

## 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.

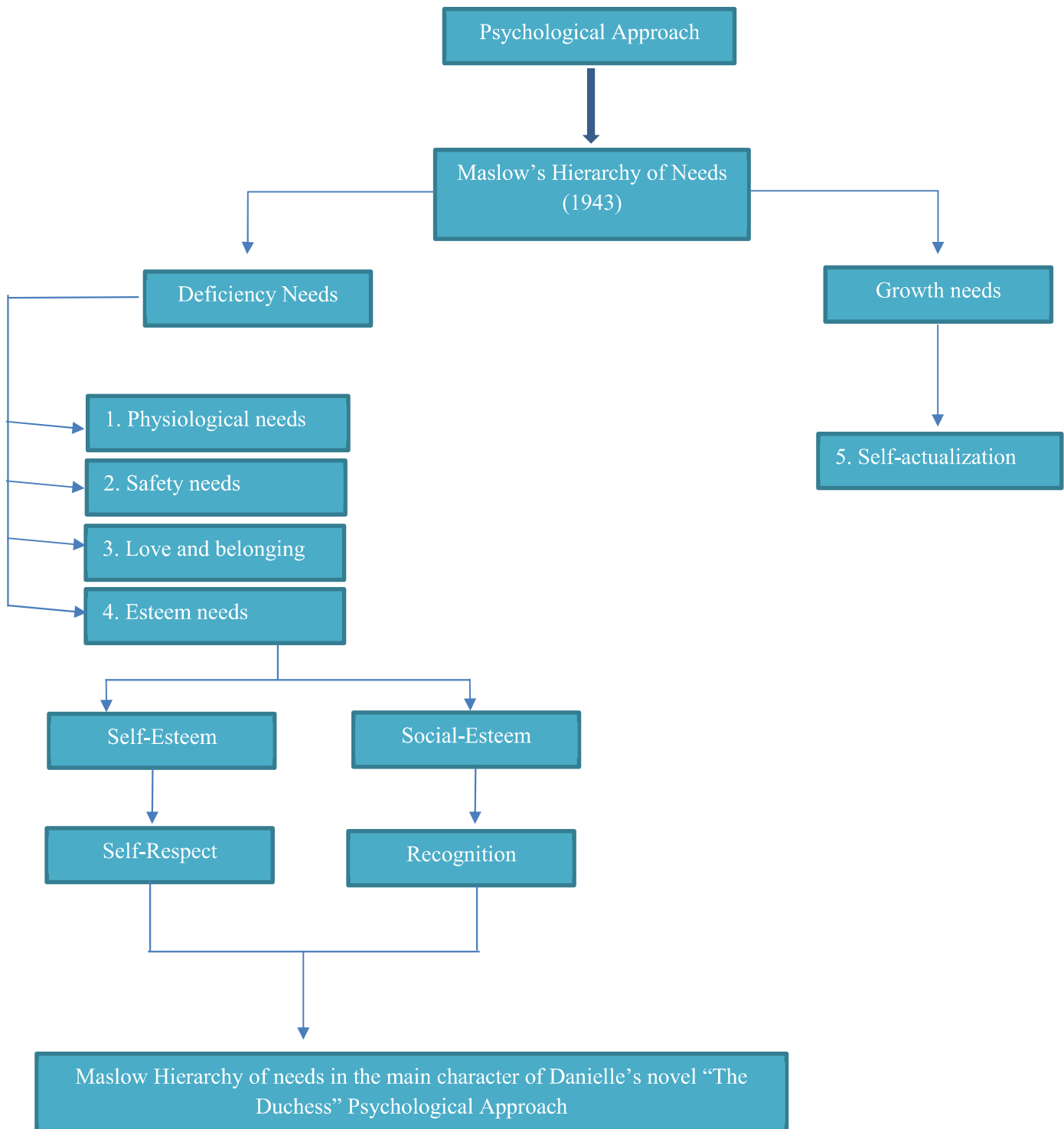
The other thesis is Hafifi (2015), who wrote a work entitled Psychological Analysis of Charley "Chick" Benetto in Mitch Albom For One More Day novel (viewed from Maslow "s theory). His research focuses on the causes of Charley "s frustration and finding the essential human needs for Charley to be fulfilled 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