

LOVE AND BELONGINGS NEEDS REPRESENTED BY TWIN CHARACTER IN *THE THIRTEENTH TALE* NOVEL

Nur Laili Sabiela, Singgih Daru Kuncara, Setya Ariani

English Department, Faculty of Cultural Sciences
Mulawarman University
E-mail: belldiyan@gmail.com

ABSTRACT

The purpose of the research is to find out the twin character in *The Thirteenth Tale* Novel, Adeline March and Emmeline March's character based on Maslow's Hierarchy of Needs Love and Belongings before they are separated, during the separation period, and after they reunite. This research is categorized as a content analysis research design. This research used hierarchy of needs theory especially love and belongings needs from Abraham Maslow. The result of the research showed that Adeline March and Emmeline March could satisfy the love and belongings needs and have the stable interaction and close relationship before the separation. However, during the separation, their love and belongings needs are interrupted and it causes alteration on their character. In addition, when they finally reunite, Adeline and Emmeline experience different development of the love and belongings needs fulfillment. Adeline is being harsher and Emmeline grows ignorance and independence towards Adeline. Thus, people who are unable to satisfy one of the hierarchy of needs will be experiencing transformation of their character.

Keywords: love, belongings, need, twin

ABSTRAK

Tujuan penelitian ini adalah menemukan karakter tokoh kembar pada novel The Thirteenth Tale, Adeline March dan Emmeline March berdasarkan teori hirarki kebutuhan cinta dan memiliki dari Abraham Maslow sebelum mereka dipisah, selama masa perpisahan dan setelah mereka kembali bersama. Penelitian ini dikategorikan sebagai penelitian analisis konten. Penelitian ini menggunakan teori hirarki kebutuhan khususnya kebutuhan cinta dan memiliki dari Abraham Maslow. Hasil dari penelitian ini menunjukkan bahwa Adeline dan Emmeline memenuhi kebutuhan cinta dan memiliki dan memiliki interaksi yang stabil dan hubungan yang erat sebelum perpisahan. Tetapi, selama masa perpisahan, kebutuhan cinta dan memiliki mereka terganggu dan menyebabkan perubahan pada karakter mereka. Sebagai tambahan, ketiks mereka akhirnya kembali bersama, Adeline dan Emmeline mengalami perkembangan pemenuhan kebutuhan cinta dan memiliki yang berbeda. Adeline menjadi lebih kasar dan Emmeline menjadi acuh dan bebas terhadap Adeline. Jadi, orang-orang yang tidak dapat memenuhi satu kebutuhan dari hirarki kebutuhan manusia akan mengalami perubahan pada karakter mereka.

Kata kunci: cinta, rasa kepemilikan, kebutuhan, kembar

A. INTRODUCTION

This novel is a New York Times best-seller. *The Thirteenth Tale* novel is about a biographer who is actually a good reader and works in her father's bookstore and a writer who has her own library. The most thing that the reader could treasure is book. It would be like a book within a book, a story within a story. The author also embraces how storytelling skill is very amazing, which makes the reader would be like Margaret Lea. The author does not tell the story, the Angelfield family secret issues, but it is Vida Winter doing storytelling to Margaret Lea and the reader. This could be find on each chapter in the novel that presents Vida Winter's storytelling her past time. Margaret Lea seems to find puzzles on Vida's story and between The Angelfield families: dark-hearted Charlie and his unbrotherly obsession with his sister, the fascinating, tricky, and willful Isabelle: and Isabelle's daughters, the feral twins Adeline and Emmeline. Margaret is captivated by the power of Vida's storytelling, moreover she knows that Adeline March is actually Miss Vida Winter. But somehow Margaret does not entirely believe it. She goes to check up on the family, visit their old home and combine together their story in her own way.

The Thirteenth Tale novel is a mystery novel. There are several events in the novel about the appearance of the ghost and mysterious exchanging of one character in the novel. The reader could see in every chapter when Vida Winter starts her storytelling about her pastime, how she tells about the twins, Adeline March, and people in the house, there are some kind of transformation on Adeline March after Mrs. Dunne died. The reader could perceive the riddles how Adeline March suddenly becomes an intelligent girl and protective through her sister, Emmeline March when there is a new boy who works in their house. The reader could catch a big question mark what on earth is going on. The author, Diane Setterfield succeed making the reader feel curious about the twins and Angelfield family.

The other theme of *The Thirteenth Tale* novel is family, relationship between family members. Diane Setterfield has her characters with family members' issues, for example, Margaret Lea's died siblings (which she does not know in the earlier passage), Vida Winter Family's/Angelfield family and Aurelius Love's mysterious birth life. The author presents them disorderly through the novel, yet the readers presumably have to accomplish the answer of those mysterious issues, even emerge some kind of presumptions by their own.

The issues of family relationship is kindly found in our society and being experiences in human's life. The interesting part in the novel is the twins of Angelfield family, Adeline March and Emmeline March. Vida Winter as the main character is actually Adeline March. In this novel, Vida Winter exposes how her childhood was, yet she starts her story from her mother, Isabelle Angelfield was born and how Angelfield family's situation at that time. The issues of family relationship in this novel which is the most intrigue over the story is about the separation of the twins. This issue involves many characters especially Hester Barrow, the governess and the family doctor, dr. Maudsley, both characters are the culprit who separate Adeline and Emmeline.

When the readers find family issues, it must be connected to love. Love between family members is the most things to make the family relationship steady. If one of the family members are lost or being taken by the stranger, the relationship is no longer steady. One of the family members could be sad, frustrated and lonely. This matter is also discussed in Hierarchy Motivation of Needs by Abraham Maslow, Love and Belongings needs. Even though Adeline and Emmeline are not motivated to fulfill love and

belonging, yet in the novel the reader could see that how the twin characters when their sisters are far away from their side. Their love and belongings needs are damaged.

Abraham Maslow's Hierarchy of Needs are the theory of human motivation which somehow influence human behavior. When talking about behavior, it is usually connected to human character or characterization. Maslow believes that his motivation of needs would address to the development of social problem and the improvement to the human condition (Reid-Cunningham 7).

B. LITERATURE REVIEW

1. Character

According to Kennedy and Gioia, character is "one of the main element of novel alongside with plot, setting, and theme which is an imagined person who acts in a reasonably consistent manner and that the author has provided him/her with motivation" (74). The reader can interpret characters as endowed with moral and dispositional qualities expressed in what they say and what they do. In literature, "characters guide readers through their stories, helping them to understand plots and ponder themes" (Welukar et al. 24). There are types of characters; flat and round character, static and dynamic character, and protagonist and antagonist character.

2. Characterization

Characterization is a literary device to describe about characters in a story. Characterization broadly refers to the description and development of characters. The author explains characters one by one how they behave, how they interact with the other characters, how they act in daily activities and how the other character respond to the main characters' personality. There are types of characterization which author uses to deliver information about a character and build an image of it.

a. Direct or explicit characterization

The author literarily tells readers about the image of characters. This may be done in narrative text, the character him/herself or another characters.

b. Indirect or implicit characterization

The reader should find the image or personality through the character's actions, speech, physical appearance, mannerism, and interaction with other characters, including character's reactions to that particular person (Hudson 193).

3. Hierarchy of Needs

Hierarchy of needs by Abraham Maslow first announced in his *Preface to Motivation Theory* and *A Theory of Human Motivation* in 1943 (Reid-Cunningham 14). "He originally explained that there are five basic needs which include into this hierarchy of needs; physiological, safety, love and belongings, self-esteem and self-actualization" (Maslow 372). For the lowest needs, there is physiological needs which is need for food, drink, sleep, etc. The next need is safety needs. Human will seek for security and shelter if the need for food is satisfied. After human find their security and shelter, they turn to search for the one to loved and be loved, and sometimes they can satisfy their love and belongings needs if they know where they belong. If the love and belongings needs are satisfied, the esteem needs will emerge. Human will hunger for self-respect and respect from others, for example, achievement, appreciation, fame, etc. The last needs is self-

actualization needs, which is needs for the self-fulfillment. Maslow describes the one who is satisfied self-actualization needs, is “the fullest, healthiest, creativeness” (383) or “superior of human being” (Harper and Guibault 636).

4. Love and Belongings Needs

Love and Belongings Needs, the needs from Maslow’s Hierarchy of Needs which emerge after the physiology and safety needs are satisfied. People tend to seek the absence of friends, family relationship, and marriage membership. “People want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love as unreal or unnecessary or unimportant” (Maslow 43). “These needs involve a hunger for affectionate relationship with other, a need to feel part of a group and acquire warmth from another or others, a feeling that one “belong” or need to love and be loved as well as in intimate dyads, that yield personal relationship characterized by mutual affective concern” (Taormina and Gao 158).

Love can be studied as “a relationship, as an attitude, as an experience, and so on” (Fehr and Russell 426). For some people, love is always connected to a relationship between two people who fall in love each other. Love also can be represent as a relationship between family member and friendship. People profoundly incline to satisfy the need of belongings by searching intimacy, forming a bond, and having a great social life. Furthermore, they cannot step forward into self-esteem and get respect from others when they do not know where the earth they can belong in their own life. Likewise, Baumeister and Leary stated “that people prefer achievements that are validated, recognized, and valued by other people over solitary achievements, so there may be a substantial interpersonal component behind the need for achievement” (498). Before they reach the need for achievement, there must be the needs for approval and intimacy. Those needs are linked to the fact that approval is prerequisite for forming and maintaining social bonds, and intimacy is a defining characteristic of close relationships. The relationship above can be from a family relationship, friendship or another kind of relationships.

According to Baumeister and Leary, to fulfill the needs of (love and) belongings, there are two criteria provided; “having the need for frequent which is affectively pleasant interactions with other people and the interactions are going on stable temporally and enduring framework of affective concern for each other’s welfare” (497). There are also some effects to them if their love and belongings need is not fulfilled, as Baumeister and Leary stated, “Lack of attachment (belongings) is linked to a variety of ill effects on health, adjustment and well-being. Furthermore, a great deal of human behavior, emotion and thought is caused by this fundamental interpersonal motive” (498). Maslow also stated that lack of love and belongings needs emerge significant pathologic effect for individual which are as important as the lack of vitamins (physiological needs). “If a man has any other basic needs in any active, chronic sense, he is simply an unhealthy man” (58). Finding others to support their lack of belongings is the solution to ensure that people will be survived. Thus, if an individual has lack of love and belongings needs and attachment, the health factor is the most influence toward him which also mostly affects to individual’s character.

5. Review of Preview Research

The thesis is supported by the research, *A Maslovian Approach to the Motivations of Shakespeare's Transvestite Heroines in The Two Gentlemen of Verona, As You Like It, and The Merchant of Venice*, written by Angela Edward-Mangione (2007). Edward-Mangione describes about the identification of the women characters motivation in Shakespeare's dramas (*The Two Gentlemen of Verona, As You Like it, and The Merchant of Venice*). The women characters here dress as men. The researcher simultaneously employs Maslow's theory to illuminate the parallels in these characters' motivations and the varying need levels that Maslow develop in his hierarchy. The researcher demonstrates that Julia (*The Two Gentlemen of Verona*) cross-dresses to satisfy needs on the level of Love and Belongings; Rosalind (*As You Like It*) cross-dresses for reasons that correspond to the safety level, then to the Esteem level; and Portia (*The Merchant of Venice*) demonstrates motivations that correspond to Maslow's Love and Belongings and Esteem levels.

C. RESEARCH METHOD

1. Research Design

The researcher applied the content analysis research design by Bruce L. Berg which involved a process designed to condense raw data into categories or themes based on valid inference and interpretation and examines meanings, themes and patterns that may be manifest or latent in a particular text (267).

2. Data and Source Data

The researcher used *The Thirteenth Tales* novel as the main data source of research. The researcher analyzed from the text of the novel, it is not only from the conversation between characters but also from the narration by both Margaret Lea and Vida Winter. The other data collected from the previous studies, journals, articles, online media, and related theories.

3. Data Collection

First, the researcher read the novel several times in order to comprehend the situation from the twins and all characters around them and observed how their character and characterization are. Then the researcher read while collected data from another data sources or the secondary data sources such as books, articles, journals, and web sites as the assistance for the main data source. Through the collecting, the researcher took some important notes from the sources to make sure the data accuracy from *The Thirteenth Tale* novel which could be paragraphs, phrases, words, and dialogues.

4. Data Analysis

The researcher organized and prepared data for analysis then read through all the data. The researcher identified data which represented the twin's character since before they are separated, during the separation and after they reunite based on Maslow's Hierarchy of Needs Love and Belongings. The next step was coding, the researcher arranged the data of the novel into categories that based on Maslow's Hierarchy of Love

and Belongings Needs (and other basic needs, if necessary) and labeled those categories with a term (Creswell 186). For example, if there were some data which represented the description of love and belongings needs, the researcher put the sticky notes of love and belongings in which both Adeline March and Emmeline March showed in the novel. Then the researcher used predetermined codes that fit the data to generate a description of the setting or people (characters) as well as categories or themes for analysis (Berg 281; Creswell 189). Next, the researcher generated interpretation or meaning of the data which could be a meaning derived from a comparison of the findings with information gathered from the literature or theories (Creswell 189). At the final step was drawing conclusions based on the identifying relevant data and the coded-data which were about the relationships between the needs and the twins' character condition and the interpretation of their character development through the novel.

D. FINDINGS AND DISCUSSION

1. Findings

a. Adeline March and Emmeline March's character based on Love and Belongings Needs before they are separated.

Adeline and Emmeline are identical twins with their different character. Adeline is fierce and filled with uncontrollable rage and violence. She is the one who will hit Emmeline every time they are involved in one fighting. The author reveals how Adeline's character indirectly in the novel by showing her behavior toward Emmeline. The data below is represented by Vida Winter's storytelling to Margaret Lea as she was watching the twins all day.

“Adeline would fly at her sister, fists and feet flailing, yanking at hair and landing blows wherever she could. She chased her sister wielding red-hot coals in the fire tongs.” (81)

Meanwhile Adeline's sister, Emmeline is the opposite one to Adeline. Emmeline has calm and gentle character. Even though Adeline keeps landing blows to her, Emmeline never gives any revenge to Adeline. Emmeline loves Adeline, she would not dare to hit Adeline. But Emmeline keeps waiting to be hit by Adeline. Vida Winter again indirectly reveals how Emmeline's character by telling her behavior toward Adeline.

“For Emmeline, thought she pleaded with her sister to stop tormenting her, never once retaliated. Instead, she bowed her head passively and waited for the blows that rained down on her shoulders and back to stop.” (81)

Emmeline allows Adeline to hit her without any complaints and cries. Emmeline knows how to make her sister, Adeline feels “happy” tormenting her. Both Adeline and Emmeline have shown their own way to show the feel of closeness, connected, affection and bondedness to each other. It is shown in the narration below:

“They don't know that I am alive, she thought. They don't know that anyone is alive but themselves.” (83)

Those narration part are from Mrs. Dunne's opinion from what she learns about the twins. She indirectly reveals how the twin's relationship all the time and from what she concludes about the relationship, it can be meant that the belongings needs have fulfilled. The girls have their sister on her side. The one who only knows and understands what on their own mind without telling or showing. Just because they both have similar

face, similar blood, shared feelings, and shared identity, they do not need anything or anyone else based on needs. The twins belong to each other.

b. Adeline and Emmeline's character based on Love and Belongings Needs during the separation.

Adeline and Emmeline are told in the novel that they will be separated by Hester Barrow and the family doctor, Dr. Maudsley due to their curiosity of the twin. Besides, they also think that the twins have weird character. But in the end, this experiment has been gone worse than they are expected. Both Adeline and Emmeline have their depression period during the separation and transforming characterization.

“... They (Hester Barrow and Dr. Maudsley) were surprised by the twins' collapse into a pair of lifeless rag dolls.” (184)

The author portrays the condition of the twin as “a pair of lifeless rag dolls”, which indirectly can be meant that the twins suffer loss interest of everything. The author wants to describe the twins that they do not have “life” in their life. It seems that they are running their life without affections, mood and enjoyment. It also can be interpreted that the twins are not in good condition in their period of separation.

“... They had no appetite. Their eyes, open during the day, were unseeing, and at night, though their eyes closed, they had no tranquility of sleep. They were apart; they were alone; they were in a kind of limbo. They were like amputees, only it was not a limb they were missing, but their very souls.” (185)

The author describes the twin that they have no appetite and cannot sleep well. In the daytime, both Adeline and Emmeline just make a blank expression. They are seeing but do not see like people do, barely. It may be the first time for the twins being apart and being lonely.

The author says the twins are in kind of limbo, “... they were in kind of limbo.” Limbo can be meant a puzzled situation and the situation is scarcely be predicted, or an imaginary place for lost, forgotten or unwanted person or things. It can be assumed that the author implicitly portrays the twin's condition is in a puzzled situation and they cannot predict what happen next, tomorrow, next week, etc. The twins are like in their imaginary jail, because they do not know what to do, still concentrate on their own sorrow. They do not even make any resistance to Hester and Dr. Maudsley. The author also portrays the twins who are like amputees. Amputee is a term for people who are missing their body part like hands or legs. Nevertheless, the twins are not amputee physically. They are amputee mentally. It can be interpret that they are like living corpse, they are lived and breathed, yet they are missing their soul.

c. Adeline and Emmeline's character based on Love and Belongings Needs after they reunite.

The author describes the difference character development between Adeline and Emmeline. Adeline is portrayed to be the girl who wants a throwback event like before the separation, their childhood moment. She even starts playing the games that they usually play. However, it seems bored for Emmeline. As it has mentioned before, that she already adapt herself for being exist apart.

“... A repetition of their recent experience of loss and rediscovery that Adeline never seemed to tire of. For Emmeline, the novelty began gradually to wear off. Some of the old antagonism crept in. Emmeline wanted to go away, Adeline the other, so they fought.” (199)

It can be interpreted that Emmeline is transformed into the ignorance. She grows easily bored to anything, which is different from Adeline. It is not like she does not love Adeline, yet she has herself like the independence girl who can go anywhere without always following her sister. She is used to live like the time of separation period. Before the separation, the system of their playing likely makes Adeline being the one who always wins and chooses what games they should play. But this time, it looks like Emmeline acts her role on to Adeline.

After reunion, it can be expected that the needs of love and belongings will be satisfied because Adeline and Emmeline are back to be twins as their shared identity. Yet, the relationship does not remain the same like before. Both Adeline and Emmeline experience different development on their fulfillment of the love and belongings needs. Adeline is portrayed suffering lack of love and belongings needs as she tries to appeal with Emmeline who is considered for being satisfied her love and belongings needs. Emmeline still shows her defenseless upon Adeline's violence even after they reunite.

2. Discussion

Adeline March is identified as the outrageous girl and being unable to keep herself under control especially on her emotion. Furthermore, she is usually found terminating things in the house and garden and also when she is on fight with her sister, Emmeline. Adeline would dare to hurt Emmeline by punching, kicking, and pulling Emmeline's hair. For all children who become the firstborn usually act as “the leader of their brothers and sisters” (Nissen 17). Adeline is also considered possessing bigger desire to be a leader of her sister, she wants to be the winner upon Emmeline. Meanwhile for Emmeline March who has the opposite side of her sister, is the gentlest character between them. Besides, she does not get annoyed about being tormented by her sister when they are fighting. It might be her choice to be the victim while she thinks it could be her way to giving love by not take any revenge to her sister. Thus, she thinks that Adeline will stay beside her as the sign by which she receives Adeline's love. As the data shown in the findings about Emmeline, she is exposed allowing Adeline hits her and even waiting the blowing. As it has explained earlier, before the separation, how the relationship of Adeline and Emmeline by observing their own character and how they can manage their own selves towards other. The twins also are portrayed giving love to and receiving love from each other, as Maslow states about love and belongings needs (45). Therefore, Adeline and Emmeline have fulfilled their love and belongings needs.

Both Adeline and Emmeline have their own sadness over the separation. In this case, the twins' love and belongings needs are interrupted. At the time that both Adeline and Emmeline are portrayed like “a pair of lifeless rag-doll”, they essentially are indicated being lonely and suffering lost interest to anything. As Baumeister and Leary stated, “People feel lonely when their belongingness needs are insufficiently met” (507). Baumeister and Leary also stated that “Anxiety and general distress seem to be a natural consequence of being separated from important others” (506). Both Adeline and Emmeline are inflicted with sadness, depression, confusion and anxiety during the separation. Adeline is the one who has the intense reactions, such as suffering the

alteration on her character and deliberately having mental illness. Emmeline also starts to feel angry over the earlier separation. Emmeline is shown breaking the mirror after she wears Adeline's outfit and then she gets Adeline's reflection in the mirror since they are identical twins. She then hit her head on the mirror; indicating that she might shock or angry over what she reflects on the mirror. She discourages and irritates over the separation. As it has mentioned in the previous chapter about the unsatisfied needs that have bad influence on health and make the person being the unhealthy one (Maslow 58; Baumeister and Leary 498).

After they reunite, Adeline and Emmeline are indicated experiencing different character. They get hard time with different situation of their own selves, still they are wishing for their sister and getting back their correctly identity as the twins. In the analysis above, it is only Adeline who wants a return of the current relationship in order to retrieve her love and belongings needs, while Emmeline is being adaptable by showing her ignorance to the situation. In the separation period, Emmeline is reported getting "another playmate" who can replaces the appearance of Adeline in her side. She is the young Vida Winter. Thus, Adeline still experiences the loss of love and belongings needs meanwhile the appearance of the young Vida Winter, for Emmeline, is the only way for recovering of her depression toward the separation which means that Emmeline had recovered her fulfillment of love and belongings needs.

It can be concluded about character that Adeline and Emmeline both are round characters in the novel which is about character's changing during the story (Welukar et al. 25). It has mentioned in the analysis that in every part of the separation (before the separation, during the separation and reunite period), Adeline and Emmeline experience different character development which is based on their fulfillment of love and belongings needs. It is not only round character, but also dynamic character that Adeline and Emmeline are portrayed in which is also about character's changing and end up with involving in some conflicts in novel (Kennedy and Gioia 75). Adeline and Emmeline are portrayed involving in some conflicts in the novel, for example their daily interaction, the separation and so on. The revelation of twin's character in the novel is described mostly in indirect or implicit characterization which is about presenting a character's image or personality through the character's actions, speech, physical appearance, mannerism, and interaction with other characters, including character's reactions to that particular person (Hudson 193). Therefore, the readers are freely able to interpret how Adeline and Emmeline's character in the novel.

E. CONCLUSION

Adeline March and Emmeline March, who are the twins, have different characterization based on love and belongings need before they are separated. Adeline and Emmeline have opposite character; Adeline is full of destructive while Emmeline is calm, yet they can manage themselves to love and belong to each other. Their love and belongings needs are satisfied because of their beginning interaction and the twins' relationship.

During the separation, Adeline and Emmeline experience different character due to their love and belongings needs are interrupted. They become passive and soundless and also experience several the unsatisfied love and belongings needs effect, such as health and behavior problems.

After the reunion, the development of the needs from both Adeline and Emmeline are contrast. Adeline's love and belongings needs are still interrupted and being more

aggressive due to Emmeline's ignorance towards her. While Emmeline has succeeded for being individual because she recently retrieves from the separation distress and getting the love and belongings needs fulfilled.

Based on those analysis, the researcher concludes that the twins' character changes because of the recent unsatisfied love and belongings needs. It can be assumed that one of the hierarchy of needs of people, if it is unsatisfied, it can transform the individual's character. Besides, the replacement of the absence attachment figure still can satisfy the needs of love and belongings.

WORKS CITED

- Ainsworth, Mary D. Salter. "Attachment Beyond Infancy." *American Psychologist* (1989): 706-716. Web.
- Baumeister, Roy F. and Mark R. Leary. "The Need to Belong: Desire for Interpersonal Attachment as a Fundamental Human Motivation." *Psychological Bulletin* (1995): 497-529. Web.
- Bennett, Andrew and Nicholas Royle. *Introduction to Literature, Criticism and Theory*. Edinburgh: Pearson Education Limited, 2004. Web.
- Berg, Bruce L. *Qualitative Research Methods for the Social Science*. 5th. California: Pearson Education Inc., 2004. Web.
- Bowlby, John. *Attachment and Loss: Vol. 2. Separation anxiety and anger*. New York: Basic Books, 1973. Web.
- Bridwell, Mahmoud A. Wahba & Lawrence G. "Maslow Reconsidered: A Review of Research on the Need Hierarchy Theory." *Organizational Behavior and Human Performance* (1976): 212-240. Web.
- Cassell, Sophie. *Examining the Twin Bond: A Look at the Psychological Development of Twins and the Differences in Individuality and Identity Differentiation between Fraternal and Identical Same-Sex Twins*. Washington, 2011. Web.
- Chen, Wan Chen. "Adolescent Interpersonal Relationship Quantity and Quality, Belongingness, and Loneliness." (1998): 17-37. Web.
- Creswell, John W. *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. 3rd. USA: SAGE Publications Inc., 2009. Web.
- Eward-Mangione, Angela. *A Maslovian Approach To The Motivations Of Shakespeare's Transvestite Heroines in The Two Gentlemen Of Verona, As You Like It, and The Merchant of Venice*. PhD Thesis. Florida: University of South Florida, 2007. Web.
- Fehr, Beverly and James A. Russell. "The Concept of Love Viewed From a Prototype Perspective." *Journal of Personality and Social Psychology* (1991): 425-438. Web.
- Fiedhawatie, Shintya Dwi. "Maslow's Hierarchy of Needs Manifested by the Main Character in The Forest Gump the Movie." (2013). Web.
- Fromm, Erich. *The Art of Loving*. New York: Harper & Row, 1956. Web.
- Griffin, Em. "A First Look at Communication Theory." *Intrapersonal Communication*. n.d. Web.
- Guerrero, Laura K. et al. *Close Encounters Communication in Relationships*. 2nd. California: SAGE Publications, 2007. Web.

- Harper, F. and Guilbault M. "Maslow's Hierarchy of Basic Needs." *Encyclopedia of Educational Psychology*. Canada: SAGE Publications, Inc, 2008. 634-640. Web.
- Hoke, Scott and Randy Demory. *Inmate Behavior Management: Guide to Meeting Basic Needs*. Washington: National Institute Corrections, 2014. Web.
- Hudson, Henry William. *An Introduction to Study of Literature*. Boston: D.C. Heat & CO. Publisher, 1970. Web.
- Joomis, D. and Martin K. *Buliding Teachers: A Constructivist Approach to Introducing Education*. Belmont: Wadsworth Cengage Learning, 2009. Web.
- Kennedy, X. J., and Dana Gioia. *Literature: Introduction to Fiction, Poetry, Drama, and Writing Compact Edition*. New York: Longman Publisher, 2007. Web.
- Klarer, Mario. *An Introduction to Literary Studies*. New York: Taylor and Francis Group, 2004. Web.
- Krystal, Arthur. "Harper's Magazine." March 2014. *What is Literature*. Web. 03 March 2016. <www.harpers.org>.
- Lombardi, Esther. "About Education." 17 October 2015. *Literature*. Web. 03 March 2016. <www.classiclit.about.com>.
- Maslow, A. H. "A Theory of Human Motivation." *Psychological Review* (1943): 370-396. Web.
- Maslow, Abraham H. *Motivation and Personality*. 3rd. New York: Harper & Row Publisher Inc., 1954. Web.
- Maslow, Abraham M. *Motivation and Personality*. New York: Harper & Row Publisher Inc., 1970. Web.
- "Modern Language Association." 2016. *What's New in the Eighth Edition*. Web. 18 January 2017. <<https://www.mla.org/MLA-Style/What-s-New-in-the-Eighth-Edition>>.
- Muthmainnah, Cut. *A Main Character Analysis of The Zahir Using Hierarchy of Human Needs of Abraham Maslow's Theory*. BA Thesis . Jakarta: State Islamic University, 2009. Web.
- Nicholson, Ian A. M. "Abraham H Maslow." 2008. *Complete Dictionary of Scientific Biography*. Web. 12 June 2015.
- Nissen, Ashley. *Identical Twins and Birth Order: An Exploration of the Effects of Birth Order on Identity Formation*. Research Paper. Minnesota, 2014. Web.
- Oord, Thomas Jay. "The Love Racket: Defining Love and Agape For The Love-and-Science Research Program." *Zygon* 2005: 919-938. Web.
- Pardee, Ronald L. "Motivation Theories of Maslow, Herzberg, McGregor & McClland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation." Document Resume. 1990. Web.
- Reid-Cunningham, Allison Ruby. *Maslow's Theory of Motivation & Hierarchy of Human Needs: A Critical Needs*. PhD Thesis. Berkeley: School of Social Welfare, 2008. Web.
- Rexroth, Kenneth. *Literature*. 19 June 2015. Web. 03 March 2016. <www.britannica.com>.
- Rosenfeld, Paul, Amy L. Culbertson, and Paul Magnusson. *Human Needs: A Literature Review and Cognitive Life Span Model*. Interim. California: Navy Personnel Research and Development Center, 1992. Web.
- Russell, Tony, et al. "MLA Formatting and Style Guide." Vers. 8th. 4 November 2016. *Purdue Online Writing Lab*. Web. 18 January 2017. <www.owl.english.purdue.edu>.

- Setterfield, Diane. *The Thirteenth Tale*. New York: Washington Square Press, 2006. Print.
- Sternberg, Robert J. "A Triangular Theory of Love." *Psychological Review* (1986): 119-135. Web.
- Tancready, Caroline M. and Fraley, R. Chris. "The Nature of Adult Twin Relationships: An Attachment-Theoretical Perspective." *Journal of Personality and Social Psychology* (2006): 78-93. Web.
- Taormina, Robert J., and Jessica H. Gao. "Maslow and the Motivation Hierarchy: Measuring Satisfaction of the Needs." *American Journal of Psychology* (2013): 155-177. Web.
- Welkar, Rajan, et al. *Optional English Paper I : Introduction to Literature*. Mumbai: Institute of Distance and Open Learning University of Mumbai, 2012. Web.