

CHAPTER II

THEORY & METHOD

2.1. Intrinsic Elements

2.1.1. Definition of Character and Characterization

Holman describes a character as “... a person in a fictional story....” (1980:74). He further explains that “... a brief descriptive sketch of a personage who typifies some definite quality. The person is described not as an individualized personality but as an example of some vice or virtue or type” (Holman, 1980:74).

According to Holman, “The creation of these imaginary persons so that they exist for the reader as real within the limits of the fiction is called characterization” (1980:75). He further classifies the three characterization essential methods in fiction with,

(1) the explicit presentation by the author of the character through direct exposition, either in an introductory block or more often piecemeal throughout the work, illustrated by action; (2) the presentation of the character in action, with little or no explicit comment by the author, in the expectation that the reader will be able to deduce the attributes of the actor from the actions; and (3) the representation from within a character, without comment on the character by the author, of the impact of actions and emotions upon the character's inner self, with the expectation that the reader will come to a clear understanding of the attributes of the character (Holman, 1980:75).

In the current study, the character and characterization are important in revealing the character's traits representation, and overall behaviour throughout the narrative. The character is an essential element in analyzing Stella and her development throughout the story. Characterization is used to identify Stella's traits,

actions, and behaviour, which are being presented through three methods, namely the explicit presentation, the character's action and behaviour, and the depiction of the character's inner thoughts and emotions.

2.1.2 Definition of Conflict

Holman defines a conflict as “The struggle which grows out of the interplay of the two opposing forces in a plot. It is conflict which provides the elements of interest and suspense in any form of fiction, whether it be drama/ novel, short story, or film” (Holman, 1980:98). Holman further divides conflict into four classifications, “(1) a struggle against the forces of nature, ... ;(2) a struggle against another person, ... ;(3) a struggle against society as a force; or (4) a struggle for mastery by two elements within the person,” (Holman, 1980:98).

In the current study, Stella's fulfillment of the hierarchy is influenced and hindered by the conflict and challenges she is encountering in her journey, which include her conflict with nature, conflict with those around her, conflict with society, and conflict that comes from herself. These conflicts become a struggle that further challenges her development in the narrative.

2.1.3 Definition of Setting

Holman describes setting as, “The physical, and sometimes spiritual, background against which the action of a narrative (novel, drama, short story, poems) takes place” (Holman, 1980:413). He further breaks down the elements of the setting which consist of,

(1) the actual geographical location, its topography, scenery, and such physical arrangements as the location of the windows and doors in a room; (2) the occupations and daily manner of living of the characters; (3) the time or period in which the action takes place...; (4) the general environment of the characters eg. religious, mental, moral, social, and emotional conditions through which the people in the narrative move (Holman, 1980:413).

Setting is used to analyze Stella's surroundings in which the story takes place. It becomes an essential element as it reflects both Stella's physical and non-physical environment, such as Stella's living arrangement, her occupation and daily life, and her general environment or a state she is often in. These aspects showcase Stella's surroundings and circumstances that further reflect on her process of fulfilling her needs.

2.2 Psychological Approach

2.2.1 Maslow's Hierarchy of Needs

“Man is a wanting animal and rarely reaches a state of complete satisfaction except for a short time. As one desire is satisfied, another pops up to take its place” (Maslow, 1954:24). In other words, human needs are continuous, following a structured order, such as reflected in the hierarchy of needs by Maslow. It contains five hierarchies, starting with physiological needs, followed by safety needs, love and belongingness needs, esteem needs, and self-actualization needs. The characteristic of this framework is that it is structured, from the fundamental needs followed by higher-level needs.

In this study, the framework is relevant for analyzing Stella's development throughout the narrative and how she is able to fulfill her emerging needs after

fulfilling previous ones. After she secures her lower needs, her other needs arise to take their place, ultimately leading her to the highest level of the hierarchy. Through this framework, Stella portrays her growth through a continuous process shaped by her journey in meeting her needs.

2.2.1.1 The Physiological Needs

Maslow states that, “The needs that are usually taken as the starting point for motivation theory are the so-called physiological drives” (1954:35). In the current study, this concept is reflected in the character Stella as it portrays her efforts in fulfilling the basic needs, which relates to her survival, later dividing into the need for food and the need for shelter.

2.2.1.2 The Safety Needs

As the previous hierarchy is fulfilled, individuals are able to move into the higher hierarchy of needs which is the need for safety. “... the safety needs (security; stability; dependency; protection; freedom from fear, from anxiety and chaos; need for structure, order, law, limits; strength in the protector; and so on)” (Maslow, 1954:39).

In this study, Stella portrays her attempts in fulfilling this, which applies to both physical and emotional well-being, to feel safe and secure by having someone to rely on, to be dependent and protected, further freeing herself from unpleasant feelings and achieving physical safety.

2.2.1.3 The Love and Belongingness Needs

After reaching fulfillment in previous hierarchies, individuals yearn for affection and relationship, which belongs to the belongingness and love needs.

Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group or family, and he will strive with great intensity to achieve this goal (Maslow, 1954:43).

This concept reflects Stella's sense of love and belongingness through her relationships with those around her, including her friends, partner, and family. These relationships contribute to her feelings of acceptance, inclusion, and genuine care.

2.2.1.4 The Esteem Needs

Maslow highlights that each and every individual has the need for a stable and positive sense of self-worth which comes from the individual itself and respect received by others. He explains that, "All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others" (Maslow, 1954:45).

In this study, Stella portrays the need and fulfillment of this need, which comes from within, as well as validation and recognition from the outside. This stage is important as she is facing circumstances that discourage her from being confident. With acknowledgement, she is able to feel confident, strong, capable, and overall believe she has a value in the world.

2.2.1.5 The Self-Actualization Needs

After fulfilling all the previous hierarchies, individuals still seek a higher purpose, which Maslow defined as the self-actualization needs. He explains that, “Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he, individually, is fitted for” (Maslow, 1954:46).

In this study, this stage is essential, marks the moment when where Stella actualizes her aspirations. Despite having secured her previous needs, Stella has yet to fully realize her potential within her, which later becomes a driving force that eventually shape her to become what she truly suited for, which also aligns with her goal and passion.

2.3 Research Method

This study employs an analytical procedure to examine the data from the novel *Twisted Lies* (2022). To begin with, the study identifies relevant quotations selected for their relevance to the novel’s intrinsic elements and the five levels of Maslow’s hierarchy of human needs. Subsequently, the selected quotations are then classified into their respective categories, namely character, characterization, setting, and conflict for the intrinsic elements of the novel, and the five levels of Maslow’s hierarchy for the theoretical framework. Following this, the quotations are analyzed to determine whether the intrinsic elements support, hinder, or shape of Stella’s fulfillment of her needs. Finally, the conclusion is drawn regarding Stella’s overall development and growth as reflected in the narrative.

2.3.1 Research Approach

In this study, the writer employs qualitative research which is defined by Mary W. George as, “Designates any research whose results are captured in words, images, or nonnumeric symbols; for instance, research on dreams” (George, 2008:7). Based on this definition, qualitative research is appropriate for this study because the findings are presented in words rather than numerical data. The primary data consist of dialogues, monologues, and narrative descriptions taken from a novel, which are analyzed and interpreted to answer the research questions.

2.3.2 Method of Data Collection

The author will use the library research method, which, according to George, “Involves identifying and locating sources that provide factual information or personal/ expert opinion on a research question; a necessary component of every other research method at some point” (2008:6). In this study, the author uses two sources: primary and secondary sources. According to George, a primary source is “Evidence produced as close as possible in time or place to an event, individual, or phenomenon” (George, 2008:189). The primary source in this study is the novel *Twisted Lies* (2022) by Ana Huang.

Meanwhile, a secondary source is described as “The interpretation by anyone of evidence related to the event, individual, or issue under study. Most secondary sources housed in a library will be books or articles written by scholars or others

familiar with the topic” (George, 2008:193). In this study, the writer uses related materials from articles, e-journals, and books published on the internet.

