

THE VICTORIAN LITERATURE ANALYSIS OF AMBITION AND SELF-IMPROVEMENT USING MASLOW'S THEORIES ON DICKENS MESSAGE IN GREAT EXPECTATIONS

Arif Dwi Cahyono

Master Student STKIP PGRI, Sidoarjo, East Java

arif.cahyono25@yahoo.com

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Abstract

This research discusses the victorian literature analysis of ambition and self-improvement using Maslow's theories on Dickens's message in *Great Expectations* and the purpose of analyzing ambition and self-improvement in Dickens's Message Novel *Great Expectations*. The researcher used the analysis of industry and self-improvement in Dickens's Message in *Great Expectations* theory of Maslow. This research analyzes ambition and self-improvement in Dickens's Message in *Great Expectations* that occurred in *Great Expectations*. Analysis using descriptive qualitative methods to identify, explain, and explore the data found in the novel. The researcher used a coding sheet as the instrument to find out the valid data. This research is conducted to answer the problems concerning the victorian literature analysis of ambition and self-improvement using Maslow's theories on Dickens's message in *Great Expectations* in the novel. The research, the victorian literature analysis of purpose and self-improvement using Maslow's ideas on Dickens message in *Great Expectations* concerning Maslow's theories moreover partitions human identity into three major components: Brain research is changed in its approach to diverse human characteristics, and like each other trait that characterizes people, aspiration can be clarified with various mental theories. On the one hand, ambition and self-improvement may be closely related to inspiration, mainly accomplishment inspiration, and may be characterized by Maslow's hypothesis of human motivation. The author found that there was ambition and self-improvement behavior in pip where pip was the self of Charles Dickens.

Keywords: Maslow's theories; victorian literature; ambition; self-empovement; *Great Expectations*

Introduction

Literature is a portrait of our real life and cannot be separated from itself since it has a close relationship to it. "Literature is an important record of what people see, learn about, think about and feel about those aspects of their most direct and lasting interest in life "(Hudson, 1960:10). Literature is a special resource for personal growth and growth, aimed at promoting greater sensitivity, self-awareness, and better understanding of the world around us. Thus, Thus, literature has the best to assist readers broaden their perspectives closer to themselves and different people (Ronald Carter and Michael N. Long, 1991:3).

In accordance with the definition above, the writer can take conclusion that literature is an art that is made by human being and tries to describe anything by using creative imagination in order to create human sympathy and enhance enjoyment of life through its deep meaning.

Clara Reeve explained in 1785 that the novel is a picture of real life, customs, and the time, it was written by Kennedy (1987: 226). Charles Dickens' novel *Great Expectations* is a classic. This story was published in 1860, at Queen Victoria's coronation, during the Victorian era. The Victorian era was characterized by a high level of social stratification. Only noble birth granted access to facilities. A place to live, decent clothing, and adequate job stability are all valued by society. *Great Expectations* vividly demonstrates the enormous wealth disparities between rich

and poor society.

The writer can conclude that in this research, the researcher discussed about the contributions of Maslow's theories to the Victorian literature analysis of ambition and self-improvement Dickens message in *Great Expectations*. Based on the data which analyzed by researcher, he states that a novel can illustrate life more deeply and thoroughly. Considering this reason, the research chooses novel for his research. The writer has chosen Charles Dickens' because Charles Dickens had ambition and self-improvement Dickens Message in *Great Expectations* with reference to Maslow's theories moreover partitions human identity.

In this research the writer has chosen *Great Expectations* because the story is very interesting, romantic, and have Dickens message. The persevering with reputation of his novels and brief testimonies is such that they have got in no way long past out of print. Charles Dickens changed into the maximum celebrated creator of the Victorian era. The reputation of his testimonies maintains unabated as we technique the bicentenary of his birth. Pip, the novel's protagonist and narrator, starts offevolved the narrative as a touch orphan child raised through his sister and brother-in-regulation withinside the marsh vicinity of Kent, withinside the southeast of England. Pip is a passionate, romantic, and occasionally unrealistic character at heart, and he has better expectancies for himself than is fair. Pip additionally has a robust judgment of right and wrong and a robust choice to higher himself, each ethically and socially. There are three main focal points of this study. First, this reserach focuses on the ambitions of Charles Dickens' *Great Expectations*, Philip Pip (Pip). Phillip Pirrip (Pip) was chosen because he is the most prominent. Second, this reserach focuses on Charles Dickens's *Great Expectations* of Self-Improvement, named Philip Pip (Pip). Third, this research focuses on Maslow's theory. It is appropriate to apply the theory to this study for two specific reasons. First, as a literary writer, Pip is deliberately given certain ambitions and self-improvement, and underlies his actions in the story.

This is consistent with Pip pointing out that it needs to be as realistic as possible to beat the viewer. One of the main qualifications of this country is that they must have the ambition and self-improvement to drive them to do certain things. Second, the main idea of Maslow's theory is the human motives that guide their actions. Therefore, using Maslow's theory, this study examines Pipp's and how he meets all levels of the hierarchy of needs until he achieves self-actualization. Finally, this study describes Dickensian's message, Pip's ambition and self-actualization.

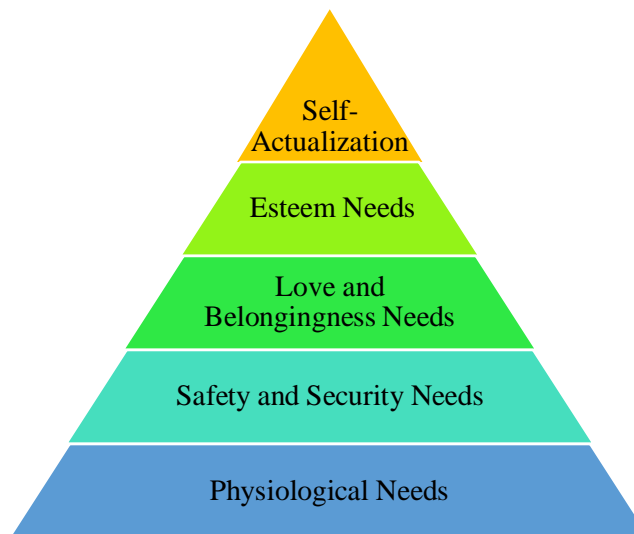
This research is expected to benefit our readers. The results of the research will enrich the knowledge of the readers of the analyzed literary works, especially their psychological approaches to ambition and self-improvement, especially humanistic psychology. Reseracher could be an example of literary ambition and self-improvement.

1. Abraham Maslow Theory

Abraham Maslow (1954) sought to combine a vast amount of research on human motivation. Prior to Maslow, scholars often looked at biology, performance, or power alone to explain what drives, directs, and sustains human activity. Maslow proposed the hierarchy of human needs by dividing it into two categories: deficiency and growth. Before moving on to the next higher level, you need to address the needs of each lower level deficit. If all of these requirements are met and a defect is discovered at some point in the future, the individual will take steps to correct the defect. The five levels are:

- a. Physiological: Hunger, thirst, comfort of the body, etc.
- b. Safety / Security: From danger.
- c. Affiliation and love: Affiliate with others, accepted.
- d. Appreciation: Achieved, competent, approved and recognized.
- e. Self-actualization: The need for self-actualization is met when you are peaceful or comfortable with what you are doing. The exact form of self-actualization depends on the individual. A person's self-

actualization can take the form of a desire to be ideal, and expresses himself (Maslow. 46).



Picture 1

Maslow's Hierarchy of Needs Theory

Maslow states that people are willing to meet their growth needs only when they address their shortage needs. Maslow's original formulation contained only one developmental need for self-actualization. Self-actualizing people are characterized by the following characteristics:

- a. Problem-oriented messages.
- b. The constant freshness of thanks for life.
- c. Desire for personal improvement and
- d. Possibilities with top experiences.

Maslow later separated the need for self-actualization growth and identified two needs for early growth as part of a more general level of self-actualization (Maslow & Lowerery, 1998), leading to non-self-actualization growth. We have identified one that goes beyond the general level of focus (Maslow, 1971):

- a. Cognition: Know, understand, and explore.
- b. Aesthetics: symmetry, order, beauty.
- c. Self-actualization: Find self-actualization and realize your potential.
- d. Self-Transcendentalism: Connect to something beyond the ego or help others find self-actualization and realize their potential.
- e. Maslow's basic stance is to become smarter (knowledge-developed) and naturally understand what to do in different situations as self-actualization and self-transcendence increase. According to Daniels (2001), Maslow's ultimate conclusion that the greatest degree of self-actualization is transcendental in origin is perhaps one of his most important contributions to the study of human behavior and motivation.

The original formulation of Maslow's theory was published over 50 years ago (Maslow, 1943) and has since become one of the most prominent and widely cited theories of human motivation. A fascinating aspect of Maslow's work is its widespread acceptance, despite the lack of actual data to support his hierarchy (Wahba & Bridgewell, 1976; Soper, Milford & Rosenthal, 1995).

2. Victorian literature

The Victorian era in literature almost corresponds to the year Queen Victoria ruled England and its territory (1837-1901). During this period, Britain was transformed from a predominantly rural agricultural civilization to an urban industrial civilization. New technologies such as railroads and steam engines have physically and intelligently integrated the United Kingdom. Victorians are now often regarded as primitive and traditional moral ideals, but Victorians have seen their world change rapidly. Religious beliefs are fragmented into evangelical and even atheistic views. Working class people, women, and people of color fought for voting and sovereignty. Reformers have campaigned for safer work, better hygiene and general education. These ideas, controversies and cultural concerns are reflected in Victorian literature (<https://www.easternct.edu/speichera/understandingliteraryhistoryall/thevictorianperiod.html>).

Victorian literature differs from 18th century and Romantic literature in that it was not intended for professional or elite audiences. Rather, the Victorian era was a time when the new genre appealed to a new mass audience, as steam printing machines made text creation much cheaper and text could be distributed quickly and easily by rail (<https://www.easternct.edu/speichera/understandingliteraryhistoryall/thevictorianperiod.html>).

3. **Ambition**

Ambition is a concept that is often mentioned in social science research but is not well understood. We attempted to help understand the concept by developing and testing models whose ambition is a medium-level characteristic (Cantor, 1990).

4. **Self-improvement**

Maslow's hierarchy of needs theory is a motivational theory that states that five sets of human needs determine an individual's behavior. These requirements include physiological requirements, security requirements, love and attribution requirements, self-esteem requirements, and self-fulfillment requirements. The top of the hierarchy is self-actualization. There is an urgent need to recognize what you can do, your potential, your abilities and skills, and realize it. This requirement can only be met if all the needs of the lower levels of the hierarchy are met. When people are peaceful or comfortable with what they are doing, their need for self-actualization is met. The exact form of self-actualization varies from person to person. Self-actualization can take the form of the desire to be the ideal mother, appear in sports, or invent or produce art (Maslow46).

5. **Great Expectations**

According to (Hayfaa, 2017), the first publication of *Great Expectations* in the series was in 1860. It was then published in the form of a book in 1861. Great Original Ending Great Expectation was different from what we are reading now. Edward Bulwer-Litton said: The end of the novel Happy End (Kriegel, 2010, 520).

Research Method

Research Design

The writer conduct a descriptive qualitative research to answer the research problem. The data were collected journal research by collecting and quoting related references from many sources. The writer uses references in making the victorian literature analysis of ambition and self-improvement using Maslow's theories on Dickens message in *Great Expectations* .

Research Object and Focus

The object of the research is the victorian literature analysis of ambition and self-improvement using Maslow's theories on Dickens message in *Great Expectations* . The objective of this study is basically derived from the statements of the problems stated before. Therefore, the objective of this research is to find the answer to how the victorian literature analysis of ambition and self-improvement using Maslow's theories on Dickens message in *Great Expectations* . The focus is

on ambition and self-improvement using Maslow's theory in *Great Expectations*. The objective of this research is then, elaborated into two objectives in order to make easier for the research to find the possible answers to the problems stated before.

Research Data

Using Maslow's theory of the *Great Expectations* Dickens' message, a study of Victorian ambition and self-improvement literary analysis uses two types of data: key data and supplemental data.

a. Main information

The main data in this study is about Charles Dickens' novel "*Great Expectations*" in 1860. The subject of this study, the novel "*Great Expectations*," is the only novel written by Charles Dickens. This novel is part of a realism novel, the 2010 edition of which was published by Arcturus Publishing Limited 26/27 Bickels Yard, 151 – 153 Bermondsey, London SE13HA.

b. Support data

Support data is a reference to the main data. B. Magazine sources.

Method of Data Collection

Authors use library surveys when retrieving data because authors use many references to retrieve information. In collecting data, the author takes several steps:

1. Read novels, especially the *Great Expectations* of Charles Dickens.
2. Write important information such as words, sentences and paragraphs.

Analysis Procedure

The answer to the problem stated in introduction in which is how the Victorian literature analysis of ambition and self-improvement using Maslow's theories on Dickens message in *Great Expectations*. The research analyzes the ambition and self-improvement using Maslow's theory.

Results and Discussion

1. First, as a literary pip, some ambition and self-improvement are deliberately given to justify his actions in the story.

Pip first notices the difference between his hands and his clothes. Both show that his social status is low. Estella, Miss Havisham's ward and Pip-aged girl, accused Pip of dressing and behaving as rude and typical. Pip wouldn't have noticed or she wouldn't have noticed the difference in clothing and customs between his family and Miss Havisham if Estella hadn't taken them out. Pip now feels very different after seeing himself through Estella's eyes. Joe, his only real role model, seems to be inadequate for him for the first time (<https://www.sparknotes.com/lit/greatex/quotes/theme/ambition/>).

“I inquired was it a large household she was going to be a member of? “No; there are only two; mother and daughter. The mother is a lady of some station, I believe, though not averse to increasing her income.” “I wonder Miss Havisham could part with you again so soon.” “It is part of Miss Havisham's plans for me, Pip,” said Estella, with a sigh, as if she were tired; “I am to write to her constantly and see her regularly, and report how I go on—I and the jewels—for they are nearly all mine now.” It was the first time she had ever called me by my name. Of course she did so, purposely, and knew that I should treasure it up” (*Great Expectations*, p.247).

With Biddy as the source, Pip focuses on knowledge as the best way to improve his current situation. Biddy, the niece of an old lady who runs a school in the town of Pip, knows a little more than Pip, but she doesn't know much. Biddy helps Pip lend her books and other reading material. Pip's extraordinary desire is shown in his belief that he can improve his ambitions. In Britain at the time, the structure of the class was still very strict, and homebrew guys were rare, but not unknown

(<https://www.sparknotes.com/lit/greatex/quotes/theme/>).

”Finally, and most painfully, Pip’s sense of thwarted ambition reworks Dickens’s autobiographical fragment about his time as a ‘poor little drudge’ in London which he had previously incorporated into *David Copperfield*: Dickens’s shame at being watched as he worked in the window of Waring’s Blacking Warehouse lingers on in Pip’s dread ‘that in some unlucky hour I, being at my grimest and commonest, should lift up my eyes and see Estella looking in at one of the wooden windows of the forge’ (*Great Expectations*, p. 98)

2. **The main idea of Maslow's theory is the human motives that guide their actions.** Maslow's hierarchy of desires is a theory that seeks to explain why people do what they are doing. This motive is based on the fulfillment of a particular level of desire in the desire hierarchy theory. The Hierarchy of Needs is divided into five levels, where the requirements of physiology, safety, love and attribution, and self-esteem are first met before pursuing the desire for self-fulfillment. According to Maslow's hierarchy of desires, the following explains how Pip meets his desires.

- a. **Physiological: hunger, thirst, physical comfort, etc.**

The great expectations of the new pip are motivated and never shown by these basic needs. He seeks satisfaction from the other needs of the hierarchy. Pip shows no interest in meeting his basic needs, proving that he is already met. This statement is consistent with Maslow's theory that Maslow's behavior is controlled and organized only by those who are dissatisfied. In *great expectations*, Pip's two most important qualities are his immature and romantic idealism and his innate conscience. On the one hand, Pip is keen to improve and make all possible progress, whether educational, moral, or social. Pip's idealism often makes him perceive the world very narrowly, and his tendency to oversimplify the situation based on superficial values causes him to behave badly towards those who take care of him. Let me. These facts suggest that Pip is unlikely to be able to meet her physiological needs. For example, when Pip becomes a gentleman, he thinks he should act and immediately begins to act, treating Joe and Bidi calmly. This statement is supported by evidence from Maslow's work that reflects physiological needs.

“Pip’s regular visits to Satis House, and his final chastened retreat to the forge, but also at the level of style. From the first scene in which Pip announces his name—‘ “Pip. Pip, sir!” ’—his voice repeatedly threatens to stutter to a halt (*Great Expectations*. p. 4), turning back upon itself in a way that shifts uneasily between self-scrutiny and brooding: ‘Joe had brought the tears into my eyes; they had soon dried, God forgive me! Soon dried’ (*Great Expectations*, p. 223); ‘ “that poor dream, as I once used to call it, has all gone by, Biddy, all gone by!” ’; ‘I secretly intended to revisit the site of the old house that evening, alone, for her sake. Yes even so. For Estella’s sake’ (*Great Expectations*, p. 440). Of course, Pip is far from being the first of Dickens’s characters to repeat himself, although in previous novels such repetitions had usually been limited to recognizable speech-tics such as ‘ “Barkis is xiv Introduction willin’ ” ’ or ‘ “something will turn up” ’: comic catchphrases which doubled as signatures of personality.”

- b. **Safety / Security: From Danger;**

Security needs are pursued after physiological needs are met. People are motivated by these needs because they want to be free from the threat of physical and mental harm. Maslow explains that people want to live in a predictable world rather than a chaotic world. Like the previous requirements, Pip meets security requirements. Pip is not ordered to secure a place with living or financial problems. Pip can easily be given to those who give money to improve their lives. But his safety is taken into account. Pip lives in the village baking and bidding. Pip meets Miss Havisham and Estella at Satis House.

“A boy may lock his door, may be warm in bed, may tuck himself up, may draw the clothes over his head, may think himself comfortable and safe, but that young man will softly creep and creep his way to him and tear him open. I am a keeping that young man from harming of you at the present moment, with great difficulty. I find it very hard to hold that young man off of your inside. Now, what do you say?” I said that I would get him the file, and I would get him what broken bits of food I could, and I would come to him at the Battery early in the morning dried” (*Great Expectations*, p. 15).

c. Belongingness and Love: affiliate with others, be accepted;

When the bottom two levels of the hierarchy are met, you are motivated to find love and feel a sense of belonging. Therefore, these needs are met through close relationships with family, friends, loved ones, or social relationships within the group (Schultz & Schultz 306). When Pip meets Estella. He thought Estella was a beautiful and kind girl. He visited Miss Havisham every day trying to reach Estella. His uncle, named Joe Gargary, was very kind and got bread and milk from him every day. Pip loves both.

“Dickens’s original audience might also have been alerted to the likely trajectory of Pip’s life by earlier echoes in Sidney and Milton: sonnet 21 of *Astrophil and Stella*, a title which seems to have influenced Dickens’s decision to xvi Introduction name the object of Pip’s starry-eyed love Estella, refers to ‘that friendly foe, (*Great Expectations*, p13).

d. Esteem: to achieve, be competent, gain approval and recognition.

The need for gratitude is pursued after lower needs are met and one feels loved and included. There are two types of self-esteem: self-esteem and gratitude to others. They seek gratitude and respect in terms of self-esteem, and in terms of status, awareness and social success. Celebrities will be introduced at Pip in London. Pip became an aristocrat, lived in London and lived a luxurious life. Pip has become a famous and educated person. She is proud of her even Estella and Miss Havisham. Especially his uncle Joe Gargary.

“We played until nine o’clock, and then it was arranged that when Estella came to London I should be forewarned of her coming and should meet her at the coach; and then I took leave of her, and touched her and left her” (*Great Expectations*, p. 222).

““Yes, Pip, dear boy, I’ve made a gentleman on you! It’s me wot has done it! I swore that time, sure as ever I earned a guinea, that guinea should go to you. I swore arterwards, sure as ever I spec’lated and got rich, you should get rich. I lived rough, that you should live smooth; I

worked hard, that you should be above work” (*Great Expectations*, p. 291).

e. Self-actualization

Self-actualization is starting in the hierarchy. It recognizes the possibility of possible and can potentially use your potential, and the skills and features of this need are satisfied if all level requirements are met in the hierarchy It is filled only. Because the possibility of people is different from people, there is no exact form of self-crime. When the pipe Estella is lucky to get married. PIP was not troubled. He got out of jail to get money from a criminal who gave him money to go to school and gain knowledge in London. His uncle Joe Gargary helped him get out of jail. Pip had a good uncle and was very fortunate to be able to live with Estella. As Miss Havisham was exposed all the time, the evil intentions of Miss Havisham were revealed. Habisham wants revenge on all men and wants to hurt him. He is a stressed person because he never married a dream man.

“I acted in the capacity of backer, or best-man, to the bridegroom; while a little limp pew opener* in a soft bonnet like a baby’s, made a feint of being the bosom friend of Miss Skiffins. The responsibility of giving the lady away, devolved upon the Aged, which led to the clergyman’s being unintentionally scandalised, and it happened thus. When he said, “Who giveth this woman to be married to this man?” the old gentleman, not in the least knowing what point of the 414 Great Expectations ceremony we had arrived at, stood most amiably beaming at the ten commandments. Upon which, the clergyman said again, “Who giveth this woman to be married to this man?” The old gentleman being still in a state of most estimable unconsciousness, the bridegroom cried out in his accustomed voice, “Now Aged P. you know; who giveth?” To which the Aged replied with great briskness, before saying that he gave, “All right, John, all right, my boy!” And the clergyman came to so gloomy a pause upon it, that I had doubts for the moment whether we should get completely married that day” (*Great Expectations*, p. 455).

Ambition and Self-improvement

The moral premise of the research of great expectations is clear. Affection, loyalty and conscience are more important than social success, wealth and status. Dickens provides insight into the concept and describes a person named Pip. This writing focuses on thematic novels and uses psychological mechanisms that support part of Pip's life, from children to adults. Pip has a great ambition to realize all his hopes and dreams.

“Pip’s ambition is that he sees reflections of it everywhere he looks, as when he notices the drawers in Mr Pumblechook’s shop and ‘wondered when I peeped into one or two on the lower tiers, and saw the tied-up brown paper packets inside, whether the flower-seeds and bulbs ever wanted of a fine day to break out of those jails, and bloom’ (*Great Expectations*, p. 48–9).

“There was something wonderfully hopeful about his general air, and something that at the same time whispered to me he would never be very successful or rich. I don’t know how this was. I became imbued with the notion on that first occasion before we sat down to dinner, but I cannot define by what means” (*Great Expectations*, p.162).

“I advanced with that expression of countenance, and was rather congratulating myself

on my success, when suddenly the knees of Trabb's boy smote together, his hair uprose, his cap fell off, he trembled violently in every limb, staggered out into the road, and crying to the populace, "Hold me! I'm so frightened!" feigned to be in a paroxysm of terror and contrition, occasioned by the dignity of my appearance. As I passed him, his teeth loudly chattered in his head, and with every mark of extreme humiliation, he prostrated himself in the dust" (*Great Expectations*, p.224).

One time Pip found a big house and pip wanted to enter the house "Satis House" Pip met Miss. Havisham and Estella. Pip feels happy with them even Pip can learn from their lives and Pip can improve his abilities. Pip's drive for self-improvement is the fundamental basis of the novel's title: he has "high aspirations" for his future since he believes in the potential of development in life (<https://www.sparknotes.com/lit/greatex/quotes/theme/ambition/>).

“. . . this is especially the case when he has improved himself in the teeth of adverse circumstances, as in a maturity succeeding to a neglected or an ill-taught youth, in the few daily hours remaining to him after ten or twelve hours of labour, in the few pauses and intervals of a life of toil; for then his fellow creatures and companions have assurance that he can have known no favouring conditions, and that they can do what he has done, in wrestling some enlightenment and self-respect from what Lord Lytton finely calls—" (*Great Expectations*, p. xxiv).

"This was all the preparation I received for that visit, or for others like it: Miss Havisham never wrote to me, nor had I ever so much as seen her handwriting. We went down on the next day but one, and we found her in the room where I had first beheld her, and it is needless to add that there was no change in Satis House" (*Great Expectations*, p. 275).

In great expectations, ambition and self-improvement take three forms: moral, social and educational. These drive both the greatest and worst of Pip's actions throughout the novel. Pip first wants to strengthen his moral character (<https://www.sparknotes.com/lit/greatex/quotes/theme/ambition/>). When he acts immorally, he feels incredibly intense and intense shame on himself. And it motivates him to be better in the future. When he departs for London, he tortures himself to be so pathetic to Joe and Biddy. Second, Pip wants to increase his social self-esteem.

"Morning made a considerable difference in my general prospect of Life, and brightened it so much that it scarcely seemed the same. What lay heaviest on my mind, was, the consideration that six days intervened between me and the day of departure; for, I could not divest myself of a misgiving that something might happen to London in the mean while, and that, when I got there, it would be either greatly deteriorated or clean gone" (*Great Expectations*, p. 133).

Pip is in love with Estella and longs to be part of her social class, dreaming of becoming a gentleman with the encouragement of Mrs. Joe and Mrs. Pumblechuck (<https://www.sparknotes.com/lit/greatex/quotes/themes/ambitions/>). The premise of the novel revolves around the realization of this desire, allowing Dickens to gently ridicule the class system of his time and point out his whimsical nature. Pip's presence as an aristocrat is not as satisfying as his previous life as a blacksmith apprentice, and certainly not moral.

"One indication of the strength of Pip's ambition is that he sees reflections of it everywhere he looks, as when he notices the drawers in Mr Pumblechook's

shop and ‘wondered when I peeped into one or two on the lower tiers, and saw the tied-up brown paper packets inside, whether the flower-seeds and bulbs ever wanted of a fine day to break out of those jails, and bloom’ (*Great Expectations*, pp. 48–9).

Third, Pip wants to advance his school education. This goal is inseparable from his social ambitions and his desire to marry Estella. To be a gentleman requires thorough education. As long as he is a child in a literate village, there is little potential for his social development. Pip recognizes this as a young man learning to read at Mr. Wopsul's aunt's school, and as an adult studying under Matthew Pocket. Pip finally learns through the examples of Joe, Biddy, and Magwitch that social and intellectual progress is not important to his true value, and conscience and affection are more important than scholarship and social status. (<https://www.sparknotes.com/lit/greatex/quotes/theme/ambition/>)

“I cannot think,” said Estella, raising her eyes after a silence, “why you should be so unreasonable when I come to see you after a separation. I have never forgotten your wrongs and their causes. I have never been unfaithful to you or your schooling. I have never shown any weakness that I can charge myself with.” “Would it be weakness to return my love?” exclaimed Miss Havisham. “But yes, yes, she would call it so!” “I begin to think,” said Estella, in a musing way, after another moment of calm wonder, “that I almost understand how this comes about. If you had brought up your adopted daughter wholly in the dark confinement of these rooms, and had never let her know that there was such a thing as the daylight by which she has never once seen your face—if you had done that, and then, for a purpose had wanted her to understand the daylight and know all about it, you would have been disappointed and angry?” (*Great Expectations*, pp. 279).

“He set up for a gentleman, this Compeyson, and he'd been to a public boarding-school and had learning. He was a smooth one to talk, and was a dab at the ways of gentlefolks. He was good-looking xlii] Volume III Chapter III 317 too. It was the night afore the great race, when I found him on the heath, in a booth that I know'd on. Him and some more was a sitting among the tables when I went in, and the landlord (which had a knowledge of me, and was a sporting one) called him out, and said, ‘I think this is a man that might suit you’—meaning I was (*Great Expectations*, pp. 317).

“You would never marry him, Estella?” She looked towards Miss Havisham, and considered for a moment with her work in her hands. Then she said, “Why not tell you the truth? I am going to be married to him.” I dropped my face into my hands, but was able to control myself better than I could have expected, considering what agony it gave me to hear her say those words. When I raised my face again, there was such a ghastly look upon Miss Havisham's, that it impressed me, even in my passionate hurry and grief. “Estella, dearest dearest Estella, do not let Miss Havisham lead you into this fatal step. Put me aside for ever—you have done so, I well know—but bestow yourself on some worthier person than Drummle. Miss Havisham gives you to him, as the greatest slight and injury that could be done to the many far better men who admire you, and to the few who truly love you. Among those few, there may be one who loves you as dearly, though he has not loved you as long, as I. Take him, and I can bear it better, for your sake!” (*Great Expectations*, pp. 332).

Conclusion

In this research, there is a message from the author, namely Charles Dickens, played by Pip; Pip has high ambitions because he wants to be a successful man and be able to marry his girlfriend, Estella. Pip has a self-improvement spirit which is associated with Maslow's theory that Pip has a process spirit in being able to become a successful and happy person in all aspects of life. Pip has big ambitions in life because he wants to be successful, famous, rich men and be able to marry beautiful people. Pip's very poor background in childhood makes him eager to pursue his ambitions so that they can be achieved. A very big ambition is achieved with the help of the villain that Pip helped as a child.

Pip is achieved when he can get everything he wants, can marry a beautiful woman, has a good uncle and was once a rich man and has a high and good education. Pip is achieved when he can get everything he wants, can marry a beautiful woman, has a good uncle and was once a rich man and has a high and good education.

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