A MAIN CHARACTER ANALYSIS OF *BROOKLYN* FILM USING HIERARCHY OF HUMAN NEEDS BY ABRAHAM MASLOW’S PSYCHOLOGY (MOTIVATION)

A Thesis
Submitted to Adab and Humanities Faculty
in Partial Fulfillment of the Requirements for the Degree of Strata One

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ABSTRACT


The aim of the research is to understand what needs that motivates the main character to decide not to return to Brooklyn and how she fulfills those deficiency needs based on Hierarchy of Human Needs theory by Abraham Maslow. The writer uses Qualitative method. The data used is collected from the dialogue in the script and some pictures in the film. From the analysis of the film, the writer finds that Elís Lacey, the main character, tries to fulfill love and belongingness needs and esteem needs when she returns in Ireland. There are two parts of Love and belongingness needs that Eilis tries to fulfill. First, peer acceptance that Eilis fulfills through her friendship with Jim, Nancy, and George. Second, mother’s affection that she fulfills when she approaches Jim Farrell. The main character fulfills her esteem needs when she wears fashionable outfit and her ability in book-keeping.

Keywords: Hierarchy of Human Needs, Brooklyn Film, Abraham Maslow, Love and Belongingness Needs, Esteem Needs.
APPROVAL SHEET

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The thesis entitled above has been defended before the Letters and Humanities Faculty’s Examination Committee on September 26th, 2017. It has already been accepted as partial fulfillment of requirements for the degree of strata one.

Jakarta, September 26th, 2017

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

Jakarta, August 2017

Asep Prasetyo
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Bismillahirrahmanirrahim

In the name of Allah, The Most Gracious, The Most Merciful. All praise and thanks be to Allah, the Lord of the Álamin (Mankind, jinns, and all that exists). Then, O Allah, send Thy blessing on Muhammad, on the family of Muhammad, on his companion and on his adherent.

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Jakarta, August 2017

The writer
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A. Background of the Study

Need is a condition of imbalance that arises when the individual is deprived of something that is required for his normal functioning. That thing may be as crucial as food, as important as love, or as trivial as the daily newspaper. A need may also be aroused by events that threaten the well-being of the individual, events such as painful stimuli (Schwartz 211). For instance, when you are hungry, you need food, and when you are thirsty you need water. In these cases you are in a state of deprivation and your bodily system suffers from some kind of imbalance. It is necessary to satisfy the needs in order to maintain homeostasis or balance the organism (“Module-II Key Psychological Processes”).

Needs form the basis for actions. They motivate people to behave in certain ways and to do certain things. Consequently, motivation is a total process that is determined by the interaction of human needs, the situation, and the combination of personal and group needs. It assumes that needs motivate people and that a person’s motivation to reach a goal depends on whether the person perceives that the goal will satisfy any of those needs (“Motivation”). The needs may be broadly categorized as primary or physiological needs and secondary or social needs. The need for food, water, sex, sleep and rest are primary needs. The need for contact with other persons is a social need. The other social needs include need for prestige,
status, affection, self-esteem, and so on (‘Module-II Key Psychological Processes’).

Nowadays, Film is an effective medium in conveying psychology to the public. It shows from 2015 Oscar nominees for Best picture provide numerous example of psychological phenomenon such PTSD in *American Sniper*, adolescent development in *Boyhood*, and psychological control in *Whiplash* (Tsang). Furthermore, film is unique, set apart from all other media by its quality of free and constant motion. The continuous interplay of sight, sound, and motion allows film to transcend the static limitations of painting and sculpture. Film even surpasses drama in its unique capacity for revealing various points of view, portraying action, manipulating time, and conveying a boundless sense of space. Unlike, the stage play, film can provide a continuous, unbroken flow, which blurs and minimizes transitions without compromising the story’s unity. Unlike the novel and the poem, film communicates directly, not through abstract symbols like words on a page but through concrete images and sounds (Boggs and Petrie 3).

Needs in film can only be analyzed through character. Boggs and Petrie state that character must seem real, understandable, and worth caring about. For the most part, the character in a story is believable in the same way that the story is believable (60). In the other word, character is reflection of human being and it contains the way human think. Thus, in order to understand character’s need in film, one can use technique of characterization such as characterization through appearance, characterization through dialogue, characterization through external
action, characterization through internal action, characterization through reactions of other character, and characterization through choice of name.

There are some films depicting how need works in film such as in film *For Love of the Game*, Billy Chapel is portrayed striving to fulfill his need for achievement by increasing his performance as a baseball player. This character also demonstrates fulfillment of his affiliation needs by interacting with his friends and his girlfriend (Kernodle). These two examples depict how character fulfill his need by his action, and it can only be understood by characterization through external action. Besides, plot also gives an effect toward human need. As in the film *The Edge*, actors Anthony Hopkins and Alec Baldwin take a few steps down the hierarchy of needs when their plane crashes in the wilderness and they are pursued by large, hungry, and very persistent grizzly bear. Because the circumstance that requires sudden shift in this film, *The Edge* focus to safety or even physiological needs (Larsen and Buss 373).

*Brooklyn* film is one of films that show how needs motivate people. This film tells about the life of an Irish young woman, Eilis Lacey. Before she moves to Brooklyn, she lives with her mother and her sister in Ireland. She works in Miss Kelly Grocery as part time clerk, but the salary is too small. Moreover, her salary does not enough to buy anything. Because Eilis does promising job, her sister suggests Eilis to immigrate to Brooklyn in order to get better life.

In Brooklyn, she works as a clerk in Department Store. From her salary, it is able to finance her life in Ireland. She also meets an Italian American named Tony. When she enjoys living with her new life, bad news comes from Ireland.
Eili’s sister dies, and Eilis has to return to Ireland in order to visit her mother. Tony, is afraid that Eilis will not return to Brooklyn, asks Eilis to marry him without telling anyone as a promise that she will return to Brooklyn.

In Ireland, she does not tell that she is married in Brooklyn to anyone, hence a rich young man named Jim Farrell approaches her. On the other side, she gets a job as a book-keeper, the job that she really wants before she moves to Brooklyn. Therefore, she almost decides not to return to Brooklyn before the fact that she married is revealed by Miss Kelly.

According to Peter Quinn, an Irish-American historian and novelist, says that it was rare for Irish immigrants to return to live while many immigrants send money home to relatives who stayed in Ireland (Begley). Eilis’s decision for not return to Brooklyn does not match up with an Irish immigrant attitude in general. As Begley said that an Irish immigrant tends to not return to Ireland while Eilis decides to stay in Ireland after attending her sister’s funeral. In brief, the writer is interested to analyze needs that Eilis tries to satisfy when she does not want to return to Brooklyn.

B. Focus of the Study

The focus of the research is to identify what needs that the main character tries to fulfill when she returns to Ireland by using Hierarchy of Human Needs Theory by Abraham H. Maslow.

C. Research Question

Based on the background of the study and the focus of the study above, the writer would tries to identify the problem by following questions:
1. How is the main character described?

2. What are the needs that motivate the main character to decide not to return to Brooklyn?

3. How does the main character Eilis Lacey in this film fulfill her needs?

D. The Significance of the Study

Through the research, the writer hopes the result of the research help the reader who wants to understand the character in film using Hierarchy of Human Needs theory by Abraham Maslow.

E. Research Methodology

The methodology of this research consist of several elements related to the research such as:

1. The Method of the Research

   Based on the research question and the significance of the study above, the writer applies qualitative method. Qualitative method is defined as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Therefore, qualitative research emphasizes understanding by closely examining people's word, action, and records (Lunenburg and Irby 89). Moreover, in order to complete the description of character, the writer uses Psychological approach. In this thesis, the writer uses Hierarchy of Human Needs by Abraham Maslow.
2. The Objective of the Study

The objective of the research is to answer the questions of the research question. Furthermore, it is specially to know what the needs and motivations of Eilis Lacey in *Brooklyn* film viewed from Hierarchy of Human Needs Theory by Abraham Maslow.

3. Technique of Data Analysis

First, the writer watches the film carefully for several times in order to learn and get the point contents of the film intensively. Then, the writer marks the scripts of the film in order to understand the main character comprehensively. Finally, the writer explains and analyzes the data, such as the dialog and pictures of the film based on the Hierarchy of Human Needs by Abraham Maslow and characterization theory by Boggs and Petrie.

4. The Instrument of the Study

The main instrument of the research is the writer himself. The writer watches *Brooklyn* carefully, and reads some references. The writer also marks some of the characteristics of the main character and analyze the main character by using Maslow’s Hierarchy of Human Needs theory.

5. Unit of Analysis

Analysis unit that is used in this research is Brooklyn film which is directed by John Crowley and the screenplay is written by Nick Hornby based on Colm Toibin’s novel which has same name with the film adaptation. It was premiere at 2015 Sundance Film Festival.
6. Time and Place of the Research

This research was conducted in Jakarta, in the Faculty of Adab and Humanities Faculty on October 2016.
CHAPTER II
THEORITICAL FRAMEWORK

A. Previous Research

There is no previous research about *Brooklyn* film. However, the writer finds some researches in other thesis using Hierarchy of Human Needs Theory. Then, the writer will provide review of two theses using Maslow’s psychology theory. The first research is written by Sapta Wicaksana entitled *A Main Character Analysis of The Hunger Games Movie by Abrahams H. Maslow’s Hierarhy of Human Needs* in 2014 at State Islamic University Syarif Hidayatullah Jakarta. The second research is written by Chris Kurniawan entitled *Hierarchy of Needs Analysis to The Main Character in “42” Movie* in 2014 at State Islamic University Syarif Hidayatullah Jakarta.

The first research discusses about the main character of *Hunger Games*, Katniss Everdeen. The aim of this research is to analyze how the main character fulfills her needs using Hierarchy of Human Needs theory. Moreover, this research also examines the characteristic of the main character. After analyzing, the research concludes that the main character can fulfill five needs regarding Maslow’s psychology theory.

The second research discusses about the main character of “42” film, Jack Roosevelt Robinson. The object of the research is to analyze how the main character satisfies his needs regarding Hierarchy of Human Needs theory. This research focuses on the characteristic of main character and how the main character fulfills
his need with his new team. The research concludes that Jack satisfies five stage of Maslow’s psychology theory. Then, some of the characteristics of the main character influence how the main character fulfils his needs.

Both of two theses above use Hierarchy of Human Needs by Abraham Maslow and characterization theory by Boggs and Petrie, but this research is different, both object of the research and research question. Because the data that uses in this film is different with those two theses, the writer adds one research question that is none of two theses above who use it. This research question is needed because it makes this thesis becomes different with two theses above. If in those two thesis above focus to answer how the main character fulfill their needs, this thesis tries to identify what needs that main tries to fulfill when she returns. Therefore, in this thesis, it will be find what motivate the main character, and how she fulfills the needs.

B. Hierarchy of Human Needs Theory

Hierarchy of Human Needs Theory is a theory established by an American Psychologist named Abraham Harold Maslow. This theory is also known as “Third Force Psychology” in order to distinguish this theory from the two major theories of human behavior; Psychoanalysis and Behaviorist.

The cornerstone of Abraham Maslow’s understanding of motivation is the preposition that human being possess urges or basic needs at organism level. These basic needs, however, are weak needs, quiet biological urges that are often confused and easy overlooked in day to day affairs (Reeve 311). It means that individual seek to satisfy the higher needs that occupy a set of hierarchy.
Maslow had little interest in compiling a list of how many needs human beings possess. Rather, Maslow side-stepped the numbers issue and proposed that one master need, the tendency toward growth, governs and organizes all other needs. The growth/actualizing need organizes all others into a hierarchy featuring five clusters based needs. The arrangement of these needs, Maslow felt, was best represented visually by a hierarchy. The first need in Maslow’s hierarchy contains the set of physiological needs necessary for body homeostasis, quiescence, and survival. All other needs in the hierarchy (safety and security, love and belongingness, esteem, and self-actualization) are psychological in nature of human needs (Reeve 311).

Maslow argued that one must seek to understand the ultimate goals of behavior rather than the superficial or apparent goals, because the apparent goal for any observed behavior may be quite different from the ultimate goal. Furthermore, Maslow also regarded the striving for protection or self-actualization as the ultimate purpose of behavior (Petri 289).

Maslow said that human motivation can be studied by observing human rather than animal behavior. His observations led him to the conclusion that human needs can be understood in terms of hierarchy of human needs. Needs lower on the hierarchy are proponent (i.e., stronger) and must be satisfied before needs higher on the hierarchy will be triangle (Petri 289). Maslow did not, however, regard the hierarchy as totally rigid: one can partially satisfy lower needs, thus allowing higher needs to become partially active. Maslow regarded the satisfaction of needs on the hierarchy in a probabilistic manner. If a lower need is being satisfied most of the
time (e.g., 85%), that need will have little influence on behavior (Petri 289). The following diagram shows Maslow’s Hierarchy of Human Needs, represented as a pyramid below:

Maslow’s hierarchy of human needs is often displayed as pyramid consisting of five levels: the four levels are grouped as deficiency needs while the highest level is termed growth needs. When deficiency needs are met, growth needs are continually shaping behavior. The basic concept is the higher needs in this hierarchy only comes into focus once all the needs that are lower down in the pyramid are mainly or entirely satisfied.

1. Physiological Needs

The first needs that have to be fulfilled are Physiological needs. Physiological needs are the obvious needs such need for foods, water, air, sex, sleep, etc. Satisfying those need is so important for human to survive (Schultz
A person who is lacking food, self-esteem, a love will demand food first and, until this needs satisfied, will ignore or push all other needs into the background (Goble 38). For the man who is, extremely and dangerously hungry, no other interest exist but food. He dreams food, he remembers food, he think about food, he emotes only about food. He perceives only food, and he wants only food (Maslow 37).

Physiological needs have a greater personal impact as motivating forces in cultures where basic survival remains an everyday concern. Because a need that has been gratified no longer serves to motivate behavior, the physiological needs play a minimal role for most of us (Schultz and Schultz 305).

2. Safety Needs

After the physiological need has been fulfilled, we are driven to satisfy the safety needs. These need include security, stability, and freedom for fear and anxiety (Schultz 91). Maslow believed that the needs for safety and security typically are important drives for infants and neurotic adults. Emotionally healthy adults have usually satisfied their safety needs, a condition that requires stability, security, and freedom from fear and anxiety. For infants and children, the safety needs can be seen clearly in their security. Adults have learned ways to inhibit their reactions to dangerous situations (Schultz and Schultz 305). Neurotic and insecure adults also need structure and order because their safety needs still dominate their personality. Neurotics compulsively avoid new experiences. They arrange their world to
make it predictable, budgeting their time and organizing their possessions. Pencils must be kept in certain drawer, and shirts hung in the closet facing the same direction (Schultz and Schultz 305).

Maslow pointed out that although most normal adults have satisfied the safety needs, those needs may still have an impact on behavior. Many of us choose predictable over the unknown; we prefer order to chaos. That is why we save for the future, buy insurance, and opt to remain in a secure job rather than risk a new venture. However, the safety needs are not as overwhelming a driving force for normal adults as they are for children or neurotics (Schultz and Schultz 305).

3. **Love and Belongingness Needs**

Once our physiological and safety needs have been reasonably well satisfied, we attend to the needs for love and belonging. These needs can be expressed through a close relationship with a friend, lover, or mate, or through social relationship formed within a group (Schultz and Schultz 305).

The need to belong has grown more difficult to satisfy in our increasingly mobile society. Few of us live in the neighborhood where we grew up and keep friends from our early schooldays. We change schools, job, and communities too frequently to put down roots, to develop a secure sense of belonging. Many of us attempt to satisfy the need to belong in other ways, such as joining a church, club, or internet chat room, enrolling in a class, or volunteering for a service organization (Schultz and Schultz 305).
The need to give and receive love can be satisfied in an intimate relationship with another person. Maslow did not equate love with sex, which is a psychological need, but he recognized that sex is one way of expressing the love need. He suggested that the failure to satisfy the need for love is a fundamental cause of emotional maladjustment (Schultz and Schultz 305).

4. Esteem Needs

Once we feel loved and have a sense of belonging, we may find ourselves driven by two forms of the need for esteem. We require esteem and respect from ourselves, in the form of feelings of self-worth, and from other people, in the form of status, recognition, or social success. Satisfaction of the need for self-esteem allows us to feel confident of our strength, worth, and adequacy, which will help us become more competent and productive in all aspects of our life. When we lack self-esteem, we feel inferior, helpless, and discouraged with little confidence in our ability to cope (Schultz and Schultz 305).

5. Need for Self-Actualization Needs

After we satisfy all of needs, we are driven by the high-esteem; self-actualization need. Self-actualization is the highest development and using the whole of our talent, fulfilling the whole of our quality and capacity. We have to be based on our potency to be. Even though the needs in the lower level have been satisfied we feel safety physically and emotionally, have a love and belonging feeling, and also we feel that we are respected, but we will be disappointed, uncomfortable and unsatisfied if we failed to fulfill our self-
actualization need. If something like that happens, we will be not in peace inside and it cannot be said we are healthy psychologically (Schultz 93). The individual is doing what he, individually, is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be. He must be true to his own nature. This need we may call self-actualization (Maslow 46).

The following condition are necessary in order to satisfy the self-actualization need (Schultz and Schultz 307):

- We must be free of constraints imposed by society and by ourselves.
- We must not be distracted by the lower order needs.
- We must be secure in our self-image and in our relationships with other people; we must be able to love and be loved in return.
- We must have a realistic knowledge of our strengths and weaknesses, virtues and vices.

C. Character and Characterization

In literary work, character is a person who is presented or appears in the story. A character must seem real, understandable, and worth caring about. For the most part, the characters in a story are believable in the same way that the story is believable. In other words, they conform to the laws of probability and necessity (by reflecting externally observable truths about human nature), they conform to
some inner truth (man as we want him to be), or they are made to seem real by the convincing art of the actor (Boggs and Petrie 49).

Furthermore, the character that appears in story has several characteristic or traits. In order to reveal the characteristic of character is through the characterization. Characterization is how writers present and reveals the character (DiYanni 55). According to Albertine Minderop, characterization means describing character. The method of characterization is the method to describe the characters in literary work (2).

In addition, Boggs and Petrie divided it into several ways to describe the character. Those are the characterization through appearance, dialogue, external action, internal action, and reaction from other characters.

1. Characterization through Appearance

Film actors project certain qualities of character the minutes they appear on the screen, characterization in film has a great deal to do with casting. A major aspect of film characterization is revealed visually and instantaneously. Although, some actor may be versatile enough to project completely different qualities indifferent roles, most actors are not. The minute we see most actors on the screen, we make certain assumptions about them because of their facial features, dress, physical build, and mannerisms and the way they move. Our first visual impression may be proven erroneous as the story progresses, but it is certainly an important means of establishing character (Boggs and Petrie 60).
2. Characterization through Dialogue

Characters in a fictional film naturally reveal a great deal about themselves by what they say. But much is also revealed by how they say it. Their true thoughts, attitudes, and emotions can be suggested in subtle ways through word choice and through the stress, pitch, and pause patterns of the speech. Actor’s use of grammar, sentence structure, vocabulary, and particular dialects (if any) reveals a great deal about their characters’ social and economic level, educational background, and mental processes. Therefore, we must develop a keen ear, attuned to the faintest and most subtle nuances of meaning revealed through the human voice—listening carefully not only to what is said but also to how it is said (Boggs and Petrie 61-62).

3. Characterization through External Action

Although appearance is an important measure of a character’s personality, appearances are often misleading. Perhaps the best reflections of character are a person’s action. It must be assumed, of course, that real characters are more than instruments of plot, that they do what they do for a purpose, out of motives that are consistent with their overall personality.

Thus, there should be a clear relationship between a character and his or her actions, the actions should grow naturally out of the character’s personality. If the motivation for a character’s action is clearly established, the character and the plot become so closely interwoven that they are impossible to separate, and every action that the character takes in some way reflects and the quality of his or her particular personality (Boggs and Petrie 62).
Sometimes, the most effective characterization is achieved not by the large action in the film but by the small, seemingly insignificant ones. For example, a fireman may demonstrate his courage by saving a child from a burning building, yet such an act may be only a performance of duty rather than a reflection of choice. His essential character might be more clearly defined by risking life to save a little girl’s doll, because such an action would be imposed on him not by his duty as a fireman but by his personal judgment about the value of a doll to a little girl (Boggs and Petrie 62).

4. Characterization through Internal Action

There is an inner world that normally remains unseen and unheard by even the most careful observer/listener. Yet, the dimension of human nature that his world embrace is often essential to a real understanding of a character. Inner action occurs within character’s mind and emotions and consists of secret, unspoken thoughts, daydreams, aspirations, memories, fears, and fantasies. People’s hopes, dreams, and aspirations can be as important to an understanding of their character as any real achievement, and their fears and insecurities can be more terrible to them than any real catastrophic failure (Boggs and Petrie 63).

The most obvious way in which the filmmaker reveals inner reality is by taking us visually or aurally into the character’s mind so that we see or hear the things that the character imagines, remembers, or thinks about. This may be achieved through a sustained interior view or through fleeting glimpses revealed by means of metaphors. In addition to providing glimpses into the
inner action by revealing the sounds and sights the character imagines he sees and hears (Boggs and Petrie 63-64).

5. Characterization through Reactions of Other Characters

The way other characters view a person often serves as an excellent means of characterization. Sometimes, a great deal of information about a character is already provided through such means before the character first appears on the screen. The other character can tell about the problem, which is caused by the main character and the characteristic of the main character (Boggs and Petrie 64).
Eilis Lacey, the main character in this film, immigrates to Brooklyn due to lack of opportunities in Ireland (Scott). Thus, she decides to move when the church facilitates her to Brooklyn. During living in Brooklyn, she works at Department Store, and she has an Italian-American boyfriend. However, Eilis has to return to Ireland because of her sister’s death. Before returning to Ireland, her boyfriend asks her to marry him in the City Hall without talking to anybody. In the beginning of her return, she plans to stay for a moment, yet she enjoys living in Ireland and she does not consider returning to Brooklyn.

In this chapter, the writer will analyze what needs that motivate the main character to decide not to return to Brooklyn when she returns to Ireland and how the main character in Brooklyn film fulfills her needs through Hierarchy of Human Needs Theory by Abraham Maslow. However, before the writer analyze what needs that motivate the main character do decide not to return to Brooklyn and how the main character fulfills her needs, the writer will describe the characteristic of Eilis Lacey.

A. Character Analysis

The main character in Brooklyn film is Eilis Lacey. She is depicted as a clever girl. It is shown from this quotation below.
A Man : “Did you understand any of that? I mean, a single word?”
Eilis : “He’s not even reading from a book. He just knows all this.”
A Man : “Well, let’s hope the next hour’s easier, huh?”

(00:26:11-00:26:20)

In this quotation, a man asks Eilis whether she understands about the subject given in the class or not. When Eilis says, “He’s not even reading from a book. He just knows all this,” Eilis praises the ability of lecturer in delivering the subject without seeing book. Furthermore, the reason why Eilis says, “He just knows all this” is because she knows what the lecturer explained about. Thus, Eilis can say that the lecturer knows all the material without seeing book. It can be proven from this picture below.

In this picture, Eilis is writing what the lecturer is explaining. From this picture, we can conclude that Eilis understand what the lecturer is explaining in the class because she makes a note of the lesson. In writer’s opinion, before one can make note of the lesson, one has to understand what one is writing. If one cannot understand what one is writing, it will be difficult for them to make a note. Because Eilis makes a summary from what she is listening, it means that she understand
what is discussing about. This statement below depicts how clever Eilis is through the grade that Eilis gets.

Father Flood: “You’re marvelous, that’s all I have to say. It looks to me as if you didn’t pass those exams. No. You flew through them. I can’t remember the last time anyone came in here with good news.”

(00:54:04 - 00:54:17)

When Father says, “It looks to me as if you didn’t pass those exams. No. You flew through them”, he praises Eilis’s grade at Brooklyn College. In addition, in writer’s opinion, it looks like Eilis has a good grade for all the subject in Book-keeping class because Father Flood says “You flew through them”. The usage of “them” in “You flew through them” refers to “exams” on the previous of Father’s Flood statement. From this statement, “You flew through them”, it can be concluded that Eilis does not only pass the exam, but she gets good grade for all the subject. Thus, Father Flood praises Eilis’s grade.

Eilis is also depicted as attractive woman. During her live in Brooklyn, Eilis’s personality has developed. Before she moves to Brooklyn, she wears old-fashioned outfit, and she does know how to wear make-up. However, after she returns from Brooklyn, she becomes different person.
In this picture, we can see Eilis’s outfit is more colored. According to Eilis, Nancy is the prettiest girl in Enniscorthy, but Nancy says, “You look so glamorous.” to Eilis. From what Nancy said, it can be concluded that Eilis’s transformation makes Eilis looks as different person. In addition, we can also notice the difference between Eilis’s outfit and Nancy’s outfit. In the writer’s opinion, Nancy’s outfit is darker than Eilis’s outfit, and it makes Nancy looks old-fashioned. Eilis also wears some make-ups that make Eilis look more beautiful. From, this picture, the writer concludes that Eilis is more attractive than Nancy, the prettiest girl in Enniscorthy.

This conversation below depict Eilis who becomes attractive woman.

Jim : “They haven’t managed to replace Rose, you know.”
Eilis : “I’ll be going back to New York straight after the wedding.”
Jim : “But you might want to earn a little money in the meantime. I’m sure they’d be glad to have you.”
George: “You just want her to stay.”
Jim : “I’m only thinking of Eilis.”
George: “Do you hear that, Eilis? He’s only thinking of you.”

(01:16:10 - 01:16:23)

When Jim says, “I’m only thinking of Eilis”, the writer assumes that Jim falls in love with Eilis. Because it is the first time for Eilis meets Jim Farrell after her return, it can be concluded that in Jim has fascination with Eilis. Thus, Jim admits that he only thinks about Eilis. If he does not have a feeling with Eilis, he will not say it. Therefore, it can be concluded that Eilis becomes attractive woman because she can make a young man falls in love at the first sight.

B. Analysis Using Hierarchy of Human Needs

As the writer explained in previous chapter, Maslow proposed a hierarchy of five innate needs that activate and direct human behavior. They are the
physiological need, safety need, belongingness and love need, esteem need, and self-actualization (qtd. in Schultz and Schultz 303). In this analysis, the writer divides it into two categories; first, the needs that Eilis fulfills in Brooklyn and Ireland. Second, the needs that Eilis tries to fulfill when she returns in Ireland.

1. Needs that Eilis Fulfills in Brooklyn

The first needs that have to be fulfilled are Physiological needs. Physiological needs are the obvious needs such need for foods, water, air, sex, sleep, etc (Schultz 91). When Eilis lives in Brooklyn, she can fulfill this need.

These two pictures above depict Eilis who can fulfill Physiological needs. As seen in the right picture which is depicted Eilis who has dinner with the owner of boarding house and the other girls who lives in boarding house, it can be concluded that Eilis can fulfill need for foods and water which are part of Physiological needs. She also gratifies this needs when she lives in Brooklyn, it shows from the right picture and the middle picture. Despite she lives in a boarding house, Eilis has her own bedroom where she can sleep without being disturbed by others. In addition, the owner of boarding house serves dinner and breakfast for the
occupants. Thus, Eilis will not be afraid of hunger when she does not have money to buy food or water.

If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs (Maslow 39). Maslow believed that the needs for safety and security typically are important drives for infants and neurotic adults. Emotionally healthy adults have usually satisfied their anxiety (qtd in Scultz and Scultz 305). Eilis is normal adult, so it means that she can fulfill this need. When she lives in Brooklyn, she stays in boarding home where she is safe from external threats. In addition, from becoming a clerk in Department Store, Eilis earns more than enough salary. Thus, it can be said that her life is guaranteed.

The third need is Love and Belongingness needs. Love and Belongingness needs can be expressed through friend, lover, or mate, or through social relationships formed within a group (Scultz and Scultz 304). Maslow’s concept of belonging combines the twin urges to give and receive love (Griffin 128). Eilis receives Love from Tony, her boyfried. The letter below which Eilis sent to her sister will depict how important Tony is.

Dear Rose. I suppose the most important news is that I have a boyfriend. He isn’t as important as Bartocci’s and my night classes, I know that, but I want to tell you everything that’s going on. Please don’t mention it to Mammy, though. You know what she like. He’s decent and kind, and he has a job and he works hard. We go to the cinema on Wednesdays and he takes me to Father Flood’s dance on Saturdays. I think of you and Mother every single day, but Tony has helped me to feel that I have a life here. I didn’t have before I met him. My body was here, but my life was back in Ireland with you.

(00:44:17-00:45:00)
From this letter, we can see that Tony helps Eilis to cope feeling of loneliness and alienation with the people around her. It shows when Eilis says in her letter, “Tony has helped me to feel that I have a life here. I didn’t have before I met him”.

Eilis also gratifies love and belongingness needs through friendship with her friends in boarding house. They help Eilis to develop her personality. They teach Eilis how to use lipstick and face powder, and they also teach Eilis to understand the custom that American have.

In actuality, before Eilis immigrates to Brooklyn, she cannot fulfill love and belongingness needs because Eilis does not have freedom to express herself and freedom to do what one wishes as long as it is no harm the others. This conversation below depict Eilis who cannot fulfill these two prerequisites for the basic need satisfaction. According to Maslow, there are certain condition that are immediate prerequisites for the basic need satisfaction. For example, freedom to speak, freedom to do what one wishes so long as no harm is done to others, freedom to express oneself, freedom to investigate and seek for information, freedom to defend oneself, justice, fairness, honesty, orderliness in the group (Maslow 47). This conversation below Eilis who cannot fulfill these two prerequisites for the basic need satisfaction.
Eilis: “Miss Kelly, might I talk to you later?”
Miss Kelly: “Not if what you are going to say will cause trouble
for me in some way or another.”
Eilis: “Miss Kelly …”
Miss Kelly: “I hadn’t forgotten. Spit it out, whatever it is.”
Eilis: “I’m away to America.”
Miss Kelly: “Whose idea was that?”
Eilis: “Father Flood in New York arranged it. Rose used
to play golf with him. He sponsored me. And he
found me a job and got me a visa.”
Miss Kelly: “Well, we won’t be needing you back here.”
Eilis: “I could work every Sunday till I go.”
Miss Kelly: “No, thank you.”

(00:01:59 – 00:03:36)

This conversation above shows Eilis who cannot fulfill freedom to express
herself. Eilis does not have freedom to express her opinion when Miss Kelly says,
“whose idea was that?”. It looks that Miss Kelly does not believe that Eilis has idea
to go to America. Even though before Eilis moves to Brooklyn, she is depicted as
nerdy girl and old-fashioned girl. It does not mean that Eilis does not have idea to
go to America. In the writer’s perspective, when one expresses what he or she
believes honestly, there is no one is allowed to underestimate her or his honesty.
Therefore, the writer judges that the expression that Miss Kelly said to Eilis is a
method to limit Eilis’s freedom of expression because Miss Kelly underestimates
Eilis.

The conversation above also shows Eilis that does not have freedom to do
what one wishes as long as it does not harm the others. It is depicted when Miss
Kelly says, “No, thank you.” After Eilis’s offers to work until her departure is
rejected by Miss Kelly. In writer’s opinion, because Eilis only does a part time job
in Miss Kelly, it does not need for Miss Kelly to pay Eilis with big salary. Moreover,
Eilis’s presence will help Miss Kelly. Thus, from the expression, the writer
concludes that Eilis does not have freedom to do what one wishes as long as it does not harm the others.

However, after Eilis moves to Brooklyn, she can fulfill the prerequisites for the basic need satisfaction especially freedom to do what one wishes as long as it does not harm the others and freedom to express herself. The fulfillment of prerequisites for the basic need satisfaction can be proven in the conversation below, and this conversation happens when Eilis returns from Brooklyn.

Jim: “We could try to Connaught Hotel bar. There may be a few of the fellas from rugby club there.”
George: “Ok.”
Eilis: “Do you have to be with other fellas from the rugby club all the time?”
Jim: “No. But Nancy told us we wouldn’t be allowed to talk to you cos you have too much to say to each other, so we’re just looking for company.”
Eilis: “Oh, Well.”
George: “Do you not like the fellas from the rugby club, Eilis?”
Eilis: “I don’t particularly, George. When I first went to America, I miss every single thing about Enniscorthy except one.”
Jim: “We’re not all the same.”
Eilis: “You all look the same. It’s blazer and the hair oil.”

This conversation above shows how Eilis expresses her opinion about fellas from the rugby club. It shows when Eilis says “I don’t particularly, George. When I first went to America, I miss every single thing about Enniscorthy except one”. In this quotation, Eilis says that she does not miss the fellas from rugby club. However, the writer believes what Eilis meant from that quotation is about the bad reputation of the fellas from rugby club. For example the fellas usually do cheating in
relationship. Thus, when Eilis says to Jim and George, “You all look the same. It’s blazer and the hair oil”, it is a sarcasm. Because Eilis is comparing Jim and George with the other fellas from rugby club who has bad reputation because Eilis and George uses some style and fashion with the fellas. The writer concludes it from the conversation between Eilis and Nancy where they go to dance hall before Eilis goes to Brooklyn.

Eilis : “and we’re hoping that George Sheridan from the rugby club looks your way.”
Nancy : “Do you think he might?”
Eilis : “Of course he will.”
Nancy : “I know you like him, Nancy, but he’s not Gary Cooper, is he? And those boys with their hair oil and their blazers.”

(00:05:09-00:05:23)

In this conversation above, we can see the conversation between Eilis and Nancy about people from rugby club. They are comparing George and the other man from rugby club. When Eilis hopes George Sheridan will approach Nancy, it can be concluded George is different from other guy from rugby club. Because Eilis and Nancy is best friend, it is impossible for Eilis to hope bad thing. Thus, it can be concluded that the man from rugby club.
After Eilis says Jim and George looks the same with other fellas from rugby club, they only look each other. Then, they laugh because they realize what Eilis said is right. Thus, this conversation shows that Eilis’s opinion is acceptable for both Jim and George. Then, this picture below will show the change of Jim Farrell’s clothes from using blazer to using sports jacket and he does not use hair oil.

From those conversations which Eilis expresses her opinion that Jim and George have same appearance with the other fellas from rugby club, the writer judges that Eilis fulfills freedom to express herself that she cannot fulfill before she moves to Brooklyn. Fulfillment of freedom to express and freedom to do what one wishes is a key for Eilis to satisfy love and belongingness needs and esteem needs.

2. Needs that Eilis Tries to Fulfill When She Returns to Ireland

The first need that Eilis tries to fulfill in Ireland when she returns is Love and Belongingness needs. Even though she can gratify this need in Brooklyn, there are some parts of Love and Belongingness needs that Eilis cannot fulfill in Brooklyn. Having peer acceptance and mother’s affection are Love and Belongingness needs that Eilis cannot satisfy in Brooklyn.
Having peer acceptance is the first of love and belongingness needs that Eilis can satisfy after she returns from Brooklyn, and she can only gratify it in Ireland. Peer acceptance is the degree to which a child or adolescent is socially accepted by peers. It includes the level of peer popularity and the ease with which a child or adolescent can initiate and maintain satisfactory peer relationship (“Peer acceptance”). Before Eilis moves to Brooklyn, she cannot satisfy this need. It show from these pictures below.

These two pictures above depict Eilis who walks through a couple of fellas from rugby club. From the reaction of the man in the right, he looks disgusted to see Eilis. In addition, from the beginning of film, Eilis only has Nancy as her friend. Therefore, the writer concludes that Eilis does not have peer acceptance before she moves to Brooklyn because she had not been received by peers socially. Because Eilis does not receive peer acceptance, it makes Eilis feeling of loneliness, and she does not feel as a part of society. However, after she returns from Brooklyn, she can have peer acceptance.

In order to have peer acceptance, Eilis makes friends with Jim, George and Nancy. In the writer’s perspective, when Eilis makes friends with people other than Nancy, they accept the existence of Eilis. In this case, Jim and George want to speak
and spend their time together with Eilis. It means that Eilis have peer acceptance, and Eilis perceives that she becomes a part of the society. Moreover, the people who receives Eilis’s existence is the people who is member of rugby club that not consider Eilis’s existence before. Thus, this friendship avoid Eilis from loneliness and peer rejection that she feels before leaving Ireland.

The second parts of Love and Belongingness needs that Eilis tries to fulfill is mother’s affection. In the beginning, she only plans to return in order to visit Ireland due to the death of her sister. Then, she will return to Brooklyn after it. However, Eilis forgets about her mother condition that is so sad after the death of Rose. It had been a long time since the death of Eilis’ mother husband, Eilis’s mother relies on her daughters. Thus, when Rose dies, she does not have anyone living beside her and there is no place for Eilis’s mother to rely on because Eilis will return to Brooklyn.

Mother : “So, now Mrs O’Toole from Cush.”
Eilis : “Do we really have to do this? Getting a letter of condolence isn’t like getting a birthday present, is it?”
Eilis : “What if Mrs O’Toole from Cush writes back to thank you for your thank you?”
Mother : “Then, I’ll thank her.”
Eilis : “And you’d be happy to spend the rest of your life like that?”
Mother : “It’s not as if I’ve anything else to do or anybody else to talk to. It might as well be Mrs O’Toole from Crush.”
Eilis : “What do you want me to say?”

(01:12:40-01:13:05)

From the conversation between Eilis and her mother above, the writer concludes her mother wants Eilis not to return to Brooklyn, and lives with her in Ireland. As mention in the beginning of the film, a mother is always left in Ireland,
and the last relative have to take care mother. Therefore, from the conversation above, the writer concludes that Eilis realizes that she has to take care of her mother or her mother will feel lonely as she ever feels before. Thus, the writer believes that the first reason why Eilis wants to live in Ireland is to get mother’s affection. This fact can answer why Eilis ignores the fact that she got married.

Mother: “How was your evening?”
Eilis: “It was very nice, thank you.”
Mother: “Was that Jim Farrell I saw in the car with them?”
Eilis: “It was”
Mother: “His parents are moving, you know. They’re retiring to the country. He’ll be in that big house on his own.”
Eilis: “Is that right?”
Mother: “Hmm. He’s a catch for someone.”
Eilis: “Good night, Mammy.”

(01:17:05 - 01:17:27)

In the writer’s opinion, this quotation above implied that her mother asks Eilis to approach Jim Farrell because he is looking for prospective spouse. Then, if Jim falls in love with Eilis, she does not need to return to Brooklyn, and she will live in Ireland. On the other side, from this conversation above, we can also understand that the relationship between Eilis and her mother is not intimate. Thus, if Eilis says to her mother that she already has husband in Brooklyn, Eilis worries that she will lose mother’s affection because her mother only wants Jim becoming her ideal son-in-law. Therefore, Eilis approaches Jim, and she does not say she is married in Brooklyn. In this condition, it does not mean that Eilis tries to fulfill needs of her mother. In this case, Eilis tries to give her love to her mother through following what her mother wants, so she can receive mother’s affection. Thus, Eilis’s action can be considered as an effort to keep from losing mother’s affection.
In brief, love and belongingness need is fully satisfied when Eilis tries to keep her relationship with her mother. She becomes part of society and Eilis also has someone who love her.

**Esteem Need**

When love and belongingness need is gratified, the higher need will emerge. There are two types of esteem needs. First, there is self-esteem, which is the result of competence or mastery of tasks. Second, there is also attention and recognition that come from other (Griffin 129). Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world (Maslow 45).

From these two pictures above the writer concludes Eilis having self-confident feeling. Then, it shows when wearing American fashion; sunglasses and swimming suit. According to Eleanor O’Leary, almost all of Western Europe take American society as a major point of reference and place American culture as the central reference point of modernity (88). In addition, Geoffrey Macnab writes in
his review entitled *Brooklyn, Film review: Saoirse Ronan blossoms on a fantastic journey* that with her New York style and confidence Eilis finds optimism in Ireland. In addition, from the beginning of the film, there are no one of Irish using sunglasses either outdoor or indoor, and Nancy admits how beautiful Eilis’s swimming suit and she also mentions that there is no swimming suit like Eilis has in Ireland. Thus, we can summarize those two things is not common in Ireland, and it is part of American style. Hence, the writer concludes Eilis becomes self-confident by following American Fashion. Regarding Maslow, feeling of self-confidence is an evidence that self-esteem is gratified.

In actuality, Maslow does not mention outfit can be one way to gain self-confidence. In our life, we usually judge people by their appearance and their outfit. Therefore, there are many stereotypes in our society such as; one using glasses is a smart person, one having tattoo is a bad person, one using branded outfit is a rich person, etc. In *Brooklyn* film, after Eilis returns from Brooklyn, she wears American outfit such as in photo above where Eilis using sunglasses when walking on the pavement. Because Irish people look American culture as the central reference point of modernity, it can be concluded that Enniscorthy people looks Eilis as a shape of modernity. Hence Eilis is very confident using American outfit. These
three pictures below depict the difference between Eilis’s clothes and Irish clothes that makes Eilis looks more attractive than Irish people.

These three picture show Irish people after the Mass. In right picture and the left picture, we can see Eilis wearing yellow dress that makes Eilis looks eye-catching. If we look at these three picture, we can see that Irish people tend to use dark color such as brown, black, dark green, dark blue, etc. These colors make Irish people look dull and old-fashioned. Thus, it can be concluded that outfit makes Eilis get confident.

On the other hand, in order to satisfy esteem need from other, one have to get recognition coming from other, and Eilis has this recognition from Mr. Brown. This conversation below will depict it.
Mr. Brown : “Hello, Ellis. Maria has been telling me. You’ve done the most marvelous job here.”

Eilis : “Thank you.”

Mr. Brown : “We should have known you would, of course. You’re Rose’s sister, after all. I am told you have a certificate in book-keeping. Is it American book-keeping?”

Eilis : “I got the certificate in America, but the two systems are very similar.”

Mr. Brown : “Well. We’ll certainly need someone to deal with wages and so on during the busy season. So, I’d like to you to continue on a part-time basis. Let’s see how that goes and then we’ll speak again.”

Eilis : “I’ll be going back to the United States soon.”

Mr. Brown : “As I say, let’s you and I speak again before we make any firm decisions one way or the other.”

Eilis : “Yes, Mr. Brown. Of course. Thank You.”

From the conversation above, we can see how Mr. Brown, the owner of Davis, admits Eilis’s ability. Furthermore, Mr. Brown hopes Eilis wants to join the corporation, and he also mentions Eilis has an ability in bookkeeping as good as Rose when he said, “You’ve done the most marvelous job here.” In this cases, the writer concludes that Eilis receives the feeling of recognition, feeling of capability, and feeling of being useful and necessary from Mr. Brown. These feelings are characteristic of satisfaction the self-esteem need.

In the other side, there is other reason why Eilis does not want to return to Brooklyn. The writer believes Eilis looks for status and prestige. What one chooses when they face same situation at the same time. In this film, Eilis has to decide where the place she spends her life. In Brooklyn, Eilis has a job as clerk in
Department Store, and she has husband. At the same time, in Ireland, Eilis just has a job as bookkeeper, and Jim Farrell who wants to marry her. Therefore, faced with the same situation in Ireland and Brooklyn, Eilis prefers not to return because she will get higher status and prestige in Enniscorthy than she lives in Brooklyn. If Eilis is married with Jim Farrell, she will get higher status and honor in society because Jim Farrell is a rich young man. That is why Eilis does not reject Jim when he tries to approach Eilis. In contrast, Tony, Eilis’s husband in Brooklyn, is only a plumber. Thus, if we compare the position of Jim and Tony in their society, living with Jim is better.

In addition, if Eilis lives in Enniscorthy, people will give their respect and admiration to Eilis because she went to America and her personality is really different than other in Enniscorthy, and as the writer quoted above, Irish looks American culture as modernity. Enniscorthy people see Eilis as a shape of modernity. It shows when Eilis wears American outfit and her good personality. Hence it is better to live in Ireland than she lives in Brooklyn. On the other hand, if she lives in Brooklyn, people only look her as an immigrant. Because esteem-need talks about desire esteem and respect by other, the writer summarizes that Eilis will get better satisfaction of esteem needs in Enniscorthy than living in Brooklyn.
A. Conclusions

_Brooklyn_ film tells a story about a woman named Eilis Lacey who moves to Brooklyn from Ireland in order to obtain better life. Then, when she returns to Ireland that is caused by her sister’s death, Eilis Lacey considers to live in Ireland. According to Peter Quinn, it is rare for Irish immigrants return to live in Ireland. However, Eilis as an Irish immigrants consider not to return to Brooklyn. Thus, the writer focus on what motivates Eilis Lacey to live in Ireland. Hence, the writer uses Hierarchy of Human Needs Theory by Abraham Maslow in order to understand how Eilis fulfill her deficiency needs.

On the other side, the writer also uses characterization theory by Boggs and Petrie in order to know the characteristic of Eilis Lacey. Based on analysis of characteristic using characterization theory in Eilis Lacey, the writer concludes that Eilis Lacey is described as clever woman and attractive woman.

Using Hierarchy of Human Needs Theory by Abraham Maslow, this research finds that there are some parts of Love and Belongingness needs that Eilis can satisfy in Ireland; Peer acceptance and mother’s affection. Eilis receives peer acceptance through friendship with Jim, George, and Nancy. She satisfies mother’s affection when Eilis approaches Jim Farrell because Eilis’s mother wants Jim Farrell becoming her ideal son-in-law. For esteem needs, because her American
style, Eilis get higher status and prestige in Enniscorthy. In addition, her ability in book-keeping makes get recognition from other.

Furthermore, what motivating Eilis not return to Brooklyn is her mother. If she leaves her mother, she worries about losing mother’s affection. Thus, if Eilis marries with Jim, she will get higher status and prestige than she gets when Eilis lives in Brooklyn. In addition, if Eilis lives in Brooklyn, people will look as the shape of modernity because Western Europe take American society as a major point of reference and place American culture as the central reference point of modernity. Faced with same condition when she lives in Brooklyn, so she considers to live in Enniscorthy in order to get higher status and prestige.

B. Suggestions

The writer suggests to one who wants to analyze literary work, one have to read that literary work more than one times until one can understand the problem or issue appeared on that literary work. Then, one can use suitable theory to analyze the literary work. However, before analyze it, one must understand the theory. If one cannot understand the issue or theory, one can ask to lecturer.

The writer also suggests for English Letters Department to teach the students about cinematography because there are many theses written by Alumni using film for their corpus. Then, for one who wants to analyze Brooklyn film, it is possible to use diaspora theory, cinematography, or representation theory to understand this film.
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