

**MASLOW'S HIERARCHY OF NEEDS IN THE MAIN  
CHARACTER OF DANIELLE'S NOVEL "THE  
DUCHESS": PSYCHOLOGICAL APPROACH**

**THESIS**



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**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF SOCIAL SCIENCES AND HUMANITIES  
PUTERA BATAM UNIVERSITY  
2023**

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**Submitted in Partial Fulfillment of the Requirements for the degree of  
Sarjana Sastra**



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## SURAT PERNYATAAN ORISINALITAS

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# DECLARATION OF THESIS ORIGINALITY

## DECLARATION OF THESIS ORIGINALITY

Roy Fernandus Hutaaruk, Npm 171210064

As a result of this, declare that the term paper entitles:

**MASLOW'S HIERARCHY OF NEEDS IN THE MAIN CHARACTER OF DANIELLE'S NOVEL "THE DUCHESS": PSYCHOLOGICAL APPROACH**

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Batam, 04<sup>th</sup> August 2023



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# APPROVAL THESIS

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### MASLOW'S HIERARCHY OF NEEDS IN THE MAIN CHARACTER OF DANIELLE'S NOVEL "THE DUCHESS": PSYCHOLOGICAL APPROACH

#### THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Sastra (S1)

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This thesis has been approved to be examined on the date indicated below.

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## ABSTRAK

Penelitian ini berfokus pada tingkat keempat berdasarkan teori hierarchy of needs menurut Abraham Maslow yaitu “Self-Esteem,” yang mencakup “self-respect” dan “recognition,” Penelitian ini bertujuan untuk memahami bagaimana Angélique memenuhi kebutuhan harga dirinya dalam menghadapi berbagai tantangan sepanjang alur cerita. Penelitian kualitatif ini menggali psikologis Angélique sebagai tokoh utama dalam novel "The Duchess" karya Danielle Steel, dengan menggunakan teori hierarchy of needs dari Abraham Maslow untuk menganalisis harga dirinya. Studi ini memberikan wawasan berharga tentang bagaimana dia memenuhi kebutuhan harga diri dan pengakuannya dengan menganalisa secara dekat interaksi, keputusan, dan emosinya. Pendekatan kualitatif memastikan analisis tekstual yang menyeluruh, menangkap kompleksitas perjalanan psikologis Angélique. Temuan ini berkontribusi pada pemahaman yang lebih luas tentang motivasi dan kepribadian manusia, menyoroti pentingnya harga diri dalam membentuk perilaku dan aspirasi individu. Dengan menggunakan pendekatan analisis tekstual dan deskriptif, penelitian ini mengumpulkan data melalui metode dokumentasi dengan teknik pencatatan dan menggunakan literatur motivasi dan kepribadian manusia, menggunakan teknik analisis dengan makna yang mendalam untuk menganalisis data. Temuan yang terdiri dari 18 data tentang “Self-respect” dan 14 data tentang “Recognition” disajikan melalui teks naratif untuk memberikan pemahaman komprehensif tentang perjalanan Angélique menuju pemenuhan diri dan pertumbuhan pribadi dalam diri. Secara keseluruhan penelitian ini memperkaya wacana sastra dan psikologi, meningkatkan pemahaman kita tentang seluk-beluk sifat manusia dan upaya pemenuhan diri.

**Kata kunci:** Psikologis, Hirarki kebutuhan, Harga diri.

## **ABSTRACT**

*This research focuses on the fourth level of Maslow's hierarchy of needs, "Self-esteem," which encompasses "Self-respect" and "Recognition," This study aims to understand how Angélique satisfies her self-esteem needs in response to various challenges throughout the narrative. This qualitative research delves into the psychological exploration of the main character, Angélique, in Danielle Steel's novel "The Duchess," using Abraham Maslow's Hierarchy of Needs theory to analyze her self-esteem. The study provides valuable insights into how she fulfills her self-respect and recognition needs by closely examining her interactions, decisions, and emotions. The qualitative approach ensures a thorough textual analysis, capturing the complexities of Angélique's psychological journey. The findings contribute to a broader understanding of human motivation and personality, shedding light on the significance of self-esteem in shaping an individual's behavior and aspirations. Employing a textual and descriptive analysis approach, the research collects data through the documentation method with note-taking techniques and employs literature on human motivation and personality, employing latent content analysis techniques for data analysis. The findings, comprising 18 "Self-respect" data and 14 "Recognition" data, are presented through narrative text to provide a comprehensive understanding of Angélique's journey towards self-fulfillment and personal growth. Overall, this study enriches the literary and psychological discourse, enhancing our comprehension of the intricacies of human nature and the pursuit of self-fulfillment.*

**Keywords:** *Psychological, Hierarchy of Needs, Self-esteem.*

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## TABLE OF CONTENTS

<b>SURAT PERNYATAAN ORISINALITAS</b> .....	i
<b>DECLARATION OF THESIS ORIGINALITY</b> .....	ii
<b>APPROVAL THESIS</b> .....	iii
<b>ABSTRAK</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ACKNOWLEDGMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF FIGURES</b> .....	ix
<b>CHAPTER I</b> .....	1
<b>Introduction</b> .....	1
<b>1.1 Background of The Research</b> .....	1
<b>1.2 Identification of the Problem</b> .....	6
<b>1.3 Limitation of the Problem</b> .....	7
<b>1.4 Formulation of the Problem</b> .....	7
<b>1.5 Objective of the Research</b> .....	8
<b>1.6 Significance of the Research</b> .....	8
<b>1.7 Definition of Key Terms</b> .....	9
<b>CHAPTER II</b> .....	10
<b>REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</b> .....	10
<b>2.1 Literature and Psychology</b> .....	10
<b>2.2 Psychological Approach</b> .....	12
<b>2.3 Character in Literary Work</b> .....	13
<b>2.4 Maslow's Hierarchy of Human Needs</b> .....	15
<b>2.4.1 Deficiency Needs</b> .....	16
<b>2.4. Physiological Needs</b> .....	16
<b>2.4.1.2 Safety Needs</b> .....	17
<b>2.4.1.3 Love and Belonging Needs</b> .....	18
<b>2.4.1.4 Esteem Needs</b> .....	18
<b>2.4.2 Growth Needs (Being Needs/B-Needs)</b> .....	21
<b>2.4.2.1 Self-Actualization Needs</b> .....	21
<b>2.5 Previous Studies</b> .....	22
<b>2.5 Theoretical Framework</b> .....	25
<b>CHAPTER III</b> .....	26
<b>Research Methodology</b> .....	26
<b>3.1 Research Design</b> .....	26
<b>3.2 Object of the Research</b> .....	26
<b>3.3 Method of Collecting Data</b> .....	27
<b>3.4 Method of Analyzing Data</b> .....	27
<b>3.5 Method of Presenting Research Result</b> .....	29
<b>CHAPTER IV</b> .....	30
<b>RESEARCH ANALYSIS AND FINDING</b> .....	30
<b>4.1 Research Analysis</b> .....	30
<b>4.2 Self Respect in The Main Character by Novel The Duchess</b> .....	30



<b>4.3 Recognition in The Main Character by Novel The Duchess .....</b>	<b>51</b>
<b>CHAPTER V .....</b>	<b>69</b>
<b>CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>69</b>
<b>5.1 Conclusion.....</b>	<b>69</b>
<b>5.2 Recommendations .....</b>	<b>70</b>
<b>REFERENCES.....</b>	<b>73</b>
<b>Appendices.....</b>	<b>74</b>

## LIST OF FIGURES

<b>Image 2.1</b> Theoretical framework .....	25
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## **CHAPTER I**

### **Introduction**

#### **1.1 Background of The Research**

One of the most well-known and important theories in psychology is Abraham Maslow's hierarchy of needs theory. The hierarchy consists of five different categories of needs, with esteem needs occupying the fourth spot on the ladder. Esteem needs refer to the basic human desire for self-respect, recognition, and social status. In this thesis proposal, we will explore the concept of esteem needs, significance, and implications for individuals and societies. Maslow's theory suggests that once individuals have satisfied their physiological, safety, and love/belonging needs, they naturally strive towards achieving esteem needs. Esteem can be divided into two categories - the need for self-esteem and Esteem from others. The need for self-esteem refers to a sense of self-worth, self-respect, and self-confidence. On the other hand, the need for Esteem from others is about receiving recognition, appreciation, and admiration.

The fulfillment of esteem needs is crucial to an individual's overall psychological well-being. People who feel valued, respected, and appreciated tend to have a positive self-image, better mental health, and higher motivation. On the other hand, those who feel neglected, undervalued, or unrecognized may experience feelings of inferiority, low self-esteem, and even depression. Research has shown that low self-esteem is associated with various psychological problems, including anxiety, depression, and substance abuse Mann et al., (2004). Esteem needs are

closely related to the concept of identity formation. The need for self-esteem motivates individuals to develop a strong sense of identity and purpose in life. People with a clear sense of self-identity tend to be more resilient, better able to cope with life challenges, and more adaptable to changing circumstances. In contrast, individuals lacking a sense of self-identity may struggle with confusion, uncertainty, and self-doubt. Research by Alessandri et al., (2015) has shown that self-esteem is closely linked to a sense of identity and personal value.

The pursuit of esteem needs has implications for societies as well. Societies that recognize and reward individuals for their accomplishments and contributions tend to have higher motivation and productivity levels among their members. In contrast, societies that do not value individual achievements may experience lower innovation, creativity, and progress levels. Moreover, societies perpetuating negative stereotypes or discriminating against certain groups may lead to social exclusion, identity crises, and other psychological problems. A study by Twenge & Campbell, (2019) found that self-esteem levels have decreased among American youth over the past few decades, which could have implications for their future success and well-being.

The concept of esteem needs has been widely studied in various fields, including psychology, sociology, and education. Researchers have explored different aspects of esteem needs, such as the impact of parenting styles, social media, and cultural differences on the development of self-esteem. A study by Ryan & Deci, (2001) found that individuals who have satisfied their basic psychological needs for autonomy, competence, and relatedness are more likely to have higher

levels of self-esteem. Moreover, practical interventions, such as counselling, mentoring, and group therapy, have been designed to help individuals achieve higher levels of self-esteem and Esteem than others Crocker & Park, (2004).

The concept of esteem needs is also relevant to understanding various societal phenomena. For example, employees' esteem needs can be satisfied in the workplace through recognition and praise for their contributions and achievements. Studies have shown that employees who feel appreciated and valued by their employers tend to have higher job satisfaction, productivity, and organizational commitment Kraimer et al., (2005). Similarly, students' esteem needs can be satisfied in education by recognizing their academic achievements and contributions to classroom discussions. Research has shown that students who receive positive feedback and recognition tend to have higher motivation, engagement, and academic success Bendig, (1953).

In conclusion, Esteem needs to occupy a critical place in Maslow's hierarchy of needs and play an essential role in individuals' psychological well-being and identity formation. The fulfillment of esteem needs is closely linked to self-esteem, a sense of identity, and recognition from others. Societies that value individual achievements and contributions tend to have higher levels of motivation and progress. On the other hand, societies that perpetuate negative stereotypes or discrimination may lead to social exclusion and identity crises. A better understanding of esteem needs can help us design practical interventions to promote individuals' self-esteem and well-being.

As part of studying psychology, Researchers will learn about Esteem need and what drives people. It talks about the world and life of people. Since cross-disciplinary study is becoming more popular, psychology can also be used in literature. Both of them are about the same thing. If literature is a psychological phenomenon that shows in characters' actions, then psychology is the study of psychology Adnan Achiruddin Saleh, (2016). From what has been said above, it is clear that a piece of literature can be looked at from a psychological point of view. This field of study is often called the "psychology of literature." It is a branch of literary studies in which works of literature are read and interpreted based on psychological concepts and theories. In this study, the theory can be used to examine "The Duchess," a book by Danielle Steel.

"The Duchess," written by Danielle Steel published on May 31, 2017. Angélique Latham's father, the Duke of Westerfield, raised her with care at Belgrave Castle after her wealthy French mother died. At age 18, she is her father's most trusted child and has been taught how to run their beautiful estate. However, when he dies, her half-brothers kick her out violently. To stay alive, Angélique would need all her strengths, smarts, beauty, and one bold stroke of luck. Angélique cannot find work after losing her first job as a nanny, so she goes to Paris in a desperate attempt to find work. She helps a young woman escape from a mean madam and gets an idea: she could open an elegant house of pleasure that would protect its women and only serve the best clients. Angélique makes Le Boudoir with the small inheritance her father left her in secret and her great sense of style. With this exciting business, powerful men, hidden desires, and classy women meet.



Nevertheless, she tried to make a life for herself or return to where she should have been, from England to Paris to New York and back to Europe.

Furthermore, the researcher chose this book because no other researcher had looked at it and tried to analyze it. It probably made the research challenging and exciting. Also, the researcher is interested in the author's book. Danielle Steel is an American author born on August 14, 1947, best known for her romance books. She is the most famous author and the fourth most popular fiction writer ever. More than 800 million copies of Danielle Steel's book have been sold. Steel has spent most of her career in California. She writes several books a year and often works on up to five projects simultaneously. Even though there has been "a resounding lack of critical acclaim," all of her books have been bestsellers, including those that came out in hardback (Publishers Weekly). In her books, wealthy families are often in trouble and threatened by nasty things like prison, fraud, blackmail, and suicide. Steel has also written stories and poems for children and started a foundation that gives money to groups that help people with mental illness. Her books have been translated into 43 different languages, and 22 have been made into TV shows, two of which were nominated for Golden Globes.

(Siswanto, 2009) The researcher did previous studies related to this study. The research analyzed Self-actualization in the main character of Daisy Miller in 2009. The writer of this study used library research to do the analysis. Data were taken from a piece of literature called "Daisy Miller," as well as from some books about character development, self-actualization, and others that can help explain its analysis. This research used descriptive qualitative to describe and analyze the data

from the novel's main character, Daisy Miller. The result of this study is that Daisy Miller has reached self-actualization, which can be seen in her actions and the problems she faces in the novel, as Maslow's theory suggests.

Then the study was conducted by Du et al. (2017). The researcher focused on self-esteem at the individual and collective levels but mostly ignored self-esteem at the relational level. The current research investigated relational and collective self-esteem among Chinese college students. They conducted a theory of self-esteem by Tajfel H (1982). The result of this study is four cross-sectional studies and one longitudinal study. Relational self-esteem was associated with greater than-life satisfaction, positive effect, meaning in life, happiness, and subjective vitality.

## **1.2 Identification of the Problem**

The problems will be explored in this study based on the background of the study. The problems are:

1. 'Self-worth' from the main character in the Novel "The Duchess." by Danielle Steel.
2. 'Self-respect' from the main character in the Novel "The Duchess." by Danielle Steel.
3. 'Self-confidence' from the main character in the Novel "The Duchess." by Danielle Steel.
4. The need for having social 'status' from the main character in the Novel "The Duchess." by Danielle Steel.

5. 'Recognition' from others in the main character in the Novel "The Duchess."  
by Danielle Steel.

### **1.3 Limitation of the Problem**

According to Stoyanov (2017), Maslow classified Esteem needs into two categories. The first category is respect for themselves which is Self-worth, self-respect, and self-confidence. The second category is status, achievement, recognition, and freedom. The researcher limited this research to two categories based on problems in identifying the problem.

1. 'Self-respect' in the main character in the Novel "The Duchess." by Danielle Steel.
2. 'Recognition' from others in the main character in the Novel "The Duchess."  
by Danielle Steel.

### **1.4 Formulation of the Problem**

Based on the problems mentioned above, they can be formulated as questions.

1. What are the struggles of the main character to gain "Self-Respect" in the Novel "The Duchess" by Danielle Steel?
2. What are the obstacles of the main character to get "Recognition" in the Novel "The Duchess" by Danielle Steel?

### **1.5 Objective of the Research**

The purposes of these papers are:

1. To find out how the main character satisfies the need for 'Self-respect' in the Novel "The Duchess." by Danielle Steel.
2. To find out how the main character satisfies the need for "Recognition" in the main character in the Novel "The Duchess." by Danielle Steel.

### **1.6 Significance of the Research**

Theoretically, this research aims to understand human motivation through a novel by Abraham Maslow's theory, especially about esteem needs. Many researchers have been done on Human Motivation, but just a few are interested in discussing self-esteem through Abraham Maslow's theory. Hopefully, this research can contribute to the reader's interest in psychology by applying the psychological analysis hierarchy of needs by Abraham Maslow's theory in the literature study.

Practically, this research is expected to be helpful. Hopefully, it can be used as one of the new topics in literary studies and make it more varied, and help the reader extend their knowledge through motivation theory and personal psychological Approach to identify the main character's journey in the Novel "The Duchess" satisfying her Esteem needs.

### 1.7 Definition of Key Terms

**Literature** :The origin of the guidelines used for the myriad of activities that fall under the remit of the education sector. "Literature" can also refer to a source for acquiring specific information. This source can take the form of a book or writing in a format other than a book.

**Psychology** :(McDougall, 1967) In his well-known book, "Introduction to Social Psychology," McDougall built a Darwinian theory of human behavior on the idea that people have an instinct or tendency to notice certain stimuli and respond to them to reach some goal. If the response is late, an emotional response will happen.

**Esteem** :Esteem needs are a basic human need identified by psychologist Abraham Maslow in his hierarchy of needs. These needs refer to the desire for individuals to feel respected, valued, and accepted by others and themselves.



## CHAPTER II

### REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

The author explores all theories around the subject in this chapter. There are three sections in this chapter. Among them are reviews of relevant works, earlier research, and a theoretical framework. The writer discusses other prior research from other researchers in the first section. The most pertinent theories for the study are included in the second section, which is a survey of related theories. The final section, referred to as the theoretical framework, describes how the theories and reviews helped to address the issues raised by this study.

#### 2.1 Literature and Psychology

(Wellek & Warren, 1949) Say that everything written down can be considered literature. Then, Miller, (2002) says that literature is a part of every culture, no matter where or when it is. It means<sup>1</sup> that literature is a written text that people create. It shows what people want to be and dramatizes a constant part of how people act. So, literature is based on real life.

Literature is also a way for a society to share its culture. It shows the problems, conflicts, and struggles of human life. It tells how people think, feel, act, and think. It was originally based on people's thoughts, feelings, actions, and attitudes. Psychology is derived from Greek; psyche means soul, and logos means knowledge. Besides, the word psyche means breath and spirit, and logos or logia means the study of something. Thus, psychology is the science of the mind and behaviour.

Psychology offers a wealth of real-life examples that help explain the behaviors and emotions of fictitious characters in literature that might otherwise be perplexing or unbelievable. A critic who revitalizes interest in literature turns to psychoanalysis to look for the irrational tendencies that drive a character. One of the virtual values that must be presented



is the psychological component. A literary work is a psychological endeavor in which the author employs inventiveness, intense emotion, and inspiration. Oliver, (2006)

The psychological aspects of the characters in poetry, drama, or prose will be revealed by literary psychology. The relationship between literature and psychology is close, indirect, and practical. There is an indirect connection because human life is used as a subject in both literature and psychology. Because of their functional relationship, psychology, and literature both choose to study the psychological state of humans. The indication of a psychological issue is visible in the human soul in psychology, whereas it is imaginative in literary works. Oliver, (2006). Thus, psychology literature is a field of study that concentrates on literature as a form of psychological abuse. (Oliver, 2006). In a broader sense, literary works cannot be divorced from a life that exemplifies the many facets of the human personality.

While discussing psychology and literature, Wellek & Warren (1949) According to the author, "psychology literature" can be interpreted in four ways. The study's initial focus is the author's psychology as a person or individual. This is primarily an art psychology investigation. The researcher attempts to determine an author's mental state when he creates literary works. The second focus of the inquiry is the creative process, which follows the mental. This study focused on the psychology of the creative process and the psychological steps that contribute to the expression of literary works. Thirdly, the research investigates the application of psychological laws to literary works. In this case, the analysis can be linked to psychological theories. This study assumes that the author frequently employs particular theories in his writing. This study takes the literary text seriously as its sphere of study. The fourth focus of the investigation is the psychological impact of academic texts on consumers. This study primarily concerns the pragmatic aspects of psychological text for consumers. Wellek & Warren, (1949).

Psychoanalysis in literary works assists in analyzing the psychological aspects of literary characters. Occasionally, the author may adhere unconsciously or consciously to a psychology theory. In addition to exploring literary works through the author's soul, psychoanalysis can also analyze literary works through the author's soul. Then, psychoanalysis can be utilized to examine the effects of academic results on the reader. Literature and psychology are functionally or indirectly related. Oliver, (2006). Indirectly, the subject of literature and psychology is human existence. Both literature and psychology study a human psychological condition for practical purposes. In psychological research, the indication is accurate, whereas, in literary works, it is fictitious. In addition, literature examines man as the imaginative creation of the author, whereas psychology examines man as God's creation. Human characters in literature and psychology share similarities, so studying the psychology of literature is essential.

## **2.2 Psychological Approach**

A literary approach's impact on the interpretation of art is almost as evident in psychological research and personality comprehension. Cloninger, (2004). The psychological Approach emerged when the literary scholar presented Freud's psychoanalysis theory. Wiyatmi, (2012). Thus, the psychological Approach to literature is based on psychoanalytic theories, particularly Sigmund Freud's theory, to completely comprehend the text, the author, and the reader.

The psychological Approach is based on the concept of human unconsciousness, which consists of subliminal impulses, desires, and emotions. Nevertheless, it affects their feelings and behavior. The psychological approach investigates the motivations of characters and the symbolic significance of events, whereas biographers speculate about a writer's reasons. In

addition to describing and analyzing the reader's responses to the text, the psychological approach is also utilized.

The psychological Approach is a unique technique for analyzing mental processes. Two psychological approaches apply to the study of literature. This method determines the research area by perusing all pertinent studies and logically organizing the research. Identifying conflicts or controversies within the field of research, which may have been studied by some sciences and answered one side of the problem before being reviewed with other sciences to answer the other side of the problem, is an excellent example of research. Second, the Approach is used to identify the research area's issues and relevant theories for evaluating the situation. Hasol, (2019).

Nevertheless, the psychological Approach is predicated on the existence of the unconscious in the character. Literary critics utilize the psychological approach to analyze the character's motivations and symbolic significance in specific situations. At the same time, biographers can only surmise what incentives motivate the authors' conscious or unconscious motivations in a literary work. Hadjistavropoulos & Craig, (2004).

### **2.3 Character in Literary Work**

The most important aspect of a story should be the characters and how they are portrayed. Characters are the individuals represented in a dramatic or narrative work whose moral, intellectual, and emotional traits are inferred by the reader from what they say and how they say it in dialogue and from what they do in action. Abrams, (1999). Characterization refers to attributing particular moral, intellectual, and emotional traits to a character through words and actions.

Character is a crucial component of literature. The author's imagination produces the story's diverse cast of characters. The character is depicted as the protagonist and antagonist of

the presented narrative. Narvaez (2009). Each character plays a unique role. The distinctions divide the character into two categories: major and minor. The primary character is most prominently presented. They are the conflict's most significant characters, subjects, or objects. Even in specific stories, the protagonist is present in every scene and conflict.

In addition, a minor character appears less frequently than a significant character Narvaez, (2009). However, a secondary character is crucial to the plot after the protagonist. A minor character is necessary to complete the function of a significant nature. The story's conflicts cannot be resolved solely by the protagonist. It requires additional characters to diversify the competition. Therefore, it can be concluded that the significant character appears and dominates in every part of the narrative, whereas the minor character only appears in one event. The appearance of secondary characters in the story is less insignificant and occurs only when they have a direct or indirect connection to the main character.

Additionally, characters can be categorized as either round or flat. According to Narvaez (2009), the personality of a rounded fictional character is complex and multifaceted. They alter as a result of encountering numerous problems and conflicts. Sometimes it is not easy to describe these characters because they possess multiple personality traits. They evolved or changed throughout the narrative. Typically, conflicts a character encounters influence the changes in a round nature. In addition, round or dynamic characters are complex and multifaceted; a thorough analysis may necessitate an essay. It undergoes a permanent transformation in some aspect of its demeanor, personality, or outlook. The change could be significant or minor, for the better or for the worse, but it is substantial. Narvaez (2009)

Then, according to Narvaez (2009), One or two characteristics define flat characters or characters; that can be summed up in a sentence. It is the same person after the story as at the start. A flat surface is typically reserved for minor characters in a report. A flat character is an essential character with only one distinguishing trait. This character's nature and behavior are

uniform and monotonous, reflecting only one nature. The unchanging nature of the flat character is also used as a comparison when the behavior of other characters alters. It has only one personality, whether positive or negative.

#### **2.4 Maslow's Hierarchy of Human Needs**

Maslow's Hierarchy of Human Needs is a psychological theory proposed in his 1943 paper *A Theory of Human Motivation*, which he later expanded to incorporate his observations of man's inherent curiosity. According to his theory, as humans satisfy their 'basic needs,' they strive to meet 'higher needs' that occupy a predetermined hierarchy. The idea of the Hierarchy of Human Needs is not synonymous with behaviorism. The Hierarchy of Human Needs is only one category of behavior-determining factors. Although behavior is almost always motivated, it is determined by biological, cultural, and environmental factors. Stoyanov, (2017). Abraham Maslow's theory of motivation is predicated on the notion that humans have urges or fundamental requirements at the organismic level. These essential requirements, however, are weak, subdued biological impulses that are frequently misunderstood and easily overlooked in everyday affairs. It indicates that the individual effectively satisfies a set of Hierarchy's higher needs.

Motivation refers to the behavior's initiation, direction, intensity, and persistence. Motivation is a temporary and dynamic state distinct from personality and emotion. Motivation involves the desire and willingness to complete a task. Typically, this movement is intended to address the organism's biological deficiency or requirement. Maslow argued that the best way to study human motivation was by observing human rather than animal behavior. Observations led him to conclude that human needs can be categorized into a hierarchy.

Maslow's Hierarchy of Needs is frequently represented as a five-tiered pyramid. The four lesser levels are categorized as deficiency needs (D-needs) related to physiological, safety,

love and belonging, and esteem requirements. Likewise, the highest level is termed growth requirements in conjunction with self-actualization needs. Even though deficiency needs must be addressed, growth needs continuously shape behavior. The fundamental idea is that the higher needs in this Hierarchy only become apparent once the lower needs have been mainly satisfied or entirely. Regressive forces drive prepotent markets further down the Hierarchy, whereas growth forces propel the Hierarchy upward.

#### **2.4.1 Deficiency Needs**

Deficiency needs are fundamental requirements resulting from a lack of something. Individual development motivates the need for growth. According to (Stoyanov, 2017b) Maslow's original theory, a person must satisfy her deficiency needs before addressing her developmental needs—the deficiency requirements (also referred to by Maslow as "D-needs"). Unmet deficiency requirements are believed to motivate individuals. Also, satisfying such requirements will become more critical the longer they are denied. The longer a person goes without sustenance, the hungrier they will become.

#### **2.4. Physiological Needs**

The physiological drives are typically regarded as the starting point of motivation theory S. McLeod (2018). According to Maslow in Stoyanov (2017), The physiological needs of the organism enable the process of homeostasis, and appetites (preferred food choices) are a relatively accurate indicator of the body's actual needs or lack. It is frequently the fundamental reason why organisms move toward specific environmental goals. These consist primarily of breathing, drinking water, maintaining homeostasis, eating, and eliminating waste. All the needs mentioned earlier are fundamental to the human condition and essential for every individual.

Homeostasis refers to the body's efforts to maintain a constant, normal bloodstream state. Cannon has described this process for the blood's water, salt, sugar, protein, fat, calcium, oxygen, consistent hydrogen-ion level (acid-base balance), and temperature. This list may also

contain additional minerals, hormones, and vitamins. D. S. McLeod (2020). We cannot, however, classify all physiological requirements as homeostatic. Sexual desire, drowsiness, pure activity, and maternal behavior in animals have not yet been shown to be homeostatic. In addition, this list does not include the various sensory pleasures (tastes, scents, tickling, stroking), which are most likely physiological and may become the targets of motivated behavior.

Physiological requirements are, therefore, oxygen, food, water, and a constant body temperature. Stoyanov (2017) According to Maslow, most individuals in our society have their physiological needs met. When these needs are satisfied, the following need in the Hierarchy becomes the dominant force in regulating and directing behavior.

#### **2.4.1.2 Safety Needs**

When all physiological needs have been met and are no longer controlling thought and behavior, the need for security can become active. Stoyanov (2017). These needs represent a requirement for environmental safety or security. Similarly to physiological needs, safety needs are primarily triggered by emergencies. When one's life is in jeopardy, higher needs become unimportant, and our behavior reflects our attempts to maintain safety.

For instance, a child's preference for an uninterrupted routine or rhythm demonstrates his need for safety. He appears to desire a predictable and organized world. For example, parental injustice, unfairness, or inconsistency may cause a child to feel anxious and unsafe. This may not be due to the injustice or any particular pains involved but because this treatment risks making the world appear unreliable, dangerous, or unpredictable.

Safety concerns primarily govern our behavior during times of emergency. On the other hand, Maslow believed that people's preference for familiar surroundings, secure jobs, savings accounts, and insurance demonstrates that their safety needs are being met. Children have the



most apparent safety needs, as evidenced when an infant cries when dropped suddenly, when a loud noise is heard, or when a stranger enters the room. Stoyanov, (2017).

#### **2.4.1.3 Love and Belonging Needs**

If both the physiological and safety needs are met to a reasonable degree, then the love and belongingness needs will emerge (Maslow, 1943). These needs include a desire for affectionate relationships with others, group membership, and a sense that one "belongs." Sexual intimacy can help satisfy a person's need to belong, but love needs are distinct from sexual needs (which are physiological). Hasol (2019) Individuals, according to Maslow, strive to overcome feelings of loneliness and alienation. It involves giving and receiving affection, a sense of belonging, and love.

Humans need acceptance and a sense of belonging, whether from large social groups (clubs, office culture, religious groups, professional organizations, sports teams, gangs) or small social connections (family members, intimate partners, mentors, close colleagues, confidants). They require both sexual and nonsexual affection from others. Depending on the intensity of peer pressure, this need for life and belonging can frequently trump physiological and safety requirements. An anorexic, for instance, disregards the need to eat and health security for a sense of belonging.

#### **2.4.1.4 Esteem Needs**

Self-esteem is a psychological concept to describe how a person feels about themselves. It is both an opinion of oneself and a way of treating oneself. Self-esteem includes how you think about yourself and how you feel, like when you're sad, proud, or ashamed. Abraham Maslow, a psychologist, included self-esteem in his idea of an order of needs. He talked about the need for respect from others and the need for self-respect, which is also called inner self-

esteem. Respect from others means being recognized, accepted, and valued, and it is thought to be weaker and easier to lose than self-esteem.

(Stoyanov, 2017) says that if a person doesn't meet their need for self-esteem, they will be pushed to find it and unable to grow mentally and reach self-actualization. Self-esteem is important because it concerns how we feel about ourselves and how much we think we are worth. So, it changes who we are, how we act in the world, and how we connect to everyone else. Most of a person's self-esteem comes from the things they've done in their lives. People form attitudes about themselves based on the good and bad things that happen in their lives. These attitudes can be good and lead to positive feelings of self-worth or bad and negative. In a child's early years, their parents impact their self-esteem most and are the main source of good and bad events. The focus on unconditional love shows how important it is for a child to feel cared for and valued. As the child gets older, these feelings will affect their self-worth. These similarities greatly impact a child's self-esteem and affect their feelings about themselves, whether good or bad. As kids age, peer pressure becomes much more important because teenagers judge themselves based on how well they get along with their close friends. Children need good ties with their friends to feel good about themselves. When people are accepted by their peers, they feel good about themselves and have high self-esteem. When people are rejected by their peers or feel alone, they question themselves and have low self-esteem.

The way a child is raised also has a big impact on how they feel about themselves. Elementary school students with high self-esteem tend to have caring, supportive parents who set clear rules for their children and let them have a say in making decisions. Having a healthy sense of self-worth as a child means being listened to, being spoken to with respect, getting the right amount of attention and affection, and having your successes and mistakes or failures

acknowledged and accepted. Low self-esteem can be caused by harsh criticism, being physically or mentally abused, being ignored, being made fun of, or being teased.

If the love need has been adequately met, they too slip into the background concerning guiding behaviour, and the Esteem needs become dominant. These are needed for a positive, high evaluation of oneself. This evaluation can be broken down into two subcategories a need for self-esteem and a need for Esteem from others. Stoyanov (2017). The need for self-esteem motivates the individual to strive for achievement, strength, confidence, independence, and freedom. The need for Esteem from others involves a desire for reputation, status, recognition, appreciation by others of one 's abilities, and a feeling of importance.

Then, Stoyanov (2017) classified it into two subsidiary sets. These are, first, the desire for strength, achievement, and adequacy, confidence in the face of the world, and independence and freedom. Secondly, we have what we may call the desire for reputation or prestige (defining it as respect or Esteem from other people), recognition, attention, importance, or appreciation. Therefore, it can be concluded that there are two levels to Esteem needs. The lower levels relate to fame, respect, and glory. However, the higher level is contingent on confidence, competence, and achievement. The lower level is generally considered poor. It depends upon others or someone who needs to be reassured because of lower Esteem. People with low Esteem need respect from others. They may seek fame or glory, which again are dependent on others. However, confidence, competence, and achievement only need one person, and everyone else is inconsequential to one's success.

## **2.4.2 Growth Needs (Being Needs/B-Needs)**

Self-actualization and transcendence are "being" or "growth needs" (also referred to as "B-needs" by Maslow), whereas deficiency needs are "basic" and can be satisfied and neutralized (Stoyanov 2017)

### **2.4.2.1 Self-Actualization Needs**

Self-actualization, the fifth and final level of Maslow's hierarchy of needs, can be attained once the first four levels have been satisfied. At the level of self-actualization, the person's behavior is motivated by conditions distinct from those at lower levels. It indicates that at this level, individual differences are at their greatest.

The individual who has achieved self-actualization has met all the deprivation needs of the first four levels of the Hierarchy. As a result, the behaviour of the self-actualized person is motivated by a new set of needs, which Maslow referred to as the being needs (B-motivation, or meta motivation). These B-motives include truth, honesty, beauty, and goodness, giving the self-actualized individual's life meaning. Typically, the apparent emergence of these needs depends on the satisfaction of the physiological, safety, love, and esteem needs (Hasol (2019).

Self-actualizing people embrace the facts and realities of the world (including themselves) rather than denying or avoiding them. They are spontaneous in their ideas and actions, creative, and interested in solving problems; this often includes the problems of others; solving these problems is frequently a significant focus of their lives, they feel a closeness to other people, and they generally value life. Self-actualization is realising one's full potential and the growth of what is already present in the organism or, more precisely, what the organism is. The concept of self-actualization is beneficial. There is no evidence that every person possesses this capability or has the desire to attain it, but this is a problematic construct.

## 2.5 Previous Studies

Before conducting this study, the researcher discovered similar prior research. The initial investigator is Yunita (2017). The researcher analyzed Amir's needs according to Maslow's Hierarchy of Needs in *The Kite Runner*. The study focuses on Amir's Hierarchy of Human Needs, which ranges from physiological needs, safety, love, belonging, and Esteem to self-actualization, the highest level of the Hierarchy. It employs Abraham H. Maslow's theory of the Hierarchy of Human Needs. The researcher then determines how Amir satisfies these needs and which need is the most prominent in the novel.

The second research was conducted by Du et al. (2017). The researcher emphasised self-esteem at the individual and collective levels but paid little attention to it at the national level. The present study surveyed Chinese university students to investigate their relational and collaborative forms of self-esteem. They tested Tajfel H's theory of self-esteem, published in 1982. The findings of this research were presented in the form of one longitudinal study and four cross-sectional studies. Researchers found a correlation between higher levels of relational self-esteem and more significant than life satisfaction, positive affect, meaning in life, happiness, and subjective vitality.

The third researcher is Junaidi (2014), who is currently working on a minor thesis titled "Psychological Analysis of Jay Gatsby's Life in Francis Scott Fitzgerald's *"The Great Gatsby"* (Viewed from Abraham Maslow Hierarchy of Human Needs Theory)," says that she will be analyzing the life of Jay Gatsby based on Maslow's theory of the hierarchy of human needs. According to Junaidi, the purpose of the study is to investigate the psychological issue that plagued Jay Gatsby and impacted his life. The purpose of this research is to gain an understanding of the factors that played a role in influencing Jay Gatsby's psychological life as seen through the lens of Abraham Maslow's hierarchy of needs theory as applied to the novel, as well as gain an understanding of Jay Gatsby's efforts to find solutions to the factors that

played a role in influencing his psychological life as reflected in the novel. In addition, the researcher found four needs of Jay Gatsby by using Abraham Maslow's theory of needs. These needs are known as the need for physiological needs, the need for safety needs, the need for love and belonging needs, and the need for esteem needs. The researcher also elaborated on Jay Gatsby's efforts to fulfil his psychological needs.

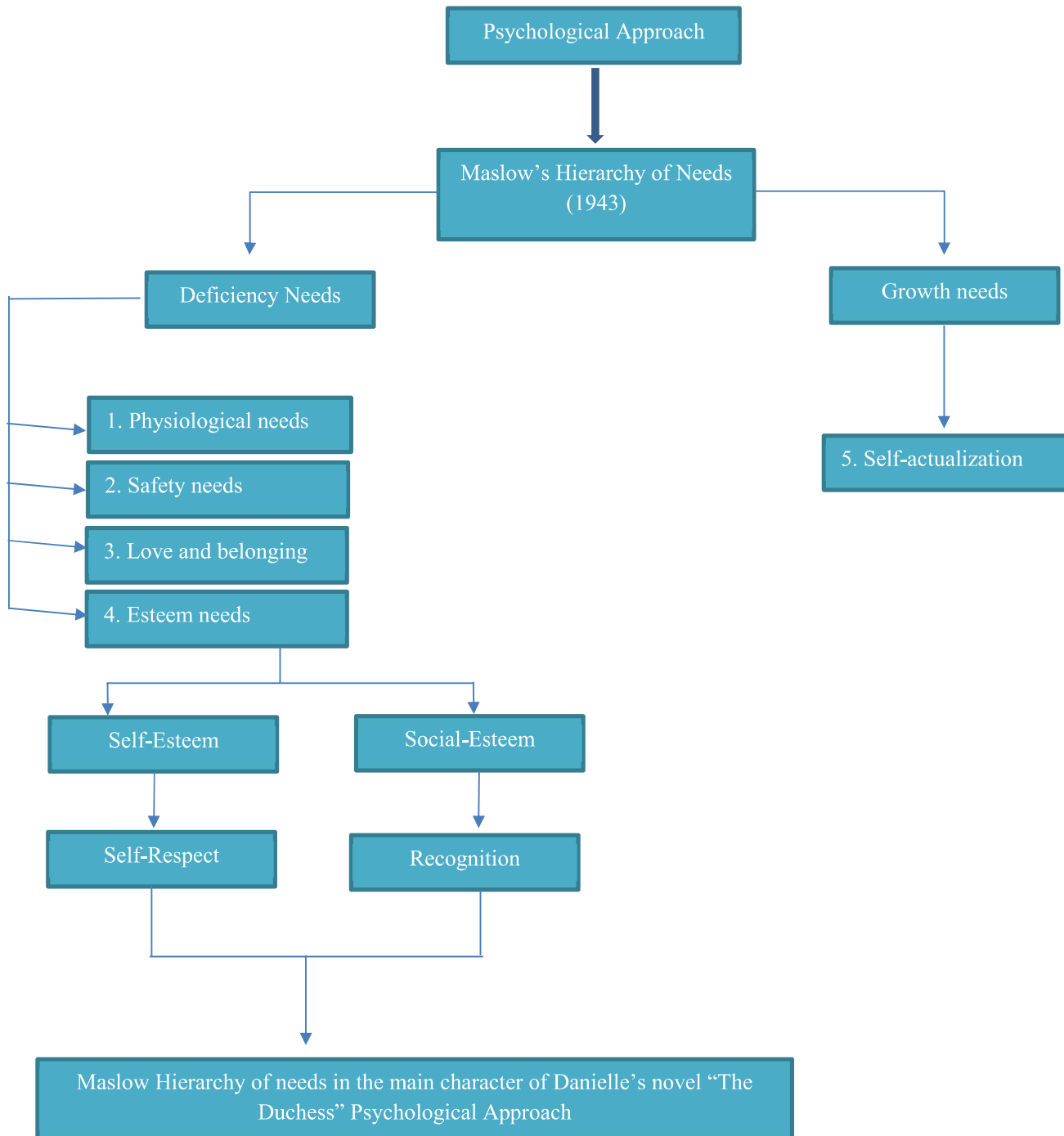
The other thesis is Hafifi (2015), who wrote a work entitled Psychological Analysis of Charley "Chick" Benetto in Mitch Albom For One More Day novel (viewed from Maslow 's theory). His research focuses on the causes of Charley 's frustration and finding the essential human needs for Charley to be fulfilled in the novel. Thus, his objectives of the study are to know the causes of Charley 's frustration in Mitch Albom For One More Day and to know what are the essential human basic needs for Charley to be fulfilled. Besides finding, the researcher found five causes of Charley 's frustration, those are Charley 's Mother Death, the relationship between Charley 's Father and Baseball, a Letter from Charley 's daughter, Charley 's wedding collapsed, Charley 's mother and father divorcing. Then, esteem needs are essential for Charley to be fulfilled.

Another study was conducted by Oktaviane Achreinzia & Raflis (2018). Entitled Self-actualization in hierarchy of needs of a princess as seen in meg cabot's the princess diaries. They focus on investigating self – actualization and self–esteem, especially the self-confidence and self-image of the main character in the novel The Princess Diaries by Mag Cabot. They conducted a theory by Maslow (1943) to describe self-actualization and self-esteem. They used descriptive research as the method of collecting the data. They used qualitative techniques in data collection by taking note cards to find the relevant data. The research results show that the self-actualization process at the novel's end only reaches the self-esteem phase. Second, self-confidence at the end of the novel is increased. Third, the self-image at the end of the novel changes.

This research was done by Milheim (2012) with the title "Toward a Better Experience: Examining Student Needs in the Online Classroom through Maslow's Hierarchy of Needs Model" Current research supports the notion that students participating in online courses experience dissatisfaction for several reasons. Instructors search for ways to enhance learning and increase satisfaction levels with respect to all aspects of the online classroom experience. This paper focuses specifically on students in the online classroom and how to attend to their needs to foster a more satisfying learning experience. Using Maslow's hierarchy of needs model as a conceptual framework, the paper examines how student needs can be addressed at various levels in online courses, from basic needs to the ultimate goal of self-actualisation. Based on this analysis, recommendations are discussed in the way of strategies and tools that can positively affect the online student experience.

The last study by Muhai & Saporow (2021) discussed human behavior in Organizations related to Abraham Maslow's hierarchy of needs theory. The study explores the application of Abraham Maslow's hierarchy of needs principle in organizations, focusing on physiological requirements, comfort needs, the desire for love and respect, and the need for self-esteem. Incorporating these elements into the organizational framework becomes a model for improving the organization's success in fulfilling its goals and serving others effectively. The essay emphasizes that meeting the needs for confidentiality, convenience, and certainty is essential for the organization to function optimally and facilitate the smooth process of meeting user knowledge needs. Furthermore, it highlights the universal desire for peace, supervision, and consistent employment opportunities among individuals, regardless of their level of need. By incorporating Maslow's hierarchy of needs into organizational strategies, companies can foster an environment that promotes growth, well-being, and success for employees and the organization.

## 2.5 Theoretical Framework



**Image 2.1** Theoretical Framework





## CHAPTER III

### Research Methodology

#### 3.1 Research Design

Using qualitative research, the researcher obtained qualitative data as the data. Creswell & Creswell (2018), Quantitative research methods take a distinct approach to scholarly inquiry than qualitative methods. However, the procedures are comparable. Qualitative methods employ both textual and visual information. This investigation can then be classified as library research. It is research in which data collection is derived from numerous literary works. The literature referred to books and articles from periodicals, newspapers, and the Internet. This study's research design can be characterized as an arrangement condition for collecting and analyzing data from the novel "The Duchess" by Danielle Steel.

Using the descriptive qualitative Approach, the researcher analyzed the Hierarchy of Human Needs. It could be described that psychological conflict belongs to the intrinsic elements of the novel. Therefore, the descriptive qualitative Approach was the appropriate Approach to analyze. In addition, the Human Motivation theory was used to analyze the research formulations.

#### 3.2 Object of the Research

The object of the research used in this study to solve the problem is Maslow's Hierarchy of needs in the novel "The Duchess" by Danielle Steel. In this research, the data are in the form of sentences. Specifically, characters' statement dialogues and descriptions may contain the phenomenon of Esteem to be given by the novel's author. The data in this research were taken from the Novel "The Duchess" by Danielle Steel. It contained 417 pages in 22 chapters. This novel can be called the primary source. In addition to the primary source listed above, the researcher required additional secondary sources to analyze the preliminary data. Therefore,

the researcher got much information from textbooks, such as literary theory, dictionaries, theory values, and other internet sources which discuss psychology study.

### **3.3 Method of Collecting Data**

The method of carrying out research is what we mean when discussing data collection techniques. The researcher based this study on the information found in the novel "The Duchess." The information is presented in the form of words here. The researcher employed an approach to data collection known as observation non-participant to gather information. Sugiono (2013) states, "Observation Non-participant is where the observer does not participate in the life of the person to be observed and is separately domiciled as an observer." This definition describes a situation in which the observer does not live with the person being observed. Taking notes is the second method that can be utilized. The procedure for data collection is carried out in the following manner:

1. Read "The Duchess" novel intensively and repeatedly to grasp the point and obtain data relevant to the research topic.
2. Select or highlight raw data.
3. The author writes down the data in the significance notes to separate them.
4. The data was shorting by the author
5. Removing identical and repeated data that has been sorted

### **3.4 Method of Analyzing Data**

The final step in qualitative research is to analyse and interpret the collected data, after which the findings are presented. Sugiono (2013) "Data analysis is essential to conducting qualitative research." Hypotheses are required to recognize, investigate, and comprehend the relationship and concept present in your data. Furthermore, assertions can be developed and

evaluated. Data analysis begins with the classification of data pertinent to the research subject. Suyitno (2018) states, "Categorization is the labelling of the data description based on the potential characteristics and relationships (associative) of the reflected data meaning." Categorization is also known as "data labelling." To effectively analyze the data, the researcher must complete many tasks. The data analysis process uses the Categorization method for analysis of this thesis based on the Hierarchy of human needs by Abraham Maslow. This method is based on the psychological Approach, and psychologists developed it. The following is a list of the ways that can be used to analyze data:

1. By Sorting Data. The raw data are sorted to avoid similarity and repetition.
2. Categorization Data. The data are categorized based on Maslow's theory of the Hierarchy of needs.
3. The Data analysis is based on five level Hierarchy of needs by Maslow, Starting from the four bottom needs, "deficiency needs," physiological requirements like eating, drinking, and sleeping, as well as safety needs, social needs like friendship and sexual intimacy, and ego wants like self-esteem and recognition are all examples of deficient needs. And then on the other hand, referred to the fifth level of the pyramid is a "growth need" since it allows the Main character to "self-actualize" or realize his full potential as a human. She can focus on self-esteem after satisfying his deficient needs, but only a few people can do so because self-esteem necessitates unique attributes like honesty, independence, awareness, objectivity, creativity, and originality.
4. Make a conclusion based on an analysis of the study.

### **3.5 Method of Presenting Research Result**

In this research, the researcher uses the result of data analysis by the qualitative descriptive method Creswell, (2007). The method in this study includes textual by using words and sentences that make analysis techniques classify data based on theoretical concepts relevant to the problem being analyzed. The researcher obtained several cases from sentences in the novel that there were forms of unsatisfied needs following the theory of Maslow's Hierarchy of needs in the novel "The Duchess" by Danielle Steel.

