



**THE HUMAN NEEDS INCOMPLETENESS AS REPRESENTED IN THE
CHARACTERS IN KATHERINE MANSFIELD'S SHORT STORIES**

a final project

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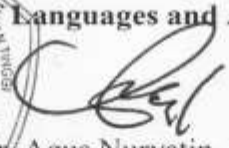


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Semarang,

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Aditya Rizky Abdillah

FUTURE IS ABSTRACT
DREAM IS THE START, EFFORT IS THE LEAD,
SUCCESS IS THE GOAL

(Aditya)

1. To me
2. To my beloved family
3. To my beloved friends
4. To all the dreamers

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ABSTRACT

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In this study, the type of literary work that is used is short story, and the amount of the short stories used are three short stories. They tell about loneliness, which is the effect of the incompleteness of human needs. The purpose of this study is to analyze the human needs incompleteness that happened in the characters of the short stories written by Katherine Mansfield, and how these characters compensate such things.

The theory used in this study is ERG theory or Existence, Relatedness, and Growth theory. This theory was founded by Clayton Alderfer, which is the revised version from Abraham Maslow's Hierarchy of Needs theory. These two human needs theories are included in motivation theory, which is also included into Psychoanalysis.

The objects of the study are the three short stories entitled *Miss Brill*, *The Woman at the Store*, and *The Canary* written by Katherine Mansfield. This study focuses on the analysis of the incompleteness of human needs that the characters in the stories had and how these characters overcame it. The data used in this study were analyzed by using descriptive qualitative method. These data were in the form of sentences and phrases that showed the human needs types that have been completed and not been completed by the characters of the stories. In this study, the data were collected and classified into four categories: existence needs, relatedness needs, growth needs, and the compensation. Then, these data were analyzed by using human needs or motivation theory in Psychoanalysis Approach.

The result of the study shows that the characters of the stories had completed the existence needs, but not the relatedness and the growth needs yet. In addition, they tried to do some things they really like to distract the feeling of loneliness as a result of such incompleteness of human needs.

It is hoped that this study will be the useful reference for other researchers who want to analyze the same topic with the topic that the writer uses in this study. However, it is expected that those researchers should see other perspectives or use other objects.

TABLE OF CONTENTS

APPROVAL.....	ii
PERNYATAAN.....	iii
MOTTO AND DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii

CHAPTER

I INTRODUCTION

1.1 Background of the Study.....	1
1.2 Reasons for Choosing Topic.....	3
1.3 Research Questions.....	4
1.4 Objective of the Study.....	4
1.5 Significance of the Study.....	5
1.6 Outline of the Study.....	6

II REVIEW OF RELATED LITERATURE

2.1 Review of Preview Studies.....	7
2.2 Review of Related Theories.....	9
2.2.1 Incompleteness Description.....	9
2.2.2 Human Needs Theory.....	10
2.2.2.1 Alderfer's ERG Theory.....	10
2.2.2.1.1 The Existence.....	10
2.2.2.1.2 The Relatedness.....	12
2.2.2.1.3 The Growth.....	14
2.2.2.2 Maslow's Hierarchy of Needs Theory.....	15
2.2.2.2.1 Physiological Needs.....	16
2.2.2.2.2 Safety Needs.....	16
2.2.2.2.3 Belongingness Needs.....	17
2.2.2.2.4 Esteem Needs.....	18
2.2.2.2.5 Self-Actualization Needs.....	18
2.2.2.3 Psychoanalysis.....	19
2.2.3 Character and Characterization.....	21
2.2.4 Biography of Katherine Mansfield.....	21
2.2.5 The Summary of Katherine Mansfield's Short Stories.....	25
2.3 Theoretical Framework.....	26

III METHODS OF INVESTIGATION

3.1 Object of the Study.....	28
3.2 The Target of the Study.....	29
3.3 The Role of the Researcher.....	29
3.4 Type of Data.....	29
3.5 Unit of Analysis.....	30
3.6 Procedure of Collecting Data.....	30
3.6.1 Reading.....	30
3.6.2 Identifying.....	30
3.6.3 Inventorying.....	31
3.6.4 Selecting.....	31
3.7 Procedure of Analyzing Data.....	32
3.8 Procedure of Reporting Result.....	32

IV FINDINGS AND DISCUSSION

4.1 The Existence Needs.....	34
4.1.1 Miss Brill.....	34
4.1.2 The Woman at the Store.....	36
4.1.3 The Canary.....	38
4.2 The Relatedness Needs.....	39

4.2.1 Miss Brill.....	40
4.2.2 The Woman at the Store.....	43
4.2.3 The Canary.....	52
4.3 The Growth Needs.....	57
4.3.1 Miss Brill.....	58
4.3.2 The Woman at the Store.....	60
4.3.3 The Canary.....	64
4.4 The Compensation.....	65
4.4.1 Miss Brill.....	65
4.4.2 The Woman at The Store.....	67
4.4.3 The Canary.....	68
 V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	75
5.2 Suggestion.....	76
 BIBLIOGRAPHY.....	
APPENDIX I.....	80
APPENDIX II.....	83
APPENDIX III.....	88

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, literature is really important for many people in the whole world because no matter how people live and how modern people are, they still need literature. No one can say that their lives can run freely without literature. Literature itself cannot be separated from human's life. It has even been part of human's life since the pre-historic era when people told stories through pictures that were made on big stones.

To understand more about literature, some experts have defined the definition of literature itself. According to Moody, as cited in Ade (2008: 2), literature springs from our in born love of telling a story, of arranging words in pleasing patterns, of expressing in words some special aspects of our human experience. Another expert named Boulton, as cited in Ade (2008: 2), defines literature from a functional perspective as the imaginative work that gives us R's: recreation, recognition, revelation, and redemption. Literature is also defined by Reese, as cited in Ade (2008: 2) as a permanent expression in words of some thoughts or feelings in ideas about life and the world. From these kind of opinions, it can be concluded that literature is a way of expressing feelings or idea through imaginative work about human's life and world. It means that literature is the representation of life

(especially human's life), which is really important for human's life. It also can be seen that human

cannot live without literature. In addition, talking about literature, it is of course related to literary works.

There are many types of literary works. They can be a form of long writings like novels, science books, short stories, articles, news, or even a form of short writings like songs, lyrics, poems, or idioms. These types of literature of course have meanings. Through literature, people can deliver some important messages to give or transfer their ideas to others indirectly. Not only that, literature can also be the media to give some values from one generation to another generation.

In this study, the literary work that the writer intends to analyze is short story. Short story itself is a type of prose that is short which can be read for like one to two hours. It is like a novel but in the short form. Though it is clear to differentiate between short story and novel, Louise Pratt, as cited in Colibaba (2010: 224) has an explanation about the significance difference between those two kinds of prose, they are:

1. The novel tells life, the short story tells a fragment of a life;
2. The short story deals with a single thing, the novel with many things;
3. The short story is a sample, the novel is the whole hog;
4. The novel is a whole text; the short story is not.

There are three short stories written by Katherine Mansfield that the writer wants to analyze. They are *Miss Brill*, *The Woman at the Store*, and *The Canary*. Though these three short stories do have different stories, but they have one similar thing. They tell about loneliness. The characters of the stories seemed fine though

they actually felt lonely. They covered their loneliness in their heart through some things that they like to hide their actual emotional feeling. This kind of loneliness is actually the effect of the incompleteness or the nonfulfillment of one of the human needs in Alderfer's Existence Relatedness Growth or ERG theory that a human being must have. Existence is the needs that involve all material things such as food, house, clothes, and so on, Relatedness is the needs to relate with other people, and Growth is the needs to grow or develop toward competency. These three needs must be fulfilled by a human being because, if he/she is not able to complete or fulfill these needs, his/her life will not be balanced, and there will be some kinds of lack in his/her life. Thus, through this study, the writer tries to find what needs that had not been completed or fulfilled yet by those characters, and how those characters compensated their incompleteness of the human needs so that they would not feel lonely, which encourages the writer to analyze these kind of short stories.

1.2 Reasons for Choosing the Topic

There are a few things why the writer chooses these short stories. They are:

1. The short stories are about loneliness, which is a common thing that happens to all of human beings. All of people in the world must have ever been feeling such loneliness. They are feeling alone, which there are also some kind of emptiness in their lives. Thus, from this study, the writer wants to know what

makes this loneliness happen, not only in the characters of the stories, but also all people in the world by choosing and analyzing the topic.

2. The short stories used in the topic are so interesting. Though there are some words which are hard to understand, the content or the core of the story is pretty clear.
3. The stories are short enough to read. It takes 10 to 15 minutes to read.
4. The data appeared in the stories are also clear.

1.3 Research Questions

To limit and to focus on what the writer wants to analyze, there are some questions that are related to the research which as follows:

1. What types of human needs incompleteness are stated in the short stories written by Katherine Mansfield?
2. How are the human needs incompleteness described in the short stories?
3. How did the main characters compensate for their incompleteness?

1.4 Objectives of the Study

There are some purposes of the study that will be the answers and be the analysis of the study. They are:

- a. To describe what kind of incompleteness of human needs are stated in the short stories written by Katherine Mansfield,

- b. To explain how the incompleteness of the human needs are described in the short stories,
- c. To explore how the main characters compensated their incompleteness.

1.5 Significance of the Study

There are two kinds of significance of the study that can help the reader to know what this study is made for. They are practical and theoretical which as follows:

1. The Readers

This study has advantages not only to show what kind of incompleteness that the characters have, how this are described, why this could happen, and how the characters overcame the problems, but it can also provide the information for readers to know how the problem of the study can be revealed. In revealing this problem, the writer, of course, uses theory that is related to the topic.

2. The Researchers

The study will enable the researchers to know more about the approach of psychoanalysis, especially the theory of Motivation, which will be the supportive approach to the analysis of Katherine Mansfield's short stories. Also, it can help the researchers to know what kind of incompleteness that the characters have, how this is described, why this could happen, and how the characters overcame the problems by providing some data in the study.

1.6 Outline of the Study

In Chapter One, the writer of the study will explain the introduction of the study. This includes Background of the Study, Reasons For Choosing Topic, Research Questions, Objectives of the Study, Significance of the Study and Outline of the Study.

In Chapter two, the writer will explain Review of The Related Literature, which contains Previous Studies with related topic and Theoretical Frameworks.

In Chapter Three, there is Methods of Investigation, which contains Object of the Study, Target of the Study, Roles of Researcher, Type of Data, Unit of Analysis, Procedure of Data Collection, Procedure of Analyzing Data, and Procedure of Reporting Result.

In Chapter Four, there is Findings and Discussion. It contains the discussion of the study or the analysis of the three objects of study.

Chapter Five talks about Conclusion and Suggestion. The Conclusion contains the result of the study or the summary from the whole study, while the Suggestion contains the suggestion for the reader and other researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this Chapter, the writer tries to show what approach and theory that support the topic, and uses some resources to advocate the study. Not only showing the supportive approach and theory, the study also explains the mean of incompleteness, the theory of character and characterization, the biography of the writer of the short stories, and the summary of the short stories. Thus, in this chapter, there are four subchapters to explain, they are Incompleteness Description, Human Needs Theory, Character and Characterization, Biography of Katherine Mansfield, and, last but not least, Summary of Katherine Mansfield's Short Stories.

2.1 Review of Previous Studies

Actually, there are some previous studies which have closely the same topic but different object or so-called formal object. In this part of Review of Related Literature, the writer wants to show and prove that many of previous studies have used the same topic with different object.

a. The Representation of Holocaust History in The Reader Movie: A Psychoanalytic Approach

The first study that uses the same topic in different object is the study which is conducted by Maftuh Ihsan entitled *The Representation of Holocaust History in The Reader Movie: A Psychoanalytic Approach*. Ihsan stated that the study tries to see the representation of the holocaust history in *The Reader* movie (2010: vii). This representation can be known by analyzing the characters of the movie. They are Ilana, Hanna, and Michael. It is about to bring their collective memories back about holocaust. Ilana represents the expression of the survived victims, Hanna represents the expression of the doers, while Michael represents the expression of the generation of post-holocaust. These expressions can be known by looking at their own collective memories, and these collective memories are analyzed by using Sigmund Freud's psychoanalysis approach.

b. Psychoanalytic on Man And The Inborn Burden In J.R.R Tolkien'S The Lord of The Ring (Vol.3 – Return of The King) Movie.

The second study is the study conducted by Lutfi Maulana entitled *Psychoanalytic on Man And The Inborn Burden In J.R.R Tolkien'S The Lord of The Ring (Vol.3 – Return of The King) Movie*. Maulana stated that this study focuses on the human inborn burden, which all humans have since they were born, as the defense mechanism asserted in Freud's theory (2010: iv).

c. *Motivation for a Better Life in Chris Gardner's Autobiographical Novel "The Pursuit of Happiness"*

The third study which uses psychoanalytical approach is the study entitled *Motivation for a Better Life in Chris Gardner's Autobiographical Novel "The Pursuit of Happiness"* by Ahmad Taufik. Taufik stated that this study intends to show the analysis of how the main characters of the novel are motivated to get their happiness to have a better life. (2010: v).

From these previous studies, it can be seen that there are many studies which put psychoanalysis approach in their topics of studies. However, none of them uses short story entitled "Miss Brill" written by Katherine Manfield as their object of the study. Thus, I, as the writer of this study, encourage myself to analyze and reveal the use of psychoanalysis approach in the short story.

2.2 Review of the Related Theories

2.2.1 Incompleteness Description

"Incompleteness" is a noun form of the word "incomplete", which means not complete, unfinished, and lacking a part, especially lacking one or more sets of floral organs. This kind of word firstly known used in 14th century from the Middle English word "incompleet", which was from the late Latin word "incompletes". (*"Incompleteness", n.d. para. 1*).

2.2.2 Human Needs Theory

Human needs are the basic needs that are needed by a human being. A human being should and even have to fulfill these kinds of needs because they are very essential and important to fulfill. One cannot live his/her life without completing these needs. If one misses one of those needs, they will live his/her life imperfectly. Thus, there are some certain basic theories that show what kind of needs needed by human and how important these needs are.

2.2.2.1 Alderfer's *ERG* Theory

ERG theory is a theory founded by Clayton Alderfer. ERG itself is the abbreviation of Existence, Relatedness, and Growth, which is becoming the basic theory for completing the needs that are needed by a human being. As cited in the journal entitled *The Development and Use of The Theory of ERG: A Literature Review*, Caulton (2012: 2) explains that ERG is a motivational construct concerned with understanding the factors that contribute to individual human behavior. It deals with workplace issues, relationship paradigms, and personal development choices.

2.2.2.1.1 The Existence

Clayton Alderfer said that the first level deals with existence needs, such as those related to basic physiological and security needs, as cited in Chennamaneni & Teng (2012: 69). These physiological and security needs are the needs which are

necessary for human's existence and safety such as foods, shelter, jobs, and so on. They are becoming the first level of the three basic human needs because these needs are most important that are needed by human beings. For example, when someone is hungry, he/she will simply try to fulfill his/her hunger by eating food, one of existence needs; not love or any other needs to relate with other people, or the needs to grow his/her competence.

Not only Chennamaneni and Teng, the theory of ERG by Clayton Alderfer is also explained in the report paper conducted by Yang, Hwang and Chen entitled *An Empirical Study of the Existence, Relatedness, and Growth (ERG) Theory in Consumer's Selection of Mobile Value-Added Services*. In this paper, Alderfer said that existence needs include various forms of safety, physiological and material needs. Safety needs mainly refer to the prevention from fear, anxiety, threat, danger, tension, and so on. Physiological needs refer to an individual's pursuit of satisfaction at the vitality level, such as leisure, exercise, sleep. Material needs refer to resources required for an individual's living, including food and clothing, as cited in Yang, Hwang & Chen (2011: 7886).

Last but not least, Alderfer's ERG is also explained in the journal articles entitled *A Synthesized Model of Markov Chain and ERG Theory for Behavior Forecast in Collaborative Prototyping* conducted by Chang and Yuan and *Theories of Personnel Motivation in Organizations* by Ibietan. In Chang and Yuan's article, Alderfer said that existence needs include all material and physiological desires (e.g.,

food, water, air, clothing, safety, physical love and affection) (2008: 49). While in Ibieta, Clayton Alderfer said that the “existence” needs correspond to Maslow’s physiological and safety/security needs, otherwise referred to as lower order needs (2010: 8).

From these theories, it can be said that existence needs are really important for a human being. The first need that a human being should fulfill is existence needs because such needs are the core or the primary needs. A human being will satisfy the needs of consuming foods, wearing clothes, or having a house first rather than having relationship with other people. If these needs had been fulfilled, then the secondary needs that must be fulfilled are the relatedness needs.

2.2.2.1.2 The Relatedness

Alderfer, as cited by Chennamaneni & Teng, stated that the second level deals with relatedness issues. Relatedness contains belongingness needs like the sense of belonging, the sense of being accepted and not being alienated and the desire to maintain interpersonal relationships. The process of reaching relatedness end states involves social exchanges such as two or more people mutually sharing their thoughts, feelings and /or helping each other (2012: 69). From this theory, it can be said that the relatedness needs are needs which involve individuals’ desire to relate or to communicate with other people. This kind of interaction with other people is very important because, as we know, a human being is a social creature, which means that

a human cannot separate his/her boundaries with other people. He/she will always need other people.

The explanation of the relatedness needs also appears in the journal article conducted by Yang, Hwang and Chen entitled *An Empirical Study of the Existence, Relatedness, and Growth (ERG) Theory in Consumer's Selection of Mobile Value-Added Services*. In this study, Alderfer explained that relatedness needs include senses of security, belonging, and respect. Sense of security involves the mutual trust of humanity. Sense of belonging refers to prevention from all forms of suffering, such as isolation, loneliness and distance. People normally wish to be accepted and become members of a group. The needs for belongingness include love given to others or caring accepted from others. Sense of respect simply means feeling of respect from others, such as popularity, social status, superiority, importance and compliment. Such form of need gives people value to their existence (2011: 7887).

In the journal articles entitled *A Synthesized Model of Markov Chain and ERG Theory for Behavior Forecast in Collaborative Prototyping* conducted by Chang and Yuan and *Theories of Personnel Motivation in Organizations* conducted by Ibietan, there are also the explanations of the relatedness needs. In Chang and Yuan, Clayton Alderfer said that relatedness needs encompass relationships with significant others (e.g., to be recognized and feel secure as part of a group or family) (2008: 49). While in Ibietan, Alderfer explained that the “relatedness” needs tallies with Maslow’s social/love or belonging needs (2010: 8).

2.2.2.1.3 The Growth

Last but not least, Alderfer, as cited by Chennamaneni & Teng, explained that the growth needs are the needs that involve individuals' desire to grow, develop competence and realize full potential through self-actualization (2012: 69). In this level, a human needs to develop his/her own competence so that he/she can get respect from other people. Not only respect, a human can also get the label of high social status which can grow his/her confidence.

This growth needs is, not only explained by Chennamaneni and Teng, but also explained by Yang, Hwang and Chen in journal article entitled *An Empirical Study of the Existence, Relatedness, and Growth (ERG) Theory in Consumer's Selection of Mobile Value-Added Services*. As cited by Yang, Hwang & Chen, Clayton Alderfer said that growth needs involve needs for self-esteem and self-actualization. The need for self-esteem refers to self-productive effects such as the ability to pursue, to seek knowledge, to achieve, to control, to build confidence, to be independent and to feel competent. Self-actualization refers to self-accomplishments including achieving an individual's goals and developing his or her personality. The abilities to realize one's potentials and to support the growth of others are also included (2011: 7887).

Ibietan also explains the growth needs in the study entitled *Theories of Personnel Motivation in Organizations*. As cited by Ibietan, Clayton Alderfer asserted that the "growth" needs correspond to Maslow's higher level needs of esteem/ego and self-actualization (2010: 8). While Chang and Yuan, through the

journal article entitled *A Synthesized Model of Markov Chain and ERG Theory for Behavior Forecast in Collaborative Prototyping*, explained that Alderfer's growth needs impel a person to make creative or productive effects on himself and the environment (e.g., to progress toward one's ideal self) (2008: 49).

This ERG theory is basically from Hierarchy of Needs theory introduced by Abraham Maslow. Alderfer thought that it was not supported by empirical research, and then brought new concept and perspective, and developed Maslow's five basic types of needs into three, they are Existence, Relatedness, and Growth needs, as cited in Chennamaneni & Teng (2012: 67).

2.2.2.2 Maslow's Hierarchy of Needs Theory

Human needs are the essential needs that are needed by human to survive or to live their lives, and this human needs are basically what we call Maslow's Hierarchy of Needs theory. Maslow, as cited in Goble, says that human is motivated by some basic needs which are similar to other species, unchangeable, and from either genetic or instinctive sources (1987: 70). Though those needs are the core of human's faith, they are weak and can be changed by the wrong process of learning, habituation, and culture. He, as cited in Chennamaneni & Teng (2012: 66), contends that humans have five basic categories of needs: physiological, safety, belongingness, esteem, and self-actualization needs which are ranked and satisfied in order of importance. This needs theory is represented as a pyramid, in which the base of the

pyramid is physiological and safety needs, followed by belongingness, esteem, and self-actualization needs.

2.2.2.2.1 Physiological Needs

Maslow stated that physiological needs, as cited in Goble (1987: 71), are the basic needs of human, the needs needed by human to maintain human's life physically. They are the strongest and clearest needs among others. These needs include foods, water, house, sex, sleep, and oxygen. A human will neglect other needs to fulfill these physiological needs. For example, when a human is very hungry, he/she will try to get food first rather than needs like love or dignity.

When these physiological needs are fulfilled, there are some higher needs needed by human, and it happens all over again. These kinds of needs are described in a power hierarchy that is related to one another. A human has a strong and powerful eagerness, and has no perfect satisfaction. When a need is fulfilled, there is another need to fulfill.

2.2.2.2.2 Safety Needs

Safety needs appear after the previous needs, physiological needs, are fulfilled. Maslow, as cited by Goble, said that adults who do not feel safe, tend to act like children who do not feel safe too. Such people will act as if they are in a big disaster. It means that adults who do not feel safe will act like being in a real danger

and feel threatened. These kinds of people need an excessive integrity and regularity to avoid some unexpected things. It is different from normal people who do not feel unsafe. They do need integrity and regularity, but not as much as the people who feel unsafe (1987: 73).

2.2.2.2.3 Belongingness Needs

After Physiological and Safety Needs are fulfilled, the needs that should be fulfilled according to Maslow are love, affection, and belongingness needs, as cited by Goble. A human then yearns for affection relationship generally with other people, especially the need of being in the middle of a community. A human will try hard to get it, even bigger than anything in this world. A human will even also forget that he/she tends to put the love aside as an unimportant, pointless, and unreal thing after the hunger (1987: 74).

Though love, belongingness need, and sex, physiological need, have a close relationship, sexual act is not only affected by sexual need only. It is also affected by other needs especially love and affection. Thus, Maslow did not agree with Freudian who thought that love tends to come from sex. Maslow thought that such opinion was a deadly and seriously wrong.

Maslow found that without love, human's growth and development will be obstructed. Many bachelors of psychopathology see that the obstruction of the needs fulfillment about love is the cause of the wrong adaptation. So, it can be said that the

wrong adaptation appears after the fulfillment of love is obstructed. The need of love is similar to the need of vitamin C or iodine.

For Maslow, love is all about a healthy relationship with full of affection and trust between two people. There is no fear among true relationship, and all kinds of defense will collapse also. The need of love includes the love that gives, and the love that takes. We have to understand love, we have to teach, create, and predict. If we do not, this world will come to the world with full of hostility and hatred.

2.2.2.2.4 Esteem Needs

Abraham Maslow, as cited by Goble, explained that there are two kinds of esteem in a human being. They are dignity and esteem from other people. Dignity includes confidence, competence, authority, achievement, independence, and freedom. While esteem from other people includes prestige, confession, acceptance, attention, position, and esteem. Someone who has enough dignity will be more confident, which tends to be more productive. On the contrary, someone who has not enough dignity will not be confident which leads to desperation (1987: 76).

2.2.2.2.5 Self-Actualization Needs

Maslow had explained that self-actualization, as cited in Goble (1987: 77), is a psychological need to grow, develop, and use one's ability. It is one of the most important aspects in human's motivation. Maslow describes that this kind of need is

as the passion to be whatever one wants according to his/her own ability. This self-actualization usually appears after the need of love and esteem are fulfilled.

2.2.2.3 *Psychoanalysis*

The Maslow's and Alderfer's theories that have been explained above are included in the theory of Motivation, which is also included in the approach of psychoanalysis. Psychoanalysis gives contribution to psychology of literature. It is because literary works contain psychological aspects, which is the core of psychoanalysis. According to Wellek and Warren in *Theory of Literature* book (1949: 75):

By "psychology of literature," we may mean the psychological study of the writer, as type and as individual, or the study of the creative process, or the study of the psychological types and laws present within works of literature, or, finally, the effects of literature upon its readers (audience psychology).

From this opinion, it can be concluded that psychology on literature is the study of psychology about writers, creative process, or psychological types and laws in the literary work, which affect the readers, and whose aspects are the core of psychoanalysis.

Talking about psychoanalysis, it has, of course, a strong relationship with Sigmund Freud, the first philosopher who found the term or the study of psychoanalysis. As cited in the *Literary Criticism* book, Bressler (1999: 149) explains that the study of psychoanalysis criticism appeared when Freud was working with his patients whom he diagnosed as hysteric, which the root of their problems were

psychological, not physical. Though Freud was a doctor, he did really love the literary world. He loved to read books and any other kinds of literary works because he has already got literary education since he was young. For Sigmund Freud, as cited by Minderop (2011: 12), books do not only talk about science, but also do talk about mysteries of an actual life. Books also talk about emotional conflicts, and all kinds of expressions which refer to psychoanalysis.

Why is human's motivation in psychoanalysis so important? It is because it has a close relationship with human needs, the study that the writer intends to analyze. For example, when someone needs to eat, he/she has a reason why he/she needs to do that. He/she may be hungry, or he/she may just want to eat. This hunger or eagerness of eating can be concluded that he/she is motivated to eat. Another example also happens when someone sick wants to be recovered from his/her illness. He/she will go to doctor and eats some pills to get recovered. Of course there is a reason why he/she does that. He/she wants or needs to be healthy. He/she is motivated to be healthy because he/she does not want to suffer his/her illness anymore. Human needs and motivation are the point of these short stories. The main characters of these short stories do not have such things, which are needed by everyone. It can be said that they are lacking human needs.

2.2.3 Character and Characterization

The important aspect that should exist in the story is characters and their characterizations. According to Abrams, characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it—the dialogue—and from what they do—the action (1999: 32). These endowment of particular moral, intellectual, and emotional of the characters by how the characters say or do can be referred as the Characterization.

There are two kinds of how the writer explains these characterization, or it can be said characterizing. They are showing and telling. In showing (also called "the dramatic method"), the author simply presents the characters talking and acting and leaves the reader to infer the motives and dispositions that lie behind what they say and do. The author may show not only external speech and actions, but also a character's inner thoughts, feelings, and responsiveness to events. In telling, as cited by Abrams, the author intervenes authoritatively in order to describe, and often to evaluate, the motives and dispositional qualities of the characters (1999: 33).

2.2.4 Biography of Katherine Mansfield

As cited by Sexton, Katherine Mansfield, one of New Zealand's most famous writers, was closely associated with D.H. Lawrence and something of a rival of Virginia Woolf. Mansfield's creative years were burdened with loneliness, illness, jealousy, alienation, all of which is reflected in her work with the bitter depiction of marital and family relationships of her middle-class characters. Her short stories are also notable for their use of stream of consciousness. Like the Russian writer Anton Chekhov, Mansfield depicted trivial events and subtle changes in human behaviour.

Katherine Mansfield was born in Wellington, New Zealand, into a middle-class colonial family. Her father, Harold Beauchamp, was a banker, and her mother, Annie Burnell Dyer, was of genteel origins. She lived for six years in the rural village of Karori. Later in life Mansfield said, "I imagine I was always writing. Twaddle it was, too. But better far write twaddle or anything, anything, than nothing at all." At the age of nine, she had her first story published. Entitled "Enna Blake," it appeared in *The High School Reporter* in Wellington, with the editor's comment that it "shows promise of great merit."

As a first step to her rebellion against her background, she moved to London in 1903 and studied at Queen's College, where she joined the staff of the *College Magazine*. Returning to New Zealand in 1906, she took up music and became an accomplished cellist, but her father denied her the opportunity to become a professional musician. During this time, she had romantic affairs with both men and women.

In 1908, she studied typing and bookkeeping at Wellington Technical College. Her lifelong friend Ida Baker (known as “L.M.” or “Leslie Moore” in her diary and correspondence) persuaded Mansfield’s father to allow Katherine to move back to England with an allowance of £100 a year. There she devoted herself to writing. Mansfield never visited New Zealand again.

After an unhappy marriage in 1909 to George Brown, whom she left a few days after the wedding, Mansfield toured for a while as an extra in opera. Before the marriage she had had an affair with Garnett Trowell, a musician, and became pregnant. In Bavaria, where Mansfield spent some time, she suffered a miscarriage. During her stay in Germany, she wrote satirical sketches of German characters, which were published in 1911 under the title *In a German Pension*. Earlier her stories had appeared in *The New Age*. On her return to London, Mansfield became ill with an untreated sexually transmitted disease she contracted from Floryan Sobieniowski, a condition which contributed to her weak health for the rest of her life. Sobieniowski was a Polish émigré translator whom she met in Germany. Her first story published in England was “The Child-Who-Was-Tired,” which was about an overworked nursemaid who kills a baby.

Mansfield attended literary parties without much enthusiasm: “Pretty rooms and pretty people, pretty coffee, and cigarettes out of a silver tankard... I was wretched.” Always outspoken, she was once turned out of an omnibus (a horsedrawn bus) after calling another woman a whore; the woman had declared that all

suffragettes ought to be trampled to death by horses. In 1911, she met John Middleton Murry, a socialist and former literary critic, who was first a tenant in her flat, then her lover. Until 1914 she published stories in *Rhythm* and *The Blue Review*. During the war, she travelled restlessly between England and France. After her brother “Chummie” died in World War I, Mansfield focused her writing in New Zealand and her family, and “Prelude” (1916), one of her most famous stories, comes from this period. After divorcing her first husband in 1918, Mansfield married Murry. In the same year, she was found to have tuberculosis.

Mansfield and Murry were closely associated with D.H. Lawrence and his wife Frieda. Upon learning that Murry had an affair with the Princess Bibesco (née Asquith), Mansfield objected not to the affair but to her letters to Murry. In a letter to the princess, she wrote: “I am afraid you must stop writing these love letters to my husband while he and I live together. It is one of the things which is not done in our world.”

Her last years Mansfield spent in southern France and in Switzerland, seeking relief from tuberculosis. As a part of her treatment in 1922 at an institute, Mansfield had to lie a few hours every day on a platform suspended over a cow manger. She breathed odours emanating from below, but the treatment did no good. Without the company of her literary friends, family, or her husband, she wrote much about her own roots and her childhood. Mansfield died of a pulmonary hemorrhage on January

9, 1923, in Gurdjieff Institute, near Fontainebleau, France. Her last words were: “I love the rain. I want the feeling of it on my face.”

Mansfield’s family memoirs were collected in *Bliss* (1920). Only three volumes of Mansfield’s stories were published during her lifetime. Mansfield was greatly influenced by Anton Chekov, sharing his warm humanity and attention to small details of human behaviour. Her influence on the development of the modern short story was also notable. Among her literary friends were Aldous Huxley, Virginia Woolf, who considered her overpraised, and D.H. Lawrence, who later turned against Murry and her. Mansfield’s journal, letters, and scrapbook were edited by her husband, who ignored her wish that he should “tear up and burn as much as possible” of the papers she left behind her. (2014: 707).

2.2.5 The Summary of Katherine Mansfield’s Short Stories

The first short story entitled *Miss Brill* tells about an old woman who was not married and lived alone. She always went to the park in her town sitting and doing something unusual. She liked to play a role as a director, with the people around the park as her puppets. She loved to dub over the people around the park. When they talk and do or act something, she imagined what they are talking about and play them like puppets with the band in the park is the back sound of the play.

The second short story that the writer wants to analyze is a short story entitled *The Woman at the Store*. This kind of short story tells about three wanderers who

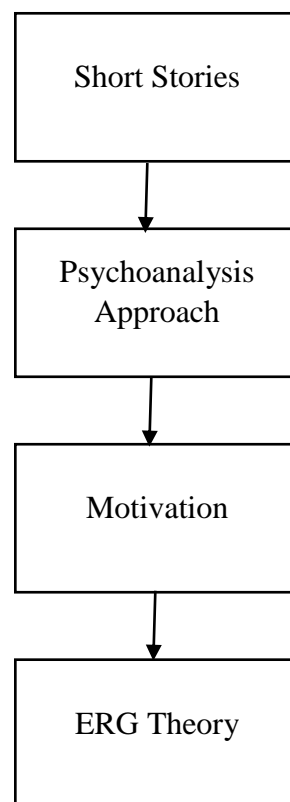
visited a store owned by an ugly blonde woman with her little kid and a dog to get some embrocation because one of their horse needed it. This woman had no husband. Every time the three asked the woman where her husband is, she always answered that her husband was gone away. Because there would be a storm coming up, they decided to stay the night at the store. After they stayed for a while, one of the wanderers was falling in love with the woman. He stayed at the woman's room while the others stayed at the garage with the kid. Through the kid's drawing, it turned out that the woman had killed her own husband because of his bad behavior. The two wanderers ran out while the falling-in-love-with-the-woman one stayed at the store.

The third story is *The Canary*. It tells about a woman who had neither husband nor children, even relatives. She lived with her one and only canary. She really loved the canary. She loved how he tweeted, how he sang beautifully. She even always talked to him. She imagined that the canary always responded her talks. When the canary was gone, she was very sad. Because of her deep sorrow and sadness, she did not even want to pet another bird or any kinds of animal.

2.3 Theoretical Framework

The framework used in this study is based on the short stories and the references which are related to the topic. Thus, to analyze the data and to answer the problem, the writer uses the theory of ERG or Existence, Relatedness, and Growth by

Clayton Alderfer. This theory is included in the motivation theory, which is also included into the Psychoanalysis Approach. It is as follows:



CHAPTER III

METHODS OF INVESTIGATION

In this chapter, the writer of the study will explain methods of investigation. These methods of investigation contain Object of Study, Roles of Researcher, Type of Data, Unit of Analysis, Procedure of Collecting Data, Procedure of Analyzing Data, and Procedure of Reporting Result.

3.1 Object of the Study

The object of the study that the writer intends to discuss is short story. There are three short stories in this study that the writer wants to analyze, they are *Miss Brill*, *The Woman at the Store*, and *The Canary* written by Katherine Mansfield, a New Zealand well-known female writer. These short stories have the same theme. They are about loneliness, which the characters of the three short story experience. Those characters needed some ones to love and to be loved, needed some ones to need and to be needed. However, these characters could not find one; that is why they compensate their loneliness by doing something (that most people did not do) in order to live a normal life.

3.2 The Target of the Study

This study focuses on the incompleteness of human needs that the characters of the short stories had. The writer of the study tries to analyze and investigate the types of the human needs incompleteness the characters had and how they overcame their feeling of loneliness. The writer also tries to describe the human needs incompleteness that the characters had by analyzing the data in the short stories with Clayton Alderfer's Motivation theory.

3.3 The Role of the Researcher

Because this study is about the analysis of the three short stories written by Katherine Mansfield, the writer held the role as data collector and analyzer. The writer collected the data from the characters' utterances, some sentences, and some phrases in the stories. For the supporting approach and theory, the writer collected some data from some journal articles, books, and dictionary. After the data had been collected, the writer analyzed the data in the stories with the supported theory from journal articles and books.

3.4 Type of Data

The data that is used in this study is qualitative, which contains two kinds of data. They are primary data, and secondary data. The primary data is the data collected from the short stories entitled *Miss Brill*, *The Woman at the Store*, and *The*

Canary written by Katherine Mansfield. These data are in the form of characters' utterances, sentences, and phrases. While the secondary data is the supporting ideas collected from some references like journal articles and some books.

3.5 Unit of Analysis

The data that had been collected by the writer of the study are in the form of sentences and phrases in the stories. There are 67 sentences, and 22 phrases.

3.6 Procedure of Data Collection

In this study, the writer collected the data by reading, identifying, inventorying, classifying, and reporting. They are as follows:

3.6.1 Reading

The first thing that the writer does in doing the research is reading the short stories. The writer reads the short stories entitled *Miss Brill*, *The Woman at The Store*, and *The Canary* several times to understand the main idea of the stories. Though there are some words that the writer does not understand and does not know the meaning, the writer can still understand the idea of those stories.

3.6.2 Identifying

After reading the short stories, the writer identifies some sentences, phrases, and the utterances among the character that are, later, becoming the data of the research. The writer searches which sentences, phrases, or utterances that represent

the human needs incompleteness that happened in the main character of the short stories.

3.6.3 Inventorying

After reading the short stories and identifying the data that represent the human needs incompleteness in the stories, the writer collects all of the data that have been identified in the stories. These collected data are in the form of listing in a table. This table consists of columns of data number, the data location (page/paragraph/line), and the data (the quotation from the short stories) that have been classified into three parts: Existence, Growth, and Relatedness. It is represented as below:

No.	Page/Paragraph/ Line	ERG Theory			The Compensation
		Existence	Relatedness	Growth	
1.	Page 1/Paragraph 1/Line 8		the sad little eyes.		

3.6.4 Selecting

The step that the writer takes after inventorying is selecting. In this step, the writer selects, chooses, and classifies the data that are most relevant and related to the analysis.

3.7 Procedure of Analyzing Data

In order to solve the problem in the short stories, the writer tries to analyze the data by doing some steps. There are three steps; they are close reading, exploring the data that are closely related to the problem, and interpreting the data with the supportive approach and theory from some certain references. The theory that is used to reveal and solve the problem in this research is the theory from Clayton Alderfer called ERG theory. This theory is included in the Motivation theory, which is the sub theory of the Psychoanalysis approach.

3.8 Procedure of Reporting Result

The writer of the research uses descriptive qualitative data in this research. Thus, in reporting the result of this study, the writer finds out what kinds of incompleteness of human needs that happened in the stories. Then, the writer explains the interpretation of the problem found in the stories.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, there are conclusion and suggestion. The conclusion contains summary of all chapters that writer of the study has discussed before, while the suggestion contains some suggestions that can be taken for the readers that are related to the problem of the study.

5.1 Conclusion

From the discussion that has been discussed in the previous chapters, it can be concluded that the short stories entitled *Miss Brill*, *The Woman at the Store*, and *The Canary* have a similarity, though they have different stories. The similarity of those short stories is that they tell about the same problem, loneliness, which happened in the characters of the stories. This loneliness is the effect of the human needs incompleteness. The needs that the characters could not complete were the relatedness and the growth needs, while the other need, the existence, had been completed already.

The lack of relatedness needs can be seen by how the characters could not have some relationships with other people, which made them feel lonely. The growth needs can be seen by how the characters were not able to grow or develop their competence or

potential as woman, as a wife, and as a mother because it was affected by the
relatedness needs lack.

While the completeness of the existence needs can be seen by how the characters had fulfilled such material things like foods, house, or clothes.

The main characters did something unusual in order to compensate their loneliness. In *Miss Brill* short story, the main character was always imagining a play in the park. She was always visiting the park every Sunday and imagining that she was the director of a play, while the people around the park were the actors. In *The Woman at the Store* short story, the main character tried to seduce one of the travelers. When there were three travelers, and the two of them were men, she thought that she finally found a perfect man in her life. While in *The Canary* short story, the main character petted a canary to fulfill her loneliness. She thought that she finally found the beloved one.

5.2 Suggestion

Based on the conclusion above, it can be taken some suggestions to either readers or researchers. The suggestions are:

The Readers

It is important to know and fulfill the core needs that must be fulfilled by a human being. These needs are not only just in term of material things like foods or clothes, but also in term of social things like having some relationships with other people so that a human being will not feel such loneliness. The needs of developing self-competence also are also important because, by developing such potential or

competence, a human being will be a better person, also will get some achievements from other people.

The Researchers

For the researchers who want to analyze the same topic that the writer uses, it is expected to use different object of study. It may be a novel, or other short stories, or any other kinds of literary works. If the researchers want to analyze the same object of study, it is expected to see another perspective.

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APPENDIX I

COLLECTED DATA

Miss Brill

No .	Page/Paragraph /Line	ERG Theory			The Compensation
		Existence	Relatedness	Growth	
1.	Page 1/Paragraph 1/Line 8		the sad little eyes.		
2.	Page 1/Paragraph 1/Line 14		something light and sad no, not sad, exactly something gentle		
3.	page 2, paragraph 1, line 5				sitting in other people's lives
4.	Page 2, paragraph 3, line 10, 11, 12		1. odd, silent, nearly all old 2. dark little rooms or even even		

			cupboards		
5.	Page 4, paragraph 1, line 7, 10, 11, 12	<p>1. it also explained why she had quite a queer, shy feeling at telling her English pupils how she spent her Sunday afternoons.</p> <p>2. She thought of the old invalid gentleman to whom she read the newspaper four afternoons a week while he slept in the garden.</p>			<p>1. she was part of the performance after all;</p> <p>2. Miss Brill nearly laughed out loud;</p> <p>3. She was on the stage</p>
6.	Page 4, paragraph 2, line 2		not sadness - no, not sadness		
7.	Page 4, paragraph 2, line 8				Miss Brill's eyes filled with tears
8.	Page 5, paragraph 1, line 6, 7		<p>1. that stupid old thing at the end there</p> <p>2. who wants her</p> <p>3. her silly old mug at</p>	1. that stupid old thing at the	

			home?	end ther e 2. who wants her 3. her silly old mug at home ?	
9.	Page 5/Paragraph 2/Line 1	On her way home she usually bought a slice of honey- cake at the baker's.			

APPENDIX II

COLLECTED DATA

The Woman at the Store

No.	Page/Paragraph/ Line	Collected Data			The Compensation
		Existence	Relatedness	Growth	
1.	Page 1/Paragraph 4/Line 2, 3 Page 1/Paragraph 5/Line 1	1. 'I know a fine store,own ned by a friend of mine... .." 2. Don't forget there's a woman too, Jo,..... 3. "We ate until we were full".			
2.	Page 2/ Paragraph 5/ Line 2, Page 2/Paragraph 5/Line 4 Page 2/Paragraph		1. Where's your old man? 2. Away shearin'. 3. Bin away a month		

	5/Line 4 1. Page 2/Paragraph 5/Line 6		4. on your lonely		
3.	Page 2/Paragraph 6/Line 3, Page 2/Paragraph 6/Line 3, Page 2/Paragraph 6/Line 4, Page 2/Paragraph 6/Line 5			1. but ugly. 2. She was a figure of fun. 3. her front teeth were knocked out, 4. she had red pulpy hands, and she wore on her feet a pair of dirty Blucher s	
4.	Page 3/Paragraph 2/Line 2		Too much alone		
5.	Page 4/Paragraph 3/Line 6-7	“.....Shall I knock yer up a few scones for supper! There's s ome tongue in the store, too, and I'll cook			

		yer a cabbage if you fancy it.”			
6.	Page 6/Paragraph 1/Line 1		the old man's cleared out and left her		
7.	Page 6/Paragraph 4/Line 11		Where's Dad?		
8.	Page 7/Paragraph 2/Line 8 Page 7/Paragraph 2/Line 9		1. where the old man's got to? 2. Shearing !		
9.	Page 8/Paragraph 1/Line 1 Page 8/Paragraph 1/Line 2 Page 8/Paragraph 3 Page 8/Paragraph 1/Line 4 Page 8/Paragprah 1/Line 5		1. he left me too much alone 2. he'd go away days 3. he'd go away weeks 4. leave me ter look after the store 5. 'e'd go off again		
10.	Page 8/ Paragraph 2/ Line 3				“Shut your mouth!” said the woman.
11.	Page 8/Paragraph 3/Line 3, Page 8/Paragraph		1. Where's your old man		1. you're a gent 2. I'd place any confidence

	3/Line 4,5, Page 8/Paragraph 3/Line 8, Page 8/Paragraph 3/Line 9		now? 2. 'e's gone shearin' and left me alone again		in your 'ands
12.	Page 8/Paragraph 6/Line 1 Page 8/Paragraph 6/Line 2		1. It's the lonelines s, 2. and bein' shut up 'ere like a broody 'en.		
13.	Page 9/Paragraph 2/Line 2 Page 9/Paragraph 2/Line 3			1. beat the child's head 2. I'll smack you with yer clothes turned up if yer dare say that again	
14.	Page 9/ Paragraph 3/ Line 1				the woman and Jo, touching shoulders, the other.
15.	Page 9/Paragraph 3/Line 5				You'd better doss here for the night

16.	Page 10/Paragraph 4/Line 3		“It's the loneliness,” whispered Jim.		
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APPENDIX III

COLLECTED DATA

The Canary

No .	Page/Paragraph/Line	Collected Data			The Compensation
		Existence	Relatedness	Growth	
1.	Page 1/Paragraph 1/Line 4 Page 1/Paragraph 1/Line 4				1. it comforts me 2. I feel he is not quite forgotten.
2.	Page 1/Paragraph 2/Line 1 Page 1/Paragraph 2/Line 5				1. how wonderfully he sang. 2. he sang whole songs with a beginning and an end to them.
3.	Page 1/Paragraph 3/Line 2 Page 1/Paragraph 3/Line 4 Page 1/Paragraph 3/Line 5 Page 1/Paragraph 3/Line 6				1. he used to hop, hop, hop 2. break into a song so exquisite 3. I had to put my needle down to listen to him 4. I felt that I understood every note

					of it.
4.	Page 1/Paragraph 4/Line 1 Page 1/Paragraph 4/Line 3, 4 Page 1/Paragraph 4/Line 4 Page 1/Paragraph 4/Line 5,6				1. I loved him. 2. How I loved him ! 3. they don't sympathise. 4. I loved the evening star 5. There you are, my darling.
5.	Page 1/Paragraph 4/Line 2, 3 Page 1/Paragraph 4/Line 8	1. "Of course there was always my little house and the garden, but for some reason they were never enough." 2. "I have much to be thankful for."			
6.	Page 1/Paragraph 5/Line 1 Page 1/Paragraph 5/Line 4 Page 1/Paragraph 5/Line 5				1. But after he came into my life I forgot the evening star 2. There you are, my darling. 3. From that moment he was mine.
7.	Page 1/Paragraph 6/Line 1 Page				1. how he and I shared each other's lives.

	1/Paragraph 6/Line 2 Page 1/Paragraph 6/Line 3				2. he greeted me with a drowsy little note. 3. I knew it meant " Missus! Missus! "
8.	Page 2/Paragraph 1/Line 2, Page 2/Paragraph 1/Line 4, 5 Page 2/Paragraph 1/Line 12				1. " You're a regular little actor," I used to scold him. 2. he understood and appreciated every item of this little performance 3. I can hardly bear to recall it
9.	Page 2/Paragraph 2/Line 7, 8 Page 2/Paragraph 2/Line 8 Page 2/Paragraph 2/Line 10 Page 2/Paragraph 2/Line 5, 6		1. I was nothing to them. 2. In fact, I overheard them one evening talking about me on the stairs as " the Scarecrow ."		1. I was not quite alone that evening. 2. I said " Do you know what they call Missus? " 3. It seemed to amuse him.
10.	Page 2/Paragraph 3/Line 12			as much as to say, " I'm here,	

				Missus! I'm here ! ""	
11.	Page 2/Paragraph 3/Line 12 Page 2/Paragraph 3/Line 13				1. said the darling little fellow again 2. That was so beautifully comforting that I nearly cried.
12.	Page 3/Paragraph 1/Line 1, Page 3/Paragraph 1/Line 3, Page 3/Paragraph 1/Line 3, 4, Page 3/Paragraph 1/Line 7, Page 3/Paragraph 1/Line 8,9, Page 3/Paragraph 1/Line 12		1. And now he's gone. 2. something seemed to die in me 3. My heart felt hollow 4. there does seem to me something sad in life 5. It is there, deep down, deep down, part of one, like one's breathing 6. sadness ?		