

CHAPTER II

FRAMEWORK OF THEORIES

As stated in the previous chapter to understand the meaning and the construction of the film, I use some concepts and theories to analyze it. In order to achieve it, this chapter consists of three parts. First, I use characterization, plot, and setting as intrinsic approach for this movie. The second is, extrinsic approach, I use Hierarchy of Needs. The last part is literature review that consists of previous research to support this thesis which was taken from other three researchers. This chapter talks about a further explanation of the concepts and theories that both have told in the previous chapter, and I will explain those frameworks of the theories:

2.1. Intrinsic Approaches

To analyze the character of a film, I use some concepts through intrinsic approach, they are characterization, setting, and plot. From the language is used, there are words that contain a certain meaning, and this should be analyzed to find out and explain the meaning that contained in this film, I use the intrinsic approach to analyze the element of literary work. I use the concepts of James H. Pickering and Jeffrey D. Hooper in his book titled *Concise Companion to Literature*. Those concepts will be explained in this chapter.

2.1.1. Characterization

According to Pickering and Hooper (1981), "Character is one of the important things in a story. Character has a relation with plot, without character there is no plot, no setting and no story. Pickering and Hooper explained some terms of character in literary work. The term protagonist and antagonist do not directly show the characterization of each character. It does not mean protagonist always has a good character, and antagonist has a bad character. Characterization appears when the author reveals the personality of the character. Character can be presented by their action, speech and also their minds. It includes the process of giving some information about them. (p. 24). According to Pickering and Hooper (1981), "There is a method of characterization that the author usually uses as a guide or technique for writing

literary work, that are telling and showing. One method is telling, which is done directly by the author, and relies on exposition and direct commentary by the author. The other method is the indirect, the showing method, which involves the author's stepping aside, as it were, to allow the characters to reveal themselves directly through their dialogues and actions. Most author employ a combination of each, even when the exposition.” (p. 27)

2.1.1.1. Showing Method

According to Pickering and Hoeper (1981), “The other method is the indirect, the dramatic method of showing, which involves the author's stepping aside, as it were, to allow the characters to reveal themselves directly through their dialogues and actions. With showing, much of the burden of character analysis is shifted to the reader, who is required to infer character on the basis of the evidence provided in the narrative.” (p. 27-28)

2.1.1.1.1. Characterization Through the Dialogue

According to Pickering and Hoeper (1997). “Some characters are careful and guarded in what they say; they speak only by indirection, and we must infer from their (the character) words what they actually mean. Others are open and candid; they tell us, or appear to tell us, exactly what is on their minds.” (p. 32)

a. What is Being Said

According to Pickering and Hoeper (1997), “In this case, we need to know whether the dialogue will be discussed is something that is important and can influence the events in the story.” (p. 32)

b. The Quality of the Exchange

According to Pickering and Hoeper (1997), “The way how the conversation going or flow is important, it is better if there are give and take in the conversation with someone. But in the other is more the conversation will not last long. Characters can also take a look through their mental quality is through rhythm or flow when they speak.” (p. 33)

2.1.1.1.2. Characterization Through Action

According to Pickering and Hoeper (1981), “We can also know someone's character from someone's actions. Because most action from many people is formed from the habits of the person itself. (As cited in Albertine Minderop, 2013:38) Actions and behavior are logically the development of psychology and personality; shows how the character's character is shown in his actions.” (p. 34)

a. Through Behavior

According to Pickering and Hoeper (1981), “To build a character with a behavioral basis, it is important for the reader to observe in detail the various events in the plot because these events can reflect the character's character, emotional and psychic conditions that follow him unconsciously and the values displayed.” (p. 34)

b. The Underlying Motivation

According to Pickering and Hoeper (1981), “In either case, whether the action is large or small, conscious or unconscious, it is necessary to identify the common pattern of conduct and behavior of which each separate action is part. One helpful of doing so is on the basis of motive, the attempt to trace certain effects back to their underlying causes. If we are successful in doing so, if a consistent pattern of motivation appears, then it is fairly safe to assume that we have made some important discoveries about the character.” (p. 35)

c. Gesture or Facial Expressions

According to Pickering and Hoeper (1981). “Gesture or facial expressions are usually not very significant when compared with behavior; but it is not always like that. Sometimes vague or spontaneous and unconscious behavior can often give the reader an idea of the inner condition, mental turmoil or feelings of the character.” (p. 34)

2.1.2. Plot

According to Ansen Dibell (1988), “The common definition of plot is that it’s whatever happens in a story. That’s useful when talking about completed stories, but when we are considering stories being written, it is about as useful as saying that a birthday cake is a large baked confection with frosting and candles. It does not tell you how to make one.” (p. 5)

2.1.2.1. Exposition

According to Pickering and Hoepfer (1997), “The exposition is the beginning section in which the author provides the necessary background information, sets the scene, establishes the situation, and dates the action. It may also introduce the characters and the conflict, or the potential for conflict.” (p. 17)

2.1.2.2. Complication

According to Pickering and Hoepfer (1997), “Complication sometimes referred to as the rising action, breaks the existing equilibrium and introduces the characters and the underlying or inciting conflict (if they have not already been introduced by the exposition). The conflict is then developed gradually and intensified.” (p. 17)

2.1.2.3. Crisis

According to Pickering and Hoepfer (1997), “The crisis (also referred to as the climax) is that moment at which the plot reaches its point of greatest emotional intensity; it is the turning point of the plot, directly precipitating its resolution.” (p. 17)

2.1.2.4. Falling Action

According to Pickering and Hoepfer (1997), “Once the crisis, or turning point, has been reached, the tension subsides and the plot moves toward its appointed conclusion.” (p. 17)

2.1.2.5. Resolution

According to Pickering and Hoeper (1997), “The final section of the plot is its resolution; it records the outcome of the conflict and establishes some new equilibrium or stability (however tentative and momentary). The resolution is also referred to as the conclusion.” (p. 17)

2.1.3. Setting

According to Pickering and Hoeper (1997), “Fiction can be defined as character in action at a certain time and place. Setting is a term that in its broadest sense, encompasses both physical locale that frames the action and the time of the day, the climatic conditions and the historical period during which the action takes place. Setting helps the reader to visualize the action of the work. However, there are many kinds of setting in fiction.” (p. 37)

2.1.3.1. Setting as Background of the Action

According to Pickering and Hoeper (1997), “Setting in the form of costume, manners, events, and institutions, all peculiar to a certain time and place-is rendered in minute detail to give a sense of “life as it was”. When we speak of setting as background, then, we have in mind a kind of setting that exists by and large for its own sake without any clear relationship to action or characters, or at best relationship that is only tangential and slight.” (p. 38)

2.1.3.2. Setting as An Antagonist

According to Pickering & Hoeper (1997), “Setting may also serve as a kind of individual or antagonist that help to build a conflict and control the outcome of the story’s events.” (p. 39)

2.1.3.3. Setting as Means of Revealing Character

According to Pickering and Hoeper (1997), “Very often the way in which a character perceives the setting, and the way of character react to it, will tell the reader more about the character and his state of mind than it will about the actual physical setting itself. An author can also use setting to clarify and reveal character by deliberate making setting a metaphoric or symbolic extension of character.” (p. 42)

2.2. Extrinsic Approaches

After explaining intrinsic approach above, I will explain the extrinsic approach. In this paper, I will use the concept of trauma and psychopath through psychological approach as the theme of my analysis to analyze Janie's character in this novel. I will explain the concept below:

2.2.1. Psychology

Psychology is the scientific study of mind and behavior. The word "psychology" comes from Greek words "psyche" meaning life and "logos" meaning explanation. According to Rod Plotnik & Haig Kouyoumdjian (2010) in their book entitled *Introduction to Psychology*, "Psychology is the science of the experiences that arise from human self, such as mind and behavior. It embraces all aspects of unconscious and conscious experience as well as thought. It is an applied science and academic discipline, which looks to understand individuals or groups by establishing general principles and researching specific cases." (p. 6)

According to the definition above, I can conclude that psychology is a science derived from human experience which is specialized in human mind and behavior, either unconscious and conscious experience and also being used onto human.

2.2.2. Psychology in Literature

According to Sangidu (2004), "Literature is a product of human thought. It can be influenced by the environment of the author; even it may contain the author's way of life. Whilst, most people consider that literary works are mirror of human life. In other words, literary works are used by authors for telling what they feel and see and what they face in the social life involving human activities. Literary works are known by people in the written form, those are novel, poetry, and also play." (p. 2)

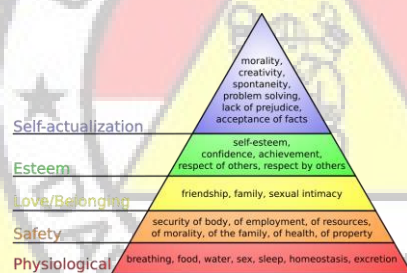
According to Albertine Minderop (2010), "The study of literary works reflecting the concepts of psychology is presented in a way, first, presented the summary of the stories of each literary works reviewed. Second, there is review the characterization of figures relevant to the purpose of this analysis." (p. 98)

According to the definitions above, I can conclude that psychology of literature is a science of human mind and behaviour through reviewed summary of each literary works and the characterization from it character. Mostly fiction, but literary works come from the mind from of the creator and sometimes it reflects their real experiences.

2.2.2. Hierarchy of Human Needs

In a 1943 book titled "A Theory of Human Motivation," humanist psychologist Abraham Maslow stated that (1943), "We are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires." (p. 394).

According to Maslow (1943), "There are at least five sets of goals, which we may call basic needs. These are briefly physiological, safety, love, esteem, and self-actualization. In addition, we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires." (p. 394).



Picture 1. The Pyramid of the Hierarchy of Needs by Abraham Maslow

According to Maslow (1954), "The basic needs arrange themselves in a fairly definite hierarchy on the basis of the principle of relative potency. Thus, the safety need is stronger than the love need, because it dominates the organism in various demonstrable ways when both needs are frustrated. In this sense, the physiological needs (which are themselves ordered in a subhierarchy) are stronger than the safety needs, which are stronger than the love needs, which in turn are stronger than the esteem needs, which are stronger than those idiosyncratic needs we have called the need for self-actualization." (p. 98)

According to Malsow (1943), “The degree of fixity of the hierarchy of basic needs.—We have spoken so far as if this hierarchy were a fixed order but actually it is not nearly as rigid as we may have implied. It is true that most of the people with whom we have worked have seemed to have these basic needs in about the order that has been indicated. There are other, apparently innately creative people in whom the drive to creativeness seems to be more important than any other counter-determinant. Their creativeness might appear not as self-actualization released by basic satisfaction, but in spite of lack of basic satisfaction. “ (p. 386, 387)

According to Maslow theories above I can conclude that human decision making is motivated by the desire to fulfill basic needs and more advanced needs. Maslow also listed these needs in a sequential order, and it's known as the hierarchy of human needs. There are five needs ordered in the hierarchy of human needs and the needs which are; 1. Physiological needs, 2. Safety needs, 3. Love and Belongingness needs, 4. Esteem needs, 5. Need for self-actualization. As depicted in the pyramid most individuals always start from the lowest need, so on, and so on until they self-actualized themselves. But there are some cases that other needs that really important to some individuals just like Maslow Stated.

2.2.3.1. Physiological needs

According to Maslow (1943), “The needs that are usually taken as the starting point for motivation theory are the so-called physiological drives. Two recent lines of research make it necessary to revise our customary notions about these needs, first, the development of the concept of homeostasis, and second, the finding that appetites (preferential choices among foods) are a fairly efficient indication of actual needs or lacks in the body. Homeostasis refers to the body's automatic efforts to maintain a constant, normal state of the blood stream. It has described this process for (1) the water content of the blood, (2) salt content, (3) sugar content, (4) protein content, (5) fat

content, (6) calcium content, (7) oxygen content, (8) constant hydrogen-ion level (acid-base balance) and (9) constant temperature of the blood. Obviously, this list can be extended to include other minerals, the hormones, vitamins, etc.” (p. 372)

Maslow also state that (1954), “What this means specifically is 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.” (p. 36-37)

I can conclude that physiological needs are the lowest needs in the pyramid of hierarchy of human needs. Before the individuals want to satisfy upper needs, they can't move further if their body condition isn't in normal state or lack of something that body needed. Such as the need to breathe air, hunger, thirst, avoidance of extreme heat and cold, etc.

2.2.3.2. Safety Needs

According to Maslow (1954), “If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs (security; stability; dependency; protection; freedom from fear, from anxiety and chaos; need for structure, order, law, limits; strength in the protector; and so on).” (p. p. 39)

Maslow also stated that (1943), “Safety needs is considered as motivation to feel peace, secure, safe, and out of danger from his or her environment. Basically, safety needs are the needs for being free from anxiety of instability life, physical danger, and being taken away from their basic physiological needs.” (p. 378-380)

According to Maslow (1943), “The healthy, normal, fortunate adult in our culture is largely satisfied in his safety needs.” (p. 378)

I can conclude that safety needs considered as motivation to feel peace, secure, safe, and out of danger from his or her environment.

After the individual is in their normal state, they want to maintain their normal state as long as possible. Basically, safety needs are fulfilled for being free from anxiety of physical danger and being taken away from their basic psychological needs.

2.2.3.3. Love and Belongingness Needs

According to Maslow (1954) “If both the physiological and the safety needs are fairly well gratified, there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group or family, and he will strive with great intensity to achieve this goal.” (p. 43).

According to Abraham Maslow (1943), “The Love needs is the basic social or affiliation motive, which drives people to seek contact with others and to build satisfying relations with them. To be a human being, somebody must have other people around them. People have an innate need for affection and love that can be satisfied only by other people.” (p. 381)

In my opinion, love and belongingness needs are dominant for individuals in striving for meaningful relation with other for the sake of happiness. People have an innate need for affection and love that can be satisfied only by other people. This is the basic social or affiliation motive, which drives people to seek contact with others and to build satisfying relations with them. As mentioned above, some of the things that satisfy this need such as; family, friends, romance relationship, and community.

2.2.3.4. The Esteem Needs

According to Maslow (1954), “All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly

based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others.” (p. 45)

Abraham Maslow also stated that (1943), “A persons also want to be esteemed, by the people they are in contact with, as well as by themselves: they want to know that they are capable of achievement and success. These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for 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.” (p. 381)

In my opinion, the esteem needs are a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others.

“Maslow classifies need for self-esteem into two categories. First is strength. It is internal respond against them dealing with getting competence, self-confident, adequacy, autonomy, and freedom. Thus, individuals are sure that they have self-esteem and are able to cope with obstacles in life. Second is achievement. In this case, individuals need appreciations over what they to do. Individuals will feel confident, forceful, capable, and valuable, if need for self-esteem is satisfied.”

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2.2.3.5. Need for Self-Actualization

According to Maslow (1954), “Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what *he*, individually, is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. what a man *can* be, he *must* be. He must be true to his own nature. This need we may call self-actualization.” (p. 46).

According to Maslow (1943), “It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming.” (p. 382)

In my opinion, need for self-actualization is the highest development and using the whole of our talent, fulfilling the whole of individual quality and capacity. Individuals have to be based on she or he potency to be.

Maslow states that these basic goals are related to each other, being arranged in a hierarchy of needs. When a need is fairly well satisfied, the higher need emerges and encourages someone to achieve it. Maslow also adds that it is not always clear that the lower needs must be fulfilled one hundred percent before the higher needs emerge. Because in actual fact, most members of society who are normal, are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time.

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2.3. Literature Review

This study focus on the hierarchy of human need concept in movie script entitled *La La Land*. There are other related studies which also focus on hierarchy of human need.

The first similar research is a final project titled “Hierarchy of Needs In Dan Gilroy's *Nightcrawler*” written by Ricky Nugraha Kusuma from Diponegoro Univeristy Semarang in 2016. This research is focused on two objectives. First is to analyze the narrative and cinematic aspects of the movie. Second is to study the motivation of Louis Bloom in the movie using Abraham Maslow's theory of needs. The analysis of this study is based on narrative aspects such as character and plot and the cinematic aspects is a pictures of the scene from the movie. The second objectives, the writer used motivation theory, Abrham Maslow's

Hierarchy of Needs. The writer conclude not only motivation that fulfilled the needs of the main character, but the bad personalities and abilities of the main character also have an important role.

The second similar research is a thesis titled *Hierarchy of Needs Analysis of the Main Character in You Again Film* Written by Syifa Fauziah from State Islamic University Syarif Hidayatullah in 2014. This research is focused on how the main character of Marni fulfill her needs. The analysis of this study based on analyze main character characterization theory and Hierarchy of Needs theory. The conclusion from the writer is the main character is not feeling satisfied even when she already success and have everything. The main character can get satisfied and get her self-actualization when someone bullied her from a long time ago apologize to her.

The last similar research is a journal titled “*Maslow’s Hierarchy of Needs Manifested by The Main Character in The Forrest Gump The Movie*” written by Shintya Dwi Fiedhawatie from Universitas Brawijaya in 2013. This research only focused on is to analyze on Maslow’s hierarchy of needs manifested by the main character in Forrest Gump the movie. The analysis of this study based on Hierarchy of Needs, The Wisefool concept, and movie studies. I conclude the main character can fulfill his human needs and get self-actualized even with the main character limit. The main character breaks his limit from not able to walking to the man who always run. His limitation does not really limit him to fulfill his basic needs as a human. He is the wisefool man which has success in facing his destiny.