HOLDEN CAULFIELD’S MOTIVATION TO ADAPT HIMSELF TO HIS SOCIAL ENVIRONMENT AS SEEN IN

THE CATCHER IN THE RYE

A THESIS

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

By:
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
Dedicated to myself, Mom, Dad and my two little brothers
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I wrote does not contain the works or part of the works of other people, except those cited in the quotations and bibliography, as a scientific paper should.

Yogyakarta, August 29, 2007

The writer

Ely Pratiwi
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The Writer
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ABSTRACT


This thesis discussed The Catcher in the Rye (1963), a novel written by J.D. Salinger. In this study, the writer discussed about Holden Caulfield’s motivation to adapt in his social environment. There are three problems formulations formulated by the writer in this thesis, they are: 1. How Holden Caulfield described by the author? 2. How does the social environment influence Holden Caulfield’s character? 3. How does Holden act towards his social environment?

To answer the problems, the writer combined the theory of character and characterization by Robert Stanton and M. J. Murphy. The writer also applied theory of motivation by Abrams H. Maslow, theory of personality by Richard A. Kalish, Atkinson and James Coleman. Lastly, the writer also applied theory of critical approach by Rohrberger and Woods.

The result of this study showed that Holden Caulfield was a childish, cynical, introvert and a pessimistic person. Holden social environment also influenced his character. He was said to be egoistic and introvert because he lived in an urban area where the people seldom talked each other. Anyway, he blamed his environment as the cause of why he never did well. What he did then was to keep his distance from many people around him. Ignoring and mocking many people he saw was his way to act to his environment.

In conclusion, Holden did not have any strong motivation to adapt in his social environment, he kept distance from many people and it made him have only few friends. It was because he thought that he had failed to achieve many social expectations from him. Ignoring and mocking other people were the only way to hide his inability to do the same as people did.

For the future researcher, the writer suggests to analyze the relationship between Holden and his friends at school or social environment, so that we can know more deeply about relationship between teenagers at that time.
ABSTRAK


Hasil dari analisis menunjukkan bahwa Holden Caulfield adalah seseorang yang kekanak-kanakan, sinis, tertutup dan pesimis. Lingkungan sosial juga mempengaruhi karakter Holden. Dia disebut sebagai orang yang egois dan tertutup karena dia tinggal di daerah kota di mana mereka jarang berbicara satu sama lain. Dia menyalahkan lingkungannya sebagai sebab kenapa dia tidak bisa melakukannya dengan baik. Apa yang dia lakukan kemudian adalah menjaga jarak dengan orang-orang yang ada di sekelilingnya.

Kesimpulannya, Holden tidak mempunyai motivasi yang kuat untuk beradaptasi dengan lingkungannya, dia menjaga jarak dengan orang-orang yang ada di sekitarnya, sehingga menyebabkan dia punya sedikit teman, karena dia berpikir bahwa dia telah gagal memenuhi tugas-tugas sosial yang ada di lingkungannya. Mengejek dan mengacuhkan orang-orang di sekelilingnya adalah caranya menghadapi lingkungan sosialnya, dengan demikian dia dapat menyembunyikan ketidak mampuannya untuk melakukan hal yang sama dengan yang orang-orang lain lakukan.

Untuk para peneliti selanjutnya, penulis menyarankan untuk meneliti hubungan antara Holden dan teman-temannya di sekolah atau masyarakat, agar kita bisa mengetahui bagaimana hubungan antara remaja satu sama lain pada waktu itu.
CHAPTER 1
INTRODUCTION

This study attempts to investigate the motivation of Holden Caulfield to adapt himself in his social environment as the main character in *The Catcher in the Rye*. This chapter includes background of the study, problem formulation, objectives of the study and definition of terms.

1.1 Background of the Study

As a human being, we will have to adapt to everything new for us. It is not always a new place or surrounding, it can be a new age and a new social job in our life. In each step of our life, we will have to adapt ourselves. For example, a baby will have to adapt himself to a new baby sitter, a 13 year-old-boy will have to adapt himself when he begins to study at Junior High School. There are many new things for the boy. The boy will see the differences between the Elementary School and the Junior High school. There would be new teachers, new courses, new friends and new building. Later, the boy has to get himself accustomed to his new environment, that is the use of adaptation.

As a human being who lives in society, someone has to interact with the society in order to fulfill his need of adaptation with other people. Everyday human being meet each other and do the conversation, they can give help to each other or receive it whenever they need help, sometimes they work together in order to solve problems. That is why human beings cannot live alone because they need each other. But there is a difference in how they adapt themselves to their
social environment. It is because they have different background of family, different genetic, different education and also different social status in society. They will have different problems with each other. It is often that the problem is about the conflict between the person and the society. The problem can also be the internal conflict of the person such as he could not find a good and appropriate way of dealing with society or he cannot comply with the society’s rule because of his idealism. Here, the writer sees that every human being will deal with motivation, it can be in the past time and present time, even in the future time. It is a big possibility that the writer wrote the phenomena among teenagers happened around 1951 in *The Catcher in the Rye*.

Related to those points of view stated above, the writer is interested to analyze the motivation of a 16-year-old teenager named Holden Caulfield in J.D. Salinger’s *The Catcher in the Rye*. Holden is the main character in this novel that has a unique character, which is different from most teenagers of his age. The writer also sees that Holden seems to have problems to adapt with his social environment.

The character is a student who always dropped out from his school on account of his flunking in most of his subjects. Pencey Prep is the fourth school, from which he dropped out. In this novel, Salinger makes Holden Caulfield as the narrator who tells his experience on his way home when he has just dropped out from Pencey Prep. He leaves school earlier than he is supposed to and he does not want to go to school anymore, but during his short journey he cannot not find his own courage to continue struggling for his life.

In this novel, the author portrays Holden as a teenager who always tries to
act more mature than his age. He does not want to be easily predicted. He is also
described as a cynical boy who always sees the world and the people around him
as the phonies. He often does not agree with what they do that he often judges
what they do as a stupid thing to do. He does not really have many friends. The
closest people to him are his brother and sister named Allie and Phoebe. He loves
them and he thinks that they are good friends for him. The problem is that Allie is
dead. Therefore, the person he always talks to is his sister Phoebe. Holden also
tends to be ignorant that he will not let anybody get close to him if he thinks him
or her as a phony.

Based on the character described above, the writer is fully interested to do
some analysis towards Holden’s character and tries to see his motivation to adapt
himself in his social environment.

1.2 Problem Formulations

To reach out the objective stated above, the writer formed the problem
formulations as follows:

1. How is Holden Caulfield described by the author?

2. How does the social environment influence Holden Caulfield’s character?

3. How does Holden act towards his social environment?

1.3 Objectives of the Study

The objective of the study is to find out the problems Holden Caulfield
finds in his social environment and how he acts towards them. Here, the writer
wants to find out whether he has strong motivation to mingle with other people
and make himself worthwhile in his environment. The writer also wants to see how the character of Holden Caulfield is portrayed because the writer sees Holden’s character as unique. Commonly, the teenagers of his age have many friends and like to mingle and share stories with other people, but Holden does not have any tendency to be like that.

1.4 Benefit of the Study

This study will give benefit to the writer and the readers of this thesis to understand more about the story and the characterization of the main character in *The Catcher in the Rye*. The readers can know about what exactly the main character wants to do in his life, about the problem faced by the main character and the motivation to adapt in his social environment.

This thesis also gives more psychological understanding of teenagers, such as their motivation and their interest as represented by Holden Caulfield, because in *The Catcher in the Rye*, Holden acts as a teenager who is 17 years old.

1.5 Definition of Terms

1.5.1 Motivation

Motivation means a set of conscious beliefs and values that are influenced primarily by recent experiences in achievement situation (e.g. the amount of success and failure) and variables in the immediate (Stipek, 1990: 9). This means that motivation is influenced by the outside factors of the person. Someone will be motivated to make a good attempt in order to fulfill his needs and to be successful. This study will talk about Holden's motivation to adapt with his social
1.5.2 Adaptation

There are two definitions for this term. To adapt means to make something suitable for a new use and situation to modify something. (Hornby, 1989: 13). This term also means to become adjusted to new conditions (Hornby, 1989: 13). Both of them have the same concern that adaptation deals with how someone or something makes himself familiar with anything new to him based on his own needs.

1.5.3 Social Environment

This term consists of two words, they are “social” and “environment”. According to Hornby (1989: 1213), term “social” deals with a concerning the organization of and relations between people and communities. The term “environment” means conditions or circumstances which affects people’s lives.
CHAPTER 2
THEORETICAL REVIEW

This chapter discusses the theories that I am going to use in analyzing The Catcher in the Rye. There are three subdivisions, namely Theories, Criticism and Theoretical Framework. Theories, as the first division includes the theory of character and characterization, theory of personality, theory of motivation and theory of critical approach. The second division, criticism, discusses the criticisms which are found about the novel and the author. The third division is theoretical framework which discusses the theories used by the writer of this thesis to analyze the novel and the reasons of applying those theories.

2.1 Theories

In this study, the writer uses some theories to make the analysis of this novel clearer. They are theory of motivation, theory of character and characterization and theory of personality.

2.1.1 Theory of Character and Characterization

Character is one of the elements of the novel that takes an important part to shape the story in the novel. According to Stanton (1965: 17), the term ‘character’ points to the individuals in the story and also the interests, desires, emotions and motivation principles of these individuals. By knowing the characters and their characterization of the story, the reader will get deeper understanding of the story.

There are many ways to make a character in the novel understandable,
such as by seeing the character’s actions, speech and what other characters say to each other.

Murphy (1972: 161-173) helps the readers to analyze the characters in the novel through nine things. They are:

a. Personal description
Here, the author describes the character’s appearance and clothes accurately and descriptively. Usually, the other character or the narrator of the story says the description.

b. Characters as seen by another
Here, the character is described through the eyes and opinions of another.

c. Speech
The author gives the description of the character through what the person says, such as his dialogue and his comment.

d. Past life
The author describes the character by letting the readers know about the past life of the person. This gives the information as to the kind of person he is to the readers.

e. Conversation of the others
The author gives the person’s character from conversation with other people and the things they say about him.

f. Reactions
We can see the characterization of the character through his various situations, events or problems.

g. Direct Comment
The author describes the character by giving his personal comment about the character directly.

h. Thoughts
The author gives the characterization of the person through what the person or different people in the story are thinking.

i. Mannerism
The author describes a character by his mannerism, habits or idiosyncrasies, which may also tell us something about his character.

Hopefully, the readers can make themselves clear about the characters in the story by seeing those nine things.

There are also two categories of the characters in the novel (Harvey, 1965: 56). They are the protagonist characters and the background characters. The protagonists are fully established and take a big part in shaping the story in the novel. Each of them exists as an individual case and needs special consideration. The background character may establish themselves as a chorus to the main action or may exist simply to establish the density of society in which the protagonist must move if they are to have any depth of realization.

In *The Catcher in the Rye*, Holden Caulfield is the protagonist character that shapes the story. Holden’s way of thinking, his point of view, his personality and also his problems are described mostly in the novel. Therefore, we can say that the novel is wholly about Holden that he acts as a narrator of the story.

2.1.2 Theory of Personality

According to Richard A Kalish (1973: 52), “Personality can be defined as the dynamic organization of the characteristic attributes leading to behavior and
distinguishing one individual from other individuals.” Therefore, each person will have different personality, which refers to their individual’s needs, motives and methods of adjusting, temperament, role behaviors, attitude and abilities. Those elements will shape one’s personality that would be shown and seen by others in his environment. Atkinson (1981: 383) describes that personality usually refers to individual’s social effectiveness and appeal. It is said that one’s personality would be seen and judged by his performance in his social environment such as how he interacts with other people, how he reacts towards the problems, and by the kind of dress he wears. Therefore, there would be some judgment such as aggressive personality, shy personality, bad personality, pleasant personality, etc.

There was also an early personality by Kretschmer and Sheldon which is categorized the personality characteristics based on the basis of body build (Atkinson, 1981: 385). A short and plump person (endomorph) was said to be sociable, relaxed and even tempered. A tall, thin person (ectomorph) was said to be restrained, self-conscious and fond of solitude, a heavy-set, muscular individual (mesomorph) was described as noisy, aggressive and physically active. However, the psychologists do not consider that those categories are absolutely true because we often find the reality in reverse. We may see some short, plump person is sociable and relaxed but we also probably know that he is known to be shy and fond of solitude. We may also know that people’s body shape and muscular strength would change with age, diet and exercises.

According to Coleman and Brown (1968: 61-62), the basic sources of personality are heredity and environment. We see the influence of heredity mostly in individual’s physical features and in various constitutional factors such as
sensitivity, vigor vulnerability to disease and intelligence. Here, each person may have different physical features and constitutional factors; therefore it makes them react differently towards many conditions and actions. In how an individual reacts to such situation also helps them in their personality development.

The second basic source is environment. It is said that a different physical environment foster somewhat different characteristics, even among people with similar inheritance. Social environment also shapes one’s personality through one’s contacts. If he learns the language in it, the costumes he follows the values he believes in and the competencies for dealing with the problems in the society.

2.1.3 Theory of Motivation

According to Atkinson (1981: 317), a human being is built with some motives. There are two big divisions of these motives. The first one is biological motive which is innately born with the human. This motive can be aroused by the need of food, drink, sanitation, sex, etc. The second motive is psychological motive, which is influenced primarily by the kind of society in which the individual is raised. This motive is aroused by the needs of security, acceptance and approval from those around us, feeling of self-worth and competency and the search for new experience. Based on the explanation above, we can conclude that motivation is one’s intention, which is set into a behavior to fulfill his needs.

Abrams Maslow formulated five hierarchies of needs of human being (Huffman, 1997: 383). There are self-actualization of need, esteem need, belonging need, safety need and physiological need.

Self-actualization need deals with human need to find self-fulfillment and realize one’s potential. Esteem need deals with one’s need to achieve something,
to be competent, to gain approval and to excel. We can see the example of this from the youth, they often compete each other to be the best in the class, in any tournament or to show their capabilities to their friends.

The third need is belonging and live need. These needs deal with one’s needs to affiliate with others, to be accepted and to receive attention. These needs appear because of the influence of family, friends and other beloved people.

The fourth need is safety need. This need deals with one’s needs for feeling secure and safe, to seek pleasure and avoid pain. A human will need safety feeling in his life, it makes him enjoy his life and do his activity comfortably.

The fifth need is physiological need. This need deals with one’s need of food, drink and maintenance of internal state of the body. We can also say that this need also means the fundamental biological needs of the living creature.

From those need, a human being will be differently motivated in fulfilling their needs. There would be some people highly motivated in fulfilling their needs. There would be some people with high motivation and low motivation.

Coleman and Brown (1988:70-78) say that motivation is often related to striving and individual maintenance. It is said that motivation is based on the individual’s fundamental tendencies towards maintenance and actualization of their potentialities. In other words, the biological, psychological and sociological levels of someone will influence one’s motivation. There would be a good motivation from good combination of those three parts: a good and healthy body, a healthy psychological of someone and also a high level of sociological.

Social forces also take part in influencing human motivation because human beings live in society and there are a lot of people which of course can
affect them in terms of their motivation. For example, someone who smells a good flavor of food will be motivated to eat even though he is not hungry.

2.1.4 Critical Approach

In order to understand more about the novel in this study, the readers should have an idea about what literature is, because a novel is a part of literary work. Therefore, they should use a certain approach in order to enable them to understand literature and how the novel is created. Rohrberger and Woods Jr state five kinds of critical approaches that can be used in literary study (1971: 6-15). They are formalist, biographical, sociocultural-historical approach, mythopoeic and psychological.

Formalist approach concerns with the beauty of the literary object. It says that there should be a good and harmonious involvement of the whole parts of the literary object, such as the meaning which is shaped by structure and a good technique which forms an understandable structure.

The reader can use the biographical approach when they want to appreciate the personality and ideas of the author in order to understand the literary work. This approach says that an artwork is a reflection of the author’s personality. The critics of this approach try to know and learn as much as possible about the life and development of the author and to apply this knowledge to understand his writing.

The third approach is the sociocultural-historical approach which believes that it is important to learn about the social surroundings in which a work was created and also the cultural background of the work.

The fourth is mythopoeic which concerns some expressions in significant
works of art which is related to the ancient myths and folks' rites.

The last is the psychological approach. This is the approach that the writer would like to refer to in analyzing the character’s motivation in the novel. This approach uses various theories of psychology in order to understand and explain the character's personality in the story. This approach also talks about the complexity of human thought behavior and actions. Therefore, the writer uses this approach in analyzing Holden's personality in this study.

2.2 Criticism

J.D. Salinger was born in January 1919 to a Jewish father and an Irish mother. He grew up in a fashionable apartment district of Manhattan, New York. He did not really do a good work during his academic study. It seems that Holden’s academic study in The Catcher in the Rye is a reflection of him. During World War II he was drafted into the infantry and was involved in the invasion of Normandy. After serving in the Army Signal Corps and Counter-Intelligence Corps from 1942 to 1946, he devoted himself to writing. His short stories were published in Collier's, Saturday Evening Post, Esquire, Good Housekeeping, Cosmopolitan and The New Yorker between 1941 and 1948. The Catcher in the Rye is his fist novel which immediately became an object to debate and controversy in the middle of society because of its style of language which was thought to be vulgar.

Eri Lomozzof in his brief article about The Catcher in the Rye said that this novel tells about a 16 year-old teenager who has some incidents of depression, nervous breakdown, impulsive spending, sexual exploration, vulgarity
and other erotic behaviors. Those things, which are told in the novel, are attributive to the controversial nature of the novel.

James Stern in *The New York Times* also said that this novel gets kind of monotonous and Salinger should have cut out a lot about the jerks and all that crumby school being told in the novel. Maybe for some people such as James Stern, *The Catcher in the Rye* is too boring. The character being concerned all the time is mostly about Holden Caulfield with the uninteresting setting of place like school, taxi and apartment all the time.

Generally, critics view the novel as Holden Caulfield’s melodramatic struggle of a teenager to survive in the adult world. The story is about his transition time that he had during his life and his searching for identity.

### 2.3 Theoretical Framework

In analyzing this novel, the writer uses some theories that have been explained previously. They are theory of character and characterization, theory of personality, theory of motivation and theory of critical approach.

Theory of character and characterization is needed to reveal what kind of person Holden Caulfield is. This theory is used to analyze Holden's attitude and behavior in the story. In this part, the writer uses theory from M J Murphy to help the writer understand about Holden's character. This theory reveals Holden's character from personal description, speech, past life, reactions, direct comments, etc. The writer also includes the theory from Harvey (1965) about two categories of the character in the story. It is used to see Holden as the main character who shapes the story in the novel.
The second theory is theory of motivation. This theory is used to help the writer to understand about many kinds of motivation in human beings. This theory also helps the writer to find out Holden's motivation in adapting himself in his social environment.

The last theory, namely critical approach is used to understand more about what literature is, so the writer will have a deep understanding of *The Catcher in the Rye*. 
CHAPTER 3

METHODOLOGY

This chapter deals with the methodology that the writer applies in analyzing The Catcher in the Rye. It consists of three parts. They are subject matter, approach and procedure. In subject matter, the writer talks about the novel as the object of study in this thesis. Approach deals with the approaches the writer applies in this thesis to analyze the novel. Procedure explains the steps the writer takes in analyzing the novel.

3.1 Subject Matter

The Catcher in the Rye is a novel, which tells about a 16-year-old-teenager named Holden Caulfield who searches for his identity. J.D. Salinger writes this novel in 1951 and he shows most phenomena that are mostly faced by the teenagers.

The Catcher in the Rye, which was published in July 1951 in New York, contains 241 pages. The Catcher in the Rye is J. D Salinger’s only novel. Salinger mostly wrote articles that he sent to the magazine and newspaper. The readers can also say that The catcher in the Rye is culmination of Salinger’s works because some of his stories are the basis of story in The Catcher in the Rye. In this novel we can learn about teenager’s psychology through Holden’s attitude and character and how he faces his problems. All the time in the novel, we always can know about Holden’s thought and point of view because he acts as a narrator of the novel. The setting of this novel is New York City, in 1949 and it takes place at
Holden’s home and school.

3.2 Approach

The writer decides to use psychological approach. Psychology deals with analysis of human’s interest, motivation, characteristics and personality. Since the analysis of this novel deals with one’s motivation to adapt to his social environment, the writer uses the social psychology in this study. This psychology is concerned with the relationship between social interaction and the behavior of an individual in his social environment. The analysis would specifically focus on a 16 year-old teenager on his character and his motivation to mingle with his society. By using this approach, the writer can examine the main character’s problem and how he faces it, his personality and motivation to adapt in his social environment.

3.3 Procedure

The writer took some steps in this study: first, the writer read the novel thoroughly, in order to understand the story and making the problem formulation of the study. Second, the writer collected the data, which is related to the topic being discussed here, such as the books of psychology and literature. The third step was analyzing the topic itself. The analysis was done by answering the problem formulations which have been mentioned on chapter 2. The analysis was focused on Holden's character and his motivation to adapt to his social environment. The last step was making a review of the discussion and the writer ensured herself that she was able to get the aim of the study.
The method of the study applied in this thesis is a library research. The primary data is taken from J.D. Salinger’s *The Catcher in the Rye*. The other references are some books about literature, some criticisms and Internet.
CHAPTER 4

ANALYSIS

This analysis is mainly concerned with description of Holden Caulfield’s character. From this analysis we can come to the point that this study would like to talk, that is how Holden adapt to his social environment, how he acts towards his problem and how his social environment affects his character.

4.1 Holden Caulfield’s Character

4.1.1 Childish

According to Murphy (1972: 161-173), we can see the characterization of a main character in the novel through nine things. They are personal description, character as seen by another character in the novel, speech, past life, conversation of the others, reactions, direct comment, thought and mannerism. In The Catcher in the Rye, the main character is Holden Caulfield who acts as a narrator. Holden tells about the whole story. The writer will analyze Holden’s characterization by using Murphy’s Theory.

Holden Caulfield is described as a 17-year old teenager. He uses to study at Pencey Prep high school, but he dropped out. He uses so many excuses to defend himself when anybody asks him why he dropped out. He blames the school, the teacher and his friends. He cannot see that this is his own fault.

Many people say that as a 17-year old teenager, Holden acts quite young for his age. He does not deny it anyway.

“….because I act quite young for my age sometimes. I was sixteen then,
and I’m seventeen now, and, sometimes I act like I’m about thirteen.” (p. 12).

Other characters in the novel also say that he is childish, especially his father and he tells it to the reader.

“And yet I still act sometimes like I was only about twelve. Everybody says that, especially my father.” (p. 12).

He does not care about the comment anyway. He even says that people always say the wrong thing that they never notice when he does something good. This comment shows that he does not care about what he should do in his environment. And he will not care if everybody says he is still childish.

“It’s partly true, but it isn’t all true. People always think something’s all true. I don’t give a damn, except that I get bored sometimes when people tell me to act my age. Sometimes I act a lot older than I am. I really do, but people never notice it. People never notice anything.” (p. 12).

From the speech above, Holden shows that he does not want to be critized by anybody. This shows his childishness, that he does not want to accept people’s criticism.

His childishness is also shown through his reactions when he tries to solve his own problem. He never thinks the logical way to get a way out of his problem. He never thinks further to solve the problem. He prefers to follow his emotion and ignore to think the right solution. Many incidents show Holden’s childishness in the novel, such as when he gets a problem with a prostitute named Sunny and her bodyguard named Maurice, he prefers to fight them even though he knows that he will lose. When he is already alone, he pictures himself to take revenge on Maurice.

“As soon old Maurice opened the doors, he’d see me with automatic in my
hand and he’d start screaming at me in this very high-pitched, yellow-belly voice, to leave him alone. But I’d plug him anyway, six shots right through his fat hairy belly” (p. 95).

Another example is when he sleeps at his teacher’s home, Mr. Antolini, Holden finds Mr. Antolini patting his head when he wakes up at midnight. He then hurriedly leaves Mr. Antolini’s home without finding out the reason why Mr. Antolini pats his head. He thinks that Mr. Antolini sexually abuses him.

“Boy, I was shaking like a madman. I was sweating, too. When something perverty like that happens, I start sweating like a bastard. That kind of stuff’s happened to me about twenty times since I was a kid. I can’t stand it.” (p. 174).

Something like that also happens after his fighting with his roommate, Stradlater. He prefers to leave the dorm and hangs around in New York and not to go straight home.

When he is bored with the problems, he thinks of an illogical plan with his girlfriend, Sally Hayes. He plans that he and Sally can live somewhere and get married. He pictures that he can handle all the problems they will have, even to chop their own wood.

“I could chop all our own wood in the winter time and all. Honest to God, we could have a terrific time! Wuddaya say? C’mon! Wuddaya say? Will you do it with me? Please!” (p. 120).

Holden does not aware that it is quite impossible to do. He does not aware that they are still immature to start their own life. He thinks that everything would be okay for them, without any problems. Holden thinks that it would be easy for them.

Sally thinks in more logical ways. She gives Holden many aspects to consider.
“Because you can’t. That’s all. In the first place, we’re both practically children. And did you ever stop to think what you’d do if you didn’t get a job when your money ran out? We’d starve to death. The whole thing’s so fantastic, it isn’t even….” (p. 120).

Sally refuses Holden’s idea. She thinks more logically and does not want to take any risk in doing it. Sally thinks that Holden’s idea is irrational and ridiculous.

Holden’s mannerism also shows that he is childish. He lies and uses other name instead his own name when he is introduced to someone. This happens when he is on the train and meets his schoolmate’s mother, Ernest’s mother. He says that his name is Rudolf Schmidt and tells lie story about Ernest to his mother.

“I had her glued to her seat. You take somebody’s mother, all they want to hear about is what a hot-shot their son is. Then I really started chucking the old crap around.” (p. 53).

4.1.2 Cynical

Holden’s speech shows that he is really cynical to other people. Even to his friend and family. Holden claims that he hates almost everything around him. He seldom has a good comment to make about the people around him, even to those who do well. He said cynically that they are phonies and he does not like them.

“I was surrounded by phonies. That’s all. They were coming in the goddamn window. For instance, they had this headmaster, Mr. Haas, that was the phoniest bastard I ever met in my life.” (p. 16).

Holden always gives cynical comments to the person around him. For example, to Stradlater about his good face and body which always makes girls adore him, about Luce who always has adult conversation, about Ackley with his lousy teeth and fingernails. This means that he feels unable to do what they can do and the way he hides it is by mocking the other person. Even though somebody
does a good thing he will not say that it is good unless he likes the person. The only people he likes are his siblings, Allie and Phoebe. The only reason why he likes his siblings is because he thinks that they can accept him as he is. He feels that he can share many things and stories with them, especially his sister Phoebe. He thinks that he can do a lot of things with Phoebe and Phoebe would do them well.

“I taught her how to dance and all when she was a tiny little kid. She’s a very good dancer. I mean I just taught her a few things. She learned it mostly by herself. You can’t teach somebody how to really dance.” (Salinger, 1963: 157).

He even does not like his brother D.B. D.B is a writer who works in Hollywood. He is a kind of a successful man, who can make a lot of money, buy a car and be anything people expect out of him.

“Now he’s in Hollywood, D.B., being a prostitute. If there’s one thing I hate, it’s the movies. Don’t even mention them to me.” (Salinger, 1963: 5).

As D.B’s younger brother, Holden sees that D.B has succeeded in every aspect of his life, his career and his social environment. That is why, he is sort of jealous to D.B. He thinks that he is not able to do the same thing as DB does. This way of thinking makes Holden tend to be cynical of people around him. He thinks that he can hide his inability by acting cynically towards other people.

4.1.3. Introvert

The other characteristic that Holden shows to the writer is his being an introvert. He does not want many people to know about him and his problem. He once spoke:

“Besides, I’m not going to tell you my whole goddamn autobiography or anything.” (p. 1)
He is so careful to tell his story to other people. Sometimes he prefers to pretend as someone else when he is introducing himself to other people. He uses other names instead of his own name.

“‘Rudolph Schmidt’. I told her. I didn’t feel like giving her my whole life history’”. (p. 52).

He does not want to share his private stories about himself or his family except to someone that he really believes in.

“She was the only one, outside my family, that I ever showed Allie’s baseball mitt to, with all the poems written on it.” (P.).

He has only few friends because he keeps himself in distance from other people. He is only interested in some friends that he considers cool. It is so hard to know how he thinks someone as a good friend. He does not like the people who have too many special things or capabilities. Anyway, he does not like them who are popular or a big shot.

Holden never tells his problem to his family. Even to his own parents. He does not think his problems are serious and he delays in trying to solve them, he keeps his problems to himself. He does it when he has just dropped out from Pencey. He does not want to tell his parents what happened exactly and prefers to hang around in New York before going home. He chooses to hide it and delay in telling his parents.

Holden also does not have any close friends at school or the dorm, even his roommate. The closest friends for him are Ackley and Stradlater, who often have conversations with him, but he behaves rudely to them. He even fights Stradlater because of a silly reason and it makes him leave dorm earlier than he is supposed to.
“All of a sudden, I decided what I’d really do, I’d get the hell out of Pencey—right that same night and all. I mean not wait till Wednesday or anything. I just didn’t want to hang around any more. It made me too sad and lonesome.” (p. 48-49).

Holden thinks that he will be more depressed if he stays longer in Pencey. He has no friends to share his problems with. If he has a problem with somebody, he prefers to leave the person than try solve it.

4.1.4 Pessimistic

Holden lives in an urban family. He has a brother who is considered to be successful in life because of having a good job and can make much money. His parents are working parents who are always busy with their jobs and can provide a good life for their children.

Holden thinks that he cannot do the same things as his brother and father do. He always flunks his subjects at school and ends up by dropping out of school. He thinks that he has already failed to fulfill people’s expectation of him. That is why he judges many people as phonies especially those who do well in their environment. It is the only way for him to hide his jealousy because he cannot be like them. He sometimes sees that he cannot exist in his environment, school, family or society. The persons who can accept him are his siblings, Allie and Phoebe. They always want to hear his story and they often share many things.

In his school environment, Holden also thinks that he cannot do as well as his friends. The way he always flunks almost all of his subjects also affects his own assumption of himself. When he cannot do well, he prefers to admit it.

“DEAR Mr. SPENCER [he read out loud]. That is all I know about the Egyptians. I can’t seem to get very interested in them although your lectures are very interesting. It is all right with me if you flunk me though
as I am flunking everything else except English anyway. Respectfully yours, HOLDEN CAULFIELD.” (p. 14).

Holden knows that he will flunk the subject and he admits it to his teacher, Mr. Spencer. This character is also shown when he has the fight with his roommate, Stradlater. He lost the fight and finally he admits that he has had already two fights in his life and he lost both of them.

“It partly scared me and it partly fascinated me. All that blood and all sort of made me look tough. I’d only been in about two fights in my life, and I lost both of them. I’m not too tough.” (p. 44).

4.2 The Influences of the Social Environment to Holden’s Character

There are many things in an individual’s life, which shapes the individual’s character. One of them is an individual’s social environment. The writer decides to analyze the influences of social environment to Holden’s character in order to find out how his social environment shapes his motivation to adapt in it, which will be discussed on the next subheading.

4.2.1 Holden’s Social Environment

Holden’s social environment is the most dominant way which shapes Holden’s character. In this novel, Even though Holden lives in dorm, he still spends lots of lost of his time outside of his dorm, especially when he still stay at home. That is why, the writer discusses Holden’s social environment first in the thesis.

Holden comes from an urban family who lives in an apartment in New York City, the people there tend to be independent and they seldom talk to each other. His parents also work and he only spends his childhood with his sister Phoebe and his brother Allie. His parents always leave their children at home and think that
everything is going to be all right. This condition makes Holden do not get much attention and he seldom spends his time with his family. The only people who always near him are his siblings, Allie and Phoebe. Allie has passed away, and Holden feels more depressed and he only has Phoebe as his close friend. This condition turns Holden into a cynic who has a negative thought about the people near him. He thinks that nobody can understand him except Phoebe and claims that other people are phonies.

“What a deal that was. You never saw so many phonies in all your life, everybody smoking their ears off and talk about the play so that everybody could hear and know how sharp they were.” (p. 115).

The way he thinks that Phoebe his only close friend makes he does not want to get close with other people. It makes him being an introvert and have only few friends. He is only interested in some people he likes but he makes it not too close. Holden shows this in the beginning of the story.

“I’m not going to tell you my whole goddamn autobiography or anything. I’ll just tell you about this madman stuff that happened to me around last Christmas just before I got pretty run-down and had to come out here and take it easy.” (p. 5).

4. 2. 2 Holden’s School Environment

At his school dorm, Holden seldom talks personally to his friends, even to his own roommate, Stradlater. He thinks that there is no use to talk with Stradlater because the only thing Stradlater care with is him self. He once quarreled with Stradlater because of an unimportant matter and it ends up with their fighting. This condition makes him not to tell anything to his friends at dorm, he prefers to keep anything by himself.
Holden’s experience at his previous dorm before Pencey also influences him to be an introvert person. It is at Elkton Hills. There is his friend at Elkton Hills, named James Castle, who does not want to take back something he says about Phil Stabile. James Castle calls him a very conceited guy. One of Stabile’s friends goes and squeals on him to Stabile. So Stabile, with his friends goes down to James Castle’s room and tries to make him take back what he says, but he does not want to do it. Finally, what James Castle does, instead of taking back what he says, he jumps out the window. Holden feels sorry for that incident. He thinks that it is not fair for James Castle, because he thinks that those guys who bother James deserve more punishment than only being expelled from school.

“Then I heard everybody running through the corridor and down the stairs, so I put on my bathrobe and I ran downstairs too, and there was old James Castle laying right on the stone steps and all... All they did with the guys that were in the room with him was expel them. They didn’t even go to jail.” (p. 154).

Holden also tells that no teacher cares about James. The only teacher who cares is only Mr. Antolini. He still thinks that it is not fair for James. It makes him never really trust in anybody. Mr. Antolini whom he trusts in also makes him disappointed. It happens when he sleeps at Mr. Antolini’s house and finds him patting his forehead. Without thinking further, Holden assumes that Mr. Antolini sexually abuses him. He leaves the house quickly without asking Mr. Antolini first. Holden says that he once had that kind of experience in his childhood and he believes that someone can do it again to him.

“Boy, I was shaking like a madman. I was sweating, too. When something perverty like that happens, I start sweating like a bastard. That kind of stuff’s happened to me about twenty times since I was a kid. I can’t stand it.” (p.
It is Holden’s experience that influences his personality to be an introvert person. He then losts his respect to Mr. Antolini, while before that incident, he thinks that Mr. Antolini is the only person whom he can tell his problem to outside of his siblings, Allie and Phoebe.

4. 2. 3 Holden’s Family Environment

In his family, Holden has three siblings, a sister and two brothers. He sees that his siblings always do everything well, especially at their school. D.B., his big brother goes to Hollywood as writer. He is popular enough that some film directors ask him to write film scripts. He also can earn much money every month and he can afford to buy a car, in more simple words, D.B. is a kind of successful man. Holden’s father is also a lawyer. He is a kind of working parent who can afford to give a good life to his family. Holden thinks that his father and big brother are the ideal men who are considered to be successful. That is why he thinks that he fails to make his life when he flunks most of his subjects at school and then dropped out from Pencey. This condition affects him to be pessimistic that he prefers to hide his inability to do the same as people do in his life by thinking of running away from his problems. The fact that he lives the same room with a big shot named Stradlater also affects him to feel inferior and pessimistic that he can do the same.

4. 3 How Holden Acts Towards His Social Environment

According to Maslow, there are five hierarchies of needs. They are self
actualization of need, esteem need, belonging need, safety need and physiological need. Those needs can be one of motivations for someone to do something and it will be shown from how someone acts or speaks. For example, if someone is hungry, he will look for food because he needs to eat, therefore, to eat is his motivation in attempting to get some food. Someone will also try to get people or his family attention when he needs to be accepted by some people around him. And the need is also being his motivation in trying to get attention. Here, the writer analyzes how Holden acts in his social environment because it will show his motivation to do it especially in adapting to his social environment.

4. 3. 1 Holden Never Thinks Further to Solve His Problem

When he has a problem, he seldom thinks about a way out seriously. He does not think further, and prefers to solve it in a hurry. It is shown when Stradlater says that he makes a bad English composition for him. He tears and throws the paper in the wastebasket without asking Stradlater first.

“I didn’t answer him. I just threw the pieces in the wastebasket. Then I lay down on my bed, and we both didn’t say anything for a long time. He got all undressed, down to his shorts and I lay on my bed and lit a cigarette.” (p. 40).

He also does the same thing when he is having a problem with a prostitute named Sunny and her bodyguard Maurice. He prefers to fight him even though he knows that he will lose. When he loses, he imagines that he will take revenge on him.

“As soon as old Maurice opened the doors, he’d see me with the automatic on my hand, and he start screaming at me, in this very high-pitched, yellow –belly voice, to leave him alone. But I’d plug him anyway. Six
shots right through his fat hairy belly.” (p. 95).

That is illogical, they way he imagines is really different from the reality. His short thinking is also shown when he is bored with his problems. He thinks that he will go somewhere else where nobody can judge him and ask him to do what he does not like. He pictures himself living in some place where nobody knows him. That is what he decides to do when he thinks that he gets depressed because of his problem.

“Finally, what I decided I’d do, I decided I’d go away. I’d decided that I’d never go home again and I’d never go away to another school again. I decided I’d just see old Phoebe and sort of say good-by to her and all, and give her back her Christmas dough, and then I’d start hitchhiking my way out West.” (p. 178)

Holden’s plan to go West and to picture his ideal life also shows that he does not really have good interaction with the people around him. He pictures himself to get a job at a filling station somewhere, put gas and oil in people’s cars. He also plans to pretend to be a deaf person so that he will not have much conversation with anybody which he considers to be useless.

“I figured I could get a job at filling station somewhere, putting gas and oil in people’s cars. I didn’t care what kind of job it was, though. Just so people didn’t know me and I didn’t know anybody. I thought what I’d do was, I pretend I was one of those deaf-mutes. That way I wouldn’t have to have goddamn stupid useless conversation with anybody.” (p. 179).

Holden also tends to blame anybody or anything around him. He cannot think something smart and logical to do.

“I ignored him. I really did. I went right on smoking like a madman. All I did was sort of turn over on my side and watched him cut his damn
toenails. What a school. You were always watching somebody cut their
damn toenails or squeeze their pimples or something.” (p. 41).

4. 3. 2. Holden Blames Other Things around Him

Holden blames the school as the reason for dropping out from Pencey. He
says that he does not like the school because it is full of phonies. He denies his
own fault in flunking in most subjects in his school. He blames his friends,
teachers and headmaster. He thinks that they are the reason why he cannot stay in
school.

“A million reason why. It was one of the worst schools I ever went to. It
was full of phonies. And mean guys. You never saw so many mean guys
in your life. For instance, if you were having a bull session in somebody’s
room, and somebody wanted to come in, nobody’d let them in if they were
some dopey, pimply guy.” (p. 151).

Holden tells Phoebe so many excuses why he does not like the school. He
thinks that they are the causes of his constant discomfort at school. Phoebe says
that he never likes anything and she asks Holden to mention something he really
likes and wants to be.

“Because you don’t. You don’t like any schools. You don’t like a million
things. You don’t.”

“I do! That’s where you’re wrong—that’s exactly where you’re wrong! Why
the hell do you have to say that?” I said. Boy, was she depressing me.

‘Because you don’t.’ She said. ‘Name one thing.’

‘One thing? One thing I like?’ I said. ‘Okay’

The trouble was, I couldn’t concentrate too hot. Sometimes it’s hard to
concentrate.” (p. 153).

Holden cannot think about anything, which Phoebe wants to hear.

Phoebe’s expectation is that Holden would mention a profession such as a doctor
or a lawyer. Finally Holden says that he wants to be a catcher in the rye. He
imagines that he stands on the cliff or something and watches the children who are
playing in the rye field. Then Holden pictures himself to save the children who are
lost in the middle of the rye field.

“I thought it was ‘if a body catch a body,’ I said. Anyway, I keep
 picturing all these little kids playing some game in this big field of rye and
all. Thousand of little kids and nobody around. Nobody big, I mean except
me. And I’m standing on the edge of some crazy cliff. What I have to do, I
have to come out from somewhere and catch them. That’s all I’ll do all
day. I’ll just be the catcher in the rye and all. I know it’s crazy. But that the
only thing I really like to be. I know it’s crazy.” (p. 156).

Holden gets this idea when he is walking in the park. He meets a family
who has the children singing a song “If a Body Catch a Body Coming through the
Rye”. It shows the writer that Holden wants to be worthwhile for the other person.
He thinks that he has made many mistakes in his life. Holden assumes that being a
catcher in the rye is the only thing that he can do. This intention implies that
Holden wants to be useful for the other person. His way of thinking which
considers many people as phonies makes him see children as the innocents that he
has to save them by being their guidance in the rye field.

“I left all the foils and equipment and stuff on the goddamn subway. It
wasn’t all my fault. I had to keep getting up to look at this map, so we’d
know where to get off. So we got back to Pencey around two-thirty instead
of around dinner time.” (p. 6).

One thing that is clear about Holden is that he is a rebellious boy. He
thinks that someone is not supposed to obey the rule if he does not feel like it.
Holden once had a conversation with his teacher, Mr. Antolini. Mr. Antolini asks
him the reason why he fails his subjects. He answers that many things make him
do that. He tells about the class where they have to make a speech in front of the
class. He says that they have to stick to the point of what they are talking all the
time. When somebody is making a speech in front of the class, and he is starting nervous and not to stick to the point anymore, the class is supposed to yell “digression!” at him. He said that it drives him crazy and that somebody can go off the subject he is talking about when he wants to do it.

“…but what I mean is, lost of time you don’t know what interests you most till you sat talking about something that doesn’t interest you most. I mean you can’t help it sometimes. What I think is, you’re supposed to leave somebody alone if he’s at least being interesting and he’s getting all excited about something.” (p. 166).

Mr. Antolini says that he just cannot do something like that. There are some rules in society that he has to follow. He says that they have time for everything.

“Holden… One short, faintly pedagogical question. Don’t you think there’s a time for everything?” (p. 166).

Holden behaves nicely to the children. He complaints about some writing on Phoebe’s school wall. There are some “fuck you” signs on the wall. He imagines is some children see it, they will start to ask what the meanings are. He thinks that they are innocent and they are not supposed to see those signs. He says everything that children do would be okay even though it will be consider to be fool if adults do them. The only people that he does not blame in his life are children.

4. 3. 3. Holden Prefers to Ignore What He Sees around Him

Holden tends to ignore what is happening around him. He pretends that it is not his business even though it is his responsibility. It is shown when he leaves the football game where he is supposed to be the manager of the team. He does
not care about it though. What he does, he goes to his teacher’s house to say a kind of goodbye because he is no longer to stay at school anymore.

“I was the goddamn manager of the fencing team. Very big deal. … I left all the foils and equipment and stuff on the goddamn subway. It wasn’t all my fault. … The whole team ostracized me the whole way back on the train. It was pretty funny, in a way.” (p. 7).

Holden does not care what happens to the team. The only thing he cares about is himself.
CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter contains two parts: conclusions and suggestions. The conclusions deal with the answers to the problem formulation after the writer has finished analyzing the main character of the novel. The suggestions talk about the suggestion for the next researcher and the suggestion for the implementation of the novel in teaching English, especially suggestion for teaching reading.

5. 1. Conclusions

5. 1. 1 Holden’s Characteristics

The writer finds that there are four major characteristics of Holden Caulfield. The first character found by the writer is Holden’s childishness. Second, Holden also tends to be pessimistic. He thinks that he cannot do the same as people do around him. Third, Holden is an introvert person. He never shares many things secret things to other people, except his siblings, Allie and Phoebe, therefore he only has few friends. Fourth, Holden is a cynical person who tends to be cynical to everything around him.

5. 1. 2 The Influences of Social Environment to Holden’s Character

Holden’s environment also influences Holden’s character. In this case, the environment strengthens Holden’s character. In other words, Holden’s environment supports and shapes Holden to be what he thinks and knows about
himself. In this study, the writer mentioned three kinds of environment, which influences Holden’s character. They are social environment, family environment and school environment. Those environments support Holden’s characters to be stronger. For example, Holden’s social environment that is in the urban area makes him more cynical, where people there seldom talk to each other. Holden’s family environment also supports Holden to be a pessimist who is often feels inferior, especially to his father and brother. It happens because he thinks that he cannot achieve what his father and brother have achieved. Holden’s school environment shapes Holden to be an introvert person where he does not trust anybody in to share everything because he sees that everyone are busy with their own problem and that he sees many competitions there. He thinks that he sees so many phonies that he thinks it would be ridiculous to join them.

5. 1. 3 How Holden Acts to His Social Environment

In this study, the writer finds how Holden acts to his environment, especially when he is having his problems. First, Holden tends to be impulsive to react to his circumstances. He will do something based on what he thinks accidentally. Second, Holden tends to blame other things or other person for his own failure. Lastly, Holden tends to ignore what happens or what he sees around him.

5. 1. 4 Conclusions about Holden’s Motivation

Based on the analysis done in chapter 4, the writer can make a conclusion about how is exactly Holden’s motivation to adapt himself in his social environment. Here, the writer can say that Holden is a person who does not really
like to mingle with society. He seems to have low motivation to gather with the people around him. He keeps his distance to many people around him to hide his inability to do the same as other people do. This makes him to have only few friends. He does not care about this anyway, what he concerns about is only his own life. He says that he does not give a damn with what people say and think about him. Seeing and hearing many people say about him only makes him depressed and uncomfortable.

5.2 Suggestions

There are two parts in this subheading. The first is the suggestion for next researchers. The second is the suggestion for the implementation of *The Catcher in the Rye* in teaching.

5.2.1 Suggestion for the next Researchers

*The Catcher in the Rye* is an interesting novel. There are many aspects that can be studied through the novel. We can see many aspects of teenager’s life through this novel. For the future researchers, the writer suggests to analyze through this novel. The future researchers may analyze the relationship between Holden and his friends, especially his friend at school dorm. It seems that Holden keeps his distance from his friends. Through this analysis, the researcher can know more deeply how relationships are between teenagers in America around that time. What makes them intimate with each other or what makes them keep their distance from each other is an interesting topic to analyze. In other words,
analyzing a teenager’s life through *The Catcher in the Rye* would be interesting.

**5. 2. 3 Suggestion for Teaching Reading**

Literature text can be used in teaching reading, since it is interesting to read and also can increase students’ vocabulary. The students can study the culture and the topic discussed in the novel, and it will make the students have the variety of teaching and learning sources.

In this study, the writer suggests one chapter of *The Catcher in the Rye* to teach reading to the advanced learner of English, especially to tech Extensive Reading 2 for English Education Study Program. By doing this activity, the students can increase their understanding when reading the novel. The students can also practice their ability to summarize a portion of a novel and also increase their vocabulary. There are some preparations before doing this activity:

1. The teacher prepares to model the activity by selecting a piece of dialogue spoken by a character in the novel.
2. The teacher prepares some explanation of the quotation chosen from the novel.

The procedures can be done as follows:

1. Tell the students that they are going to choose some words or dialogue spoken by a character in the novel. The teacher also explains how they should choose the quotation from the novel. For example, they might choose a quotation that shows something interesting about a character or a story which seems funny and when they have chosen it, they should write it on a piece of paper without changing anything.
2. The teacher gives an example to the students of the quotation from the
teacher’s reading.

~ Write the quotation on the board or distribute the copies.

~ Briefly explain the scene or part containing the quotation and how it relates to the plot of the story in the novel.

~ Identify the character whose dialogue is being quoted.

~ Explain the reason for choosing that particular quotation from the novel.

3. Tell the students to choose their favorite quotation from the novel they are reading, analyze it and later they will have to report it to the class.
Bibliography


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1

Summary of the Story

_The Catcher in the Rye_ is a novel which talks about the story of Holden Caulfield, a teenager of seventeen-years old. It is a story of long flashback through Holden’s memory. The story took place over a two-day period the previous December. In this novel, Holden Caulfield is a narrator of the story and also as the protagonist.

Holden begins the story at Pencey Prep, a private school in Pennsylvania on Saturday afternoon of a traditional football game with school rival, Saxon Hall. As the manager of the team, Holden leaves the game and prefers to see his history teacher to say goodbye. Holden has been expelled and is not to return after Christmas break, which begins Wednesday.

After saying goodbye to Mr. Spencer, Holden goes back to the school dorm. Wearing his strange red hunting hat, Holden begins to read that finally Ackley disturbs him. He cannot concentrate to read because his roommate, Stradlater, comes and asks him to do a composition for him. Stradlater fails to appreciate a theme that Holden has written for him. The two roommates fight, Stradlater wins easily. Holden then decides to go of Pencey and catches a train to New York City. He is afraid of his parents because of his flunking out of school, therefore he plans to stay in a hotel until Wednesday then returns home for Christmas vacation.

On the train, Holden meets his classmate’s mother and uses other name instead of his own name to introduce. He severely distorts the truth by telling her
what a popular boy her son is.

Holden gets to Manhattan Hotel and check n the room. His room faces windows of another wing of the hotel, there he observes assorted behavior by “perverts”. Holden then goes to the hotel lounge and he meets three women there and enjoys dancing with them. Following a disappointing visit to Ernie’s nightclub, Holden agrees to have a prostitute named Sunny. Finally Holden does not dare to have a sexual intercourse with Sunny. He prefers to pay Sunny and asks her to leave his room. To his surprise, Maurice, her bodyguard, soon returns with her and beats up Holden for more money. He has lost two fights in one night. Tit is near dawn Sunday morning.

After a short sleep, Holden calls Sally Hayes, a familiar date, and agrees to meet her that afternoon to go to a play. Meanwhile, Holden leaves the hotel and checks his luggage at Grand Central Station. When he has his breakfast, he meets two nuns who are looking for charity. After that, Holden goes to a cassette shop and buys a record for his sister Phoebe. It is “Little Shirley Beans”. On his way to the shop, he passes a family who has a children sings a song “If a Body Catch a Body Coming through the Rye”. He feels more depressed.

Finally he meets Sally at the play and after that they go to skate at radio City. They fight there because Holden tries to discuss things that really matter to him and suddenly suggest that they run off together. Holden then leaves after saying rude words to Sally and sees the Christmas show at Radio City Music Hall. He gets very drunk there. Throughout the novel, Holden has been worried about the ducks in the lagoon at Central Park. He tries to find them but only manages to break Phoebe’s recording on the way. Exhausted physically and mentally, he goes
home to see his sister.

Holden and Phoebe are close friends as well as siblings. He tells her that the one thing he’d like to be is “the catcher in the rye”. He would stand near the edge of a cliff, by a field of rye, and catch any of the playing children who are lost in the rye field. Holden then leaves home and goes to Mr. Antolini’s house, his favorite teacher where he hopes to stay there for few days. Startled, Holden awakes in the predawn hours to find Antolini patting Holden’s head. He quickly leaves.

On Monday morning, Holden plans to meet Phoebe for lunch. He plans to say good-bye and goes west where he hopes to leave as a deaf–mute and nobody knows him. Phoebe insists on leaving with him, and he finally agrees to stay. Holden’s story ends with Phoebe riding a carrousel in the rain as Holden watches.

Adapted from: http://www.cliffsnotes.com/WileyCDA/LitNot/The-Catcher-in-the-Rye.id
Appendix 2

**LESSON PLAN**

Subject: Extensive Reading 2  
Goal: Students can improve their reading skills through literary and works, scientific or journalism writing.  
Topic: Holden Caulfield’s Character in *The Catcher in the Rye*  
Level: 4th Semester of English Language Education  
Time: 2 x 50’

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<thead>
<tr>
<th>Basic Competencies</th>
<th>Achievement Indicators</th>
<th>Learning Experiences</th>
<th>Form of Evaluation</th>
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<tbody>
<tr>
<td>- Students are able to understand about narrative passage taken from <em>The Catcher in The Rye.</em></td>
<td>- Students are able to read the text given</td>
<td>- The Students read the story to understand the content, to know the character and the theme of the story</td>
<td>- Student’s report</td>
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<td>- Students are able to read the text given</td>
<td>- Students are able to summarize the particular quotation or dialogue they have chosen</td>
<td>- The teacher informs the students that they have to choose a</td>
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<td>- Students are able to understand the</td>
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<td>quotation or dialogue they have chosen then to report it to the class</td>
<td>particular quotation they want to analyze</td>
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<td>-The teacher models the activity by giving the example to the students of how they will do it.</td>
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<td>-The teacher asks the students to do it by themselves</td>
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Appendix 3

Short Description about Extensive Reading II

Extensive Reading II is taught in fourth semester of English Language Study Program in Sanata Dharma University.

Goal : Students improve their reading skills through literary works and scientific or journalism writing.

Topics : Expository readings, literary works, text background, scientific writing and vocabulary.

Learning Strategies : Reading exercises, discussions and individual/group assignments.

Evaluation : Quizzes, individual/group assignments, mid-term tests I

Taken from: Panduan Akademik Program Sutdi Pendidikan Bahasa Inggris Untuk Dosen dan Mahasiswa (2004)
Appendix 4

**Teacher’s Explanation before the Students Do the Exercise**

This quotation is taken from chapter 1 page 5:

“If you really want to hear about it, the first thing you’ll probably want to know is where I born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don’t feel like going into it, if you want to know the truth. In the first place, that stuff bores me, in the second place, my parents would have about two hemorrhages apiece if I told you anything personal about them.” (p. 5).

Explanation:

This is a quotation taken from chapter 1, page 5. It is a beginning of the story and the author makes the character as the narrator. In this quotation, the character starts to tell the readers about what happens with him.

This quotation is spoken by Holden Caulfield, the main character in *The Catcher in the Rye*. It is interesting to analyze because the first sentence catches readers’ attention. It is “If you want to know about it...”. This quotation also shows the readers that the main character is a disordered person who does not really care about his surrounding. He also does not want anybody knows about him and his family more deeply. He only discusses what he thinks necessary to discuss. Therefore, he only focuses to the point he wants.

This quotation is taken from chapter 1 page 12:
“It’s partly true, but it isn’t all true. People always think something’s all true. I don’t give a damn, except that I get bored sometimes when people tell me to act my age. Sometimes I act a lot older than I am, I really do, but people never notice it. People never notice anything.” (p. 12).

Explanation:
This quotation is taken from chapter 2 pages 12. This quotation is spoken by Holden Caulfield, the main character in The Catcher in the Rye. He complaints that many people always protest what he does. He is said to be childish and never acts maturely. He says that sometimes he acts a lot older but nobody saw it. Therefore he says that people never notice anything good in him.
Appendix 5

Biography of J.D. Salinger

Jerome David was born on New Year’s Day of 1919 in New York. He is the second and last child of Sol and Marie Jillich Salinger. He had a sister, Doris. Salinger’s father, a successful importer of meats and cheeses, was Jewish, his mother Scotch-Irish. Like most of Salinger’s central character, the family lived in the relative comfort of the upper-middle class.

When he studied as an average student in public school on the Upper West Side in Manhattan, he was said to be a quiet, polite, somewhat solitary child. His parents enrolled him in McBurney School in Manhattan in 1932 but he did not adjust well to the private school and struggled with grades. Concerned about their son’s academic performance, his parents sent him to Valley Forge Military in Pennsylvania when he was 15 years old. There, he was active in drama and singing clubs. He sometimes wrote fictions by flashlight under his blankets at night and contributed to the school’s literary magazine. As an editor of the academy’s yearbook, Crossed Sabres, he published a poem in it that become the lyrics to the school’s anthem. He graduated from Valley Forge Military Academy in June of 1963. Salinger then attended New York University but withdrew to try performing as an entertainer on a Caribbean cruise ship. His father tried, in vain, to interest Salinger in the import business during a trip to Europe in 1937. Returning to school at Ursinus College in Collegetown, Pennsylvania, in 1938, Salinger wrote a column of humor, satir, and reviews, called “Skipped Diploma” for the college newspaper. At the age of 20, in 1939, Salinger enrolled in a short-
story writing course at Columbia University taught by Whit Burnett, a writer and important editor. Salinger then sold his first story to Burnett’s Story magazine for twenty-five dollars the next year. Salinger published a grateful tribute to Burnett in *Fiction Writer’s Hand-Book* in 1975.

During the war, Salinger served as an enlisted man, reaching the rank of sergeant, and continued writing. He received counterintelligence training and landed on Utah Beach, Normandy, on D-day (June 6, 1944). Sergeant Salinger participated in five campaigns in Europe, witnessing some of the heaviest fighting in the war. This perhaps scarred him emotionally, and it is likely that he drew upon his wartime experiences in several stories, such as *For Esme with Love and Squalor*, which is narrated by traumatized soldier. He continued to publish stories in magazine such as *Collier’s* and *The Saturday Evening Post* during and after war experience.

In 1946, a ninety-page novella (a short novel) about Holden Caulfield was nearly published, but Salinger withdrew from the agreement. Another five years passed before he introduced the classic in novel form.

In September of 1945, while still in Europe, Salinger married a French professional, named Sylvia (whose maiden name is unknown) and divorced in 1947. He married Claire Douglas on February 17, 1955. The couple had a daughter, Margaret Ann, and a son, Matthew, but divorced in 1967.

Appendix 6

**J.D. Salinger’s Works**

**Published and Collected**

~ The Catcher in the Rye (1951) Holden Caulfield

~ Nine Stories (1953)
  
  ~ A Perfect Day of Bananafish (1948)
  
  ~ Uncle Twiggy in Connecticut (1948)
  
  ~ Just Before the War with the Eskimos (1948)
  
  ~ The laughing Man (1949)
  
  ~ Down at the Dinghy (1949)
  
  ~ For Esme with Love and Squalor (1950)
  
  ~ Pretty Mouth and Green my eyes (1951)
  
  ~ De Daumier-Smith’s Blue Period (1952)
  
  ~ Teddy (1951)

~ Franny and Zooey (1961)

~ Raise High the Roof Beam, Carpenters and Seymour: An Introduction

~ The Kit Book for Soldiers, Sailors and marines (1943)


~ Wonderful Town. New York Stories from the New Yorker. Ed: David Remnick
Published and Collected

~ The Young Folks (1940)

~ The Heart of a Broken Story (1941)

~ Personal notes on an Infantryman

~ The Varioni Brothers (1943)

~ Both Party Concerned (1944)

~ Last Day of the Last Furlough (1944)

~ Once a Week won’t Kill You

~ Elaine (1945)

~ The Stranger (1945)

~ I’m Crazy (1945)

~ A Young Girl in 1941 with no Waist at All (1947)

~ The Inverted Forest (1947)

~ Blue Melody (1948)

~ Hapworth 16, 1924 (1965) Glass Family-A Letter from Seymour about Buddy, last known Salinger’s work.

Unpublished and Uncollected

~ The Ocean Full of Bowling Balls (Date Unknown)

~ The Last and Best of the Peter Pan’s (Date Unknown)

~ The Magic Foxhole (1945)

~ Two Lonely Men (1944)

~ The Children’s Echelon (1944)

Adapted from: http://www.cliffsnotes.com/WilleyCDA/LitNot/The-Catcher-in-the-Rye.id
Appendix 7

J. D. Salinger’s Picture

J. D. Salinger  (1919 - )

Category: American Literature

Born: 1919

New York City, New York, United States

Adapted from: http://www.cliffsnotes.com/WilleyCDA/LitNot/The-Catcher-in-the-Rye.id