

CATH'S HIERARCHY OF NEEDS IN RAINBOW ROWELL'S

FANGIRL

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2025**

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THESIS

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Universitas Islam Negeri Maulana Malik Ibrahim Malang
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2025**

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I state that the thesis entitled “Cath’s Hierarchy of Needs in Rainbow Rowell’s *Fangirl*” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 12 May 2025
The researcher



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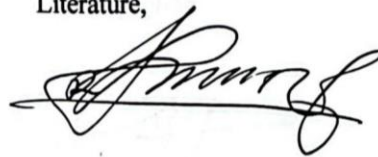
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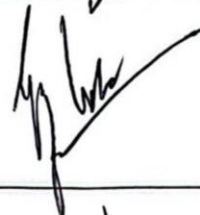



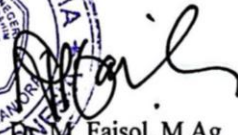
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MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

“Which other blessings of God are you denying?”

(QS. Ar-Rahmaan: 13)

DEDICATION

I proudly dedicate this thesis to myself for my persistence in finishing it as well as to my parents, whose steadfast support has been crucial to my journey.

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All the praise and thanks are due to Allah SWT, who has provided the author with the grace and motivation to finish this thesis, which is a prerequisite for earning a Bachelor of Literature degree. Without the assistance and contributions of many others, this thesis would not have been possible, and the researcher is grateful to everyone who has supported this effort.

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ABSTRACT

Maulidia, Alifah Fatih (2025), Cath's Hierarchy of Needs in Rainbow Rowell's *Fangirl*. 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, Psychology of literature

The physiological needs, the safety needs, the love and belonging needs, the esteem needs, and the self-actualization needs are the five levels of needs that Abraham Maslow (1943) distinguished. The character Cath from Rainbow Rowell's *Fangirl* is examined in this study using Maslow's hierarchy of needs theory. The literary psychology method used in this study focuses on the main character's psychological aspects. The sentences, paragraphs, and dialogues pertaining to the hierarchy of needs were used to gather data. The findings show that Cath successfully fulfills her hierarchy of needs, which reflects her emotional and psychological development throughout the story. Her physiological needs are seen in her efforts to fulfill basic needs such as food, sleep and clothing. Furthermore, the need for security emerges through her emotional connection with Levi, who provides protection and support. This connection also fulfills the need for love and belonging, seen in her intimate interactions with Levi and her longing for Wren. The need for esteem is reflected in academic achievement and recognition from those around her, which boosts self-confidence and the need for self-actualization emerges as Cath explores creativity and finds meaning in her relationships and work. Cath illustrates how the fulfillment of these needs is interrelated and influence her character development in facing life's challenges.

مستخلص البحث

موليدية، ألفة فاتح (٢٠٢٥) هرم احتياجات كاث في رواية "فانجيل" لراينيو رويل. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف الأكاديمي: الدكتور شمس الدين الماجستير.

الكلمات المفتاحية : التسلسل الهرمي للاحتياجات، علم النفس الأدبي

الاحتياجات الفسيولوجية، والاحتياجات الأمنية، والاحتياجات العاطفية والحب، والاحتياجات التقديرية، والاحتياجات *Fangirl* الذاتية هي خمسة مستويات من الاحتياجات التي تميزها أبراهام ماسلو (1943). تمت دراسة شخصية كاث من رواية في هذه الدراسة باستخدام نظرية هرم الاحتياجات لماسلو. تركزت طريقة علم النفس الأدبي Rainbow Rowell للكاتبة المستخدمة في هذه الدراسة على الجوانب النفسية للشخصية الرئيسية. تم استخدام الجمل والفقرات والحوارات المتعلقة بهرم الاحتياجات لجمع البيانات. أظهرت النتائج أن كاث نجحت في تلبية هرم احتياجاتها، مما يعكس تطورها العاطفي والنفسي طوال القصة. تظهر احتياجاتها الفسيولوجية من خلال سعيها لتلبية الاحتياجات الأساسية مثل الطعام والنوم والملابس. بالإضافة إلى ذلك، تظهر حاجتها إلى الأمان من خلال علاقتها العاطفية مع ليفي، الذي يوفر لها الحماية والدعم. هذه العلاقة تلي أيضًا حاجتها إلى الحب والشعور بالانتماء، كما يتضح من تفاعلها الحميمي مع ليفي وشوقها إلى رين. احتياجات التقدير تنعكس في الإنجازات الأكاديمية والتقدير من الأشخاص المحيطين بها، مما يعزز ثققتها بنفسها، بينما تظهر احتياجات تحقيق الذات عندما تستكشف كاث إبداعها وتجد معنى في علاقاتها وأعمالها. تصف كاث كيف أن تلبية هذه الاحتياجات مترابطة وتؤثر على تطور شخصيتها في مواجهة تحديات الحياة.

ABSTRAK

Maulidia, Alifah Fatih (2025) Hirarki Kebutuhan Cath dalam *Fangirl* karya Rainbow Rowell. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Dr. Syamsudin M.Hum.

Kata Kunci: Hierarki Kebutuhan, Psikologi Sastra

Kebutuhan fisiologis, kebutuhan rasa aman, kebutuhan cinta dan rasa memiliki, kebutuhan penghargaan, dan kebutuhan aktualisasi diri merupakan lima tingkatan kebutuhan yang dibedakan oleh Abraham Maslow (1943). Karakter Cath dari novel *Fangirl* karya Rainbow Rowell dikaji dalam penelitian ini dengan menggunakan teori hierarki kebutuhan Maslow. Metode psikologi sastra yang digunakan dalam penelitian ini berfokus pada aspek psikologis karakter utama. Kalimat, paragraf, dan dialog yang berkaitan dengan hierarki kebutuhan digunakan untuk mengumpulkan data. Temuan menunjukkan bahwa Cath berhasil memenuhi hirarki kebutuhannya, yang mencerminkan perkembangan emosional dan psikologisnya sepanjang cerita. Kebutuhan fisiologisnya terlihat dari upayanya memenuhi kebutuhan dasar seperti makanan, tidur, dan pakaian. Selanjutnya, kebutuhan akan keamanan muncul melalui hubungan emosional dengan Levi, yang memberikan perlindungan dan dukungan. Keterhubungan ini juga memenuhi kebutuhan cinta dan rasa memiliki, terlihat dari interaksi intim dengan Levi dan kerinduannya terhadap Wren. Kebutuhan penghargaan tercermin dalam pencapaian akademis dan pengakuan dari orang-orang di sekitarnya, yang meningkatkan rasa percaya diri dan kebutuhan untuk aktualisasi diri muncul saat Cath mengeksplorasi kreativitas dan menemukan makna dalam hubungan serta karyanya. Cath menggambarkan bagaimana pemenuhan kebutuhan-kebutuhan ini saling terkait dan mempengaruhi perkembangan karakternya dalam menghadapi tantangan hidup.

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CHAPTER I

INTRODUCTION

In this section, the researcher explains the background of the study, the problem of the study, significance of the study, scope and limitations, and the definitions of key terms.

A. Background of the Study

For readers, novels have a significant function as literary works. This is due to the fact that novels typically emphasize life and its challenges. To give the plot and characters in the book more life, life issues are used as the foundation for conflict. The novel's issues may have their origins in the author's imagination or in real-life incidents. These conflicts and problems become elements that make the story more interesting and realistic for readers (Hollis, 2023).

The lives of characters in novels cannot be separated from their efforts to fulfill their needs for survival. The process of fulfilling these needs is often accompanied by various behaviors of the characters, which will later lead them to the life goals that each individual wants. Researchers create literary works by combining the elements of creation, taste, and creativity and observing various mental phenomena, processing them into texts, and then relating them to psychological aspects (Wellek & Warren, 1989). The researcher's personal experiences and mental state are also poured into the form of imaginative literary texts.

In this context, Cath Avery's journey reflects not only an individual's struggle to meet basic needs for survival, but also illustrates how personal experiences and an interest in the world of fiction can shape one's identity and social relationships. Through her interactions with the characters in the fanfiction she writes, Cath finds a way to express herself and confront the challenges she faces in real life, thereby creating a bridge between the world of imagination and reality that aids her in her process of growth and self-development.

In the research discussed, there are at least five objects that are the same, namely the novel *Fangirl* by Rainbow Rowell, the first in the research "*Cath's Anxiety in Rainbow Rowell's Fangirl*" by Musdalifa & Tri (2023) discusses the experience of anxiety experienced by Cath, by analyzing the symptoms, causes, and effects of her anxiety using Sigmund Freud's literary psychology theory. The second study "*Introverted and Anxiety Disorder Of Cath Avery In Rainbow Rowell's Fangirl*" by R & Deepa (2022) discusses the character Cath Avery who experiences anxiety and introverted personality due to a troubled family environment, and how she learns to face social challenges through relationships with her friends.

The third study "*Psychoanalysis Of The Main Character In Rainbow Rowell's Fangirl*" by Harahap & Melati (2022) discusses the psychoanalytic analysis of the main character in Rainbow Rowell's novel *Fangirl* can be conducted using Sigmund Freud's theories of the id, ego, and superego. This analysis also explores the main character's internal and external issues. The fourth study "*Introvert Personality In Rainbow Rowell's Fangirl*" by Umboh, Mamentu & Posumah (2023) discusses Cath Avery's introverted personality in Rainbow Rowell's novel *Fangirl*, by

analyzing the causes and effects on Cath's social life using Erik Erikson's psychosocial theory. The fifth study "*Dysfunctional family in Rainbow Rowell's Fangirl*" by Ananditha & Rahayu (2023) discusses dysfunctional family dynamics with a focus on signs of dysfunction and types of dysfunctional families experienced by the Avery family, including emotional abuse, neglect, chronic conflict, and the impact of bipolar disorder on family members.

In addition, five previous studies have applied the same approach; the first study used Abraham Maslow's theory with the title "*The Hierarchy of Needs Analysis on Brianna Jackson in On the Come Up Novel by Angie Thomas*" by Alaydrus, Valiantien & Fatimah (2024) discusses This study analyzes the needs of *Brianna Jackson's* character in the novel *On the Come Up* by *Angie Thomas* using Maslow's hierarchy of needs theory and Kenan's characterization theory, The second study "*Exploring Maslow's Hierarchy Of Human Needs In Pollyanna Novel*" by Virginia & Satria (2022) examine how Maslow's hierarchy of needs theory is applied in *Pollyanna* by examining how the characters' psychological needs get fulfilled and unfulfilled throughout the novel.

The third study "*The Hierarchy Of Needs Of Louisa Clark In Me Before You Novel*" by Sitepu & Putri (2020) discusses the hierarchy of human needs based on Abraham Maslow's theory on the character Louisa Clark in the novel *Me Before You* by Jojo Moyes, highlighting that the most dominant need for Louisa is the need for love and belonging. The fourth study "*Hierarchy of Needs Analysis Of The Main Character Of A Novel Entitled Flawed By Cecelia Ahern*" by Ronie & Hellystia (2020) discusses the analysis of the hierarchy of needs based on Abraham Maslow's

theory on the main character in the novel *Flawed* by Cecelia Ahern, by exploring the level of needs met and how the main character fulfills them. The fifth study “*Hierarchy Of Human Needs On Rachel Ward's Number*” by Rudyanto, Prifantini & Hidayah (2022) discusses the hierarchy of human needs based on Abraham Maslow's theory in the novel *Numbers* by Rachel Ward, by analyzing the five types of human needs through the emotional relationship between the main characters, Jem and Spyder, and how these needs affect their psychological lives and interactions.

Based on several previous studies, research on Rainbow Rowell's novel *Fangirl* varies in its approaches and theories, such as analyzing anxiety, internal and external conflicts, and introverted personality using Freud's literary psychology theory, Freud's id, ego, and superego theory, and Erikson's psychosocial theory, but none has explicitly examined the hierarchy of human needs based on Abraham Maslow's theory. This research seeks to address the existing gap by exploring the primary needs of the character, Cath Avery, to fulfill those needs within the framework of Maslow's hierarchy of needs.

B. The Problem of The Study

The research objectives can be formulated as follows: How does Cath Avery fulfill her needs based on Maslow's hierarchy of human needs theory?

C. Significant of The Study

This study can enhance the comprehension of the hierarchy of needs theory, particularly as it applies to fictional characters like Cath Avery in Rainbow Rowell's

novel *Fangirl*. In the novel, it describes how Cath tries to meet her needs, ranging from physiological needs as a basis to more complex needs such as self-actualization needs. Through this research, we can understand how Cath, as the main character, faces challenges to fulfill various levels of needs in her life journey.

Research on Cath Avery's hierarchy of needs in the novel *Fangirl* can offer new insights that have not been studied much by previous researchers regarding this novel. In addition, this research is expected to be a source of information and reference for further research. The topic raised is also potentially relevant to studies conducted by other researchers, so that it can complement or even develop existing ideas.

D. Scope and Limitation

This study investigates the psychological needs of Cath Avery, in Rainbow Rowell's novel *Fangirl*, through the lens of Abraham Maslow's hierarchy of needs theory. This research centers on Cath's needs, which include Physiological Needs, Security Needs, Love and Belonging Needs, Appreciation Needs, and Self-Actualization Needs. This theory analyzes the organization of human needs in a hierarchical structure, where certain needs must be satisfied before other needs can be met. The researcher examined how Cath's needs are met throughout the narrative and how these fits into Maslow's framework. This analysis focused exclusively on the content of the novel and did not take into account its effect on the audience.

E. Definition of Key Terms

Avoid discrepancies between the terms used in this study and the writer; using the terms is required.

1. Hierarchy of Needs: This concept was developed by Abraham Maslow, who described five levels of human needs, ranging from physiological needs to the need for self-actualization (Maslow, 1943).
2. Psychology Approach: refers to the relationship between psychology and literary works, where Maslow's theories, such as the hierarchy of needs, can be used to analyze characters and motivations in stories (Maslow, 1943).
3. The Physiological Needs: Basic human needs for survival, such as eating, drinking, sleeping and shelter (Maslow, 1943).
4. The Safety Needs: These needs include security and protection, such as physical safety, and job stability (Maslow, 1943).
5. The Love and Belonging Needs: This refers to the desire for connection, companionship, emotional bonds, and care from those around us (Maslow, 1954).
6. The Esteem Needs: This refers to the desire for acknowledgment, respect, accomplishment, and a sense of personal value (Maslow, 1954).
7. The Self-Actualization Needs: This is the top of the hierarchy, which includes efforts to realize personal potential, foster creativity, deepen self-awareness, and achieve individual aspirations (Maslow, 1954)

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter presents a review of the relevant literature, encompassing the Psychology of Literature and the Hierarchy of Needs. Furthermore, the hierarchy of needs is categorized into physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

A. Psychology of Literature

Psychology is a scientific discipline that focuses on understanding human behavior and the underlying mental processes (Walgito, 2004). This includes not only the observation of behavior, but also a thorough analysis of how individuals respond to external and internal stimuli. By exploring the various approaches and theories in psychology, it becomes clear that while the ultimate goal is to understand human behavior, there are significant differences in the methods of teaching and presenting psychological concepts (Wiyatmi, 2011). This variation highlights the diversity of perspectives within the discipline and underscores the importance of context in studying human action (Slade, 2023).

One significant development within the field of psychology is humanistic psychology, which emerged as the third major theory of personality psychology, following psychoanalysis and behaviorism (Decarvalho, 1990). This approach arose as a response to the limitations of behaviorism and psychoanalysis, offering an alternative perspective that emphasizes human existence and its unique characteristics. Abraham Maslow, a prominent figure in humanistic psychology, played a significant role in developing this approach. His perspective shifted after

the birth of his first daughter, leading him to reject the notion that child development could be fully explained by simplistic learning processes. Instead, Maslow sought to understand human development in a more holistic way (Charles, 1989).

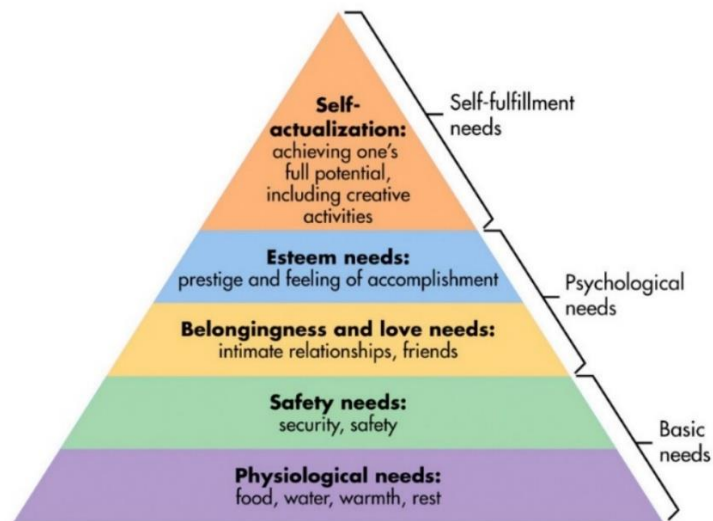
Maslow criticized Sigmund Freud and other theorists who focused primarily on neurotic and severely disturbed individuals to understand personality (Reid-Cunningham, 2008). He contended that this perspective overlooked the wider range of human experiences. Maslow posited that all individuals are inherently driven by instinctive needs that foster their growth, development, and self-actualization. These universal needs, according to him, motivate people to achieve their highest potential, going beyond mere survival to explore deeper existential dimensions. To illustrate this, Maslow's motivation theory differentiates between basic needs and meta-needs. Basic needs consist of essential physiological requirements such as hunger, security, and self-esteem, which are crucial for survival and overall well-being. In contrast, meta-needs refer to higher-level aspirations, including justice, beauty, goodness, order, and unity. These meta-needs reflect a desire for personal growth and fulfillment beyond basic survival, emphasizing the richness and complexity of human motivation. Together, these ideas form a comprehensive framework for understanding the dynamics of human behavior and development within the broader discipline of psychology (Minderop, 2010).

B. Maslow's Hierarchy of Needs

Abraham Maslow, often regarded as the Father of Humanistic Psychology, developed a groundbreaking theory grounded in the philosophies of humanism and existentialism. His approach emphasized the unique experiences of individuals as

the most significant phenomena in understanding and analyzing human behavior. Maslow's perspective was shaped by his tireless optimism and deeply positive view of humanity, highlighting values such as kindness, dignity, and intelligence. He believed strongly in free will and the intrinsic power of humans to shape their lives, emphasizing the importance of choice, creativity, and self-realization. Central to his ideas was the belief that every individual possesses the capacity to grow, evolve, and achieve their fullest potential. To explain the complexities of human needs, Maslow proposed a theory of motivation that categorizes human requirements into a hierarchy based on their priority in human life (Mustofa, 2022).

Maslow's hierarchy of needs organizes these requirements into levels, starting with the most basic needs necessary for survival, such as food, sleep, and safety. Once these essential needs are met, individuals can focus on psychological needs like forming relationships and gaining self-esteem. At the highest level, people strive for personal growth and fulfillment, reaching their full potential through creativity, self-discovery, and achieving meaningful goals. According to Maslow in Gawel (1996) people typically need to satisfy their lower-level needs before they can pursue higher-level aspirations. This framework offers a clear understanding of human motivation and provides insight into the factors that drive personal development and fulfillment. The hierarchy could be seen below.



Maslow's Hierarchy of Needs

1. The Physiological Needs

Physiological needs are the most basic and essential requirements for human survival. They include necessities such as shelter, food, water, rest, and health. At this level, a person's motivation is largely driven by the instinct to sustain life. These needs are critical because they have a direct impact on an individual's physical well-being. A lack of adequate food, water, or rest can lead to a deterioration of the body, resulting in a weakened state that affects other aspects of life (Maslow, 1954).

In Maslow's theory, physiological needs take precedence over all other needs for individuals. For instance, if a person is hungry and also seeks security, the need for food will take priority. Once hunger is addressed, the individual can then focus on fulfilling other needs. Maslow also noted that humans experience ongoing desires throughout their lives. While these desires are limitless, basic needs must be satisfied before higher-level needs can emerge. However, there are instances where a person might attempt to alleviate hunger through alternative actions, such as

drinking water. This shows that human needs are interrelated and subjective, as described by (Goble, 1994). Physiological needs, which relate to basic human instincts, are the most basic needs that drive individuals to fulfill them. The main human drive is the need for food, and individuals will strive to fulfill this need. There are times when a person feels that the availability of food throughout his life is guaranteed, so he achieves perfect happiness without thinking about anything else. However, a life that only focuses on fulfilling food needs can neglect other important aspects of life (Maslow, 1954)

2. The Safety Needs

Safety Needs pertain to an individual's desire to feel secure and protected within their life and surroundings. These needs are essential for creating a sense of stability that enables people to function effectively in their everyday activities. If safety needs are not met, it becomes difficult for an individual to concentrate on higher-level needs such as relationships or personal development. To achieve stability and security, a person must first address their physical safety. This involves seeking protection from environmental hazards, steering clear of dangerous situations, and safeguarding their health against threats like illness or injury. Ensuring physical safety lays the groundwork for individuals to build confidence and pursue other dimensions of well-being in both their personal and professional lives (Maslow, 1954).

According to Maslow's theory, individuals who feel insecure have a heightened need for order and stability, leading them to avoid anything new or unfamiliar (Goble, 1994). Therefore, a person needs this so that they can devote

their attention to the fulfillment of the next need. However, security differs from physiological needs in that it cannot be completely satisfied. As a result, security is a need that is never fully met, since humans can never be entirely shielded from potential threats or harmful actions from others whose intentions are unknown. Nonetheless, individuals will strive to fulfill this need as much as possible to attain peace and well-being, enabling them to address their other needs.

3. The Love and Belonging Needs

The third level of Maslow's hierarchy of needs is love and belonging, emphasizing the social nature of humans and their need for interaction, affection, and acceptance to flourish. Maslow suggested that when love needs are not met, individuals may experience feelings of loneliness, alienation, and unhappiness, particularly in unfamiliar settings where differences in background can lead to isolation. Love needs encompass family, acceptance, intimacy, and affection, which are crucial for emotional well-being. Maslow differentiates between D-Love (deficiency love), focused on receiving love to fulfill a lack, and B-Love (being love), characterized by selfless and unconditional affection. Physical touch, such as hugging or kissing, and the act of giving and receiving love are essential in meeting these needs, creating joy and satisfaction. Failure to fulfill these needs often results in loneliness, sadness, and a strong drive to seek connection, sometimes even surpassing basic physiological needs like hunger (Maslow, 1954).

Maslow identified four key components of the need for love: a sense of belonging to a group, such as a family or community; acceptance and understanding from others; the capacity to give and receive affection; and intimacy, which

encompasses both emotional and physical closeness. While intimacy is frequently mistaken for sexual desire, it is a deeper need that includes affectionate touch, fostering a sense of comfort. If these love needs are not met, individuals can feel lonely, worthless, and sad, even if other needs are met. Maslow emphasized the importance of relationships that involve giving and receiving love to create happiness, contentment, and affection. Forms of physical contact such as hugs or hand-holding also play an important role in fulfilling this need. In fact, for some people, the pain of loneliness can be so dominating that they put aside physical needs such as eating to cope with the emptiness (Maslow, 1987).

4. The Esteem Needs

Self-esteem needs pertain to an individual's desire for recognition, respect, and status. Maslow notes that these needs start to arise once the needs for love and belonging have been fulfilled. When a person feels accepted within their social context, they begin to focus on building self-confidence and self-esteem. This process involves seeking acknowledgment from others through accomplishments, social standing, or significant contributions to society. This need is essential for fostering self-confidence and motivation for ongoing personal development. Maslow categorized self-esteem needs into two primary groups. The first is the need for respect from others, encompassing recognition, praise, and appreciation from one's social surroundings. The second is the desire for self-esteem, which includes competence, self-assurance, and self-worth knowledge. When both of these needs are satisfied, individuals typically experience greater satisfaction and are better equipped to confront challenges with a positive outlook. Conversely, when these

needs are not met, a person may feel inferior or lack confidence, which can affect their personal development and social relationships (Maslow, 1954).

5. The Self-Actualization Needs

Self-actualization The goal of needs is to help people reach their greatest potential. People want to be the best versions of themselves at this point. For example, someone might want to become a millionaire or the best parent. These needs are quite individual and vary from person to person depending on their goals and values. The pursuit of personal development is known as self-actualization. Individuals in this stage typically have an immense desire to learn, grow, and explore different facets of life. It includes an ongoing process in which one strives to realize their deepest inner fulfillment and their highest desires (Maslow, 1954).

According to Feist and Feist (2010), self-actualization demands include the need for self-fulfillment, the drive for creativity, and the awareness of one's own potential. Even after satisfying the preceding four needs, individuals may still encounter feelings of dissatisfaction and new anxieties that may emerge. Nevertheless, once these four needs are met, individuals are likely to continue fulfilling their responsibilities. This drive is linked to self-esteem, which reflects a person's understanding of their abilities and circumstances, evaluated against varying standards based on their individual expertise. This process involves self-discovery and the development of existing or latent potential in human beings, according to Goble (1994). This potential develops differently in each person, with some people being able to achieve it faster than others. Self-actualization is when a person reaches the peak of their potential and uncovers and develops their true self

through life experiences. People who have achieved self-actualization can accept their situation fully.

CHAPTER III

RESEARCH METHOD

The research framework used in this study is described in this chapter. It discusses research design, sources of data, methods of data collection, and approaches to data analysis.

A. Research Design

This study employs literary criticism as it facilitates a comprehensive analysis of the experiences of the protagonist, Cath Avery. By applying Abraham Maslow's hierarchy of needs theory, literary criticism uncovers the internal dynamics of the characters, highlighting how their unfulfilled needs influence their growth, choices, and interactions within the narrative. The research specifically investigates the hierarchy of needs as experienced by Cath Avery in the novel *Fangirl* by Rainbow Rowell. It explores how these needs are represented and addressed by Cath and other significant figures in her life, such as Wren, Levi, and her father, each of whom plays distinct roles and contributes to Cath's personal journey.

B. Data Source

All data for this research is derived from the novel *Fangirl* by Rainbow Rowell, published by St. Martin's Press in 2013 (Rowell, 2013). The data comprises words, phrases, and sentences related to the themes of love and belonging as portrayed in *Fangirl*. The novel, initially released in 2013, follows the journey of Cath Avery, a young woman as she navigates college life, familial relationships, and her own sense of identity. Spanning 445 pages, the novel provides a rich narrative

exploring themes of social connection, emotional bonds, and self-discovery, making it an ideal subject for analyzing psychological needs.

C. Data Collection

The research process starts with a thorough and detailed reading of the novel, focusing on passages that vividly portray Cath's journey in fulfilling her needs across different levels of Maslow's hierarchy. This entails pinpointing significant moments in the story that illustrate Cath's challenges, successes, and interactions as she strives to fulfill her physiological, safety, love and belonging, esteem, and self-actualization needs. Data collection is conducted through close reading, where specific words, phrases, sentences, and paragraphs are carefully selected for their relevance to these themes. Once the relevant textual evidence is gathered, the researcher organizes and categorizes the data, aligning it with the stages of Maslow's theory to analyze how each level of need is depicted in the character's experiences.

D. Data Analysis

This study categorizes the textual evidence from the novel *Fangirl* according to the five levels of needs in Maslow's hierarchy. This process starts with identifying and organizing data pertaining to Cath Avery's hierarchy of needs, spanning from physiological needs to self-actualization. Next, the data collected will be analyzed to understand how Cath attempts to meet each of these needs throughout the story. After that, the analysis step involves in-depth description, interpretation and explanation of how each level of need is reflected in Cath's actions and character development.

CHAPTER IV

FINDING AND DISCUSSION

The research questions presented in the first chapter are discussed in this chapter, with particular focus paid to how the main character fulfills her needs in light of Maslow's theory of the hierarchy of needs. The researcher provides an analysis of the data collected from Rainbow Rowell's novel *Fangirl*. This data includes various excerpts, sentences, and dialogues that illustrate Cath Avery's experiences as she endeavors to satisfy her needs in alignment with Maslow's hierarchy.

A. Cath Hierarchy of Needs in Rainbow Rowell *Fangirl*

Fangirl by Rainbow Rowell follows the story of Cath, an introverted college student who is deeply passionate about the world of fiction and writes fanfiction about the popular Simon Snow novel series. As she enters college life, Cath feels anxious and isolated, especially since she must part ways with her twin sister, Wren, who chooses to distance herself and live her own life. Amid her struggles to adapt to her new environment, Cath faces various challenges, including her relationship with her eccentric roommate, Reagan, and her growing attraction to Levi, a friendly fellow student.

In the novel *Fangirl* by Rainbow Rowell, the types of needs of the main character, Cath, are categorized based on Maslow's Hierarchy of Human Needs. These needs include physiological needs, safety needs, love and belonging needs,

esteem needs, and self-actualization needs. Throughout the story, Cath navigates her emotional and psychological development as she works to fulfill these needs.

B. The Physiological Needs

Physiological needs represent the most essential requirements that must be satisfied before individuals can address other needs. These include basic necessities such as food, water, shelter, and other primary essentials. If these fundamental needs are unmet, an individual will struggle to fulfill higher-level needs. When any component of physiological needs is not satisfied, it hinders the ability to meet needs at the subsequent level (Maslow, 1943).

The following section from novel *Fangirl* illustrates how Cath, the main character, makes an effort to meet her physiological needs:

(Datum 1)

Plus she was starving. As soon as Reagan and Levi left the room for dinner, Cath was going to eat an entire jar of peanut butter. If they ever left for dinner—Reagan kept banging on like she was going to type right through the desk, and Levi kept not leaving, and Cath's stomach was starting to growl. She grabbed a protein bar and walked out of the room, thinking she'd just take a quick walk down the hall to clear her head. (P.27)

From the data above, the physiological needs listed in Maslow's hierarchy of wants are exhibited by Cath. The importance of eating for her general wellbeing is highlighted in the text when, after her friends leave, her extreme hunger causes her to finish a jar of peanut butter. Her hunger interferes with her focus and ability to interact with her surroundings, so she feels the need to take a short walk to cope with the stress. This confirms that without fulfilling physiological needs such as

food and comfort, Cath cannot function well at higher levels, such as writing or socializing.

(Datum 2)

Cath would make him breakfast while he ran—and after he ate and left for work, she'd fall back to sleep on the couch. After a few days of this, it already felt like a routine. (p.244)

From the data above Cath after preparing breakfast and Cath went back to sleep on the sofa, which shows that she also recognizes the importance of sleep as a physiological need. Adequate sleep is essential for physical and mental recovery, and by returning to bed after completing her tasks, Cath was attempting to fulfill this basic need. This routine established over a few days shows that even though she is involved in the role of caring for others, she still strives to maintain her own physical well-being. As such, this excerpt highlights how physiological needs, such as food and sleep, are important foundations in Cath's daily life, which must be met in order for her to function well in other aspects.

(Datum 3)

Their dad got up to jog every morning. Cath woke up when she heard his coffeemaker beep. She'd get up and make him breakfast, then fall back to sleep on the couch until Wren woke up. They'd pass on the staircase without a word. (P.256)

From the data above, after preparing breakfast, Cath went back to sleep on the sofa, which reflects the need to sleep as part of physiological needs. Adequate sleep is essential for physical and mental health, and by going back to bed after completing her tasks, Cath is attempting to fulfill this basic need. The brief interaction with Wren on the stairs, where they do not speak, also shows that despite

the social dynamics in their household, physiological needs remain a top priority. This excerpt highlights how the fulfillment of physiological needs, such as food and sleep, is an important foundation for Cath to be able to function well in her daily life.

(Datum 4)

Cath put on brown cable-knit leggings and a plaid shirtdress that she'd taken from Wren's dorm room. Plus knit wristlet thingies that made her think of gauntlets, like she was some sort of knight in pink, crocheted armor. Levi's teasing her about her sweater predilection had just made it more extreme. (P. 388)

From the data above clothing is one of the basic physiological needs that is essential to protect the body from environmental elements. Cath shows that she satisfies the basic need to dress in this instance by donning a plaid dress and knit leggings. Clothing keeps the body comfortable, regulates body temperature, and shields the body from the elements. Cath can feel more secure and protected while engaging in her activities if she is dressed appropriately.

(Datum 5)

"There are at least seven taco trucks, just in a two-mile radius."

"Bring it on," she said. "I want to eat burritos from now until Sunday morning."

They ate their burritos and watched TV. Her dad scribbled, and Cath got out her laptop. Wren should be here with her laptop, too, sending Cath instant messages instead of talking. (P.67)

In the data above, based on Maslow's hierarchy of needs theory, the act of eating a burrito by the character in the sentence reflects the fulfillment of physiological needs, which is the first level in the hierarchy of needs. Physiological needs encompass the basic necessities required for survival, such as food, water,

shelter, and sleep. In this case, eating a burrito not only satisfies the basic need for food but also provides the energy and nutrients necessary for daily activities. Food serves as an important source of energy for the body, and in this context, the character enjoying the burrito demonstrates that they are fulfilling their physiological needs in an enjoyable manner.

(Datum 6)

"Nah." Cath took a bite of roast beef and potatoes; it was always Sunday-night dinner in the Selleck dining room. "Drunk nerds. Not my thing." (P.32)

In the information provided, Cath is savoring a meal that includes roast beef and potatoes, indicating that her basic physiological needs, particularly her need for nourishment, are being satisfied. The setting of dinner in Selleck's dining room on a Sunday evening fosters a warm and comforting environment, which not only addresses Cath's physical hunger but also plays a significant role in meeting her emotional needs. This cozy atmosphere enhances her sense of stability and well-being, further contributing to her overall fulfillment.

(Datum 7)

Cath ate it—it was easier than arguing. She'd been arguing all day, and so far, no one had listened. And besides, the corned beef hash was really good, like they made it fresh with real corned beef, and there were two sunny-side-up eggs on top. (P.125)

In the data above, Cath chooses to eat corned beef hash served with a sunny-side up egg, which shows that she is fulfilling her physiological needs, specifically the need for food. When Cath decides to eat instead of continuing the argument, this reflects how physiological needs can influence a person's decisions and

behavior. After a long day of arguing and feeling unheard, Cath may feel emotionally and physically exhausted. In situations like this, meeting basic needs such as eating can provide the comfort and stability needed to cope with the stress and discomfort she is experiencing.

Cath's decision not to continue the argument and choose to eat also reflects the need to seek comfort and avoid conflict. When her physiological needs are met, she can focus more on other aspects of her life, such as social and emotional relationships. In this context, food not only serves as a source of energy, but also as a way to ease tension and provide a sense of security in the midst of a difficult situation.

(Datum 8)

“And the morning that we noticed those tattoos were infected,” Cath added, drinking her tomato juice. That’s something Cath would miss about the dorms. Four different kinds of juice on tap, including tomato—where else could you get tomato juice? Reagan hated watching her drink it. “It’s like you’re drinking blood,” Reagan would say, “if blood had the consistency of gravy.” (P.438)

In the data above, when Cath mentions that she enjoys drinking the tomato juice available in the dormitory, it shows that she values easy access to food and drinks that fulfill her physiological needs. Physiological needs are the most basic needs in Maslow's hierarchy and include things that are necessary for survival, such as food, water, and shelter. In this case, tomato juice symbolized the comfort and satisfaction she felt while living in the dormitory. Although Reagan found the drink strange and even made fun of it, Cath still enjoyed the juice, which shows that she found happiness in the little things that fulfilled her physical needs. The availability

of different types of juice in the hostel also reflects the comfort and convenience offered by the environment, which contributes to Cath's overall well-being. The importance of physiological needs in daily life and how simple things, such as access to food and drink, can provide a sense of comfort and satisfaction in one's life experience.

(Datum 9)

Cath pulled the pan closer and picked up a spoon. "I'll eat it." She took a bite. The noodly parts dissolved immediately in her mouth. "I like how soft it is," she said. "I like how I don't have to use my teeth." (P.381)

In the data above, Cath's statement about soft food reflects the fulfillment of her physiological needs, which is the basic level in the hierarchy of human needs. Physiological needs include the basic needs for survival, such as food, water, and shelter. When Cath states that she likes the softness of the food and does not need to use her teeth, it shows that the food not only fulfills her nutritional needs, but also provides comfort and ease in the process of consuming it. Soft foods are an ideal choice, especially for individuals who may have difficulty chewing. As such, Cath's positive experience of enjoying the food reflects how physiological needs can be met in a pleasurable way, which is important for her physical and emotional well-being.

(Datum 10)

As soon as Reagan left for work that afternoon, Cath jumped up from her desk and started going through her closet to figure out what to wear. Probably a T-shirt with a cardigan and jeans. There was nothing in Cath's closet that wasn't a T-shirt, a cardigan, or jeans. She laid her options out on the bed. Then she went looking for something she'd bought at a flea market last year—a little green knit collar that fastened with an antique pink button. (P.305)

In the data above, physiological needs not only include food and water, but also include the need to dress appropriately and comfortably. Cath is attempting to satisfy her fundamental need to dress in a way that not only shields her body from the weather but also offers comfort while engaging in activities when she selects a T-shirt, cardigan, and trousers. In addition, Cath's search for accessories such as the green knit collar she bought at a flea market shows that she also pays attention to the aesthetic and self-expression aspects of dressing. While this may not be directly related to the most basic physiological needs, these actions reflect how the need to dress well and feel comfortable can contribute to one's physical and emotional well-being.

(Datum 11)

Cath put on brown cable-knit leggings and a plaid shirtdress that she'd taken from Wren's dorm room. Plus knit wristlet thingies that made her think of gauntlets, like she was some sort of knight in pink, crocheted armor. Levi's teasing her about her sweater predilection had just made it more extreme. (P.388)

In the data above, Cath's actions of choosing clothes such as brown knit leggings and plaid dresses reflect the fulfillment of physiological needs, specifically in terms of dressing comfortably and according to the climate. Physiological needs encompass the fundamental requirement to shield the body from external conditions, and Cath's decision to wear leggings and dresses reflects her effort to meet these needs in a practical and comfortable manner. In addition, accessories such as the “knit wristlet thingies” that make her feel like a knight in pink knit “armor” show that she is also looking for ways to express herself and add an element of creativity to her look. While Levi may tease Cath about her choice of clothing, Cath's

increasingly extreme reaction to her choice of clothing shows that she finds comfort and identity in the style. According to Maslow's hierarchy of needs, the physiological desire to feel comfortable and dress nicely is the foundation of these behaviors even though they are more focused on self-expression.

C. The Safety Needs

Following the satisfaction of Cath's physiological needs, people proceed to the next level of Maslow's hierarchy, which is safety needs. This stage includes the desire for security, stability, and defense against emotional and physical threats (Maslow, 1943). When it comes to relationships in the novel *Fangirl*, Cath feels more emotionally secure as her connection with Levi begins to develop. The trust and stability that Levi offers empower her to be more open to trusting others. This is illustrated by the following data:

(Datum 12)

"How're you getting home?"

"This girl down the hall. Erin. She goes home every weekend to see her boyfriend— which is probably a good idea, because she's boring and awful, and he's bound to meet somebody better if she doesn't keep an eye on him."

"I'll drive you home." "On your white horse?" "In my red truck." Cath rolled her eyes. "No. You'd have to make two round trips. It'd take a thousand dollars in gas."

(P.320-321)

Levi shows considerable concern for Cath by offering to drive her home, even though this is not practically feasible due to the distance and high fuel costs. The offer is not just a simple gesture, but a form of support that brings a sense of emotional security to Cath. In a situation where Cath feels the need to return home to check on her father's condition, the presence of someone who cares and is willing

to help with the journey provides a sense of protection and relief from any worries she may feel. Levi's actions reflect the basic need for safety which includes a sense of security from physical harm and emotional distress. When one knows that there are others who are ready to support and care for them, especially in times of difficulty or uncertainty, it reinforces a sense of psychological and emotional stability. In the context of interpersonal relationships, this kind of support is crucial as it builds trust and a sense of comfort, two crucial aspects of Maslow's need for safety. Levi's care not only fulfills the physical safety aspect, but also strengthens Cath's emotional safety, giving her the courage to face challenges with the feeling that she is not alone.

D. The Love and Belonging Needs

The desire to connect with people through sexual relationships, friendships, and familial ties is included in Maslow's theory of the Needs for Love and Belonging. These connections provide a feeling of social identity, emotional support, and security—all of which are critical for psychological health. People feel happier and more satisfied when these needs are addressed; on the other hand, unmet needs in this area can lead to feelings of isolation and loneliness (Maslow, 1943).

The following short excerpt shows Cath's attempt to satisfy her need for love and belonging, which she learns in the novel *Fangirl*:

(Datum 13)

Cath unbuckled her seat belt and slid toward him, pushing her arms around his shoulders. Levi smiled so wide, she wished it hadn't taken an adrenaline rush for her to feel like she

could hug him like this. His arms moved around her waist, and she held him tightly, her face in his coat. (P.336)

In the data above, the close relationship between Cath and Levi demonstrates Maslow's idea of the desire for love and belonging. When Cath unbuckles her seatbelt and comes over to hug Levi, this action reflects a deep desire to connect emotionally and physically. The hug is not just an expression of affection, but also demonstrates Cath's need to feel safe and accepted in their relationship. Levi's wide smile indicates that he too feels the same happiness and attachment, although Cath feels that this moment only happened because of the adrenaline rush. This hug creates an important sense of closeness and intimacy in their relationship, fulfilling the need to have a strong bond and support each other. This moment highlights how important love and belonging are in building a healthy and emotionally satisfying relationship.

(Datum 14)

"I like you," she said. "So much. I like you here." (P.402)

In the data above, there is Cath's dialog when talking to Levi "I like you," followed by "So much. I like you here," represents Maslow's hierarchy of wants for love and belonging. This phrase demonstrates a need to establish an emotional bond with another individual, which is a crucial first step in meeting the need for acceptance and affection. When Cath whispers, "I like you," and Levi pulls her forward, it signifies a mutual acknowledgment of their feelings, reinforcing their emotional connection. The act of kissing Levi becomes a pivotal moment for Cath,

as she reflects on how much better it feels when she is fully present and awake, contrasting with her earlier state of fatigue from reading out loud all night. This moment encapsulates the essence of love and belonging in Maslow's hierarchy, as it illustrates the fulfillment of emotional needs through physical intimacy and mutual affection. The kiss symbolizes not only a romantic connection but also a deeper understanding and acceptance of one another. By expressing positive feelings, the character creates a deeper bond, reflecting a sense of comfort and security in the presence of a favored person. The need to be accepted and recognized by others is also reflected in this statement, which can reinforce identity and self-worth. This expression illustrates how connectedness with others contributes to an individual's emotional well-being and quality of life.

(Datum 15)

“Hey...,” Cath said, “it’s okay.”

“I wasn’t going to die,” Wren said. “Okay.”

“I just ... I’ve really missed you...” “Are you still drunk?” Cath asked. “I don’t think so.”

Cath leaned over, on the edge of her chair, and tugged at Wren’s hair. “It’s okay. I miss you, too. Not all this drunk stuff, but you.” (P.375)

In the data above, the interaction between Cath and Wren reflects their emotional need to connect with each other. When Wren expresses that she misses Cath, it indicates a search for emotional support and a sense of belonging, which is crucial in fulfilling their love and attachment needs. Cath, with her gentle response, also expresses the same longing, strengthening their bond as twin sisters. This moment shows that although Wren may feel vulnerable, their relationship remains a source of comfort and strength, creating the necessary support to deal with

emotional challenges. This interaction highlights the importance of connectedness in fulfilling the need for love and attachment in their lives.

(Datum 16)

Levi didn't call it a date, but that's what it would have to be, right? He liked her, and they were going out. He was coming to get her.

She wished she could call Wren. I have a date. And not with an end table. Not with someone who has anything in common with furniture. He kissed me. And I think he might do it again if I let him. (P.299)

In the data above, Levi and Cath are in a situation that shows the development of a romantic relationship. Although Levi doesn't call it a "date," Cath realizes that this is a step towards a more intimate relationship. She feels happy and excited about this meeting, which shows that she longs for a deeper emotional and social connection with Levi.

Cath's desire to share her experience with Wren, her sister, also reflects a need for social support and recognition from those closest to her. By saying, "I have a date. And not with an end table," Cath shows that she wants to emphasize that this relationship means more to her than just a casual interaction. She wanted to express her joy and receive approval from Wren, demonstrating the need of social support in meeting the need for acceptance and love.

Cath's statement about the kiss she received from Levi and her hope that it could happen again shows a desire for emotional and physical closeness. The kiss was not just a physical act, but also a symbol of a deeper connection and mutual respect between them. This shows that Cath is not only looking for a physical

connection, but also an emotional connection that can fulfill her need for love and belonging.

(Datum 17)

Cath focused on her fingertips. Feeling the flannel, feeling it slide against the T-shirt he wore underneath—feeling Levi underneath that, the ridges of muscle and bone. His heart beat in the palm of Cath's hand, right there, like her fingers could close around it...

"I really like you," Levi whispered.

She nodded and spread out her fingers. "I really like you, too." "Say it again," he said.

She laughed. There should be a word for a laugh that ends as soon as it starts. A laugh that's more a syllable of surprise and acknowledgment than it is anything else. Cath laughed like that, then hung her head forward, pushing her hands into his chest. "I really like you, Levi." (P.401)

In the data above, Cath and Levi express their feelings for each other, which shows a strong emotional bond between them. When Levi whispers, "I really like you," and Cath replies with the same statement, they are building a deeper connection, which is at the core of the need for love and belonging. Cath's actions of focusing on physical touch, feeling Levi's heartbeat, and expressing her feelings through laughter and touch, show that she is comfortable and emotionally connected. In addition to romantic partnerships, friendships and social support are also essential components of the need for love and belonging. In this context, Cath and Levi created a safe space where they could express their feelings to each other without fear of rejection. This moment confirms the importance of interpersonal relationships in fulfilling emotional needs, which are integral to individual well-being in Maslow's hierarchy of needs.

(Datum 18)

Cath felt tears in her eyes, and tried to blink them away. "Do you miss her?" Levi asked.

“No,” Cath said quietly, “I couldn’t care less about her. I miss Wren.” (P.344)

In the data above, Cath feels a deep emotion when she is asked about someone who no longer seems to have a significant influence in her life. When Levi asks, “Do you miss her?” and Cath replies, “No, I couldn't care less about her,” this shows that she does not miss the person, but instead, she misses Wren, her twin sister.

Cath's statement that she “misses Wren” shows how important the relationship between her and her brother is. Wren is not only a twin sister, but also someone Cath has a very strong emotional bond with. When Cath feels bereft of Wren, this illustrates an unfulfilled desire for affection and acceptance. For Cath, having a close relationship with Wren is crucial for providing emotional support and a feeling of community. The loss or absence of Wren in Cath's life can cause a deep sense of loneliness and longing. This suggests that although she may not miss others, the need to have a strong and supportive relationship with Wren is very important to her. When Cath misses Wren, she misses not just her physical presence, but also the emotional bond and support that comes from their relationship.

(Datum 19)

Her dad was wrong about worrying. Cath liked to worry. It made her feel proactive, even when she was totally helpless.

Like with Levi. (P.279)

Cath's statement that she “likes to worry” reflects the way she interacts with uncertain feelings and situations in her life. In a psychological context, worry is often thought of as a response to uncertainty and threat, both real and perceived.

When Cath worries about her father, she is trying to control a situation that is beyond her control. By worrying about her father's condition, Cath feels as though she can contribute to his well-being, despite the fact that worrying does not always result in effective action.

This worry gives Cath a sense of proactivity, where she feels involved in the lives of those she loves. In this case, she felt that by worrying about her father, she was showing love and care, which is part of the need for love and belonging. Cath wanted to make sure that her father was okay, and her worry reflected the strong emotional bond between them. She feels that if she doesn't worry, he may not care, and this creates an internal conflict where she feels trapped between the desire to maintain a healthy relationship and the need to look after her own well-being.

(Datum 20)

He called to tell her he was back. Knowing they were in the same city again made the missing him flare up inside her. In her stomach. Why were people always going on and on about the heart? Almost everything Levi happened in Cath's stomach. (P.384)

The data above illustrates how Cath feels a deep emotional need to connect with Levi. When she learns that Levi has returned to the same city, a strong feeling of longing arises in her, which shows that their relationship fulfills the essential need for love and attachment. The “churning” feeling in Cath's stomach shows that her emotions are very strong and connected to Levi's presence, reflecting how love and attachment can affect one's physical and emotional experience. Although many people talk about feelings coming from the heart, Cath felt their emotional impact in her stomach, highlighting the intensity of her feelings. The need to connect with

others, as she felt towards Levi, is an important part of the human experience. Since emotional support and intimacy are at the heart of Maslow's hierarchy of requirements for love and attachment, it is likely that Cath is seeking these when she misses Levi.

(Datum 21)

"You're beautiful," she said.

"That's you."

"Don't argue with me. You're beautiful." (P.421)

The dialog between Cath and Levi reflects an important dynamic in a healthy interpersonal relationship. When Cath says, "You're beautiful," she is not only giving a compliment, but also acknowledging and appreciating Levi's existence. This demonstrates the basic human need to be accepted and appreciated by others, which is at the core of the need for love and belonging. Levi's reply, "Don't argue with me. You're beautiful," confirms that the recognition is mutually reinforcing, creating a sense of security and mutual appreciation between them. This interaction creates a strong emotional bond, where both characters feel comfortable to express themselves. In this context, acknowledgment and acceptance of each other helps fulfill their social and emotional needs, which are crucial in building an intimate and supportive relationship. The emotional depth necessary to satisfy the needs of love and belonging in Maslow's hierarchy is reflected in this discourse in addition to physical beauty.

(Datum 22)

"You're my best friend," Cath said awkwardly. "You know. Built-in. For life." (P.442)

In the data above, referring to Wren as her "best friend" and "built-in," Cath expresses a strong and permanent sense of attachment. This shows that their relationship is not just a family bond, but also a deep friendship. As twin sisters, they have shared many life experiences, which strengthens their emotional bond. In this context, Cath found a sense of emotional security and stability through this relationship, which was crucial for fulfilling her need for love and belonging.

This friendship also provided significant emotional support, especially amidst the life challenges they faced, such as family issues and academic pressures. When Cath recognized Wren as her best friend, she showed that she felt accepted and valued, which strengthened their bond. According to Maslow's theory, meeting the wants of love and belonging requires feeling appreciated and accepted. The statement "for life" emphasizes Cath's commitment to their relationship, creating a sense of security and stability necessary for personal growth. This commitment shows that Cath not only relies on Wren in difficult situations, but also commits to supporting each other throughout their lives. This friendship helps to shape Cath's identity, providing a stronger sense of connectedness and identity in a world that often feels foreign.

(Datum 23)

Cath finally read all her texts from Levi. "turning round rite now .. be there by 3"

"cather .. i really care about you. seemed like maybe a good time to tell you that. hour a way now."

"in the waiting room, not family, cant come back, handros here to. here .. ok? if you need me"

"back in arnold. gorgous day. did you know arnold has loess canyons and sand hills? the biological diversaty would make you weep Cather Avery. call me sweetheart. and by that i mean that you should call me .. not that you should call me sweetheart tho you can if you want. call me call me call me." (P.375-376)

In the data above, Levi's messages show his deep concern and care for Cath. When he says, "I really care about you," Levi explicitly expresses his feelings, which is an important step in building an emotional bond. In addition, he offers support by stating that he is there for Cath, even in difficult situations, such as when she is in the waiting room. This demonstrates Levi's desire to help Cath, which is essential to meeting her need for affection and acceptance.

Levi also shares information about his surroundings, such as the beauty of Arnold and its biological diversity, which shows that he wants to connect with Cath through shared interests and experiences. By inviting Cath to contact him and using terms of endearment, he creates an atmosphere of intimacy and closeness, which further strengthens their relationship. This exchange demonstrates how the desire to establish a strong connection with someone, emotional support, and attentive conversation may all help to satisfy the need for love and belonging. According to Maslow's hierarchy of needs, Levi aims to establish a solid and encouraging relationship with Cath, as evidenced by his communications.

E. The Esteem Needs

The fourth level in Maslow's hierarchy is esteem needs, encompassing the desire for self-esteem and the respect of others. These needs can be satisfied through accomplishments, acknowledgment, and positive reinforcement. When fulfilled,

individuals experience a sense of worth and trust from others, which enhances their self-confidence. On the other hand, unmet esteem needs can result in adverse effects, including depression, anxiety, and diminished self-confidence. In the novel *Fangirl*, the main character, Cath, demonstrates this need for esteem, and her methods of fulfilling it will be discussed in the following excerpt:

(Datum 24)

Cath stared at her grade report. She'd made up her Psychology final the first week back, so she was expecting to see the A there. (Her grade was so high in Psychology, she practically didn't need to take the final.) But Fiction-Writing was a different story.

Without turning in a final project, the best that Cath had expected was a C—and a D was far more likely. (P.272)

In the data above, Cath is contemplating the results of her grade reports, specifically in the Psychology and Fiction Writing courses. She feels confident that she will get an A in the Psychology course, which reflects achievement and recognition of her ability in the field. This gave her a sense of confidence and personal satisfaction, which is part of her self-esteem needs.

The situation in the Fiction Writing course was different. Cath realized that without submitting the final paper, she could only expect to get a C, and would most likely get a D. This uncertainty showed that she was uncertain about her final grade. This uncertainty suggests that she lacks confidence and may feel that she is failing to meet her own and others' expectations. The inability to complete the final project may interfere with Cath's sense of self-worth and reduce the recognition she expects from her lecturers and peers. Cath's concern about her grade in the Fiction Writing course reflects how the need for recognition can affect one's feelings and motivation.

When she feels unable to meet expected academic standards, this can lead to feelings of inferiority and dissatisfaction. Conversely, excelling in Psychology provides a positive boost to her self-esteem.

This data illustrates how Cath struggled with the need for self-esteem in an academic context. She feels pressure to succeed and gain recognition, which is an important part of developing her identity and self-esteem.

(Datum 25)

"Sustained," their dad said. "Your sister has a four-point-oh, Wren. And a very polite boyfriend. She's doing just fine with her college years." (P. 372)

In the data above, Cath's father states that Cath has a grade four and a polite boyfriend, which shows that she is successful in her studies and has a positive relationship. This praise from Cath's father serves to fulfill Cath's self-esteem needs, both in terms of self-esteem and esteem from others.

By mentioning Cath's achievements, her father provides important recognition, which can boost Cath's confidence and self-esteem. When parents give praise for academic achievements and social relationships, this can provide a positive boost for individuals to feel better about themselves and their abilities. Wren feels she does not have the same achievements, this statement from her father may also lead to feelings of dissatisfaction or comparison between them. Wren may feel pressured to meet the same expectations, while Cath may feel proud but also feel bad if her twin sister takes offense to her father's words.

(Datum 26)

“Look,” Nick said, smiling like he was forcing himself to do it. “I really appreciate everything you’ve done. You really get me, as an artist, like nobody else ever has. You’re my best sounding board. And I want us to keep showing each other our stuff. I don’t want to feel like, if I offer you a suggestion, it belongs to me. Or vice versa.” (P.221)

In the data above, Nick expresses gratitude and appreciation to Cath, which shows that he values the contribution and support she provides in his creative process. When Nick says, “You really get me, as an artist, like nobody else ever has,” he is expressing a sense of being appreciated and understood, which is an important part of the need for appreciation. This sense of recognition not only boosts Nick's confidence as an artist, but also reinforces his identity in the arts. By recognizing Cath as his “best sounding board,” Nick shows that he feels comfortable and safe to share his ideas and artwork, which is an important element in fulfilling the need for self-esteem. Nick's statement about his desire to continue sharing and giving each other feedback without feeling that the idea belongs to either of them reflects mutual respect and healthy collaboration. This shows that Nick is not only seeking recognition for himself, but also values Cath's contribution, which in turn can boost Cath's confidence and self-esteem as an artist. By creating an environment where they can support each other and share ideas without fear of ownership, Nick and Cath fulfill each other's appreciation needs. This not only strengthens their relationship, but also allows them to grow and develop as individuals and artists.

(Datum 27)

"You're a real author," Wren said, splashing. "You're like Dickens. He wrote in installments, too." (P. 441)

In the data above there is Wren's statement, "You're a real author. You're like Dickens. He wrote in installments, too," reflects the importance of esteem needs in Maslow's theory, particularly in the context of recognition and self-validation. By comparing Cath to Charles Dickens, a famous author, Wren gives strong recognition to Cath's abilities and achievements as a writer.

This recognition is very important to Cath, as the need to be valued and recognized as a writer is part of the need for self-esteem. When Wren refers to Cath as a "real author," she is not only giving praise, but also recognizing Cath's identity and efforts in writing. This helps Cath feel more confident and validated in her role as a writer, which is a key element in fulfilling the need for self-esteem. The comparison to Dickens also shows that Wren values Cath's creative process, which may involve challenges and uncertainties. By associating Cath with a great writer, Wren provides encouragement that can boost Cath's confidence and motivate her to continue creating. This creates a supportive environment where Cath feels valued and recognized, which is crucial for her personal and professional development. Wren's statement demonstrates how receiving praise from her loved ones can satisfy Maslow's hierarchy of needs for esteem. By providing praise and validation, Wren helps Cath feel more confident and connected to her identity as a writer, which in turn can encourage further growth and development in her career.

F. The Self-actualization Needs

The highest level of Maslow's hierarchy is self-actualization, which pertains to realizing one's full potential and pursuing personal growth and fulfillment. According to Maslow, achieving self-actualization requires meeting all of the needs that come before it in the hierarchy. It embodies an individual's aspirations and ambitions for themselves. However, achieving self-actualization is not easy, as individuals need support from various parties. If this need is not met, feelings of discomfort, anxiety, and inferiority may arise. The following are data that show self-actualization in the *Fangirl* novel:

(Datum 28)

"It's like you got your lost arm back or something," Levi said. "Like you're a happy starfish." The way he was beaming, you'd think he was the one who got his sister back. "That was some bad medicine. Not talking to your mom. Not talking to your sister. That was some Jacob-and-Esau business." (P.408)

In the data above Levi's statement, "It's like you got your lost arm back or something. Like you're a happy starfish," reflects the importance of emotional connection in achieving self-actualization needs according to Maslow's theory. When Wren came back into Cath's life, she felt the happiness and sense of wholeness that she had previously lost, indicating that emotional support from loved ones is essential for personal growth. Wren's presence helps Cath feel more confident and able to face challenges, including in writing and interacting with others. Levi also highlights that powerlessness in relationships, such as not talking to mothers and siblings, can hinder personal development. By repairing these relationships, Cath not only gets the necessary support, but also the encouragement

to pursue her full potential, which is at the core of self-actualization. This suggests that love and connectedness with others are key elements in achieving psychological well-being and self-actualization.

(Datum 29)

And by “I can’t believe,” Cath meant “I can’t believe how happy I am.” Wren was coming up to her room, and they were going to work on Carry On until Levi was done with work. This was the routine now. Cath liked routines. She felt flushed with serotonin. (P.426)

In the data above Cath's statement, “And by ‘I can't believe,’ Cath means ‘I can't believe how happy I am,’” represents the fulfillment of the greatest level need in the hierarchy of needs, the need for self-actualization. When Cath is deeply happy, it means that her basic needs as well as her wants for love and belonging have been satisfied, freeing her up to concentrate on developing herself and realizing her greatest potential.

The happiness Cath feels when Wren comes to her room to work together on the “Carry On” project shows that she has strong and supportive relationships with those closest to her. Their shared routine creates a sense of stability and comfort, which is important for emotional and psychological development. When one feels safe and connected, they are better able to explore their creativity and pursue their dreams, as Cath does with writing. The feeling of being “flushed with serotonin” indicates that Cath is experiencing the fulfillment and happiness that comes from positive and productive interactions with Wren. This is a sign that she is not only meeting basic needs, but also achieving a higher level of satisfaction in her life, which is the essence of self-actualization.

(Datum 30)

When the last Simon Snow book came out, it was over. Everything. All these years of imagining and reimagining. Gemma T. Leslie would get the last word, and that would be it; everything Cath had built in the last two years would become alternate universe.

Officially noncompliant ...

The thought made her giggle wetly, pathetically, into her pillow. As if beating GTL to the punch made any difference.

As if Cath could actually make Baz and Simon live happily ever after just by saying it was so. Sorry, Gemma, I appreciate what you've done here, but I think we can all agree that it was supposed to end like this.

It wasn't a race. Gemma T. Leslie didn't even know Cath existed. Thank God. And yet ... when Cath closed her eyes, all she could see was Baz and Simon. (P.446-447)

In the data above, When Cath felt that everything, she had built up over the past two years would become an “alternate universe” after the release of Simon Snow's last book, she experienced feelings of loss and helplessness. However, although Gemma T. Leslie, the original author, had control over the ending, Cath still felt a deep connection with Baz and Simon. This shows that she has invested time and emotion in creating a world and characters that she loves, which is part of the self-actualization process.

Cath feels that Baz and Simon “need” her to fix everything, which reflects a desire to contribute and give meaning to the work she creates. In her imagination, she has the power to control the fate of the characters, which suggests that she is seeking to express her creativity and identity. This moment confirms the importance of the search for meaning and self-expression in achieving self-actualization, where Cath finds satisfaction and purpose through her emotional connection with the characters she creates and loves.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher offers conclusions and suggestions based on the research findings in this chapter following an analysis and interpretation of Cath's character in the book *Fangirl*. While the recommendations are meant to offer useful insights for researchers with comparable interests in this field, the conclusions are derived from the main topics that were investigated during the research.

A. Conclusion

The problems raised in this study were effectively resolved by the researcher. In Rainbow Rowell's *Fangirl*, Cath meets her hierarchy of needs in ways that illustrate her emotional and psychological development. Cath's physiological needs are seen in her efforts to fulfill basic needs such as food, sleep, and clothing, which become an important foundation for her well-being. Following this, the need for security emerges through the emotional connection she builds with Levi, who provides a sense of protection and support. This connection also fulfills the need for love and belonging, seen in Cath's intimate interactions with Levi and her longing for Wren, who provides emotional support. The need for esteem is reflected in Cath's academic achievements and recognition from those around her, which boosts her self-confidence and self-esteem. Finally, the need for self-actualization emerges as Cath explores creativity and finds meaning in relationships and the work she creates. Cath as the main character illustrates how the fulfillment of these needs

is intertwined and influence Cath's character development in facing her life challenges.

B. Suggestion

The researcher puts a lot of emphasis on Abraham Maslow's Hierarchy of Needs Theory in this study. Cath, the character in Rainbow Rowell's novel *Fangirl*, is a great example of this theory. The researcher suggests that future researchers who are interested in studying Maslow's Hierarchy of Needs Theory or the novel *Fangirl* should think about using a different theoretical framework or looking into different aspects of the story. The researcher also hopes that the results of this study will provide readers with a deeper understanding of how the hierarchy of needs theory is reflected in Cath's character development, both through the analysis presented in this thesis and in the context of the novel itself.

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