

**THE KINDS OF LOVE IN LANG LEAV'S *LULLABIES*  
POETRY (2014): PSYCHOANALYTIC APPROACH**

**Salsabila Dhia Maghfirah; Dr. Phil. Dewi Candraningrum, S.Pd, M.Ed.**

**Department of English Education and Teacher Training**

**Muhammadiyah University of Surakarta**

**ABSTRACT**

Love is always part of human life. Love is a need for the human soul that must be fulfilled without its human life will feel empty and madness. Even though love can bring sadness. Humans often seek love to satisfy their mental needs. Beauty and loyalty always symbolize the form of love. However, no one has shown how to complete the process when love goes away. The concept of love is a form of the way love affects human emotion whether happiness, sadness, or even tragedy. The objective of this research is to determine the definition of love in poetry using Robert Sternberg's theory of Kinds of Love and the main character's behavior toward love using Sigmund Freud's Psychoanalytic Theory. The purpose of this research is to discover the kinds of love in each poem in three chapters of "Lullabies" poetry by Lang Leav and find the main character's behaviors and mentality functioning while facing love described by Psychoanalytic theory. The analysis is done using a descriptive qualitative method. The data for this research are gathered from poems in each chapter of Lang Leav's "Lullabies" poetry collection published in 2014, namely the Duet, Interlude, and Finale, which correspond to the theories.

**Keywords:** Love, Heartbroken, Feeling, Kinds of Love, Psychoanalytic

**ABSTRAK**

Cinta selalu menjadi bagian dari kehidupan manusia. Cinta adalah kebutuhan jiwa manusia yang harus dipenuhi, tanpa cinta hidup manusia akan terasa hampa dan gila. Meski cinta bisa membawa kesedihan. Manusia sering mencari cinta untuk memuaskan kebutuhan mentalnya. Kecantikan dan kesetiaan selalu melambangkan bentuk cinta. Namun, belum ada yang menunjukkan bagaimana menyelesaikan proses saat cinta hilang. Konsep cinta adalah bentuk pengaruh cinta terhadap emosi manusia baik kebahagiaan, kesedihan, bahkan tragedi. Tujuan dari penelitian ini adalah untuk menentukan definisi cinta dalam puisi menggunakan teori jenis-jenis cinta oleh Robert Sternberg dan perilaku tokoh utama terhadap cinta menggunakan Teori Psikoanalitik Sigmund Freud. Tujuan dari penelitian ini adalah untuk menemukan jenis-jenis di setiap tiga bab di puisi "*Lullabies*" dan mencari perilaku kebiasaan serta mental karakter utama ketika menghadapi cinta. Analisis dilakukan dengan menggunakan metode deskriptif kualitatif. Data untuk penelitian ini dikumpulkan dari puisi-puisi di setiap bab kumpulan puisi "Lullabies" Lang Leav yang diterbitkan pada tahun 2014, yaitu Duet, Interlude, dan Finale, yang sesuai dengan teori. Pertama, peneliti akan membaca puisi untuk menentukan maknanya.

**Kata Kunci:** Cinta, Patah Hati, Perasaan, Jenis-jenis cinta, Psikoanalitik

## 1. INTRODUCTION

Love is an emotional feeling that develops in people and can be done or not. Love is a natural feeling of all sentient beings. The power of love itself has a great influence on people's lives. However, love also has negative energies that can deplete human affection. Love is a really complex emotion that no one can define precisely. No one can easily predict and categorize what love is. However, each person has a different way of feeling and expressing. Love is often based on things like intimacy, passion, and commitment. (Strernberg, 2006: 395).

The kinds of love theory explains the theme of love in interpersonal relationships. Robert Sternberg's theory the components of love and their mutual relationship can best be understood by considering the types of love that they can arise in different combinations. There are eight possible subsets of the different kinds of love. Nonlove, Liking, Infatuation, Empty Love, Romantic Love, Companionate Love, Fatuos Love, and Consummate Love.

Psychoanalytic theory was put forward by Freud. The id, the ego, and the super-ego are often conceptualized as three essential components of human temperament: a) The id is the unconscious spiritual structure, born from birth, containing primitive instincts and governed by principle. b) The ego is the development of the id that persists throughout childhood and becomes the source of communication. c) Superego is the moral part of a person's temperament: consciousness and the ideal self.

The first study was written by Köseoğlu, Berna in 2018 "Concept of love in medieval literature: The Idea of Love in Chaucer's Troilus and Criseyde. This research reflects the conception of love in medieval texts about the personality of the male lover and his painful experience of not being able to reunite with his beloved in life.

Meanwhile, the study on "The concept of love in Shakesphere Sonnets" written by Ma, Fenghua in 2014 talks about the concept of love in the Dark Lady group in Shakesphere Sonnets. It also talks about the contradiction between sexual obsession and the idea of love with the Dark Lady, which is most likely the poet's mood swings, namely pessimism and optimism.

After discussing previous research from various literary works, here are the previous studies based on psychological research as follows:

The first study deals with "Confessional Poetry in the Light of Psychoanalytic Theory with Special Reference to Sylvia Plath" written by Gupta, Tanu and Sharma, Anju Bala in 2014. It deals with interesting poetry. Sin involves the expression of personality and never gets rid of it. The poet's personal life under the stress of psychological crisis, sex, family life, private humiliation and psychological state are the main concerns of this genre of poetry. Psychoanalysis serves as a means

of self-analysis and as a tool for literacy. Psychoanalysis provides the epistemological and rhetorical foundation for the confessional poet's search for himself.

Meanwhile, another research paper on "The Psychoanalytic Reading of Poetry by Tanure Ojaide" was written by Awuzie, Solomon in 2017. The poem is understood as a manifestation of symptoms of individual neurotic tendencies and poet's society. Through the poems, we not only get a sense of how Ojaide sees himself; we also see his unconscious import of what Jung calls the "primordial archetype of human evolution" - in other words, the window through which we see the maze of the past. of his and his attempt to piece together his past.

From a previous study above, we know that no one observed the poetry of Lang Leav's lullabies. However, we also know that there is some research on love triangles, love poetry and psychoanalytic methods. This study has some similarities to the observational writer, but none of them observes about love poetry using the love triangle and psychoanalytic approach. The researcher will observe the character I/Miss in the lullaby. The researcher will also use Robert Sternberg's theory of love triangles and Sigmund Freud's psychoanalytic methods.

## **2. METHOD**

The research type of the data is qualitative research. The analyzed material is the poem Lullaby 2014. To complete the survey data, we use library comprehension to search for information through books, journals, and other literature with the goal of finding books and other literature related to the concept of love in poetry. Data collection was done according to the following procedure: read the poetry book, identify the object to be analyzed, take a few important notes from both primary and secondary data sources, classify and identify the data. related material, search the Internet for information with poetry books. The objective of this study is to discover the kinds of love in each poem on three chapters of "*Lullabies*" poetry by Lang Leav, namely Duo, Interlude and Finale. and finding the main character's behaviours and mentality functioning while facing love described by Psychoanalytic theory.

## **3. FINDING AND DISCUSSION**

### **3.1 The Kinds of Love**

#### **a) Non-Love**

This research has been motivated by the absence of intimacy, passion, and decision that the main subject feel in the love life either relationship. Here is the result from Duet chapter, as follows: The first poem is in stanza 1 line 1-2 and stanza 3 line 1-2 with title 'He's Leaving'. The poem consists of six lines; there are two lines of non-Love.

My nine, is your noon  
(stanza 1 line 1-2, p.15)  
your winter, my June  
(stanza 3 line 1-2, p.15)

The phrase “my nine is your noon” is conceptualized into emotion as a feeling lost. It indicates the large majority of personal relationship and does not partake of love at all (Sternberg, 1986). The woman remembered the time when her lover left her. Meanwhile, “Your winter, my June.” is conceptualized as a missing feeling toward someone.

There is no data was found from the interlude chapter. At this point, the interlude chapter includes several romantics story of the character. Otherwise, here is the result of Finale chapter, as follows: the first poem is in stanza 1 line 1-2 and stanza 2 line 1-2 with title “Acceptance”. The poem consists of eight lines; there are two lines of Non-Love.

There are things I miss  
that I shouldn't,  
(Stanza 1, line 1-2, p.91)  
Sometimes we want  
what we couldn't  
(Stanza 2, line 1-2, p.91)

Within the poem, the meaning is explained by shows simply casual interaction without love in line (Sternberg, 1986). The phrase “There are things I miss that I shouldn't is explained about miss something that should be forgotten. While, “Sometimes we want that we couldn't.” is interpreted about want something that we couldn't have.

#### b) Liking

The relationships that truly able to be characterized as friendship. Here is the result from Duet chapter, as follows: The first poem is in stanza 4 line 3-4 with title ‘Déjà Vu’. The poem consists of sixteen lines; there are two lines of Liking.

this is how it felt,  
when we first met  
(Stanza 4, line 3-4, p.45)

Within the poem, the meaning is explained by shows intimation of liking characterizes true friendships, in which a person feels a bondedness, a warmth, and a closeness with another but not intense passion or long-term commitment (Sternberg, 1986). The phrase “this is how it felt, when we first met” is explained about the girl liked the guy when they first met.

There is no data was found from the interlude chapter. At this point, the interlude chapter includes several romantics story of the character. Here is the result of Finale chapter, as follows. The first poem is in stanza 1 line 1 with title “Fairy Tales”. The poem consists of six lines; there is one line of Liking.

I may not have a clue about any of these things, but  
this——she places her hand on his chest——*this* I know.  
(Stanza 3, line 1, p.49)

Within the poem, the feeling is described by emotionally close to the friend, but the friend does not "turn one on," nor does the friend arouse the thought that "one loves the friend" or that one plans to love the friend for the rest of one's life (Sternberg, 1986). The phrase “I may not have a clue about any of these things, but this—— she places her hand on his chest——*this* I know.” is conceptualized as the girl know really that she loves him and the rest of her feeling in him.

### c) Infatuated

This research has experiencing of passionate arousal in the absence of the intimacy and decision/ commitment components of love. Here is the result from Duet chapter, as follows: The first poem is in stanza 1 line 1-2 with title ‘My Heart’. The poem consists of eight lines; there are two lines of Infatuated.

Perhaps I never loved enough,  
If only I’d loved much more;  
(Stanza 1 line 1-2, p.5)

The feeling is described by high degree of psychophysiological arousal as love at first sight (Sternberg, 1986). The phrase “Perhaps I never loved enough, if only I’d loved much more;” is conceptualized as she won’t getting hurt if she didn’t give all of her heart. She regrets that she gave all of it to him. She never loves enough because she is waiting for him to be crazy about her.

The next section will describe the poems in the Finale chapter. Here is the result of Finale chapter, as follows: The first poem is in stanza 2 line 1-3 with title ‘Dyslexia’. The poem consists of nine lines; there are three lines of Infatuated.

I wrote your name over and over—on scraps of paper, in  
books and on the back of my wrists. I carved it like sacred  
markings into trees and the tops of my thighs. Years went  
by and the scars have vanished, but the sting has no left me.  
(Stanza 2 line 1-3, p.97)

The data is categorized as infatuated because of high degree of psychophysiological arousal as love at first sight (Sternberg, 1986). The phrase “I wrote your name over and over—on scraps of paper, in books and on the back of wrists.” is conceptualized as the character “I” attempt to remind him by write his name. Then, the meaning of phrase, “I carved it like sacred markings into trees and the tops of my thighs. Years went by and the scars have vanished, but the sting has no left me.” is the main character leaving scars that still sting from the bitter past.

#### d) Empty

This research has experiencing of passionate arousal in the absence of the intimacy and decision/ commitment components of love. Here are the result from Duet chapter, as follows: The first poem is in stanza 3 line 3-4 with title ‘Her Words’. The poem consists of twelve lines; there are two lines of Empty.

You are her ever after—  
the hero of her book.  
(Stanza 3 line 3-4, p.3)

Within the poem, the feeling is described by categorized as empty because the commitment remains but the intimacy and passion have died (Sternberg, 1986). The phrase “you are her ever after—, the hero of her book.” Is conceptualized as she wanted to remain him as one of important and precious person in his life

The next discussion will be describing the second part, namely the Interlude chapter. Here is the result of Interlude chapter, as follows: The first poem is in stanza 4 line 1 and stanza 5 line 1 with title “Nostalgia”. The poem consists of five lines; there are two lines of Empty.

How the wind howls as the sea whispers,  
I miss you. (Stanza 4 , line 1, p.73)  
Come back to me. (Stanza 5, line 1, p.73)

Within the poem, the meaning is explained by shows empty conceptual because the decision that one loves another and has commitment to that love in the absence of both the intimacy and passion of components of love (Sternberg, 1986). The phrase “How the wind howls as the sea whispers, I miss you.” Is explained that the main character remembered all her memories with him, when every sea and wind howls always made her missed him more. And, the other phrase with “Come back to me.” Has meaning that the main character wanted him and their moments back, even its impossible.

The next discussion will describe the third part, namely the Finale chapter. Here are the result of Finale chapter, as follows: The first poem is in stanza 3 line 1 and stanza 4 line 1 with title “Fading Polaroid”. The poem consists of ten lines; there are two lines of Empty.

I felt you before I knew you and I still feel you now.

(Stanza 3, line 1, p.93)

How lucky I was. (Stanza 4, line 1, p.93)

Within the poem, the meaning is explained by decision that one loves another and has commitment to that love in the absence of both the intimacy and passion of components of love (Sternberg, 1986). The phrase “I felt you before I knew you and I still feel you now.” Is explained that the main character still mesmerizes his existence in her life. And, the other phrase with “How lucky I was.” Has meaning that the main character feels so lucky when she knew that he was belong to her.

#### e) Romantic

This research has added element namely the arousal brought about by physical attraction and its concomitants. Here is the result from Duet chapter, as follows: The first poem is in stanza 2 line 2 ‘Thoughts of You’. The poem consists of five lines; there is one line of Romantic.

Crawl into bed and lay there in the dark, tracing the outline of

my lips with my fingers—replaying everything he said,

everything we did. (Stanza 2 line 2, p.13)

The meaning is explained by lovers who bonded emotionally and physically through passionate arousal (Sternberg, 1986). The phrase “Crawl into bed and lay there in the dark, tracing the outline of my lips with my fingers—replaying everything he said, everything we did.” is explained that the main character remains about physical touch that she felt with him. It won’t easy to forget because she kept thinking about it and imagine it.

The research begins to continue to explain poetry that has a romantic theory that is in the interlude chapter. Here is the result of explanations, as follows: The first poem is in stanza 2 line 2 and stanza 5 line 3 with title ‘The Professor’. The poem consists of twenty-seven lines; there are two lines of Romantic.

He tosses aside the bent, silver coat hanger, wrapping

his arms around her waist. (Stanza 2 line 2, p.74)

“Your lips would look beautiful, painted with butterfly

wings,” he would tease her. (Stanza 5 line 3, p.75)

The feeling is described by romantic love because there is combination between the intimacy and passion (Sternberg, 1986). The phrase “He tosses aside the bent, silver coat hanger, wrapping his arms around her waist.” is conceptualized as physical attraction shown by the professor's character to his assistant. Where this movement is one of indication of the romantic type of love. Meanwhile, the second phrase, “Your lips would look beautiful, painted with butterfly wings, he would tease her.” has meaning that the professor's sweet words and seductions to win over his assistant's heart. He teased her slowly until she noticed the professor's interest in her.

The next explanation will continue for the finale chapter. Here is the result of Finale chapter, as follows: The first poem is in stanza 1 line 1 and stanza 2 line 1 with title ‘Despondency’. The poem consists of twenty-seven lines; there are two lines of Romantic.

There was a girl named Despondency, who loved  
a boy named Altruistic, and he loved her in return.

(Stanza 1 line 1, p.106)

She adored books and he could not read, so they spent most  
of their time wandering through world together and in doing so,  
lived many lives. (Stanza 2 line 1, p.106)

Within the poem, the feeling is described by the romantic love because there is combination between the intimacy and passion (Sternberg, 1986). The phrase “There was a girl named Despondency, who loved a boy named Altruistic, and he loved her in return.” is conceptualized as a girl who loves a boy and her love is reciprocated by him, they also love each other. Meanwhile, the second phrase, “She adored books and he could not read, so they spent most of their time wandering through world together and in doing so, lived many lives.” has meaning that they understood their feelings so they were always doing anything together, being complete and needed for each other.

#### f) Companionate

This research has essentially a long-term, committed friendship, the kind that frequently occurs in marriages in which the physical attraction has died down. Here is the result from Duet chapter, as follows: The first poem is in stanza 8 line 1-3 ‘The Professor’. The poem consists of twenty-seven lines; there are three lines of Companionate.

They spent so much of their days alone, in their peaceful  
sanctuary, apart from the little visitor who came on weekends.  
When the weather was good, the three of them would  
venture out, past the worn jetty and picnic in their little beach.  
He would watch them proudly, marvelling at the startling



contrast between the two things he loved most in the world.

(Stanza 8 line 1-3, p.74-75)

Within the poem, the meaning is explained by the resembles of long-range committed feeling toward someone precious in life (Sternberg, 1986) The phrase “They spent so much of their days alone, in their peaceful sanctuary, apart from the little visitor who came on weekends. When the weather was good, the three of them would venture out, past the worn jetty and picnic in their little beach. He would watch them proudly, marvelling at the startling contrast between the two things he loved most in the world.” is explained that the professor and his little family's daily activities. They love having quality time together. These modest activities make them bonded tightly within soul and love also shows the professor’s great love toward his wife and his blonde son. He promised to keep this valuable until at all times. The second poem is in stanza 3 line 1-2, stanza 4 line 1-2, and stanza 5 line 1 with title ‘Vania’. The poem consists of twenty-seven lines; there are five lines of Companionate love.

Oh, poor you, he says sympathetically. Do you know what, sweetheart, we’ll get you that book. (Stanza 3 line 1-2, p.78)

Thanks, baby. She smiles at him then returns to her sketching.

(Stanza 4 line 1-2, p.78)

I’ll tell you how, he continue, snapping his laptop shut. (Stanza 5 line 1, p.78)

Within the poem, the feeling is described by shows a long term of love, committed friendship, the kind that mostly happen in marriage in which physical touch has not involved (Sternberg, 1986). The phrase “Oh, poor you, he says sympathetically. Do you know what, sweetheart, we’ll get you that book.” is conceptualized as the lover's concern with the girl's will, he is determined to get what she wants. The next phrase stated, “Thanks, baby. She smiles at him then returns to her sketching.” has meaning that she appreciates her boyfriend’s effort to cheer her up and make her believe to get the thing she wants even though it is impossible. And, the last one is “I’ll tell you how, he continues, snapping his laptop shut.” is about the boyfriend give the idea how to get Vania’s book. It shows that her lover is being serious with his sentence, he is understanding her a lot such as having long-term relationship.

g) Fatuos

This research has essentially a long-term, committed friendship, the kind that frequently occurs in marriages in which the physical attraction has died down. In conclusion, the characters only matter about commitment they made rather than romantic gesture or physical touch. Here is the

result from Duet chapter, as follow: The first poem is in stanza 2 line 1-4 with title ‘Momentos’. The poem consists of eight lines; there are four lines of *Fatuos Love*

Like these momentos  
we have stored,  
Once were things—  
Now so much more. (Stanza 2 line 2, p.41)

Within the poem, the meaning is explained by only shows about long-term, committed friendship (Sternberg, 1986). The phrase “Like these momentos, we have stored.” is explained that the main character remains about the memories they have gone through and made together. Meanwhile, the other phrase, “Once were things— Now so much more.” tells about the sum of the many memories they made since the first meeting until present. It still well preserved as beautiful memories. The second poem is in stanza 5 line 1 with title ‘Message in a Bottle’. The poem consists of thirteen lines; there is one line of *Fatuos Love*.

I will, he promised. I will look for you every time I stand at  
the edge of the ocean (Stanza 5 line 1, p.51)

Within the poem, the meaning is explained by shows about long-term, committed friendship (Sternberg, 1986). The phrase “I will, he promised. I will look for you every time I stand at the edge of the ocean.”. is explained that her lover will always be loyal for waiting the girl’s bottle every day in the blue of sea.

#### h) Consummate Love

Consummate love is the perfect combination of three components in triangularity of love theory. There are passion, intimacy, and decision or commitment. It is kind of love toward which may of us strive, especially in romantic relationship and long-lasting love. However, *Lullabies* poetry of book is melancholy poems. It is difficult to find a poem which fulfil the requirement of love aspects. Due to the reason, this type of love cannot be applied in theory to the poetry in *Lullabies* poetry book

### 3.2 Psychoanalytic Approach

#### a) Duet Chapter

The poem, “My Heart”. In stanza 1 line 1-2, "Perhaps I have never loved enough, if only I'd love much more." (p.5) describes the main character who blames herself and feels remorse for her relationship because he doesn't love fully. The ego of the main character chooses to give her heart completely, explained in stanza 2 line 4, “but now you have it all” (p.5). Then, in stanza 2 line 1-3,

“If I had given away my heart, to those who came before; it would be safer left in parts.” (p.5) the character regrets her decision of waiting and her sacrifice to give him whole heart. She wished that if she gave half of his heart to someone who loves her sincerely, her sincere love would not hang.

b) Interlude Chapter

The poem is entitled “Vania”. The Id of the girl is explained by stanza 1 line 2, “I wanted his book that time... very badly, in fact.” (p.78) that the girl wished to buy a book written by Vania. However, she has no money to buy one of Vania’s works, it explains as her ego in stanza 1 line 3-4, “I tipped my little coin purse upside down and counted all my money. I was short twenty dollars!” (p.78). Nevertheless, her boyfriend gave her a crazy plan, it stated by stanza 3 line 1-2, “Oh, poor you, he says sympathetically. Do you know what, sweetheart, we’ll get you that book.” (p.78). A moment before the girl looked sad, now she looks pleased to hear the story of her boyfriend who doesn't make sense, it proofs in stanza 6 line 1, “She looks up, bemused.” (p.78), Then, the man started to describe the idea which was to steal one of Vania's books. It explains as the superego of the girl, which support her to have the book that she wanted in stanza 7 line 1-4, “Okay, so here’s what you do. You go into the bookstore and you buy a cheap paperback novel. Smile sweetly and make a small talk with the people at the register. Turn on the charm, ....” (p.78), also in stanza 9 line 1, “Then, he says, after you’ve finished paying, wander over to where the book is, pick it up and flip through it, ....” (p.78), and the last proof is in stanza 11 line 1-2, “*Then* my dear, you get as close as you can to the entrance without attracting. *And... you bolt!* as fast as you can, down the escape route that we would have planned the day before.....” (p. 79).

c) Finale Chapter

The poem entitled with “Acceptance”. The id of the character is in stanza 1 line 1, “There are things I miss” (p.91). It tells about the main character who has lost some of the things she wants. The ego of the main character is in stanza 1 line 3-4, “and those I don’t that I should.” (p.91) and stanza 2 line 1-2, “Sometimes we want what we couldn’t—” (p.91) explaining what is unwanted becomes something she has to accept and want something that is not according to one's own abilities. Then her superego accepts something that only she could accept just as same as love, it retells in stanza 2 line 3-4, “sometimes we love who we could.” (p.91).

#### 4. CONCLUSION

Based on the analyses in the previous chapter, the researcher draws the conclusions as follows.

First, based on the problem statement of the study, the researcher concludes that the type of love in the “Lullabies” poetry described by each chapter which has different background of the story and the love experience of the girl in her life as follows: First chapter, Duet tells about the girl falling in love to her crush. Second chapter, Interlude is about the girl’s relationship with her boyfriend. Third chapter, Finale describes about her loss in love.

Second, the mental behaviour of the girl is emotionally hurt, due to her failed relationship in past. The factor that makes the girl heartbroken is her own expectation toward the guy that she loved. In each chapter, the main behaviour that the girl shows of the uncertain her feeling toward someone. She has insecure and doubts that makes her relationship couldn’t last long.

#### 5. BIBLIOGRAPHY

- Awuzie, S. (2017). A Psychoanalytic Reading of Tanure Ojaide’s Poetry. *English Study at NBU*, 3(2), 74–87.
- Field, T. (2016). Romantic Love. *International Journal of Behavioral Research & Psychology*, 4(3), 184–189.
- Freud, S. (1910). The Origin and Development of Psychoanalysis. *The American Journal of Psychology*, 21(2), 181–218.
- Gupta, T., & Sharma, A. B. (2014). Confessional Poetry In The Light Of Psychoanalytic Theory with Special Reference to Sylvia Plath. *Asian Journal of Multidisciplinary Studies*, 2, 112–116.
- Huda, R. F. (2018). The Manifestation of Love in Lauren Dane’s Novel Back To You. *The 1st Annual International Conference on Language and Literature*, 730–740.
- Kokab, S., & Ajmal, A. M. (2012). Perception of Love in Young Adults. *Pakistan Journal of Social and Clinical Psychology*, 10(1), 43–48.
- Köseoğlu, B. (2018). The Concept Of Love In Medieval Literature: The Idea Of Love In Chaucer’s Troilus And Criseyde. *A Peer Reviewed (Refereed) International Journal*, 6(1).
- Leav, L. (2014). *Lullabies*. Andrew McMeel Publishing.
- Ma, F. (2014). The Concept of Love In Shakespeare Sonnets. *Journal of Language Teaching and Research*, 5(4), 918–923.
- Montgomery, M. (2013). Love and Hate: Existentialism and Psychoanalysis – A Personal Perspective. *ResearchGate: Society for Existential Analysis Annual Conference*.
- Muhammad, R. F. (2018). *The Triangular Love Theory Through Katerynn Parr Characters in Novel The Taming of the Queen by Philippa Gregory*. Darma Persada University.
- Munthe, S. R. (2018). Components of Love in Ika Natassa’s Novel Critical Eleven. *The 1st Annual International Conference on Language and Literature*, 816–824.
- NKOUKA, A. O. M. (2019). Love Triangular Theory and Inverted Symmetry in Wole Soyinka’s The Lion and the Jewel and The Trials of Broher Jer. *International Journal of Linguistics, Literature, and Translation*, 2(5).
- Sharma, D. (2015). Role of Love in Relationship Satisfaction. *The International Journal of Indian Psychology*, 3(1).
- Shehabat, A. K. (2016). Depiction of the Theme of Love in Arabic and English Literature Based on

- Sternberg's Triangularity Theory of Love. *American International Journal of Contemporary Research*, 6(1).
- Sternberg, R. J. (1986). Triangular Theory of Love. *The American Psychological Association, Inc. Yale University*, 93(2), 119–135.
- Sternberg, R. J. (2006). *A Duplex Theory of Love* (R. J. Sternberg & K. Weis (eds.); The new ps). Yale University Press.
- Tabrizi, M. (2014). *Concept of Love In Oscar Wilde's Short Stories*. Ataturk University.
- Winastri, N. (2014). Psychoanalysis on Edgar Allan Poe's William Wilson, The Black Cat, and Tell-Tale Heart. *Humanis, Journal of Art and Humanities*, 3(6).

