

**PSYCHOLOGICAL NEEDS OF THE MAIN CHARACTER
IKAL IN ‘THE RAINBOW TROOPS’ NOVEL**

THESIS

By:

Izzuddin Ahsanu Junda

NIM 14320149



ENGLISH LETTERS DEPARTMENT

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2018

**PSYCHOLOGICAL NEEDS OF THE MAIN CHARACTER IKAL
IN 'THE RAINBOW TROOPS' NOVEL**

THESIS

Presented to

**Universitas Islam Negeri Maulana Malik Ibrahim Malang
in partial fulfillment of the requirements
for the degree of Sarjana Sastra**

By:

Izzuddin Ahsanu Junda

14320149



Advisor:

Dra. Andarwati, M.A.

ENGLISH LETTERS DEPARTMENT

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2018

APPROVAL SHEET

This is to certify that Izzuddin Ahsanu Junda's thesis entitled Psychological Needs of The Main Character Ikal in *The Rainbow Troops* has been approved by the thesis advisor for futher approval by the Board Examiners.

Malang, June 26, 2018

Approved by
Advisor,



Dra. Andarwati, M.A

NIP 19650805 199903 2 002

Head of English Letters Department



Rina Sari, M.Pd.

NIP 19750610 200604 2 002

Acknowledged by

the Dean of Faculty of
Humanities



Dr. Hj. Syafiah, M.A.

NIP 19681231 199403 1 022

LEGITIMATION SHEET

This is to certify that Izzuddin Ahsanu Junda thesis entitled **Psychological Needs of The Main Character Ikal in *The Rainbow Troops*** has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Sastra*.

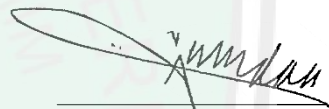
Malang, June 26, 2018

The Board of Examiners

Signatures

1. **Dr. Siti Masitoh, M. Hum (Main Examiner)**

NIP 19681020 200312 2 001



2. **Muzakki Afifuddin, S.S., M.Pd (Chairman)**

NIP 19761011 201101 1005



3. **Dr. Andarwati, M.A (Advisor)**

NIP 19650805 199903 2 002



Approved by

the Dean of
Faculty of Humanities,



Dr. Hj. Syafiah, M.A.

NIP 19681231 199403 1 022

STATEMENT OF AUTHENTICITY

The undersigned,

Name : Izzuddin Ahsanu Junda
Student Number : 14320149
Faculty : Humanities
Department : English Letters

declares that the thesis written to fulfill the requirement of the degree of Sarjana Humaniora (S. Hum) entitled **Psychological Needs of The Main Character Ikal in *The Rainbow Troops*** is truly my original work. It does not incorporate any materials previously written by another person, except those indicate in questions and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim for others.



MOTTO

“If you want to lift yourself up, lift up someone else.”



DEDICATION

I proudly dedicate this thesis to,

My beloved parents Drs. Achmad and Dra. Tuti Rahmawati,

My elder brothers M. Zhahir Jihaduddin and Hifdzul Aziz,

My younger brother Fadhlulloh Al Khawarizmi,

My aunty and uncle Mr H. Yusuf and Mrs Hj. Dede.

For their endless love, pray, care, struggle for supporting me to finish this thesis, I pray Allaah to always guide and bless them with His Mercy.

My big family,

Lembaga Dakwah Kampus (LDK),

Al-Qaf Generation, Septedi Nugroho Wijayanto, Agus Salim Hatapayo, Zulkarnain B.H.I Husen, Dimas Ario Pamungkas, and Wahyu Adhi Putra.

I thank them for all the supports through pray for me to finish this thesis.

The last, I would like to thank very much for everyone that I cannot mention his or her name one by one.

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

Alhamdulillah *robbil 'alamin*, the researcher would like to express highest gratitude to Allah SWT for all his blessings and mercies. Also, may peace and salutation are always blessed upon Prophet Muhammad SAW. Along with Allah's grace and greatfulness, finally the researcher is able to finish the thesis entitled Psychological Analysis of The Main Character Ikal in *The Rainbow Troops* as the requirement for the degree of Sarjana Sastra (S. S) at English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

The writer also would like to thankful and give uncounted honor to my parents Mrs. Dra. Tuti Rahmawati and Mr. Drs. Achmad whose never stop pray and loving me, to my thesis advisor Mrs. Andarwati, M.A. who has already advised and led me making and finished this thesis, to my college advisor Mr. Muzakki Afifuddin, S.S., M.pd who has guided and educated me since I was a freshman at UIN Malang, to all of lecturers at English Letters Department who have taught and educated me since first semester until now, to all of BSI Heroes 14 member that I love so much, to all of my friends who has supported and pray never last.

Finally, I realize that this thesis is far from perfect and excellent and still need improvement. Therefore, I will appreciate the valuable criticism, suggestion and comment from all the readers.

Malang, June 26, 2018



Izzuddin Ahsanu Junda

ABSTRACT

Junda, Izzuddin Ahsanu. 2018. Psychological Needs of The Main Character Ikal in *The Raibow Troops*. Thesis. English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Advisor : Dra. Andarwati, M.A.

Keywords : Psychological Needs, The Theory of Motivation.

Literature is the part of study which expresses and communicates thought and feeling had by people through literary works. In the aspect between psychology and literature study about human being, they have different object of concerns. Psychology deals with the real life situation, meanwhile literature deals with the imaginary of human being. One of the theories of literature proves that by psychology of literature, the analysis deals with the psychology study of the writer, as type and as individual of the study of the creative process, and the study of the psychological types and laws present within works of literature or finally we are the effect of literature upon as reader. From this case, I am interested to conduct a psychological analysis in '*The Rainbow Troops*' novel written by Andrea Hirata.

The methodology of the study applies literary criticism. This study is conducted by describing, explaining, analyzing, and interpreting the data. The term of literary criticism is usually regarded as the analysis, interpretation, and evaluation of literary works which does not mean "finding fault with it". The present study analyzes the novel from psychological condition of the main character deals with the theory of motivation proposed by Abraham Maslow.

The problem found from this novel is how the main characters's psychological condition in the novel analyzed in the motivation theory of motivation proposed by Abraham Maslow. Later, the study purposes to figure out the psychological condition had by the Ikal, as the main character of the novel is analyzed in the theory of motivation proposed by Abraham Maslow. The analysis found that the psychological condition of the main character Ikal is fluctuating. At the first, he had no big dream and he thought that he was still poor for the long time that made him to be afraid to have a dream. At the same time, he was tired of being poor, and he would like to change his life better. The final conclusion results that his psychological condition influences his motivation to reach his dreams and see the world in other perspectives.

The last, I suggest for the next researchers who are interested in analyzing this novel, they can use other theories to analyze the novel deeper since this novel has rich aspects to analyze.

ABSTRAK

Junda, Izzuddin Ahsanu. 2018. *Kebutuhan Psikologi dari Karakter Utama Ikal di Novel ‘Laskar Pelangi’*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Pembimbing : Dra. Andarwati, M.A.

Kata Kunci : Kebutuhan Psikologi, Teori Motivasi.

Sastra adalah bagian dari studi yang mengekspresikan dan mengkomunikasikan pikiran serta perasaan yang dimiliki oleh seseorang melalui karya sastra. Pada aspek studi psikologi dan sastra tentang manusia, keduanya memiliki konsentrasi yang berbeda. Psikologi berkaitan dengan situasi kehidupan yang nyata, sedangkan sastra lebih berkaitan dengan khayalan yang dibuat oleh manusia. Salah satu teori sastra membuktikan bahwa analisis studi psikologi sastra dapat berkaitan dengan studi psikologi penulis sebagai tipe individual dari proses kreatif, serta studi tipe-tipe psikologi dan hukum-hukum yang terrepresentasikan dalam karya sastra yang dapat menjadikan pembaca sebagai efek dari karya sastra tersebut. Berangkat dari kasus ini, saya tertarik untuk melakukan analisis studi psikologi dalam novel ‘Laskar Pelangi’ yang ditulis oleh Andrea Hirata.

Metodologi penelitian yang digunakan mengaplikasikan kritik sastra. Studi ini dilakukan melalui deskripsi, eksplanasi, analisis dan interpretasi data. Istilah kritik sastra sering disalah-artikan ‘mencari kesalahan’ dalam karya sastra, padahal studi ini bertujuan untuk menganalisis, menginterpretasi serta mengevaluasi karya sastra. Penelitian ini menganalisis novel tersebut tentang kondisi psikologi dari karakter utama, Ikal berdasarkan teori motivasi oleh Abraham Maslow.

Masalah yang ditemukan dalam penelitian ini adalah bagaimana kondisi karakter utama dalam novel tersebut dianalisis melalui kacamata teori motivasi oleh Abraham Maslow. Selanjutnya, penelitian ini bertujuan untuk mencari tahu kondisi psikologi yang dimiliki oleh karakter utama berdasarkan teori motivasi Abraham Maslow. Analisis menemukan bahwa kondisi psikologi karakter utama bersifat fluktuatif. Dahulu, ia tidak memiliki mimpi besar untuk dicapai dan dia memiliki pola pikir bahwa dia akan selalu miskin selamanya yang membuat ia takut untuk bermimpi. Dalam waktu yang sama, ia juga merasa lelah menjadi orang miskin dan ia berniat untuk mengubah hidupnya menjadi lebih baik. Kesimpulan akhir dari studi ini adalah bahwa kondisi psikologi mempengaruhi motivasi karakter utama untuk meraih mimpinya dan menjadikan ia terbuka untuk melihat dunia dari sisi yang lain.

Akhirnya, penulis menyarankan bagi para peneliti lain yang ingin melakukan penelitian terhadap novel tersebut, mereka dapat menggunakan teori lain untuk menganalisis novel tersebut lebih mendalam karena novel tersebut adalah novel yang kaya akan aspek untuk diteliti.

المخلص

جوندا ، عز الدين احسان.2018. الاحتياجات النفسية من الشخصيات الرئيسية المتعرجة في رواية "The Rainbow Troops". أطروحة. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الدولة الإسلامية مولانا مالك إبراهيم ، مالانج.

المشريف : الدكتور الحاج موجيبا راهارجوا الماجستير.
الكلمة مفتحية : الاحتياجات النفسية ، نظرية الحافز.

لأدب هو جزء من دراسة تعبر عن الأفكار والمشاعر التي ينقلها الشخص من خلال الأدب وتنقلها. في عن البشر ، كلاهما لهما تركيزات مختلفة. يرتبط علم النفس جوانب الدراسات والأدب النفسي بمواقف الحياة الحقيقية ، في حين أن الأدب له علاقة أكبر بالأوهام التي يصنعها البشر. تثبت إحدى النظريات الأدبية أن تحليل دراسة علم النفس الأدبي يمكن أن يكون مرتبطاً بدراسة علم النفس كنوع فردي من العملية الإبداعية ، وكذلك دراسة أنواع علم النفس واللق الأوانين الممثلة في الأعمال الأدبية التي يمكن أن تجعل القارئ متأثراً على العمل دبي. بعد مغادرة هذه الحالة ، كنت مهتماً بإجراء تحليل للدراسات النفسية في رواية "" كتبها أندريا هيرانا.

منهجية البحث المستخدمة

تطبيق النقد الأدبي. وقد أجريت هذه الدراسة من خلال وصف وتفسير وتحليل وتفسير البيانات. غالباً ما يساء فهم مصطلح النقد الأدبي باعتباره "البحث عن الأخطاء" في الأدب ، على الرغم من أن هذه الدراسة تهدف إلى تحليل وتفسير وتقييم الأعمال الأدبية. تحلل هذه الدراسة الرواية عن الظروف النفسية للشخصيات الرئيسية ، الضفائر على أساس نظرية الدافع من قبل إبراهيم ماسلو.

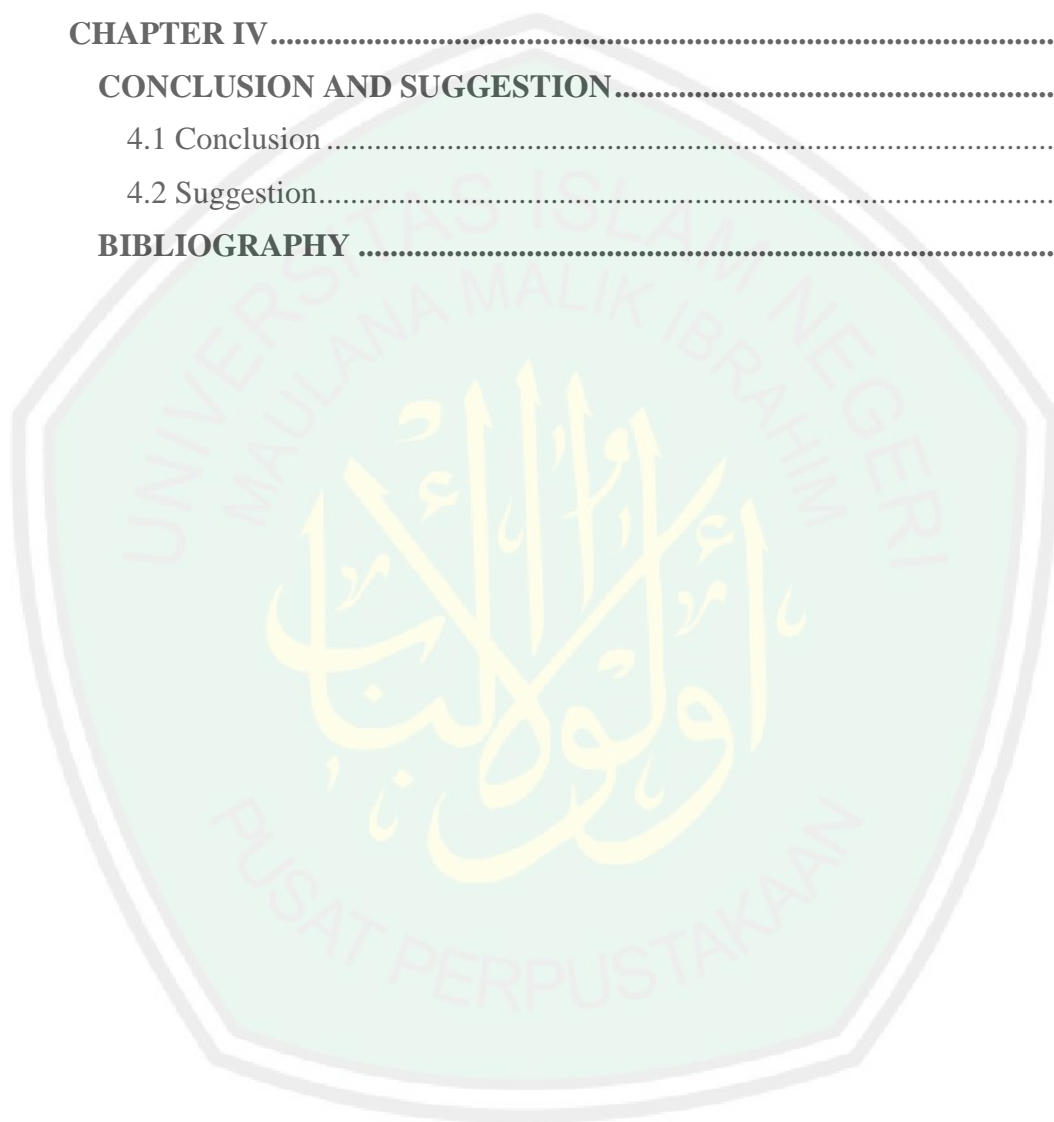
المشكلة الموجودة في هذه الدراسة هي كيف تم تحليل ظروف الشخصيات الرئيسية في الرواية من خلال نظريات نظرية التحفيز التي كتبها إبراهيم ماسلو. علاوة على ذلك ، تهدف هذه الدراسة إلى معرفة الحالات النفسية التي تمتلكها الشخصيات الرئيسية على أساس نظرية تحفيزية إبراهيم ماسلو. وجد التحليل أن الظروف النفسية للشخصيات الرئيسية كانت متقلبة. في الماضي ، لم يكن لديه أحلام كبيرة لتحقيقها وكان لديه عقلية أنه سيكون دائماً فقيراً إلى الأبد مما جعله يخشى الحلم. في الوقت نفسه ، شعر أيضاً بالتعب من كونه شخصاً فقيراً وكان ينوي تغيير حياته للأفضل. الاستنتاج النهائي لهذه الدراسة هو أن الظروف النفسية تؤثر على دوافع الشخصية الرئيسية للوصول إلى حلمه وجعله مفتوحاً لرؤية العالم من الجانب الآخر.

أخيراً ، يشير المؤلفون إلى أنه بالنسبة للباحثين الآخرين الذين يرغبون في إجراء بحث حول الرواية ، يمكنهم استخدام نظريات أخرى لتحليل الرواية بشكل أعمق لأن الرواية هي رواية غنية بالجوانب للدراسة.

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
CHAPTER 1	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Problems of the Study.....	4
1.3 Objectives of the Study.....	4
1.4 Scope and Limitation of The Study.....	5
1.5 Significance of the Research.....	5
1.6 Research Methods.....	5
1.6.1 Research Design.....	5
1.6.2 Data Sources.....	6
1.6.3 Data Collection.....	7
1.6.4 Data Analysis.....	7
1.7 Definition of Key Terms.....	7
CHAPTER II	9
REVIEW OF THE RELATED LITERATURE.....	9
2.1 Psychology and Literature	9
2.2 Novel.....	10
2.3 Epistolary Novel	11
2.4 Character.....	12
2.5 Maslow's Motivation and Personality Theory.....	13
2.6 The Hierarchy of Needs Formulated By Abraham Maslow	14
2.6.1 Psychological Needs	15
2.6.2 Safety Needs.....	17
2.6.3 The Love and Belonging Needs.....	18
2.6.4 Esteem Needs	19
2.6.5 Self Actualization Needs.....	21
2.7 Previous Study	22
CHAPTER III	24

ANALYSIS.....	24
3.1 Psychological Needs	24
3.2 Safety Needs	27
3.3 The Love and Belonging Needs.....	29
3.4 Esteem Needs.....	35
3.5 Self-actualization Needs	39
CHAPTER IV.....	45
CONCLUSION AND SUGGESTION.....	45
4.1 Conclusion	45
4.2 Suggestion.....	46
BIBLIOGRAPHY	47





CHAPTER 1

INTRODUCTION

This chapter provides a discussion the background of the study, problems of the study, objectives of the study, scope and limitation of the study, significance of the research, research methods, and definition of the key terms.

1.1 Background of the Study

Literature is the part of study which express and communicates thought human feeling in literary works. According to Warren and Wellek (1993) some literary critics see literature as a product of human creativity in form of written or oral work. So everything that human do is as literature. On the other hand, Literature is a speech act or textual event that elicits certain kinds of extension, also as the product of conventions and certain kinds of extension (Culler, 1997:28). We could find many lessons about literature, furthermore literature is unique and endless topic of discussion.

Culler said that literature is nature of life and he takes up five theories about literature. The first, literature as the 'foregrounding' of language, literariness is often said to lie above all in the organization of language that makes literature distinguishable from language used for other purposes. Literature is language that 'foregrounds' language itself.

Second, literature as the integration of language, literature is language in which the various elements and components of the text are brought into a complex relation. *Third*, literature as fiction, literary work is a linguistic event which

projects a fictional world that includes speakers, actors, events, and an implied audience. *Fourth*, literature as aesthetic object, the features of literature discussed so far the supplementary levels of linguistic organization, the separation from practical contexts of utterance, the fictional; relation on the world may be brought together under the general heading of the aesthetic function of language.

(Aesthetic is historically name for the theory of art and has involved debates about whether beauty is an objective property of works of art or a subjective response of viewer). *Fifth*, literature as inter-textual or self-reflexive construct, recent theorists have argued that works are made out of other works: made possible by prior works which they take up, repeat, challenge, transform.

John Peck (1985: 104) stated that a novel is a kind of literary work that has relation to the author and it cannot be separated from the place where the author comes from. The author produces the novel suitable with his social life such as talking about political, economic, and social and so on. So, the novel is really a reflection of human life in the world.

Novel has intrinsic and extrinsic elements. We can analyze the novel from intrinsic elements such as finding out the theme, character, plot, setting and point of view. One of important elements of novel is character, it is one of the basic elements of the novel, because without the character there will not be a plot and no play anymore.

Smith (<http://depts.galludet.edu/englishworks/literature/fiction> html) states that character is the person or people presented by the writer, in work of narrative or novel, who convey their personal qualities through dialogue and action by the

reader or audience understand their feeling, intention and material. On the other hand, from the extrinsic elements we can find politic, economic, sociological, religion, culture and psychological aspects. Analyzing psychological aspects is really important because it has relation with human life such as behavior, mind, feeling, motivation, wishes, and so on. By using this approach we can know the one's attitude, personality, and spirit of his life in the world and also the background of life.

The researcher analyzes a novel focuses on the psychological condition of the main character. Ikal is the main character of that novel and he is a student at Muhammadiyah Elementary Belitong, Indonesia. His school is under constant threat of closure. Ikal have motivation to lift up his life to get high education. In fact, Ikal and his friends a group called The Rainbow Troops face treats from every angle: such as pessimistic, corrupt government officials, and crumbling infrastructure. But in the form of two extraordinary teachers, they also have hope, and Ikal's education is an uplifting one, in and out of the classroom. Therefore, Ikal is the important character in novel and no body studied about psychology's Ikal.

The researcher chooses novel *The Rainbow Troops* because it tells about the motivation of the character. The novel though simply written this is an inspiring tale of struggle againts adversity told with warmth, humour and tenderness. The children, the Rainbow Troops will capture our heart as Ikal shares their stories, recounting his friends achievement, triumphs and tragedies as they struggle to claim their right to an education.

The researcher takes Hirata's novel because almost his novel tells about the struggle of dreams and that novel Indonesian to be translated into English and now on the cusp of global release.

Based on the discussion above, the researcher is interested in analyzing the novel *The Rainbow Troops*. The researcher analyzes *The Rainbow Troops* by using psychological analyses approach viewed Abraham Maslow's theory.

The present researcher would like to analyze the psychological condition of the main character in *The Rainbow Troops* by applying Abraham Maslow theory and explains the needs of the main character such as psychological needs, safety needs, love and belonging needs, esteem needs and self actualization needs.

1.2 Problems of the Study

In this research the researcher wants to formulate the problems of the study as follow: 1. What are the main character psychological needs viewed from Abraham Maslow? 2. How are the main characters's psychological needs satisfied in this novel?

1.3 Objectives of the Study

Based on the problems above, the researcher aims to achieve the following objectives:

1. To explore deeply the psychological needs the main character Ikal viewed from the theory of motivation by Abraham Maslow.
2. To find out psychological needs of the main character are satisfied.

1.4 Scope and Limitation of The Study

The scope of this research is a novel by Andrea Hirata entitled *The Rainbow Troops*. The researcher focuses in the main character's personality in novel *The Rainbow Troops* and the researcher would like to analyze using Abraham Maslow's theory of motivation (hierarchy of needs) such as: psychological needs, safety needs, the love and belonging needs, esteem needs and self actualization needs.

1.5 Significance of the Research

The researcher expect that this research aimed to enrich theoretically and practically bases of literary studies. Psychological analysis will be the theory of this research viewed Abraham Maslow the theory of motivation.

Theoretically, this research expected to help the readers learning a novel. However, it will lead the reader understanding character in the novel, and make the readers more interested in reading a novel.

Practically, , this study is expected to be a reference and alternative information. Therefore, this study is supposed to be useful for other researchers doing similar research, for example psychological analysis of the main character's personality in *The Rainbow Troops*

1.6 Research Methods

1.6.1 Research Design

This study categorized into literary criticism. The researcher conducts this discussion by describing, explaining, analyzing, and interpreting the data. The term literary criticism is usually regarded as the analysis, interpretation, and

evaluation of literary work: it does not mean “finding fault with it” (Peck & Coyle, 6:1984). The researcher uses psychological approach to analyze. It is a literary criticism that critiques a literary work from the psychology view and perspective. In this case the researcher tries to interpret the data which in relation with psychological theory.

It is literary criticism because in this study the researcher conducts a discussion of literature, including description, analysis, and interpretation of a literary work, that is *The Rainbow Troops*. It needs the involvement of the researcher as the interpreter in order to make it easy. Therefore the process of explaining the hidden things that cannot be explained through other methods. It uses psychological approach because the analysis is focused on studying psychological condition of the main character in the novel (Abrahams, 1981:25).

The researcher would like to analyze the psychological condition which is experienced by Ikal in the novel of *The Rainbow Troops*. Therefore, the researcher uses psychological theory. To apply this theory, the researcher tries to identify Ikal as the main character of that novel which is he would like to get their dreams.

Therefore, this psychological theory becomes an appropriate theory to cover the problem of the study which relates to the problem which is faced by Ikal in the novel.

1.6.2 Data Sources

The data taken from *The Rainbow Troops* by Andrea Hirata's novel. The novel would be get no.1 General Fiction in *New York Festival* and also Best Seller

2013. The novel consists of 453 pages. This novel was published by Bentang. The data are quoted from the statements of the novel, which are directly concerned the objectives of the study.

1.6.3 Data Collection

As the procedure to solve the problem in this research, the researcher begins the research with collecting data. Firstly, the researcher begins with reading and understanding the novel *The Rainbow Troops*. Secondly, after reading and understanding the novel, the researcher chooses the data which is related to the problem of the study. Then, the last is classifying and identifying the only appropriate data in order to answer the research question in this research.

1.6.4 Data Analysis

After collecting the data, the researcher tries to analyze the data. The researcher analyzes the data with the following steps. The first step, the researcher chooses and collect the data which deals with the problem of the study that is the data are identified about the psychology reflected to Ikal as a main character in *The Rainbow Troops*, and his effort to get his dreams himself.

Secondly, the researcher interprete and gives the interpretation the data. Then, the researcher tells the conclusion as a final result of this discussion.

1.7 Definition of Key Terms

To shunning a different perception between the reader's and the researcher in understanding this study, it is important to give definition of key terms applied in this study:

Personality:

The characteristics and qualities of person seen as whole (based on oxford dictionary). Personality is the organized and distinctive pattern of behavior that characterized an individual's adoption to an environment and endures over time (Darley, 1981:485). According to Allport (1961) in Morgan, king (1971:364) "personality is dynamic organization within the individual of those psycho physical systems that determine his characteristic behavior and thought".

Psychology:

The science or study of the mind and how it functions (based on oxford dictionary). According to Papalia (1985:4) psychology is the scientific study of behavior and mental process.

Main Character:

Main character is someone or thing who has important role in the novel (Keeny, 1996) and according to Suhendra (Y 1995:295) main Character is the important character which actress or actor who action in the rule appear in the story.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter offers review of related literature. It contains some topics used to support the analysis in this research, which is a necessary source concerning the topics. Those are: psychology and literature, novel, characters, Abraham Maslow's motivation and personality theory, the hierarchy of needs formulated by Abraham Maslow, the hierarchy-motivation, personality, and dynamic of the hierarchy.

2.1 Psychology and Literature

Psychology and literature study about human being, but they have different object of concern. Psychology deals with the real life situation and literature deals with the imaginary of human being. Theory of literature says: "By psychology of literature, we may mean the psychology study of the writer, as type and as individual of the study of the creative process, or the study of the psychological types and laws present within works of literature or finally we effect of literature upon its reader (audience psychology)" (Wellek and Warren, 1956:81).

Psychology maybe defined as the science that the studies the behavior of man. Beside that, literary psychology is literary studies that consider the literary work as psychology activity, the author uses the thought, feeling, and work in working (Endraswara, 2003:96).

The definition of psychology in the *Concise Oxford English Dictionary tool* (tenth edition) is, first, the scientific study of the human mind and its

functions, especially those affecting behavior in a given context, second, the mental characteristics or attitude of a person, the mental factors governing a situation or activity.

Then according to Jonathan Culler (1997:22), literature is rooted in one of the most basic human desires, it is the desire of pleasure. Actually it is a reflection of human culture and has related with the background of the author himself where he lives.

Nyoman (2004:343) stated that there are three ways to understand the relations between psychology and literature, they are: *First*. Understanding the soul of the author, *Second*. To understand the psychological aspects of the fictional characters in literary works, *Third*. Understanding the psychological aspects of reader.

The explanation above emphasizes there is a relation between psychology and literature which is domination is that psychology is used to determine the character of a person, psychology is the science of earning and investigates as the reflection of human being. Psychological is needed to the characterization in the novel, and the existence is not only related with the author activities, but also related with the character in literary work and the readers. (Sukada, 1987: 132).

Moreover, they have different science but they have closer relation about human being on the earth.

2.2 Novel

“Novel” from French *nouvelle*, Italian "novella", which means "new" It is called new since whenever compared to drama or poetry which comes later. It is

an extended, generally fictional narrative, typically in prose. Until the eighteenth century, the word referred specifically to short fictions of love and intrigue as opposed to *romances*, which were epic-length works about love and adventure. Novels are characterized by 60,000-200,000 words in length, or 300-1,300 pages, in length. During the 18th century the novel adopted features of the old romance and became one of the major literary genres. It is today defined mostly by its ability to become the object of literary criticism demanding artistic merit and a specific 'literary' style or specific literary styles.

Novels present a documentary picture of life. They are long works with a great amount of detail on every page. They thus present all the complicating facts that need to be taken into account before we can reach any sort of judgment (Peck & Coyle, 1984:103).

As fiction, novel is distinguished from history, which undertakes to be narrative of facts, and from the essay, which often presents characters and incidents, but only as a brief illustration of a concept or a point of view. As an extended narrative covering a wide range of characters and experience, the novels are different from the short story; and as prose, it is different from the long verse narrative (Abrams, 1957:14).

2.3 Epistolary Novel

The word *epistolary* comes from the word *epistle*, meaning a letter. An epistolary novel is also called a novel of letters, because the narration takes place in the form of letters, possibly journal entries, and occasionally newspaper reports. An epistle is an archaic term for a letter. The epistolary novel is an interesting

literary technique, because it allows a writer to include multiple narrators in his or her story. This means the story can be told and interpreted from any points of view.

Epistolary fiction dates back at least to ancient Roman times, but the epistolary novel as a distinct genre first gained prominence in Britain in the mid-eighteenth century. In the late seventeenth and early eighteenth centuries, Aphra Behn in Britain and Charles Louis de Montesquieu in France produced works of fiction told through the medium of letters, but many scholars still regard Samuel Richardson's *Pamela* (1740) to be the first example of the epistolary novel and indeed the first mature novel to be written in English.

Though this form of novel became less popular, efforts to revive the epistolary novel continued in the 19th century, and several extremely well known writers showed great skill in the form (<http://en.wikipedia.org/wiki/epistolary-novel>).

2.4 Character

Characters are the most important aspect if we talk about novel. In the novel characters become the important things, because it is actor who always present and involved in the story. Usually the characters employed in the novel are human being. Characters in the novel are portrayals of human being in a real life.

Characters are the persons presented in dramatic or narrative work, who are interpreted by the reader as being endowed with moral and dispositional qualities that are expressed in what they say the dialogue and by what they do the

action (Abrams, 1957:20)

2.5 Maslow's Motivation and Personality Theory

This theory belongs to the humanistic school of psychology. Maslow, himself, with Carl Rogers are the pioneer of this particular school (in Papalia and Olds, 1985). Theory protested on what they consider as the narrowness of behaviorism, which study much about behavior, but very little about people, and psycho analysis, which bothers a lot of about the emotionally disturbed people but very little about the healthy ones.

Abraham Maslow (1970) proposed that exposure to environmental condition that permit or prohibits gratification of the basic needs (i.e. physiological, safety, love and belonging, esteem, and self-actualization) prompts movement up or down the hierarchy of needs. That is since our behavior is gover. Need by the lowest unfulfilled need, changes in job, family, or social conditions might after fundamental motive structures (Encyclopedia of psychology 1984:49).

Understanding motivation and personality is just like understanding ourselves, what we need and what we want. Therefore, in order to get a better understanding, it is very basic for us to know our basic needs and basically human development is strongly affected by the gratification of such needs.

Maslow has succeeded in identifying basic human needs in 1954 and put them into hierarchy it is done so because some needs, (Maslow, 1987), the most basic human needs is psychological ones as an example. If one is lacking these needs, such as food, water, and oxygen, this individual will not be motivated to fulfill any others needs. The individual who is starving to death has no other

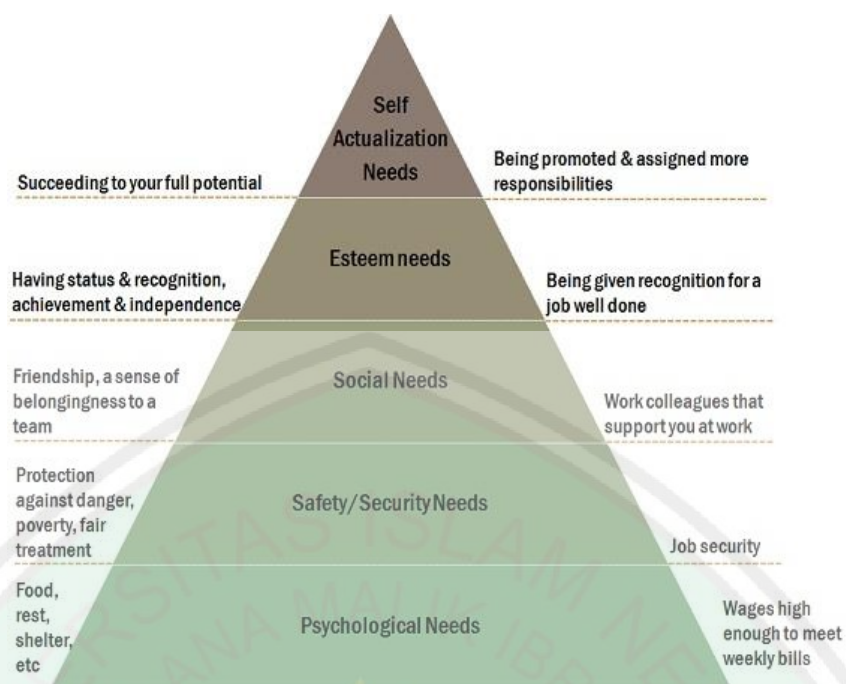
interest than obtaining food. He will focus his effort and minds in gaining some food satisfy his anger. After these needs are gratified, other need then emerges.

2.6 The Hierarchy of Needs Formulated By Abraham Maslow

The hierarchy of needs is starting point of motivation theory and becomes the core of personality. (Maslow, 1987), the need to belong to something or someone is the most common theme in literature but, scientifically, there is very little information about it. Lacking this need may result in destructive behavior.

The peak of this hierarchy is the self-actualization needs. After the deficit needs are completed, individuals often (not always) expect that restlessness develops, unless the individuals are what are fitted for. In short, now individuals are working for their talents they must be true to their own nature. The need to be what one wants to be is called self-actualization need.

Maslow took this ideas and created his now famous hierarchy of needs. Beyond the details of air, water, food, and sex, he laid out five broader layers: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the need to actualize the self, in that order.



2.6.1 Psychological Needs

Physiological needs are basic: The body craves food, liquid sleep, oxygen, sex, freedom of movement, and a moderate temperature. When any of these are in short supply, someone feel the distressing tension of hunger, thirst, fatigue, shortness of breath, sexual frustration, confinement, or the discomfort of being too hot or cold (Em Geiffin, 1992:127). These irritants compel us to seek the missing commodity so that she or he body can return to homeostasis a system in balance or a test.

Young in an article (1936:7) has summarized the work on appetite in its relation to body needs. If the body lacks some chemical, the individual will tend to develop a specific appetite or partial hunger for that food element. Thus it seems impossible as well as useless to make any list of fundamental physiological needs for they can come to almost any number one might wish, depending on the degree of specificity of description. We can not identify all physiological needs as

homeostatic. That sexual desire, sleepiness, sheer activity and maternal behavior in animals, are homeostatic, has not yet been demonstrated. Furthermore, this list would not include the various sensory pleasures (tastes, smells, tickling, stroking which are probably physiological and which may become the goals of motivated behavior.

Maslow (1970:17) states that for the human who are extremely and dangerously hungry, no other interests exist but food. He will dream food, think about food, emotes about food, perceives only food, and want only foods. In Em, Griffin (2008:127) when we have had enough to eat, food becomes relatively unimportant. As hunger and the other physiological needs are met, the need for security kicks in.

If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background. It is then fair to characterize the whole organism by saying simply that it is hungry, for consciousness is almost completely preempted by hunger. All capacities are put into the service of hunger-satisfaction, and the organization of these capacities is almost entirely determined by the one purpose of satisfying hunger.

Then, the receptors and effectors, the intelligence, memory, habits, all may now be defined simply as hunger-gratifying tools. Capacities that are not useful for this purpose lie dormant, or are pushed into the background. They urge to write poetry, the desire to acquire an automobile, the interest in American history, the desire for a new pair of shoes are, in the extreme case, forgotten or become of

secondary importance. For the man who is extremely and dangerously hungry, no other interests exist but food. He dreams food, he remembers food, he thinks about food, he emotes only about food, he perceives only food and he wants only food. The more subtle determinants that ordinarily fuse with the physiological drives in organizing even feeding, drinking or sexual behavior, may now be so completely overwhelmed as to allow us to speak at this time (but only at this time) of pure hunger drive and behavior, with the one unqualified aim of relief. (Maslow 1943:374).

2.6.2 Safety Needs

The safety needs operate mainly on a psychological level. Maslow in Hjelle, Ziegler (1992:23) suggested that the safety and security needs are most readily observe in infants and young children because of their relative helplessness and dependence on adults. It is satisfaction of requires security, stability, protection, structure, order, and freedom from fear and anxiety (Schultz, 1981:23). The fulfillment of safety needs allows a person to feel secure, comfort, balance, poise, calm, etc. on the contrary there is a lack of protection, sensing of losing something, etc. For instance, most kids enjoy a set bedtime routine and grow visibly distressed if a parent tries to short-circuit the ritual. Their sfaety needs require a consistent and secure world that offers few surprises.

Cannon then argues that (1932:379) the healthy, normal, fortunate adult in our culture is largely satisfied in his safety needs. The peaceful, smoothly running, 'good' society ordinarily makes its members feel safe enough from wild animals, extremes of temperature, criminals, assault and murder, tyranny, etc. Therefore, in

a very real sense, he no longer has any safety needs as active motivators. Just as a sated man no longer feels hungry, a safe man no longer feels endangered. If we wish to see these needs directly and clearly we must turn to neurotic or near-neurotic individuals, and to the economic and social underdogs. In between these extremes, we can perceive the expressions of safety needs only in such phenomena as, for instance, the common preference for a job with tenure and protection, the desire for a savings account, and for insurance of various kinds (medical, dental, unemployment, disability, old age).

Maslow in Schultz, (1981:24). Also point out that, although most normal adults have satisfied those needs, they still require some fulfillment of certain degree of security. Most of us prefer predictability to the totally unknown.

2.6.3 The Love and Belonging Needs

The love and belongingness needs come into play after the physiological and security drives are satisfied. Gratification is a matter of degree rather than an either or accomplishment. But once a need has been significantly satisfied over a long period of time, it becomes functionally absent. The action switches to the next highest level, in this case, love (Em Geiffin, 1992:127). The need for love is not only for sex but also giving love is seeking to fill a void by understanding and accepting selected others.

The needs become prominent when psychological and safety need have met, love and belongingness needs play a significant role throughout our lives (Hjelle, Ziegler, 1992:451). These needs could be manifested in a variety of way though affectionate relations with other people in general, close friends, lovers or

mate, or through finding a place or position in particular group of society at large.

Love is not symbol or the synonymous of sex. Sex may be study as purely Physiological needs, although ordinarily human sexual behavior is multi determined. That it to say, it is determined only by sexual but also other needs, chief among which are the love and affection needs. Also not, be overlooked in the fact that the love needs involve both giving and receiving love (Maslow, 1970:21).

Schultz said that (1981:247) the needs for love, which involves the need to give love as well as receives it, could be satisfied in warm relationship with another person who need love or belonging. Also Maslow have stated that (1970:20) Love is not symbol or the synonymous of sex. Sex may be study as purely Physiological needs, although ordinarily human sexual behavior is multi determined. That it to say, it is determined only by sexual but also other needs, chief among which are the love and affection needs. Also not, be overlooked in the fact that the love needs involve both giving and receiving love.

2.6.4 Esteem Needs

The esteem needs are of two type. There is self-esteem which is the result of competence or mastery of tasks. Em Griffin in David McClelland (2008:129) call it is need for achievement. There is also the attention and recognition that come from others. On the other hand, Maslow stated that (1943:370-396) he believes that repeated shifts in motivation are possible when a person is in a supportive environment.

Maslow in Hjelle, Zigler (1992:453) narrates that self esteem needs are divided into two basic: firstly, self respect which the former includes such corners

as desire for competence, confidence, achievement, independence, and freedom. A person needs to know that he or she is capable of mastering tasks and challenges in life. Secondly, respect from others that entails such concerns as desire for prestige, recognition, reputation, status, appreciation and acceptance. In this case the person need to know that he or she can do it recognized and valued by significant others.

Satisfaction of the self-esteem need leads 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 of helplessness. These feelings 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 (Horney 1937:7).

Maslow sees all these needs as essentially survival needs. Even love and esteem are needed for the maintenance of health. He says we all have these needs built in to us genetically, like instincts. In fact, he calls them instinctoid (instinct like needs). In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the physiological. Soon, we begin to recognize that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years. Under stressful conditions, or when survival is threatened, we can “regress” to a lower need level. When you great career falls flat, you might seek out a little attention. When your family ups and

leaves you, it seems that love is again all you ever wanted. When you face chapter eleven after a long and happy life, you suddenly can't think of anything except money. These things can occur on a society-wide basis as well: When society suddenly flounders, people start clamoring for a strong leader to take over and make things right. When the bombs start falling, they look for safety. When the food stops coming into the stores, their needs become even more basic (George 2005:282).

Once people feel love have a sense of belonging they then develop the need for esteem. They know need respect both from themselves in the form of a feeling of self-worth, and from others, in the form of status, recognition, social success, fame and like that (Schultz, 1981:24). Here, Maslow also stated that when there is a lack of self-esteem, on the other hand, the person feels inferior, helpless, and discouraged and lack sufficient confidence to cope with the problems.

2.6.5 Self Actualization Needs

Maslow stated that (1943:380) the need for self-actualization as the desire to become more and more what one is, to become everything that one is capable of becoming. People feel this gentle but persistent tug to maximize their potential only after they have satisfied their basic deficiency cravings.

Maslow (1987) in Hjelte Ziegler (1992:454) characterized that self-actualization is the person's desire to become everything that he or she is capable of becoming. Even though all of four of the previous needs may be, satisfy. The person who not self-actualization and not utilizing, they will be discontented and

result less in their life.

The term of “self-actualization” refers to man’s desire for self-fulfillment, or the tendency for him to become everything that one is capable of becoming. The specific way in which the individual will realize self-actualization will vary from person to person. “The clear emergence of the needs usually rests upon prior satisfaction of the psychological, safety, love and esteem needs” (Maslow, 1954:92).

There are the numbers of prediction for self-actualization. One is freedom from restraints imposed either by the culture of one’s own self. Another is that person not distracted by concern for food or safety, be secure in his or self-image and with family or others groups, and love and be loved in return (Schultz, 1981:248).

2.7 Previous Study

Before to conducting this research, the researcher has found the similar theses which are similar to discussion. The researcher review two theses which focus on psychological analysis.

The first researcher is Latifa Fuadiah (2008) entitled *Psychological Analysis of The Main Character of It Happened to Nancy* she focuses her analysis on the main character of this novel, Nancy, who frequently appear in this story. The theory used is Abraham Maslow’s motivation and personality, she describes about the main character personality and the hierarchy of needs on the main character such as Physiological needs, safety needs, love and belonging needs, esteem needs, and the last self actualization

The other thesis is Nailul Fauziyah (2008) entitled a *Psychological Analysis of The Main Character's Personality In Go Ask Alice*. The research gave detailed description about the psychological problems of the main character. The problems of the study in this thesis are psychological which used by Abraham Maslow Theory.

Therefore, these thesis are similar with the researcher present's study. Both of them focused on the main character but they are different method which is researcher and novel.



CHAPTER III

ANALYSIS

Based on those the objectives of the study, this chapter provides analysis on the collected data. First, the researcher would like to present and analyze the data collected from *The Rainbow Troops*. It is about How is the main characters's psychological condition in this novel. The last, the researcher tries to find out How is the main character psychological condition viewed Abraham Maslow.

3.1 Psychological Needs

Maslow stated that the needs usually taken as the starting point for motivation theory are called psychological drives. It is mainly the human physically or body include the need for food, clothing, and shelter, sleep and rest , food, drink, sex, and oxygen. Every single human requires all need above because they are the basic needs of human being.

The psychological could not make any list of fundamental. They can come to almost any number one might depending on the degree of specificity of description. Then, the human cannot identify all psychological need. Therefore, this would not include the various sensory pleasure (tastes, smells, tickling, stroking) which are probably psychological and which may become the goals of motivated behavior.

The main character here also has physiological need and it will be drawn in the paragraph below:

(paragraph 1)

The air grew hotter. Being in the center of the shop, I felt like a vegetable boiling in soup. I couldn't stand it anymore and was going to puke. Fortunately A Miauw barked a command to the mysterious girl to pass the box of chalk through the pigeon cage door. With a powerful glance, A Miauw signaled for me to take the box of chalk (Hirata & Kilbane, 2009:168).

The above paragraph shows that Ikal was tired because of waiting for the chalk. He wanted to rest for a while. He felt like a vegetable boiling in soup, it means that he was going out from the shop, moreover he would like to rest.

(Paragraph 2)

I moved quickly through the garlic sacks, plugging my nose. I hurried so the torture-filled task would soon be over with. But just a few steps toward the pigeon cage door, a cool breeze blew into my ear, lingering only a brief moment. I didn't realize my destiny had crept up on me in the decrepit shop, circling, then mercilessly grabbing hold of me. Without knowing it, the coming seconds would determine the man I would become in the years ahead; right at that moment, I heard the young girl yell loudly, "Haiyaaaaa!" (Hirata & Kilbane, 2009:168).

The above explanation tells that he wanted to be quickly out from that shop because of the smell of the shop. He hurried so the torture filled task would soon be over and also he would like to rest for a while.

(Paragraph 1)

I didn't even understand myself, always daydreaming, unsatisfied by food, unable to sleep well. I was struck by an odd feeling that I had never known before. I had turned into a restless fawn. Everything I thought I knew was turned upside down by a new word that had taken over my life: longing (Hirata & Kilbane, 2009:202).

The above paragraph shows that Ikal felt unsatisfied by food, unable to sleep well. Actually, he wanted to feel satisfied by food and sleep well also but there is problem in himself. Moreover, he would like to the normal human being to eat and sleep well.

(paragraph 1)

Finally, we arrived at a big, protruding boulder. We gathered there to rest and preserve what remained of our strength. This was the end of the northern slope, and after this, about a half-kilometer down, lay the mortal peril of the Buta River area (Hirata & Kilbane, 2009:233).

The above explanation tells that as human being, Ikal would like to rest from the long trip with his friends.

(paragraph 1)

After work, I was too exhausted to socialize, and perhaps because of the frustrations of broken dreams, I began to suffer from a sickness typical of those under stress: insomnia. Every night, half-asleep, half-awake, I was hypnotized by wayang stories on the radio. After the wayang story finished, I still couldn't sleep, and I started to enjoy listening to the radio static until morning. The disease of insanity slowly but surely started to descend upon me (Hirata & Kilbane, 2009:422-423)

Since the night, he could not sleep anymore, because his daydream was about himself who was adult in a poverty. He worked very well started from morning and finished in the night, but he was still poor. In this case, psychological need faced by Ikal is that he wanted to sleep. Moreover, the basic need is being satisfied.

The pschological condition of Ikal is fluctuating. First, as a child Ikal wanted to take a rest after he bought a chalk. Before that, whereas Ikal could be glad when he helped the teacher. Therefore, the basic need of ikaI at the time is take a rest.

Maslow stated that psychological need is about individual need. The psychological could not satisfied 100% because the rest is developed in another needs (Alwisol, 2004: 242). This statement indicated that human being just focus

in one need, if one need would fulfilled then human would like fulfilled in another needs.

3.2 Safety Needs

After the psychological needs are satisfied, safety needs rise up. Safety needs include the need to be free from physical danger and to be secured in the feeling that physiological needs can be met. Need to be safe from physical and psychological harm in the present and future, and trust in a predictable future, like safety, protection, free from fright and anxiety. Every one want to be free to pass their life without any annoyance. In this case the main character (Ikal) also wants and needs the safety from any unsafe things in his life.

(Paragraph 2)

We only had two teachers for all subjects and grades. We didn't have uniforms. We didn't even have a toilet. Our school was built on the edge of a forest, so when nature called, all we had to do was slip off into the bushes. Our teacher would watch after us, just in case we were bitten by a snake in the outhouse (Hirata & Kilbane, 2009:17)

The paragraph above shows that when the first meeting in Ikal's perception about the class. He taught that the class was like a forest. Ikal felt unsafe anymore because he was fearful unexpectedly since he was beaten by a snake. It means that Ikal wanted the safety in his life, he needs composure in his life definitely.

(Paragraph 4-5)

As evening approached, I lingered happily, sitting at the top of a hill to the west. I listened to the faint sounds of fishermen's children, boys and girls, kicking buoys, playing football without goalposts. Their shouts were peaceful. At my back was a savannah, as wide as the sea itself. Thousands of pipits settled on the tall grass, shouting amongst themselves, fighting for a place to sleep. From gaps between rows of coconut trees, I saw the giant boulders that are Pangkalan Punai's trademark, fencing in the lustrous

blue South China Sea. Brackish river streams wound and curved from afar until finally merging with the sea, like flows of melted silver. (Hirata & Kilbane, 2009:149-150)

When Ikal and his friends visited Pangkalan Punai, Ikal never grow tired because that place always gave them surprising moments. At the moment, after Ikal rode bicycle for 60 kilometers, he took a rest. As a child, he needed peaceful place and condition in his life, even he was not a child anymore. When Ikal needed safety for his life, his friends were always along his side, they save each others.

(Paragraph 3)

I was always hasty in watering the flowers so I could just get it over with, but when I got to the Cannas and their neighbors, I tried to take it slowly. I enjoyed daydreaming, guessing what people would imagine if they were in the middle of this mini paradise. Would they feel like they were in a prehistoric paradise?(Hirata & Kibane, 2009:159).

The paragraph above explains that to be safe for a child is very easy. When Ikal watered the flowers, that he could be joyful and he felt like in a paradise. It means that he felt safe in the school when watering the flowers.

(Paragraph 5)

A gourd vine snaked up our bell's post. Like a giant arm touching the wooden-planked walls of our school, it was unrestrained by the roof shingles hanging loose from their nails and the pomegranate twigs shading the office roof. The young vines of the gourd dangled in front of the office window, you could reach out and touch them. Javanese finches frequently hung from them. All morning long, the place was abuzz with the sounds of beetles and honeybees. Whenever I really listened, after a while, my body felt weightless, floating in air (Hirata & Kilbane, 2009:159-160).

The explanation above shows that Ikal always felt glad when he could be ordered by the teacher watering the flowers. He felt safe like in the heaven because the flowers were very beautiful. Like in the paragraph above, all morning

long, the place was abuzz with the sound of beetles and honeybees. He really listened after a while, his body felt weightless, floating in the air.

(Paragraph 2)

And as we made our way down, it turned out the said terrifying atmosphere of the Buta River was no exaggeration. We entered an area that clearly was hostile to newcomers. Places like this are controlled by wild, strange and cruel territorial creatures. Swampy water in the underbrush of the thatch palm trees looked like a kingdom of evil spirits and a breeding ground for all kinds of ghosts. Monitor lizards of all shapes and sizes slithered around there, completely unaffected by our presence, and not the least bit afraid of humans—some of them even behaved as though they wanted to attack (Hirata & Kilbane. 2009:236).

The paragraph explanation tells that Ikal felt unsafe in the forest. Because of the atmosphere Buta River is no exaggeration. Actually, it means that Ikal needed protection for composing himself. But, his friends were always along his side to protect each other. Moreover, because of them, Ikal felt safe wherever he went to.

According to Maslow's theory, if the psychological needs are relatively well gratified, there then emerges a new set of needs, which we may be categorized roughly as the safety needs. All that has been said of the psychological needs is equally true although in lesser degree of these desires. Therefore, everything looks less important than safety (even sometimes the psychological needs which being being satisfied). A child in this case, if it is definitely may be categorized being safety by someone in his along side

3.3 The Love and Belonging Needs

Human being needs to feel about having a sense of belonging and acceptance, whether it comes from a large social group and includes family

members, intimate partners, and friends, need to love and be loved by others. Ikal also needed to be accepted by others like his friends in the school and his family.

(Paragraph 3)

For me, that morning was an unforgettable one that would stay with me for dozens of years. That morning, I saw Lintang clumsily grasping a large, unsharpened pencil as if he were holding a large knife (Hirata & Kilbane, 2009:15).

The above paragraph explains that Ikal had unforgettable moment when he met friends who would be his best friends ever. It means that he loves his friend so much. When people have their best friend in their life, they could be grateful and possess each other.

(Paragraph 3)

Sadly, the energetic and captivating teacher had to excuse himself from the class, because his session was over. One hour with him felt like one minute. We followed each inch of his trail until he left the classroom. Our stares could not be torn away because we had fallen in love with him and he had already made us fall in love with this old school. The general course from Pak Harfan on our first day at Muhammadiyah Elementary School strongly imbedded in our hearts the desire to defend this nearly collapsing school, no matter what (Hirata & Kilbane, 2009:27).

The paragraph above shows that for the first time Ikal went to school, he directly fell in love with the teachers who were energetic in the class. Pak Harfan was strongly imbedded in his heart, and the desire to defend this nearly collapsing school.

Paragraph 5

Still in front of the gold store, we changed the bike's chain and tires. I stared at him. He had just made his second promise. Oh, how I loved my friend (Hirata & Kilbane, 2009: 148).

The explanation above shows that what happened to Lintang, Ikal always cared and loved him, because of the determination for him to stay at school. Ikal was so happy to have best friend like Lintang. Lintang was always careful to take care his friend that it always make Ikal to be grateful in his life.

(Paragraph 1)

I witnessed a boy from the coast, my deskmate, hold a book and pencil for the very first time. And in the years to come, everything he would write would be the fruit of a bright mind, and every sentence he spoke would act as a radiant light. And as time went on, that impoverished coastal boy would outshine the dark nimbus cloud that had for so long overshadowed this school as he evolved into the most brilliant person I've ever met in all the years of my life (Hirata & Kilbane, 2009:16)

The paragraph above shows that Ikal was grateful when he had good friends. Like in the paragraph above, Ikal witnessed when lintang wrote, it would be the fruit of bright mind, and every sentence he spoke would act as a radiant light, and as time went on, that overshadowed coastal bouy would outshine the dark nimbus cloud that had for so long overshadowed this school. It means that Ikal was very lucky to have a friend like Lintang.

(Paragraph 4)

I had never seen such beautiful nails on a Malay girl, let alone on a Sawang. The nails were so smooth that they appeared to be transparent. The tips of the nails were cut with breathtaking precision in the shape of a crescent moon, creating a sense of harmony throughout her five fingers. The surface of the skin around her nails was very neat because she had probably soaked it in an antique ceramic bowl filled with warm water and young ylang-ylang leaves. As they grew, the nails bowed down over the tips of her fingers, making them even more beautiful, like the bluish water quartz hidden at the bottom of the Mirang River. So different from the nails of Malay girls, which widened and jutted out ungracefully as they grew, like the prongs of a rake (Hirata & Kilbane, 2009:166-167).

One day, Ikal went to a shop to buy chalk which could be ordered by his teacher. When Ikal and his friend arrived in that shop, Ikal felt better because he saw the beautiful nail in that shop. He had never seen such beautiful nails on Malay girl, let alone on a Sawang. Ikal felt a nice moment and may be his heart was full of flowers.

(Paragraph 2)

At that moment it seemed as if all the hands on all the clocks in the entire world stood still. All moving things froze as if God had captured their movement with a giant camera from the sky. The camera flash was blinding. I saw stars. I was stunned; I felt like flying, dying, fainting. I knew that A Miauw was yelling at me but I didn't hear it, and I knew that the shop was becoming smellier in its stuffy air, but my senses had already died. My heart stopped beating for a few seconds before starting up again with an irregular rhythm, like an SOS distress code. I guessed the young girl with the heavenly nails standing stunned before my nose felt the same way (Hirata & Kilbane, 2009:170).

(Paragraph 2)

Every day I was attacked by longing for that young girl with the beautiful fingernails. I felt breathless all the time. I longed for her face, her smooth nails, her smile when she looked at me. I even longed for her wooden sandals, the wild hairs over her forehead, the way she said "R," and the meticulous way she rolled her sleeves (Hirata & Kilbane, 2009:202).

From the two above paragraph, they explain that Ikal fell in love with a young girl who had a beautiful nails. Because of that, sometimes Ikal felt longing with the young girl. The name of the young girl is A ling. Those paragraphs above also show that Ikal fell in love with her, he did not care when A Miauw yelling at him. Like in the paragraph above, his heart stopped beating for a few seconds because the young girl with the heavenly nails were standing stunned before my nose felt the same way. Again, Ikal fell in love with the young girl.

(Paragraph 5)

So we headed toward the region of death—the flood plain of the Buta River—only to accompany Mahar. We accompanied him to satisfy his ego and protect him from his own stupidity. We hated his fanaticism for the shaman Tuk Bayan Tula, but he was still our friend, a member of Laskar Pelangi. If later Flo was not found, I knew in my heart that I would be the first one to give Mahar a noogie (Hirata & Kilbane, 2009:235).

Someday, Ikal went to Buta River to find Flo in there. Ikal accompanied Mahar because his ego and protect him from his own stupidity. Because of their friendship, and all the member of Laskar Pelangi Ikal always care about, it means that Ikal always spread his affection to his friends no matter what.

(Paragraph 1)

Ah, friendship is sometimes demanding and it sucks. Moral lesson number five: Don't ever be friends with someone who is obsessed with shaman (Hirata & Kilbane, 2009:236).

From the above statement, it is generally true that he felt be longing and need anyone to share with him, being accepted by them. He wanted to have friends in his life, and he thought that as long as he never got friends then his life was going to be uneasy and unhappy. From the above explanation, it can be concluded that he was very need to be accepted by others since he was longing and needed anyone who could understand about everything in his life. He needed love for his belonging needs to become a part of the society, family, and the school environment.

(Paragraph 5)

When I slid the poem into an envelope, I smiled. I couldn't believe I could write poetry like that. Perhaps love has the ability to bring things into the

open, like hidden abilities or characteristics, things we don't know live inside us (Hirata & Kilbane, 2009:210)

The paragraph above shows that he never forgot about A ling. Although, love being unnormal situation like Ikal felt, he could write poetry whereas he never write any poetry.

(paragraph 3)

Seeing my anger, Lintang gave me a little smile. It was a peaceful smile. I knew, as usual, he had read my mind. He answered my stare with a soft one that said: Patience, little brother. Let your older brother take care of this. He was still very calm. Sahara and I shrunk back; we shriveled under the protective arms of the invulnerable and all-knowing master of knowledge (Hirata & Kilbane, 2009:313)

The explanation above shows that they have sense of friend, whatever Ikal thought, Lintang always knew. It means that, Ikal and Lintang were more than just best friend, they were like brothers in another mother.

(paragraph 2)

I stared longingly at the empty seat beside me. I gazed sadly at the filicium's branch where he had perched to watch rainbows. He wasn't there. We felt lost and fretful. While we were studying, I stared at the first place Academic Challenge trophy, the greatest achievement the poor coastal boy gave to our school. I missed Lintang (Hirata & Kilbane, 2009:409).

The paragraph above explains that again, Ikal missed the best friend he had ever met, Lintang. From the paragraph above, he started longingly from the empty seat beside him, it was not just because he was lonely but he was missing Lintang, his best friend who was more than his best friend.

(paragraph 3)

I remembered the glints of his intelligence from the first time he held the wrong kind of pencil on the very first day of school. I remembered the clarity of his thoughts, the brightness of his heart. He was my Isaac Newton, Adam Smith, and Andre Ampere (Hirata & Kilbane, 2009:411).

The paragraph above explains that the relationship on the child is very wonderful. Especially between Ikal and Lintang. Just like in the paragraph, he remembered the clarity of his thoughts, the brightness of his heart. Ikal describes Lintang like his Isaac Newton, Adam Smith, and Andre Ampere too, it means that Ikal had known Lintang more than everyone.

The love need has many roles in Ikal's behavior in the future, begun from the need for friends, affectionate relationships in general or individual, even a sense of community. In Ikal's day-to-day life, he exhibits these needs in his desire to have a family, and be a part of community. So, people with the capacity to love have the impulse to love and the need to love in order to feel healthy, feel confidence, and feel at home. Therefore, in this case, the main character Ikal have the special relationship in his friends called Laskar Pelangi. In the other hand, Ikal simple falls in love with the girl who have the beautiful fingernails. Because of that, Ikal needs love and belonging to get his future soon.

3.4 Esteem Needs

Human beings in our society have a need or desire for a stable, firmly based on high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. Self-esteem need leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world. In this discussion, Ikal would like show his needs to be respected, to have self-esteem, self-respect, and to respect others. He needed to engage himself to

gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued.

(paragraph 5)

SITTING off in the corner was our prince, Trapani. He was as fascinating as the cinenen kelabu bird, and he was our class mascot. He was a perfectionist with a most handsome face, the type of boy girls fell in love with at first sight. His hair, pants, belt, socks and clean shoes were always spotless and impeccable. He smelled good too. His shirt even had all its buttons (Hirata & Kilbane, 2009:61-62).

The paragraph above explains that when Ikal described one of the member Laskar Pelangi, Trapani. It means that Ikal respected him. In this case, he wanted to be avowed by his friend. When he avowed others, Ikal would have self esteem to respect the other.

(paragraph 1)

In the beginning, he was just an ordinary student. His behavior wasn't peculiar. But a chance meeting with an old hair-growth product bottle from somewhere on the Arabian Peninsula forever changed the course of his life (Kilbane, 2009:65).

The paragraph above explains that again, he wants to show the respect the other in order to get acknowledged by his another special friend. Because from his friend, he got something to learn.

(paragraph 1)

We were like small mollusks clinging together to defend ourselves from the pounding waves in the ocean of knowledge. Bu Mus was our mother hen. I looked at my friends' faces one by one: Harun with his easy smile, the handsome Trapani, little Syahdan, the pompous Kucai, feisty Sahara, the gullible A Kiong, and the eighth boy, Samson, sitting like a Ganesha statue (Hirata & Kilbane, 2009:70)

The explanation above show that Ikal wanted to appreciate his friend by describing well in the world that he was proud to be part of Laskar Pelangi. He convinced himself that God never be fault, he was born to be either a part of Laskar Pelangi nor student of Muhammadiyah Elementary School.

(paragraph 3)

I studied hard every night, but never was I even a little close, not even a little, to surpassing Lintang. My grades were a tad better than the class average but way below his. I was always in Lintang's shadow. Since the first quarter of the first grade, I perpetually received the second rank—it would never change, just as the surface of the moon will always look to me like a mother holding her baby. My archrival, my number one enemy, was my friend and deskmate, whom I loved like a brother (Hirata & Kilbane, 2009:107).

The paragraph above explains that Ikal tried to recognize other that he would like to be smarter than Lintang. He studied every day to prove it but may be Lintang could have studied more than Ikal. In this case, a child would like to get acknowledged by others.

(paragraph 1)

.....With that poem, for the first time, I received an art score a little bit better than Mahar's; it was the first and last time that would happen (Hirata & Kilbane, 2009:151).

The explanation above show that actually Ikal tried to receive a higher score for art than Mahar. It means that Ikal wanted to compete and show his ability to everyone in order to be avowed by his society.

(paragraph 4)

I felt this was a fair enough opinion. On the other hand, my classmates and I did not take my prestigious score in art as the birth of a new class

artist. Our big shot artist was still Mahar, the one and only (Hirata & Kilbane, 2009:155).

One day, after collecting the project to Bu Mus and everyone in the class knew who got the highest score for art in the class. Ikal got the highest score for art but he did not mention that he was a new artist in the class but Mahar was still the big shot artist in the class. It means that Ikal still regarded Mahar and he would not break friendship just because of the score.

(paragraph 2)

.....I was very enthusiastic and determined to push up to the peak. My friends welcomed my enthusiasm. Nothing extraordinary had happened yet and they were already busy talking about the breathtaking scenery that we would later witness from the peak: the bridge over the Linggang River and the barges of glassy sand leaning up against the pier (Hirata & Kilbane, 2009:248).

The explanation above show that Ikal believed that he was able to climb the mountain. It means, Ikal wanted to get acknowledged from his friends and also to show his capability.

(paragraph 1)

Before, everyone believed that our mentality, our system, and even our school would collapse within weeks. No one ever expected us to win these amazingly prestigious awards. But look at us, with our two glorious trophies. Look at how proudly we stood in front of our glass display case. We were stronger and sturdier than ever. Bu Mus' and Pak Harfan's perseverance and persistence in educating us were starting to show promising results. Those two fought hard to hold back tears as they gazed at the trophies because they knew that from this moment on, no one would ever insult our school again (Hirata & Kilbane, 2009:320).

The paragraph above explains that Ikal wanted to show his respect to his teachers especially Bu Mus and Pak Harfan, since Bu Mus and Pak Harfan had taught him many lessons in his life. In this case, Ikal actually need to respect other

and also Ikal would like to be thankful for whom had changed his perspectives about this world and given full of confidence.

The satisfaction of self-esteem need to be led to the feelings of self-confident, worth, strength, capability, and adequacy of being useful and necessary in the world. In esteem need, there are two motivations; self respect and respect from the others. Ikal do both of them. Ikal was always confident to do daily activities because he had been respected by others for against stupidity by studying more. Ikal had respected his all friends who have changed his perspective to understand this world especially for the member of Laskar Pelangi, Bu Mus and Pak Harfan. Therefore, Ikal had been satisfied about the hierarchy of needs.

3.5 Self-actualization Needs

Self actualization is the instinctual need of human to make the most of their abilities and to strive to be the best they can, in short, self-actualization is reaching one's fullest potential. The only reason that Ikal would not move well in direction of self-actualization is because of hindrances placed in their way by society. We know that education is one of these hindrances and recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Here we know why Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. Therefore, every single human being has the instinctual need to make most of their abilities and to strive to be the best in what they can, and the human beings do what he is fitted for, and self-actualization involved the need to achieve

one's fullest potential.

(paragraph 4)

Oh, God, I was going to faint. We jumped up and down, clapped and cheered imagining the greatness of our coming performance (Hirata & Kilbane, 2009: 183).

The above paragraph draws when Indonesia independence day was celebrated, it was the best time to show the potential of the students to raise a school's dignity. Prizes were awarded for Best Costume; Most Creative Participant; Best Decorated Vehicle; Best Parade; Most Harmonic Participant; and the most prestigious of all, Best Art Performance. Ikal wanted to involve himself to be useful in his school. He performed the best act and skill he could do in his team in independence day carnival.

(paragraph 2)

Do you know, my friend, what happiness is? It's what I felt at the time. I was completely taken in by art and would be in a performance with my best friends with the possibility of it being seen by my first love (Hirata & Kilbane, 2009: 184).

The paragraph shows that Ikal wants to show his performance in the event. It indicates human needs to explore their capability like in the hierarchy of need has been explained. Moreover, self actualization is the instinctual need of human to make the most of their abilities and to strive to be the best they can, in short, self-actualization is reaching one's fullest potential.

(Paragraph 2)

Sometimes I took action with a drop shot and a double somersault, returned smashes while chatting with the spectators, and hit the shuttlecock while rolling on the ground (Hirata & Kilbane, 2009: 289).

The paragraph above explains that Ikal would like to shows his ability to

get his dreams. Cognitive needs is the expression of the natural human need to learn, explore, discover, create, train, and perhaps even dissect to get a better understanding of the world around them. He knows by practicing more he could be better than before.

In this case, Ikal wants to show his capability to get any capabilities is his self. On the other hand, in the paragraph above, he tooks action with a drop shot and a double somersault, returned smashes while the spectators, and hit the shuttlecock while rolling on the ground, it was actually to show his self's actualization.

(Paragraph 3)

.....When I was competing, the market was quiet, the coffee stalls were closed, kids were let out of school, PN coolies left work early, government employees left work for a while— that is, if they had gone to work in the first place—and the community representatives with no work to do lined up alongside the court way before the match (Hirata & Kilbane, 2009:289).

The explanation above shows that, the hierarchy theory that humans also need beautiful imagery or something new and aesthetically pleasing to continue up towards self actualization. Human needs to refresh themselves in the presence and beauty of nature while carefully absorbing and observing their surroundings to extract the beauty that the world has to offer. In this case, Ikal described around his community or society to know how cool he was, and he would like to share self actualization he had to around his village.

(Paragraph 3)

So I began to hone in on those two fields. I practiced badminton every day. If I were exhausted, I looked at John Lennon's picture for a while, with his thin smile and round glasses, and my enthusiasm was reignited (Hirata & Kilbane, 2009: 290).

The explanation above shows that Ikal practiced badminton every day to show his needs. Actually, the capability of Ikal is about dream. He wanted to be a good badminton player.

(paragraph 6)

I was extremely happy to have a clear formula figured out for my plan A: to become a famous badminton player or writer. If possible, maybe both. If not, one would do. And if I couldn't become either of them, anything would do, really, as long as I didn't become a postal worker (Hirata & Kilbane, 2009: 290).

The paragraph above tells that Ikal had a plan to be a famous badminton player. It indicates that Ikal is going to show his talent and need to actualize himself. Human needs to refresh themselves in the presence and beauty of nature while carefully absorbing and observing their surroundings to extract the beauty that the world has to offer. Therefore, here is the self actualization of Ikal that he dreamt about being a good badminton player and writer.

(Paragraph 1)

At that moment, I realized that we all were actually the brothers of light and fire. We pledged to be faithful through strikes of lightning and mountain-moving tornadoes. Our pledge was written in the seven layers of the sky, witnessed by the mysterious dragons that ruled the South China Sea. Together, we were the most beautiful rainbow ever created by God (Hirata & Kilbane, 2009:414).

One of the self actualization of Ikal is that he was proud to be a member of *Laskar Pelangi* or Rainbow Troops. He realized that Ikal and his friends are the

brothers of light and fire. He pledged to be faithful through strikes of lightning and mountain moving tornadoes. It means that Ikal needs his friends and society for his self actualization.

(Paragraph 5)

Look at me now, nothing more than a man who tries to reassure himself every day. And no matter how hard I tried to reassure myself, to make myself strong, I was almost drowning under the stack of failures piling up on top of me. Long ago, Bu Mus and Pak Harfan had taught me not to back down from any difficulty, but at this point in my life, destiny had created a technical knockout—a TKO (Hirata & Kilbane, 2009:419-420).

Twelve years ago, Ikal lived in Bogor West java to continue his life. He worked as a postal worker, who works from *shubuh* until at dawn. Although he was still poor, but he never stop working. He tried to reassure himself, to be stronger. It means that, the self actualization of Ikal is being better than before.

(Paragraph 2)

Sometimes I worked very hard for Eryn to compensate my guilt for not being able to help Lintang. Eryn had brought out the feeling that no matter how miserable or failed my life was, I was still a bit useful to the world. There was nothing in my life I could be proud of at the moment, but I wanted to dedicate my life to something important. Eryn was the only meaningful thing in my life (Hirata & Kilbane, 2009:424).

One day, in Bogor, he lived with his nephew, Eryn. He wanted to work just for Eryn because she reminded him with his old friend in Belitong, Lintang. He worked very hard for Eryn that made him feel that his self is a bit useful to the world, even still for someone. It indicates the self actualization had by Ikal is being useful to others.

(Paragraph 2)

My proposal was to do further research on a model of transfer pricing. I designed the model especially for solving the pricing problems of telecommunication services, and it could also be used as a reference for solving interconnection disputes between telecommunications operators. I developed the model using multivariate equations, the principles of which Lintang taught me all those years ago (Hirata & Kilbane, 2009:438).

When Ikal interviews for his scholar proposal, he could argue that he developed the model using multivariate equations, the principal of which Lintang kept him tough all those years ago. It means Ikal wants to show his capability to write the scholar proposal. Moreover, here the self actualization is shown in his capability.

(Paragraph 4)

I began studying at a university in Europe. My new situation made me see my life from a different perspective. More than that, I felt relieved because I had repaid my moral debt to the Muhammadiyah School, Bu Mus, Pak Harfan, Lintang, and Laskar Pelangi (Hirata & Kilbane, 2009:438).

At the end, Ikal began studying at a university in Europe. He could see the world from different perspectives. More than that, he felt relieved since he had repaid his moral debt to the Muhammadiyah School, Bu Mus, Pak Harfan, Lintang, and Laskar Pelangi. Here is the self actualization Ikal shows that he can get one of his big dream to study in Europe.

CHAPTER IV

CONCLUSION AND SUGGESTION

After conducting the data in the previous chapter, the next chapter explains the conclusion and the suggestion. The conclusion states the result of the data analysis. The suggestions are used to give information to the next researchers.

4.1 Conclusion

The main character in this novel is Ikal who has many problems in his life, he lives with his poor family and friends but they love him very much. He always solves the problems by himself; then he starts to solve the problems by observing the society. By the observing; he can change his mind to get his dream.

Ikal faces the reality toughly and patiently although he cannot imagine how to overcome the poverty happens to all people in his city. Because of that, Ikal wants to change his life by studying more and thinking higher about his dream to be an educated person in order to change the condition of the people surround him. Therefore, in his future, Ikal is motivated to get scholarship and he begins studying at a university in Europe.

Based on the result of analysis entitled *Psychological Needs of The Main Character Ikal*, the conclusion is,

The psychological condition of the main character Ikal is fluctuating. At the first, he has no big dream and he thinks that he will be always poor for the long time, and the poverty makes him afraid to have a dream. At the same time, he is tired to be poor, and he would like to change his life better. For this case, it is viewed from the Theory of Motivation, Ikal's psychological condition fills the

Hierarchy of Human Needs such as psychological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. The stages of the *Hierarchy of Human Needs*, Ikal completes it, one by one. By having the broader mindset, he calms down to have the safety in his heart that later he loves himself, his dreams, and his condition, until he accepts all of those conditions. By accepting all the conditions he has, he respects and honors himself that actually this part of esteem needs guides him to actualize himself to get out of what makes him afraid of. These stages turn him into an educated man who gets scholarship to study in a university in Sorbone, France.

The last, the psychological condition influences his motivation to get his dreams and to have himself to understand the world from other perspectives.

4.2 Suggestion

In this part, the writer would like to give two suggestions for the next researchers:

First, this novel is a very good source for the researchers who are interested in studying psychology. By reading this novel, there are many life lessons we can find. We can say that by reading, for example, reading a novel, is the popular way to find the source as we are interested in.

The last, in this analysis, the writer uses the theory of motivation proposed by Abraham Maslow. Since this novel has rich aspects to research, for the next researchers, they can use other theories, for example, translation theory on realia to analyze broader scope of this novel in regards to the language used.

BIBLIOGRAPHY

- Alwisol. (2004). *Psikologi Kepribadian (edisi revisi)*. Malang: UMM Press.
- Boeree, G. (2005) *Personalities Theories* (Penerjemah Inyak), PrismaSophi:Yogyakarta.
- Cannon, W. B. (1932). *Wisdom of the Body*: Norton, New York.
- Endraswara, S. (2003). *Metodologi Penelitian Sastra*. Yogyakarta: Pustaka Widyatama.
- Fuadiah, L. (2008). Thesis; *Psychological Analysis of The Main Character of It Happened to Nancy*. Unpublished of UIN: Malang.
- Griffin, Em. (2008). *Communication Theory*. New York: Mc GRAW-HILL, Inc.
- Hirata, A. & Kilbane, A. (2009). *The Rainbow Troops*. Yogyakarta: Bentang Pustaka.
- Hjelle L A. & Ziegler, D.J. (1992). *Personality Theories, Basic Assumptions, Research, and Applications* (3rd Ed). New York: Mc GRAW-HILL, Inc.
- Horney, K. (1937). *The Neurotic Personality of Our Time*. New York: Norton.
- Jonathan, C. (1997). *Literary Theory; A Very Short Introduction*. New York: Oxford University Press.
- Jonathan, C. (1997). *Literary Theory*. Oxford University Press. Oxford New York.
- Kenny, William. (1996). *How to Analyze Fiction*. United States of America: Monarch Press.
- Maslow, Abraham. A Theory of Human Motivation. *Psychological Review*, Vol. 50, 1943, pp. 370-396.
- Maslow, A. (1970). *Motivation and Personality* (3rd ed). Collins, Harper.
- Maslow, A. (1981). *A Glossary of Literary Terms* (4th Ed.). New York: Holt, Rinehart and Winston.
- Nailul, F. (2016). Thesis; *A Psychological Analysis of the Main Character Personality In Go ASK ALICE* (Viewed Abraham Maslow's Theory). Unpublished of UIN: Malang.
- Peck, John and Martin Coyle. (1984). *Literary Criticism*. London: Machmillan Education Ltd.
- Ratna, Nyoman Kutha. (2006). *Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.

- Suhendra, Y. (2005). *Leksikon Sastra*. Mandar Maju: Bandung
- Sukada, M. (1987). *Pembinaan Kritik Sastra*. Bandung: Angkasa.
- Schultz, D. (1981). *Theory of Personality*. New York. California: Brooks, Cole
- Wellek, R. & Warren, A. (1990). *Teori Kesusastraan*. Trans. Melani Budianta. Jakarta: Gramedia Pustaka.
- Young, P. T. (1937). *Motivation of behavior*. John Wiley & Sons: New York
- <http://depts.galludet.edu/englishworks/literature/fiction> html

