

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORITICAL FRAMEWORK

2.1. Psychological Theory

James (2016) Psychology is the Science of Mental Life, both of its phenomena and of their conditions. The phenomena are such things as we call feelings, desires, cognitions, reasonings, decisions, and the like; and, superficially considered, their variety and complexity is such as to leave a chaotic impression on the observer.

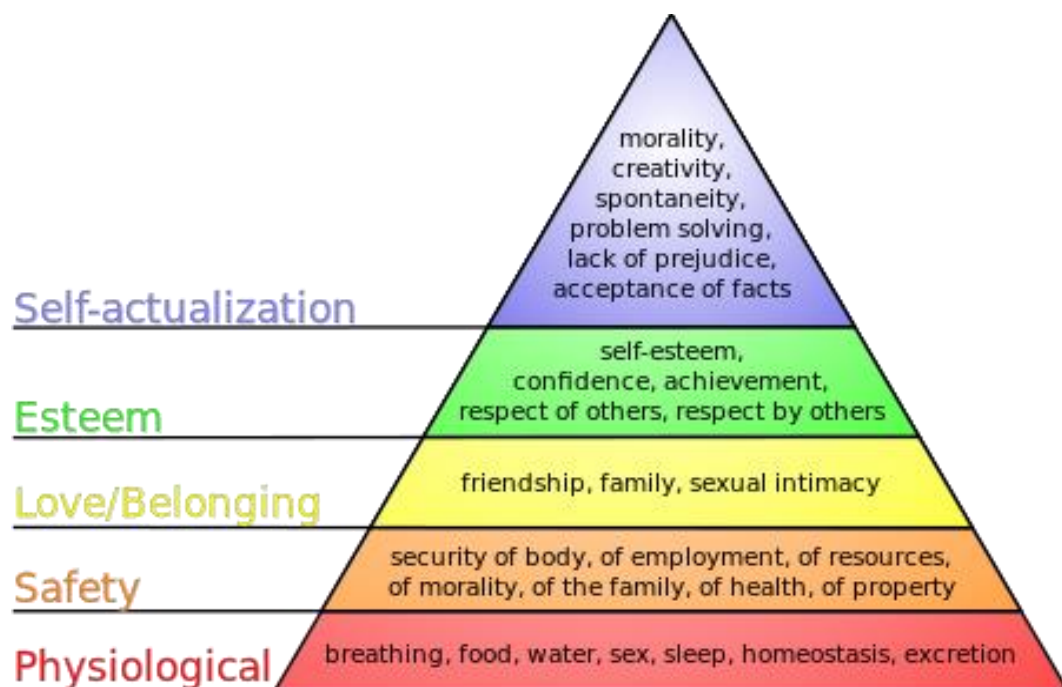
In literature, many expert that have a theory and concept about psychology. There is Freud (2008) argues that human behavior is the result of the interactions among three component parts of the mind: the id, ego, and superego. Then, Carl Jung regarded the psyche as made up of a number of separate but interacting systems. The three main ones were the ego, the personal unconscious, and the collective unconscious. Jung also has theory about archetype consist of persona (mask), anima/animus and shadow. Next, Erik Erikson with theory of psychosocial development has eight distinct stages, taking in five stages up to the age of 18 years and three further stages beyond, well into adulthood. During each stage, the person experiences a psychosocial crisis, which could have a positive or negative outcome for personality development.

The last is from Abraham Maslow with theory hierarchy of need. Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are physiological, safety, love and belonging, esteem and self-actualization. In this research, the researcher used theory from Abraham Maslow about Hierarchy of Need for analysis the main character in the novel *Les Misérables*, Jean Valjean.

2.1.1. Hierarchy of Needs by Abraham Maslow

Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. Maslow used the terms Physiological, Safety, Love or Belonging, Esteem, and Self-Actualization needs to describe the pattern that human motivations generally move through.



Pyramid of Hierarchy of Needs by Abraham Maslow

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top. While the pyramid has become the de facto way to represent the hierarchy, Maslow himself never used a pyramid to describe these levels in any of his writings on the subject. The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met – with the exception of the most fundamental (physiological) need – there may not be a physical indication, but the individual will feel anxious and tense. In addition, the need to fulfil such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the more hungry they will become.

Maslow wants to understand what motivates people. He believes that people possess a set of motivation systems unrelated to rewards or unconscious desires. He states that people are motivated to achieve certain needs. When one need is fulfilled, a person searches to fulfill the next one, and so on. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire or focus motivation upon the secondary or higher level needs. One must satisfy lower level basic needs before progressing on to meet higher-level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest-level called self-actualization. (Walborn, 2014)

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure

to meet lower level needs. Life experiences including divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy. Maslow notes only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.

2.1.1.1. Physiological Needs

This is the basic need of human body has to be fulfilled; if they are not fully fulfilling the human body cannot run its function very well. Examples: foods, drinks, air (oxygen), freedom of movement and clothes. When any of this are not fulfil, we will feel hungry, thirsty, hard to breath, and not comfortable with the weather too cold or too hot. As long as we can fulfil the basic need we can get energies to do our activity, a spirit to face our life to satisfy the next needs. According to Maslow, (1970) the first and most basic need people have is the need for survival: their physiological requirements for food, water, and shelter. People must have food to eat, water to drink, and a place to call home before they can think about anything else.

2.1.1.2. Safety Needs

After the basic need has fulfilled, the next step is safety needs. Make sure safety for ourselves, so we can do any private business without disturbing by others. Safety needs give a secure feeling to the individual. If this safety needs develop in a larger society then people need a regulation. Examples: protection from elements, security, order, law, stability and freedom from fear. According to Maslow (1970) Safety is the feeling people get when they know no harm will

befall them, physically, mentally, or emotionally; security is the feeling people get when their fears and anxieties are low.

2.1.1.3. Love and Belonging Needs

The third step knows as love and belonging needs. The love or belongingness needs come after the physiological and safety needs are satisfied. In this step, the individual needs to get receiving and giving affection and love, attention, intimacy, and friendship. Affiliating, being part of a group such as family, friends and work. According to Maslow (1970) These needs are met through satisfactory relationships—relationships with family members, friends, peers, classmates, teachers, and other people with whom individuals interact.

2.1.1.4. Esteem Needs

The fourth step of the hierarchy explains the criteria of a human. About their basic need to accepted, respected and valued by other society. Higher reputation needs to higher respect while the low reputation leads to desperation. According to Maslow (1970) Once individuals have satisfactorily met their need for love and belonging, they can begin to develop positive feelings of self-worth and self-esteem, and act to foster pride in their work and in themselves as people.

2.1.1.5. Self-actualization Needs

The last is self-actualization. This is the top of the hierarchy, which indicates the condition of someone if he has switch the highest level of hierarchy it can be seen if they manage their life by using their talents and interest. The level only can be achieved if both previous levels are already gained before. Example: realizing personal potential, self-fulfilment, seeking personal growth and peak

experiences. A desire “to become everything one is capable of becoming”. According to Maslow (1970) a person’s desire to become everything he or she is capable of becoming—to realize and use his or her full potential, capacities, and talents.

2.2. Preliminary Analysis

2.2.1. Plot

In this novel, the stages of plot consist of:

1) Exposition

Valjean struggles to transform himself from a thief into an honest man; over the years he struggles to stay a step ahead of the zealous police officer Javert and tries to raise his adopted daughter, Cosette.

2) Rising Action

Valjean’s disclosure of his true identity at Champmathieu’s trial; Valjean’s rescue of Cosette from the Thénardiens; Marius’s first sight of Cosette in the Luxembourg Gardens.

3) Climax

Marius, Valjean, and Javert’s dramatic interactions at the barricades.

4) Falling Action

Marius and Cosette’s wedding; Javert’s suicide.

5) Resolution

Valjean dies in peace.

2.2.2. Character

The researcher collects the characters in the novel *Les Misérables* by Victor Hugo. The main characters are Jean Valjean, Cosette, Javert, and Fantine. While, the supporting characters are Marius Pontmercy, M. Myriel, M. Thénardier, Mme. Thénardier, Eponine, M. Gillenormand, Gavroche, Enjolras, Fauchelevent, M. Mabeuf, Champmathieu, Azelma, Colonel Georges Pontmercy, Felix Tholomyes, Patron-Minette, and Petit-Gervais. Those characters are explained below.

1) Jean Valjean

Jean Valjean is Cosette's adopted father. Valjean is an ex-convict who leaves behind a life of hatred and deceit and makes his fortune with his innovative industrial techniques.

2) Cosette

Cosette is Fantine's daughter, who lives as Valjean's adopted daughter after her mother dies. Cosette spends her childhood as a servant for the Thénardiens in Montfermeil. Under the care of Valjean and the nuns of Petit-Picpus, Cosette ultimately blossoms into a beautiful, educated young woman. She finds fulfillment in her love for Marius.

3) Javert

Javert is a police inspector who strictly believes in law and order and will stop at nothing to enforce France's harsh penal codes. Javert is incapable of compassion or pity, and performs his work with such passion that he takes on a nearly animal quality when he is on the chase.

4) Fantine

Fantine is a working-class girl who leaves her hometown of Montreuil-sur-mer to seek her fortune in Paris. Fantine's innocent affair with a dapper student named Tholomyès leaves her pregnant and abandoned. She makes a Herculean effort to feed herself and her daughter, Cosette. She represents the destruction that nineteenth-century French society cruelly wreaks on the less fortunate.

5) Marius Pontmercy

Marius Pontmercy is the son of Georges Pontmercy, a colonel in Napoléon's army. Marius has an identity crisis when he learns the real reason for his separation from his father. An innocent young man, Marius is nonetheless capable of great things and manages to both fight on the barricades and successfully court the love of his life, Cosette.

6) M. Myriel

M. Myriel is the bishop of Digne. M. Myriel is a much-admired clergyman whose great kindness and charity have made him popular throughout his parish. He passes on these same qualities to Valjean and initiates the ex-convicts spiritual renewal by saving Valjean from arrest and making him promise to live as an honest man.

7) M. Thénardier

M. Thénardier is a cruel, wretched, money-obsessed man who first appears as Cosette's keeper and tormentor. Blinded by greed, Thénardier is incapable of loving other human beings and spends every minute in pursuit of money.

8) Mme. Thénardier

Mme. Thénardier is M. Thénardier's wife. Mme. Thénardier is just as evil as her husband is and takes special pleasure in abusing Cosette. In later years, she

becomes her husband's most devoted accomplice and is particularly enthusiastic about his schemes to rob Valjean and Cosette.

9) Eponine

Eponine is the Thénardiens' eldest daughter. Eponine is a wretched creature who helps her parents steal, but she has eventually been redeemed by her love for Marius. She proves that no one is beyond redemption, and she ultimately emerges as one of the novel's most tragic and heroic figures.

10) M. Gillenormand

M. Gillenormand is Marius' ninety-year-old maternal grandfather. Gillenormand prevents Marius from seeing his father, Georges Pontmercy, because he fears that Pontmercy will corrupt Marius. Although Gillenormand's classist views sometimes offend Marius, he truly loves his grandson and ultimately does what is necessary to make Marius happy.

11) Gavroche

Gavroche is the Thénardiens' oldest son. Gavroche has been kicked out of the house at an early age and becomes a Parisian street urchin. He is a happy-go-lucky child who enjoys the small pleasures of life and demonstrates unusual generosity toward those even less fortunate than he is. He is also fierce and brave, and plays a decisive role in the barricade even though he does not have a gun. He portrays the positive side of kindness of the street people.

12) Colonel Georges Pontmercy

Colonel Georges Pontmercy is an officer in Napoléon's army and Marius's father. Although we know little about Pontmercy's personal life, his politics greatly influence the young Marius.

13) Enjolras

Enjolras is the leader of the Friends of the ABC. Enjolras is a radical student revolutionary. He is both wild and beautiful. Together with Courfeyrac and Marius, Enjolras leads the insurrection at the barricade.

14) Fauchelevent

Fauchelevent is a critic of Valjean's while Valjean is the mayor of Montreuil-sur-mer under the assumed name of Madeleine. Fauchelevent becomes indebted to Valjean when Valjean saves him from a carriage accident. When they meet again years later, Fauchelevent returns the favor by hiding Valjean and Cosette in a convent.

15) Petit-Gervais

Petit-Gervais is a small boy whom Valjean robs shortly after leaving Digne.

16) Champmathieu

Champmathieu is a poor, uneducated man who unfortunately resembles Valjean so much that he is identified, tried, and almost convicted as Valjean. Champmathieu proves to be too dim-witted to defend himself successfully, revealing the callousness of the French justice system.

17) M. Mabeuf

M. Mabeuf is a churchwarden in Paris who tells Marius the truth about his father. Mabeuf and Marius become friends during tough times, and Mabeuf later dies a heroic death on the barricade.

18) Patron-Minette

Actually four people, Patron-Minette is a Parisian crime ring so close-knit that its four members—Montparnasse, Babet, Claquesous, and Gueulemer—are described as four heads of the same violent beast. Patron-Minette controls all the crime in one section of Paris and assists in the Thénardiens' ambush of Valjean.

19) Felix Tholomyès

Felix is Fantine's lover in Paris. Tholomyès is a wealthy student who thinks much less of his relationship with Fantine than she does. He gets Fantine pregnant and then abandons her as a joke. Tholomyès is Cosette's biological father, although the two never meet.

20) Azelma

Azelma is the Thénardiens' younger daughter. Azelma grows up pampered and spoiled but ends up enduring the same poverty as the rest of her family.

2.2.3. Setting

There are two kinds of setting in the story; setting of time and place.

1) Setting Time

1789–1832

2) Setting Place

France; primarily the cities of Arras, Digne, Montreuil-sur-mer, Montfermeil, Paris, and Toulon.

2.2.4. Point of View

The story is told from the perspective of an omniscient narrator who frequently addresses us. The narrator not only knows what the characters are thinking at all times but also has a detailed grasp of contemporary politics and society.

2.2.5. Theme

1) The Importance of Love and Compassion

In *Les Misérables*, Hugo asserts that love and compassion are the most important gifts one person can give another and that always displaying these qualities should be the most important goal in life. Valjean's transformation from a hate-filled and hardened criminal into a well-respected philanthropist epitomizes. Valjean's love for others—in particular, for Cosette—is what keeps him going in desperate times. Hugo also makes clear that loving others, while difficult, is not always a thankless task, and he uses Valjean and Fauchelevent to show that love begets love, and compassion begets compassion. In Hugo's novel, love and compassion are nearly infectious, passed on from one person to another. Valjean, in turn, is able to impart this compassion to Cosette, rescuing her from the corrupting cruelty of the Thénardiens. Cosette's love then reaches fulfillment through her marriage to Marius, and their love for each other leads them both to forgive Valjean for his criminal past.

2) Social Injustice in Nineteenth-Century France

Hugo uses his novel to condemn the unjust class-based structure of nineteenth-century France, showing repeatedly that the society's structure turns

good, innocent people into beggars and criminals. Hugo focuses on three areas that particularly need reform: education, criminal justice, and the treatment of women. He conveys much of his message through the character of Fantine, a symbol for the many good but impoverished women driven to despair and death by a cruel society. In the character of Fantine, Hugo demonstrates the hypocrisy of a society that fails to educate girls and ostracizes women such as Fantine while encouraging the behavior of men such as Tholomyès.

The character of Valjean reveals how the French criminal-justice system transforms a simple bread thief into a career criminal. The only effect of Valjean's nineteen years of mistreatment on the chain gang is that he becomes sneaky and vicious—a sharp contrast to the effect of Myriel's kindness, which sets Valjean on the right path almost overnight. In the French society of *Les Misérables*, therefore, justice is clumsy at best. It barely punishes the worst criminals but tears apart the lives of people who commit petty crimes.

3) The Long-Term Effects of the French Revolution on French Society

In *Les Misérables*, Hugo traces the social impact of the numerous revolutions, insurrections, and executions that took place in late eighteenth- and early nineteenth-century France. By chronicling the rise and fall of Napoléon as well as the restoration and subsequent decline of the Bourbon monarchy, Hugo gives us a sense of the perpetual uncertainty that political events imposed upon daily life. However, Hugo's sympathies are with republican movements rather than with the monarchy, he criticizes all of the regimes since the French Revolution of 1789 for their inability to deal effectively with social injustice or

eliminate France's rigid class system. Hugo describes the Battle of Waterloo, for instance, in glowing terms, but reminds us that at the end of the glorious battle, the old blights of society, like the grave robbers, remain. The revolution that Hugo champions is a moral one, in which one of compassion replaces the old system of greed and corruption. Indeed, Hugo shows that Napoléon and the students at the barricades topple as easily as the monarchy.

2.3. Previous Study

Analysis about Hierarchy of Need had been written in some of writing works. The first work is a journal by A. Shahrawat & R. Shahrawat (2017) entitled *Application of Maslow Hierarchy of Needs in A Historical Context: Case Studies of Four Prominent Figures* from University of Delhi. The objectives of her research are to figure out the application of Maslow's Hierarchy of Needs at the individual level through case studies of four prominent historical figures.

The second writing works that discusses about Hierarchy of Need is a journal entitled *Abraham Maslow's Hierarchy of Needs and Assessment of Needs in Community Development* by Dr. E.O. Aruma & Dr. Melvins Enwuvessi Hanachor (2017) from University of Port Harcourt. The paper focused on Abraham Maslow's hierarchy of needs and assessment of needs in community development.

The third research is a journal by Rawat (2016) entitled *Assessing the Needs of the Learner through Maslow's Model of Self-Actualization* from Maharaja Suratmal Institute in 2016. In this research, reflects on the application of Maslow's theory of Hierarchy of needs in the area of education. The importance

the self-actualizers in the field of education, let it be students or teachers are discussed. Also the role of teacher as mentor in the classroom is focused by suggesting some attitudinal points through which the teachers can help every single student to become a “self-actualizer”.

The forth research is a journal by Kaur (2013) entitled *Maslow's Need Hierarchy Theory: Applications and Criticism* from University of Delhi in 2013. In this research, he analyzes a significant contribution in the field of organizational behaviour and management especially in the area of employee motivation and remains attractive to both researchers and managers alike. This journal uses theory hierarchy of need as a contribution in the work environment.

The fifth research is a journal by Jerome (2013) entitled *Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance* from Taraba State University Jaling Nigeria in 2013. This journal analyze about impact and implication of hierarchy of need in business organization. This journal uses the organizational culture, human resource management and the employee's performance as a central object.

Based on the explanation above, the researcher finds some researches that analyze Hierarchy of Needs, mostly discusses about the application of the hierarchy of need. For instance, the research entitled *Application of Maslow Hierarchy of Needs in a Historical Context: Case Studies of Four Prominent Figures*; it is clearly recognized from the title that the approach is used to find the historical context by applicant the hierarchy of need. In the other related research

entitled *Abraham Maslow's Hierarchy of Needs and Assessment of Needs in Community Development*, the difference is only in the novel and the field of the research. Meanwhile, in the other journal entitled *Assessing the Needs of the Learner through Maslow's Model of Self-Actualization*, the researcher recognizes it as the literary research but uses one of the stage hierarchy of need.

Then journal entitled *Maslow's Need Hierarchy Theory: Applications and Criticism*: used theory uses theory hierarchy of need as a contribution in the work environment. Last journal entitled *Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance*: the researcher conclude that Abraham Maslow's hierarchy of needs theory is still important and relevant in today's business organizations, for every organization that seek to obtain success and excellence.

2.4. Theoretical Framework

Theoretical framework in this research begins with the novel *Les Misérables* by Victor Hugo which is published on 1862. In this novel, the researcher analyzes the Hierarchy of Needs of the character Jean Valjean by using Psychological Approach proposed by Abraham Maslow in order to find the description of the needs in this character. The items that will be analyzed are the physiological needs for survival and safety needs; then followed by love and belonging need and esteem needs; the final and highest level needs are self-actualization needs. Besides looking for these needs, the researcher also would like to explain how is the process of the completion of Jean Valjean's hierarchy of needs in the novel *Les Misérables* by Victor Hugo.

Theoretical framework of this research is illustrated below.

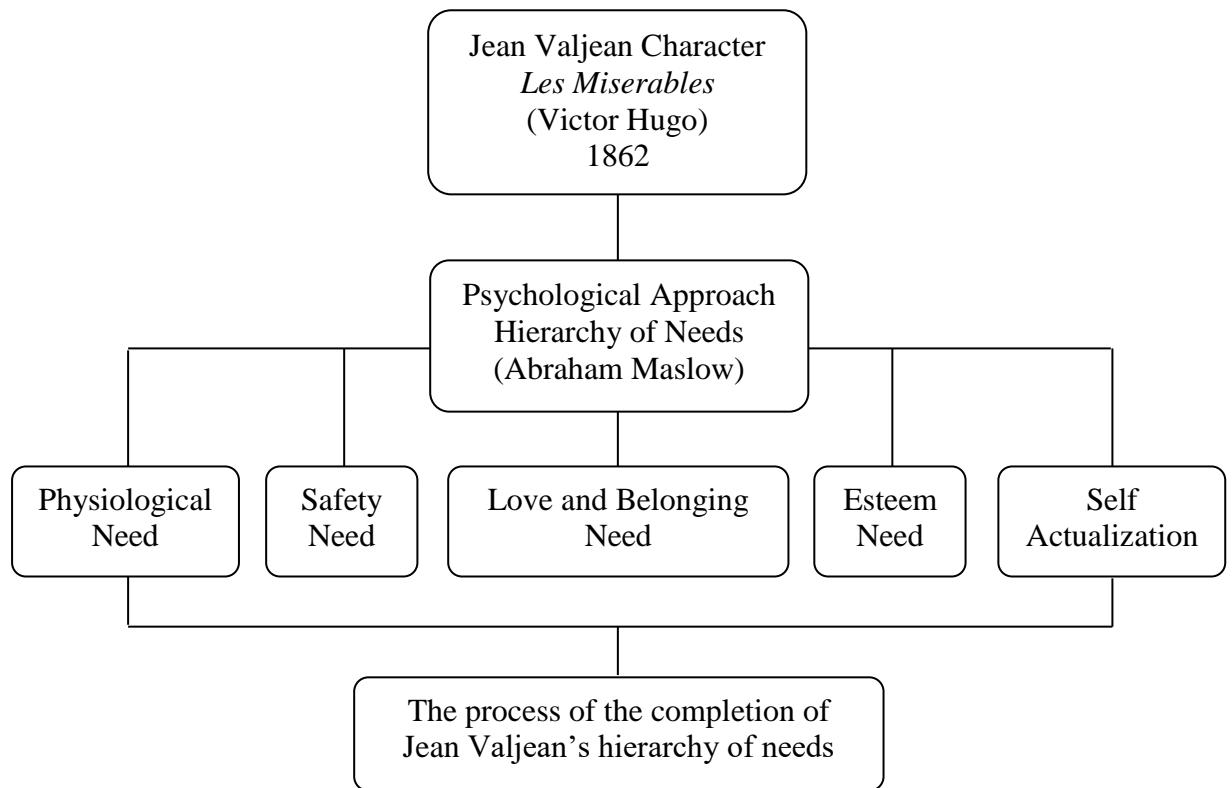


Figure 2.1. Theoretical Framework