

**DRIVE TO FULFILL FATHER'S COMMANDS IN
MARTIN SCORSESE'S *HUGO* MOVIE (2011):
AN INDIVIDUAL PSYCHOLOGICAL APPROACH**



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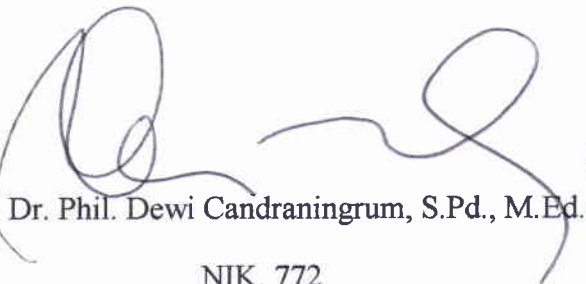
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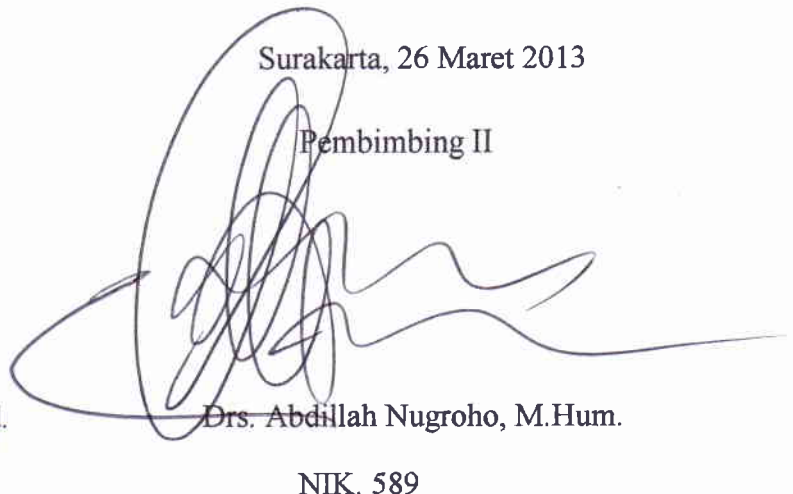
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Pembimbing I

Pembimbing II



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**DRIVE TO FULFILL FATHER'S COMMANDS IN MARTIN
SCORSESE'S *HUGO* MOVIE (2011):
AN INDIVIDUAL PSYCHOLOGICAL APPROACH**

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ABSTRACT

The major problem of this study is to reveal how is Hugo's drive to fulfill father's commands reflected in Hugo movie. The objective of this study is to analyze the movie based on it's structural elements and an individual psychological approach.

In analysis, the writer uses descriptive qualitative method. The object of this study is *Hugo* directed by Martin Scorsese. The data sources are primary and secondary data sources. The primary data source is *Hugo* movie itself and the secondary data sources are the other sources related to the primary data such as informations about director's biography, websites, and the other sources such a book related to the individual psychological approach by Alfred Adler. The technique of the data collection are watching the movie repeatedly, taking note the important part, arranging the data into several groups, selecting particular parts that is important and relevant for analysis, drawing conclusion, educational implication, and formulate it's suggestion. The technique of data analysis is descriptive analysis.

The result of this study is presented in the following conclusions. First, Martin Scorsese wants to describe that the hard effort is the process to achieve human's dream. He wants to show that people can achieve their dream with effort and never gives up. Second, based on individual psychological analysis, Martin Scorsese wants to reflect Hugo's drive to fulfill father's commands that can produce happiness.

Key words: Drive, Father, Hugo, Individual Psychological

A. Introduction

1. Background of the Study

Literature cannot be separated from human life. Since it emerges, literature is a reflection of conditions around the writer, about feeling the life or showing the ideal condition wanted by the author. Human makes a great effort to fulfill their daily need. To fulfill their require, human being need drive. Everyone has different opinions in interpreting the meaning of enthusiasm. Someone will be selfsatis fied when they become successful in all aspects of life because he/she has high spirit to get it. Then someone feel happy if he/she can to fulfill command from a loved person.

Especially, if the order comes from our parents. As child will make any efforts to reach command from the parent such as working hard. Particularly, if the command was still full of mystery, to get any information about the mystery surely someone working hard.

Hugo was directed by Martin Scorsese and written by John Logan with time duration 128 minutes. This movie tells about in 1931 Hugo Cabret 12 year old boy lives with his widowed father, a kind and devoted master clockmaker in Paris. Hugo's father takes him to see films and loves the films of Georges Méliès best of all. Hugo's father is burned alive in a museum fire, and Hugo is taken away by his uncle, an alcoholic watchmaker who is responsible for maintaining the clocks in the railway station Gare du Nord. His uncle teaches him to take care of the clocks, then disappears. Hugo lives between the walls of the station, maintaining the clocks, stealing food and working on his father's most ambitious project repairing a broken automaton a mechanical man who is supposed to write with a pen.

The movie is interesting to be discussed, there are four reasons that make this film interesting. *First* reason is because this movie is one of nomination OSCAR cup. *Hugo* are getting 11 nominations, it success

won 5 awards in the technical field. That are best sound mixing, best sound editing, best visual effects, best art direction, and best cinematography. *Second* reason about character of the figure of the movie, he is Hugo Cabret. Hugo Cabret (Asa Butterfield) has high spirit like his father and does not give up. Then Hugo has sense of love that so much to his father, indicated he still keeps one of his father's dreams alive fixing an automaton can write and draw. *Third* reason, there is a good message that can be found in this movie. That is the hard effort is the process to achieve human's dream. People can achieve their dream by effort and high spirits.

Based on the reason, the writer is interested in doing the research on the problem of *Hugo* by using Individual Psychological Approach. The writer conducts a research entitled: **DRIVE TO FULFILL FATHER'S COMMANDS IN MARTIN SCORSESE'S *HUGO* MOVIE (2011): AN INDIVIDUAL PSYCHOLOGICAL APPROACH.**

2. Literature Review

There are two literature reviews of *Hugo* Movie by Martin Scorsese that are taken from internet by the writer. The first one belongs to Lally (2011), he stated that Based on Brian Selznick's illustrated novel *The Invention of Hugo Cabret*, *Hugo* centers on the titular young orphan who lives in secret within the walls of a vast train station in 1931 Paris, where he has taken over his missing uncle's job of maintaining the station's intricate clock mechanism. The second, based on Arifuddin's opinion (2012) *Hugo* simply tells about an orphan boy named Hugo (Asa Butterfield), who lives inside walls of a train station at the 1930s Paris, "working" as the station clocks' winder.

3. Problem Statement

How is Hugo's drive to fulfill father's commands reflected in Martin Scorsese's *Hugo* movie?

4. Limitation of the Study

In this research paper, the writer only focuses on the analysis of the major character of *Hugo* movie from the aspects of An Individual Psychological Approach by Alfred Adler.

5. Objectives of the Study

The objectives of the study are the following:

- a. To analyze *Hugo* movie based on it's structural elements.
- b. To analyze *Hugo* movie based on individual psychological approach.

6. Benefit of the Study

The benefit expected from this study is as follows:

a. Theoretical Benefit

The study is projected to give contribution and information to larger body of knowledge, particularly in the literary studies.

b. Practical Benefit

The study is expected to enrich the knowledge and experience of the writer and other students at Muhammadiyah University of Surakarta or other Universities interested in literary studies.

7. Underlying Theory

a. Individual Psychology

Adler (in Feist, 1985:64) explains that individual psychology insists on the fundamental unity of personality. All apparent dichotomies and multiplicities of life are organized in one self consistent totality. No definite division can be made mind and body, between conscious and unconscious or between reason and emotion. All behavior is seen in relation to the final goal of superiority or success. This goal gives direction and unity to the individual.

1) Inferiority Feeling

The feeling of inferiority, not the defective organ motivation, inferiority by itself, however, can never produce greatness. It must be combined with the talent, courage and social interest (Feist, 1985:67).

2) Striving for Superiority

Striving for superiority is the great action from human for success; it is development that begins as a response to feeling of inferiorities which originate in organ deficiencies. The response is not only a passive reaction, but the working of creative power. This creative agent gives direction to striving force by incorporating it into the final goal (Feist, 1985:71).

3) Fictional Finalism

Adler theorized that to guide our behavior we created final fictional goals. These goals are "fictional" because there are not necessarily based on reality (Adler in Hall and Lindzey, 1985:146).

4) Style of Life

Adler divided four general life style attitudes. They are *ruling type, getting type, avoiding type, and social useful type* (Feist, 1985:76).

5) Social Interest

According to Adler social interest means a striving for a form of community which must be thought of an everlasting, goal of others, we help ourselves toward the same goal (Ryckman 1985:96).

6) Creative Power

The concept of the creative self implies what we each create our own personality, that we actively construct it out of our experiences and heredities (Ryckman, 1985: 98).

b. Structural Elements of the Movie

The structural elements of the movie can be divided into two namely narrative elements and technical elements.

1) Narrative Elements of the Movie

a) Character and Characterization

A character is presumably an imagined person who inhabits a story (Kennedy, 1983:45).

b) Setting

Setting of a literary work consists of two broader setting, firstly, setting of time. In many work of fiction, the time is very important especially in the historical fiction. Secondly setting of place that is work of fiction in which the place is classified as example of locale color region (Kennedy, 1983:32)

c) Plot

The term plot is used to describe everything visibly and audible present in the film before us. The plot includes, first, all the story events that are directly depicted. Second, the film's plot may contain material that is extraneous to the story world (Bordwell and Thompson, 1990:57).

d) Point of View

Douglas and Harnden (1996:31) argues that point of view is the one of the most interesting and basic narrative devices available to the story teller.

e) Theme

Kennedy (1983: 103) illustrates that the theme needs not to be moral or message, it may be what the story is about. The viewers can take a moral message from a story by knowing the theme. The theme of a story has many

kinds of life problems, such as moral, ethnic, social, politic, and culture. Therefore, a good theme is a theme that is not expressed directly and clearly by an author.

2) Technical Elements of the Movie

a) Casting

Douglass and Harnden (1996:108) state, casting character requires knowing the quality at the centers of the character that is the most important, the ones that motivated them through the story and then find people who can understand and convey those qualities

b) *Mise-en-Scene*

Mise-en-scene is the one with which we are most familiar. In original French, *Mise-en-scene* (mezz-ahn-sen) "staging and action" and it was first applied to the practice of directing plays (Bordwell and Thompson, 1990:127)

c) Cinematography

Bordwell and Thompson (1990:408) state that cinematography is manipulation of the film by the camera in the shooting phase and by the laboratory in the developing phase.

d) Sound

Bordwell and Thompson (1990:244) state that the advantages of sound for the movie are: "First, it engages another sense mode: our visual attention can be accompanied by natural attention. Second, sound can actively shape how we interpret the image. Third, film sound can direct our attention quite especially within the image".

e) Editing

Bordwell and Thompson (1990:218) state that "In continuity editing there is spatial continuity." The purpose

of continuity editing is to smooth over the inherent discontinuity of editing process and to establish logical coherence between shots.

B. Research Method

1. Type of the Study

In this study, the writer applies qualitative research, the data sources are library and literary data.

2. Object of the Study

The object of the study is *Hugo* movie directed by Martin Scorsese and written by John Logan.

3. Type of the Data and the Data Source

Type of the data is in the form of script movie entitled *Hugo* directed by Martin Scorsese. There are two types of data, namely primary and secondary data. The primary data source is the movie of *Hugo* produced by Hollywood studios, directed by Martin Scorsese and written by John Logan. The secondary data sources are books or any information related to the practice of drive to fulfill father's commands that support the an individual psychological analysis.

4. Technique of the Data Collection

The techniques of data collection are as follows: Watching the movie repeatedly. Taking notes of important parts both primary and secondary data. Arranging the data into several groups based on its theoretical category. Selecting particular parts considered important and relevant for analysis. Drawing conclusion and formulate its pedagogical suggestion.

5. Technique of the Data Analysis

In analyzing the data, the writer applies a descriptive approach. The steps taken by the written in analyzing the data are as follows: the

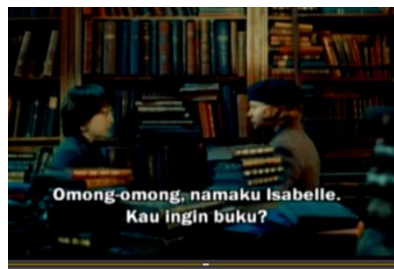
first is analyzing the data based on its structural elements. Focus will be paid on the structural analysis of the movie. The second step is analyzing the data based on individual psychological approach. Focus will be paid on the meaning of drive to fulfill father's commands.

C. Finding and Discussion

1. Narrative Elements of the Movie

a. Character and Characterization

The major character in Hugo is Asa Butterfield. He is a bullied 12 years old boy who develops a friendship with Isabelle in a train station at the 1930s Paris. Hugo is a hard worker, he works as a clock keeper in a train station. And also Hugo works at the Georges Méliès' toy booth. Socially, Hugo is a loner person. He just has a friend, she is Isabelle. Before he meets Isabelle, he lives alone inside walls of a train station, maintaining the clocks and working on his father's most ambitious project repairing a broken automaton a mechanical man who is supposed to write with a pen. Isabelle accompanies Hugo on most of his adventures.



Hugo talks with Isabelle.

Isabelle	:By the way, my name's Isabelle. Do you want a book?
	Monsieur Labisse lets me borrow them and I'm sure I could get one for you.
Hugo	:No.
Isabelle	:Don't you like books?
Hugo	:No... No, I do.
	My father and I used to read Jules Verne together.
Isabelle	:Well, come on.
Hugo	:How do I get my notebook back?
Isabelle	: Well, I think you should stand up to him. And don't tell him we talked. I'll help you if I can. Be steadfast.

(*Hugo* Script, 1st VCD, 00:29:43)

b. Setting

Hugo is a movie about what happened in the train station at the 1930s Paris, a period when Hugo is trying to find an answer from an automaton left his father before he died. Thus, setting of time in this story is happened in 1930.



Hugo's Activity in the Walls of the Station

c. Plot

Hugo movie uses traditional plot that consists of the beginning, the middle, and the end. At the beginning of the story, the tension between a bullied 12 years old boy who develops a friendship with a girl. The complication happened when Hugo shows Georges's wife Jeanne the drawing made by the automaton, but she will not tell them anything and makes them hide in a room when Georges comes home. Finally Georges gets a tribute ceremony to his movies, Tabard announcing that some 80 films of his have been recovered and restored. Georges thanks Hugo for his actions, and then invites the audience to "follow his dreams". Hugo becomes an apprentice of Georges and Isabelle decides to be a writer.

d. Point of View

The point of view of the movie uses two types. The first point of view is one character looks at something through her eyes. This point of view can be found in *Hugo* movie when Hugo speaks with Isabelle. Then the second type means point of view from perspectives of the story told from first. It is shown when Isabelle always gives support for Hugo and solves the problem. This point of view is aimed

to make the viewer understand the trail and personality of each character especially from the psychological aspect. This point of view is also aimed to clarify the position and the role of each character in this story.

e. Theme

Theme in Hugo movie is “The hard effort is the process to achieve human’s dream”. Both Georges Méliés and Hugo had their own dream. Méliés, who was once confined to work in his parent's factory, ended being a maestro of movies production that had changed the industry forever. Hugo, an orphan who spent his childhood in a gare in French, had been trying to discover the only message from of his father the whole time. He believed that his father's message was intended to change his life. He later discovered that the robot his father left for him was a piece of work of a movie maker maestro, George Méliés.

2. Technical Elements

a. Photographic Qualities of the Shot

Hugo has photographic style of the movie. This more uses high key lighting. We can see high lighting when taking the pictures in the day and in the out side room. Photographic qualities in this movie are very propositional to condition in 1930s.



High Lighting

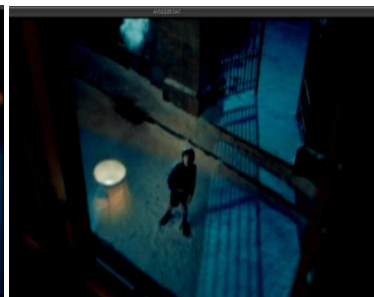
b. Framing of the Shot

The most important things in framing of shot are camera angle and camera distance. Both of them determine the position of image. There are three types of camera angle: straight on angle, high angle, and low angle. *Hugo* uses all of the three types of shot. Camera distance consists of the Extreme Long Shot, The Long Shot, The Medium Long Shot, The Medium Shot, The Medium Close Up, and The Extreme Close Up.

Camera Angle:



Straight Angle

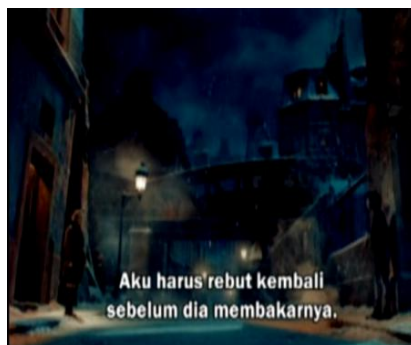


High Angle



Low Angle

Camera Distance



Extreme Long Shot



Long Shot



dia melihat roket terbang
ke mata pria di atas bulan.

Medium Long Shot



Berhenti menyusut ingus, anak berandal,

Medium Shot



Balk.

Medium Close-Up

Close-Up



Waktu, waktu, waktu...

Extreme Close-Up

c. Duration of the Shot

Martin Scorsese also considers about the duration of movie, so this movie can be enjoyed by the viewers. *Hugo* movie has duration 2 hour 8 minutes or 128 minutes.

3. Basic Concept of Individual Psychological Analysis

a. Inferiority Feeling

According to Adler as quoted by Hall and Lindzey (1985:147) Inferiority means feeling weak and unskilled in the face of tasks that need to be completed.

Hugo as the major character in this movie has inferiority feeling. It can be seen after his father died. He lives alone inside walls of a train station. Hugo always feels scared and anxious. Hugo tries to fix an automaton but he feels so depressed because he almost fails to fix it. He is afraid if he cannot fix an automaton, he will be disappointed his father and feels lonely. But Isabelle gives support for Hugo that he does not feel fear, disappoint and hopeless. Then Isabelle says that Hugo can fix an automaton.

b. Striving for Superiority

Adler concluded that the Striving for Superiority is the fundamental law of human life, “a something without which life would be unthinkable” (Adler in Hjelle and Ziegler, 1992:143).

Superiority feeling of Hugo is shown when he strives to seek answer a message from his father. He fights his inferiority feeling with optimist attitude. Hugo shows Mama Jeanne the drawing made by the automaton, but she will not tell them anything. He tries to persuade Mama Jeanne to explain about picture because it is very important for Hugo.

c. Fiction Finalism

According to Adler as quoted by Hjelle and Ziegler (1992:154), each person's quest for superiority is guided by the fiction that he or she has adopted. He also believes that the person's fictional goal of superiority is self-determined, it is formed by the person's own creative power therefore it makes the individual unique.

The fictional finalism is the final goal of Hugo as the major character in this movie. Hugo's goal in this movie is to find answer of a secret message from his father by solving an automaton. Because before his father died, he and his father are repairing automaton together. He believes that he can get happiness after fixing it.

d. Style of Life

According to Adler, the style of life encompasses the unique pattern of traits, behaviors, and habits which, when taken together, defines the flavor of a person's existence (Hjelle and Ziegler, 1992:144). Adler (in Hjelle and Ziegler, 1992:146) proposed four general life style attitudes. His proposal made to classify individual according to their attitude and behavior to watch the outside world. That there are four styles of life: Ruling type, Getting type, Avoiding type, and Socially useful type.

Hugo is categorized to *ruling type* person who has no social interest and always faces the problem because he just has a friend, she is Isabelle. Before he meets Isabelle, he lives alone inside walls of a train station, maintaining the clocks and working on his father's most ambitious project repairing a broken automaton a mechanical man who is supposed to write with a pen. Hugo lives secretly so that people do not know that he lives there especially for The Station Inspector. Then he meets Isabelle. Isabelle accompanies Hugo on most of his adventures.

e. Social Interest

According to Adler social interest means a striving for a form of community which must be thought of as an everlasting, goal of others, we help ourselves toward the same goal (Ryckman 1985:96). Adler as quoted by Feist (1985:71) social interest can be defined as an attitude of relatedness with humanity in general, as well as an empathy for each member of the human race. It manifests itself as cooperation with others for social advancement rather than for personal gain.

Hugo shows his social interest with other people in his environment. Hugo has relationship with other persons who support his goal. Hugo and Isabelle have a close relationship. Isabelle is Hugo's friend who supports Hugo. She also helps Hugo to solve the problem. They always have adventure and solving problem together.

f. Creative Power

Adler as quoted by Hjelle and Ziegler (1992:150) states that creative power means the influences of heredity any environment toward a person in overcoming the problem of life. Each person is empowered with the freedom to create his or her own life style. Ultimately, people are solely responsible for whom they are, and how they behave. This creative of life is responsible for the person's life goal, and contributes to the development of social interest.

The creative power of Hugo is shown when Hugo almost fails to fix an automaton he feels hopeless, but Isabelle gives support for Hugo. Then He says to Isabelle that he will back to answer secret message from his father with to fix an automaton. Hugo drives to make his dream come true. He believes that he can get happiness after fixing an automaton and answer message. So he will try hard to achieve his dream.

4. Basic Concept of Drive

a. Notion of drive

Drive theory (often called instinct theory), whereas within empirical psychology it can be said to have begun. Freud in Deci and Ryan (1985:4) stated that there are two important drives: sex and aggress. According to Hull as quoted by Deci and Ryan (1985:12) all behaviors are based in four primary drives: hunger, thirst, sex and the avoidance of pain. Any behavior that results in the reduction of a drive is strengthened by virtue of its becoming more firmly bonded to a drive stimulus (Hull in Deci and Ryan, 1985:12).

Deci and Ryan (1985:12) stated drives provide the energy for behavior, whereas the associative bonds that develop between drive stimuli and behaviors through the process of driving reduction provides the direction for behavior.

Hugo as the major character of the movie is the image of a human who has drive to achieve his dream. *Hugo* movie shows efforts for happiness. The hard effort is shown Hugo to achieve his dream with fixing an automaton and answer a secret message from his father. Finally, he has achieved his dream with success. Then, Hugo has a new family, it is the result from his effort.

5. Basic Concept of Fatherhood

a. Notion of Fatherhood

According to Tanfer and Mott (1997), man becomes a *father* when he has his first child, this status is fixed such that once a man becomes a father he is always a father. He may subsequently have more children or his responsibilities and activities may change due to divorce or children leaving home or for other reasons but he is always a father. *Fatherhood* then is a status attained by having a child and is irrevocable (unless an only child dies). Tanfer and Mott (1997) distinguish between “fatherhood” as a status attained by having a child

and “fathering” which includes the procreative act and all the child rearing roles that fathers may fulfil.

On the other hand, there are men who emphasize the importance of relationships with children as a source of meaning and happiness (Tanfer and Mott, 1997).

The importance of relationships with children as a source of meaning and happiness it is also shown by Hugo and his father. Hugo’s father is the source happiness for Hugo. Hugo feels happy when his father invites to watch movie. They have good relationships with others. Hugo’s father teaches the meaning of life by watching the movie. He tells to Isabelle about his experience with his father. And the movies is special place for them. The closeness of Hugo with his father can be seen when Hugo and his father always read the book entitle *Robin Hood* together.

b. Factors Influencing of Fatherhood

In a conceptual model developed by Lamb, Pleck, Chamov and Levine (in Hakoama and Ready, 2011) father involvement was examined through a father’s accessibility (i.e., father’s availability to his children), engagement (i.e., direct contact with the child), and responsibility (i.e., participation in child-related planning), which has been used to define elements of fathering quality. Other scholarly research has focused solely on father factors that influence such paternal behaviors.

A father rears to maturity his children and makes them and stands upright, tall, and erect. He helps them by nourishing and educating them, teaching them the pitfalls of life (Brandley, 2009:23).

Hugo and his father has good relationship, they always watch movie together indicate that Hugo’s father has availability to his son and direct contact with the child. The time that they spend together makes Hugo be happy. Hugo’s father helps and teaches his son to fix an automaton. Even though he is busy, he tries to provide time to fix it

because Hugo wants to fix it. He does not want to make Hugo feels disappointed.

D. Conclusion and Educational Implication

1. Conclusion

Martin Scorsese wants to deliver moral message in this *Hugo* movie that the hard effort is the process to achieve human's dream. Human have a dream in their life. We can achieve our dream by effort. With hard effort people get happiness like what Hugo does in this movie. The movie tells how the drive of Hugo to achieve his dream.

2. Educational Implication

The writer presents some implications of this study in educational sector, they are as follow: *first*, for college students in the universities, this study aims to be application of the individual psychological theory in the analysis of *Hugo* movie (2011). It can be used to be references by another researcher in conducting the same study. *Second*, for lecturer and teacher, according to the story of *Hugo* movie, this study gives contribution in lecturer or teacher to explore of the student's dream by giving drive. *Third*, The researcher purpose, this study can be useful for readers or another researcher to comprehend the individual psychological approach in analyzing of *Hugo* movie (2011).

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