GRU’S CHARACTER DEVELOPMENT IN “DESPICABLE ME 1” MOVIE

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Adrianus Christian
Student Number: 101214076

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Advisor
Dr. Retno Muljani, M.Pd.

June 23rd, 2015
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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By
ADRIANUS CHRISTIAN
Student Number: 101214076

Defended before the Board of Examiners
on July 24th, 2015
and Declared Acceptable

Chairperson : Paulus Kuswandono, Ph.D.
Secretary : Drs. Barli Bram, M.Ed., Ph.D.
Member : Dr. Retno Muljani, M.Pd.
Member : Carla Sih Prabandari, S.Pd, M.Hum.
Member : Drs. Y.B. Gunawan, M.A.

Yogyakarta, July 24th, 2015
Faculty of Teachers and Training Education
Sanata Dharma University
Dean

Rohandi, Ph.D.
“The precepts of the Lord are right,
giving joy to the heart.
The commands of the Lord are radiant,
giving light to the eyes.”
(Psalms 19:8, New International Version)
STATEMENT OF WORK'S ORIGINALITY

I honestly declared that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, July 24th, 2015

The Writer

Adrianus Christian
101214076
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Pada tanggal: 24 Juli 2015

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Adrianus Christian
ABSTRACT

Christian, Adrianus. *Gru’s Character Development in “Despicable Me 1” Movie*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University, 2015.

Despicable Me 1 is a movie produced by Illumination Corp. released in 2010. The main character in the movie is a villain named Gru. He is a villain whose ambition is to steal the moon in order to be the most famous villain in the world. In executing his plans, he has to face another villain, Vector, who shares the same ambition as he has. This study is a media study that focuses on the works of a media to build a reader–response criticism.

The first aim of the study is to find Gru’s character in the movie. He is described as an ambitious, antisocial, evil person. His character is the result of the lack of encouragement and of how his mother treated him when he was a little boy. His mother attitude toward him made him a man who does not like to interact with others and is incapable to show love toward others. The second is to find his character development after he adopted three little girls. When he first met the girls, he did not want to interact with them. After seeing they could get in to Vector’s home, Gru decided to adopt them so that he could use them to defeat his enemy.

Library research was used in analyzing the movie to answer the problem formulated in this study. Some books related to the theory of characterization were chosen to characterize Gru’s character. Theory of characterization by Robert Stanton was used to describe Gru’s character in the movie by considering his appearance, evidences or scene in the movie, minor character introduction toward Gru and dialogue which reflects Gru’s character.

The approach used in this study is psychological approach. The theory of personality proposed by Murray is used to describe the needs of the main character in the movie in order to show Gru’s personality development, his needs and the contribution of the three little girls to fulfill Gru’s needs. According to Murray’s theory, Gru has five needs to fulfill which are: the need of achievement, exhibition, rejection, succorance, and sentience. Those needs are all fulfilled after Gru fulfill the need of play and deference the three little girls.

The descriptive analysis of the characters in the movie was conducted to describe Gru’s character and his character development after he met and adopted the three girls. Before he has interaction with the girls, he is a man who always avoids having interaction with other people. He is also describes a man who is not fond of children. His decision to adopt the girls is actually part of his evil plan. The girls, who come from an orphanage and are used to being abused by the caretaker of the orphanage, gave him support and encouragements that enable him to achieve his goals and, at the end, they give contribution to his character development.

**Key words:** character, character development, Despicable Me
ABSTRAK


Despicable Me 1 adalah film yang diproduksi oleh Illumination Corp. yang dirilis pertama kali pada tahun 2010. Tokoh utama dalam film ini adalah seorang penjahat bernama Gru. Dia terobsesi untuk mencuri bulan supaya dapat menjadi penjahat nomor satu di dunia. Dalam menjalankan misinya, dia harus berhadapan dengan seorang penjahat lain yang bernama Vector yang juga memiliki obsesi yang sama untuk mencuri bulan. Studi ini adalah studi media yang berfokus pada hasil media untuk membentuk respon penonton.


Key words: character, character development, Despicable Me
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Adrianus Christian
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Summary of Despicable Me 1 movie
CHAPTER I
INTRODUCTION

This chapter presents the background of the study, research problem formulation, and definition of term. The background of the study explains the reason why Gru in the film *Despicable Me 1* was chosen as the object of the study. After the explanation of the background, there will be statements of problem formulation. In this part of the chapter, there will be questions that become the focus of this research.

A. Background of the Study

Movies can serve as entertainment as well as a lesson to people. Comedy, animation and action movies may give joy and pleasure to the audience, whereas documentary, tragedy, and adaptation movies can portray many terrible and surprising facts of the real world.

Besides serving as entertainment, movies can give benefits. McNulty and Lazarevic (2013) state that movies could show ideal examples of daily conversations of native speakers. Movies can be a media for students to practice their listening skills in the classroom, of course, accompanied by a teacher and a useful worksheet to guide students in their practices. Students can be highly motivated too if the teacher provides them with a popular movies. They may not even realize that they are studying English in the classroom. Therefore, movies can also give a benefit for students learning a foreign language by helping them to develop their language skills.
DM 1 (an abbreviation of Despicable Me 1) is the first animated movie produced by Illumination Corp. There are characters in the movie with Gru as the major character. In the movie, Gru is described as a criminal and a bad person who is not friendly. When he adopts three little girls, named Margo, Edith and Agnes, there are changes in Gru’s personality. The three little girls give a great impact on Gru’s life. They play a very important role in the movie. Shortly, DM 1 tells the audience about the role of the children in the family. Groen (2010), a movie reviewer from Globe and Mail, stated that the film could provide the audiences of the role of parents and children. The character of Gru somehow could be a reflection for the parents so that parents can understand their children more (par. 4). Zacharek (2010) in Movieline says DM 1, reminds people that adults are not superior over children. Adults are somehow like children who face difficulties to apply good values and deeds in a real life (par. 3).

Considering the background and the description of DM1, it is necessary to explore the background of parents and children in Indonesia further. People may easily state the role of parents in family for example: providing shelter, love, protection, and guidance. How if people are asked the role of children in the family? What are the roles of young children in the family? For some reasons, people do not exactly understand the role of children in the family.

The lack of knowledge of what children can bring and give for their family, results in an unbearable fact among the society. We can find in the big cities of Indonesia (Jakarta, Yogyakarta, Surabaya and so on) there are countless
young children who beg, dance, and sing for a living on the street, not to mention the sexual abuse and physical harassment issues involving young children.

Data from PMKS taken in 2007, the Department of Social Welfare of the Republic of Indonesia shows there are about 104,497 homeless children living on the streets. The data also shows there are 4,478 children living on the streets of Jakarta (data of PMKS, 2007). In 2011, Sutriyanto reported that there were over 230,000 young children who live on the streets of Indonesia. In Jakarta, some of the children – about 5,420 children – had already experienced the Program Kesejahteraan Sosial Anak (PKSA). Institutions like Kemensos, Dinas Sosial, ILO, and Medco have raised a fund around Rp11.4 billion for those who live on the street. Yet, they are still trying to decrease the number of people living on the street (Sutriyanto, 2011). Considering the data taken in 2007 and 2011, the number of homeless children is increasing in four years. Those children who live on the street commonly want to earn some money simply for their live or they are forced by their parents to earn money.

Some children in Indonesia are reported as the victims of sexual abuse. In Lampung, Suwandi, an adult who has a sexual disorder (loves to have sex with a boy than a matured female), states that he sexually abused two different elementary school students (Gautama, 2014). Besides, physical harassment and even a denial to the children have become serious problems among society. A junior high school teacher was reported doing physical punishment to one of his student (Wiyono, 2015). Physical punishment can give a serious impact on children’s personality development. Therefore, giving a physical punishment must
be prohibited in the classroom because it could affect students’ mentality. Students may feel oppressed and afraid to express their thoughts in the class. Child denial in a family also becomes a serious threat for children. In Nusa Tenggara Barat, a parent consciously leaves their daughter as a warrant when renting a motorbike (Nurbaya, 2015). Parents of the child had already left their daughter for about three weeks.

A recent study reported by UNICEF stated that in 2009 children between the ages of 10 to 18 years old experienced various kinds of violence in Aceh, Papua, Central Java, and East Nusa Tenggara provinces in Indonesia. The studies also showed that in 2011 for about 67 and 79% of children under the age of 15 were physically punished by parents, caregivers, and teachers in Papua. Indonesian Institution of Law support or Lembaga Bantuan Hukum (LBH) stated there were 57 children violence cases in 2003 and 40 cases in 2004. The data is restricted in West Nusa Tenggara Island province of Indonesia. The cases found in West Nusa Tenggara Island are mostly rape cases which include young girls being raped and young boys were sodomy. Most of the perpetrators, according to LBH, escaped justice and cannot be located until the data were published in 2005.

Those cases have become serious problems in society. Children may experience things that would provoke negatives side of their personality development. Instead of becoming a generation that will give a good impact on the nation, children who often experienced both physical and verbal abuse may give a bad influence for the country. Kaiser and Rasminsky (2010) state parents, teacher and any caregiver take a very important role to the development process of
the children. Insensitive caregiver may lose children’s trust which further causing trouble of getting along with friends and triggers aggressive behavior (Greenber et al, in Kaiser & Rasinsky, 2010).

Media also bring effects to the character development of the children. It is an efficient instrument to affect children with either good or bad values. Langham (2015) believes that watching television and movies for many times support the justification of children’s thought and behavior. He also states by watching *Disney’s princesses* movies, female is wiser in making decision for their relationship with male. Coyne’s research as reported by Biley also strengthens Langham idea. The research finds that children who spend much time on *Disney’s princesses* movies are more hospitable, less aggressive, having better body image and somehow are more like a female.

However, inappropriate shows in the media also bring a bad impact on children. Coie and Dodge, 1998 in Kaiser and Rasminsky (2010) state that television is promoting children to become violence. Watching and witnessing direct violence can give negative effects on the children. Children may have the initiation to copy the figure they have seen from the media which drive them to be more aggressive. The show in media takes a role in the development process of the children.

The study of *DM 1*could remind people to acknowledge children’s role in a family. By considering Gru’s personality and focusing on the changes in Gru’s personality after he adopted the three little girls, audience may see the contributions the three little girls could give to Gru.
Furthermore, developing teaching materials that involve movies as the media is easier as there is *You Tube*, an online video site. Nowadays, there are hosts of any kinds of movie including short movie, soap opera, music clip, movie trailer and movies scene in the *World Wide Web*. Teachers can make use of these sites as source or a tool for teaching. Watkins and Wilkins (2011) develop classroom activities to improve listening, speaking, reading and writing skills using them. There are some activities offered in the journal such as movie trailer voiceovers which allows students to be a narrator of a short movie trailer. Famous movie scene reenactment which asks students to make a drama that is copied from their favorite movie scene. There are also blogging which ask students to make an online diary in form of video, and many other activities to use in the classroom (Watkins & Wilkins, 2011).

Thus, for English advance learners and English teachers, *DM 1* would be a good movie to use to study about the linguistics phenomenon. Students can get example to differentiate between English American dialect and Russian English dialect and seek whether there were similarities among them. Considering Gru’s dialect, student may develop their American English pronunciation by focusing on the stressed syllables and stressed words which Gru pronounce in the movie. The movie can help students to develop their English speaking skills better.

Studying this film may remind a teacher candidate to appreciate children. As it is reported above, there were cases in school which involves teachers as the suspects, the study of this movie may show them and embed the moral value so
that later the teacher candidate may treat their students well and reduce harassment in the school.

The focus of the study is to find Gru’s character development. The writer believes the developments are caused by the presence of Margo, Edith and Agnes around him. In order to see it, the writer divides the problem formulation into two categories. The first problem is how Gru character is described in DM 1 before he adopted Margo, Edith and Agnes. The second problem is how Gru’s character developed after he adopted Margo, Edith and Agnes.

In accordance with the problems formulation above, the writer organizes two objectives of the study. First is to discover Gru characteristic before he adopted Margo, Edith and Agnes. The second objective is to see Gru’s character development after he adopted Margo, Edith and Agnes.

B. Approach of the Study

The study is a media study which pays attention to the work of a media to monitor social issues (Beniger, 1978). This study will focus on the works of a media to build a reader–response criticism rather than a criticism to the personality of the creator of the movie. It is to discover the message of the movie to the audience.

Specifically, the approach used in this study is the psychological approach. According to Abrams (1999), the psychological criticism is an approach that focuses on the work of literature which simply shows the personality of the author. In the twentieth century, a psychologist named Sigmund Freud, developed
psychoanalytic theories, which then becomes the base of psychological approach (Guerin et al., 2005, p. 155). Freud’s psychoanalytic theory involves the study of unconscious mind and human need, which is divided into three parts; the id, ego and superego (Guerin et al., 2005, p.156). Freud likely to concern on the literature work in order to find out the personality of the author, since the theory was first developed to deal with the neuroses problem (Abrams, 1999, p. 248)

The focus of psychological approach then changed in 1950. The approach is no longer focusing on the author personality but it focuses on the text and the readers (Murfin and Ray, 1998). The purpose of doing psychological criticism is then to help readers develop a reader-response criticism which means to help reader or audience to grasp the message from the story.

In this study, the writer will discuss Gru’s character using the characterization theory by Robert Stanton and personality theory by Murray. By discussing the main characters of the movie, the writer tries to show the changes that appear caused by the young children and find the role of the children in the family. The writer will characterize Gru and find the reasons behind his characteristic. Afterwards, the writer shows the character development of the main character.
CHAPTER II

DISCUSSION

This chapter consists of two parts. The first part is the review of the related literature used to discuss the movie as well as the theory used in this study. The second part is the findings of the study which differentiates Gru’s character before and after he adopted the three little girls.

A. Review of Related Literature

This subchapter is distinguished into three subchapters. The first subchapter shows the related study on DM1. There are three different studies discussing DM1. The first is paying attention on the types of Gru’s command that occur in the movie. The second study focuses on finding different pragmatic meaning in DM1. The last study is comparing DM1 Indonesian translation and the English translation to know the appropriateness of the Indonesian translation.

The second and the third subchapters show the theory used in this study. The first theory is a characterization theory by Stanton (1965). It proposes some technique to characterize a character from a story. The second theory is proposed by Murray (1893) which called the personality theory. The theory focuses on human needs that cause certain behavior.

1. Related Study on DM1

The first study lead by Syah, Usman and Bochari (2014) discussed Gru’s command in the movie. The title of their study is Analysis of Illocutionary Act of
Commands by the Main Character In “Despicable Me” Film. It was a qualitative study of which the data were based on the film script. The study analyzed sentence forms and the type of commands uttered by Gru. The study found there were two kinds of sentence forms: imperative and declarative, and two types of commands: direct and indirect type. Declarative sentence, according to Strumpf and Douglas as cited by Syah, Usman and Bochari, is a statement and imperative sentence is a command (Strumpf & Douglas in Syah, Usman & Bochari, 2014: 3). The writers believe that misunderstanding is caused by the use of indirect command to state urgent needs. Indirect command is a polite command that has implicit messages. On the other hand, direct command holds an explicit message but sometimes it seems impolite. The result of the study, however, states that direct command which combine with the imperative or declarative form of sentence may result in successful communication, since Gru frequently uses the direct command rather than the indirect one. In their research, the writers suggest readers to apply direct command for urgent needs, so there will be no misunderstanding between the speaker and the audience. Direct command also makes the conversation more efficient, because it delivers the message directly to the audience.

The second study is done by Lestari (2013). She did a research based on DM 1 movie script. Lestari (2013) put her focus on finding the conversational implicature. On the other hand, according to Grice in Lestari (2013), conversational implicature is a different pragmatic meaning in utterance expression (Grice in Lestari, 2013: 23). Her study entitled The Analysis of
Conversational Implicature in the Movie Script of Despicable Me successfully shows the implicature, which sometimes causes confusion. It also displays the context of situation in which the implicature occurred. According to Lestari (2013) the conversational implicature results in irrelevant action of the audience based on the speaker’s command. As it is seen in the movie, for several times Dr. Nefario has misunderstood Gru because he do not know Gru’s situation which cause a conversational implicature. The researcher states that understanding the type and the context of conversational implicature is important to avoid misunderstanding.

The third study is focusing on the English-Indonesia translation in DM1 movie. It is Halim (2012), who discussed whether or not the Indonesian translation is appropriate. His study entitled Translation of Slangs in the Subtitle of “Despicable Me” Movie emphasized the slangs used in the movie and the translation of slangs into Indonesian. The study is a documentation study using the subtitle of the movie. The goal of the study is to find out whether the translation of the slangs is appropriate or not.

Halim believes that translating is not an easy task to do. In order to produce good translations, translator must have a rich vocabulary both from the source language and the target language. Poor vocabulary and idiomatic knowledge may result on ambiguity and confusing translation. The study found that there are slangs that translated well into Bahasa Indonesia and some English slang that cannot be translated into Bahasa Indonesia due to different culture. Slang is also used by speakers who see themselves as superior than others.
The three studies are all emphasizing on the linguistic aspect of the movie script and the subtitle. This research, however, will not discuss the linguistic aspect. It will try to show the character development of the main character, named Gru, in *DM1*.

There are two theories that will be used in order to find out the development of Gru’s character before and after he adopts the girls. The first theory is called the theory of characterization and the second is called theory of personality. The theories used in this paper are the theory of characterization proposed by Robert Stanton and the theory of personality by Murray. The theories will be discussed in the following parts.

2. **Theory of Characterization**

The theory of characterization is used to characterize Gru. It shows how Gru’s character is described in the movie. According to Abrams (1999), character is a person in the story created by the writer that should be redefined by the reader. It is the reader’s freedom to decide whether the character is bad or good. The author of the novel, however, left clues within the story (Abrams, 1999). Murphy, literature critics, states that characterization may be explained through the description of the appearances, speech and other characters view on specific character.

Literary work may include more than one character in the story. Each character can be characterized as well. Forster (1927) defines two kinds of characters. The first is flat characters and the second is round characters. Flat characters deserve narrow characterization in the story. They have no proper
detail about the personality. Round characters in the story have more complex personality, which require more details. The idea of flat and round character by Forster (1927) shares the similarity with the idea from Henkle (1977). He differs character in two groups, the major and minor characters. Major characters have more opinions or thought to describe and may be the focus of the story as the opinion shifting. On the other hand, minor characters have small function and require less description.

Creator of a story needs to introduce the character to the readers and audiences. It is important to characterize the major character in the story in order to build a reflection for the people. Clues toward the characters being introduced should be clear and well developed to avoid miss interpretation between creators and the listeners. Characters in a story should be functioned as a tool to help people know better about themselves.

3. Murray’s Theory of Personality

Personality theory concerns the development of an individual characteristic by focusing on the influences that may shape a man (Crow and Crow, 1972, p. 228). Those influences are divided into two groups. The first influence is potentialities that possess by an individual and the second influence is coming from the environmental effect (Crow & Crow, 1972, p. 228). The development of a characteristic is controlled by the ability of people to adapt and to study through the life experience, also by the environmental issue which would force people to change, for example: a family member, a close friend, a seminar, or any other outside influence. Besides, Crow and Crow also wrote that “to the
Layman personality often means no more than an identifying description of a characteristic possessed by an associate that either attracts or repel” (Crow and Crow, 1972).

Murray is one of the psychology theorists who held the same idea as Crow and Crow. According to Murray (1893), an individual is a biological organism who has needs and a person who is aware about personality development by the social environment (Nordby and Hall, 1974, p.127). Need according to Murray is a force in human brain that automatically attempt to increase satisfaction and decrease dissatisfaction. Need may arise based on some human basic need like food, water, and sex but it also be arouse based on the need of achievement (Nordby and Hall, 1974). McClelland (1985) categorizes Murray’s human need as cited from Hall and Lindzey (1957): abasement, achievement, affiliation, aggression, autonomy, counteraction, defendance, deference, dominance, exhibition, harmavoidance, infavoidance, nurturance, order, play, rejection, sentience, sex, succorance, and understanding.

Abasement is the need to be blamed by others. It is the need to receive punishment and misfortune. Defendance is totally different with abasement. It drives people to defend themselves from blame and criticism. It refuses to surrender and tries to strike back.

Almost similar to the defendence need, harmavoidence and infavoidence are the needs to protect an individual from blame or embarrassing situation. Both harmavoidence and infavoidence are not defending but avoiding. However,
**harmavoidance** attempts to avoid physical injury and **infavoidence** attempts to avoid humiliation.

On the other hand, **achievement**, **aggression** and **counteraction** are almost similar. **Achievement** is an eagerness to master something difficult using acceptable action by the society, but **aggression** is an eagerness to use violence in order to obtain something. Sometimes it also provokes people to kill one another and to take revenge. **Counteraction** however is the need to make up failure in order to overcome problem and avoid humiliation. The three of them leads people to gain high standard and master something difficult whether using fair action or violence.

**Affiliation** and **autonomy** are contradictory needs. **Affiliation** is the need to get along with people with the same interest while **autonomy** is the need to become independent. **Affiliation** leads people to be loyal to their friends but **autonomy** resist to be dominated by the authorities. The need of **autonomy** is somehow similar to the need of **rejection**. It is the need to separate oneself from a negative object. **Rejection** refuses to become similar to inferior object. Unlike **autonomy** that rejects higher authority, **rejection** only refuse a negative object.

The need of **deference** and **exhibition** also differ from one another. **Deference** is a willing to support superior. It is a need to give praise and honor to a superior object. **Exhibition** seeks an impression among others. People with the need of exhibition definitely try to find people with the need of **deference**. The need of **exhibition** sometimes follows the need of **sentience**. **Sentience** is the need to seek and enjoy impressions from others.
Dominance is the need to control one’s human environment. People with a high dominance need tries to direct others using suggestion, command or even a seduction. In the other hand nurturance is the need to become a shelter for those helpless objects. It is not like dominance, which likes to dominate nurturance is simply tries to nurture; to help the tired, sick, infirm, and defeated objects. People with high willingness to nurture, will be satisfied with those who have succorance need. Succorance need is a human need to be nursed and protected. It searches for sympathetic aid from others to achieve a sustain support.

Play is the need to seek for fun. It is simply to make joke and engage in games or parties to find relaxation of stress. The need of play has no further purpose but the need of order has a purpose. The need of order would like to gain cleanliness by putting things in order.

There is also the need of sex that is to have a sexual intercourse and to form an erotic relationship. The last need according to Murray is the need of understanding. It is the need to be interested in theory and to speculate the theory as well.

To reach the needs, an individual sometimes may face obstacles. The obstacles are represented as press by Murray. The typical types of press are poverty, illness, loss, encouragement and help (Nordby & Hall, 1974). Press is environmental influences that may shape personality. The writer use Murray’s personality theory to show Gru’s needs that cannot be fulfilled by his family and to seek how the three little girls may fulfill his need and overcome his press.
B. Findings

The finding part of this paper is divided into two main subchapters. The title of the first subchapters is *Gru’s character before he adopted the three little girls*. The second subchapter is *Gru’s character after he adopted the three little girls*. The purpose of the distinction is to help readers see the different character of Gru before he adopted the girls and after he adopted them.

1. Gru’s Character before He Adopted the Three Little Girls

In order to see the changes in Gru which triggered by the three little girls, the writer will first describe Gru’s character before he adopted them. This section focuses on finding Gru’s character before he adopted the girls using some techniques of characterization proposed by Stanton (1965) also the personality theory from Murray (1893).

The next few paragraphs will try to answer the first research problem which is “How is Gru’s character described in DM1 before he adopted Margo, Edith and Agnes?” According to Stanton (1965) there are several ways to state the characterization of a character. It can be characterized by focusing on his *appearance*, recognizing *clues and evidences* in the movie, analyzing *minor character introduction*, and through *dialogue and speech* of the characters. Murray theory of personality is also used to mention Gru’s human need that caused certain personality traits. Some of paragraphs below will show the description of Gru’s characteristics as follows:
1.1 Gru’s Appearance

Gru is a bald white man. He is big and tall with fat body and thin legs. He has a long nose and he always wears a black jacket, black striped shawl, and a black trouser. His physical appearance is shown at the beginning of the movie in minute 03:25.

He is wearing a black suit is the way the movie depicted Gru as an evil person. According to dictionary of symbol by Chevalier and Gheerbrant (1994) black is a symbol of cold and negative aspect whereas white is the antithesis of black (p.92). Beside his attire, there are also some other things belong to Gru that colored black as well for example: his car, house and aero plane. Those things occurred in the movie also as representative of Gru.

The name Gru also comes out with a reason. Gru is an Italian word which means a crane in English, but the choice of the name has no relation with the Italian. Instead of Italian, the choice of the name Gru comes from an abbreviation of The Soviet military intelligence organization or in Russian is Glavnoye Razvedyvatel'noye Upravleniye (Mcdermott, 2012). The abbreviation has a relation to Gru’s accent which is Russian. The name, the accent, and the appearance give contribution to Gru’s characteristic.

1.2 Clues and Evidences on Gru’s Characteristics

Clues and evidences are actions of the characters that reflect their behavior. By considering the clues and evidences, audience can develop better understanding about the character. After analyzing the evidences, it can be concluded that Gru is an antisocial person; a person who does not want to have
any relationship with other people. The next few paragraphs show some evidences from the movie which tells the audiences that Gru is an antisocial person.

There are several evidences from the movies that describe Gru as an antisocial person. First evidence is located in minute 03:23 when Gru is walking. He sees a young boy crying because his ice cream fell down to the ground. Gru is trying to comfort him by blowing out a balloon and made it look like a poodle. The little boy stops crying and starts to smile. He even throws his cone that he is holding when he sees the poodle-like balloon. After Gru gave the balloon to him, the boy is hugging the balloon happily. While the boy is holding the balloon, Gru take a needle and blew up the balloon. Then he hold the boy’s head and pushed him aside.

The scene in minute 03:23 gives a clear description of Gru’s character. He is not trying to cheer the boy up. He is not trying to be friendly with the boy either. Gru clearly rejects the presence of the boy in front of him. In the scene, Gru is described as an evil person because he makes fun of the little young crying boy. This scene also gives evidence to the audience that Gru is an antisocial person.

Second evidence that tells the audience that Gru is an antisocial person when he is in a coffee shop. It is located in minute 04:20. Gru enters a coffee shop and he sees a long queue inside. Instead of standing in line, he take one of his tools and uses freezing ray to freeze all the other customers standing in line in the coffee shop. Then he walks to the counter and take the order which was supposedly given to the first customer in the queue. By doing this, Gru was the
only one customer in the store. This is also means that he refuses the presence of people around him.

The third evidence can be seen through his dialogue with his neighbor in minute 05:00. The audience can see clearly that Gru does not like his neighbor, Fred. His boring expression when Fred greeted him good morning was a proof that he does not like to interact with other people. He also clearly states the he did not like Fred’s dog and told him that the dog was dead. He clearly does not respect his neighbor’s feeling.

The scene in minute 05:50 is another evidence of how Gru does not like to interact with others, especially with children. He is whining when he heard his door bell rang. He even takes a weapon, a long stick with an iron sphere on it, before he opens his door. This is also another evidence of his rejection to children. The girls who ring his door bell are selling some cookies but he refuses to open the door. This is the second time Gru refuses the presence of children in his life. By now, the audiences know that Gru does not like youngsters and other people’s presence. Those four evidences clearly described Gru’s characteristic. He is described as an antisocial person who does not like to interact with children.

The last evidence of Gru’s antisocial character is in minutes 16:11 – 17:05 when he meets Vector for the first time. In their first meeting, Vector is trying to have a conversation with Gru but he is trying to avoid him. He even moves away from Vector. At that time, he does not see Vector as a threat for his dream and mission. Although Gru and Vector share the same occupation, he clearly rejects him.
An antisocial person has a unique human need that called the need of rejection. The need of rejection is the need to separate one person from others and remain different (McClelland, 1985). It leads people to enjoy solitude. The need of rejection provokes Gru to become a loner.

Besides, there is a reason of why Gru’s need of rejection may become strong. According to Murray (1893), an environmental influence may shape a characteristic. The environmental influence is called press (Nordby & Hall, 1974). The press that Gru faces everyday makes his need of rejection become stronger. One of the typical types of press that Gru faces everyday is lack of encouragement. That is the reason behind Gru’s antisocial character. The following paragraphs are some evidences from the movie which show that Gru’s lack of encouragement.

First evidence that describes Gru’s lack of encouragement is his minions. The minions can give confession that Gru is a great boss. Audiences can see how minions can provide him with praises in minute 08:44 and somehow Gru enjoys the praises. It is typical for an individual to try to find friends to support their dreams, but it is different with Gru. Instead of finding friends to be his crew to support his mission, he chooses minions because minions are able to give him praises as support and encouragement.

Third evidence which shows that Gru is lack of encouragement is in minute 14:28. Gru is parking his car in front of the Bank of Evil. He pushes the other cars front and back to get a free parking space in front of the bank. This scene can mean a joke for people, but through this scene, audiences may grasp the
idea that Gru likes to show off just to get attention and to draw impression from the people nearby. His lack of encouragement drives him to do this in order to get the support and encouragement from others.

Gru’s visit to the Bank of Evil in minute 17:08 is also an evidence of his lack of encouragement. Unfortunately Mr. Perkins, the leader of the bank, is not interested in Gru’s works. With a reason he tries to refuse giving a loan to Gru. However, Gru is still trying to win the loan from the bank and shows Mr. Perkins that he is worthy enough for the loan. Although Gru does not need the loan from the bank, yet he does not recognize the support and potentials around him and insisted on taking a loan from the bank.

Last evidence that strengthens the idea that Gru is lack of encouragement is located in minute 55:51 up to minute 56:15. This scene shows how Gru’s mother gives responds on his works. She clearly ignores each of Gru’s work which is actually creative and attractive. His mother’s attitude toward him makes him a person who always needs appreciation from other people.

Gru’s mother ignorant response makes him to become a person who wants to please her. It can be seen through his conversation with her later in min. 13:53 – 14:22. Gru definitely tries show to his mother that he is worthy.

Gru’s Mother : I just wanted to congratulate you on stealing the pyramid. That was you wasn’t it? Or was it a villain who’s actually successful?
Gru : Just so you know, Mom. I am about to do something that’s very, very big, very important. When you hear about it, you’re going to be very proud.
Gru’s Mother : Ah! Good luck with that. (min. 13:53 – 14:22)
Murray (1893) calls the need to impress other as the need of *exhibition*. It is the need to create an impression on other people, to make other people excited, admired, entertained, shocked and happy (McClelland, 1985). The need of *exhibition* provokes another need which called the need of *sentience*. It is the need to enjoy praises from other people (McClelland, 1985). Gru has no tolerance to appreciation since he never gets enough from his mother. He grows to be a person who likes to show off and to be praised by other people, just to fulfill his childhood need that cannot be fulfilled by his parent.

1.3 Minor Characters Introduction

Characters in a story are divided into two categories, the flat and round characters (Forster, 1927). Flat characters are those which show no character development and the round one is the character which shows a character development. In *DM1* the flat characters are: Margo, Edith, Agnes, Dr. Nafario, Vector and Mr. Perkins while the round character is Gru. It is possible for the creator of the movie to use the flat characters to introduce or state the characteristics of the round character through their speech and view toward the round character (Stanton, 1965).

First speech about Gru is delivered by Dr. Nafario. He is a scientist who is also Gru’s assistance. Dr. Nafario is an old man who is always wearing a laboratory coat. Through his appearance, audiences can simply interpret that he already works with Gru as his scientist for a long time.

Dr. Nafario : In my eyes, you will always be one of the Greats.
(min. 06:57)
The statement “one of the Greats” can be further interpreted as one of the Great villains in the world but it can also be interpreted that Gru is a great leader. Through Dr. Nafario’s speech about Gru, the audiences are provided with the information that Gru is a great leader.

The first impression from the girls when the first time they meet Gru in minute 28:35 shows that Gru is not a person who the children are fond of. One of them, Edith, even tries to leave Gru and remained ignorant. Margo at that time is still working on believing that someone is going to adopt them and become her new parent. She is trying to be nice to Gru. Only Agnes, the youngest girl among them, give a positive reaction by hanging on to one of Gru’s leg.

1.4 Dialogue and Speech to Show the Characterization

Dialogues between the major and the minor characters in the movie are all set up and meant to expose the character. “In a good fiction, every speech, every action is not only a step in the plot, but also a manifestation of character” (Stanton, 1965). Murphy (1972) strengthens Stanton’s theory by stating that a character’s characterization can be done through the description speech. Audiences are able to see how the creator of the story characterizes the character through dialogue, speech and action.

The clearest description of Gru in the movie DM 1 is done by Gru himself. It is stated through his own narration on his made up bedtime story for the girls entitled One Big Unicorn. The story actually is his own reflection on what he has been through with the girls. It consists of four major characters. The first is a Unicorn and the others are three kittens. The Unicorn in his story represents Gru
himself whereas the other three kittens represent the girls. In this scene, Gru introduced the Unicorn character as he depicts himself clearly.

Gru: One big Unicorn strong and free thought he was happy as he could be. (min. 1:23:26).

Gru describes himself as strong and free person. His description is another way to state that he is an antisocial. He acknowledges himself as an independent man who never needs other people’s help to undergo such a great plan. Minute 03:27 up to minute 14:39 describe how strong he is. His action towards the little boy who is crying and the people in the coffee shop describe his character as a strong man.

As an antisocial, Gru is a free man as well because he can do anything he like without being bothered by others people opinions. He also has the capability to commit crimes and bad things such as bullying a young boy and getting a cup of coffee and a muffin without queuing. (min. 03:37 – 04:33)

The scenes in minutes 04:18, 04:41 and 14:28 give the proof of how Gru wants to be acknowledged as a strong people by the appearance of his freezing ray and his big car which is made of steel. His big car shows the audience how he wants to be acknowledge as a strong man.

He is also an ambitious man. One of his ambitions is to go to the moon. It is always been his dream since he was a little boy to be able to go to the moon. The scenes in minutes 15:47 and 55:51 depict Gru, who still a little boy, eagerly to go to the moon.

Little Gru: Ma, someday I’m going to go the moon.
Gru’s mother: Ah! I’m afraid you’re too late, Son. NASA isn’t sending the monkeys anymore. (min. 15:47 – 16:06)
Gru : Look Ma! I drew a picture of me landing on the moon. (min. 55:51)

Gru’s childhood dream triggers another human need called the need of achievement. Murray (1893) defines achievement as a need to accomplish something difficult (McClelland, 1985). The need forces Gru to try anything possible just to achieve his goal. However, Gru’s need of achievement is a strong need. He cannot accept any negative feedback toward his dream even from his best colleague, Dr. Nafario. Min. 11:44 – 11:53 is showing how ambitious Gru is. Even though Dr. Nafario remains him that his dream is not affordable, Gru still believe and insist that he can reach his dream. It takes a very strong need of achievement to keep reaching a dream.

Dr. Nafario : I’ve been crunching some numbers and I really don’t see how we can afford this. It can’t be done. I’m not a miracle worker. (min. 11:44 – 11:53)
Gru : Hey chillax. I’ll just get another loan from the bank. They love me!

He is also a person who is incapable to show love toward other based on his dialogue with Agnes. The dialogues are found in min. 01:05:00, min. 31:14 and 40:32.

Agnes : What about goodnight kisses?
Gru : No! No! No! There will be no kissing, no hugging. No kissing. (min. 01:05:00)

Gru’s dialogue with Agnes min. 40:32 and 31:14 when Gru refuses to hold Agnes’ hand and to read the girls a bedtime story is also a sign that he cannot show his love toward other.

Agnes : Will you read us a bedtime story?
Gru : No. (min. 40:32)
Agnes : Can I hold your hand?
Gru : No. (min. 31:14)

The dialogue in minute 31:14 happens just a few minutes after Gru adopts the three little girls. The dialogue above indicates how Gru actually hates to get involved with the children. It is a sign that he cannot show his love to others and also a sign on his antisocial behavior.

Gru’s incapability to show love is caused by the need of succorance. It is the need to be supported and loved by others (McClelland, 1985). Unconsciously, it leads Gru to search for love. Before he meet the girls, he never realizes that he actually needs some love from others, until the three little girls ask him to show a little bit of his love. Unfortunately, he cannot show it. It is simply because he never gets it from his mother. Some previous paragraphs before displays Gru’s relation to his mother which lack of encouragement and love. As an adult, he cannot show them to others, because he never gets a good model from his mother during his childhood period.

Considering Gru’s appearance, the scenes in the movie, the introduction of minor characters, and the character’s dialogue and speech, it can be concluded that Gru’s characteristic before he adopts the three little girls are: evil, a strong, ambitious and free person who is lack of encouragement. He is also an antisocial adult who frightens the children around him and a great leader based on the statement of Gru’s colleague. After knowing Gru’s characteristic, these following parts discuss about Gru’s needs and how the three little girls contribute to the fulfillment of his needs.
2. Gru’s Character after He Adopted the Three Little Girls

The discussion of Gru’s character development will be continued by answering the second research problem which is “How does Gru’s character develop after he adopted Margo, Edith and Agnes?” This question is to find out Gru’s personality changes that occurred after he adopted the girls. The girls, however, are handling a special role toward Gru’s character development.

To show the role of the girls toward Gru’s character development, the discussion of this section begins with a notion of Gru’s need. Gru has some needs that are fulfilled and decrease by the presence of the three little girls. To know about Gru’s human needs that fulfilled or decrease, the writer discusses Gru’s character using the personality theory by Murray (1893). This section then continues to expose some acts of Gru that occur in the movie as signs of his character development. The writer again uses the techniques of characterization from Stanton (1965) to show the development in Gru especially through some evidences and dialogues from the movie.

Gru, a fat tall bald man and a villain finally can accept the three little girls in his house. It has been stated in the previous paragraphs that Gru is an antisocial person with lack of encouragement from others. He is also an ambitious man. Based on the dialogue and his reaction to others, he is also a person who is incapable to show love toward others.

Before he adopts the girls, he lives his life alone in his house with no thought of having a family or get involved in any kind of community. His mother is still alive but he also rejects the presence of his own mother in his house. Gru
dialogue’s on the phone with his mom in 13:53 – 14:22 indicates that Gru does not enjoy talking with his mother since his mother always underestimates him and never gives him any encouragement (min. 55:51-56:15).

Gru’s expression in 01: 34: 47 when he ends the bedtime story for the girls also indicates that he never gets enough affection from his mother. That is why he cannot accept the presence of his mother.

There are also forces that drive Gru to do certain activity. The forces according to Murray are called the needs (Nordby and Hall, 1974). Considering the proofs and evidences on Gru’s characteristic, the conclusion that can be drawn is that Gru has five categories of needs according to Murray’s theory of personality. They are: the need of achievement, the need of exhibition, the need of sentience, the need of succorance, and the need of rejection. Before showing the girls’ contribution on Gru’s character development, the next few paragraphs discusses the needs which shaped Gru’s personality in order to know what the girls give to Gru that fulfill all his needs.

2.1 The Fulfillment of Gru’s Needs

Margo, Edith and Agnes hold a very important role in the fulfillment of Gru’s need. It has been stated in some paragraphs previously that Gru has the need of rejection, sentience, achievement, and succorance. The three little girls help Gru to change to be a better person. Their acts in the movie help him to fulfill and decrease his human needs. Some paragraphs and subchapters below show the girls’ acts that helped Gru to change. There are also some needs that replace the needs which mentioned above.
2.1.1 The Fulfillment of Achievement Need

Minutes 55:51 and 15:47 show Gru’s childhood dream of going to the moon. His dream has become a drive for Gru to do certain activities. It has made him become an ambitious person. An ambition is an indication that he is lack of achievement.

As a little boy, Gru’s dream is simply going to the moon but clearly his mother does not give him any encouragement. Further as an adult, Gru intends to ask for a loan from the Bank of Evil in order to get the support he needs to do his mission to go the moon. His intention of asking the money is caused by the lack of encouragement from his mother since he is trying to prove to his mother that he can actually go to the moon. Of course, asking a loan is not an easy task for Gru. He has to give benefits for the bank and that is why he agreed to steal the moon while his dream is actually just going to the moon.

The high intention of going to the moon also drives Gru to take on a rivalry with Vector. Heider (1958) states that there are two factors why people decide to compete against one another. The first is internal factor and the second is external factor. Internal factor is the self-willingness due to high reputation and achievement. The external factor is an environmental factor like family and friend who encourage people to compete without any self-willingness to compete.

In case of Gru, the internal factor is Gru’s capability to do evil things and also some achievements he made before. In minutes 09:38 to 10:10, Gru proudly presents his minions some of his achievements such as stealing the Times
Square’s Jumbo Tron, the replica statue of Liberty and the replica Eiffel Tower from Las Vegas.

The external factor comes from the fact that some other villain steals the pyramid. He thinks that there is an opportunity to do greater action than stealing the pyramid. He wants to defeat Vector and win the loan from the bank. Gru also sees Vector as a threat for his dream. For Gru, Vector is an obstacle for the loan. It is because Mr. Perkins likes Vector than Gru. On the other hand, Gru has no external factor to take on rivalry with Vector. There is nobody who forces Gru to take the rivalry.

The fulfillment of achievement need in Gru happens after Agnes offers him all her money. This can be seen in minute 58:01 when Agnes gives all her money that she kept in her piggy bank to Gru for building a rocket. Gru considers Agnes’ offering as a moral support for him. It helps Gru to become confident to go to the moon. The amount of the money from Agnes is not much, but her sincerity makes Gru realize that he has things he needs to achieve his goal.

The fulfillment of the achievement need leads Gru to become a better person. It can be seen in min. 01:13:31 and 1:16:18 when Gru decided to grant his promise to the girls and safe the girls from Vector’s custody. Margo, Edith and Agnes have helped Gru to change from him an evil person into a good man.

From the dialogue of the minor characters, it can also be seen that Gru actually has changed his personality traits. Min. 1:05:12 is showing a conversation between Agnes and Edith toward Gru. This scene happens after Gru read them a
bed time story and after Agnes offers him her piggy bank. Agnes describes Gru as a nice guy like Santa whereas Edith describes him as a scary guy.

Agnes: I like him. He’s nice.
Edith: But scary.
Agnes: Like Santa! (min. 1:05:12)

Agnes’ statement is revealing a personality change of Gru. She states it after sometimes they get along with Gru. This scene is displaying that Gru has change from an evil person into a good one.

The girls also change the way Gru sees his rival Vector. The rivalry between Gru and Vector was first triggered when they have to compete to get the loan from the Bank of Evil to execute their plans. After Gru adopts the girls, they become an external factor for Gru to defeat Vector. Gru sees Vectors as a threat for the girls but not for his dream or the loan anymore. Gru gives up to Vector in minute 57:00, but then in 1:16:30 he takes Vector as an enemy because he recognizes that the girls are in dangers and Gru needs to save them all.

2.1.2 The Fulfillment of Exhibition Need

Gru does not get enough positive feedback and encouragement from his mother. Minutes 55:51 and minutes 15:47 up to 16:06 are showing Gru’s mother negative response on his works which make him become a person who thirsts of positive feedback. Then as an adult, Gru is always willing to impress other by his power and gain positive feedback and encouragement from others (min. 03:27, 03:37, and 14:28). Gru’s intention of going to the moon is strengthen by his need to impress his mother and other people. Gru’s dialogue with his mom in minute 13:53 – 14:22 also indicates that actually Gru wants to show that he can please his mother who always underestimates him.
The girls fulfill Gru’s need of exhibition after they let him to help them winning a unicorn doll from a cheating shooting game owner. They give him chances to show his capability in which fulfilling Gru’s need of exhibition. This happens in minute 52:44 it shows the girls give Gru a chance to help them to solve a dispute between them and the owner of the shooting game who refused to give the prize to Agnes. Gru helps them to win the unicorn doll by destroying the shop which impressed them. There is also a time in 1:00:39 – 1:00:58 when Gru impresses the girls with his cooking and time 1:00:10 when Gru impress the girls with his rocket. Gru also makes an impression with his bedtime story he makes for the girls. It happens between 1:22:56 up to 1:24:13. His bedtime story has impressed the girls and also shows the changes in him.

2.1.3 The Decrement of Rejection Need

The need of rejection is a reason behind Gru antisocial personality. This need arise by the lack of support from Gru’s mother. It causes Gru to see his mother and the others negatively. For example; when he rejects the crying boy in minute 03:23, his neighbor Fred’s friendliness in minute 04:59 and refuses to open his door for the girls selling cookies in minute 06:06. This need cause him to become an antisocial person. After he adopts the girls and has some fun with them, the need of rejection in Gru is decreased. Gru realize that he needs the girls’ presence around him to support him and love him as a family. The decrement of the need of rejection makes Gru become a more sociable person.

The decrement of rejection need is also caused by a replacement of it with the need of nurturance. It is the need to nurture weak and helpless object
The arising of *nurturance* need is also triggered by the decrement of the need of *achievement* because Gru can finally go to the moon. The need of *nurturance* drives Gru to do parental activities such as: feeding (1:00:35), providing fun (1:00:09, 1:00:53, 1:07:06 52:53), providing protection (1:20:13 – 1:21:49), and even reads them a bedtime story (1:02:56 – 1:04:50, 1:23:24 – 1:24:12). Unconsciously, Gru positions himself as a parent for the girls. The need of *nurturance* helps Gru to become a better person for the girls.

2.1.4 The Fulfillment of Succorance Need

For Gru, this need is aroused by the lack of love and encouragement from his mother. As an adult, the only way Gru can get love and support to fulfill this need is coming from Dr. Nafario and his minions. Yet, he is not satisfied with it and still tries to win a loan from the Bank of Evil to fund his mission and gain support from Mr. Perkins, the owner of the bank.

The three little girls, unofficially, become Gru’s supporters. Their presence helps Gru to fulfill his need of *succorance*. Before he adopts them, he never gets a moral support from his family, but as he adopts them, they become his family and provide him with moral support. These are some scenes from the movie when the girls provide Gru with support: 52:44, 57:57, 1:00:10, and 1:00:39.

2.1.5 The Fulfillment of Sentience Need

The last need is the need of *sentience*. This need is obviously shown in 08:44 when his minions provide him with praises when he tells them about his past achievements and in 52:44 after he wins the unicorn doll for Agnes in the
amusements park. Margo praises him by saying, “THAT was awesome!” The audience can see clearly that Gru really enjoys the praises he gets from them.

It is interesting how a positive feedback and encouragement is important for other people. As it is seen in Gru, four typical need arise because Gru’s mother does not give him enough encouragement, support, or even a positive feedback. He grows as an ambitious person both to reach his dream and to please his mother. He becomes an antisocial because he thinks no one like his works and somehow causes him a lack of love, praises and supports from others.

As Gru makes good impression for the girls, he also gets praises from the girls. The praises is fulfilling his need of sentience and it makes him happy and changes his view toward little children. The praises from Margo, Edith and Agnes can make him accept the presence of the girls and somehow decreasing his need of rejection. Furthermore, after he spends some times with the girls, Gru can finally accept the presence of his own mother. The ending scene, in 1:25:13 is indicating a better relationship between Gru and his mother for they are watching the dance performance of the girls together.

However Gru is still a great leader for his companions. This personality trait is not change due to his adoption of Margo, Edith and Agnes. Gru is still a great leader because at the end of the movie, he successfully leads the rescue operation of the three little girls.

Gru, on the other hand, also fulfills the girls’ needs to admire and support the superior or the need of deference according to McClelland (1985). The girls come from the same orphanage where they have no adult to adore or to become a
model except Mrs. Hattie, who is not a good model of a mother (12:31 – 13:46). By fulfilling the children’s need results on moral support for Gru.

Gru unconsciously also fulfills their need of play. In minute 39:45 – 40:44, Gru accidently lets the girls to have fun playing toilet tissues with his minions. He also provides Agnes with relief and happiness by ordering his minions to buy a unicorn toy as seen in minutes 41:21. In minute 49:04 Gru fulfills their need of play in the amusement park also in 1:06:39 when Gru plays “the tea party game” with the girls. The girls seem happy because in the orphanage they never get the happiness from the manager of the orphanage, Mrs. Hattie who always leaves them with only pressure (12:31-13:46). From the discussion above, it can be concluded that Gru’s characters develop after he adopts the girls. The girls’ presence gives positive contributions toward Gru’s character development. In his bedtime story where he depicts himself as the main character – the Unicorn, he clearly states that the girls have turned his whole life upside down.

Gru: They made him laugh. They made him cry. He never should have said goodbye. And now he knows he could never part, from those three little kittens that changed his heart. (min. 01: 23: 50)

When the girls give him praises and encouragement, he can reach his impossible dream by using his own capability. They are able to change him into a person who is capable to show his love to others. In minute 01:24:27, the scene shows Gru finishes reading a bedtime story to the girls and decides to give them a goodnight kiss. Margo even gets up from her bed to give him a hug and whispers I love you to which he gives a positive reply.

Margo: I love you.
Gru: I love you too. (min. 01: 24: 39)
In the scene in minute 01:24:45, he even has positive attitude toward his minions who are standing outside the girls’ bedroom asking for hug and kiss from him. At first, he is reluctant to hug and kiss them but finally he agrees to give each of them a kiss and hug.

The three little girls also change him into a more sociable person. At the end of the movie, he can sit together with his mother watching the girls doing their dance performance in minute 1:25:15. His mother finally gives him praise on his efforts with the girls.

Gru: They’re very good.
Gru’s Mother: Ah! I’m so proud of you son. You turn out to be a great parent. Hahaha. Just like me. Maybe even better.
(min. 01: 25: 39)

He finally accepts the presence of his mother although his mother does not give him praises and encouragements like the three little girls. It can be seen from his expression when he heard his mother positive remarks saying that he is even better than her in being a parent.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

*DM1* is one of the popular movies among adults and children. The story and the plot of the movie are simple and acceptable for both adults and children. It is interesting to know that this is the first animated movie produced by the Illumination Corp. and it already has a massive impact on the society. It comes with a deep message to stop child abuse in a form of humor for people. It also reflects nowadays trend where young parents likely to spend their time working rather than playing with their children.

After discussing the main character named Gru, the writer comes up with two conclusions. The first conclusion is the characteristic of Gru at the beginning before he adopts the three little girls are: ambitious, antisocial, evil, a great leader with lack of encouragement who cannot show love to others. The second conclusion is about Gru’s character development which is caused by the presence of the three little girls around him.

Gru’s characteristics according to the movie are the result of his childhood experience. Gru does not get enough encouragement and attention from his mother which then makes him to be an antisocial who cannot expresses his love to other. It shows how encouragement that starts during childhood is important. A Positive
feedback is contributing to the development process of children’s personality. Not enough positive feedback may also make people to become ambitious, both to please themselves and to please other people. It is important for teachers, parents and any caregiver to give their children enough attention and feedback so that their children may grow to be a good and sociable person.

The second conclusion is about Gru’s character development which is caused by the presence of the three little girls around him. When the girls give him praises and encouragement, Gru, an antisocial person could reach his impossible dream using his own capability. They support him and make him realize that he has the capability to go to the moon without the help from the bank of evil. After he achieves his goal (min. 01:13:08), Gru becomes a less ambitious person. The need of achievement is decreased and replaced by the need of nurturance or the need to provide love to younger people (min. 1:16:18).

He also becomes a better person. At the beginning of the movie, Gru is depicted as an evil man through his appearance and his acts. After he adopts the girls, he becomes a better person. First proof that Gru change into a better person is located in 01:13:31 when he decide to grant his promise to the girls by attending their dancing recital. Second proof is located in min. 1:16:18 when Gru decide to help the girls from Vector’s custody.

The three little girls make him to be a sociable person. The evidence of Gru’s sociable character is the adoption of the girls. He can accept the girls in his house at the beginning of the movie, min. 06:06, he firmly rejects their presence. Another
evidence of Gru’s sociable character appears in minute 1:25:15 at the end of the movie. He finally accepts the presence of his mother although his mother does not give him praises and encouragement like the three little girls.

The girls also make him able to show love toward others. The evidence of Gru’s loving character appears in min. 01:23:25-01:24:27 when Gru reads the girls a bedtime story and leaves them with a good night kisses. Min. 01:24:39 is a sign of his character development, when he declares that he loves Margo, and in min. 01:24:45, when he kisses his minions one by one. At first Gru cannot show his love toward other. It appears in 01:05:00 when he refuses to give the girls a goodnight kisses and refuses to hold Agnes’ hand in min. 31:14.

Although the three little girls have major contribution on Gru’s character development, they also get to their needs fulfilled. Before Gru adopts them, they live in an orphanage where the caretaker of the place is not caring and always push them to earn money which then arising their need of play.

The role of children in family is very important. As it is seen in the movie DMI, the three little girls can help Gru to reach his dream. This important point sometimes has been forgotten by parents. They cannot see their children as an aid but only as a burden. The truth is children can help adults to become a better person for society. Adults are not a perfect person or a superior who always right and children are not individuals who are full of failure.

B. Recommendations
The movie *DM1* is recommended for both children and adults. For children, the movie teaches them to be nice to their parents or to any other adults. Since little kids like to model the characters they have seen in movies, the writer believes that it can give positive contribution for the development of young children.

*DM1* has simple conversations with little slang because it is a family movie. The simple conversations make it possible to be used to teach English for beginner learners. Teacher can ask students to play one of the scenes they like most from the movie to develop their speaking skills. It can be used also to practice students’ reading skills. Teachers could invite students to get accustomed to read English quickly by setting the subtitles into the English subtitle.

For the teacher candidates, the movie can raise the awareness about child abuse at school. Using this movie, a lecturer may teach teacher candidates to value children. Further they may appreciate their students more and avoid violence at school.
REFERENCES


APPENDIX

SUMMARY OF “DESPICABLE ME 1”

Gru, a great villain, never likes other people presence. He is a loner who hates children very much. One day, Gru discovered a new rival named Vector. He sees him as a treat to his popularity for Vector has successfully stolen the Pyramid of Giza.

Gru, in the other hand, tries to defeat Vector by stealing the moon. His intention is caused by his childhood dream of going to the moon. Before he goes to the moon, he needs to get into Vector’s fortress to get the shrink ray he needs to shrink the moon. Gru faces difficulty to deceive Vector then he realizes that he can use the help of the three little girls named Margo, Edith and Agnes to deceive him.

After he finally deceived Vector, he tries to leave the girls in the amusement park, but just before he walks away from them, he discovered that the girls give him something that his mother never gives to him. They inspire him so that he is able to go to the moon. They also change him from a cold villain to a loving father. After all, instead of leaving the girls, Gru adopts them and keeps them in his house.