

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 basis 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:

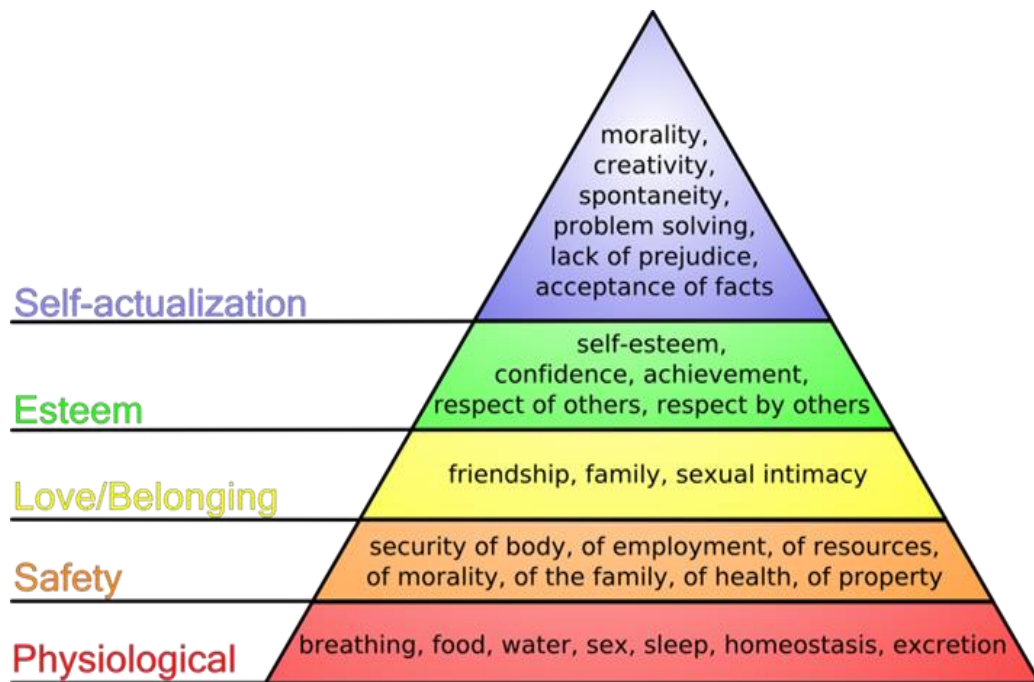


Figure 2.1 The Pyramid of the Hierarchy of Needs by Abraham Maslow

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's 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.

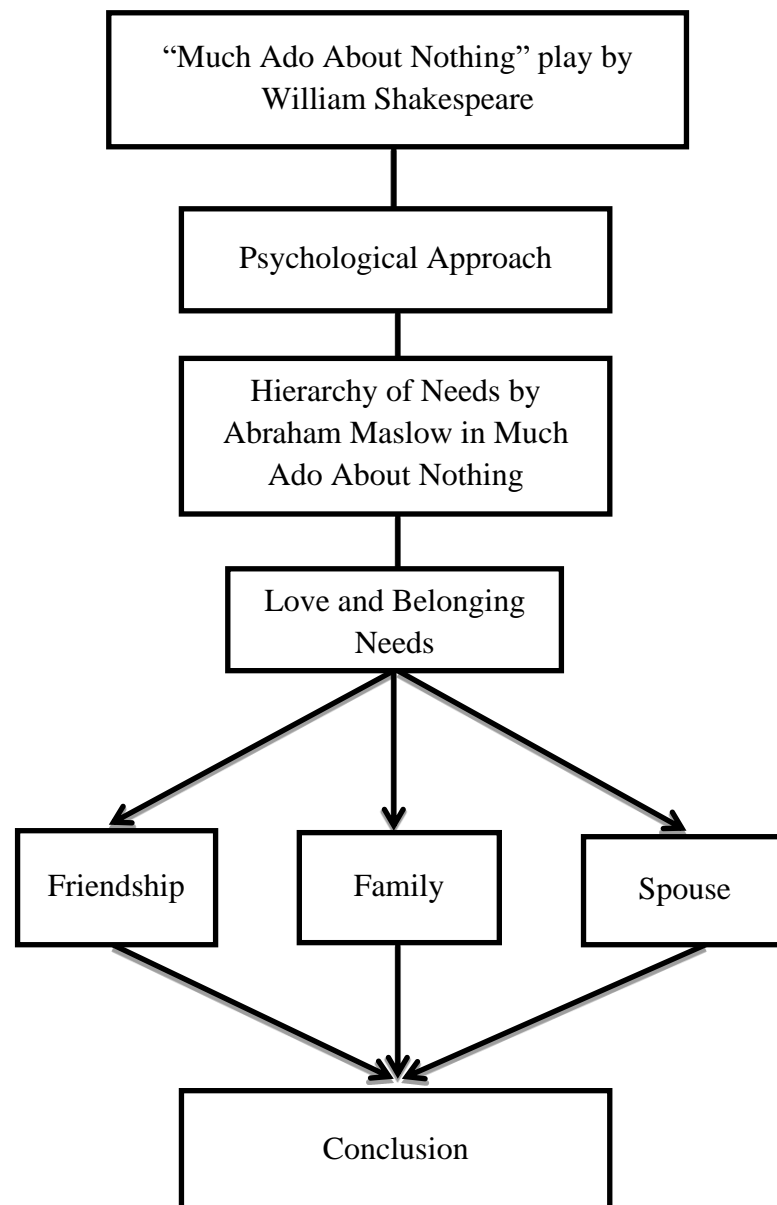


Figure 2.3 Theoretical Framework