

**PIPER MCCLOUD'S LOVE AND BELONGING NEEDS IN  
VICTORIA FORESTER'S *THE GIRL WHO COULD FLY***

**THESIS**

By:

**Ahmad Hamdani**

NIM 200302110237



**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2024**

**PIPER MCCLOUD'S LOVE AND BELONGING NEEDS IN  
VICTORIA FORESTER'S *THE GIRL WHO COULD FLY***

**THESIS**

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

in partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S).

By:

**Ahmad Hamdani**

NIM 200302110237

Advisor:

**Dr. Syamsudin, M.Hum.**

NIP 196911222006041001



**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2024**

## STATEMENT OF AUTHORSHIP

I declare that my thesis entitled "Piper McCloud's Need for Love and Belonging in Victoria Forester's *The Girl Who Could Fly*" is my original work. Except as referenced and listed in the bibliography, I have not included material that has been written or published by others. As such, I am the sole person responsible for any claims or objections that arise.

Malang, 09 December 2024

The Researcher



Aghwal Hamdani

NIM 200302110237

## APPROVAL SHEET

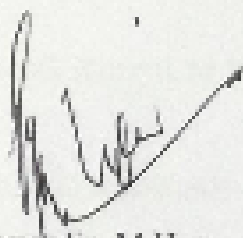
Thus, the thesis written by Ahmad Hamdani entitled "*Piper McCloud's Love and belonging needs in Victoria Forester's The Girl Who Could Fly*" can be accepted as one of the requirements to obtain a Bachelor of Literature (S.S.) degree at the Faculty of Adab and Humanities, Maulana Malik Ibrahim State Islamic University Malang.

Approved by

Malang,

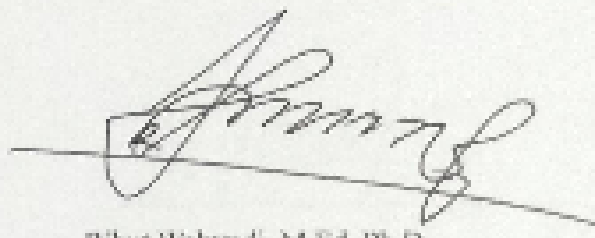
Advisor,

Head of Department of English Literature,



Dr. Syamsudin, M.Hum.

NIP 196911222006041001


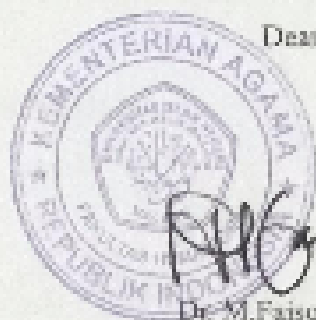


Ribut Wahyodi, M.Ed, Ph.D.

NIP 198112052011011007

Acknowledge by

Dean,



Dr. M. Faisol, M.Ag.

NIP 197411012003121003

## LEGITIMATION SHEET

Thus, the board of examiners has approved Ahmad Hamdan's thesis entitled *Piper McCloud's Love and Belonging in Victoria Forester's The Girl Who Could Fly* as one of the requirements to obtain a Bachelor of Literature (S.S.) degree in the English Literature Study Program.

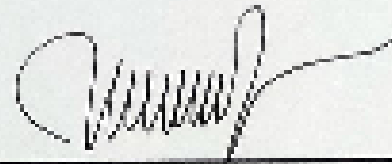
Malang, 09 December 2024

Board of Examiner

Signatures

1. Dr. Hj. Mundi Rahayu, M.Hum. (Chair)

NIP 196802262006042001



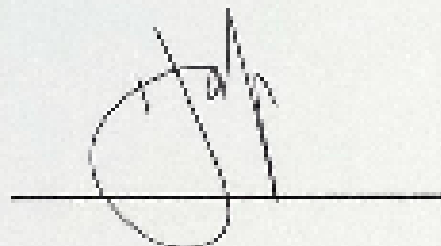
2. Dr. Syamsudin, M.Hum. (First Examiner)

NIP 196911222006041001



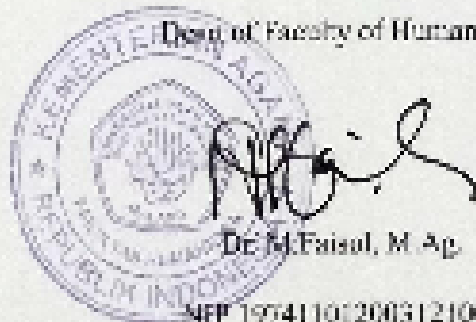
3. Hafidhan Annas, M.Hum. (Second Examiner)

NIP 198807292019031009



Approved by

Dean of Faculty of Humanities



Dr. M. Faizul, M. Ag.  
NIP 197411012003121003

**MOTTO**

“Our thoughts determine our fate, so if we want to change our lives, we need to change our minds a little.”

(Wayne Dyer)

## **DEDICATION**

I proudly dedicate this thesis to those who have supported me throughout the writing process.

## ACKNOWLEDGMENT

Praise and praise must be given to Allah SWT, who has given His mercy and grace, who has given health and grace to researchers. Salam and shalawat are always said to the Prophet Muhammad SAW, who has led us from darkness to truth. For the blessings and grace of Allah SWT, I can finally complete my thesis entitled "Piper McCloud's Need for Love and Belonging in Victoria Forester's *The Girl Who Could Fly*" as a requirement to obtain a Bachelor of Literature (S.S.) degree in the Department of English Literature, Faculty of Adab and Humanities at Maulana Malik Ibrahim State Islamic University Malang.

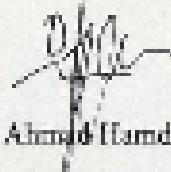
Furthermore, I would like to thank:

1. My supervisor, Dr. Syamsudin, M.Hum, for his integrity in guiding me to complete this thesis.
2. Dr. Hj. Mundi Rahayu, M.Hum, as my supervisor in the coaching clinic class and also as the chief examiner at this thesis session.
3. All lecturers who have taught me about literature and other subjects.
4. My family who have supported me from the beginning until now.

Hopefully, this thesis will be useful for people who are interested in this knowledge, and criticism and suggestions are very much expected from readers

Malang, 09 December 2024

The Researcher



Ahmad Hamdani

NIM 200302110237



## ABSTRACT

**Hamdani, Ahmad (2024)** Piper McCloud's Love and Belonging Needs in Victoria Forester's *The Girl Who Could Fly*: A hierarchy of needs analysis. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Syamsudin, M.Hum.

**Keywords:** *Hierarchy of needs, love, and belonging needs*

---

---

This study investigates the factors that prevent the main character from obtaining her love and belonging needs, as well as how the main character obtains these needs in Victoria Forester's novel, *The Girl Who Could Fly*, which contains 329 pages. Abraham Maslow's (1943) hierarchy of needs theory was used in this study to analyze the data. This study focuses on the aspects of love and belonging needs. The researcher used this theory because it is relevant to the research subject. The researcher found first of all that friends' perspectives on her weird ability, family restriction, and social acceptance are things that prevent the main character from fulfilling her need for love and belonging. Secondly, the main character can fulfill her need for love and belonging by accepting their abilities and having an environment that supports her. It is hoped that this study will raise awareness of the importance of love and belonging. Therefore, the researcher suggests that other researchers conduct similar research by thinking about what happens if humans ignore their respective of love and belonging needs.

## ABSTRAK

**Hamdani, Ahmad (2024)** *Kebutuhan Cinta dan Rasa Memiliki Piper McCloud dalam novel The Girl Who Could Fly karya Victoria Forester : Sebuah Analisis hirarki kebutuhan.* Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Syamsudin, M.Hum.

**Keywords:** *Hirarki kebutuhan, kebutuhan kasih sayang dan kepemilikan*

---

---

Penelitian ini bertujuan untuk Mengetahui hal-hal yang menghalangi karakter utama untuk mendapatkan kebutuhan kasih sayang dan kepemilikannya dan bagaimana karakter utama mendapatkan kebutuhan kasih sayang dan kepemilikannya pada novel *The Girl Who Could Fly* karya Victoria Forester. karya Victoria Forester memiliki 329 halaman. Untuk menganalisis data, Penelitian ini menggunakan teori hirarki kebutuhan dari Abraham Maslow(1943) yang berfokus pada aspek kebutuhan kasih sayang dan kepemilikan. Peneliti menggunakan teori tersebut karena sesuai dengan objek penelitian yang diteliti. Hasil Temuan dari penelitian ini, Pertama, peneliti menjawab bahwa yang menghalangi karakter utama dalam mendapatkan kebutuhan kasih dan kepemilikannya adalah perspektif teman-temanya atas kemampuan anehnya, pembatasan keluarga keluarga, dan penerimaan sosial. Kedua, karakter utama dapat memenuhi kebutuhan kasih sayang dan kepemilikannya melalui penerimaan diri atas kemampuan yang dimilikinya dan Lingkungan yang mendukung. Penelitian ini diharapkan dapat memberikan kesadaran lebih akan pentingnya kebutuhan kasih sayang dan kepemilikan. Oleh karena itu, Peneliti menyarankan peneliti selanjutnya dapat melakukan penelitian serupa dengan mempertimbangkan apa yang akan terjadi jika manusia tidak memperhatikan kebutuhan kasih sayang dan kepemilikannya masing-masing.

## مستخلص البحث

حمداني، أحمد (2024) "المراة التي تستطيع الطيران" لفيكتوريا فوريستر: تحليل لهيراركية الاحتياجات. بحث جامعي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور شمس الدين، الماجستير.

الكلمات الأساسية: هيراركية الاحتياجات، الحاجة إلى الحب والانتماء.

تهدف هذه الدراسة إلى معرفة العوامل التي تعيق الشخصية الرئيسية من الحصول على احتياجات الحب والانتماء، وكيفية تحقيق الشخصية الرئيسية لتلك الاحتياجات في كتاب "الفتاة التي تستطيع الطيران" لفيكتوريا فوريستر. يحتوي الكتاب على 329 صفحة. لتحليل البيانات، تستخدم هذه الدراسة نظرية هيراركية الاحتياجات لأبراهام ماسلو (1943) التي تركز على جوانب احتياجات الحب والانتماء. استخدم الباحث هذه النظرية لأنها تتناسب مع موضوع البحث. تشير نتائج الدراسة إلى أن أولاً، العوامل التي تعيق الشخصية الرئيسية في الحصول على احتياجات الحب والانتماء هي الصداقات، والعائلة، والأنشطة الاجتماعية. ثانياً، يمكن للشخصية الرئيسية تحقيق احتياجات الحب والانتماء من خلال قبول الذات وقدراتها والبيئة الداعمة. تأمل هذه الدراسة في زيادة الوعي بأهمية احتياجات الحب والانتماء. لذلك، يقترح الباحث أن يقوم الباحثون التاليون بإجراء دراسات مماثلة مع أخذ في الاعتبار ما قد يحدث إذا لم يعتن الإنسان باحتياجات الحب والانتماء الخاصة به

## TABLE OF CONTENTS

<b>THESIS</b> .....	i
<b>STATEMENT OF AUTHORSHIP</b> .....	ii
<b>APPROVAL SHEET</b> .....	iii
<b>LEGITIMATION SHEET</b> .....	iv
<b>MOTTO</b> .....	v
<b>DEDICATION</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>ABSTRAK</b> .....	ix
<b>مستخلص البحث</b> .....	x
<b>TABLE OF CONTENTS</b> .....	xi
<b>CHAPTER I: INTRODUCTION</b> .....	1
A. Background of the Study .....	1
B. Problem of The Study .....	7
C. Significance of the Study.....	7
D. Scope and Limitation.....	8
E. Definition of Key Terms.....	8
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b> .....	9
A. The Social Psychological Approach in Literary criticism.....	9
B. Maslow's Theory .....	11
C. Maslow's Hierarchy of Needs .....	12
D. Love and Belonging Needs .....	13

<b>CHAPTER III: RESEARCH METHOD</b> .....	16
A. Research Design .....	16
B. Data Source .....	16
C. Data Collection .....	17
D. Data Analysis.....	17
<b>CHAPTER IV: FINDINGS AND DISCUSSION</b> .....	18
A. The Problems that Prevented Piper McCloud from Getting Her Love and Belonging Needs.....	18
1. Friendship .....	19
2. Family .....	23
3. Social Activity .....	29
B. How Piper McCloud Got her Need For Love and Belonging in Victoria Forester's <i>The Girl Who Could Fly</i> .....	30
1. Piper's Self-Acceptance of Her Unusual Ability .....	31
2. Supportive Environment.....	36
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b> .....	41
A. Conclusion .....	41
B. Suggestion .....	42
<b>BIBLIOGRAPHY</b> .....	43
<b>CURRICULUM VITAE</b> .....	46

## CHAPTER I

### INTRODUCTION

The purpose of the current section is to go over the research's background, involving the rationale behind the topic selection and a few related prior studies concerning objects, theories, and analysis. This chapter also addresses the research's shortcomings in order to identify some findings that aid in the problem's resolution. Furthermore, this research additionally offer significant terminology along with their definitions to facilitate readers' comprehension.

#### **A. Background of the Study**

The study "Piper McCloud's Love and Belonging Needs in Victoria Forester's *The Girl Who Could Fly*" explores the needs for love and belonging of Piper McCloud, the protagonist of Victoria Forester's book. Abraham Maslow's hierarchy of needs theory states that two fundamental needs that are critical to a person's psychological growth are belonging and love (Poston, 2009). This research highlights the problems that prevent Piper from fulfilling these needs, such as rejection from society and difficulties in building deep and genuine relationships, and the strategies Piper uses to overcome these obstacles. Through an in-depth analysis of Piper's character and her interactions with her surroundings, this study aims to provide insights into the importance of emotional need fulfillment in shaping identity and psychological well-being and its relevance in social contexts and literary criticism.

According to Fachma (2023), love and belonging are basic human needs that can be fulfilled through strong interpersonal relationships. People's need for belonging and love includes having emotional relationships with others. These emotional connections include relationships with friends, family, partners, and other social groups. In Abraham Maslow's Hierarchy of Needs, love and loyalty, or love and belonging, is a part. This hierarchy places human needs in the form of a pyramid, ranging from basic needs to self-actualization needs. This concept is at the third level, after physiological and security needs. The unusual ability of Piper McCloud to fly is the subject of Victoria Forester's novel *"The Girl Who Could Fly"*. She stands out from the people around her thanks to her skill, which causes a wide range of interesting social reactions from the neighborhood. In her search for a place where she is accepted for who she is, Piper goes through a difficult emotional and social journey.

The novel provides several contexts to explore the dynamics of love and belonging, especially in a society that tends to reject things that are considered unusual. Through this analysis, this study aims to uncover what problems prevent the main character from finding love and belonging and how the main character finds love and belonging. The rationale behind the choice of this research title is the interest in understanding how a unique individual, such as Piper, can get love and belonging in her social environment.

The love and belonging needs encompass things such as intimacy between and among people; care, affection, empathy, concern, and affection in a variety of ways; getting attention and affection from parents and other family members; and feeling accepted and belonging compared to rejection and disapproval (Rahim, 2023). In the

context of the novel, Piper McCloud faces significant challenges in her quest to be accepted by society due to her extraordinary abilities, which provides an interesting case study to analyze love and belonging needs. There are many studies on love and belonging needs, but there are limitations in studies that specifically explore the love and belonging needs of individuals with extraordinary abilities. Here are some relevant previous studies:

Humans require a sense of acceptance and belonging from big social groups or organizations as well as from family members, close friends, intimate partners, and connections, according to a study published in the journal *Analysis of Love and Belonging Needs in Novel "Persuasion" by Jane Austen: A Psychological Approach* (Lumbantoruan & Evyanto, 2021). In this study, researchers also explained that the need for love and belonging is not only obtained from the family but also intimacy obtained from the social environment.

Further research carried out by Fachma (2023) In the thesis *Love and Belonging Needs of The Main Character in Aciman's Call Me by Your Name* argues that when one does not have friends, lovers, wives, or children, they desire affectionate relationships and strive to earn a place in their group or family, which means they will work hard to achieve that goal. In addition, Fahma says that there are two types of love: love of being and love of lack. Love of lack is the need for love because of lack. Love of lack is a need centered on self-interest, so it is more often about how to get love than how to give it.

The next research is conducted by Ruth, G. (2020) In the thesis *Love and Belonging Needs of the Main Character in Novel" Me Before You" By Jojo Moyes* researchers explain that It is crucial for one's mental and emotional well-being to have their needs for love and belonging met. People typically experience greater happiness, satisfaction, and



emotional well-being when these demands are addressed. A deficiency in this area may result in depressive, isolated, and lonely sensations. The purpose of this study was to examine the struggle of the main character to fulfill her love and belonging needs.

Lubis & Satria (2021) in a journal entitled *Hierarchy of Needs in Angie Thomas's Novel "The Hate U Give": Abraham Maslow* mentions the need to be loved and cherished, whether by friends, family, or lovers. It can affect a person's behavior, both positively and negatively, if this need is not met or fulfilled. The researcher also discussed physiological and security demands. These must be satisfied before one can completely concentrate on love and belonging.

The journal *Hierarchy of Human Needs: A Humanistic Psychology Approach of Abraham Maslow* (2022) The need for affection is the need to pursue affection from others, such as family, relatives, and lovers. In addition, one will strive to achieve this goal by belonging to a group. In other words, when physiological and security needs are met, the need for love, affection, and belonging will arise (Mustofa, 2022). In addition, the study results show that humans have stages to reach the peak of existence that are interrelated with each other. If a stage has not been fulfilled, then he cannot proceed to the next stage until the peak reaches the stage of self-actualization.

Then a study conducted by Nurhasanah & Pawiro (2023) *Love And Belonging Needs in Istiqomah's Novel Seribu Musim Merinduimu* found research results that Feelings and love include giving and receiving the love of others as well as avoiding loneliness. According to Maslow, love is a healthy relationship and affection between two people, including trust in each other. Human life depends on others as humans are social creatures. The researcher also explains The basic concept of the theory of belonging and

the need for love is that once a need is satisfied, it sinks and emerges as the dominant force at the next level of the hierarchy of needs.

In subsequent research, Hutauruk & Rudianto (2022) explained that The main character in the movie "Tom Hansen" has a bond with taste and love. Tom works very hard to fulfill his desire for connection and affection. From the data, the researcher found that Tom Hansen desires the third level of Maslow's hierarchy of needs. The study titled *Love and Belonging Needs of the Main Character in the Movie" 500 Days Of Summer"* also mentions that Belonging and love can be divided into friendship, nurturing, and intimacy needs. The researcher found that Tom did not fulfill his parents' love and belongingness needs because no scenes in the movie showed that his parents were involved in Tom's life. On the other hand, Tom has many close friends, and all his friends always help him in any situation, even when he is sad and heartbroken with Summer.

Further research was carried out by Ahdiani & Maulana (2023) The results obtained from the study titled *Abraham Maslow's Hierarchy of human needs building self-actualization reflected in a Broken Home child character* explain that At the beginning of the story, Finley lacks the sense of belonging and love she needs because she is separated from her parents. However, after he builds relationships with the other children and the whole family, he can fulfill this need. Researchers also found that Finley's self-esteem was built by the strong love and sense of belonging that came from a strong relationship. Therefore, the need for self-esteem triggers self-actualization. However, the main stimulus was the love and sense of belonging that came from Finley's family and friend relationships. (Ahdiani & Maulana, 2023).

According to Virginia & Satria (2022), The researchers specifically examined Jojo Moyes' novel "Me Before You", which illustrates the hierarchy of needs of belonging and love. They did so by looking at the hierarchy of human needs from Maslow's theory of human needs. This *study entitled Exploring Maslow's Hierarchy of Human Needs in "Pollyanna" Novel* mentions Love and belongingness include friendship, the desire to have a partner or children, and being part of a family, club, community, or even a country.

The following is the last previous study of this research paper. A study entitled *Maslow's Theory of Needs as a Spice in Conceptual Textile Surface Designing* found Philosophically and aesthetically, the concept of love and engagement was the most favorable of all the designs, Love and belonging, the third item in Maslow's hierarchy of needs, describes a person's desire to belong to a group and be close to their loved ones (Nyarko et al. 2022). The journal also explains The concept of love and involvement encourages individuals to love every member of society and attach themselves to the group. To live a good and respected life, one needs to be valued by others.

Based on previous studies, although many people have examined Abraham Maslow's hierarchy of needs theory, no one has used this theory for the object of the main character of the novel *The Girl Who Could Fly*. This research is expected to provide a new nuance of using Abraham Maslow's theory for this novel, especially the needs of love and belonging, providing insight to readers about the needs of love and belonging in a literary work and ways to fulfill the needs of love and belonging.

Abraham Maslow's "hierarchy of needs" theory is used in this study to investigate Piper McCloud's Love and Belonging in Victoria Forester's *The Girl Who Could Fly*. This research provides a better understanding of Piper's character development and the

broader theme of Love and Belonging by examining how Piper obtains her love and belonging needs and identifying what problems prevent Piper McCloud from obtaining her love and belonging needs. By answering the questions What problems prevent Piper McCloud from getting her love and belonging needs met and How does Piper McCloud get her love and belonging needs met, this research emphasizes the third aspect of Abraham Maslow's pyramid of needs hierarchy, love and belonging.

### **B. Problems of the Study**

In consideration of the above background study, the researcher would like to investigate the following research problem:

1. What are the problems that prevent Piper McCloud from getting her love and belonging needs in Victoria Forester's *The Girl Who Could Fly*?
2. How does Piper McCloud get love and belonging needs in Victoria Forester's *The Girl Who Could Fly*?

### **C. Significant of The Study**

The focus of the research "Piper McCloud's Love and Belonging Needs in Victoria Forester's *The Girl Who Could Fly*" is the third level of Maslow's pyramid of needs: love and belonging. This study investigates Piper's challenges while pursuing acceptance and the strategies used to overcome these challenges. It also highlights the implications of these needs in social contexts and literary criticism, as well as how individuals with extraordinary abilities deal with their emotional and social challenges. The research also demonstrates the important role of love and belonging

in shaping identity and psychological well-being. It also shows Piper's emotional interactions and responses. This research makes understanding the dynamics of acceptance and belonging possible, especially for people who deviate from society's standards.

#### **D. Scope and Limitation**

Using Abraham Maslow's hierarchy of needs theory, this study examines the main character, Piper McCloud's, sense of belonging and love needs in Victoria Forester's novel *"The Girl Who Could Fly"*. It looks at the social and emotional hurdles Piper faces, as well as the methods used to fulfill these needs. This research, however, is limited to one fictional character and situation found in the novel, so the results cannot be generalized to people with extraordinary abilities or in different situations. In addition, compared to other elements, such as cultural influences or the environment as a whole, this study emphasizes psychological and emotional analysis.

#### **E. Definition of Key Term**

1. Love and Belonging: Belonging and love are the basis of the human need to be accepted by those around us; an important part of this need is the human need to interact with each other.
2. Hierarchy of needs: Abraham Maslow developed a theory known as the "hierarchy of needs", which explains how people behave based on their basic needs to live and thrive, organized in order of importance.

3. Psychological approach: The psychological approach looks at phenomena and behavior in the context of the individual, social, and environmental is known as the psychological approach.
4. Science fiction: Science fiction is a type of speculative fiction that often deals with how humans, society, and the rest of the world will be affected by hypothetical future scientific or technical advances (Terrone, 2021).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The Researcher discusses literary criticism of the social psychology approach in this chapter. discussion of Maslow's theory, Maslow's Hierarchy of Needs theory, and discussion of Love and Belonging needs.

#### **A. The Psychological Approach in Literary Criticism**

A method for examining character motivation from a psychological perspective is provided by the psychological approach to literary criticism, which incorporates Abraham Maslow's theory of the hierarchy of needs. Before people can seek higher needs such as belonging and self-actualization, Maslow's theory states that basic needs such as security and physiology must be met. Characters in literature who have difficulty in meeting their basic needs often struggle with intense internal tension. According to the article *The Matrix of Needs* (2023), people will experience psychological tension that inhibits the achievement of higher needs, such as the need to connect with others or reach their full potential, when they cannot fulfill their basic needs (Bowen, 2021).

This psychological method for literary analysis highlights how characters develop toward self-fulfillment, the highest level of Maslow's hierarchy of desires. As they struggle to achieve self-awareness and the realization of their greatest potential, many fictional characters experience substantial personal development. The highest level in the desire hierarchy is self-actualization, when a person strives for self-fulfillment and their full potential, according to *Beyond Psychoanalytic Literary Criticism* (2019). Such

characters are often portrayed in literature as people striving to derive meaning from their social and personal achievements (Ogden, 2018).

Literary criticism is an academic field that studies, analyzes, and evaluates literary works. It aims to discover the meaning, structure, and context of literary texts through the use of a variety of theoretical and methodological approaches. Examples of these approaches include formalistic analyses that focus on form and style; historical approaches that look at works within a specific time and cultural context; and psychological, feminist, and postcolonial approaches (Eagleton, 2011). The book mentions criticism must distinguish art from mystery and pay attention to the way literary texts work. Literature is not religion, psychology, or sociology, but an orchestration of language, psychological approach requires methodological pluralism to understand social phenomena that are qualitative and future-oriented. Literary criticism can even be defined as a critical response to a literary text that involves interpreting the author and the literary work (Dewi & Rahayu, 2020).

Literary criticism helps place a work in a larger cultural, historical, and social context in addition to explaining the inherent meaning of the text. It can also analyze the history and development of literary ideas such as structuralism, post-structuralism, Marxism, feminism, and postcolonialism and provide useful advice on how to apply them (Dobie, 2015). Our reading experience will improve and our eyes will be opened to the various viewpoints that influence the literary world when we understand the theory and practice of literary criticism. As such, literary criticism involves more than just the analysis of a text but it also involves a conversation between the literary work and the real-world environment in which it was created and appreciated.



## **B. Maslow's Theory**

Maslow's theory, which states that humans have a strong desire to realize their full potential, achieve self-actualization, and find the meaning of life, is one of the most powerful perspectives regarding human growth. While this theory is appealing, it has also been criticized (Papaleontiou et al. 2022). One important cornerstone in humanistic psychology is Abraham Maslow's theory of the hierarchy of needs, which describes how human needs are arranged in more hierarchical levels, ranging from basic needs to self-actualization. Maslow proposed that individuals should first satisfy their physiological and security needs before reaching higher needs, such as belonging, love, esteem, and self-actualization.

Maslow's theory says that a hierarchy emerges from five categories of basic human needs. Maslow emphasizes that certain behaviors and categories of needs can trigger other types of needs. This hierarchy is displayed in two aspects. The first is the emergence of new needs, which usually depend on sufficient satisfaction of other, stronger needs and, therefore, arise earlier. The second is the level of satisfaction at which new needs can arise, which is different for different needs. Needs have a lower intensity of satisfaction at higher stages, while needs at lower stages have a higher intensity of satisfaction (Genkova, 2021).

Abraham Maslow's theory focuses on the hierarchy of human needs, which starts from basic physiological needs such as food, water, and shelter to the highest need, which is self-actualization, where a person can reach their full potential and experience personal development. Within this hierarchy, there are five different needs: the need for self-

actualization, the need for esteem, the need for love and belonging, and the need for security (McCleskey & Ruddell, 2020). According to Abraham Maslow, the drive to seek love and belonging at the human needs level suggests that unrest is caused by depression, loneliness, anxiety, and excessive sadness.

### C. Maslow's Hierarchy of needs

The stepped pyramid shows the hierarchy of needs. Self-actualization is not as important as meeting physiological needs. This needs theory divides needs into five levels, and each level must be met (Maslow, 1943).



Mcleod, S. (2023). Maslow's Hierarchy of Needs. Simply Psychology  
<https://www.simplypsychology.org/maslow.html>

#### 1. Physiological Needs

Physiological needs, including food, water, warmth, and rest, are considered the most basic needs by Maslow, as they will only be met after all other needs have been satisfied.

#### 2. Safety Needs

Once physiological needs are covered, the next level of safety and security emerges. This includes personal and financial safety, health, and well-being,

as well as protection from danger and illness. Maslow said that security needs become more pronounced when there is a crisis or instability.

### 3. Love and Belonging Needs

This level includes types of emotional relationships such as friendships, romantic bonds, family, and social relationships. Interpersonal relationships encourage behavior, which is crucial for overall health.

### 4. Esteem Needs

Esteem needs are the need to feel good about oneself and others. There are two types of self-esteem needs: lower ones include respect, status, and recognition, and higher ones include a sense of self-worth, independence, and confidence.

### 5. Self-actualization Needs

The pinnacle of the hierarchy is self-actualization, which is defined as the realization of one's potential, self-fulfillment, the search for growth, and peak experiences. According to Maslow, self-actualization usually consists of intellectual, creative, or social activities that help a person reach their potential.

However, each person may have a different definition for this.

## **D. Love and Belonging Needs**

At the third level in Maslow's hierarchy of needs, the love and belonging need refers to the human need to have genuine and deep relationships with others; this need includes various types of social relationships, such as friendship and family, as well as the supportive environment (Maslow, 1943).

Social relations are all people considered to have personal significance in social relations. Examples of social relationships include family members, friends, neighbors, coworkers, and other associates. These repeated interactions can have positive effects, such as providing emotional support, or negative effects, such as dealing with conflict (Rock et al., 2011). Basic Need for Social Relationships: Humans naturally seek relationships and interactions with others since they are social creatures. According to Maslow, after fulfilling basic human needs such as food, sleep, and security, humans will concentrate on seeking love and belonging in their social environment. This type of love includes friendship, family ties, and romantic marriage.

Family is an important part of fulfilling one's love and belonging needs. Emotional connections at this level of the hierarchy provide individuals with support, acceptance, and relatedness (McLeod, 2007). According to Maslow In addition to interpersonal relationships, this need also includes a sense of belonging to a larger group or community, such as a social organization, workplace, or religious group (Goble, 1987). This feeling can provide social identity and purpose. Maslow emphasized that the sense and love needed not only includes receiving and giving affection from others, but also being able to give affection. Giving affection can increase self-esteem and personal happiness.

A supportive social environment is one where one feels valued, cared for, and part of a supportive network. Such an environment provides emotional, informational, and practical support, which can significantly improve one's mental and physical health (Vila, 2021)

In any case, research shows that these love and feelings needs are critical in various cultural contexts and that the way they are fulfilled may differ according to

cultural norms and social environment. For example, in collectivist cultures, family and community ties may be emphasized more than in individualist cultures. Overall, The love and belonging needs are important components of human well-being, and both contribute to one's emotional health and happiness (Maslow, 1943).

In conclusion, the analysis showed that fulfilling Piper's love and sense needs was crucial to her psychological development and emotional well-being. These needs are reflected in her relationships with others and how she sees herself and her place in society. This study uses Abraham Maslow's hierarchy of needs theory and emphasizes that love and belonging are the third most important needs after physiological and security needs, and how important meeting these needs is for shaping one's identity and psychological well-being.

## **CHAPTER III**

### **RESEARCH METHOD**

The researcher explains the research strategy, data sources, data collecting, and data analysis that comprise the study's methodology in this chapter.

#### **A. Research Design**

For this study, literary criticism is the analysis, evaluation, interpretation, or description of scholarly works (Barnet, Burto, & Cain, 2006). The researcher looks at literature about human needs through a psychological lens. The main object of observation is literary works. Using Abraham Maslow's Hierarchy of Needs theory, depicted in Victoria Forester's book *The Girl Who Could Fly*, this research analyzes the elements of love and belonging in the main character.

#### **B. Data Source**

The novel *The Girl Who Could Fly* by Victoria Forester is the data source of this research. This novel was published in the United States on June 24, 2008, by the Macmillan Company. This novel is the science fiction genre and consists of 21 chapters of 329 pages. The research data is represented in the form of words, phrases, sentences, paragraphs, and dialog. All data is retrieved from the novel *The Girl Who Could Fly*, which indicates the need for love and belonging faced by Piper McCloud as the main character.

### **C. Data Collection**

Data was collected through various processes. First, The researcher read the novel *The Girl Who Could Fly*. Secondly, the researcher identified the kind of love and belonging needs that the novel's protagonist had to deal with. Third, the researcher searched for any elements in the novel that contributed to the protagonist's love and belonging needs, which can be found through dialog and monologue, the narrator's description, and various other ways.

### **D. Data Analysis**

Data analysis is essential for this research. It is related to the type of data collected and the methods used to analyze it to answer the research problem. After obtaining the data, the researcher conducted a number of analyses. It began by outlining some of the challenges the protagonist faces in meeting her desires for love and belonging needs, which were supported by the evidence of the story. Secondly, it discovered how the main character got these needs. In this process, Abraham Maslow's hierarchy of needs theory is essential for this research.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The findings of the data analysis carried out to address the study problem regarding the requirements of love and belonging, as well as the ways in which the main character satisfies her needs, are presented in this chapter. Using Abraham Maslow's theory of the hierarchy of needs, the researcher examines literary works like Victoria Forester's (2008) novel *The Girl Who Could Fly*, focusing on the concepts of love and belongingness. This chapter is divided into two sections. The barriers that Piper McCloud faces in this novel's quest for love and belonging are covered in the first section. How Piper McCloud satisfies both is covered in the second section.

#### **A. The Obstacles that Prevented Piper McCloud from Getting Her Love and Belonging Needs**

The findings of the researcher's analysis show that the protagonist of the book *The Girl Who Could Fly* faces challenges in obtaining a sense of love and belonging. The main character, Piper McCloud, is a teenage girl who struggles to realize her desire to have the same life as her peers, despite her ability to fly, which is a disgrace to her and her family. In some aspects of her life, Piper McCloud faced a long and complicated story of finding love and belonging. According to Maslow (1943), love and belonging are third-level needs. It involves the desire to interact with others and participate in groups. People can fulfill this need through friendship, family, and social activities. From here, we can discuss Piper McCloud's challenges to get her love and belonging needs.



## 1. Friends' Perspectives on Her Weird Ability

Although Piper McCloud has the ability to fly, this ability to fly is a strange and unusual thing for lowland country residents, making it difficult for Piper McCloud to make friends in her village, even though friends are one of the things that can make her get her love and belonging needs. Friendship is essential for mental and physical health, as well as general well-being, with varying importance depending on culture (Lu et al., 2021). Abraham Maslow stated in 1943 that to gain a sense of love and belonging, humans need companionship. He also said that people feel the need to be recognized and have a place in social organizations, workplaces, school relationships, and communities. A sense of love and compassion makes people believe that they can help in making decisions that help the community progress in the various communities that make up society.

Several incidents occur related to friendship in Victoria Forester's *The Girl Who Could Fly*. Based on her writing, there are several obstacles or problems that prevent Piper McCloud from getting love and belonging in friendship with peers in her social life. This can be seen from how Piper McCloud has difficulty making friends because the circumstances she has experienced since childhood are not the same as other friends, namely the condition of her flying talent which is a disgrace to her and her family.

This can be seen in the quotation below when Piper McCloud is trying to make friends for the first time at the picnic spot:

*Suddenly Sally Sue took a step back. Piper McCloud? I heard my mama talk about you. She says you ain't right in the head. Piper gasped, outraged. There ain't nothing wrong with my head! Sally Sue looked at Piper's head closely and, indeed, could see nothing wrong with it. She shrugged. My mama says there is and she ain't never been*

*wrong before. Sally Sue pointed to where Millie Mae stood watching them and Piper instantly recognized her. (P. 41)*

Based on the quote above, Piper McCloud has difficulty making friends with Sally Sue at the picnic party, this is due to rumors spread by her own neighbor, Millie Mae, none other than Sally Sue's own mother, she said that there was something wrong with Piper's head. Although Piper denied the accusation, Sally Sue believed her mother's words more. One must experience a sense of love and belonging, regardless of the size of their social group, according to Maslow (1943). Similarly, Piper wants to have friends and feel accepted.

In this novel, it can be seen that in addition to Sally Sue who is the same age as Piper, even Sally Sue's brother also does not accept the existence of Piper. This can be seen in the quotation below:

*Rory Ray shoved Piper to the ground, where she landed in a swirl of dust. Hand me-down farm boots surrounded her at every turn. Leave my sister be, you freak. Hey, ain't you the kid who's got something wrong in the head? One of the brothers kicked dirt in Piper's face. Piper coughed, choking on the dirt. Stupid or not, you'll leave her be. hear, freak?(P. 42)*

From the quote above, Rory Ray, who is the older sister of Sally Sue, also rejects Piper's existence in the midst of the conflict between Piper and Sally. Rory Ray physically rejects Piper by pushing her to the ground. In addition to violent rejection, he also mocked Piper with the words weird and stupid. Piper's face was also hit by the ground after Rory's other friend kicked the ground into Piper's face. The following is data from the novel that shows Piper as the main character has difficulty getting a friendship or friendship relationship. A group typically acts behind closed doors to fight back by spreading gossip for personal gain (Rahayu et al., 2020). They try to maintain their relationship for a long time. If we look at the data above, it shows the opposite: Piper cannot preserve her relationship longer because of the rumors that people have spread to her.

In the same place, still at the picnic Piper is still trying to make friends. This can be seen from the quote below:

*Alas, despite Piper's Herculean efforts, late afternoon arrived to find Millie Mae was no closer to eating her words and Piper no nearer to securing a friend. Bo Bo and Candy Sue, the sun-kissed Hassifer twins, initially took a shine to Piper but her funny ideas became a distraction from their unabated chatter about, and flirtation with, the many strapping young farm boys who caught their eye. When Piper was unwilling to join them on a trek into the nearby bushes along with the sweaty Stubing brothers, she was quickly discarded. (P. 44)*

The quote above shows Piper's struggle to make friends while proving that her head is okay. Based on data from the novel, there are Bo Bo and Candy Sue or commonly called the twins who initially received Piper kindly. But in the end, they disagree with Piper and feel that Piper only interferes with the twins' activities. Piper is considered a nuisance because she does not want to follow them to seduce the mighty young farmers and go behind the bushes. Maslow argues that when people strive to connect with others, they can feel a sense of belonging (Poston, 2009). Based on Maslow's quote, Piper has tried to establish relationships with other people, to get love and a sense of belonging to fellow friends but Piper still fails.

In other data, there is a character in the novel named Jessie Jean Jenkins who is at the picnic, she is also the target of Piper to be her friend. This can be seen from the data below:

*If Piper had been able to overlook the fact that Jessie Jean Jenkin's chief pleasure was stripping the wings off of struggling flies and then feeding them to her pet spider, Beelzebub, she might have taken Jessie Jean up on the offer of pricking their fingers and becoming blood sisters. Sadly, for Jessie Jean, Piper could not. Then, of course, a lot of the other kids recognized Piper's face from church. Despite the fact that they'd never said more than one word to her, or she to them, Piper's reputation, courtesy of Millie Mae Miller, had preceded her, and not a single Christian soul among them was willing to give her the benefit of the doubt. (P.44)*

Based on the novel excerpt above, Jessie Jean Jenkins has a strange penchant for plucking the wings of flies and feeding them to a spider named Beelzebub. Jean actually wants to accept Piper as a brother but the conditions given to Piper make Piper unable to do so. From the quote, there are also other children who often see Piper, but Piper's already bad reputation due to rumors that have been spread makes none of the children give her the opportunity to be friends. Maslow (1943) identified love and belonging as the third level of wants, which includes the urge to form social bonds and feel a part of a community. Based on the excerpt from the novel, Piper is unable to fulfill the third level of needs from Abraham Maslow's hierarchy of needs theory of love and belonging. The urge to form social bonds and belong to a group happens to Piper but she fails to achieve it due to her reputation that something is wrong with her head.

In another quote Piper is not willing to let her fail to make friends, finally, right at the baseball game, Piper feels it is a good opportunity for her.

*With a sinking heart, Piper watched as, one by one, everyone else was chosen until she and Timmie Todd remained. Timmie Todd had just turned six and was small for his age. He also had a nasty reputation among the other children for picking his nose and eating it, not to mention the fact that he bathed no more than once a week. Standing next to Timmie Todd, Piper felt humiliated. (P.45)*

In the excerpt taken from the novel above, the main character still does not give up on showing that she can be friends but unfortunately, the reality is that Piper is still the last option, even when other children have been selected to be a team in a baseball game, only two people are left, namely Piper and Timmie Todd, even though Timmie Todd is six years old and has a bad reputation too, such as being fond of picking his nose and eating his own boogers, he also rarely takes a shower but the choice still does not go to Piper but Timmie, this makes Piper feel humiliated.

This data continues, the quote above which is still related to how Piper's situation is when she tries to get her wish.

*Oh, alright already, I'll take Timmie Todd. Rory Ray kicked the dirt when he said it. Piper was officially the last to be chosen, and her mortification was complete. Or so she thought. I don't want her on my team. She's not right in the head, Junie Jane bickered, introducing Piper to the deepest reaches of humiliation. (P.45)*

The data above continues the previous data, still in the same place, Piper is the last option in team selection, besides that Junie Jane also makes fun of Piper which makes Piper feel even more embarrassed. In the end, Piper still cannot fulfill the need to be loved and belong to a relationship with a friend as described by Abraham Maslow in his hierarchy of needs theory.

## **2. Family Restriction**

Family is the first social group that provides love, support, and a sense of inclusion. In addition, family has a significant influence on a person's personality development and psychological health. (Dermott & Fowler, 2020). Abraham Maslow argued that understanding and being recognized by family and environment is the way to achieve comfort and satisfaction. Such is the case with the main character in Victoria Forester's *The Girl Who Could Fly*. Piper's relationship with her parents is complicated. She initially feels alienated because of her extraordinary abilities, and her family cannot always accept or understand her idiosyncrasies. Piper faces conflict with her parents, who seem to want to take care of her, but she also longs for support and understanding. This leaves her struggling to find her place in the family and beyond. This dynamic enhances her experience and character.

Several events related to the family occur in *The Girl Who Could Fly*. The researcher found forms of love and belonging in Piper's family, Piper is the only child of

Mrs. and Mr. McCloud. Piper's uniqueness does not make the form of love and belonging disappear from her parents, but seeing her rational father and protective mother against her uniqueness makes the form of love and belonging experienced by Piper a little different.

This can be seen from the quote below when Betty as Piper's mother first realized the weirdness in her child.

*It was a Thursday afternoon like any other that Betty set about changing Piper's diaper on the kitchen table, no differently than she'd done a hundred times before. When Betty turned away for just one moment, Piper rolled, quick as a flash, off of the edge of the table. Now any other baby would have immediately fallen to the floor and screamed itself silly. Not Piper. To Betty's astonishment, Piper simply floated in the air next to the table. Lord save us, Betty choked, her hand clutching the terrified swallow inside her chest. Piper giggled and bobbed up and down in the air. (P.5)*

In the quote above, Betty Piper's mother was about to change Piper's diaper on the kitchen table, when a strange thing happened that made her when she looked away for a moment, Piper rolled off the table and floated in the air, generally for babies and humans if they fall then the height then they will fall, but not with Piper who can float in the air. The mother panicked and even prayed while clutching her chest because it was full of tightness while Piper was giggling and going up and down in the air. this data can show love and belonging to the main character can he get when he is a baby, as Abraham Maslow explained that every human being needs the third number of needs from his hierarchy of needs theory.

On the other hand, Piper's father is also caring and still accepts Piper with all the uniqueness that her child has. This can be seen from the data excerpt below:

*As time passed, and despite Betty's sincere prayers, the situation got worse, not better. Piper was discovered bobbing about the parlor ceiling and either wouldn't or couldn't return to the ground. Joe was dispatched out to the shed to fetch the ladder. Several weeks later in the wee hours of the night, Joe discovered Piper sleep-floating several feet above her crib. Then there was that particularly gusty day when Piper suddenly took to floating and was swept up in a wind that carried her three full fields before she*

*became snared in the branches of a tree and Joe was able to fetch her down. When Piper reached the age of five and was still known to unexpectedly float across a room, Betty finally felt that the time had come to broach the matter. (P.6)*

The data above shows Piper's father's concern, when Piper is found floating above the ceiling of the family room her father helps take the stairs to reach Piper who is unable to get down. Then, late at night Joe as Piper's father once found Piper hovering over his bed, shows the concern of his father who is on guard to see his son in the middle of the night. Joe also once picked up Piper who flew in the wind for three fields and finally got stuck on a tree branch which was eventually taken down and brought back home by his father. Family relationships, along with other human interaction factors, are increasingly observed in terms of personal happiness and mental well-being (Horwitz, 2007).

Other data that shows Piper's father's love and care for his daughter is in the data excerpt below:

*Joe shrugged again. He often felt dizzy when Piper talked to him. It Wasn't that the words she used were so different heck, Piper talked like everyone else in Lowland County. It was the ideas that the child got into her head. She asked questions he wouldn't have thought up in a million years and couldn't begin to figure an answer to. (Page 10)*

The data above shows that Joe is patient in serving Piper who is excited by her story even though what Piper tells is strange to Joe's ears, like the secret destiny of her cows. Joe can't even stop Piper's babbling, all Joe can do is listen helplessly.

Actually, the problem is not the words Piper uses that make her father dizzy and out of words, but, the ideas that are in Piper's head that ask questions that Joe has not thought of, the following data explains the explanation above:

*Ma said I was sinful to waste food. But I said that maybe we shouldn't go about killing and eating cows when they was so peaceful-like. Ma said that was foolishness and that God put the cows here just so as we can eat em. But that don't seem like such a good deal for the cows to me. Preacher told us not more than four Sundays*

*ago that God loves all his creatures, but it ain't loving to my way of thinking to create a thing just for it to be food. Them cows ain't never done nothing to us. Which got me to thinking that maybe we got it wrong and they got a purpose we don't know nothing about. Maybe it's a secret. So I started watching the cows, quiet-like so they wouldn't notice, aiming to see if I couldn't guess that purpose. And I think I knows it now, Pa. I do. Wanna hear? (P.9)*

The data above shows Piper's ideas such as when his father slaughtered his favorite old cow, he did not eat it because cows are very peace-loving animals. When the priest said that God loves all living things, but according to Piper, it would be unloving to create something just to eat. Piper also assumed that the cows' purpose in life was a secret. So that makes Piper start watching her cows secretly so that the cows don't realize it. After watching the cows she finally found out the secret. from this data shows that Piper has quite wild thoughts and a high imagination. Family relationships, along with other aspects that humans interact with, can be viewed in terms of mental well-being and personal happiness (Horwitz, 2007).

Although her parents love Piper, this love also makes them overly possessive of Piper, and the following data can explain this:

*But, Ma, you said there wasn't any use for flying, but there is. See? Piper held up the ball a second time, because it was a fact. And I thought up more uses besides. Like fixin' the barn roof or . . . PIPER McCLOUD! But, Ma, if you'd just try flying, I know you'd like it. And I could show you how. It's not difficult and I already learned a bunch of hard lessons so you wouldn't have to get them so painful like I did and There won't be any more flying round these parts. And I never wanna talk about it or see you up in that sky again. And I mean it this time. Betty stamped her foot. GO TO YOUR ROOM, Piper McCloud! (P.56)*

The data above shows a form of guarding from Piper's mother. From the beginning, Piper's mother was worried about Piper's ability to fly. Meanwhile, the innocent Piper even tried to persuade her mother to fly and even wanted to reward her, but Piper's efforts were in vain, Betty was none other than Piper's mother who could never accept Piper's ability to fly. In this case, Betty's ban limits Piper's ability to fly and her ability to feel



acceptance from those closest to her, leaving her feeling isolated and not fully understood by her family. Because Betty concentrates on the social perceptions of Lowland Country society rather than Piper's feelings and personal growth, these barriers prevent Piper from getting the emotional support and acceptance she needs. As a result, her parents' fear of society's view hinders Piper's desire to be accepted and loved for who she is. When people cannot express themselves naturally or when their unique traits are suppressed, their need for love and belonging can be inhibited (Maslow, 1943).

The explanation above is supported by the following data, which is the beginning of the conflict of why Piper's mother can be angry and tell Piper to go home quickly.

*But, Ma, I caught the ball. Piper held up the ball as evidence. Sometimes it seemed to Piper that her ma and pa missed the point entirely. When all was said and done, it had been a very hard, very confusing day all around for Piper. Nothing had gone as she had hoped and yet, despite everything, she had at last prevailed and achieved a certain victory by catching that baseball. Surely, she should be getting credit for that. Wasn't that what the game was all about and what everyone was cheering for? Din't I do it? You was flying! I told you and told you. (P.55)*

Based on the quote above, the conflict between Piper's mother and Piper occurred because Piper caught the ball by flying. Piper's mother always reminds Piper to keep her feet on the ground, because Piper still doesn't control herself who can suddenly fly. Piper's mother is afraid that this will be seen by lowland country residents. But from the above it can be concluded that Piper broke the rules of her mother. Piper wants to show that she is not like what most people say, namely showing herself able to catch the ball but in a way that breaks her mother's rules. In the end, Piper was angry at her mother and Piper did not get the audience's cheers even though she managed to catch the ball. The audience was surprised to see Piper in flight when the incident occurred.

The following data also explains how Betty is very protective of Piper so that she is not free with her surroundings, especially her neighbors

*That flying ain't normal. It ain't natural. Lord above, if the new minister were to see ya, there's no tellin' the things he'd preach at us. But And when Millie Mae gets to gossiping about this . . . heaven protect us! You don't see other youngins gadding about in the sky, do ya? But I gets to see no other youngins cause you won't let me, Piper argued, finally getting a word in. Watch your lip, little missy. I didn't raise a child to sass me back, Betty warned. And I kin tell ya they don't fly. And neither should you. It's just plain wrong. But It ain't the way of things. Betty clutched her nightclothes about her, fuming. You listenin' to me, Piper McCloud? (P. 28)*

The quote above explains how Piper's mother strictly forbade Piper to fly. She was also worried that if the pastor found out that her daughter could fly and her neighbor Millie Mae would find out about it, it would be chaotic because Millie Mae was good at gossiping. No matter how hard Betty forbids Piper, Piper still argues and gives opinions with confidence which makes the conflict between them heat up. An impatient Betty finally grabbed Piper's nightgown and told her to listen better to her mother. On the contrary, according to Maslow (Müller, 2013), love is defined as an attempt to fulfill needs by understanding certain special people.

### **3. Social Acceptance**

When a social group accepts a person based on how well their values, customs, and actions match those of their social surroundings, this is known as social acceptance. This idea encompasses amicable relationships between people and their surroundings and is connected to acknowledging one's place in a specific group (Waters et al., 2022). Abraham Maslow (1943) stated that the love and belonging need includes feeling accepted and loved and feeling included in a particular social group. Most important, however, is to feel loved and loved by others. The same is true for Piper and her social environment. Piper attends a picnic in her village, Lowland Country, to fulfill her social needs by making friends. Piper also attends the super-secret school I.N.S.A.N.E., a school

for children with extraordinary abilities. Piper also lives with her normal parents, but Piper is not a normal girl, Piper has been able to soar from the ground since she was a baby, Betty McCloud deliberately locked Piper at home to keep away from the association of children in the lowland country. This can be seen in the data below:

*Why can't I go to school like them Miller kids? Piper had asked her mother a thousand times. Each morning Piper watched them from the hayloft walking to school. She'd have given her front teeth to go with them. You do your schoolwork just as well here, that's why. Betty, as always, was plain and to the point. (P.18)*

As stated in the data above, Betty did not allow Piper to go to school because she was worried that her ability to fly could be revealed to her friends at school and then spread to all residents of the lowland country. The Miller mentioned in the data above is the son of Betty's neighbor. Although Piper repeatedly asks to go to school the mother does not approve, and all Piper does every morning is smile at the children walking to school from the hay storage. The effect was that the schoolchildren thought Piper was strange. The reason Betty always gave Piper why she couldn't go to school like the others was that Piper could study at home. People must experience feelings of belonging and acceptance, according to Maslow's (1943) theory, which determines the size of their social group. Piper's inhibitions or barriers can make it difficult for her to get her social needs fulfilled.

The quote below tells us how Piper was rejected by her social environment when she tried to socialize by playing baseball with other teenagers.

*Bathed in the late afternoon sun, the whole community gathered on the side of the hill to watch and cheer the children's baseball efforts. Betty and Joe McCloud couldn't take their eyes off of Piper. They had seen her attempts to make a friend, and each time she was turned down flat, their hearts got a little heavier. (P.46)*

The data above shows the efforts Piper makes to make friends in the hillside location of the lowland country town. But her efforts were in vain. In vain because of the rumors about something wrong with Piper's head to the entire population of the lowland country town. People will affirm social class in daily life interactions, this process of affirming social class is called social reproduction (Rahayu, 2021). On the other hand, Piper's father and mother could not let go of their eyes on Piper, they had seen Piper's efforts but ended in failure because Piper had been rejected outright. Even though Piper's physiological and safety needs have been met, she still has difficulty getting it from a social perspective, making her love and belonging needs still not maximally fulfilled as in Abraham Maslow's hierarchy of needs theory. The next level indicates the need to belong to a social group. Usually, the social level is only a concern after fulfilling and maintaining physiological and security needs (Poston, 2009).

### **B. The Ways Piper McCloud Got her Need of Love and Belonging in Victoria Forester's *The Girl Who Could Fly*.**

In "*The Girl Who Could Fly*", Piper discusses her sense and need for love through her complicated relationships with friends, family, and community. Piper discovers early on that her unique abilities lead her to seek more intimate relationships. According to research, feelings are essential to one's emotional and mental health. After finding real friendships in her new community, Piper began to accept herself, which shows that accepting oneself helps build healthy relationships. Piper discovers that love and support can be found in unexpected places during her journey, confirming the importance of social bonds to overcome a sense of isolation. Therefore, the novel shows how important

interpersonal relationships are to fulfill the basic human needs of belonging and love. Maslow argues that sincerity is a requirement to fulfill the need for love and belonging (Goble, 1987).

Individuals cannot reach their full potential without these needs being met, according to Maslow (1943). Piper's journey of self-acceptance shows that people can do their best and have a more fulfilling life when their love and belonging needs are met. As such, the book emphasizes the importance of social bonds in overcoming isolation and fulfilling basic human needs. Piper fulfills her love and belonging needs in two ways: first, by accepting her unusual ability, and second, by finding a group that supports her. Through this exchange, Piper discovered something very important for her emotional health: love and belonging can be found in unexpected places.

### **1. Piper's Self-Acceptance of Her Unusual Ability**

An important journey for Piper in *"The Girl Who Could Fly"* is to make peace with herself. At first, her special skills made her feel alienated. Through this process of self-awareness and appreciation, Piper can forge closer bonds with others. Maslow asserted that "individuals can reach their full potential only by accepting themselves" (Maslow, 1968). Piper found the love and sense of community she had been seeking when she learned to accept her abilities and stop letting her worries get in the way. Piper's ability to accept herself turned out to be key to her ability to interact with the world more positively, demonstrating the need for self-love and self-confidence to fulfill basic human needs.

The data below is a quote related to Piper's self-acceptance of her unusual abilities that will build his confidence to interact with her social:

*Piper was well aware of the many eyes that were watching her, not to mention Betty, who was closely minding her from the porch. Well, if you're sure. Piper took a deep breath and turned so that she couldn't see her parents faces. It sure made a change to have someone actually taking an interest in her flying, and she suddenly felt excitement welling up inside of her. See, she explained to Dr. Hellion and the men closest to her, any of you could do it, if you put your mind to it. All you have to do is stand still and think about the sky. Piper silently repeated her special words and a rush of tingling swept through her body. A moment later her feet left the ground. Next thing you know, you'll be in the air. Simple as that. Piper flew. (P.18)*

In this quote, it is clear that Piper McCloud is seeking recognition and acceptance from those around her, especially regarding her ability to fly. Before this, Piper felt isolated and ignored, as seen by her reaction, "It sure made a change to have someone taking an interest in her flying." When Dr. Hellion and others showed interest, Piper felt enthusiastic and tried to share her experience with them, showing her desire to be accepted and valued. Piper shows that "everyone can do it, if you're willing to put in the effort", illustrating Maslow's statement, "The need for love is characterized by longing for affection, belonging, and social interaction." Piper began gaining attention and acceptance from people outside her family when she felt the love and belonging that came with her confidence from accepting her unusual abilities. Maslow's (1943) theory stipulates that one must gain acceptance of self and others.

The next data is evidence of Piper giving herself the ability to fly by honing her unusual abilities, here is the data:

*Lesson one, as Piper soon discovered, was: Never think about the ground. Ever. The second she even considered the possibility that she might fall, she fell and some part of her body was hitting some part of the earth. The sky was her goal, and she trained her mind to think of nothing else. As soon as Piper mastered the whole thinking part, she was able to get back up into the sky, and that was when she stumbled across lesson two: You can fly without having to actually jump off*

*of anything. The first step in achieving this, as Piper learned, was to stand perfectly still and close her eyes. Then with all her might, she 'd think: . (P. 26)*

In this quotation, Piper McCloud practices mental control and goal-oriented training to improve her flying ability. This is in line with Abraham Maslow's hierarchy of needs theory, which describes the self-actualization stage as the pursuit of one's greatest potential. "The sky was her goal, and she trained her mind not to think about anything else," according to Piper, who practiced never thinking about the ground and only thinking about the sky. This shows Piper's progress beyond basic needs and towards self-actualization, in line with Maslow's 1943 theory, which states that "humans should become what they can be." We can call this need self-actualization. Specifically, when she learns that she can fly without actually jumping off anything, Piper not only embraces her talent for flying but also works towards achieving perfection in it. This shows how Piper actualizes herself by mastering her skills and achieving total independence.

In the next quote shows the results of Piper's efforts in practicing these skills. She is also willing to overheat to master these abilities. Here's the data:

*Two weeks after she started practicing, Piper was finally able to get into the sky and stay there. It happened on a Tuesday. Piper was hot from standing in the field under a blistering sun and focusing with every ounce of her being. Dang it all, she muttered after a third failed attempt at lifting off. Taking her position again, she stood very, very still and thought only one thought with all of her might. Tingling began to fill her body. And then she thought the thought harder I'm part of the sky and I can fly. The tingling grew and grew and that was when her feet left the ground. I'm as light as a cloud, as free as a bird. She rose higher and higher. The farther she went, the lighter she felt, and still she clung to the thought. At forty feet into the air, higher than she 'd ever gone, she stopped. (P.27)*

In this quotation, we see how Piper McCloud begins to master her ability to fly and gains confidence through the process of self-acceptance. After two weeks of hard training, Piper was finally able to fly by focusing on one thought: "I am part of the sky

and I can fly.” This shows how Piper's self-acceptance, by accepting her ability to fly as part of herself, boosted her confidence. According to Abraham Maslow's hierarchy of needs theory, self-acceptance is an important part of self-actualization, which means a person becomes more aware of their potential and sets out to achieve it. Self-actualization is the desire to become more and more of what one is, to be everything one is capable of being according to Maslow. Piper not only accepted her flying ability but embraced it, which gave her a sense of freedom and confidence within her social environment and herself, as seen when she felt “as light as a cloud, as free as a bird.”

The next data is evidence that when Piper accepted her abilities and started to show her abilities, people were even amazed and considered her special. Here's the data:

*Piper flew.*

*Everyone looked up.*

*All of the men present had seen many unexplained and classified phenomena. For them, the extraordinary had become routine. It was precisely why they had been subjected to a painstaking selection process, exhaustive training, and ongoing assessments. And yet even so, those same men unwittingly let expressions of wonder and awe slip across their hardened features and let gasps escape their weary lips as they watched Piper fly.*

*No question, Piper McCloud was special, even among the special. (P.74)*

Undoubtedly, Piper McCloud is special, even among the special. In this incident, we can see how Piper's social acceptance increases along with the recognition of her extraordinary abilities. Piper learns to accept herself and gain recognition from others. This shows how important recognition is in Maslow's hierarchy of needs theory, which says that one only wants to be appreciated and accepted by others after achieving self-acceptance. According to Maslow's Theory (1943), all people in our society-with a few pathological exceptions-have a need or desire for objective, consistent, and elevated assessments of themselves, their self-esteem, and the self-esteem of others. Piper began to meet these needs by seeing that people, including those who were already accustomed



to the extraordinary, recognized her exceptionality. Her confidence in her social environment was reinforced by her social acceptance.

The next data is the entry into the end of the story where after Piper escapes from the facility which apparently wants to eliminate her abilities. Piper becomes a mentally stronger figure and is determined not to hide her abilities after escaping from the facility.

The following data can be the evidence:

*I'm home, Piper spoke finally, kicking her toe into the dirt. Betty nodded. I expect we can see that well enough. It had been a very long journey back, and for most of it Piper had practiced what she was going to say next. Taking a deep breath for courage, she began quickly. You see, thing is that I fly and I like it and I'm not gonna stop. And I'm real sorry that it's not to your liking. Trouble is that there isn't anything else that makes sense to me like flying does. Piper paused before she got to the hard part and took another deep breath. So I don't wanna hide it anymore and I don't wanna sneak off to the back field. Even if you won't like it, I'm not gonna lie about it anymore and I'm not gonna do it on the sly. And, well . . . that's all I have to say. (P.357)*

In this quote, Piper McCloud finally declares that she will no longer hide who she really is, acknowledging her abilities and her acceptance. Piper returns home with newfound courage after an experience in a facility that tried to diminish her abilities. According to Maslow's theory, this self-acceptance becomes an important point in fulfilling the need for love and belonging. She chose to speak honestly to those closest to her, even if it meant facing dislike or rejection: "You know, the thing is I fly and I love it and I'm not going to stop". Piper realized that self-acceptance is the key to building positive relationships with others. According to Maslow (1943), we must accept ourselves as we are before we can feel that others accept us. Piper took a big step by stopping herself from hiding her abilities; her goal was to build better social relationships where she could be herself without fear or shame. Since relationships based on openness and honesty tend to be deeper and more meaningful, this allows Piper to fulfill her need

for love and belonging. This shows that Piper has passed the stage of accepting rejection and is now ready to build more genuine relationships with others, even if it means taking risks that are frowned upon by everyone around her.

## **2. Having Supportive Environments**

According to Maslow's theory (1943), a supportive environment played an important role in helping Piper fulfill her love and belonging needs. Piper meets other children who have specialized skills upon admission to the I.N.S.A.N.E. Facility. Although Piper initially feels isolated in her home community, she begins to find that this community is a place that is more accepting of her uniqueness. Piper feels accepted and liked by Dr. Hellion, her peers in the community, and those around her, making her feel that she can be part of a group and not alone. Piper's sense of importance and self-worth is reinforced by the recognition of her abilities, especially when they see her fly. "No doubt about it, Piper McCloud is special, even among the special," say people familiar with extraordinary phenomena, who remain mesmerized by her actions. Having felt alienated for years in her previous environment, this acceptance gave her the sense of love and belonging she so desperately needed.

There are two supportive environments that enable Piper McCloud to fulfill her love and belonging needs. These two things are supportive friends and supportive family. The first supportive environment is supportive friends, we can see evidence of this in the following analysis.

### **a. Supportive Friends**

Maslow argued that individuals will have a sense of love and belonging when they can join a group and build significant relationships. Piper eventually found a supportive friend who accepted her well and appreciated what she did, which grew her confidence and allowed her to fulfill her social needs. The following data shows that Piper's love and belonging needs can be obtained when she gets the right environment for her, here are the data:

*Piper had never much taken to flowers, but there was something really special about this one. Besides which, it was clear to Piper that she and Bella were sure to be fast friends. Any girl with such a keen appreciation for beauty was someone Piper could see eye to eye with. Holy cow, she smells like . . . paradise Piper wasn't even close to exaggerating and looks like heaven. That pink bud will set off those purple bits. Exactly what I was thinking! Bella sparkled, buoyed by the praise and thrilled that someone appreciated her flower as much as she did. She smiled at Piper and Piper smiled back, each girl excited by the other. (P.109)*

In this excerpt, Piper McCloud begins to fulfill the love and belonging described by Maslow's theory. Piper finally finds a genuine friendship with Bella after a long period of feeling isolated due to her different abilities. Piper and Bella appreciate each other, and Bella is happy that Piper admires Bella's flowers. This sense of attachment is important for Piper, who is finally able to build significant relationships with others, something that was previously difficult to achieve due to her isolation. Emotional relationships such as friendship, intimacy, and family are part of feelings and love (Maslow, 1943). Piper benefits from her relationship with Bella in addition to fulfilling her need for acceptance, which is crucial to her emotional development. The engagement and openness between them reinforce a sense of being valued and social membership, which is at the core of Maslow's love and belonging needs.

At the facility, Piper and the other children are given proper food, and Nurse Tolle is the chef, whose job is to discipline the residents of the facility. From the next data, it can be proven that Piper is more respected by the people around her, even though she has this unusual ability:

*Yes, sir. Piper saw that each meal on the table was completely different. On her plate were two slabs of fresh sourdough bread with thick slices of American cheddar, lettuce, and tomato, drenched in a tangy sauce, which was artfully arranged next to herb-encrusted sweet potato chips and a juicy pickle. To top it off, a delicious slice of hot apple pie fresh from the oven was waiting for her for dessert.*

*Sit.*

*Piper sat. (Page 109)*

In this quotation, we see how Piper McCloud begins to enjoy a new experience in a supportive social environment. Piper had never before had the experience of eating with the children at the facility. “It soon became clear to Piper why mealtimes were so important at this facility.” Part of fulfilling the need for social attachment is participating in social activities such as eating together. In this case, Piper felt part of a larger group. Maslow emphasized that belonging and the need for love involve not only receiving love but also having relationships that make one feel connected to others (Maslow, 1943). Piper's experience at this facility allowed her to feel accepted and part of a community, strengthening her emotional and social bonds. During this period, Piper began to feel a deeper sense of social fulfillment, which helped her become more confident in her new place.

Next is the data that proves the support of friends in the facility. Usually, when the piper is still in the lowland country when he shows his ability, they will be

shocked and even frightened, but not for the people in this facility. the following data

explains the explanation above:

*Piper flew. Not much. Just those two inches and then she grabbed the basket and got her feet right back onto the chair. Piper turned triumphantly to the class, holding the basket like a trophy above her head. She did it! Kimber shouted, excited to have won the bet with Smitty. Except for Nalen and Ahmed, the others gave out various cheers and excited gasps. Especially Violet. Piper gently dropped the basket into Jasper's grateful little hands and he smiled nervously up at her and blushed in appreciation. Looks like you owe someone an apology. Piper grinned, noticing that Conrad's face kept a stony calm as the kids turned to him. He'd been the undisputed class leader for so long, that it was both sacrilegious and exhilarating to have him challenged. (P.109)*

In this excerpt, Piper McCloud's friends at the facility fully support her, which is in stark contrast to the responses of those at home who are scared and surprised by Piper's abilities. "Kimber was screaming, so happy to have won the bet with Smitty... the others gave various cheers and gasps," her friends said when Piper managed to fly even just a little. Piper has received support and appreciation from her friends, showing that she has found a supportive social environment where her specialness is accepted and celebrated. Piper began to feel emotionally supported and accepted in this situation by her peers. They not only accepted Piper's abilities but also showed excitement for her achievements.

The analysis above shows Piper fulfilled her love and belonging needs and made her feel accepted and valued in a supportive environment. This increased her confidence and social attachment, besides that this support was in contrast to her previous life in Lowland Country, where her abilities were often met with fear. Finally, Piper was able to fulfill her love and belonging needs after feeling a sense of attachment, love, and belonging in this place. Maslow argues that individuals will have a sense of love and

belonging when they can form significant relationships and feel accepted by a group (Maslow, 1943).

### **b. Supportive Family**

The second supportive environment comes from Piper McCloud's parents, Betty and Joe, which can be seen in the following analysis. The next data is related to the happiness of Piper's parents to see their child succeed in making friends, this can be seen from the baseball game that Piper plays with her friends and they look very happy.

*Like the rest of Lowland County, Betty and Joe enjoyed the baseball game on the side of the hill, and perhaps cheered louder than any of the other parents. It was a joy for them to see Piper so happy and to have such good friends. They'd watched her all day, laughing and playing. She'd taught Violet to do the jig, and then the two girls had laughed so hard under the trees that their stomachs hurt. Pretty much, they'd spent the whole day laughing, so much so that Violet had spilled strawberry ice cream down the front of her dress. This only made them laugh harder. (P.373)*

This quote describes how Piper finally manages to fulfill her need for love and belonging, especially through the friendships she builds after leaving Dr. Hellion's facility. Piper's parents are also very happy when they can see Piper playing baseball with her friends, including Violet, she enjoys the freedom to talk and enjoy a life full of happiness and laughter. "She taught Violet to do a jig, and then both girls were laughing so hard under the tree that their stomachs hurt," Piper says. Piper eventually received support from her family and then had a group of friends who loved and appreciated her. According to Maslow (1943), the love and belonging need involves building significant emotional relationships, experiencing friendships, and joining groups where one feels accepted and valued.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

A summary of the findings and recommendations is included in the article's conclusion. This chapter covers the researcher's responses to the research questions and the study's theoretical importance, as was indicated in the previous chapter. The research object used in this study, Victoria Forester's novel *The Girl Who Could Fly*, is also recommended for future researchers in this chapter.

#### **A. Conclusion**

The analysis's findings demonstrate that the main character's need for love and belonging is not met by Friends' Perspectives on Her Weird Ability, family restriction, and social acceptance that disregard their unique qualities. The main character's ability is difficult to be accepted by children in the lowland country area. Then the family restriction and social acceptance factors, Piper's family severely restricted Piper's socialization at first, this was intended to maintain Piper's and the family's good name, but this had an impact on Piper's rigid social activities so that she looked strange in her social environment in the lowland country area.

Furthermore, researchers also found how Piper was finally able to get her love and belonging needs through self-acceptance and increased confidence after she accepted her unusual abilities so that she dared to attempt to socialize with her environment. The second factor is a supportive environment. Piper received a supportive

environment from her friends and parents. Even though the main character's self-confidence is already there, if the environment is not supportive, it will be difficult to get her love and belonging needs.

## **B. Suggestion**

The researcher thinks that this study will help readers understand the value of belonging and love. This study focuses on this problem from a psychological perspective. The work is extremely pertinent to the issues that today's youth face. Consequently, the researcher recommends a psychology-based strategy. The researcher is aware that there are still a lot of issues with this thesis. Thus, it would be a privilege for the researcher if it could be used to other areas of study and advance the theories.



## BIBLIOGRAPHY

- Ahdiani, U., & Maulana, A. (2023). Abraham Maslow's hierarchy of human needs building self-actualization reflected in a Broken Home child character. *NOTION: Journal of Linguistics, Literature, and Culture*, 5(2), 151-168.
- Bowen, B. (2021). The matrix of needs: Reframing Maslow's hierarchy. *Health*, 13(5), 538-563.
- Dermott, E., & Fowler, T. (2020). What is a family and why does it matter?. *Social Sciences*, 9(5), 83.
- Dewi, M. S., & Rahayu, M. (2020). Rwandan genocide conflict represented in the novel Led by Faith. *Jurnal Pembelajaran Sastra*, 2(1), 21-30.
- Dobie, A. B. (2015). *Theory into practice: An introduction to literary criticism*. Cengage learning.
- Eagleton, T. (2011). *Literary theory: An introduction*. John Wiley & Sons.
- Fachma, U. (2023). *Love and belonging needs of the main character in Aciman's Call Me by Your Name* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Genkova, D. (2021). Modeling of the human needs: An economic interpretation of Maslow's theory of motivation. *WSEAS Transactions on Business and Economics*, 18(26), 253-264.
- Goble, F. G. (1987). *Mazhab ketiga, psikologi humanistik Abraham Maslow*. Kanisius.
- Horwitz, S. (2007). Markets, Maslow, and the evolution of the modern family. *unpublished ms., St. Lawrence University*.
- Hutauruk, R. F., & Rudianto, G. (2022). Love and Belonging Needs of the Main Character in the Movie "500 Days Of Summer": Psychological Approach. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 2088-2099.
- Lu, P., Oh, J., Leahy, K. E., & Chopik, W. J. (2021). Friendship importance around the world: Links to cultural factors, health, and well-being. *Frontiers in psychology*, 11, 570839.
- Lubis, N., & Satria, R. (2021). Hierarchy of Needs in Angie Thomas's Novel "The Hate U Give": Abraham Maslow. *Humanitatis: Journal of Language and Literature*, 8(1), 53-60.

- Lumbantoruan, A. W., & Evyanto, W. (2021). Anaysis Love and Belonging Needs in Novel “Persuasion” by Jane Austen: Psychological Approach. *Humanitatis: Journal of Language and Literature*, 7(2), 161-172.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review google schola*, 2, 21-28.
- McCleskey, J. A., & Ruddell, L. (2020). Taking a step back—Maslow’s theory of motivation: A Christian critical perspective. *Journal of Biblical Integration in Business*, 23(1).
- McLeod, S. (2007). Maslow's hierarchy of needs. *Simply psychology*, 1(1-18).
- Müller, M. G., & Griffin, M. (2013). Comparing visual communication. In *The handbook of comparative communication research* (pp. 94-118). Routledge.
- Mustofa, A. Z. (2022). Hierarchy of human needs: a humanistic psychology approach of Abraham Maslow. *Kawanua International Journal of Multicultural Studies*, 3(2), 30-35.
- Nurhasanah, N., Siwi, P., & Pawiro, M. A. (2023). Love And Belonging Needs in Istiqomah’s Novel Seribu Musim Merinduimu. *Journal Of Language*, 5(1), 120-126.
- Nyarko, M. O., Fobiri, G. K., Schall, M., Asare, T. O., & Yussif, A. R. S. (2021). Maslow’s theory of needs as a spice in conceptual textile surface designing. *IDA: International Design and Art Journal*, 3(2), 234-245.
- Ogden, B. H. (2018). *Beyond Psychoanalytic Literary criticism: Between literature and mind*. Routledge.
- Papaleontiou–Louca, E., Esmailnia, S., & Thoma, N. (2022). A critical review of Maslow’s theory of spirituality. *Journal of Spirituality in Mental Health*, 24(4), 327-343.
- Poston, B. (2009). Maslow’s hierarchy of needs. *The surgical technologist*, 41(8), 347-353.
- Rahayu, M., Mediyansyah, M., & Zuhro, H. F. (2020). Desperately seeking justice in Okky Madasari’s Bound. *Jurnal Pembelajaran Sastra*, 2(2), 101-110.
- Rahayu, M. (2021, November). Symbolic Violence Represented in Royyan Julian’s Bulan Merah Rabu Wekasan. In *Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)* (pp. 466-470). Atlantis Press.

- Rahim, S. (2013). Love and belonging: Strategies to help mentally ill patients. *i-Manager's Journal on Nursing*, 2(4), 34.
- Rook, K. S., August, K. J., Stephens, M. A. P., & Franks, M. M. (2011). When does spousal social control provoke negative reactions in the context of chronic illness? The pivotal role of patients' expectations. *Journal of social and personal relationships*, 28(6), 772-789.
- Ruth, G. (2020). *Love and Belonging Needs of the Main Character in Novel" Me Before You" By Jojo Moyes* (Doctoral dissertation, Prodi Sastra Inggris).
- Terrone, E. (2021). Science fiction as a genre. *The Journal of Aesthetics and Art Criticism*, 79(1), 16-29.
- Vila, J. (2021). Social support and longevity: Meta-analysis-based evidence and psychobiological mechanisms. *Frontiers in Psychology*, 12, 717164.
- Virginia, F., & Satria, R. (2022). Exploring Maslow's Hierarchy of Human Needs in "Pollyanna" Novel. *eScience Humanity Journal*, 2(2), 75-86.
- Waters, L., Algoe, S. B., Dutton, J., Emmons, R., Fredrickson, B. L., Heaphy, E., ... & Steger, M. (2022). Positive psychology in a pandemic: Buffering, bolstering, and building mental health. *The Journal of Positive Psychology*, 17(3), 303-323.

## CURRICULUM VITAE



Ahmad Hamdani was born in Probolinggo on February 14, 2000. He graduated from MA Darul Lughah Wal Karomah in 2018. While studying at Madrasah Aliyah, he was active in the English Development Club (EDC) organization and became one of the teachers there. Because of his fondness for English, he started higher education in 2020 by choosing to major in English literature at Maulana Malik Ibrahim State Islamic University Malang. With his persistence, he was finally able to finish writing his thesis until the last page.