



HOLDEN CAULFIELD’S JUVENILE DELINQUENCY ACTS MOTIVES IN THE CATCHER IN THE RYE

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ABSTRACT

This thesis is entitled “An Analysis on the Motives of Juvenile Delinquency Acts Committed by Holden Caulfield in The Catcher in the Rye Novel”. The objectives of this study are to find the motives of juvenile delinquency acts committed by Holden Caulfield and to analyze the aspects of teenage education in the juvenile delinquency acts committed by Holden Caulfield. The writer used descriptive – qualitative method to analyze the novel which is needed to be analyzed by words since the aim of this study is to find the motives of juvenile delinquency acts committed by Holden Caulfield and analyze the aspects of teenage education in the juvenile delinquency acts committed by Holden Caulfield. Based on the analysis that has been done, there are five motives which lead Holden Caulfield to do juvenile delinquencies. The motives are caused of physiological need, safety need, belonging and love need, esteem need, and the last one is the self – actualization need. From all the motives that mentioned above, the belonging and love need is the strongest motive for Holden to do juvenile delinquency. Then, there are also some aspects of teenage education which can be learned from the novel of The Catcher in the Rye by J.D Salinger, such as in the process of growing up, parents should pay attention to teenagers’ way of thinking, and consider their attitudes in facing the problems that sometimes occur. The introduction for basic knowledge of norms, laws, and religion would help them to understand their values in society.

Keywords: *Analysis, Motives, Juvenile delinquency, The Catcher in the Rye, novel*

INTRODUCTION

Literature is a work of art that used language in describing human life and their relations with other people, society, and themselves. The language used in literature work is described with artistic words. There are many kinds of literature works whereas novel is one of them. Novel shares stories to the readers with words and lines. Stories explore how interesting people act while dealing with significant problems at an important time in their lives. They explore human

vulnerabilities and strengths, and are usually focused on a character’s goals and dilemmas (Morrell, 2006:3). The elements of novel are divided into two; they are intrinsic and extrinsic elements. The intrinsic elements are such as theme, plot, character, setting, point of view, and tone. Then, the extrinsic elements of novel are social aspect, cultural aspect and religion.

In this study, the writer focused on the main character of the novel The Catcher in the Rye that set in the year 1950, Holden

Caulfield. *The Catcher in The Rye* is a novel written by J.D Salinger which focuses on Holden Caulfield, a 16 years old boy that had problems in accepting the process of growing up. According to Barrett *et al* (2005:3-4), variations in children's patterns of understanding as a function of their own sociocultural context is, of course, to be expected if children's knowledge in societal domains is heavily dependent upon the provision of information to the child by salient socialization agents such as television, parents, peers, and teachers. Based on the explanation, Holden Caulfield as someone who was in the process of growing up might have some issues in understanding his environment. His failure to understand his environment caused him to commit juvenile delinquency.

This case of committing juvenile delinquency by adolescent is related to psychology field as it deals with human emotion. The cause of these acts can come from various reasons. It mainly involves the person's personality to know the motive of doing some juvenile delinquency acts. Personality includes something about you, including your basic disposition, your emotion, your behavior, and everything you learn that becomes part of you (Riker, 1982: 23). The motives or even impulses for doing juvenile delinquency were not only from the person's personality, but also from external aspects. The external influence such as interpersonal relationship and social environment also give an effect toward adolescent behavior. According to Card (1988: 5), motive is what gives moral value to a character's acts. What a character does, no matter how awful or how good, is never morally absolute. Slote (2001:61) added that a morality that grounds everything in some sort of motive/desire or pattern of such is fully capable of understanding the moral

dispositions and capacities not only of unified moral agents but of divided selves as well.

From the explanation above, the writer took interest to do a research with title, "An Analysis on the Motives of Juvenile Delinquency Acts Committed by Holden Caulfield in *The Catcher in the Rye* Novel".

METHOD

In this study, qualitative research applied for analyzing a novel to create more objective and accurate research. The writer used qualitative research because the writer analyzed the novel which needed to be analyzed by words.

Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior. Research in such a situation is a function of researcher's insights and impressions (Kothari, 2004: 5). Structuring content analysis see to filter out particular aspects of the material and to make a cross-section of the material under ordering criteria that are strictly determined in advance, or to assess the material according to particular criteria (Flick *et al*, 2004: 269).

In this study the writer analyzed the motives of juvenile delinquency acts committed by Holden Caulfield using qualitative content analysis with psychological approach. The writer also analyzed the aspects of education found in the juvenile acts using synthesis method. Based on the statements, the suitable type research to analyze the novel was qualitative content analysis with psychology approach. There were four steps that were used by the writer in the technique of data analysis. (1) The writer read the novel of *The Catcher in the Rye* intensively and repeatedly to understand it better. (2) The next step was identifying. In the identifying step the writer identified the sentences, clauses, phrase, and words to answer the problem statement. (3) In the

classifying step, the writer explained and interpreted the data that were collected with some internal and external units of analysis which related to the topic discussed. (4) The following step was describing. The descriptive method was chosen by the writer in reporting the result of the analysis.

FINDING

There are two results in the research, they were; the motives of juvenile delinquency acts committed by Holden Caulfield in the *Catcher in the Rye* Novel and the education aspects in the *Catcher in the Rye* novel.

a. The Motives of Juvenile Delinquency Acts committed by Holden Caulfield in *The Catcher in the Rye*

According to Maslow (1943) people doing something based on the motive received by their physiology and psychology. His theory about motivation can be divided into five categories called ‘general-dynamic’ theory.

The *Catcher in the Rye* is a novel that told a story about Holden Caulfield in 50’ era. As a teenager who seemed to have many troubles in hand, Holden Caulfield actually was only an ordinary teenager with many reasons and motives in doing juvenile delinquencies. Those can be seen from the quotations based on the novel along with their explanations below.

1) The Physiological Need

The physiological needs usually called as homeostasis. The maintenance of physiological parameters such as concentration of ions, blood glucose, arterial blood gases, body core temperature in a narrow range (but around predetermined “set points”) is called homeostasis. Homeostatic regulation involves autonomic systems, endocrine systems and the respiratory system (Janig, 0521845181: 2). The physiological needs include the need of food, the need of

oxygen, the need of sexual intercourse, and the need of body resting. This can be seen from the parts of the novel below:

(1) Last year I made a rule that I was going to quit horsing around with girls that, deep down, gave me a pain in the ass. I broke it, though, the same week I made it—the same night, as a matter of fact. I spent the whole night necking with a terrible phony named Anne Louise Sherman. Sex is something I just don’t understand. I swear to God I don’t. (Salinger, 1951: 37)

The statement by Holden Caulfield above contains sexual intercourse that had been done by Holden Caulfield. It was said that Holden was spending the whole night necking with a girl, which means he had done sexual intercourse with that girl. Then, Holden said that sex was something that he didn’t understand. This statement points out that Holden lacks of sex education which can prevent him from doing uncontrollable sexual acts.

In this case, Holden Caulfield had the physiological need which is the need of sexual intercourse. As explained above, Holden as a teenager who had unstable hormone got an impulse to make a move to a girl and broke his own promise not to playing around sexually. The physiological need is the need of the body, so physically Holden was in need of sexual intercourse that caused him to break his own promise for quit horsing around. It is said as physiological need as Holden only sought for sexual encounter to be along with the girl.

2) The Safety Need

The safety need can be roughly categorized as security; stability; dependency; protection; freedom from fear, from anxiety

and chaos; need for structure, order, law, limits; strength in the protector; and so on. (Maslow, 1054: 39). The motive of safety need can be seen from parts of the novel below:

<< | 112

(1) 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. (Salinger, 1951: 30)

In the quotation above, Holden Caulfield committed juvenile delinquency for running away from school. The vacation for the students of Pencey would be started on Wednesday. However, Holden stated that he got out from Pencey right at that night and would not wait until Wednesday. It means he broke the rule by went out from the school before the official time for vacation was started.

The motive that reflected in the quotation above is about the need for safety. Holden decided to leave Pencey because he could not wait until Wednesday when his parents would know about him being kicked out from that school. Deep down in his heart Holden felt troubled with the fact that he was kicked out from Pencey yet he concealed it with his sarcastic comments, as proved in the quotation below:

I didn't want to go home or anything till they got it and thoroughly digested it and all. I didn't want to be around when they first got it. My mother gets very hysterical. She's not too bad after she gets something thoroughly digested, though. Besides, I sort of needed a little vacation. My nerves were shot. They really were. (Salinger, 1951: 30)

Holden said that he needed sort of vacation when he actually needed the feeling of safety by running away. He was running away from the place where the trouble started which is his school and where the trouble would continue, which is his house. Holden also had a high fantasy of doing dangerous things to escape from reality, as represents below:

(2) What I really felt like, though, was committing suicide. I felt like jumping out the window. I probably would've done it, too, if I'd been sure somebody'd cover me up as soon as I landed. I didn't want a bunch of stupid rubbernecks looking at me when I was all gory. (Salinger, 1951: 61)

In the part of the story above, Holden Caulfield had an intention to jump out from the window and killed himself. As a teenager who had unstable impulse Holden thought of something to kill himself when he felt like he could not cope with the situation. The intention of suicide is an act that includes in the juvenile delinquency.

The intention of suicide by Holden Caulfield was not without any reason. Holden Caulfield was caught in a situation where Old Maurice, the elevator guy got some dough from him with force and beat him up (Salinger, 1951:60). The motive of Holden to have an intention to suicide was because he was tired with what had happened to him. He wanted to have the feeling of safety where people could not beat him up and bully him. So, it can be concluded that Holden had an intention to do suicide because he needed the feeling of safety for himself.

3) The Belonging and Love Need

The belonging and love need can be categorized as affectionate relations with people in general, namely, for a place in his

group or family, and he will strive with great intensity to achieve this goal (Maslow, 1954:43). The belonging and love need can be seen from the parts of the novel below:

(1) I was only thirteen, and they were going to have me psychoanalyzed and all, because I broke all the windows in the garage. I don't blame them. I really don't. I slept in the garage the night he died, and I broke all the goddam windows with my fist, just for the hell of it. I even tried to break all the windows on the station wagon we had that summer, but my hand was already broken and everything by that time, and I couldn't do it. (Salinger, 1951: 22-23)

The quotation above showed that Holden did juvenile delinquency act where he broke all the windows in the garage. This includes in rebellion act with violence. Holden rebellious act made his parents suffered financial loss.

However, Holden did the rebellious act with a certain motive. The motive for Holden to do such act was because the need of belonging and love. It was shown when Holden said that his brother died at the night he broke all the windows in the garage. The action was a burst of emotion when Holden felt he lost something that belonged to him that was his died brother. Holden could not get a grip of himself and start to get violence when he realized he could not get no more love from his died brother.

Holden Caulfield was a lonely boy with different way of thinking. He actually was longed for someone who could understand him and give him affection. This can be seen from the conversation below:

(2) "Would you care for a cocktail?" I asked her. I was

feeling in the mood for one myself. "We can go in the club car. All right?"

"Dear, are you allowed to order drinks?" she asked me. Not snotty, though. She was too charming and all to be snotty.

"Well, no, not exactly, but I can usually get them on account of my heighth," I said. (Salinger, 1951: 34)

In this part, Holden Caulfield offered a lady that he met for a cocktail. It was said that Holden was actually still underage that he could not get alcohol. However, he said by his height people would not feel suspicious as he was more than six feet, which counted to be taller than average teenager on his age.

The motive for Holden to have a thought for offering the lady to get a glass of cocktail was even more interesting. The lady that he met was his friend's mom which he considered as a lady with good personality. The statement from Holden that she was too charming to be snotty gave a sign that Holden felt the lady was someone that he could lean on. It made him felt comfortable to talk to her because he felt she could a little bit understand him. Holden proposed to have a drink so they could continue to talk and Holden hoped for more attention and affection from the lady. The affection of someone older or someone like mother was longed by Holden which made him wanted to prolong their meeting.

The desperation for affection that Holden held inside his mind led him to an agreement with the elevator guy for sending a girl into his room. The motive for Holden to hire a prostitute could be concluded as craving the feeling of belonging and love for himself without anything sexual which proved by a quotation below:

“Don’t you feel like talking for a while?” I asked her. It was a childish thing to say, but I was feeling so damn peculiar. “Are you in a very big hurry?”

She looked at me like I was a madman. “What the heck ya wanna talk about?” she said.

“I don’t know. Nothing special. I just thought perhaps you might care to chat for a while.” (Salinger, 1951: 55)

Even though he had a slight thought about having some fun, but deep down his heart it was not what he really need. He was desperate to have a friend to accompany him and get attention from them. It was reflected on how he only wanted a chat with the paid girl he had in his room. Another proof was also shown on the quotation below:

(3) Then, all of a sudden, I got this idea. “Look,” I said. “Here’s my idea. How would you like to get the hell out of here? Here’s my idea. I know this guy down in Greenwich Village that we can borrow his car for a couple of weeks. He used to go to the same school I did and he still owes me ten bucks. What we could do is, tomorrow morning we could drive up to Massachusetts and Vermont, and all around there, see. It’s beautiful as hell up there, It really is.” I was getting excited as hell, the more I thought of it, and I sort of reached over and took old Sally’s goddam hand. What a goddam fool I was. (Salinger, 1951: 77)

In this part of the novel, Holden persuaded Sally, a girl he dated recently to leave with him. This time Holden committed

serious juvenile delinquency as he tried to bring Sally to go for Greenland Village with him. It can be a crime when he actually did it since they did not have their parents’ permissions to do such big thing of moving to another place.

The motive for Holden’s act this time was obvious. He wanted Sally belong to him only so he purposed an idea of running away. Holden here was craving someone who belonged to him and would give affection of love to him. He went as far as encouraged Sally to go with him when he did not have guarantee that she would agree with it. It reflected that Holden was too desperate to have people’s attention and love. To have Sally go with him was his selfish way to be belonged to someone and to have someone by side as he was actually scared with loneliness.

4) The Esteem Need

All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. These needs may therefore be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Second, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation (Maslow, 1954:45). The motive of esteem need can be seen from the parts of the novel below:

(1) “Why should I?” I said—I was practically yelling. “That’s just the trouble with all you morons. You never want to discuss anything. That’s the way you can always tell a moron. They

never want to discuss anything intellig—”

Then he really let one go at me, and the next thing I knew I was on the goddam floor again. I don't remember if he knocked me out or not, but I don't think so. It's pretty hard to knock a guy out, except in the goddam movies. But my nose was bleeding all over the place. (Salinger, 1951: 26)

From the quotation above, it can be seen that Holden and his friend, Stradlater had a little argument and end up fighting. Holden who got unstable temper smacked Stradlater on the head then continued verbally attack him. However, he then got a few punches from him. It counts as he committed juvenile delinquency of violence act.

The motive as why Holden could commit such act was because he needed to protect his self-esteem which included in the esteem violence. Even though he knew how strong Stradlater was, he still verbally attacked Stradlater who already made him pinned on the floor. It means that Holden really think highly of his self-esteem as a man who did not easily said that he would surrender.

Another proof that reflected how Holden Caulfield actually has a high self-esteem can be seen below:

(2) “All right, chief, let's have it. I gotta get back to work.”

“I told you about ten times, I don't owe you a cent. I already gave her the five—”

“Cut the crap, now. Let's have it.”

“Why should I give her another five bucks?” I said. My voice was cracking all over the place. “You're trying to chisel me.”

Old Maurice unbuttoned his whole uniform coat. All he had on underneath was a phony shirt collar, but no shirt or anything. He had a big fat hairy stomach. “Nobody's tryna chisel nobody,” he said. “Let's have it, chief.”

“No.” (Salinger, 1951: 59)

From the passage above, Holden Caulfield had a fight or an argument with the elevator guy who offered him a girl. It can be said that he committed violence act for fighting with the guy.

It can be seen from the conversation above that Holden Caulfield was sticking rigidly toward his conviction not to pay more. He was stubborn when it comes to maintain his dignity and justice. He had strong self-esteem as he did not want to give up when he knew he was right. He stubbornly stood on his credence and did not want people to take advantage of him. He wanted to be respected. Then for people to know, he still had dignity and dominance.

5) The Need for Self-Actualization

The need for Self-Actualization refers to man's desire for self-fulfillment, namely to the tendency for him to become actualized in what he is potentially. This tendency might be phased as desire to become more and more what one idiosyncratically is, to become everything the one is capable of becoming (Maslow, 1954:46). People who were living a life with people around surely wanted to have achievements as their self-actualization. It is no different with Holden Caulfield who was also craving for self-actualization, as reflected below:

(1) You weren't allowed to smoke in the dorm, but you could do it late at night when everybody was asleep or out and nobody could smell the smoke. Besides, I

did it to annoy Stradlater. It drove him crazy when you broke any rules. He never smoked in the dorm. It was only me. (Salinger, 1951: 24)

The quotation above shows how Holden broke the school rule for smoking inside the dorm. His rebellious act for smoking is obviously a wrong thing to do. It is included in the juvenile delinquency because he committed rebellious act which was breaking the school's rule which forbid their students to smoke inside the dorm.

The motive of Holden for breaking the school's rule by smoking in his dorm was because the need for self-actualization. He did it only to annoy Stradlater. He wanted to be more dominant than Stradlater by smoking in the dorm. Because Holden said that Stradlater went crazy if there were any rule breakers, he did it as a proof that Stradlater was nothing after him. He broke the rule to look cooler than Stradlater beside to annoy him.

b. The Teenage Education Aspects in the Catcher in the Rye.

The Catcher in the Rye is a novel written by J.D Salinger in 1951 which focused on a boy named Holden Caulfield. In the novel of *The Catcher in the Rye* Holden Caulfield as the main character was a boy with difficulty in accepting the process of growing up with all of the consequences. Actually, Holden had his ideal world of himself that he kept inside his mind. However the reality he was living in was far too different with all dark sides he found. Thus, it made him to act in confusion with his ideal kind of the perfect world he had in mind yet with the messed up world he was living in. However, with all of the problems occurred as the consequences of his acts, he gave the readers hidden messages in the aspects of teenage education.

a. The Process of Growing Up

As represented in the theoretical review, in the process of growing up people are experiencing some changes. The changes that we are able to see are the changes of body parts or anatomy and their functions. Then, the changes that we are not able to see are about the psychology changes (PMI, 2008: 4). The process of growing up is influenced by internal factor and external factor. As a teenager who was experiencing the process of growing up, Holden also had his own story that built his character and his way of thinking as represents below:

(1) I was only thirteen, and they were going to have me psychoanalyzed and all, because I broke all the windows in the garage. I don't blame them. I really don't. I slept in the garage the night he died, and I broke all the goddam windows with my fist, just for the hell of it. I even tried to break all the windows on the station wagon we had that summer, but my hand was already broken and everything by that time, and I couldn't do it. It was a very stupid thing to do, I'll admit, but I hardly didn't even know I was doing it, and you didn't know Allie. (Salinger, 1951: 22-23)

At the age of thirteen Allie, Holden's younger brother was died due to leukemia. That matter left him shattered and affecting his life thoroughly. His parents who set him to be psychoanalyzed gave him other kind of trauma which gave him the thought that he was abnormal. When he said that he did not blame his parents for getting him psychoanalyzed was the time he already thought it was his fault and he accepted that he was out of his mind at that time. Even

though as parents they wanted only the best for their children yet they did not consider their children's way of thinking and feeling before they made a decision. That is why teenage education is also necessary for parents to understand. It is because this matter will actually help parents to dive down into teenage way of thinking.

Another thing is Holden grew up from a rich family that made him sometimes to be treated different as other boys from common family's background. However, he did not feel right with the obvious differentiation between the poor and the rich. He did not want people to have a standard about how to treat people based on their family's background, whether they were poor or rich. He did not want people to have a standard about how to treat people based on their family's background, whether they were poor or rich. It can be seen from the quotation below:

(1) For instance, they had this headmaster, Mr. Haas, that was the phoniest bastard I ever met in my life. Ten times worse than old Thurmer. On Sundays, for instance, old Haas went around shaking hands with everybody's parents when they drove up to school. He'd be charming as hell and all. Except if some boy had little old funny-looking parents. (Salinger, 1951: 8)

From the statement above, Holden Caulfield shared about his old headmaster who treated students' parents differently. Holden had a high justice for social life that made him hating people with high status as they usually looked down on people just like what his head master did. The attitude of caring toward each other without looking at their family background should be learned from Holden Caulfield. However, parents should guide them in the process as how to face different kind of people without discrimination.

b. Social Norms and Risky Behavior

Social norms are the system of rules that has been gone down by the society to be obediently done by all the people. The social norms can be based on religion, laws and official regulation, then customary law and traditions (PMI, 2008:15). In the aspect of social norms, Holden was a boy who did not have enough education about religion that he lacked of respect toward things concerning about religion, as reflected below:

(1) "Listen. What's the routine on joining a monastery?" I asked him. I was sort of toying with the idea of joining one. "Do you have to be a Catholic and all?" "Certainly you have to be a Catholic. You bastard, did you wake me just to ask me a dumb ques—"

"Aah, go back to sleep. I'm not gonna join one anyway. The kind of luck I have, I'd probably join one with all the wrong kind of monks in it. All stupid bastards. Or just bastards." When I said that, old Ackley sat way the hell up in bed.

"Listen," he said, "I don't care what you say about me or anything, but if you start making cracks about my goddam religion, for Chrissake—"

"Relax," I said. "Nobody's making any cracks about your goddam religion." I got up off Ely's bed, and started towards the door. I didn't want to hang around in that stupid atmosphere any more. (Salinger, 1951: 29)

It is because teenagers are still in the age of comprehending their lives, so parents should give them more understanding about some base matter concerning how to behave and various norms applied in the society, including respecting religious communities. Religious education should be one of parents' concerns as it will help teenagers in understanding their environment and how to have a certain attitude and be well-disposed.

Holden Caulfield also portrayed a boy who was confused and troubled, yet having this kind of concern toward children's purity. It can be seen from the part of the story below:

(2) While I was walking up the stairs, though, all of a sudden I thought I was going to puke again. Only, I didn't. I sat down for a second, and then I felt better. But while I was sitting down, I saw something that drove me crazy. Somebody'd written "Fuck you" on the wall. It drove me damn near crazy. I thought how Phoebe and all the other little kids would see it, and how they'd wonder what the hell it meant, and then finally some dirty kid would tell them—all cockeyed, naturally—what it meant, and how they'd all think about it and maybe even worry about it for a couple of days. I kept wanting to kill whoever'd written it. (Salinger, 1951: 117)

Even though Holden himself could be said as someone who did not have good manners, but he felt troubled when children did so. His attempted to erase cursing words on the wall of Phoebe's school shown how he actually cared toward children misbehavior. He also wanted to keep children's purity so it would

not get affected by the bad norms in the society.

c. Cigarette, Alcohol, and Drug Abuse

A cigarette contains more than 700 kinds of toxic that bad for the health. As we knew, there are Carbon Monoxide (CO) that can cause of death and nicotine which can lead to cardiomyopathy and arteriosclerosis (PMI, 2008:69). Smoking cigarette especially for teenager would give a bad impact to the health, as revealed in the part of the story below:

(1) I ran all the way to the main gate, and then I waited a second till I got my breath. I have no wind, if you want to know the truth. I'm quite a heavy smoker, for one thing—that is, I used to be. They made me cut it out. (Salinger, 1951: 3)

On the statement above, Holden admitted that he used to be a heavy smoker before the school made him to put it quit. He also admitted that smoking made him breathless easily. From that statement, Holden actually gave a hidden message about the effect of smoking. Then, besides putting up the awareness of the bad effect for smoker, regulation at school should be arranged to control teenagers from smoking just like what had been done by Holden's school, Pencey Prep.

Alcohol is a colorless volatile flammable liquid that is produced by the natural fermentation of sugars and is the intoxicating constituent of wine, beer, spirits, and other drinks, and is also used as an industrial solvent and as fuel (PMI, 2008: 75). Despite in his young age, Holden who was only sixteen was quite familiar with alcohol. Even though he was quite aware of the effect alcohol could bring him, he was still holding onto it to escape from his misery. This could be seen from the conversation below:

(1) Boy, I sat at that goddam bar till around one o'clock or so, getting drunk as a bastard. I could hardly see straight. The one thing I did, though, I was careful as hell not to get boisterous or anything. I didn't want anybody to notice me or anything or ask how old I was. But, boy, I could hardly see straight (Salinger, 1951: 87)

Holden said about how he could hardly see straight as he got drunk. It meant he became physically incapable of taking care of himself. Then, another thing he mentioned was about how he was afraid that he might get boisterous and end up tangled into a trouble. This meant the alcohol had affected him psychologically. That was why he was scared that alcohol might take over him and drive him to do something illogical and stirred up some troubles that would bring nothing but some harms to himself.

It is said that drinking is more harmful to teens than adults because their brains are still developing throughout adolescence and well into young adulthood. Drinking during this critical growth period can lead to lifelong damage in brain function, particularly as it relates to memory, motor skills (ability to move) and coordination (PMI, 2008: 75). That is why the preventive action should be taken seriously by many parties, including parents and places which provide alcohol. Everyone should be aware of the damages it brings and should not allow minor to order alcohol.

CONCLUSION

The Catcher in the Rye is a novel written by J.D Salinger which focused on a journey of a sixteen year-old boy named Holden Caulfield. The story was about the journey of Holden Caulfield when he ran off from the school after getting kicked out from Pencey that retold by Holden himself on the

next year when he was in the mental hospital. The story showed how Holden Caulfield did some juvenile delinquencies on his lam. It revealed that every action did by Holden Caulfield had behind stories or motives that could make people understand as why Holden did those juvenile delinquencies. Based on the data presented in chapter four, there are some findings that can be presented as follow:

First, the analysis of this story reveals that Holden Caulfield, the character in the novel *The Catcher in the Rye* by J.D Salinger had motives in doing his juvenile delinquencies.

Second, there are five needs that occur which are analyzed as the motives of Holden Caulfield to do juvenile delinquencies. They are the physiological need, the safety need, the belonging and love need, the esteem need, and the self-actualization need.

Third, there are some aspects of teenage education which can be learned from the novel of *The Catcher in the Rye* by J.D Salinger. Such as in the process of growing up parents should pay attention to teenagers' way of thinking, and consider their attitude in facing problems that sometimes occur. It is to prevent the act of juvenile delinquencies due to the lack of knowledge by teenagers. Then, introduce them to their environment along with its tradition and norms that applied in that area will strongly bound them with other people and understanding more about diversity and respect in society. Furthermore, religious education should be one of parents' concerns as it will help teenagers in understanding their environment and how to have a certain attitude and be well-disposed. Sex education and socialization about the types of crime that haunt many teenagers should be able to raise teenager's awareness toward modus of crimes and jeopardizes of free-sex. The awareness of dangers from alcohol and drug abuse should be socialized

among teenagers as the target of the socialization, then parents and teacher as the superintendants.

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<< | 120

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