SOPHIE'S NEEDS IN *ROOFTOPPERS* NOVEL BY USING MASLOW'S THEORY OF HIERARCHY OF HUMAN NEEDS

Akbar Yunadi, Singgih Daru Kuncara, Nita Maya Valiantien

English Department, Faculty of Cultural Sciences
Mulawarman University
Email: akbaryunadi@gmail.com

ABSTRACT

This research aimed to analyze Sophie's needs based on the theory of Hierarchy of Human Needs by Abraham Harold Maslow. The purposes of this research were to find out the needs of the main character from the *Rooftoppers* novel and also finding how she fulfills all her needs. This research used descriptive qualitative research because the data were shown in words. There were two discussions taken in this research. First, is the identification of Maslow's hierarchy of needs in the novel through the main character. The second is the identification of how the main character fulfill her needs according to Maslow's theory. *Rooftoppers* novel was used in this research as the data source. The data consisted of paragraphs, phrases, words, and dialogues through the novel that showed Sophie's needs. The results of the research showed that Sophie managed to fulfill all of her needs both at home and on her way of finding her long lost mother in Paris. Starting from the basic needs of physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization need. Sophie managed to fulfill all of her needs through her actions, dialogs, habits, and thoughts.

Keywords: Hierarchy of needs, Maslow's theory, character

ABSTRAK

Penelitian ini bermaksud untuk menganalisa kebutuhan Sophie berdasarkan teori hirarki kebutuhan manusia oleh Abraham Harold Maslow. Tujuan penelitian ini adalah: mencari kebutuhan dari karakter utama dari novel Rooftoppers dan juga mencari bagaimana karakter tersebut memenuhi semua kebutuhannya. Penelitian ini menggunakan metode deskriptif kualitatif karena data yang ditampilkan dalam bentuk kata. Terdapat dua diskusi dalam penelitiani ini. Diskusi pertama adalah mengidentifikasi hirarki kebutuhan manusia di novel melalui karakter sang karakter utama. Dan yang kedua adalah mencari bagaimana karakter utama memenuhi kebutuhannya menurut teori Maslow. Novel rooftoppers digunakan sebagai sumber data dalam penelitian ini. Data terdiri dari paragraf, frasa, kata, dan dialog dari novel

yang menunjukkan kebutuhan dari Sophie sebagai karakter utama. Hasil dari penelitian ini menunjukan bahwa Sophie berhasil untuk memenuhi seluruh kebutuhan dirinya baik di rumah dan di dalam perjalanannya untuk mencari ibunya yang telah lama hilang di kota Paris. Mulai dari kebutuhan dasarnya yaitu kebutuhan fisiologis, keamanan, rasa cinta dan memiliki, kebutuhan akan harga diri, dan aktualisasi diri. Sophie berhasil memenuhi semua kebutuhannya melalui tindakan, percakapan, kebiasaan, dan pemikiran.

Kata kunci*: hirarki kebutuhan, teori Maslow, character*

A. INTRODUCTION

Rooftoppers is a story about Sophie, the main character in the story, who survived a shipwreck as a baby, but her life really began when an eccentric but loving bachelor brought her home. Charles uses toast as a bookmark and welcomes Sophie's writing on the walls. However, when child protective services threatens to remove Sophie to an orphanage, she and Charles flee to Paris to search for the one thing that might save her for life, her mother. There, Sophie met a group of children who lived under the radar, atop the rooftops of Paris. Among the rooftops, her fairytale reaches maturity. Love and courage turned out to be the two words for the same thing. Sophie learns to value and retain the strangeness she was born with and, in holding on to her child's ability to believe in the extraordinary, to "never ignore a possible". Sophie learnt that if you never ignore a possible, sometimes the impossible feasibly will come true.

B. RELATED LITERATURE

1. Literature

Literature is a form of human expression that is expressible in words. Wellek and Warren argue that literature is a fiction (qtd. in Robson 4). Robson in his essay also argues that having maintained that the center of the art of literature lies in the traditional genres of lyric, epic and drama. They remark that in all of these reference is to a world of fiction, of imagination (Robson 4).

Literature is divided into three main genres; prose fiction, poetry and drama. Prose consists of writing that does not adhere to any particular formal structures (other than simple grammar); "non-poetic writing". The term sometimes appears pejoratively, although prosaic writing simply says something without necessarily trying to express it in a beautiful way, or using beautiful words. In contrast, prose writing can take beautiful way. One of the main types of prose is narrative fiction (narrative prose). It favors prose for the writing of novels, short stories and the similar dynamics.

2. Character

Character is the basic and the main part of the literature. It will build and fulfill the story with what they do and say to deliver the message. Inside the story it is "the characters that create the plot, like the Villain creates a problem that the hero must overcome."(Bortolussi 133). Character can be represented in forms of not only as "person or people but also can be represented as animals, or objects" ("Literary Elements Characterization" 1) presented by the writer. Characters in a story will definitely deal with a problems and they will learn a lesson or change the behavior as a result of the events.

Here are some types of the character:

a. Protagonist

Protagonist is the good character in the story. It is mostly used by the main character inside a story. This type of character is the person that "the reader cares most about and is the "good guy" in the story" ("Literary Elements Characterization" 1). The character features a good life and things that happens around this character will build this character and affecting the life of the character.

b. Antagonist

Antagonist character is the opposite of the protagonist. It has the bad attitude and opposes the protagonist. An antagonist will be "against the protagonist and causes problems. . . "("Literary Elements Characterization" 1). A character who antagonizes other character and will do anything to achieve and harm other characters.

c. Round

Round character is a well-developed character that shows unpredictable move with many surprises with complex problems.

d. Flat

This character only reveals one personality in the story and do not change until the end.

e. Dynamic

A character that changes during the course of the story. The change in outlook or character are rather permanent. It is also called as a developing character and mostly as the main character. This kind of character will also "undergoes a change in values, beliefs, or behaviors as a result of experiences or problems."("Literary Elements Characterization" 3).

f. Static

As the opposite of the dynamic character, static character remains the same throughout the story. It is also when a character remains" unchanged by the experiences that they face in the story" ("Literary Elements Characterization" 3). Thus, this character is referred to as a static character.

3. Characterization

Characterization is a method which is used by a writer to reveal a character. It is helpful to reveal the character's values, feelings, goals, and so on to the readers. As the story told, the author will use a variety of techniques to help readers know about the characters inside the story. Karen Bernardo argues that characterization allows us to empathize with characters. So that what is happening to these people in the story is also happening to us or the semblance of living reality. An important part of characterization is dialogue, both spoken and inward dialogue that afford us the opportunity to see into the characters' hearts and examine their motivations. (Bernardo et al.)

There are two major way of characterization techniques, these are namely the "Direct Characterization and Indirect Characterization" ("Literary Elements Characterization" 1).

a. Direct Characterization

Direct characterization is when "the writer shares information about character by telling the information directly to the reader."("Literary Elements Characterization" 1). This is done through narration when the author comes right out and tells the reader things about the character. For example, the writer might tell us "Sandy was the smartest in the family." Or that Sandy was tall for her age and had an athletic build." In this instance readers have the certain knowledge of Sarah's intellect in relation to the rest of the family and of her build or appearance. This type of characterization makes it easy for readers to derive or gain clear understandings about the character.

b. Indirect Characterization

Indirect characterization occurs when the author shows the character in actions, and lets the reader interpret what these actions reveal about the character. For example like the author may write, "At report card time Sandy was the one who brought home all "A"s." Reader must then rely on their own knowledge and experience to interpret that Sandy must be clever and probably the smartest in the family.

There are tools include the followings that the researchers and readers could use to correctly interpret the information in order to have an accurate assessment of the character. They are as follows:

1. Character's name.

Names convey Images. If a character has a strong name, readers interpret the character in a favorable way. If a character has a weak or undesirable name, then the character seems weak and is viewed less favorable.

2. Character's looks.

If a character is physically attractive, we will perceive the character in a more favorable way than if the character were unattractive. How often do you remember

the hero in a story being short, weak, ugly, or even overweight? It will be absolutely rare to almost strongly absent have such protagonist.

3. Character's Job

We could make assumptions about characters based on the work that they do. So, if the character is a fry cook in a diner, we will make different assumptions about the character than they would if the character is a doctor. In the once case, the character may be interpreted as uneducated, poor, or unambitious. In other case, the character might be assumed to be quite intelligent, financially successful, and ambitious.

4. Character's Home

The environment in which character lives may cause readers to form certain assumptions about the character. If a character lives in a mobile home in a trailer park, we might make different assumptions than we would if the character lives in the penthouse of a high rise apartment in a high-rent district.

5. Character's habits/actions

A character's behaviors can reveal a lot about a character. For instance, if a character bites his nails, we might interpret the character as nervous or lacking of confidence. This acknowledges the saying of, "Actions speak louder than works."

6. Character's Dialog

What character says to and/or about others can make readers become well-informed about what the character looks like. Both what the characters say and how they say it should be considered.

7. Character's thoughts

What a character has thought to himself may also reveal the character's personality in a similar way that of dialog could. A character's thoughts share similarities with the inner dialog.

It is important to find the characterization of a character so that it is possible to arrive with clear understandings of what and how the characters in stories are defined. This is also a good way for the researchers to find out how the character is portrayed in the story before moving on analyzing the main character with the motivation theory by Abraham Maslow later on. Greater understanding at the characterization could unfold the character's personality. Marissa Bortolussi argues and correctly still applied till now that,"Both character and characterization have been and still a productive area of scholarship."(5)

4. Abraham Maslow's Theory of Hierarchy of Needs

According to psychologist Abraham Maslow our actions are motivated in order to achieve certain needs (370). Maslow explained that humans have to fulfill the

goals of their life and classify into five main stages. Here are the five stages of basic needs according to Maslow's paper "A Theory of Human Motivation":

a. Physiological Needs

Physiological needs are the first and the very basic level of the hierarchy of needs according to Maslow. This is the starting point for motivation theory (372). Physiological needs contain very basic needs that is needed by the human being such as need for water, air, food and sleep and sex. At this stage, physiological needs are the most prepotent of all needs. For example if the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be these needs (373).

Griffin also stated that in physiological needs, the body is craving for food, liquid, sleep, oxygen, freedom of movement, and a moderate temperature (127). He also argue that once these physical needs are met regularly, they are no longer exert for pressure. Another evident example is for the man who is extremely and dangerously hungry, other interests will not exist except foods. He dreams food, and remembers food, he thinks about it and emotes only about the food, he perceives only food and he wants only foods (374)

b. Safety Needs

Safety needs emerge if the physiological needs above are well gratified. The examples of the safety needs include a desire for steady employment, health care, safe neighborhood, and shelter from the environment. At this level, everything looks considerably less important than safety. If it is extreme enough or chronic enough, a man may be characterized as living almost for safety alone (376). Maslow in his essays said that it is easy to understand of his safety needs more efficiently by observation of infants and children. He argues, One reason for the clearer appearance of the threat or danger reaction in infants is that they do not inhibit this reaction at all, whereas adults in our society have been taught to inhibit at all cost. Thus, even when adults do feel their safety to be threatened we may not be able to see this on the surface. Infants will react in a total fashion and as if they were endangered, if they are disturbed or dropped suddenly, started by loud noises, flashing light, or other unusual sensory stimulation, by rough handling, by general loss of support in mother's arms, or by inadequate support

> . . . .Another indication of the child's need for safety is his preference for some kind of undisrupted routine or rhythm. He seems to want a predictable, orderly world. For instance, injustice, unfairness, inconsistency in the parents seems to make a child feel anxious and unsafe. . . . (376 – 377)

"Looking it negatively, you become concerned, not with needs like hunger and thirst, but with your fears and anxieties" (Boeree 4). Every human has fears in his/her life. In this safety needs, someone must to be free from the threat or physical and emotional harm, such as a place that can protect people from rain or storm. Even

guardian that can protect or avoid them from war or turbulence such as military army or police.

There are many things that make people cannot feel safe or being threaten, such as disaster, criminal assault, war, wild animal, financial conditional which happen in daily life (Tao & Gao 157). Most people have different reaction when they confront a danger situation. Sometimes this reaction happens unconsciously or as the human instinct. For example adult and child. Children are easily for being scared. They are more need protection and it will help them for more develop as human being. There are many threats that happen around children.

Maslow agreed that adult in our culture with healthy, normal, and fortunate situation is largely satisfied in his safety needs due to peaceful, smoothly running, 'good' society ordinarily makes its members feel safe enough from wild animals, extremes of temperature, criminals, assault, and murder, tyranny, etc. Therefore, in a very real sense, he no longer has any safety needs as active motivators (379).

c. Love and Belonging Needs

Right after both physiological and safety needs are fulfilled, here emerge the love and affection and belongingness needs. Maslow argues that at this level of needs, the person would feel the need to be with friends, or a sweetheart, or a wife, or a children. He will hunger for affectionate relations with people in general, namely for a place in his group, and he will strive with great intensity to achieve this goal and literally sneered at love (381). Without the person or the things that this person want most, they would not success on fulfilling this need and failed to move to next steps or stages in hierarchy of needs.

Griffin (128) stated that "giving love is more than the maternal instinct implanted by nature and receiving love is a way of staving off the pangs of loneliness and rejection". Giving love to someone can be meant as the form of happiness and receiving love can avoid someone from suffering when he/she is feeling down. This personality can help someone to build his or her character.

This love and belongingness needs are shown in communities, work places, society, friendship, schoolmates, and so on. According to Baumeister and Leary, "social exclusion well be the most common and important cause of anxiety" (qtd. in Tao & Gao 158). Sometimes, someone is more afraid if she or he feels lonely, because he or she cannot depend on anyone.

d. Esteem Needs

Esteem needs is the needs where all people in the society have a need or desire for a stable, firmly based, high evaluation of themselves, for self-respect, or self-esteem and for the esteem of others (381). Maslow proposes that there are two subsidiary sets in the needs. He argues:

First, the desire for strength, for achievement, for adequacy, for confidence in the face of the world and for independence and freedom. Secondly, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, importance or appreciation (381-382).

It is also argued by Maslow that the satisfaction on these needs leads to feelings of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world (382). Feelings inferiority, of weakness and of helplessness are the results of thwarting these needs of self – esteem (382).

e. Self-Actualization

Self-actualization is the highest level of Maslow's hierarchy of needs. These needs are self – aware, concerning with personal growth and less concerning with others opinions and interested in fulfilling the characters potential. Maslow believed that to understand this level of need, the character must not only achieve the previous needs, but also they have to master them and fluent on fulfill them by themselves. It is like doing what the individual is fitted for. For example is that a musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be (382). It is like the goal, the main point of how and what someone is good at and what they are looking for is finally achieved and found. The clear emergence of these needs rest upon prior satisfaction of the physiological, safety, love and esteem needs.

Maslow explained that 'the desire to become more and more what one is, to become everything that one is capable of becoming" (qtd. in Griffin 130). Human beings will do what they can do to get what they want. They tried to be more potential to make something that can change world or people around them. Therefore, they should fulfill all of the stage until they reach the high level of self-actualization.

C. RESEARCH METHOD

Descriptive qualitative research method used to obtain detailed information in regards to the factors of motivation that have caused Sophie to find her long-lost mother and to fulfill her needs according to Abraham Maslow's Hierarchy of Needs theory. Such kind of research used because data that is collected are mostly text and pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation (Bogdan & Biklen 5). Library research has been chosen to analyze the research through documents and theories that is related to this research.

Researchers used the *"Rooftoppers"* novel by Katherine Rundell as the primary data of the research. Dialogues, narration, and acts that performed by the main character as the primary source of the research. As a result, the whole data would be presented in words, phrases, sentences, and paragraphs.

Data collection processes involved the requisition to read novel carefully and take notes for important and certain data dependable upon its significance. Other would come from other research articles, both online or softcopy and printed or hardcopy, journals, books which brought forward theoretical approach of Abraham Maslow's Hierarchy of Needs and physiological and motivational aspects.

The data analysis are carried out in accordance to the following four steps of analysis; According to Miles and Huberman on Qualitative analysis, it is divided into four steps. They are data collection, data display, data reduction, and drawing conclusions. This research is taking the same lead to conduct the study. The first step is collecting all the data from the novel *"Rooftoppers"* by Katherine Rundell by reading it more than once and taking notes to ensure accuracy in data is achieved which are obtainable from paragraphs, phrases, words, and dialogues through the novel. Then, researchers would identify which represents Sophie's development by finding her motivation and her way to fulfill Maslow's hierarchy of needs and do some reduction on data that are not needed. Later, the data will be categorized for which data is supportive for the research and reduce the data which are not related to the research. After that, the researchers would be displaying the data and mapping them to make the correct order. At the end, the final step is drawing conclusions based on the relevant data that the researchers gets. Then, the researchers would draw the conclusion whether Sophie is succeeded to fulfill her needs according Maslow's theory and what kind of motivation that drives her to find her mother.

This study used the triangulation methods to make the research more valid to support the data analysis. According to Danzin, the triangulation of the data is divided into four kinds. They are data triangulation, investigator triangulation, theoretical triangulation and methods triangulation (14-17). This research would use the data triangulation and theoretical triangulation. In data triangulation, the researchers used three studies that contain about the theory of Abraham Maslow which was applied into the character. In theoretical triangulation, the researchers used or studied others perspective or ideas that explained about Maslow's theory of the Hierarchy of Human Needs. Considering the researchers as the key instrument who conducted this research. The researchers would find and collected the data or theory from other or more than one source which related of this research. It would make the data to be more valid.

D. FINDING AND DISCUSSION

1. Finding

In this research which is about Maslow's Hierarchy of needs in Sophie's life as the main character of *Rooftoppers* novel, and also about Sophie's character based on his needs, the researchers found thirty data which show the needs and the character of Sophie.

a. Physiological needs

Physiological needs are the first and the very basic level of the hierarchy of needs according to Maslow. The needs are taken as the starting point in the hierarchy of needs. Physiological needs consists of the needs of foods, sleep, air or oxygen, and sex. As the basic and the most important needs, if someone is lacking or unsatisfied with the other needs, that person is then dominated by the physiological needs and

all other needs may become simply non-existent or be pushed in to the background (Green 5).

There are two physiological needs that are represented inside the *Rooftoppers* novel. They are the needs of foods, and the need of sleep.

Data 1

"What do you *eat?*"

It was true that food was more interesting in their house than in the homes of Sophie's friends. . . .

"We have bread," said Sophie. "And Fish in tins."

"You have what?" said Miss Eliot.

"I like fish in tins," said Sophie. "And we have ham."

"Do you? I've never seen a single slice of ham in this place."

"Every day! Or," Sophie added, because she was more honest than she found convenient," definitely sometimes. And cheese. And apples. And I drink a whole point of milk for breakfast." (11-12)

Data number one is the conversation between Sophie and Miss Elliot. Due to her condition of growing up without her parents, Sophie needs to be visited once in a while by the National Childcare agency of the United Kingdom (6). Miss Elliot works for that government organization. When it comes to her everyday needs, Miss Elliot is deeply concern and strict about it. In the conversation that is located at Sophie's house, Miss Elliot is asking about the food Sophie has everyday. Charles is looking at her girl so proud while answering the question from Ms. Eliot.

From the data number one above, Sophie is describing on how she manages fulfill her needs of food in her daily life. She describes that she likes to have fish and tins for food. Ham is also described by her to be available when she needs it. She is also telling that she is a regular consumer to apples, cheese, and milk for her breakfast. Sophie is even gladly admitted that the food is good and even better than the food in the house of Sophie's friends. Foods in her house bring her joy. Thus, her needs of foods in her house is fulfilled. She would hardly to be starving as long as she lived with Charles in the house. It is not only by Sophie's action and her eating habits Sophie is using to fulfill the physiological needs here but also by the help of Charles for providing Sophie with good foods.

All in all, Sophie succeeded to fulfill her basic needs of foods and sleep in Physiological hierarchy. As hunger and the other physiological needs are met, the need for security kicks in.

b. Safety Needs

Safety needs emerge if the physiological needs above are well gratified. Sophie has successfully managed to fulfill her Physiological needs as seen above. The examples of the safety needs include a desire for steady employment, health care, safe neighborhood, and shelter from the environment. At this level, everything looks less important than safety.

Growing up, Charles becomes Sophie's guardian. He has been like a parent for Sophie. Charles provided Sophie with sheltered from the environment. Charles' house is located in London and Sophie always feels comfortable living inside. In data

number eight below, the narration is showing how Sophie is feeling about her house. She admits that she loved it since the first day she arrived in there.

Data 8

Sophie loved the house at first sight. The bricks were painted the brightest white in London, and shone even in the dark. The basement was used to store the overflow of books and paintings and several brands of spiders, and the roof belonged to the birds. (4)

The narration is also showing how the character's house can show how Sophie is able to fulfill her need of safety for shelter and protection from the environment. She is safe enough from wild animals, extremes of temperature, criminals, assault, and murder, tyranny, etc.

Thus, it is now Sophie has succeeded her needs of safety. Her needs right after the physiological needs are fulfilled. Although with her trauma keeps kicking, Sophie can still survive and able to redeem herself. Whether at home and abroad in her journey to find her long lost mother, Sophie is in her full safety ring. Both physiological and safety needs are able to be fulfilled. Love and belonging needs is starting to emerge.

c. Love and Belonging Needs

Right after both physiological and safety needs are fulfilled, here emerge the love and affection and belongingness needs. Maslow argues that at this level of needs, the person would feel the need to be with friends, or a sweetheart, or a wife, or a children. He will hunger for affectionate relations with people in general, namely for a place in his group, and he will strive with great intensity to achieve this goal and literally sneered at love (381).

Sophie as we see from the beginning is growing up with Charles. She lost her mother when she was just an infant. As guardian, Charles is the only one around Sophie to nurture and give her love that common children need.

Data 16

"Whoever your guardian is, I love him." Matteo said

"I know! I do too." Sophie grinned into the fire. How many other people, she thought, will give you more sausages than you have finger and toes? (187)

Data 16 is showing her love for her guardian, Charles. He has raised her since she was an infant. Thus, the affection is both mutual between Charles and Sophie. Sophie loves Charles as her guardian Charles has been a good guardian for Sophie. Fortunately, she is still remember about her long lost mother. Even though she has been separated from her mother for long, she still have that believe feelings in herself.

All in all, the love and belonging needs might be a bit complicated for Sophie. She has been separated from her mother since she was just an infant, but she does not lose that love. She keeps loving and craving for the love of her love. Proves that while

on her long journey on finding her long lost mother, her love and belonging needs are achieved and fulfilled.

d. Esteem needs

As a character, Sophie is developing in this area of needs. She is feeling a let-down at the beginning but increasingly confident towards the end while looking for her mother. Sophie has strong esteem needs after many people around her keep telling her that her mother has dead.

Data 26
"*Almost* impossible means still possible." Sophie tried to stand up straight and sound adult; people believed you more easily if you were taller. "You always say, 'Never ignore a possible."(16)

Charles as her guardian also gives her support of esteem from others. In this case, respect for Sophie for not letting away her hope. Charles is giving her self-esteem as shown from sophie's dialog in data 26. The esteem is from others according to Maslow. So, in this case, Sophie just got her esteem needs up from Charles.

Thus, it is Sophie's high self-esteem from within her-self and also from others around it is what makes this self-esteem needs is managed to be fulfilled. With so many people are saying that she could not find her long mother, she keeps the faith and her love of her mother in front of everything. She does not care of anything else. Esteem needs are prevailed and fulfilled. Sophie somehow manages to fulfill all of her needs whatever her obstacles are. However hard it is, she is always able to cover it up by herself and by the help of Charles and other rooftoppers and also people around her.

e. Self-Actualization

Self-actualization is the highest level of Maslow's hierarchy of needs. These needs are self – aware, concerning with personal growth and less concerning with others opinions and interested in fulfilling the characters potential.

Data 29
She need not have worried. The years of living with Charles meant Sophie stood as upright as a weather vane and as courteous as a cat as she walked toward the back of the cello player.
Sophie said, "Excuse me?"
The playing stopped. The woman turned round
  said,"Hello." She swallowed. "I'm. . . I'm hunting. I am mother-hunting. I think you might be the thing I've been looking for."
The moon shone down on them. The woman's eyes and nose and lips were Sophie's eyes and nose and lips. She smelled of resin, and roses. She had the sort of face, Sophie thought, that looked as if it had been around the world two dozen times. Her eyes were a color that you do not expect to see outside of dreams . . . the woman swing Sophie into her arms and spin round and

round until they looked less like two strangers and more like one single laughing body.

The music must have stopped, Charles knew, because the cello was lying on the rooftop, forgotten, but there seemed to be music still playing, somewhere, faster, and faster, double time. (277)

Sophie has finally found her long lost mother now. It proves to Maslow's theory that self-actualization is like the goal, the main point of how and what someone is good at and what they are looking for is finally achieved and found. The clear emergence of these needs rests upon prior satisfaction of the physiological, safety, love and esteem needs. Sophie's goal from the beginning is to find her mother. Sophie has managed to fulfill all of her needs now.

2. Discussion

Maslow's theory about hierarchy of human need is divided into five stages such as physiological need, safety need, love and belongingness need, esteem need, and self-actualization. Physiological need is the first stage in human need and should be fulfilled by human to achieve other higher need. It includes food, air, and water. In *Rooftoppers* novel, Sophie succeeded to fulfill the first need where she got food and her sleep. Sophie admitted that the food at Charles' house as her guardian is much better compared to foods from her other friends. Along way from London to Paris, it was not a very hard to find foods. She bought the foods at the food stall at the train station and the foods are available at her hotel in Paris where she stayed with Charles. Sophie's need of sleep is also fulfilled not only when she was at her house in London but also along her way of finding her long lost mother. She was able to sleep anywhere whenever she felt sleepy.

Safety needs is the second part in the hierarchy. It emerges if the previous needs is well gratified. Safety needs include the desire for steady life, health, safe neighborhood, and shelter from the environment. Sophie's own existence has been challenged. The ship which brought her to England was vanished in the English channel. Fortunately by the help from people around him, especially Charles, she can be saved. Sophie is able to fulfill her safety needs both at home and abroad while searching for her long lost mother. There is only one unfortunate thing for her that sometimes disrupting her effort of achieving this need, her trauma of the sea. Thus, she had to climb to taller objects like cupboard or chairs and even rooftops in order to achieve this need.

Love and belonging need comes as the third stage of the needs. It requires affection of one and another being. Sophie got love from many. Especially the one and only person he knows since she was an infant, Charles. Charles loves Sophie so deeply. He thought that Sophie is like her own children. He gives Sophie birthday since day one. She also met with other rooftoppers in Paris who share the same passion of staying at the roof to staying calm and live. They protected Sophie along her journey. Also her affections towards her long lost mother is without a doubt is the strongest. Although she is not growing up with her mother Sophie has this effort or action of drawing and picturing her mother in picture and in her dreams. She also

believed that she remembered her mother since she was a child. This memory and her strong character is sending and motivate her to find her long lost mother.

Esteem need is the fourth stage. Self-respect and respect from others is here. Sophie has strong self-respect within her. She is confident and smart. She does not even care about what others are saying about her mother. She believes that she is alive and well. This confidence is one of reasons she keeps on pushing to find her mother. Charles also respected Sophie as she was just her child. As guardian it is her duty to take care of her.

Self-actualization is the top of the pyramid in the hierarchy. It is not easy as the previous needs to achieve. Sophie needs to struggle along the way from London to Paris just to find her mother. Self-fulfillment, meaning in life, or beauty (Griffin 129).

E. CONCLUSION

Conclusions are written down to answer the research question in the first chapter of this research and also the findings and discussion on previous chapter. The first question is about all Sophie's needs according to the theory of human needs by Maslow and the second one is on how she is able to fulfill her needs. Sophie is able to fulfill all of her needs in the hierarchy. She is able to achieve the physiological need, safety need, love and belongingness, esteem need, and the self-actualization need. Unfortunately it is with one minor note inside the safety needs. Her trauma about the sea since the tragedy of the sinking ship when she was an infant was brought till she was full grown up. The trauma wakes when her journey across the channel begins again after she found the clue inside her cello. Fortunately, her struggle and her willing to find her mother could guide and help her through the sailing. She is able to fulfill all the needs by herself and also by the help of the people around her. Especially Charles, who since she was an infant manages to saved her from the disaster.

The second question mentioned is on how Sophie manages to fulfill the needs in the hierarchy. The struggles and Sophie's ways of fulfilling her needs based on Maslow's theory of hierarchy of human needs are shown through the indirect characterization. Mostly from Sophie's home, habits and actions, dialog, and also her thoughts.

WORKS CITED

Amran, et al. "Analisis Kepribadian Tokoh Utama Dalam Novel Berteman Dengan Kematian Catatan Si Gadis Lupus Karya Sinta Ridwan." *Ilmu Budaya (Jurnal Bahasa, Sastra, Seni Dan Budaya)2*, vol. 2, no. 3, 2018, pp. 293–300.

Boeree, Dr. C. George. "Personality Theories." *Psychology Department* (2006): 1-11. Print.

Bogdan, C. Robert, and Sari Knopp Biklen. *Qualitative Research for Education an Introduction to Theory and Methodology.* Boston. 2007. PDF File.

Bowdon, Butler. "Abraham Maslow - Motivation and Personality." 2017. *Psychology Classic.* Web. <http://www.butler-bowdon.com>.

Denzin, Norman. "The Fundamental". *An Introduction to Triangulation*. Web Eakin, Emily. The New York Times. December 20, 2013. Web. December 10, 2015

Eder, Jens, Fotis Jannidis, and Ralf Schneider. *Characters in Fictional Worlds Understanding Imaginary Beings in Literature, Film, and other media.* Walter de Gruyter GmbH & Co, 2010. PDF File.

Fiedhawatie, Shintya Dwi. *Maslow's Hierarchy of Needs Manifested by The Main Character in Forrest Gump The Movie*. Universitas Brawijaya, 2013. Print.

Griffin, Em. "*A First Look at Communication Theory*." (n.d.): 124-133. Print.

Maslow, Abraham H. *"A Theory of Human Motivation".* Psychological Review Vol. 50 Number 4. July 1943. Brooklyn College. PDF File.

Mawaddah, Siti. *A Main Character Analysis of The Alchemist By Paulo Coelho Using Hierarchy of Human Needs of Abraham H. Maslow's Theory*. States Islamic University Syarif Hidayatullah Jakarta, 2010. Print.

Miles, M. B., & Huberman, A. M. (1994). *An Expanded Sourcebook Qualitative Data Analysis Second Edition.* Sage Publications. *n.p.* Faber and Faber. *n.d.* Web. December 15, 2015

Robson, W.W. "*The Definition of Literature and Other Essay".* Cambridge University Press. 1982. PDF File.

Rundell, Katherine. Rooftoppers. New York: Simon & Schuster, 2013. Print

Utomo, Permadi Eko. *Motivation of a Boy to Pursue His Dream As Seen in Paulo Coelho's The Alchemist*. Diss. Universitas Katolik Soegijapranata Semarang. 2010.Print.

Wandira, Jenny, Yusak Hudiyono, & Alfian Rokhmansyah. "Kepribadian Tokoh Aminah Dalam Novel Derita Aminah Karya Nurul Fithrati: Kajian Psikologi Sastra." *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni dan Budaya*, vol. 3, no. 4, 2019, pp. 413-419.