CHAPTER 2

THEORITICAL FRAMEWORK

2.1 Theoritical Framework

In doing this study, I tend to utilize some theories. Since the analysis extremely focuses on the characters from the novel selected, so the theory of new criticism is also used. This study tries to reveal mostly upon the character of Hazel and Hazel's struggle to fulfil her needs, so that Abraham Maslow's theory hierarchy of needs is chosen. Those theories are explained as follows:

2.1.1 New Criticism

Formalism sometimes called New Criticism. It involves the analysis of literary texts (Gillespie 172). New Critics also called their approach objective criticism because their focus on each text's own formal elements. They claimed that each text, each object being interpreted, would itself dictate how it would be interpreted. According to Tyson in *Critical Theory Today*, the New Critics introduced to America and called "close reading". It means that New Critical focus the reader's attention on the literary work as the sole source of evidence for interpreting the text, so that Tyson also called New Criticism as "the text itself" (Tyson 136). The Images, symbols, metaphors, rhyme, meter, point of view, setting, characterization, plot and so on (137). Furtermore, in this study will discuss about character and characterization.

2.1.1.1 Character

Characters often come in fiction story, sometimes identify them, and sometimes judge them. Indeed, if one reason we read stories to find out what happens to, an equally compelling reason is to follow the fortune of the characters (DiYanni 54). A character is presumably an imagined person who inhabits a story. If the story seems "true to life", we generally find that its characters act in a reasonably consistent manner and that the author has provided them with motivation (Kennedy 77).

Characters in fiction can be conveniently classified as major and minor, static and dynamic. A major character is an important figure at the center of the story's action or theme. The major character is sometimes called a protagonist whose conflict with an antagonist may spark the story's conflict. Supporting the major character is one or more secondary or minor characters whose the function is partly to illuminate the major characters (DiYanni 54).

The major characters are usually **round characters**. Round characters, however, present us with more facets. Such a round character may appear to us only as he appears to the other characters in the story. If their views of him differ, we will see him from more than one side. Round characters often change but flat characters tend to stay the same throughout a story (Kennedy 78).

Minor characters are often **flat characters**. A flat character has only one outstanding trait or feature, or at most a few distinguishing marks. It can be seen only one aspect of their personalities, because the author does not need to reveal more about them for the purposes of the story (Kennedy 78). Minor characters are

often **static** or unchanging that they remain the same from the beginning of a work to the end. As the story progresses, it also can be **dynamic characters** that exhibit some kind of change; of attitude, of purpose, of behavior (DiYanni 54).

According to Laurence Perrine in *Literature: Structure, Sound, and Sense*, all fictional characters may be classified as static or developing. The static character is the same sort of person at the end of the story as at the beginning. The developing or dynamic character undergoes a permanent change in some aspect of character, personality, or outlook (Perrine 70).

2.1.1.2 Characterization

Characterization is the means by which writers present and reveal character. The characterization can be described through narrative summary without judgment, narrative description with implied or explicit judgment, surface details of dress and physical appearance, characters' action, characters' speech, and characters' consciousness (DiYanni 56).

Authors present their characters either directly or indirectly. In **directly** presentation they tell us straight out, by exposition or analysis, what the characters are like, or have someone else in the story tell us what they are like. In **indirect** presentation the authors show us the characters in action; we infer what they are like from what they think or say or do (Perrine 67).

According to Robert DiYanni, there are six major methods of revealing character in fiction. First, narrative summary without judgment. Second, the characterization can be depicted through the narrative description with implied or

explicit judgment (DiYanni 56). The narrative description with implied judgment means that the authors describe the characters' characterization by giving some characteristics and the readers conclude themselves. Then, narrative description with explicit judgment means that the author that is like: naughty, beautiful, shy, and so on. Third, surface details of dress and physical appearance (56). Characterization can be depicted through the physical appearance. Although, in real life most of us be aware that appearance are often deceiving but in fiction details of appearance often provide clues to character. It includes everything from dress or style and body language. Fourth, characters' action means what they do (56). Characterization can be depicted through the action of characters' do. Fifth, characters' speech what they say and how they say it. Characterization can be also depicted through the dialogue. From the dialogue, the readers know about the moods and personalities of the character. The last, Characters' consciousness means what they think and feel. The authors describe in detail what passes through a character's awareness.

Characterization also observes three principles. First, the characters are **consistent** in their behavior that is they do not behave one way on one occasion and a different way on another unless there is clearly a sufficient reason for the change. Second, the characters are **motivated** in whatever they do, especially when there is any change in their behavior. It means that we must be able to understand the reasons for what they do, at least in the end of the story. Third, the characters are **plausible** or lifelike. This means that we have observed anyone like

them in our own experience or not, we must feel that they have come from the author's experience (Perrine 68).

Every human has different characterization each other. Based on the age, human being is decided to five stages they are infants, children, adolescence, adult and aging. Here, I will discuss about the characterization in adolescence. There are some characterizations in adolescence; some of teenagers have bad characterization, for instance depressed, unconfident, mousy and so on. According to Shelley E. Taylor in *Health Psychology,* depression is a common often debilitating reaction to chronic illness. It is common among stroke patients, cancer patients, and heart disease patients, as well as for those suffering from many other chronic diseases (Taylor 290-291). In Merriam Webster dictionary, unconfident is lacking in confidence, and mousy is the teenagers are shy to do something. In adolescence, teenagers not only have bad characterization but teenagers also should have positive characterization to build their personality, for instance energetic that teenagers is showing a lot of energy or involving their a lot of effort to do good activities, loving is feeling or showing love to others, bookworm that is the teenagers who like to read books and who spend a lot of time reading or studying and so on. From the explanation above, it can be seen how the way to see a characters' characterization and there are so many kinds of characterization in every human that is different each other.
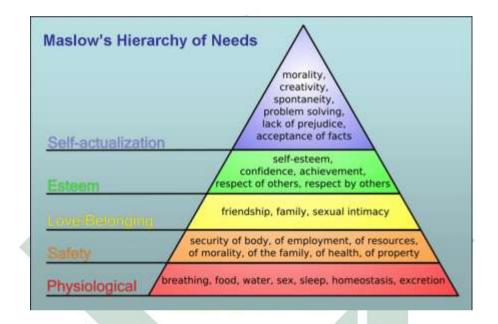
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2.2   Abraham Maslow's Theory of Human Motivation

Abraham Maslow is traditionally associated with humanist psychology, but major theorist in all three areas influenced him; these are psychodynamic, behavioral, and humanistic philosophies of human nature, and he made significant contributions to each phase of the development of the field of psychology between 1930-1970. He is the expert of human psychology who proposed the hierarchy of needs theory (Reid 7).

Maslow's theory of human motivation is unquestionably the best-know and most widely accepted of the need fulfillment theories. He states that humans are born with a set of needs that not only energize but direct behavior (Franken 437). Based on Maslow's statements, these needs are neither necessarily conscious nor unconscious. On the whole, however, in the average person, they are more unconscious than conscious (Maslow 54). It means that the basic needs are often largely unconscious although they may, with suitable techniques, become conscious.

Maslow took this idea and created his famous hierarchy of needs based on the details of air, water food and sex. He began with the concept of need but defined needs primarily by their goals. Maslow believed that needs were hierarchically organized, with more basic needs found toward the bottom and self-actualization need at the top (Larsen 346). According to Rogers and Maslow, the core tendency of a person is to actualize individual potential. There is an internal, biological pressure to develop fully the capacities and the talents that have been

inherited. The central motivation of the individual is to grow and to enhance the basic self (Weiner 409).

The diagram shows Maslow's hierarchy of needs theory, represented as a pyramid below:

Maslow's Hierarchy of Needs: The Stage of Human's Need

Maslow proposed that physiological, safety, love and esteem needs to be primary motivators of behavior (Reid 14). These four basic needs are considered to be **deficiency needs**, the individual feels nothing if they are met, but feels anxious if they are not met. Self-actualization, the pinnacle of Maslow's hierarchy, is considered to be a **growth need**, which continues to motivate behavior after it is satisfied (15).

Maslow proposed a hierarchy of human needs as the first theory of behavior motivation. Within his model, those are five stages of needs or goals

they are the physiological needs, the safety needs, the belongingness and love

needs, the esteem needs and the self-actualization needs.

a. **The Physiological Needs**

Human must satisfy a number of basic physiological needs. The

physiological need is the lowest stage in hierarchy of needs. These include

needs that are of prime importance to the immediate survival of the

individual, for instance the need for food, water, air, and sleep (Larsen 346).

Physiological survival is considered to be the most basic motivator of

human behavior (Reid16). Young has summarized the work on appetite in its

relation to body needs. If the body lacks some chemical, the individual will

tend (in an imperfect way) to develop a specific appetite or partial hunger for

that missing food element (Maslow 36). It means that if the body of human

has lack condition, it will make the individual wants to fulfill his needs,

especially for food, drink, breathe and et cetera.

b. **The Safety Needs**

According to Maslow, when the first stage that is the physiological

needs have been satisfied, the new need will emerge and so on. Safety and

security needs come to the next in hierarchy of needs. This need which may

categorize roughly as the safety needs are having a place to live, security,

stability, dependency, protection, freedom from fear, from anxiety, and so on

(Maslow 39).

In human, safety comes from knowing about our environment and making it predictable. Franken states that although the child may look to parents for his or her own safety, safety for adults come from making the environment as predictable as possible. In such an environment one can then pursue one's other needs without constant fear that something or someone will threaten one's safety (Frank 438).

c. The Belongingness and Love Needs

After the physiological and the safety needs are fairly well gratified, then the human will emerge the next need that is the belongingness and love needs (Maslow 43). The love needs have been described in different ways: in terms of social relationships, connection with other people, and belonging to groups or partnerships (Reid 18).

One thing that must be stressed at this point is that love is not synonymous with sex. Sex may be studied as a purely physiological need. (Maslow 44). Maslow was careful to differentiate between the love needs and sexuality; he states that love needs are greater than a physiological desire to procreate because they represent a human yearning for emotional connection that is imbued with a different quality than sexual desire (Reid 18). According to Maslow above, sex includes in physiological need. It means that love needs involve both giving and receiving love such Maslow's statement that people must have the opportunity to love and be loved.

d. The Esteem Needs

When the physiological, safety, and love needs are satisfied, a set of needs relating to esteem and self respect emerge as primary determinants of human behavior (Reid 19). This is the fourth stage in hierarchy of human needs theory. In this stage, people begin to have need or desire for self-respect and for the esteem each others. According to Alfred Alder and his followers, these needs may therefore be classified into two subsidiary sets. These are, first is the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom (Maslow 45). Second is the desire for reputation or prestige, status, fame, glory, dominance, recognition, attention, importance, dignity, or appreciation (45).

According to Randy J. Larsen in *Personality Psychology*, there are two types of esteem, they are esteem from others and self-esteem. Esteem from others means that people want to be seen by others as competent, strong, and able to achieve. They also want to be respected by others for our achievements and their abilities. Self-esteem means that people want to feel good about them, to feel that they are worthwhile, valuable, and competent.

e. The Self-Actualization Needs

After all these needs are satisfied, people may still often expect that a new discontent and restlessness will soon develop unless the individual is doing what he wants to do individually (Maslow 46). Every people must take

their passion into reality such as a musician must make music, a poet must write and so on.

Maslow states that people who try to reach the goal in their lives will do anything and it can bring effects to their behavior or personality. The effect of their motivation towards their personality can be seen either positive or negative (Maslow 55). What a man can be, he must be. He must be true to his own nature that this is called self-actualization.

This need is the need to develop one's potential, to become the person one was meant to be. However, self-actualizers seem to just know who they are and have few doubts about the direction their lives should take (Larsen 348).