works remain regarded as some of the best work produced in these genres. He then wrote mainly tragedies until about 1608, including Hamlet, Othello, King Lear, and Macbeth, considered some of finest works in the English language. In his last phase, he wrote tragicomedies, also known as romances, and collaborated with other playwright. Shakespeare died on 23 April 1616 and he died within a month of signing his will, a document which he begins by describing himself as being in “perfect health”.

In Shakespeare’s drama “Much Ado About Nothing” that the researcher wants to analyzed a psychological approach as the support theory because in a psychological phenomenon in which people love each other but there is always a problem that disturbs the couple's relationship, resulting in a sense of distrust and misunderstanding. A psychological interpretation of science begins with the acute realization. Its origins are in human motives, its goals are human goals, and it is created, renewed, and maintained by human beings. The expert of this theory is Abraham Maslow who is famous for the creation of the Hierarchy of Needs in psychological approach. In Maslow’s Hierarchy of Needs consist of 5 types, such as Psychological needs, Safety needs, Love and Belongingness needs, Esteem needs, and Self-Actualization needs, but the researcher only analyzes Love and Belongingness in a thesis. If both the physiological and the safety needs are fairly well gratified, there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the

person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children.

In this research, the researcher uses psychological approach by Abraham Maslow in “Much Ado About Nothing” drama to strengthen the thesis because the theory in psychology proposed by Maslow is related to the human motivation so that this approach is suitable used to analyze the character’s Love in “Much Ado About Nothing” drama.

Based on the explanation above, the researcher want to state that in this study aimed to analyze about the love of characters in the drama on the grounds that interested in further research. The title chosen by the researcher in the research “Love of Character in Much Ado About Nothing Drama by William Shakespeare; A Psychological Analysis.”

1.2 Identification of the Problem

Based on explanation of background of the research above, the researcher describes several problems in the play Much Ado About Nothing by William Shakespeare, such as:

1. Love of the characters that found in Much Ado About Nothing play by William Shakespeare.
2. The struggles of love in the characters that found in Much Ado About Nothing play by William Shakespeare.

3. The obstacles of the characters in Much Ado About Nothing play by William Shakespeare.
4. The efforts of the characters in Much Ado About Nothing play by William Shakespeare.

1.3 Limitation of the Problem

The limitation of this research analyzes love of the characters in the psychological approach as found in play Much Ado About Nothing:

1. The struggles of love in the characters that found in Much Ado About Nothing play by William Shakespeare.
2. The obstacles of the characters in Much Ado About Nothing play by William Shakespeare.

1.4 Formulation of the Problem

There are some problems found in the analysis of the play Much Ado About Nothing by William Shakespeare. This research formulated as follow:

1. What are the struggles of love in the characters that found in Much Ado About Nothing play by William Shakespeare?
2. What are the obstacles of the characters to pursue his or her love and belongingness needs in Much Ado About Nothing play by William Shakespeare?

1.5 Objective of the Research

The researcher of this research has some objectives in the analysis in the drama Much Ado About Nothing. The objectives are as follow:

1. To describe out the struggles of love in the characters that found in Much Ado About Nothing play by William Shakespeare.
2. To describe out the obstacles of the characters to pursue his or her love and belongingness needs in Much Ado About Nothing play by William Shakespeare.

1.6 Significance of the Research

In conducting the research, the researcher is expecting that the result of this study will give valuable theoretical and practical contributions.

1.6.1 Theoretical

The use of this study theoretically is to clarify the theories in term of psychological approach especially heading towards the love and belonging. This could help the next generation in psychology students to be more alert and be able to explore in a wide range of their knowledge which refers to this study.

1.6.2 Practical

The practical of this research is to increase the understanding of psychological approach and its theory. It can be used as reference for the readers especially the students at English Department of Putera Batam University who wants to analyze

drama in psychological approach as object in their thesis writing, and are interested in studying psychology in love and belonging.

1.7 Definition of Key Terms

Love a universal emotion that has become the basis of marriage and family for many societies. Love is an expression of emotion. Love, it is said, can make you walk miles barefoot in the rain just to see the person you can't stop thinking about or it can make you cross the street because the store "you love" is located there. Love is a versatile word like what it describes. Love takes many forms, but the word typically describes an affection that is deep and emotional. If you say you're "in love," that tends to refer to the romantic kind of love. (A. Maslow, 1943)

Character an individual or usually a person in a narrative in a work of fiction or creative nonfiction. The act or method of creating a character in writing is known as characterization. A character is a person, animal, being, creature, or thing in a story. Writers use characters to perform the actions and speak

dialogue, moving the story along a plot line. A character is motivated to do a certain action because of the love which he has, the love which he wants, or the love that someone has for him, and also his love to himself. (Rudianto, 2004)

Psychological Approach

the term "psychology" is derived from two Greek words, such as *psyche* or soul and *logos* is science or study. Thus, literally it means study or science of soul. But now it is no more considered as science of soul. It has moved away from this focus and established itself as a scientific discipline which deals. The word *psychological* is used to described things that are primarily mental or emotional, but it can also be used when referring to the field of psychology issues of teen and childhood in college. (Cossairt, 2006)

CHAPTER II

REVIEW OF RELATED LITERATURES AND THEORETICAL FRAMEWORK

In this chapter, the researcher discusses the theory that applies in this research such as review of related literatures using psychological approach and the theory of Abraham Maslow's Hierarchy of Needs, review of previous study, and the theoretical framework used in the analysis of the thesis.

2.1 Psychological Approach

The term "psychology" is derived from two Greek words – psyche (soul) and logos (science or study). Thus, literally it means study or science of soul. But now it is no more considered as science of soul. It has moved away from this focus and established itself as a scientific discipline which deals with the various processes and behavior of organism. Most of the contemporary psychologists agree on a definition of psychology as the scientific study of behavior and mental processes of organism. (Cossairt, 2006)

Psychology is the scientific study of behavior and mental process. Some people might think that psychologist is interested only in problem or abnormal behavior. In fact, psychology is also interested in every aspect of human thought and behavior. There are some fields which are included in Psychology; they are developmental

psychology, psychological psychology, experimental psychology, social psychology, and personality psychology. Developmental Psychology studies about human mental and physical growth from the parental period through childhood, adolescence, adulthood and old age; Psychological Psychology investigates the biological basic of human behavior, thoughts and emotions; Experimental Psychology studies about basic psychological process, including learning, memory, sensation, perception, cognition, motivation, and emotion; Personality Psychology studies the differences among individuals in such traits as anxiety, sociability, self-esteem, need for achievement and aggressiveness; and Social Psychology studies about how people influence one another.

A psychological interpretation of science begins with the acute realization that science is a human creation, rather than an autonomous, nonhuman, or per se "thing" with intrinsic rules of its own. Its origins are in human motives, its goals are human goals, and it is created, renewed, and maintained by human beings. Its laws, organization, and articulations rest not only on the nature of the reality that it discovers, but also on the nature of the human nature that does the discovering. The psychologist, especially if he has had any clinical experience, will quite naturally and spontaneously approach any subject matter in a personal way by studying people, rather than the abstractions they produce, scientists as well as science. (A. H. Maslow, 1970)

Based on the explanation, psychology explores person from the real life. So in the research, the researcher applies a theory proposed by Abraham Maslow. His

theory is about humanistic psychology that called “Hierarchy of Needs”. Abraham Maslow’s theory is one of the most widely discussed theories of motivation that emphasized people have free will and they play an active role in determining how they behave. Therefore, the researcher wants to apply furthermore about Hierarchy of Needs by Abraham Maslow to analyze the psychological aspect below.

2.1.1 Hierarchy of Needs

Maslow also has a theory like the other experts. Maslow gives the name for his theory Hierarchy of Needs. Maslow’s hierarchy of needs is one of the best-known theories of motivation. In our life are motivated by needs. Our actions are motivated in order to achieve certain needs. Abraham Maslow is well known for the creation of the hierarchy of needs. If, for example, people had a choice between food and residence, they would in more cases choose the food. The same was true when it came to the people choice between water and food. The water would always be chosen as the priority over food. So, it could see that they have fulfilled their physiological needs and then the same held true with safety needs. If all of the physiological needs were met, then people behavior became more profound when it came to establishing social roles and dominance.

According to Maslow’s theory, there are four types of needs that must be satisfied before a person can act unselfishly. The needs are arranged in a hierarchical order. The upward climb is made by satisfying one set of needs at a time. The most basic drives are physiological. After that, comes the need for safety, then the desire

for love, and then the quest for esteem. Maslow referred to the four lower needs as “deficiency needs” because their lack creates a tension within us. As long as we can work to satisfy the cravings, we’re moving toward growth. Then, Maslow described the need for self-actualization as “the desire to become more and more what one is, to become everything that one is capable of becoming”. People feel this gentle but persistent tug to maximize their potential only after they have satisfied their basic deficiency cravings. Self-actualization can take many forms, depending on the individual. These variations may include the quest for knowledge, understanding, peace, self-fulfillment, meaning in life, or beauty. (Janis, 1998)

On the other hand, Maslow also mentions the idea of “being needs.” Being needs have nothing to do with deficit needs. Being needs are internal, and are at the very top of Maslow’s hierarchy pyramid, which ties into self-actualization. An example here might be drawing one’s own conclusions of where and who he or she is spiritually. This internal concept is addressed as self-actualization. The following sections of this article will address each level of Maslow’s Hierarchy of Needs in more detail in an effort to see how they apply to individuals, and how they can define who and where an individual is in his or her life. (Poston, 2009)

So, hierarchy of needs theory by Maslow is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom and self-actualization at the top. Furthermore, we can see the pyramid below and the researcher wants to discuss the hierarchy of needs details as follow:

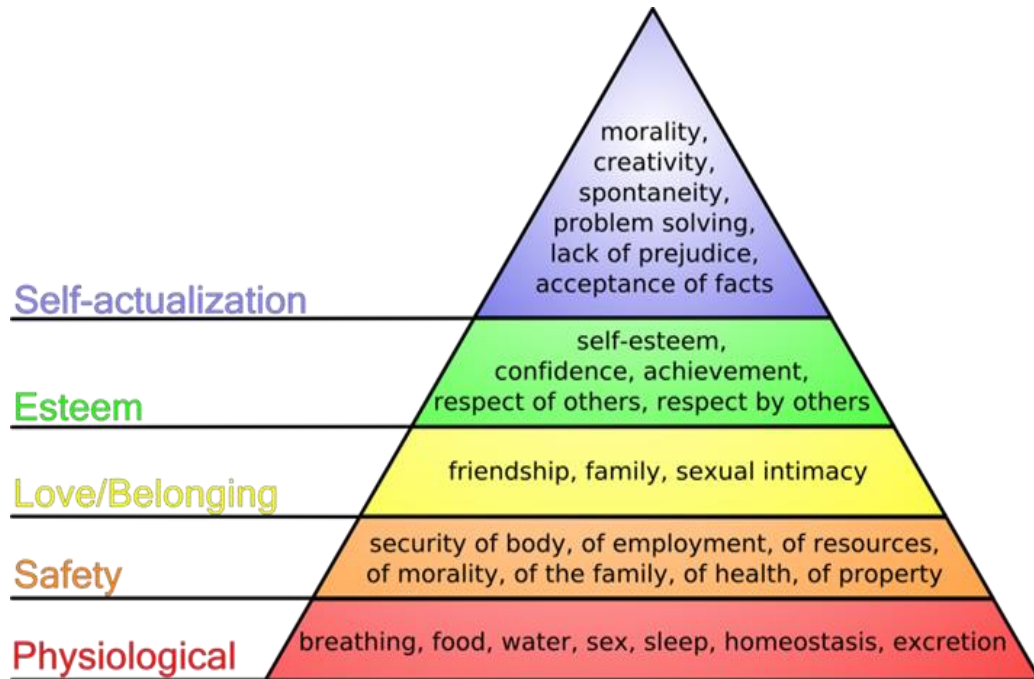


Figure 2.1 The Pyramid of the Hierarchy of Needs by Abraham Maslow

2.1.1.1 Physiological Needs

Physiological needs are the basic of hierarchy theory by Abraham Maslow. Physiological needs are obvious. They are the literal requirements for human survival. If the human are not met, the human body simply cannot continue to function.

With so many different capabilities, from the regulation of temperature and hormones to the processing of water, food and the elimination of waste, the living body is the most unique machine in the universe. Despite its relative fragility, the human body can live for many years. Every single detail is so integrally from how the body processes oxygen through millions and millions of tissue cells, to the thousands

of miles of arteries that carry blood and nutrients to those tissues. With this being said, there is still the need to meet the very basic essentials of life: the body must take on oxygen, water and food. Before any further growth can take place, this very basic need have to be met. This is what Maslow addresses as a physiological need - the need for the body to work in unison to accomplish the task of basic survival. (Poston, 2009)

Physiological needs are basic. The body craves food, liquid, sleep, oxygen, sex, freedom of movement, and a moderate temperature. When any of these are in short supply, we feel the distressing tension of hunger, thirst, fatigue, shortness of breath, sexual frustration, confinement, or the discomfort of being too hot or cold. These irritants compel us to seek the missing commodity so that our body can return to homeostasis-a system in balance or at rest.

Physiological needs are influenced generally through the cravings that we have. If a person is thirsty, he or she finds a drinking fountain. Similarly, if the individual is hungry, he or she will find food. If the body is being deprived of oxygen, it will surely react. If there is a vitamin deficiency, the body has subtle ways of fulfilling that need.

Throughout life, the idea of physiological needs remains consistent. The need to maintain adequate physiological balance will always be essential, and may kick into action in very different ways at various different times, whether the individuals experiencing it are aware of it or not. For example, how would anyone ever get a good night's sleep if they had to literally think about their breathing pattern, heart rate

or blood pressure on a conscious level? Sure some people may have to get up during the night to use the restroom or grab a glass of water, but remember that this is all part of how the body regulates itself. (Poston, 2009)

The notion that physiological needs tie into other, more complex needs of the hierarchy is very relevant. Maslow believed that once the physiological needs are met in sufficient detail, people move on to address these more complex needs. Safety and security make up the next platform of the pyramid.

2.1.1.2 Safety Needs

Safety needs is the second level of hierarchy of needs. Much like physiological needs require maintenance throughout life, so does the need to feel secure. This need is more psychological. With that being said, safety needs may be different for each individual, depending on where he or she is in life. For a child, this need may manifest as the need for a safe family environment. There has to be security in the home, with warmth and love. When a family is dysfunctional, it makes it difficult for that child to move up to the next level of social needs because fear is often present.

For adults, this need may be economic in nature. If a person loses his or her job, for example, fear and anxiety will have an impact on that person's social life, and may cause him or her to regress. Additionally, adults are not immune to the need of safety. In some parts of the world, where there is chaos, people are stuck at this level of needing to feel safe. The goal of consistently meeting the need for safety is to have stability in one's life. It is the idea of being able to walk around the block at night

without the worry of being mugged. It is the idea of feeling secure in the workplace. It is conclusive that fear hinders one's ability to move on to the more advanced platforms of Maslow's pyramid. (Poston, 2009)

2.1.1.3 Love and Belongingness Needs

After physiological and safety needs are fulfilled, the third layer of human need by Abraham Maslow's Hierarchy of Needs that is social and involves a sense of belonging. Advancing up the hierarchy pyramid, the next level represents the need to belong on a social level. The social level generally becomes the priority only after the physiological and safety needs have been sufficiently met and maintained. A sense of belonging can be felt when an individual becomes more focused on the desire to build relationships with others. This includes the desire for a romantic partner, to have close friends, and maybe to get married and have children.

The love or belongingness needs come into play after the physiological and security drives are satisfied. Gratification is a matter of degree rather than an either-or accomplishment. But once a need has been significantly satisfied over a long period of time, it becomes functionally absent. The action switches to the next highest level, in this case, love. Even though it's higher in the hierarchy than physical or safety needs, the desire for love and belonging is similar in that it motivates only when a person feels a deficit. (Janis, 1998)

Again, this need will change depending on where an individual is in his or her life. For a young child, approval seeking behaviors may become more commonplace.

The child may engage in activities to get his or her parents' attention by exploring or asking lots of questions. In a sense, the child needs to feel an emotional or social connection with his or her parents. As the child evolves into a teenager, he or she will more than likely become more socially active in peer groups. Generally, whatever gets reinforced, supported, or accepted by these peer groups will often determine which type of group the adolescent will affiliate him or herself with. This idea can be noticed at any point throughout an individual's life. As youths mature into adulthood, they tend to affiliate with those individuals or groups who accept them. (Poston, 2009)

A sense or a need to belong, at any stage, is influenced by several factors. Some of these influences, for example, are socio-economic influences: the education level of parents and family, the neighborhood in which the child grows up and the type of schools where they are educated, as well as the children who attend those schools. Whatever type of behavior is learned and accepted, based on these variables, is likely the behavior that will form a particular individual's character and self-esteem.

The level of belonging must be established because of its effect on one's self-esteem. If the level of belonging in the hierarchy model is low, or an individual is viewed negatively by peers in that group, he or she may develop social anxiety and may withdraw toward a level of people in which he or she fits in socially. If a child grows up in a neighborhood where there are street gangs, and attends schools in that neighborhood with the families of those street gangs, then the likelihood of the child to adapt and take on that form of character becomes more likely. According to

Maslow, the reason for this behavioral pattern is likely due to the peer groups that the child grew up with.

This is not meant to imply that all children who grow up in this type of neighborhood will join a gang, simply that there is a higher likelihood of that outcome. On the other hand, if a child is brought up in a more affluent neighborhood, it is likely that the parents will also be more educated. In this scenario, it is more likely that the child will develop and adapt to the peer groups in which education is more of a priority. The influence in a child's upbringing starts with a home and family that secures the previous levels of Maslow's hierarchy by meeting and maintaining the foundation levels of needs. Relieving any anxiety or fear will help put more emphasis on social development, and with this will come a healthier self-esteem. (Poston, 2009)

2.1.1.4 Esteem Needs

Once the needs of physiology, safety and belonging have been met, the individual will now move on to the needs of their self-esteem. Self-esteem, like all the prior needs, must also be maintained. This is the highest platform in the category of deficit needs. The process of growth, when addressing one's self-esteem, builds the bridge to one's awareness. Self-esteem begins to establish itself in life as early as age two. Maslow's hierarchy addresses two levels of self-esteem. One of those is a lower level and the other is a higher level.

All people in our society have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. These needs may therefore be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Second, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation. (A. H. Maslow, 1970)

The higher form of self-esteem that Maslow addresses is that of self-respect. This higher form of self-esteem requires less maintenance because through accomplishment, it becomes a permanent part of who the individual is. We can say that once a person has gained respect for himself or herself, it is much harder to lose that respect or to have it taken away. People on the higher end of self-esteem generally like who they are. The idea of confidence in ability, the mastery of something, or the competence that is established in what these people do, supports this higher form of self-esteem.

These forms of self-esteem should not be confused with an individual having high or low self-esteem. Individuals with low self-esteem often have a low opinion of themselves and their self-image. With this idea in mind, Maslow contends that the majority of people's psychological problems are due to low self-esteem. The realism here is that if a person doesn't like himself or herself, or who he or she is or what he

or she has accomplished, then that person will be more critical of himself or herself. Through that process, negative self-talk is born, and can create a barrier to achieving personal success. How does low self-esteem impact these lower and higher forms of self-esteem in general? If an individual has low self-esteem, the lower form of self-esteem affects the individual on a social level. The individual may, for example, constantly attempt to seek or validate feedback and acceptance on a social level from his or her peers. With regard to the higher form of self-esteem, in the individual with low self-esteem may display a lack of respect for him or her and the expectations that they place upon themselves would be unrealistic, or perhaps in some cases these expectations would be placed by others rather than being placed by the individuals themselves. (Poston, 2009)

It is amazing that all of the prior needs within Maslow's hierarchy, including physiological, safety, and even belongingness needs are frequently met, especially in modern society and developed countries. Imagine if more people just had a little respect for themselves in the grand scheme of things.

2.1.1.5 Self-Actualization Needs

This is the top or higher level of the pyramid hierarchy of needs. Self-actualization is defined by Maslow as the single component of being within the hierarchy model. Being in this sense is means not being the part of deficit needs as they appear in the lower hierarchy chain. This need is independent there must be some accomplishment of all the other deficit needs, which are best defined as what

we appear to be, according to the standards of society. Self-actualization is the internal dialogue that everyone establishes at some point in their lives. In order to do that, there must be some establishment or satisfaction of the prior needs. Once all of the previous needs have been met, an individual can direct his or her focus toward a true calling. Usually when a person is hungry, or they don't feel safe, or they feel unloved, the focal point leans towards resolving those issues, therefore disrupting the focus on self-actualizing. With self-actualization, being able to pinpoint how one truly feels about something is often a little more challenging to figure out, or it can be the determining factor of how well he or she is connected with his or her self and abilities. (Poston, 2009)

Even if all these needs are satisfied, we may still often, if not always expect that a new discontent and restlessness will soon develop, unless the individual is doing what lie, individually, is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. This need we may call self-actualization.

People who are self-actualizers are focused on what matters most in defining who they are. Once self-respect is gained, the individual can take a more proactive approach to bettering themselves, as well as being able to remain focused on resolving any dilemmas that may arise regarding the deficit stages. Self-actualizers may be more generative in the sense that the focus is no longer as much about pleasing others as it is giving back or sharing this part of who they are. In other aspects, it can also appear to be spiritual. Looking at one's life as to who he or she is

in the universe is a good example. Once a person is able to come to terms with who they are, and they are ultimately satisfied with that, then they have truly reached the point of being able to self-actualize.

With this level of intuition comes a sense of peace, which in turn serves as a motivator to focus on more advanced tasks in life, such as supporting the moral and ethical standards in life. There is a more in-depth focus on bettering oneself and expanding one's knowledge and talents. The real definition to self-actualizing is getting to know one self, while being okay and unconditionally accepting of whatever it is that he or she discovers. Once an individual establishes that respect for his or herself, no one can take that away. In this context, Abraham Maslow is justified in establishing self-actualization in a category by itself that quantifies the need of being separately from the need of deficit. (Poston, 2009)

2.2 Review of Previous Study

In the previous research, psychological approach has been analyzed in many researches by the previous researchers especially about the Much Ado About Nothing or Abraham Maslow' Hierarchy of Needs, and the researcher find to previous research that relevant with the researcher topic.

The first researcher is Noufal Junaidi (2014) from Maulana Malik Ibrahim State Islamic University of Malang with the title "Psychological Analysis of Jay Gatsby's Life in Francis Scott Fitzgerald's 'The Great Gatsby' (Viewed from Abraham Maslow Hierarchy of Needs Theory)". He used Hierarchy of Needs theory by

Abraham Maslow in the research. In the research, he focused on analyzing psychological problems of Jay Gatsby which influenced his life and the effort of Gatsby to fulfill his psychological needs, viewed from Abraham Maslow's Theory of Needs. He analyzed the psychological problem related with love and sense belonging, and also he will interpret and explore the novel. He took his main data from novel "The Great Gatsby" itself and also he explored the novel carefully to get the needed data related to psychological problems of Jay Gatsby as the main character in the novel especially about his psychological problems, psychology and literary criticism which can support his research, and search data from internet is also the way to complete data. His data analysis will be reviewed, separate some unnecessary data and keep the needed data only and analyze it and give explanation.

The second researcher is Fauziah (2014) from Syarif Hidayatullah State Islamic University, Jakarta with the title "Hierarchy of Needs Analysis of the Main Character in You Again Film". She analyzed the hierarchy of human needs represented by a female character in You Again film. She focused on the female character named Marni Olivia Olsen, a teenager girl who lives in New York. The object of the study is to show the characteristic of Katniss Everdeen. Specifically, the aim of the study is to show the main character in fulfilling her needs viewed from Abraham Maslow's theory. She employs qualitative descriptive method by which the collected data were analyzed, interpreted, and described to build understanding value in the film. In doing her qualitative research, she uses hierarchy of human needs by Abraham Maslow as the basic concepts and frameworks of thinking. From her analysis, it can be

concluded the main character (Marni Olivia Olsen) can fulfill those needs even though she has to face several obstacles.

The third researcher is Fiedhawatie (2013) from University of Brawijaya, and she analyzed the journal with the title “Maslow’s Hierarchy of Needs Manifested by the Main Character in the ‘Forrest Gump’ the Movie”. In the analysis, she is chosen the Forrest Gump movie to her thesis because it shows the reality and the western historical themes. She wanted to analyze the main character by using Abraham Maslow’s theory to support her thesis. Her object of the study is a movie, and she also used the movie studies. The result of this study shows that the Hierarchy of Needs by Abraham Maslow is manifested by Forrest Gump, the main character in this movie. In her significance of the research, she provides that the other researchers need to do further studies and carry out other pieces of analysis reveal to the important and useful things in Forrest Gump the movie. The second possibility is the next researchers may keep using Maslow’s Hierarchy of Needs but they can have different object to analyze or they can use the same movie but different approach.

The last researcher is Firda, (2014) from English Department, School of Teacher Training and Education, Muhammadiyah University of Surakarta. The title of her journal is “Prejudice and Stereotype Reflected in William Shakespeare’s Much Ado About Nothing (1600); A Social Psychological Perspective”. She analyzed the major problem of this study is about how prejudice and stereotype happen is reflected in Much Ado About Nothing play. The objective of her study is to analyze the play based on the structural elements and based on social psychological perspective. In the

research, she used qualitative research and the data of her research consists of primary data and secondary data. The primary data of the research is the Much Ado About Nothing play and the secondary data of the research are other materials related of the study. The result of the study in her research shows the following conclusion. Then, in her analysis based on the social psychological perspective analysis, it shows that William Shakespeare illustrated that people tend to have prejudice and build stereotypes about others.

2.3 The Theoretical Framework

In this thesis the researcher makes framework to present the simple explanation about the title and what will be analyzed. The first is to analyze love of the characters in plays “Much Ado About Nothing” by William Shakespeare and use a psychological approach to support the analysis. After that, in the analysis propose the theory Hierarchy of Needs by Abraham Maslow, especially in love and belongingness needs that consist of friendship, family, and spouse. The last is conclusion. Below is the schema of the theoretical framework in doing the research base on the some theories.

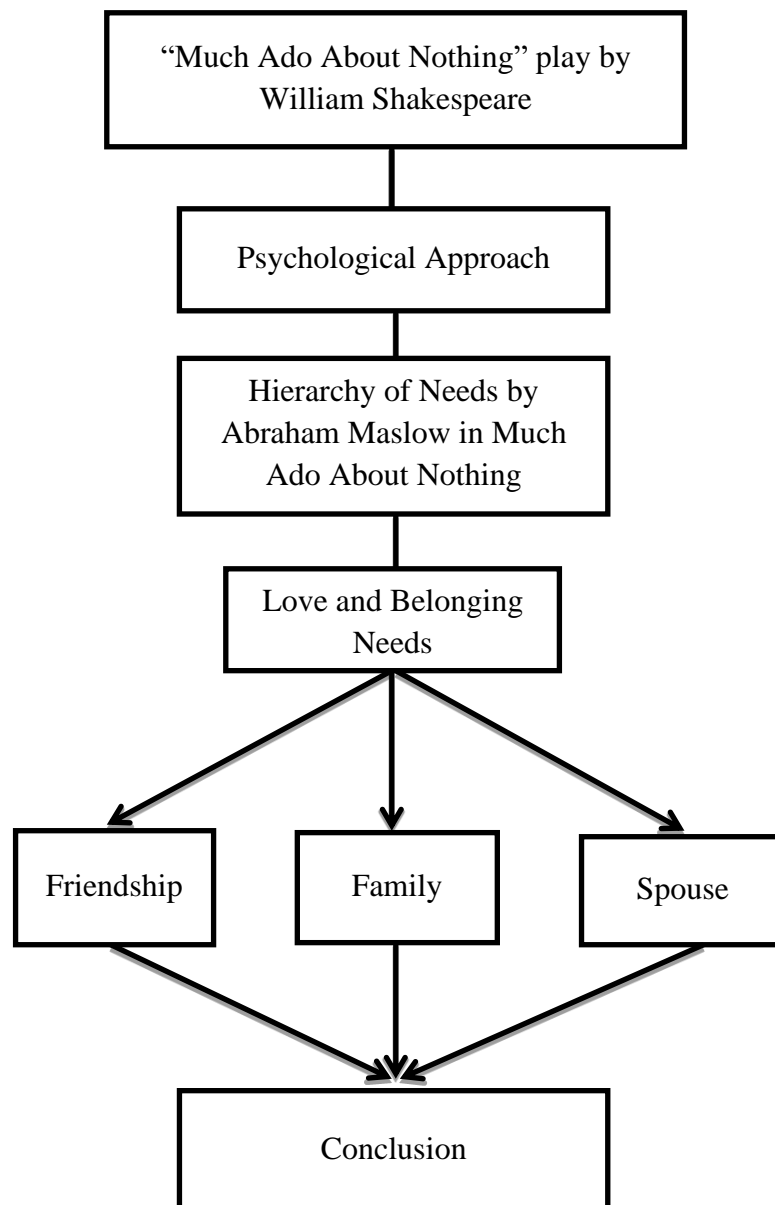


Figure 2.3 Theoretical Framework

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

According to Creswell (2009), research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions, and they need not be taken in the order in which they make sense to me and the order of their presentation here. The overall decision involves which design should be used to study a topic. The researcher of this research applied descriptive using method of qualitative.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2013). The use of method in a research is important and necessary because helped the researcher to get the data and then to analyze the data.

3.2 Object of the Research

Research object means the data that is taken as a source of the discussion. So, the object is the play “Much Ado About Nothing” by William Shakespeare. The play is published in 1623 and in the script has 5 scenes 17 acts. In this research, the researcher takes the data from William Shakespeare’s “Much Ado About Nothing”

play as the primary data and the secondary data of the research is psychological aspect that related to the love of characters in Much Ado About Nothing plays.

According to Klarer (2004), the term secondary source applies to texts such as articles (or essays), book reviews, and notes (brief comments on a very specific topic), all of which are published primarily in scholarly journals. In other, the play as the secondary source that the researcher takes to thesis also takes another data from the literature books that related to the research and journal from the internet to support the analysis.

3.3 Method of Collecting Data

In collecting data of this research, the researcher uses primary and secondary data. Primary data means original data that has been collected specially for the purpose in mind. If the secondary data that has been collected for another purpose. It involves less cost, time, and effort. Secondary data is also data that is being reused, usually in different context. In primary data, the researcher takes the data in play Much Ado About Nothing and the secondary data applies in writing form, such as articles, journals, books, essays, analysis, notes and etc. The researcher documents the data by reading the play scripts in internet media. The technique of collected the data that the researcher used by taking note.

3.4 Method of Analyzing Data

As soon as the significant and important data are collected, the researcher comes to start analyzing the data by using intrinsic and extrinsic. In this analysis data, the researcher will use the intrinsic to describe the play *Much Ado About Nothing* and the extrinsic is to apply Maslow's Hierarchy of Needs in the play. The researcher would like to analyze the data as follow below:

1. The researcher read scripts of the plays *Much Ado About Nothing*.
2. The researcher classifies a dialogue to be researched in the plays *Much Ado About Nothing*.
3. The researcher identified the intrinsic elements, such as theme, character, plot, and setting.
4. The researcher applies psychological approach to support the analysis.
5. Draw a conclusion.

3.5 Method of Presenting Result Research

After the data is reduced, then the next step is to display data. In this case, the researcher will use the qualitative descriptive method. In qualitative research, the presentation of data can be done in the form of words or paragraph. Qualitative method means that the researcher of this thesis will explain the result of the analysis in the form of words and sentences since the result is not numeral data. The descriptive research is a method that the researcher describes the data.