

CHAPTER 2

FRAMEWORK OF THE THEORIES

2.1 Literature Review

Based on the background above, the writer uses a literature review consisting of primary and secondary. The primary source the writer uses thesis and journal. The secondary source the writer uses books that contain theoretical foundations and other supporting literature, such as: Intrinsic approach, psychological literature, research methods, and other that related to the topic.

Aditya Rizky (2015) *The Human Incompleteness as Represented in the Characters in Katherine Mansfield's Short Stories*. The writer of the research uses qualitative data in the research and find out what kind of incompleteness of human needs that happened in *Katherine Mansfield's* short story. The writer analyses the short stories entitled *Miss Brill*, *The Woman at the Store* and *The Canary* that have similarity. They tell about the same problem, loneliness, which happened in the characters of the story. The loneliness is the effect of the human needs incompleteness. The needs that the characters could not complete were the relatedness and the growth needs, while the other need, the existence, had been completed already.

Mega Andini (2017) *Hierarchy of Human needs through the Main Character in Hitch Film*. The writer uses Abraham Maslow's theory "Hierarchy of Needs". The writer uses qualitative descriptive method. In the analysis, the characteristics of Hitch are smart, care, braggart, responsible, confident, and brave. Hierarchy of human needs according Maslow is consists of five levels: Physiological Needs, Safety Needs, Love Needs, Esteem Needs, and Self-Actualization Needs. From the physiological needs, Hitch can fulfill it well because of the fact that he has place to live and good salary. Hitch is fulfilling his safety needs in order to feel safe. Hitch need to get love from other people is fulfilled. Hitch gets achievement and reputation from his profession. From the self-actualization, he tries to make a relationship for his fellow men who really in love with women and it works well.

Avneet Kaur (2013) *Maslow's Need Hierarchy Theory: Applications and Criticisms*. The greatest value of Maslow's need theory lies in the practical implications it has for every management of organizations. Self-actualized employees are likely to work at their maximum creative potentials. Nonetheless and regardless of the heavy criticism levied at the hierarchy of need theory, the writer believe that this theory has made a significant contribution in the field of organizational behavior and management especially in the area of employee motivation and remains attractive to both researchers and managers alike. The incorporation of the need theory into the work environment today could be as a result of the contributions made so far by Maslow's Hierarchy of need theory.

The present research, the writer wants to analyze the hierarchy of human needs in the main character of *The Crawdads Sing*, Kya. This study uses the Abraham H. Maslow's theory of Hierarchy of Human Needs. It concerns on the hierarchy of human needs of Kya, which are from the first level of the needs, physiological, safety, love and belonging, esteem, and the last level is self-actualization. Then, the writer identifies the most dominant need that is shown in the novel and the ways of Kya fulfill those needs.

2.2 Intrinsic Approaches

To analyze the *Where the Crawdads Sing Novel*, the writer uses some concepts through intrinsic approach. Intrinsic approach are the elements that build the literary work itself. In the concept spawned some elements such as character, characterization, plot, and setting (Pacheco and Meyers, 2006: 14). The writer will describe the elements as follows:

2.2.1 Characterization

According to Pacheco and Meyers (Pacheco and Meyers, 2006: 41), characterization is a description and creation of the characters in the story. Characterization has two basic methods at his disposal. First method is telling, which relies on exposition and perspective of the author. The second method is showing, which allow the characters to reveal themselves directly through their dialogue and their actions.

2.2.1.1 Telling Method

According to Pacheco and Meyers, telling method which relies on exposition and direct commentary by the author (Pacheco and Meyers, 2006: 47). That means that the author intervenes authoritatively in order to describe and evaluate the motives and dispositional qualities of the characters.

Characterization in the telling method includes; The first is characterization through the use of names, name is often used to describe and provide important clues in characterization. Second is characterization through appearance, what the characters wear and how they look often provide essential clues to character. And the last is characterization by the author, through a personality, thoughts and feeling of the character, the author reveals it directly.

2.2.1.1.1 Characterization by the Author

The author reveals directly through a series of editorial comments the nature and character's personality, including the thoughts and feeling that enter and pass through the mind of the characters (Pacheco and Meyers, 2006: 47).

2.2.1.1.2 Characterization through Name

A name is often used in order to used provide essential clues that aid in characterization. Name can reveal aspects of the character's nature. Some characters are given names that suggest their dominant or controlling traits. Sometimes there are characters with more than one name, which may suggest problem of identity and the lack of name can be equated to a lack of identity (Pacheco and Meyers, 2006: 48).

2.2.1.1.3 Characterization through Appearance

In fiction, details of appearance often provide essential clues to character, such as what the character wear and how they look. Sometimes the appearance shows personality of the character (Pacheco and Meyers, 2006: 49).

2.2.1.2 Showing Method

According to Pacheco and Meyers (Pacheco and Meyers, 2006: 47), characterization in the showing method includes; First is characterization through dialogue, the reader must be observant and infer from what characters say. The second is characterization through action. To establish character on the basis of action, that is necessary in order to scrutinize the several events of the plot what they seem to reveal about characters.

2.2.1.2.1 Characterization through Dialogue

Dialogue shows the author's control discourse and plot development. Some characters are more talkative than others, but in every case there are characters that say what they think. They tell to the reader exactly what is on their minds, while others who lie. Some characters speak carefully and guarded in what they say. So, the reader must infer from what they actually mean. (Pacheco and Meyers, 2006: 49).

2.2.1.2.2 Characterization through Action

Characters action is the best reflections. To establish on the basis of action, that is necessary in order to scrutinize the several events of the plot for what they seem to reveal about the character (Pacheco and Meyers, 2006: 50). There are motivations behind the act and can clarify the description of the personality of the characterization.

2.2.2 Plot

The plot in dramatic or narrative work is constituted by its events and actions, as these are rendered and ordered toward achieving particular artistic and emotional effects (Mays, 2016: 85). The reader will know about the story from how the characters act, where the setting is, and how the story will be presented, it is from the plot.

According to Kelly J. Mays, plot is narrative structure that divided the story into five parts, exposition, rising action, climax, falling action, and resolution. The

German scholar Gustav Freytag, in *The Norton Introduction to Literature* (2016: 88) introduced an analysis of plot that is known as Freytag's pyramid.

2.2.2.1 Exposition

According to Kelly J. Mays (2016: 89), the first part of the plot in the story introduces the characters, the situations, time and place. That will give the reader the basic information they need in order to understand what is to come. Exposition may go on for paragraphs or even pages, or, in the case of some stories, occupy an entire chapter or more.

Exposition usually reveals some source or potential conflict in the initial situation, of which the characters may be as yet unaware. Some plots require more exposition than others.

2.2.2.2 Rising Action

Rising action begins with an inciting incident or destabilizing event, that is some action that destabilizes the initial situation and incites the conflict. Typically, what keeps the action rising is a complication, an event that introduces a new conflict or intensifies an existing one. Rising action breaks the existing equilibrium and introduces the character and underlying or inciting conflict (Mays, 2016: 89).

2.2.2.3 Climax

Climax is the moment at which the plot reaches its point of greatest emotional intensity, that is the turning point of the plot, directly precipitating its resolution. The climax is also the moment when the outcome of the plot and the fate of the characters are decided (Mays, 2016: 89).

2.2.2.4 Falling Action

Once the climax has been reached the tension subsides and the plot moves toward its appointed conclusion. Falling action brings a release of emotional tension and moves the reader toward the resolution of the conflict. In some stories

of fiction, resolution is achieved through an utterly unexpected twist (Mays, 2016: 90).

2.2.2.5 Resolution

The final section of the plot is the resolution, that records the outcome of the conflict and establishes some new stability. Its conclusion presents the reader with a new and at least somewhat stable situation one that gives a sense of closure because the conflict have been resolved if only temporarily and not necessary in the way the reader had expected (Mays, 2016: 90).

2.2.3 Setting

According to Kelly J. Mays setting of a story mean its time and place (2016: 284). It means that the idea of setting includes the physical environment of a story such as a room, a house, a street, a town, and a region. Beside place, setting may involve the time of the story such as hour, day, year, and century. That might matter greatly that the story take place on the day of the first moon landing or at dawn.

The functions of setting are to establish mood, character, and situation (Mays, 2016: 284). Setting is one of many ways the reader learn about characters and the means by which character and plot take on a larger social, historical, or even universal significance.

2.2.3.1 Setting as Background of the Action

According to Kelly J. Mays, setting acts as an essential elements in fiction or that exists merely as decorative and functionless background. the setting exist as decorative background whose function is largely irrelevant in order to the purpose of the whole works (Mays, 2016: 285).

2.2.3.2 Setting as Antagonist

Setting in the form of nature can function as a kind of causal agent, helping to establish plot conflict and determine the outcome of events (Mays, 2016: 285).

2.2.3.3 Setting as Means of Revealing Character

The author can use the setting in order to clarify and reveal characters by deliberately making setting metaphoric or symbolic extension of the characters. Some fictions present that element from beginning, so the reader can visualize the situation easily (Mays, 2016: 285).

2.3 Extrinsic Approaches

Extrinsic approach is an element that is outside of literary work itself. The writer uses psychology approach in order to analyze the main character in the *Where the Crawdads Sing* Novel. The writer uses Hierarchy of Human Needs of Abraham Maslow's in this extrinsic approach.

2.3.1 Psychology Literature

According to Samuel Johnson, the definition of literature as including memories, history, collection of letters, learned treatises, etc., as well as poems, printed plays, and novels. One way is to define *literature* as everything in print (Wellek and Warren, 1954: 9). Literary study has thus become not merely closely related to the history of civilization but indeed identical with it. Such study is literary only in the sense that it is occupied with printed or written matter, necessarily the primary source of most history.

Psychology of literature means the psychological study of the writer, as type and as individual, or the study of the creative process, the study of the psychological types and laws present within works of literature, or, finally, the effects of literature upon its readers (Wellek and Warren, 1954: 75). Psychology can be used to explain fiction in literature and psychology provides numerous instances from life which clarify the actions and reactions of created the character. Psychological aspect is one of virtual values needed to be exposed.

The aim of literary psychology is to understand the psychological aspects that contained in a work (Minderop, 2016: 54). Psychology of literature pays attention to the psychological problems of the fictional characters that contained in literary works. Literary psychology is a study of literary works that reflect the processes and activities of the psyche. In examining a psychological work, the

important thing that needs to be understood is the extent of the involvement of the writer's psychology and the ability of the author in order to present the fictional characters involved with psychiatric problems.

It can be concluded that the psychology of literature is one of the interdisciplinary literary studies, due to the fact that it understands and studies literature by using various concepts and theoretical frameworks in psychology. Literary psychology has four possible meanings; the study of the author's psychology as a person, the creative process, the study of the psychological aspects applied in literary work, and studying the impact of literature on the reader.

2.3.2 Maslow's Hierarchy of Needs

The writer uses Hierarchy of Human Needs of Abraham Maslow's in this extrinsic approach. The human needs arrange themselves in the hierarchies of prepotency. The appearance of one need usually rests on the previous satisfaction of the other needs being stronger. Motivational classification must be based on goals rather than on impulse encouragement or motivated behavior.

Hierarchy of Human Needs of Maslow's is a theory in his paper *A Theory of Human Motivation* in 1943, which he subsequently extended in order to include his observations of human's innate curiosity. Hierarchy of human needs theory is not synonymous with behavior theory. The hierarchy of human needs are only one class of determinants of behavior. While behavior is almost at all times motivated, it is also almost at all times biologically, culturally, and situationally determined as well (Maslow, 1943: 3). Maslow's theory contends that as human meet the basic needs, they seek in order to satisfy successively higher needs that occupy a set hierarchy.

Maslow's Needs Hierarchy: an attempt to encompass deficiency and abundance motives within a single scheme has been made by Maslow in his general theory of personality. In his treatment, all motives, those involving tension reduction as well as the others, are combined in one interrelated scheme, without prejudging the question of the tissue-need basis of all motives. Maslow's scheme holds the view that a fundamental motive of man is in order to express his

potentialities in their most effective and complete form, a need of for self-actualization. Maslow believed that psychologists have concentrated far too long on the study of, an's attempts to reduce tension or to avoid pain and anxiety. Maslow felt that a new emphasis is needed to understand the full range of personality development, one that includes serious consideration of human joy, well-being, and potential for growth (Minderop, 2016:282).

Maslow conceptualizes the following five levels of needs, arranged in a ladder starting with lower need and moving on to higher needs. The basic need of human nature is physiological needs, for example, hunger, thirst, sleep. After physiological need fulfilled there is safety needs that is about safety and secure, for example, security, stability, medical insurance. The next need is love and belongingness needs which include needs for love, belonging, affection, identification. The next is esteem needs, for example, prestige, self-respect, personal worth, achievement. And the last need is self-actualization that is the highest stage Hierarchy of Human Needs.

2.3.2.1 The Physiological Needs

According to Maslow, the needs that are usually taken as the starting point for motivation theory are the so-called physiological drives (Maslow, 1943: 4). The physiological needs of the organism are those which enable the process of homeostasis and the finding that appetites preferential choices among foods are a fairly efficient indication of actual needs or lack in the body. That is often the basic reason why organism move toward certain goals in the environment. Every human requires all needs, such as the needs to breathe, the need to eat and drink, and the need to regulate homeostasis because of the fact that they are the basic of human being.

Undoubtedly the physiological needs are the most pre-potent of all needs. It means that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else (Maslow, 1943: 5).

Physiological needs consist of need for oxygen, water, food, sleep, sex, and the satisfaction of those needs are very important for human survival, due to the fact that this need is the strongest of all needs. Maslow felt that physiological needs are adequately met for most people. When physical needs are met, the safety needs on the hierarchy emerges as a dominant force in controlling and directing behavior.

2.3.2.2 Safety Needs

If the physiological needs are fairly well gratified, then there will emerge the safety needs. Higher needs become unimportance when one's life is endangered, and human behavior reflect their attempts in order to remain secure. According to Maslow, security needs include the need for assurance, stability, protection, freedom from fear and anxiety. Uncertainty faced by human make they must achieve as much as possible the guarantee, protection, and order according to their ability (Minderop,2016: 283).

The child's need for safety is his preference for some kind of undisrupted routine or rhythm. He seems to want a predictable, orderly world. For instance, injustice, unfairness, or inconsistency in the parents seems in order to make a child feel anxious and unsafe. This attitude may be not so much in light of the fact that the injustice *per se* or any particular pains involved, but rather because of the fact that this treatment threatens in order to make the world look unreliable, or unsafe, or unpredictable. Young children seem to thrive better under a system which has at least a skeletal outline of rigidity, in which there is a schedule of a kind, some sort of routine, something that can be counted upon, not only for the present but also far into the future (Maslow, 1943: 7).

Safety needs dominate human behavior primarily in times of emergency. Maslow felt that working of the safety needs can also be seen in people's preference for familiar surroundings, saving accounts, and secure jobs. Safety needs are most evident in the children. If the people reach a certain level of safety and security, they will be moved to satisfy the need for love and belongingness.

2.3.2.3 The Love and Belongingness Needs

When physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for love and belongingness can become active. Human generally need in order to feel love and belongingness, those come from family members, friends, religious group, and the others. They need to love and be loved by others. The love and belongingness needs can often overcome the physiological and safety needs.

According to Maslow (1943: 10), love is not synonymous with sex. Sex may be studied as a purely physiological need. Ordinarily sexual behavior is multi-determined, determined not only by sexual but also by other needs, chief among which are the love and affection needs. Also not to be overlooked is the fact that the love needs involve both giving and receiving love. Love and affection, as well as their possible expression in sexuality, are general looked upon with ambivalence and are customarily hedged about with many restrictions and inhibitions.

The need of love and belongingness can be met by joining oneself with a group, accepting the values and traits that exist so as in order to feel the feeling of belonging. Human can build a close and caring relationship with others in order to satisfy the need of love. According to Maslow, individuals seek to overcome feelings of loneliness and alienation. So that many groups and communes are present in order to escape from feeling isolated because of the failure to achieve love and belongingness. This involves both giving and receiving love, affection, and the sense of belonging.

2.3.2.4 The Esteem Needs

In the event that the love and belongingness needs have been adequately met, they too slip into the background in relation in order to guiding behavior, and the esteem needs become dominant. According to Maslow (1943: 10), the esteem needs may be classified into two subsidiary sets. First, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Second, people have what they may call the desire for

reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation.

Satisfaction of the esteem needs lead to feelings of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness and helplessness. These feeling in turn give rise to either basic discouragement or else compensatory or neurotic trends. An appreciation of the necessity of basic self-confidence and an understanding of how helpless people are without it, can be easily gained from a study of severe traumatic neurosis.

It can be concluded that the need of esteem is differentiated into an award that comes from self-respect and other people. The lower of the levels related to elements like fame, respect, and glory. The higher level is contingent in order to concept like confidence, competence, and achievement. The lower level is generally considered poor. It is dependent upon other people, or someone who needs to be reassured in light of the fact that the lower esteem.

2.3.2.5 The Self-actualization Needs

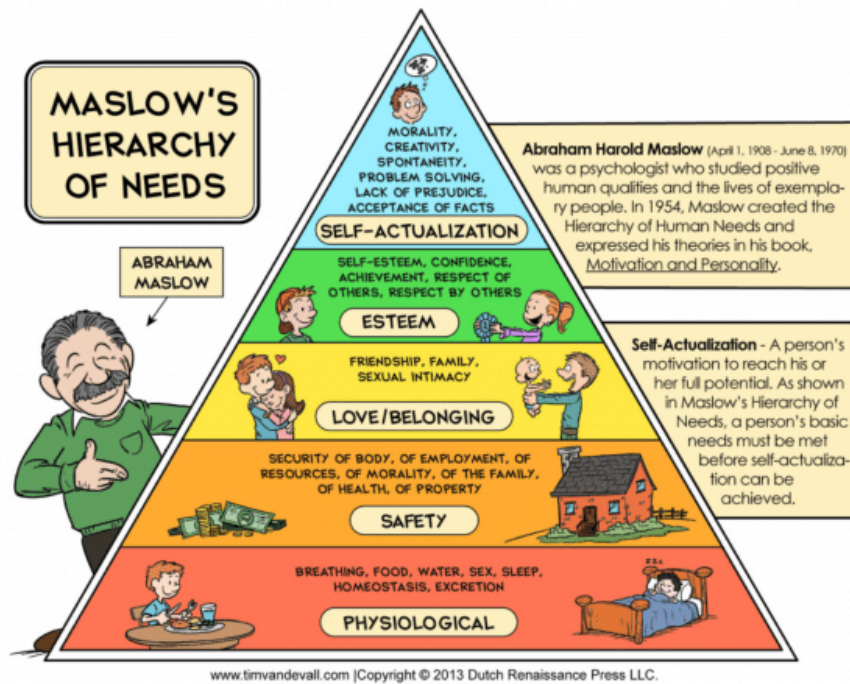
When people have satisfied the four level of needs, the final level is self-actualization. At the self-actualization needs, the person's behavior is motivated by different conditions that at the lower levels. It means that at this level, the individual differences are greatest.

The clear emergence of these needs rests upon prior satisfaction of the physiological, safety, love, and esteem needs. The people who are satisfied in these needs, basically satisfied people, and it is from these that they expect the healthiest creativeness. Since, in the society, basically satisfied people are the exception, they do not know much about self-actualization, either experimentally or clinically (Maslow, 1943: 11). The specific from that required by these needs will vary greatly from person to person.

The need of self-actualization is the highest development and use of all talents, the fulfillment of all qualities and capacities of human. The people must according to their potential to be. Even in spite of the fact that they have reached the lowest level of need, which is feeling physically and emotionally secure,

having love and belongingness, and feeling valued, but they will feel disappointed, uneasy, and unsatisfied if they fail in order to satisfy their need of self-actualization (Minderop, 2016: 284).

The following diagram shows Maslow's Hierarchy of Human Needs, represented as a pyramid:



Maslow's Hierarchy of Human Needs is often displayed as a hierarchical pyramid with five levels. The lowest levels of the pyramid are made of the most basic needs, while the complex needs are at the top of the pyramid. The four lower levels of all the pyramid are considered physiological needs, while the top levels are considered growth needs. Maslow's believes that the lower level needs must be satisfied before the higher needs can influence behavior.