

**AN ANALYSIS OF JANE EYRE'S  
PERSONALITY IN CHARLOTTE BRONTE'S  
*JANE EYRE***

**THESIS**

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By:

**Muhamad Amrin**

**02320066**



**ENGLISH LETTERS AND LANGUAGE DEPARTMENT  
FACULTY OF HUMANITIES AND CULTURE  
THE STATE ISLAMIC UNIVERSITY OF MALANG**

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## APPROVAL SHEET

This is to certify that Sarjana's thesis in title *An Analysis of Jane Eyre's Personality in Charlotte Bronte's Jane Eyre*, written by Muhamad Amrin (02320066) has been approved by the advisor for further approval by the board of examiners.

Malang, 29, December 2007

Approved by  
Advisor,

Acknowledged by  
the Head of English Letters  
and Language Department

Dra. SITI MASITOH, M.Hum  
NIP. 150 331 144

Dra. Hj. SYAFIYAH, MA  
NIP. 150 246 406

The Dean of Humanities and Culture Faculty

Drs. H. DIMJATI AHMADIN, M.Pd  
NIP. 150 035 072

## LEGITIMATION SHEET

This is to certify that Sarjana's thesis Entitled *An Analysis of Jane Eyre's Personality in Charlotte Bronte's Jane Eyre* written by Muhamad Amrin (02320066) has been approved by the board of examiners as the requirement for degree of **S.Hum.** In English Letters and Language Department, Humanities and Culture Faculty.

English Letters and Language Department

Humanities and Culture Faculty

January \_\_<sup>TH</sup> 2008

The Board of examiners

Signatures

English Letters and Language Department

Humanities and Culture Faculty

January \_\_<sup>TH</sup> 2008

The Board of examiners

Signatures

Dra. Istiadah, M.A. (Main) 1.....

Sri Muniroch, S.S., M.Hum. (Chair) 2.....

Dra. Siti Masitoh, M.Hum. (Advisor) 3.....

Approved by

The Dean of the Faculty of Humanities and Culture

Drs. H. Dimjati Ahmadin, M.Pd  
NIP. 150 035 072

## DEDICATION

This Thesis is dedicated to

**My beloved Father (H. Syukron) and Mother (Hj. Maskunah),**

My younger brothers (Ibnu Hajar & Ahmad Sauqi)

My elder brothers (Sholeh Anas & Saefudin)

My elder sisters (Waetun & Suaeni)

For their endless love, care, motivation, spirit, struggle and pray

As well as my all families whose love and prayer, never last

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(My Friends: Mas Jayidin, Mas Rohim, Mas Agus, Mas Mislan, Supriyanto)

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Everyone that I can not mention his or her name one by one.

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Muhamad Amrin

## ABSTRACT

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### **Key Words: Personality, Hierarchy of Needs**

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The study is stimulated by an assumption that novel is one form of literary works that often tries to reflect human life by portraying the soul and the inner main of the characters. Psychology has relation with literature each other; because psychology is needed to characterize the character of the novel and also study of human behavior, therefore between literature and psychology have close relationship. The purpose of the study is to find out the psychological aspects of Jane Eyre's personality.

This study analyzes of psychological aspect, Jane Eyre personality on the main character in Jane Eyre by Charlotte Bronte. The results of this study is expected to give the readers knowledge about the basic drive in human being's personality based on psychological point of view and give understanding on how personality can be changed or influenced, so it can control one person's behavior in process of achieving her purpose of life.

To achieve the above objectives, the researcher applies hierarchy of needs theory of Abraham Maslow theory, psychology related to human beings' personality in forming their behavior. Since this study is emphasized on the analysis of a literary work, it is, then, classified as literary criticism. The primary data of this study are collected from Charlotte Bronte's *Jane Eyre* 163-page novel text which published originally in 1966 by Penguin Inc, New York. The researcher himself becomes the research instrument in the process of the data collection and data analysis.

Jane Eyre got some difficulties to fulfill her basic needs, in Gateshead hall she spend her childhood in loneliness, admits Mrs. Reed family in intercourse. Her needs for affection, love, and belonging can not be satisfied in Gateshead hall. Then she decide to live in Lowood institution to get better life, but here Jane still got the need is unsatisfied, physiology needs is the most hindrance in her development to concentrate in Lowood, and the place which is not enough in standard of healthy. But Jane still survives here until she becomes success student. She finds her only friend in Helen Burns, who is very learned and intelligent, has a patient and philosophical mind, and believes firmly in God.

In Thornfield hall Jane applies her ability as governor it means that she try to be self actualization person. In the end Jane conveniently inherits a large sum of money from an uncle who lived abroad, it shows us that she had fulfilled physiological needs and try to satisfy of love and belonging needs. She learns that Mr. Rochester lost a hand, an eye, and the sight of the other eye as a result of trying to unsuccessfully save Bertha from the flames, of which she was the cause. Upon acquiring the knowledge of his location, at a cabin called Ferndean, she sets off for it. She and Mr. Rochester reconcile and marry, for he has adopted love and

religion. She writes in the perspective of ten years after their marriage, during which she gave birth to a son and Mr. Rochester gained part of his sight back. Jane's long quest to find love and a sense of belonging is finally fulfilled.

Her personality influenced by two factors, first is internal factor, Jane herself and second is external factor include the social environment





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# CHAPTER I

## INTRODUCTION

### 7. Background of study

A novel is described as a fictitious prose narrative or tale presenting a picture of real life, especially the emotional crises in the life history of the men and women. According to Kenny (1996:105), novel is decidedly not mean to be read at single setting, it is an invented story in prose, long enough to fill a complete book. The novel is longer and more complex than the short story. It is not bound by the structural and metrical restrictions of plays and poetry, and is not usually composed of the traditional plots of myth and legend.

John Peck (1985: 104) states 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.

According to Aminuddin (1987: 24) there are five qualified features of a true novel. Namely: *First*, a story of a well-integrated plot. It means that the plot in the novel must be well organized, the incidents or events in the story should be arranged chronologically because if plot is not well organized, the story will make the readers confuse. *Second*, true to life (realistic, believable and probable), it means that the story can make the impression as if the author or the reader had actually seen and experienced the event himself. So, here the story must be

realistic and suitable with the condition of human life. *Third*, interplay of characters and incidents. Here, the characters and situation in the novel mutually influence, because the character is one of the intrinsic elements of the novel and it will give the influence to the readers or audience. *Fourth*, a human interest, it means that the novel must be interested by human being, such as man's struggle under stress and emotion, to overcome problems of life. *And the last*, a contemporary setting. This means that the setting must be in the present situation or at least has the same aspects as the present situation. So, here the setting must relate to human life

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.

A novel entitled *Jane Eyre* by Charlotte Bronte is selected to analyze for several reasons. *First*, it is one of the best novels that a story is about woman struggle to find happiness in world where love and duty often collide. *Second*, it is the best selling romance and also it is read with pleasure by millions around the world. *Thirdly*, it is a coming of age story about an unconventional women's development within a society of stick rules and expectation. *Forth*, it endures as a woman of strong, admirable character for common sense and her willingness to stand up for her believes. Her life story shows the difficulties and rewards of balancing passion and practicality.

AAR editor Ellen Micheletti, who has written or edited several articles for our Historical Cheat Sheet on popular literature and culture in the 19th century, also read. She was impressed by many of the things that attracted me to Jane as a character, she wrote:

*"I was immediately struck by what a strong character Jane was. Back then, about all I had read in 19th century British literature was Charles Dickens. His female characters are mostly passive creatures who were either victims or angels. Jane Eyre was different [even if] her childhood was like something out of a Charles Dickens novel. She had no powerful family, she was not wealthy, she was not beautiful. Jane was as powerless as a person could be back then. But what a backbone she had and how she insisted on her dignity as a human being."*

(<http://www.victorianweb.org/authors/bronte/cbronte/anderson1.htm>)

Jane Eyre's physical appearance wasn't the only feature that made her an unusual heroine in her day. Charlotte Bronte also broke with custom in insisting that a female character could be the emotional equal of a man. Writing in an era

when many people seriously doubted that women were capable of strong emotions, Charlotte Bronte created a heroine who was deeply passionate and felt a need for adventure, excitement, and even a desire for work that matters in the larger scale of human accomplishment. For this reason, even though Jane Eyre is a love story told from a woman's point of view, it also appeals to many male readers.

In many ways an early feminist, Jane Eyre staunchly confronts a variety of constraints imposed on her freedom but frequently worries about the excess passion she allows in making her case. Her desire to maintain self-control conflicts with her unspoken sense of righteousness. Jane's narration lends intensity to the story; her personality serves as both catalyst and prism, and it is through her singular point of view that most of the novel's major issues are explored.

The novel also addresses the theme of children victimized by corrupt parent figures. Like Charles Dickens's *Oliver Twist*, Jane is a pariah, stigmatized simply because she is an orphan, and denied the protection of the law. The plight of Jane and the other orphaned girls at Lowood demonstrates the warped and alienated values of Victorian social welfare schemes, which implicitly presumed a spiritual and intellectual depravity on the part of orphans equal to the children's social deprivation. In a sense, the comfortable classes shut away the offspring of the less fortunate classes as a means of avoiding emotional entanglements; they rationalized their actions with protestations of charitable intentions and moral righteousness.

The reason of the writer uses this theory because Maslow looks humans as positive creature, that the most important in self actualization is the individual who can explore his own potential can be retaliated. As the story of main character Jane Eyre reaches her success. And Maslow also views that the individual healthy and safety includes in physic and soul, but of course characteristics, sort and intensity of human needs will be different each other, and the human needs not only materially but also physiologically, mentally and spiritually, because human is the unique creature. (Journal.Ahmad Sudrajat, M.Pd)

When the people has chance to live in good environment, so they will be able to explore their own potential, to become creative person, the people do not need has the talent or special ability but the creativities is the power which bring them into their expression what they are. (Koeswara. 1991:117)

Finally we can state that Jane Eyre is one of novels whose psychological aspect has important role in building the story up, it is really important to know deeply about psychological aspects of the main character in this novel and it consists of problems related of the personality by main character.

Studies on charlotte Bront's novel Jane Eyre have been much conducted by some critics in the same objects. Achmad Fauzi (2004) with her thesis *The role of setting on the main character in Jane Eyre by Charlotte Bronte* found the kinds of setting used in this novel *Jane Eyre*, he stated that Charlotte Bronte uses different setting in order to show what character are feeling. The setting is often a reflection of human emotion, the setting also foreshadows certain events that are

going to occur. In his study, he mentioned there are five main setting in the novel, the first is Gates Head where Jane lives with her aunt by marriage, second is Lowood, the boarding school for orphaned girls where Jane finds her self. Third is Thornfield, here Jane get replay from Mrs. Fairfax to work as governess for Adela. Morton is the forth setting where Jane becomes a schoolteacher at the village school. The last setting is Ferndean where Jane and Mr. Rochester meet again and marry him, so the researcher uses qualitative research because the data are in the form of utterance and words.

Istiqomah Wulandari, the student of STIBA Malang, in her thesis entitled "*morals and psychological aspect in Jane Eyre novel* (2000), she found the aspects morals which can be learned in Jane's include honesty, justice and friendship.

In conclusion, although some of the previous studies above have been conduct the same object, it is the novel *Jane Eyre* by Charlotte Bronte. But this study is absolutely different with some analysis above. With physiological approach this study tries to explore the personality of Jane Eyre, Jane not only shows her briefs on female independence through her action, but also through her thoughts. To get success in the future Jane face many struggle in every places, the researcher tries to analyze Jane's personality by applying Abraham Maslow's basic needs theory and also analyze the factors which influence Jane Eyre's personality

## **1.2 Statement of the Problems**



Concerning the background of the study above, the writer formulates the statements of the problems as follows:

1. What are *Jane Eyre*'s basic needs?
2. What are the factors which influence her personalities?

### **1.3 Objectives of the Study**

As it has been stated in the problem of the study, this study is conducted to find out:

1. *Jane Eyre*'s basic needs
2. The factors that influenced her personality.

### **1.4 Significance of the Study**

Besides the purposes above, this study is also expected to bring benefit theoretically and also practically.

*Theoretically*, this study is expected to be able to give example of literary criticism by using psychological perspective. Concerning practical benefit, this study is expected to be able to help readers to comprehend the novel well.

*Practically*, this study tries to apply one of literary theories, thus the researcher can reach the formulated objectives appropriately, it will give understanding on personality basic needs which express in process of achieving his purpose and also will give the readers knowledge about the basic drive in human being's personality based on psychological point of view.

In addition, this study is expected to be a reference and alternative information for other researchers in conducting similar research, i.e. the study on psychological study of Jane Eyre's personality in her pursuit of her life in a literary work, especially in Charlotte Bronte's *Jane Eyre*. The result of this study, however, might give only a little, but expected to be valuable, contribution to the wide range of literary studies. For this reason, this study needs to be followed and completed through other researches with the same subject or object of the study.

### **1.5 Scope and Limitation of the Study**

In order that the study enables to answer the formulated problem appropriately, the researcher needs to emphasize its scope and limitation, to limit the range of the discussion, and the writer would give the limitation of this study on the main character is personality in humanistic psychology especially about basic needs.

### **1.6 Definition of Key Terms**

To avoid any possibilities of misunderstanding any words, and make the reader easier to catch the point of the study, some definition of important words will be presented as fellows:

1. Psychology of literature: a theory to analyze literary work by combining the literature theory and psychology theory.
2. Humanistic psychology: A psychological perspective that emphasizes the study of the whole person. Humanistic psychologists look at human

behavior not only through the eyes of the observer, but through the eyes of the person doing the behaving. Humanistic psychologists believe that an individual's behavior is connected to his inner feelings and self-image.

(Rubin, Z. 1981).

3. Main Character:

a) Main character is someone or thing who has important role in the novel (Keeny, 1996)

b) Main Character is the actress or actors who often play the role in a story or the character that often appear in the story (Suhendra, Y 1995:295).

4. Personality:

a). Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination.” Carl Gustav Jung, 1934 in Schultz, D., & Schultz, S.E. (1994:13)

b). Personality is a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behavior, thoughts, and feelings.” Carver & Scheier (2000:5)

5. Basic Needs:

Humanistic personality theory which first introduced by Abraham Maslow (George 2005:275)

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter, it will be presented the review of the related literature that was used in this study. That is necessary source concerning the topic to discuss which covers the relation between psychology and literature, psychological approach in literary criticism, hierarchy of needs theory, the physiological needs, the safety needs, the love and belonging needs, the esteems needs, and self-actualization.

#### **2.1 The Relation between Psychology and Literature**

According to Ratna (2004:295) that psychology is the science that attempts to understand, describe, predict and influence behavior especially of human being. Siswantoro (2005:26) states that psychology is the scientific study of behavior and mental process.

The definition of psychology in the *Concise Oxford English Dictionary* (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.

Furthermore, according to Aminuddin (1990:88) the psychology is derived from two Greek words *psyche*, which has meaning soul. If the soul is interpreted as self, and psychology connotes the study of self. The self is a dynamic

organism, which always constantly effects and also other selves are affecting it. Therefore, psychology can be defined as the scientific study of human behavior and human life.

*Oxford Dictionary* (224) defines literature as writing valued as work of art, writing as a particular subject or printed material giving information. In Sanskrit language Literature from the word “sas” it means giving instruction but the word “tra” has a meaning of tool (Teeuw, 1984: 23, in Wahdi, 2005:40). In Malayu Language the word literature has meaning of the beautiful writing, actually the word literature is form Latin that has meaning grammatical and poem. In romantic Era the word literature has meaning something creation and it is the emotion of the author or character in literary work.

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) states 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 emphases 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). So, even though they are different science but has relation about human being in the world.

### **1. Psychological Approach in Literary Criticism**

Every person can look at the major character in the novel or drama by using psychological approach and if she/he knows the major character's attitude by this approach, it means that she/he is successful person. Using the modern theory of psychology to explain and give interpretation of literature (Harjana, 1985:66). Psychological approach is really fit for the person who has the same knowledge with Dryde and he has some interpretation about literature. It gives some information about human attitude and the background of human being but once more to remember is psychological approach does not mean to give a value.

Literature which emphasize of the condition of the soul does not give the information physical accident especially the movement of physic is one of the signals, which give some information to the physical function. According to J.S Badudu (1993:92) that the background of people gives the instruction to do something in their life.

In order to attain this study, the researcher has made up his mind to employ psychological analysis. This study deals with psychological approach of Jane Eyre's personality in Charlotte Bronte's *Jane Eyre*. In order to get better

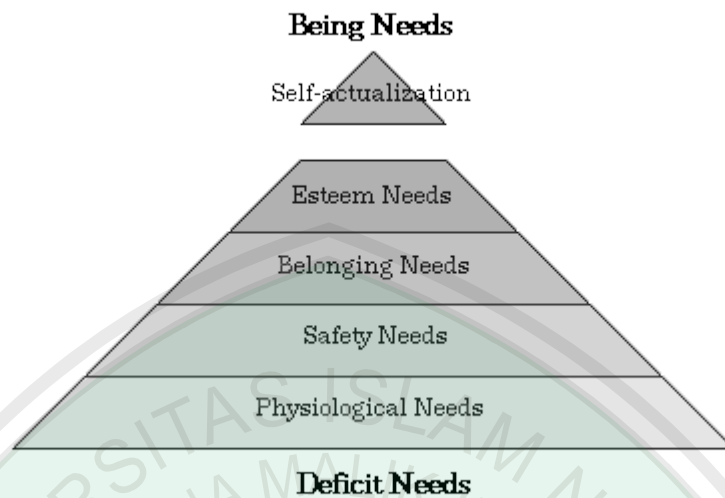
understanding of the main character, we ought to understand more about psychology. So, we will get easier to understand and analyze of psychological aspect of the main character after knowing much about it.

## **2. Hierarchy of Needs Theory**

Koeswara (1991:109) that there are three of revolutions in psychology which influence the thinking of modern psychology principles, first is psychoanalysis, second is behaviorism, and the third is humanistic revolution which stated that human has freedom, human dignity, and always move to other changing with their potential in possible environment (113). However, the freedom here does not mean that human always act in the choice and do best thing in their life.

The term of humanistic psychology was firstly introduced by the expert of psychologist in 1960s and Abraham Maslow as the leader to get the alternative from two theories, they are psychoanalysis and behaviorism. The most well known of Abraham Maslow's idea is about hierarchy of needs theory. (113)

Maslow's Hierarchy of Needs is a theory in psychology that Abraham Maslow proposed in his 1943 paper *A Theory of Human Motivation*, which he subsequently extended to include his observations of man's innate curiosity. His theory contended that as humans meet 'basic needs', they seek to satisfy successively 'higher needs' that occupy a set hierarchy.



This diagram shows Maslow's hierarchy of needs, represented as a pyramid with the more primitive needs at the bottom. Maslow's hierarchy of needs is often depicted as a pyramid consisting of five levels: the four lower levels are grouped together as deficiency needs associated with physiological needs, while the top level is termed growth needs associated with psychological needs. While deficiency needs must be met, growth needs are the need for personal growth. The basic concept is that the higher needs in this hierarchy only come into focus once all the needs that are lower down in the pyramid are mainly or entirely satisfied. Once an individual has moved past a level, those needs will no longer be prioritized. However, if a lower set of needs is continually unmet for an extended period of time, the individual will temporarily re-prioritize those needs - dropping down to that level until those lower needs are reasonably satisfied again. Innate growth forces constantly create upward movement in the hierarchy unless basic needs remain unmet indefinitely ([www.deeperimnd.com/20maslow.htm](http://www.deeperimnd.com/20maslow.htm)).



### **2.3.1 The Physiological Needs**

Cannon states (1932:32) the needs that are usually taken as the starting point for motivation theory are the so-called physiological drives. Two recent lines of research make it necessary to revise our customary notions about these needs, first, the development of the concept of homeostasis, and second, the finding that appetites (preferential choices among foods) are a fairly efficient indication of actual needs or lacks in the body. Homeostasis refers to the body's automatic efforts to maintain a constant, normal state of the blood stream. He has described this process for:

1. The water content of the blood
2. Salt content
3. Sugar content
4. Protein content
5. Fat content
6. Calcium content
7. Oxygen content
8. Constant hydrogen-ion level (acid-base balance) and
9. Constant temperature of the blood. Obviously this list can be extended to include other minerals, the hormones, vitamins, etc.

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 (1943:373) has pointed out that these physiological drives or needs are to be considered unusual rather than typical because they are isolable, and because they are localizable somatically (in physical manner). That is to say, they are relatively independent of each other, of other motivations and of the organism as a whole, and secondly, in many cases, it is possible to demonstrate a localized, underlying somatic base for the drive. This is true less generally than has been thought (exceptions are fatigue, sleepiness, and maternal responses) but it is still true in the classic instances of hunger, sex, and thirst. It should be pointed out again that any of the physiological needs and the consummator of behavior involved with them serve as channels for all sorts of other needs as well. That is to say, the person who thinks he is hungry may actually be seeking more for comfort, or dependence, than for vitamins or proteins. Conversely, it is possible to satisfy the hunger need in part by other activities such as drinking water or smoking cigarettes. In other words, relatively isolable as these physiological needs are, they are not completely so. Undoubtedly these physiological needs are the

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

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. 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).

Another peculiar characteristic of the human organism when it is dominated by a certain need is that the whole philosophy of the future tends also to change. For our chronically and extremely hungry man, Utopia can be defined very simply as a place where there is plenty of food. He tends to think that, if only he is guaranteed food for the rest of his life, he will be perfectly happy and will never want anything more. Life itself tends to be defined in terms of eating. Anything else will be defined as unimportant. Freedom, love, community feeling, respect, philosophy, may all be waved aside as fripperies which are useless since they fail to fill the stomach. Such a man may fairly be said to live by bread alone. (Maslow, 1943:375).

It cannot possibly be denied that such things are true but their *generality* can be denied. Emergency conditions are, almost by definition, rare in the normally functioning peaceful society. That this truism can be forgotten is due mainly to two reasons. First, rats have few motivations other than physiological ones, and since so much of the research upon motivation has been made with these animals, it is easy to carry the rat-picture over to the human being. Secondly, it is too often not realized that culture itself is an adaptive tool, one of whose main functions is to make the physiological emergencies come less and less often. In most of the known societies, chronic extreme hunger of the emergency type is rare, rather than common. In any case, this is still true in the United States. The average American citizen is experiencing appetite rather than

hunger when he says "I am hungry." He is apt to experience sheer life-and-death hunger only by accident and then only a few times through his entire life.

(Maslow 1943:375)

### 2.3.2 The Safety Needs

When the physiological needs are largely taken care of, this second layer of needs comes into play. You will become increasingly interested in finding safe circumstances, stability, and protection. You might develop a need for structure, for order, some limits. One's attention turns to safety and security in order to be free from the threat of physical and emotional harm. These include;

- Physical security – safety from violence, delinquency, aggression
  - Security of employment
  - Security of revenues and resources
  - Moral and physiological security
  - Family security
  - Security of health
  - Security of personal property against crime, etc.
- (<http://www.dipermind.com>)

Looking at it negatively, you become concerned, not with needs like hunger and thirst, but with your fears and anxieties (Shirley 1942:201). In infants we can also see a much more direct reaction to bodily illnesses of various kinds. Sometimes these illnesses seem to be immediately and *per se* threatening and seem to make the child feel unsafe. For instance, vomiting, colic or other sharp pains seem to make the child look at the whole world in a different way. At such a

moment of pain, it may be postulated that, for the child, the appearance of the whole world suddenly changes from brightness to darkness, so to speak, and becomes a place in which anything at all might happen, in which previously stable things have suddenly become unstable. Thus a child who because of some bad food is taken ill may, for a day or two, develop fear, nightmares, and a need for protection and reassurance never seen in him before his illness.

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).

Other broader aspects of the attempt to seek safety and stability in the world are seen in the very common preference for familiar rather than unfamiliar things, or for the known rather than the unknown. The tendency to have some religion or world-philosophy that organizes the universe and the men in it into some sort of satisfactorily coherent, meaningful whole is also in part motivated by

safety-seeking. Here too we may list science and philosophy in general as partially motivated by the safety needs (Cannon, 1932:380).

Otherwise the need for safety is seen as an active and dominant mobilizer of the organism's resources only in emergencies, *e. g.*, war, disease, natural catastrophes, crime waves, societal disorganization, neurosis, brain injury, chronically bad situation (Maslow, 1970: 165).

Some neurotic adults in our society are, in many ways, like the unsafe child in their desire for safety, although in the former it takes on a somewhat special appearance. Their reaction is often to unknown, psychological dangers in a world that is perceived to be hostile, overwhelming and threatening. Such a person behaves as if a great catastrophe were almost always impending, *i.e.*, he is usually responding as if to an emergency. His safety needs often find specific [p. 380] expression in a search for a protector, or a stronger person on whom he may depend, or perhaps, a Fuehrer ([www.mdani.demon.co.uk/archive/Maslow.htm](http://www.mdani.demon.co.uk/archive/Maslow.htm)).

The neurotic individual may be described in a slightly different way with some usefulness as a grown-up person who retains his childish attitudes toward the world. That is to say, a neurotic adult may be said to behave 'as if' he were actually afraid of a spanking, or of his mother's disapproval, or of being abandoned by his parents, or having his food taken away from him. It is as if his childish attitudes of fear and threat reaction to a dangerous world had gone underground and untouched by the growing up and learning processes were now ready to be called out by any stimulus that would make a child feel endangered and threatened (Maslow, 1941:76).



The neurosis in which the search for safety takes its dearest form is in the compulsive-obsessive neurosis. Compulsive-obsessive try frantically to order and stabilize the world so that no unmanageable, unexpected or unfamiliar dangers will ever appear (Maslow, 1941:77). They hedge themselves about with all sorts of ceremonials, rules and formulas so that every possible contingency may be provided for and so that no new contingencies may appear. They are much like the brain injured cases, described by Goldstein (1939), who manage to maintain their equilibrium by avoiding everything unfamiliar and strange and by ordering their restricted world in such a neat, disciplined, orderly fashion that everything in the world can be counted upon. They try to arrange the world so that anything unexpected (dangers) cannot possibly occur. If, through no fault of their own, something unexpected does occur, they go into a panic reaction as if this unexpected occurrence constituted a grave danger. What we can see only as a none-too-strong preference in the healthy person, *e. g.*, preference for the familiar, becomes a life-and-death necessity in abnormal cases (<http://psychclassic.yorku.ca/Maslow/motivation>).

### **2.3.3 The Love and Belonging Needs**

Goldstein (1939:381) states ' If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of



friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love. In our day-to-day life, we exhibit these needs in our desires to marry, have a family, be a part of a community, a member of a church, a brother in the fraternity, a part of a gang or a bowling club. It is also a part of what we look for in a career.

Maslow emphasizes (1943:84) in our society the thwarting of these needs is the most commonly found core in cases of maladjustment and more severe psychopathology. Love and affection, as well as their possible expression in sexuality, are generally looked upon with ambivalence and are customarily hedged about with many restrictions and inhibitions. Practically all theorists of psychopathology have stressed thwarting of the love needs as basic in the picture of maladjustment. Many clinical studies have therefore been made of this need and we know more about it perhaps than any of the other needs except the physiological ones.

One thing that must be stressed at this point is that love is not synonymous with sex (Freud: 1933:116). Sex may be studied as a purely physiological need. Ordinarily sexual behavior is multi-determined, that is to say, determined not only by sexual but also by other needs, chief among which are the love and affection needs. Also not to be overlooked is the fact that the love needs involve both giving *and* receiving love.

#### **2.3.4 The Esteems Needs**

All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. By firmly based self-esteem, we mean that which is soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom (Fromm, 1941: 382) Secondly, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation. These needs have been relatively stressed by Alfred Adler and his followers, and have been relatively neglected by Freud and the psychoanalysts. More and more today however there is appearing widespread appreciation of their central importance.

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).

All of the preceding four levels he calls deficit needs, or D-needs. If you don't have enough of something -- i.e. you have a deficit -- you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. As the old blues song goes, "*you don't miss your water till your well runs dry!*" He also talks about these levels in terms of homeostasis. Homeostasis is the principle by which your furnace thermostat operates: When it gets too cold, it switches the heat on; when it gets too hot, it switches the heat off. In the same way, your body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends the homeostatic principle to needs, such as safety, belonging, and esteem, which we don't ordinarily think of in these terms (George 2005:280).

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 your 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).

### **2.3.5 Self-Actualization**

When all these needs are satisfied, we are left with the last one, the highest need, the need for self-actualization. This need is fundamentally different from the previous ones, in the sense that all the previous ones can be conceived as drives towards the reduction of a deficiency. Such a deficiency means that there is a discrepancy between the actual state of the individual, and some fixed optimal or equilibrium state, characterized by adequate values of the basic variables, as well physiological variables such as temperature, level of sugar in the blood, etc., as psychological ones such as feeling of safety, of belongingness, of esteem. The control which deficiency needs exert over the individual's behavior is implemented as a negative feedback loop, which diminishes deviations from the goal state

(<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm>).

Self-actualization, on the other hand, may be called a growth need, in the sense that deviations from the previously reached equilibrium state are not

reduced, but enhanced, made to grow, in a deviation-amplifying positive feedback loop. The deviations to be amplified are changes which can be interpreted as improvements in some way of the overall personality, as development of remaining potentialities. If you eat food, your desire for it becomes less and less, in accordance with principle De Zeeuw. (1985:13). However, if you develop your capacities, you want to develop them more and more.

#### **2.3.5.1 Definition of self-actualization**

Self-actualization is reached when all needs are fulfilled, in particular the highest need. Because of the positive feedback, self-actualization is not a fixed state, but a process of development which does not end. The word derives from the idea that each individual has a lot of hidden potentialities: talents or competences he or she could develop, but which have as yet not come to the surface. Self-actualization signifies that these potentialities of the self are made actual, are actualized in a continuing process of unfolding. (Heylighen 1990 in [www.psychlassic.yorku.ca/maslow.motivation.htm](http://www.psychlassic.yorku.ca/maslow.motivation.htm))

According to Maslow, self-actualization corresponds to ultimate psychological health. Health is more than the absence of disease. On the psychological level, diseases correspond to neuroses due to the frustration of one of the basic needs. For example, a person whose safety need has not been adequately fulfilled may develop paranoiac tendencies, and believe that everybody and everything is threatening him. An interesting case is the situation

where all the lower level needs have been satisfied, but the highest need, self-actualization, has not. In that case you have a person who apparently has everything to be happy: a comfortable and safe environment, a loving family, friendship and respect from peers, a sense of personal achievement and so on. Yet the individual will not be really happy, because he has no longer a goal to live for, he has achieved everything he wanted. This will result in feelings of boredom and meaninglessness, which might even lead to suicide, unless the person becomes aware that there is more to life than reducing deficiencies, that is to say unless he becomes aware of his need for self-actualization. Though one may continue to live in a more or less stable manner, trying to satisfy the deficiency needs without developing acute problems or neuroses, he will not be really healthy unless he succeeds in satisfying his self-actualization need, thus liberating his most profound capacities. (Maslow 1987 in [www.psychclassic.yorku.ca/maslow/motivation.htm](http://www.psychclassic.yorku.ca/maslow/motivation.htm))

#### **2.3.5.2 The Nature of Self Actualization**

Maslow, (1956) in <http://sage1.home.mindspring.com> states that on the basis of a study of persons (living and dead) selected as being self-actualizing persons on the basis of a general definition, described the self-actualizing person as follows, as compared to ordinary or average people:

1. More efficient perception of reality and more comfortable relations with it.

This characteristic includes the detection of the phoney and dishonest person and the accurate perception of what exists rather than a distortion of

perception by one's needs. Self-actualizing people are more aware of their environment, both human and nonhuman. They are not afraid of the unknown and can tolerate the doubt, uncertainty, and tentativeness accompanying the perception of the new and unfamiliar. This is clearly the characteristic described by Combs and Snygg and Rogers as awareness of perceptions or openness to experience.

2. Acceptance of self, others, and nature. Self-actualizing persons are not ashamed or guilty about their human nature, with its shortcoming, imperfections, frailties, and weaknesses. Nor are they critical of these aspects of other people. They respect and esteem themselves and others. Moreover, they are honest, open, genuine, without pose or facade. They are not, however, self-satisfied but are concerned about discrepancies between what is and what might be or should be in themselves, others, and society. Again, these characteristics are those which Kelly, Rogers, and Combs and Snygg include in their descriptions.
3. Spontaneity. Self-actualizing persons are not hampered by convention, but they do not flout it. They are not conformists, but neither are they anti-conformist for the sake of being so. They are not externally motivated or even goal-directed- rather their motivation is the internal one of growth and development, the actualization of themselves and their potentialities. Rogers and Kelly both speak of growth, development and maturation, change and fluidity.



4. Problem-centering. Self-actualizing persons are not ego-centered but focus on problems outside themselves. They are mission-oriented, often on the basis of a sense of responsibility, duty, or obligation rather than personal choice. This characteristic would appear to be related to the security and lack of defensiveness leading to compassionateness emphasized by Combs and Snygg.

5. The quality of detachment; the need for privacy. The self-actualizing person enjoys solitude and privacy. It is possible for him to remain unruffled and undisturbed by what upsets others. He may even appear to be asocial. This is a characteristic that does not appear in other descriptions. It is perhaps related to a sense of security and self-sufficiency.

6. Autonomy, independence of culture and environment. Self-actualizing persons, though dependent on others for the satisfaction of the basic needs of love, safety, respect and belongingness, "are not dependent for their main satisfactions on the real world, or other people or culture or means-to-ends, or in general, on extrinsic satisfactions. Rather they are dependent for their own development and continued growth upon their own potentialities and latent resources." Combs and Snygg and Rogers include independence in their descriptions, and Rogers also speaks of an internal locus of control.

7. Continued freshness of appreciation. Self-actualizing persons repeatedly, though not continuously, experience awe, pleasure, and wonder in their everyday world.



8. The mystic experience, the oceanic feeling. In varying degrees and with varying frequencies, self-actualizing persons have experiences of ecstasy, awe, and wonder with feelings of limitless horizons opening up, followed by the conviction that the experience was important and had a carry-over into everyday life. This and the preceding characteristic appear to be related and to add something not in other descriptions, except perhaps as it may be included in the existential living of Rogers.
9. Gemeinschaft (social interest). Self-actualizing persons have a deep feeling of empathy, sympathy, or compassion for human beings in general. This feeling is, in a sense, unconditional in that it exists along with the recognition of the existence in others of negative qualities that provoke occasional anger, impatience, and disgust. Although empathy is not specifically listed by others (Combs and Snygg include compassion), it would seem to be implicit in other descriptions including acceptance and respect.
10. Interpersonal relations, self-actualizing people deep interpersonal relations with others. They are selective, however, and their circle of friends may be small, usually consisting of other self-actualizing persons, but the capacity is there. They attract others to them as admirers or disciples. This characteristic, again, is at least implicit in the formulations of others.
11. The democratic character structure. The self-actualizing person does not discriminate on the basis of class, education, race, or color. He is humble in his recognition of what he knows in comparison with what could be known, and he is ready and willing to learn from anyone. He respects everyone as

potential contributors to his knowledge, merely because they are human beings.

12. Means and ends. Self-actualizing persons are highly ethical. They clearly distinguish between means and ends and subordinate means to ends.

13. Philosophical, sense of humor. Although the self-actualizing persons studied by Maslow had a sense of humor, it was not of the ordinary type. Their sense of humor was the spontaneous, thoughtful type, intrinsic to the situation. Their humor did not involve hostility, superiority, or sarcasm. Many have noted that a sense of humor characterizes people who could be described as self-actualizing persons, though it is not mentioned by those cited here.

14. Creativeness. All of Maslow's subjects were judged to be creative, each in his own way. The creativity involved here is not special-talent creativeness. It is a creativeness potentially inherent in everyone but usually suffocated by acculturation. It is a fresh, naive, direct way of looking at things. Creativeness is a characteristic most would agree to as characterizing self-actualizing persons.

(George 2005:285) Now, in keeping with his theory up to this point, if you want to be truly self-actualizing, you need to have your lower needs taken care of, at least to a considerable extent. This makes sense: If you are hungry, you are scrambling to get food; if you are unsafe, you have to be continuously on guard; if you are isolated and unloved, you have to satisfy that need; if you have a low sense of self-esteem, you have to be defensive or compensate.

When lower needs are unmet, you can't fully devote yourself to fulfilling your

potentials. It isn't surprising, then, the world being as difficult as it is, that only a small percentage of the world's population is truly, predominantly, self-actualizing. Maslow at one point suggested only about two percent!

Maslow gave examples of people who met this criteria using biographical analysis. People who met this standard of self actualization included: Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Alduous Huxley. These people were reality and problem centered, and could distinguished what was fake and dishonest from what genuine. They realized that the means and ends are different, and thus the end did not always justify the means. They enjoyed being by themselves, and having deeper relationships with a few people instead of more shallow relations with many people. These people tended to be autonomous, relatively free from physical and social needs. They had a sense of what was true beyond their culture, and were highly resistant to enculturalization and thus enjoyed being themselves and did not worried about fitting in (<http://sage1.home.mindspring.com>).



## 2.4 Previous of the Studies

This study is aimed at investigating about personality of the major character on *Jane Eyre* by Charlotte Bronte. There are some previous studies used related to this study.

Application of literary research in study of humanistic personality on novel has ever been done by. Sri Wahyuni and Sutrisno. Both of them use theory of humanistic personality Abraham Maslow's hierarchy needs theory to analyze novel. So, clearly that both are psycho literary research based on literary text. Researcher's assumption that authors of novel applied the theory in this work.

Sri Wahyuni research (2001) entitled “*An analysis of major character on derita kekasih by Faisl Idhopy*”. She revealed that the main character in this novel is moving his character unconsciously, caused by stimulation of the environment. In that time, he was a getting mental terror between the conscience and doing obligation. So, the situation of main character has gotten psychological movement in his life.

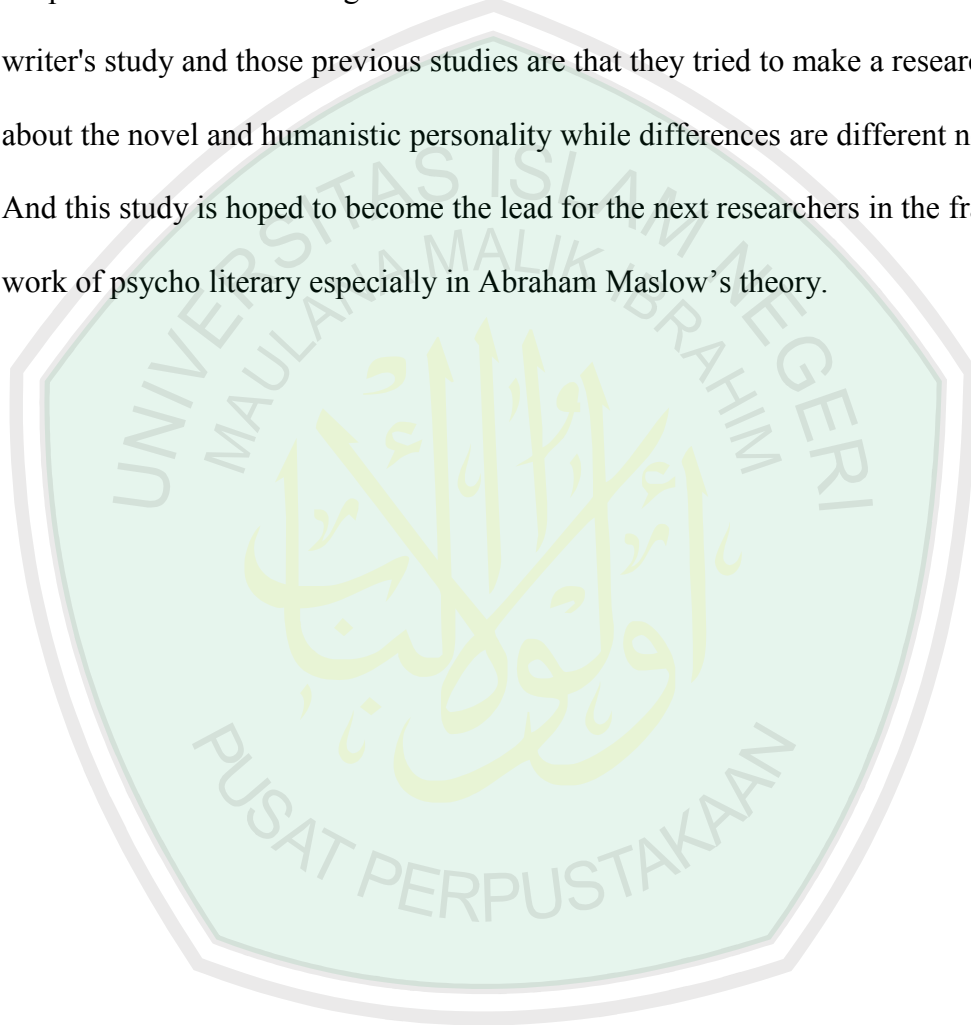
Sutrisno, the students of Gajayana university Malang (1998), in his thesis entitled *A study on the personality of Character in the Orang-Orang Proyek by Ahmad Tohari*, he found the psychological character that influence the personalities of human life so the man can understand about the positive and negative of human personalities.

Another previous study is Istiqomah Wulandari, the student of STIBA Malang, in her thesis entitled “*morals and psychological aspect in Jane Eyre novel* (2000), she found the aspects morals which can be learned in Jane’s include honesty, justice and friendship.

Achmad Fauzi (2004) with her thesis *The role of setting on the main character in Jane Eyre by Charlotte Bronte* found the kinds of setting used in this novel *Jane Eyre*, he stated that Charlotte Bronte uses different setting in order to show what character are feeling. The setting is often a reflection of human emotion, the setting also foreshadows certain events that are going to occur. In his study, he mentioned there are five main setting in the novel, the first is gates head where Jane lives with her aunt by marriage, second is Lowood, the boarding school for orphaned girls where Jane finds her self. Third is Thornfield, here Jane

get replay from Mrs. Fairfax to work as governess for Adela. Morton is the forth setting where Jane becomes a schoolteacher at the village school. The last setting is Ferndean where Jane and Mr. Rochester meet again and marry him.

Those are some previous studies, which may have similar discussion with the present research although it is not the same at all. The similarities between the writer's study and those previous studies are that they tried to make a research about the novel and humanistic personality while differences are different novels. And this study is hoped to become the lead for the next researchers in the frame work of psycho literary especially in Abraham Maslow's theory.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This study is categorized into *literary criticism* which, according to Peck and Coyle, includes the analysis, interpretation, and evaluation of a literary work (1984:149). It is stated in *The Encyclopedia Americana* that literary criticism is intended to analyze, evaluate, justify, describe, or judge a literary work (1978: 221). Criticism does not mean “finding fault with.” In this literary study criticism as an academic activity should be viewed as the expression of the researcher’s point of view of what is happening to the text of *Jane Eyre* written by Charllotte Bronte.

Instead of giving evaluation, justification, or even judgment, this study is aimed at analyzing a literary work, i.e. Charlote Bronte’s *Jane Eyre*, based on the intended topic of study, i.e. Jane Eyre’s personality. The analysis is the process of systematically searching and arranging the research materials to increase the researcher’s understanding of them (Bogdan & Biklen, 1998:157).

A good analysis, therefore, should be begun with reading the text; thus, careful reading and rereading on Charlote Bronte’s *Jane Eyre* is the most valuable starting point of the study. The reading on the novel text is heavily emphasized on finding the data related to *Jane Eyre*’s personality so that it can fully support the objectives of the study.

To be able to conduct a literary criticism, the use of appropriate approach is undoubtedly needed. To examine *Jane Eyre's* personality in Charlotte Bronte's *Jane Eyre*, the researcher applies psychological approach. The approach is applied to find out *Jane Eyre's* personality and elaborate the factors which identifies Jane Eyre into self actualization category, psychological factors which form *Jane Eyre's* personality applies Humanistic psychology by Abraham Maslow.

The researcher is going to analysis the personality of Jane Eyre, by classifying the basic needs of humanistic theory by Abraham Maslow and identifies Jane Eyre into self-actualization,

### **3.2 Data Sources**

The data source of this study is the literary work itself, i.e. Charlotte Bronte's *Jane Eyre* 1847. It is 163-page novel text which published originally in 1966 by Penguin Inc, New York.

The data presented in the novel text might be in the form of words, phrases, or sentences. The researcher only focuses on those indicating *Jane Eyre's* personality.

### **3.3 Research Instrument**

In this study, the human investigator is the key instrument for gathering and analyzing the data. Lincoln & Guba (1985) introduced the concept of human-as-instrument to emphasize the role of a researcher in playing the inquiry. Because this research studies human psychology reflected in the novel text, it



needs an instrument which is flexible enough to capture its complexity, i.e. the researcher himself.

### **3.4 Data Collection**

To collect the data, the researcher reads the novel repeatedly, classifies and explains about the personality in the main character *Jane Eyre*. The data in this research are taken from the *Jane Eyre* that written by Charlotte Bronte.

The data of this study are obtained from the following steps. *Firstly*, the data are in the form of words, phrases, and sentences within the novel text, detailed reading, careful rereading, and deep understanding are the most appropriate data collection techniques in this study. Identifying and Recording the data from the novel *Jane Eyre* that written by Charlotte Bronte. *Secondly*, selecting the data obtained from the data source to meet the nature of research question. These techniques have both comprehensive and interpretative aspects since they are aimed at finding the characteristics and elements of the novel text based on the subject of the research. *Thirdly*, arranging the data dealing with the problem of the study. To support this technique, elaboration on other written materials as like; textbooks, journals, encyclopedias which explaining psychology of personality especially about humanistic psychology of Abraham Maslow.

### **3.5 Data Analysis**

The data of this study are analyzed in the following steps: the first data reduction refers to the process of selecting, focusing, simplifying, abstracting,

and transcription: the second major flow of analysis in data display, a display is an organized compressed assembly of information and description of the data from the novel. The data of this study are categorized into two categories: they are analysis the personality of Jane Eyre, with apply the basics needs of personalities of humanistic theory by Abraham Maslow, then the researcher identify *Jane Eyre* into self-actualization category.

It is the process of searching and arranging the materials that the researcher accumulates to increase his own understanding and to enable him to present his discovery. This step, according to Bogdan and Biklen, refers generally to the process of working with the data, organizing the data, breaking the data into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what is going to tell to others (1998:157).

## CHAPTER IV

### ANALYSIS

In this chapter the researcher is going to analyze the personality of Jane Eyre based on the classification of Abraham Maslow's theory (hierarchy of needs). Then, the researcher analyzes the factors which influence Jane Eyre's personality in some major settings.

#### 4.1 Jane Eyre Basic Needs

##### 4.1.1 Physiological Needs

*The tall girls went out and returned, each carrying a tray with a jug of water, a mug, and some thin pieces of oat-cake piled up on the plate. While the food was handed round, those who like could drink from the mug which was common all. When it came to my turn, I drank because I was thirsty, but the excitement and fatigue of my journey made me incapable of eating the oat-cake. (p. 30)*

*The bell sounded for dinner and we all had to enter the house. The food now was served was scarcely more appetizing than our breakfast. From two huge tin pots a steam arose. Smelling of rancid fat, and from these we were served portions that consists of potatoes and piece of strange rusty meat, mixed and cooked together. I ate what I could and wondered if everyday would be the same. (p. 36)*

Two paragraphs above show us that Jane Eyre has just arrived from long journey, she tries to fulfill the first hierarchy of needs (physiological needs) from her action "*I drank because I was thirsty*" and "*I ate what I could*" because she is very tired in long trip but not enough food she brings, When 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.

The changing Jane Eyre's condition when she moves to Lowood Institution. It is then fair to characterize the whole organism by saying simply that it is hungry, for consciousness is almost completely preempted by hunger. First coming to Lowood makes Jane surprised about the condition but it does not make her broke for the purpose, she really wants to admit living at Gateshead Hall and she really wants to prove herself a successful girl in Lowood. So that the condition in Lowood which many struggles can be forgotten by concentrate with Lowood programs.

*Next day, when the coach put me down, I was lost- lost and alone penniless. I wondered, begging for work to do, for food –even for something in exchange for my gloves, my empty purse, and my handkerchief.*

*But the bagger is an object of suspicion-a respectable one is doubly so. I slowly gave up hope. After a day and a night, and again another day, I sank exhausted on the door step of lonely house, whose window held a light that shone through the rain. I could go no further, starved and weak as I was; I manage to knock on the door.*

*Providence was good to me; I was taken in. for three days and a night I lay in a bed upstairs, unaware of time and place. (p. 138)*

Even Jane Eyre had reached to the higher needs but in new situation above she has to satisfy the lower needs which more urgent than others. The negative effect of lacking this need can change the moral or individual personality. If the things that satisfy her lower order needs are swept away, Jane is no longer concerned about the maintenance of her higher order needs. Undoubtedly these physiological needs are the most pre-potent of all needs. What this means specifically is, that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety,

love, and esteem would most probably hunger for food more strongly than for anything else. Habitually if this needs can not satisfy soon can make individual lost control of moral, that is one of negative of lacking physiological needs.

#### 4.1.2 Safety Needs

*Habitually obedient to John, I came towards to his chairs. He was a school-boy of fourteen years old: four years older than me, for only I was ten. He was big and stout for his age, with a large face, heavy limbs and an unhealthy skin.*

*John reed had little enough affection for his mother and sisters, but he really hated me. He bullied and punished me, not once or twice a day, but continually. Every nerve in my body feared him and the flesh on my bones shrank when he came near*

*As I came up to his chair, John reed spent about three minutes in putting out his tongue at me as far as he could. I knew he would soon hit me, and as I waited for the blow I thought how disgusting and ugly his face was. He may have read my thoughts, for he hit me suddenly and hard*

*‘Wicked, cruel boy! I said. “ you are like a murder you are like as slave-driver, you are like the wicked roman emperors!.*

*“What!” he cried. Did she say to me? Did you hear her, Eliza and Georgiana? I’ll tell mama but first—”*

*He ran at me grasping my hair and my shoulder. (p.10)*

When she lives with her aunt Mrs. Reed in Gateshead Hall often get bad treatments from her aunt’s family, Jane as young orphan girl often display the signs of insecurity and the need to be safe. Some indication of the child's need for safety is her preference for some kind of undisrupted routine or rhythm. Jane as young orphan girl can not overflow her anger when she was hurt, she just crying and screaming, she seems to want a predictable, orderly world. For instance, injustice, unfairness, or inconsistency in the parents seems to make a child feel anxious and unsafe. This attitude may be not so much because of the

injustice *per se* or any particular pains involved, but rather because this treatment threatens to make the world look unreliable, or unsafe, or unpredictable.

*I shivered as I looked around me; there was yellow fog and ground was soaking wet underfoot. The stronger girls ran about in active games, but there were pale thin ones huddled together in the verandah for shelter and warmth. Among these, in the damp mist, I heard many a painful cough.*

*As yet I had spoken to no one, nor did anybody seem to take notice of me, but I was used to being alone and it did not oppress me much (p. 34)*

We can also see a much more direct reaction to bodily illnesses of various kinds to Jane Eyre condition in Lowood. Sometimes these illnesses seem to be immediately and *per se* threatening and seem to make her feels unsafe. At such a moment of pain, it may be postulated that, for her, the appearance of the whole world suddenly changes from sunniness to darkness, so to speak, and becomes a place in which anything at all might happen, in which previously stable things have suddenly become unstable. She become lonely girl in Lowood because of the treatments in Gateshead Hall and make her difficult to associate with new people, that is one of effect when the child can not be satisfied in safety needs like Jane Eyre.

*I might still have escaped notice, but my slate somehow slipped from the hands, fell with a noisy crash, and drew every eye upon me.*

*I knew it was all over, as I stooped to pick up the pieces, and I braced myself for the worst. It came  
A careless girl! Said Mr. Brocklehurst. "It is the new pupil I see." There was no escape. "I must not forget, I have a word to say about to say about her. Let the child who broke her slate come forward."*

*I was paralyzed. I could not have moved; but two of the bigger girls pushes me towards the dread judge, and Miss*



*Temple gently helped me forward as she whispered, "don't be afraid, Jane. I saw it was an accident. You shall not be punished." (p. 41)*

Approaching an understanding of the safety needs perhaps more efficiently by observation of children like Jane Eyre, in whom these needs are much more simple and obvious. One reason for the clearer appearance of the threat or danger reaction in infants is that she does not inhibit this reaction at all, the accident that Jane did not deliberately make her feel afraid for getting punishment from Mr. Brocklehurst. Infants will react in a total fashion and as if she was endangered, if she is disturbed or dropped suddenly, startled by feeling afraid, finding protection or others action.

#### **4.1.3 Love and Belonging**

*.....I was often humbled by the consciousness of my physical inferiority to John Reed and his sister, Georgiana and Eliza.*

*"What does Bessie say that I have done? I asked*

*"Jane, I don't like those who ask questions." said Mrs. Reed. A good child should not speak to an elder in that manner. Go and sit down, and remain silent until you can speak pleasantly.*

*There was a small breakfast-room next to drawing-room. I quickly hid myself there taking a book from a book-case, after making certain that it contained pictures, I climbed up into the window-seat. Here I sat cross-legged behind the curtains which I had drawn together, and I was then enclosed in a private world of my own (p.7)*

*I got up to see if they had really locked me in. alas! Yes; no prison could have been more secure. Returning, I saw myself in the mirror, and I stared for a moment at the strange little figure gazing back at me; its white face and arms looking like those of a spirit in the gloom of the room. I returned slowly to my stool.*

*My disturbed mind revolved around John Reed's cruelty, his sisters' indifference, their mother's dislike of me and the servants' scolding words. Why was I always suffering, always accused and condemned? If I bright, handsome, romping child-even though*

*still poor and friendless Mrs. Reed might have been kinder to me, and more children more friendly... (p.12)*

Jane gets no affection from the people around her (Mrs. Reed's family) in Gateshead Hall, this involves emotional-based relationship in general, no doubt any more that human generally needs feel of belonging and acceptance, but Jane in Gateshead always be blame for everything what she did, she has no love or be loved by others, in the absence of these elements, many people become susceptible to loneliness, social anxiety, and depression, she was comforts with alone condition, her world childhood is not like others, it means that Jane's need for love and belonging can not be satisfies in Gateshead Hall.

*Mr. Lloyd turned to me again. 'The fall didn't make you ill. What did then?'*

*'I was shut in a room where there is a ghost, till after dark.'*

*'Nonsense!' said Mr. Lloyd. "are you afraid now, in day light?'*

*'No. I am un happy, very unhappy because of other things.'*

*'What is others things? Can you tell me?'*

*At last, fearful of losing this rare opportunity to unburden my self, I began: "for one thing, I have no mother and father, brothers or sisters." (p. 13)*

*I would retire to the silence and solitary nursery, where I sat with my doll on my knee, when the fire burned low, I would undress hastily and seek shelter in my bed from the cold and the darkness.*

*To this bed I always took my doll. Human beings must love something, and I found great joy in loving and cherishing that faded little image, ugly thought it was. It puzzles me now to remember with what absurd sincerity I loved this little toy, half fancying that it was alive and able to feel. I could not sleep unless it was clasped closely next to me, and when it lay there safe and warm, I was comparatively happy, believing it to be happy too. (p. 21)*



Jane spends her childhood in Gateshead Hall with her aunt where the place she hates and no bodies love her, when she find new person who is very kind like Mr. Lloyd than she feels more safe and peace besides him and feel more protected because he is very friendly and carrying towards her. Having a supportive and communicative relation with other really could decrease for some problem she has, and also people seek to overcome feelings of loneliness and alienation. She will love something which can make a friend in their life, as like Jane Eyre here she loves a doll to solve her feeling of loneliness, because we know as social human we need love and to be loved. It is very impossible to life alone in the world.

*I passed the door of the fever-room quickly, fearful lest the nurse who sat up all night should hear me. I dreaded being discovered and sent back, for I felt I must see Helen at all costs. I must give her one last kiss, exchange with her one last word.*

*'Why have you come, Jane? It is past eleven o'clock.'*

*'I had to see you, Helen. I heard you were very ill and I could not sleep until I had spoken to you.'*

*'You come to say good bye, then. You are probably just in time.'*

*'Are you going somewhere, Helen? Are you going home?'*

*'Yes. To my home, my last home.'*

*'No, no, Helen!' I stopped, distressed. Trying not cry (p. 53)*

*But from the day that Miss Temple left to be married, my feeling for Lowood changed. It seemed no longer a home to me. Miss temple had been mother, teacher and companion for so long that every settled feeling that I had seemed to leave me when she left (p.55).*

Although Jane gets minim food in Lowood but she feel happy with her friends especially Helen and Mrs. Temple, Lowood is the place where Jane study

and learn many things about life, wisdom, and improving her new skill, here she grow fast more be mature and different as before because of the good condition, but the situation must be able to change moreover when Helen and Mrs. Temple leave her, and of course make her feels lost and decide to leave Lowood,

*That some evening, after I had heard Mr. Rochester's tale of Adela's mother, I went to bed very happy that she had confided in me, day by day he seemed to be come less gloomy, and now he often smiled at me. He had talked to more and more freely, until his friendly manner had drawn me to him, more as to a relation the master. I had become so happy and gratified by this new interest in life that my existence become altogether fuller; my health improved, and I become stronger and more confident. (p. 90)*  
*'How can that be?' I said. 'If you are true, and your offer is real, my only feelings must be devotion and gratitude.'*  
*'Gratitude!' he exclaimed. Then he added wildly, 'Jane, accept me quickly.....*  
*'Are you in earnest? Do you true love me? Do you sincerely wish me to be your wife?'*  
*'I do; and if an oath is necessary to satisfy you, I swear it'*  
*'Then, Edward, I will marry you,' I said at last. (p. 109)*

The love need has many roles in Jane's behavior future, begin from need for friends, a sweetheart, children, affectionate relationships in general or individual, even a sense of community. In Jane's day-to-day life, she exhibits these needs in her desire to marry, have a family, and be a part of community. So that, people with the capacity to love have the impulse to love and the need to love in order to feel healthy, feel confidence, feel at home, Etc.

#### **4.1.4 Esteem Needs**

*At last after about a month, formal permission was given by the school committee that I might leave. I sent Mrs. Fairfax a copy of the testimonial they sent to me (it spoke quite highly of my work,*

*both as the teacher and a pupil), and before long, I had her replay, stating that she was satisfied that I was suitable for the post she offered. She fixed the day fortnight for me to enter into the position of governess in her house (p. 58)*

When the first three classes of Jane's needs are satisfied, the needs for esteem can become dominant. The form of these needs can be shown in many things, one of them is the testimonial which Jane has from Lowood institution, because of the testimonial here the people knows who Jane is. These involve needs for both self-esteem and for the esteem a person gets from others. She has a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world.

*'I expect you are clever, though,' said Bessie. Can you play the piano?*

*There was in the room. Bessie went and opened it, and then asked me to play it. I played her a waltz or two and she was delight. 'the miss. Reeds could not play as well as that, I know! I always said you would do the best of all.*

*'That is one of my paintings on the wall,' I said. Was a landscape in water colors, which I had given to the headmaster. 'Why, that is beautiful, miss. Jane! It as fine a picture as the reed's drawing master could paint. Have you learned French?'*

*'Yes, Bessie, I can read and speak it.'*

*'And you can embroider and sew?'*

*'Yes.' (p. 60)*

*'Oh don't be over modest! I have examined Adela and I find that you have taken great pains with her work. In a short time she has made much improvement'.*

*'Sir, you have now given me my present. It is the price that the teachers covet most prize of their pupil progress.'*

*..... 'Miss. Eyre has been a valuable companion to me, and a kind and careful teacher to Adela.' (p. 78)*

Jane Eyre gets self esteem from others, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other

people), recognition, attention, importance, or appreciation. One of the esteem sample from other is the statement from Bessie to Jane “I know! I always said you would do the best of all (Mrs. Reed’s children) “, this statement was given when Jane played piano, and Bessie also give a comment about her painting “that is beautiful Mrs. Jane!”. The appreciations from other about what Jane did can be known when Mr. Rochester knew the Adele’s developments (Jane’s pupil).

#### 4.1.5 Self Actualization

*I now ventured to come down from the stool. It was dark, and I went into a far corner and sat down on the floor. Now at last my strength dissolved, and I crouched there in an overwhelming grief, Helen burns was not there, nothing sustained me; I abandoned my self to my tears. I had meant to be so good, to do much at Lowood; to make so many friends, to earn respect, to win affection. Only the morning had been top of my class... (p. 43)*

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 Jane 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.

*My world for many years had been bounded by Lowood School, my whole experience confined by its rules and by system. Now I remember that the world is wide; that a varied range of hope and fears, sensation and interests, awaited those who had courage enough to go forward into its wide expanse, ready to seek wisdom and knowledge amidst its perils.*

*I desired liberty. In one afternoon I tired of eight years' routine, knowing that I needed change and stimulus. My brain busied its self with my problem that night, and before I slept at last, my mind was made up-I would advertise in the local newspaper. With earliest day I was up. I had my advertisement written and ready before the bell rang to rouse the school (p.56).*

One of the Jane's self-actualization signs that she has the need her intelligence and thereby chases knowledge. Cognitive needs is the expression of the natural human need to learn, explore, discover, create and perhaps even dissect to get a better understanding of the world around them. one of self actualization parts can be understandable in monotone environment can not improve Jane's skill or experience in her life, so that, she feel bored and want to go to other place, and we also should study and cultivate peak experience as a way of providing a route to achieve personal growth, integration and fulfillment, that is why Jane want to leave Lowood. Peak experiences are unifying, and ego-transcending, bringing a sense of purpose to the individual and a sense of integration. Individuals most likely to have peak experiences are self actualizing, mature, healthily, and self-fulfilled.

*Suddenly there was sliding sound bellow as I turned to go up the hill, and I heard the stumble and the clatter of a fall. Horse and man were down-they had slipped on the ice in the lane. I walked down to the traveler, who was by this time struggling to rise.*

*'Are you injured sir? Can I do anything?' I asked.*

*'Please stand on one side,' he answered. (p. 71)*

*There was a light candle outside my room, left on the floor of the gallery. This was strange enough, but stranger still was the sense that the air was dim, as if filled with smoke. While looking to right and left I became aware of a strong smell of burning.*

*Gone at once were my thoughts of Mrs. Fairfax and Grace Pool; the smoke was coming from Mr. Rochester's room-and in an instant I had gone inside, all else forgotten in a sense of urgency. The curtains round the bed were on fire.*

*'Wake! Wake!' I cried. I shock him, but he only turned and murmured.*

*There was not a moment to lose. I rushed to his wash-basin fortunately it was already filled with water –filled it up and dashed the water over the bed (p.91).*

Normally, we would consider that selflessly helping others, as a form of personal growth motivation, would be found as part of self-actualization, or perhaps even 'transcendence' (subscribe to the extended hierarchy), emotionally Jane regrets when she found the people in suffering without do anything, it must be noticed that her lower needs has been satisfied before, then she can help to other people although she does not know who they are.

*I had expectedly been called to Gateshead by Eliza Reed, and I stayed there for more than a month, helping to nurse her mother.*

*John reed that terror of my childhood had died in London; it was thought by his own hand. His mother had had a stroke, distraught by the death of her beloved son, and by the awful disclosures of his debt and loose living. For many days I helped in the house while Mrs. Reed lay half paralyzed; then merciful death put an end to her suffering.*

*..... 'You have may free and full forgiveness, aunt, ask now for the forgiveness of god, and be at peace.' (P. 104)*

Jane ever hurt or be agonized by others people in her life, sometimes we could not express our angry because of many things, then it will appear the feeling of grudge, how deep the grudge we have, can be subdue it as long we know the



meaningful of philosophy of life, but it is very difficult to forgive them, only some people who can reached to the level of self-actualization person. But here Jane applies her wisdom when she forgives Mrs. Reed and her children as follow:

..... 'You have may free and full forgiveness, aunt, ask now for the forgiveness of god, and be at peace.' (P. 104)

..... ' it is a pity to sit in the house on so lovely a night. No one could wish to go o bed while the sunset thus meets with the moonrise.  
By now, the sky in the west was spread with a veil of splendid purple, burning with the red light of jewel at one control point, where the sun went down. Extending high and wide, soft and still softer, where shades rose and pink and coral, that glowed over half the heavens. The east had its own charm of fine deep blue, and its own modest gem shone alone: the solitary evening star. Soon it would be joined by the moon, who lingered still behind the horizon. (p. 106).

It is stated in the hierarchy theory that humans also need beautiful imagery or something new and aesthetically pleasing to continue up towards self actualization. Human need 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. The paragraph above show us how deep Jane's knowledge about the beauty and specific explanation about her situation around her.

## **4.2 Some Factors which Influence Jane Eyre's Personality**

Jane Eyre is a novel written in the Victorian era by the author Charlotte Bronte. Bronte uses different settings to show what the characters are feeling. The setting is often a reflection of human emotion. The setting also foreshadows certain events that are going to occur.

Sudrajat. (2002) Motivation that as the source of personality formed in individual can be meant as the power which can bring into achievement level and enthusiasm activities, motivation which come from own individual (intrinsic motivation) or come from out side individual (extrinsic motivation). How big motivation individual has will influence as how far attitude quality which shown.

In the two major settings, Jane' Eyre's personality is still possible to be changed or influenced by other people or social environment. Within both settings, Jane is so young that she does not have a strong principle of life yet. Gateshead Hall and Lowood are the two settings where Jane can learn many things about life.

Often, people must struggle through negative, unpleasant experiences to mature and find where they belong in the world. In the novel Jane Eyre by Charlotte Brontë, Jane struggles from youth to adulthood to escape confinement, mature, and discover her own person. Each of her experiences at different locations changes her until she finally finds her place in the world.

Ten-year-old Jane lives under the custody of her Aunt Reed, who hates her. Jane resents her harsh treatment by her aunt and cousins so much that she has



a severe temper outburst, which results in her aunt sending her to Lowood boarding school. At the end of the eight years, she has become a teacher at Lowood. At the age of eighteen she seeks independence and becomes governess at Thornfield Hall. It shows us that her mature starts when she becomes a teacher in Lowood,

However, Lowood turns out to be a continuation of verbal abuse and other hardships from Mr. Brocklehurst and her teachers. Jane learns to be independent to avoid dealing with the people at the school. With encounters of humiliation and Helen's help as a role model, Jane comes to understand the importance of keeping her feelings to herself and not letting the rebuking remarks upset or discourage her. Helen displays calm manners, letting things go that Jane would normally fight. She explains to Jane,

*"It is far better to endure patiently a smart which nobody feels but yourself, than to commit a hasty action whose evil consequences will extend to all connected with you."* (p. 48)

Furthermore, Lowood forces Jane to accept her place in society. Mr. Brocklehurst emphasizes the fact that Jane is only a poor orphan, and his school will help her accept that and not expect to become any better, as he assures Mrs. Reed that Lowood offers,

*"plain fare, simple attire, unsophisticated accommodations, hardy and active habits."* (p. 28)

From her journey through Lowood, Thornfield, and Marsh End, Jane matures and becomes a strong, independent individual who sticks to her principles and opens her heart to love. The unpleasant events of Jane's early life help to

shape her as an adult and as a human being. She gains more mature mannerisms and discovers new emotions that shape her personality. She combines the composure and manners she achieves at Lowood and her outspoken nature to remain calm and modestly defend herself when Rochester or anyone else criticizes her. Jane experiences jealousy for the first time when Rochester leads her to believe that he will marry Blanche Ingram. While with Rochester, Jane finds love; another feeling with which she has no past experience, having little exposure to the male sex. Jane also displays the ability to be strong in sticking to her principles. Upon realizing that she would be Rochester's mistress rather than his wife, she flees Thornfield. She explains that

*"Laws and Principles are not for times when there is no temptation; they are for such moments as this. If at my individual convenience I might break them, what would be their worth?" (p. 132)*

It is clear now that Jane Eyre has matured and grown from frail young girl to an experienced adult. The obstacles she encountered during her stay at Lowood and Thornfield has made her stronger both physically and emotionally. Helen, Mrs. Temple will always remain in Jane's heart. As Jane grows older, she will look back at these memories and reminisce her indescribable feelings.

#### **4.2.1 The Factors which Influence Jane Eyre's Personality in Gateshead Hall**

##### ***1. Internal Factors***

Jane spends his time at Gateshead Hall unconfidently. She is always alone, ostracized, and given no affection from other people. Her strong desire to love and be loved is not fulfill here. Jane feels inferior about herself because she is an

orphan, not beautiful, fool, poor, and difficult to associate with the owner of Gateshead Hall.

*Why was I always suffering, always accused and condemned? If I bright, handsome, romping child-even though still poor and friendless-Mrs. Reed might have been kinder to me, and her children more friendly. But I was out of place at Gateshead Hall; I had nothing in common with anybody there (p.12).*

## **2. External Factors**

When Jane is physically quarreled by her cousin John, Jane is being locked up in the Red Room in which her uncle died. This represents violence because of the physical fighting. That the room is red drives some people to think that it represents violence. Also, Charlotte Bronte uses the technique of pathetic fallacy to reveal Jane's moods, e.g.:

*...the cold winter wind had brought with its clouds so somber, a rain so penetrating, that further outdoor exercise was now out of the question (P.9).*

This is a description of the weather at Gateshead, showing that Jane's inner mood is blank and miserable. She feels doubtful about her future, by not having a bare insight into her life. As a young girl, Jane Eyre feels trapped at Gateshead as if it is her whole world.

*He bullied and punished me; not two or three times in the week, but continually: every nerve I had feared him, and every morsel of flesh on my bones shrank when he came near (p.12).*

The above quotation is a description of Jane's fear she possesses upon John. This shows that Jane could not be very happy and would be frightened most of the time because of the bullying and punishment given by John continually. It is also mentioned in the first chapter that Jane is excluded to the breakfast room

and she went behind a closed curtain reading quietly, an activity which was very enjoyable for her. *"I was then happy: happy at least in my way..."*, said Jane. This shows Jane's happiness when she is reading a book. Reading a book becomes the only activity of Jane to escape from her own sad life and enter a new.

While Jane is reading a book, John opens the breakfast room door, but he does not see her because she is behind the curtain. He immediately assumes that she is not in the room. John shouted his sisters, asking them to tell his mother that Jane has ran out into the rain. However, John's sister Eliza finds Jane behind the curtain.

*After Jane had been found she immediately ran out into the open, and I came out immediately, for I trembled at the idea of being dragged forth by the said Jack (p.9).*

This shows that at the very beginning of the story Jane was very happy reading a book, but in John Reed's appearance she is frightened and unhappy. Also, in the beginning of the first chapter, the Reed family gathers around a fire and Jane is excluded to the breakfast room. The fire symbolizes feeling and emotional warmth between the Reed family, but Jane is thought of as an outsider.

At the end of the first chapter, John knocked Jane down with a book, causing her head strike against a door. After the vicious attack by John, Jane's terror passes its climax and she starts feeling anger and rage.

*"Wicked and cruel boy! You are like a murderer- you are like a slave driver- you are like the Roman Emperors" (p.10).*

In the beginning of the second chapter Jane is forcibly taken to the Red Room by Bessie and Miss Abbot. Jane is kicked, and she screams until Bessie

threatens to tie her up. Miss Abbot also frightens Jane in two ways. The first way she uses is described in the following statement:

*'God will punish her: He might strike her dead in the midst of her tantrums, and then where would she go' (p 11).*

Here, Miss Abbot tries to drive Jane Eyre's mind to think that God would kill her in the middle of her tantrums and screaming.

The second way she uses is shown in her expression,

*Say your prayers, Miss Eyre, when you are by yourself; for if you don't repent, something bad might be permitted to come down the chimney and fetch you away.*

Since the entire household thinks that the Red Room is haunted, Jane's fear of this comment is understandable. When Jane enters the red room, she looks very angry and distraught, but by the time Bessie and Miss Abbot leave, she seems calm but is very frightened.

The following morning Jane feels very relieved to be out of the Red Room. She meets an apothecary of Mr. Lloyd. He is very nice guy, and she feels very protected and befriended by him,

*'I felt so sheltered and befriended while he sat in the chair near my pillow: and as he closed the door after him all the room darkened and my heart again sank' (p.12).*

Jane feels much protected by Mr. Lloyd because he is very friendly and caring toward her. After Jane's illness, Mr. Brocklehurst, the founder of Lowood School, agrees on admitting Jane into his school. Mr. Brocklehurst also questions Jane on the Bible. Mr. Brocklehurst asks Jane if she likes reading Psalms,

*She replies 'No' he is quite shocked and says 'That proves you to have a wicked heart; and you must pray to God to change it: to give you a new and clean one' (p.13).*

This shows that Mr. Brocklehurst possesses a very religious school and has a problem with Jane Eyre straight away. After Mr. Brocklehurst leaves, Jane confronts Mrs. Reed and expresses her feelings towards her.

*'I will never come to see you when I am grown up; and if anyone asks me how I liked you, and how you treated me, I will say that the very thought of you makes me sick, and that you treated me with miserable cruelty' (p.14).*

From the above explanation, it can be concluded that the most influential external factors upon Jane's personality is the occupant of Gateshead Hall, especially Mrs. Reed family's treatment. Her aunt's criticisms and punishments have made Jane realize that she isn't treated as part of the family. Her development of determination and self-reliance become more superior each day she spends at Gateshead. Jane states: "...I hate to live here." This quotation proves that Jane hates Gateshead and she finally decides to find a better place.

#### **4.2.2 The Factors which Influence Jane Eyre's Personality in Lowood**

##### ***1. Internal Factors***

Having found a new strength in rebellion, Jane is placed in another oppressive situation: Lowood School. In this situation, there is very little opportunity for her to resist; she has different lesson to learn. Although Lowood is not a pleasure place, Jane's ambition to be good and successful person is the most important thing in her life. Of course, it's not easy to get the wish since she could not bear the condition at first. She is trained to have a simple life, good behavior, and perform a hard work,

*I had meant to be so good, to do much at Lowood; to make so many friends, to earn respect, to win affection. Only the morning had been top of my class...(p.34)*

## **2. External Factors**

The rule of Lowood institution has made Jane as a discipline, independent, obedient, determined, and simple woman. Mrs. Temple and Helen also gives a great influence on Jane's personalities. Miss Temple is a kind and fair-minded superintendent of Lowood School who plays an important role in determining the emotional development of Jane Eyre.

Miss Temple is described by Helen as being "good and very clever" and "above the rest, because she knows far more than they do." This description is very significant because it has been proposed by Helen, and she herself is extremely mature.

One of Miss Temple's most outstanding qualities is her ability to command (perhaps unconsciously) respect from everyone around her, "considerable organ of veneration, for I yet retain the sense of admiring awe with which my eyes traced her steps." Even, during the first encounter Jane is impressed "by her voice, look and air."

Throughout Jane's stay at Lowood, Miss Temple frequently demonstrates her human kindness and compassion for people. An Example of this is when after noticing that the burnt porridge is not eaten by anyone, she orders a lunch of bread and cheese to be served to all, realizing their hunger. This incident is also



evidence of her courage, of how she is not afraid to stand up to her superior, when she feels that too much unnecessary suffering has been inflicted on the children.

Miss Temple's Christianity contrasts with that of Mr. Brocklehurst, where instead of preaching restrictive and depressing doctrine, which he then proceeds to contradict, she encourages the children by "precept and example."

After the incident which involves Mr. Brocklehurst announcing to the whole school that Jane is a liar, the readers become aware of Miss Temple's sense of natural justice, where before accepting what Mr. Brocklehurst has said, she inquires from Jane her version.

Jane's time at Gateshead Hall is one of miseries and anguishes. She is subjected to domestic tyranny, and abused by her cousin John Reed continually. Jane, from her "very first recollections of existence" has been told that she has better not think herself "on equality with the Misses Reed and Master Reed" and that it was her "place to be humble." At Gateshead she is made to feel like a "discord" and a person "not worthy of notice." Even the servants treat her with inferiority, because of her "dependant" status, which in Victorian society was viewed without compassion.

Her strong desire to love and be loved is not fulfilled here. Whereas at Lowood Jane is treated with respect and as an equal by Miss Temple, and her desire to be loved and cared for is fulfilled by Miss Temple and Helen Burns.

Jane arrives at Lowood as a passionate little girl, who is deeply resentful of her aunt and cousins, but due to the influence of Helen Burns and Miss Temple's example, Jane learns to control these feelings, and be happy, "I had



given in allegiance to duty and order”... “I believed I was content”... “I appeared a disciplined and a subdued character.”

Jane admits “to her instruction I owed the best part of my acquirements; her friendship and society and been my continual solace; she had stood me in the stead of mother, governess, and latterly, companion.”

Miss Temple's treatment of Helen also has an influence on Jane. Jane has a great deal of admiration for Miss Temple, and in many ways copies her behavior. Miss Temple's treatment of Helen shows Jane how to treat other people, with kindness and respect.

When Miss Temple invites Jane and Helen for tea, Jane listens enraptured to Helen's and Miss Temple's intellectual discussion, while observing a real warmth and affinity between them. It is clear to Jane that both Miss Temple and Helen are both very intelligent and well read. Jane admires these qualities and tries to seek them herself as they lead to an independence of mind, another quality that Jane wishes to acquire.

The extent of Miss Temple's influence on Jane can be seen by the way she reacts to Miss Temple's departure, “from the day she left I was no longer the same: with her was gone every settled feeling that made Lowood in some degree a home to me” and without the presence of Miss Temple there to guide her. She feels that “the reason to be tranquil was no more.”

Miss Temple acts as a strong role model to Jane, and holds the qualities which Jane aspires to have: kindness, sensitivity to the sufferings of others and

resolute in her stance to injustice, “I had imbibed from her something of her nature and much of her habits.”

Lowood is not a better place but it helps Jane stand on her own feet.

Through the help of Helen Burns, Jane has learned to love, forget hatred and live her life in happiness. Helen states: “Life appears too short to be spent in nursing animosity, or registering wrongs.” We realize now that Jane is no longer alone. She has friends to love her and guide her to the next step in life. Jane has not only gained more experience and confidence, but also achieved a great education during her eight years at Lowood.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the result and the discussion in the preceding chapter, the following conclusion and suggestion are formulated.

#### **5.1 Conclusions**

Jane Eyre got some difficulties to fulfill her basic needs, in Gateshead hall she spend her childhood in loneliness, admits Mrs. Reed family in intercourse. Her needs for affection, love, and belonging can not be satisfied in Gateshead hall. Then she decide to live in Lowood institution to get better life, but here Jane still got the need is unsatisfied, physiology needs is the most hindrance in her development to concentrate in Lowood, and the place which is not enough in standard of healthy. But Jane still survives here until she becomes a teacher after spending eight year in Lowood.

In Thornfield hall Jane applies her ability as governor it means that she try to be self actualization person. In the end Jane conveniently inherits a large sum of money from an uncle who lived abroad, it shows us that she had fulfilled physiological needs and try to satisfy of love and belonging needs. She and Mr. Rochester reconcile and marry, for he has adopted love and religion. She writes in the perspective of ten years after their marriage, during which she gave birth to a son and Mr. Rochester gained part of his sight back. Jane's long quest to find love and a sense of belonging is finally fulfilled.

In two major settings that Jane' Eyre's personality can be changed or influenced, two factors which has influence in her personality, besides from her ambition or desire the important factors is from others people or social environment, they are Gateshead occupant and social environment especially Mrs. Temple who has given Jane many lesson and knowledge about philosophical life, and also her friend Hellen Burns gives contribution to face life with peace and love.

## **5.2 Suggestion**

As the final note, the researcher would like to give some suggestion. *The first*, this novel is very good source for the students who are interested in studying psychological. By reading this novel, people can find many valuable lessons of life and it can be said that reading novel is an interesting as reading the popular one.

*Second*, in teaching learning process, teachers have to more select about literary work because of studying analyze a novel is useful for the student. In other word it is better if the teacher improves students ability about literary work. In order to reading novel is not only interesting but also interest to studying deeply and developed it.

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