

**CHARLIE'S HIERARCHY OF NEEDS IN NOVEL *THE PERKS
OF BEING A WALLFLOWER* BY STEPHEN CHBOSKY**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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2023**

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THESIS

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MALANG

2023

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I state that the thesis entitled “**Charlie's hierarchy of needs in novel *The Perks of Being a Wallflower* by Stephen Chbosky**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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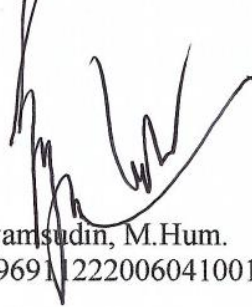
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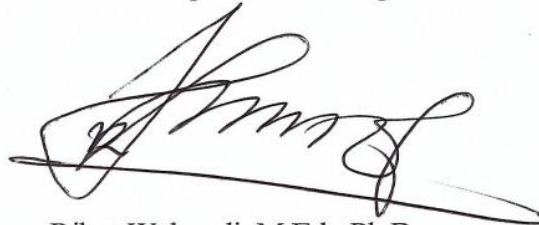
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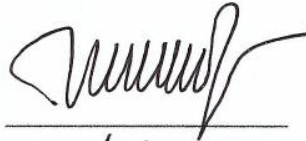




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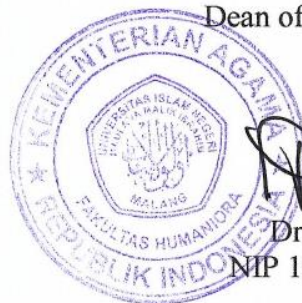
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not require of any soul more than what it can afford.” (Q.S Al-Baqarah 2:286)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease.” (Q.S Al-Insyirah 94:6)

“We can't choose where we come from, but we can choose where we go from there.” (Stephen Chbosky)

“What a man can be, he must be”

(Abraham H. Maslow)

DEDICATION

I proudly dedicate this thesis to my parents for their unwavering support and to myself who keep fighting and never gave up while working on this thesis.

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Bismillahirrahmanirrahim

Alhamdulillah rabbil 'alamin, Praise and gratitude I say to Allah SWT for giving his mercy, grace, and his blessing so that I can complete this thesis. The title of the thesis that I completed is "Charlie's hierarchy of needs in novel *The Perks of Being a Wallflower* by Stephen Chbosky". The preparation of this thesis in partial fulfillment the academic requirements to complete education in the Department of English Literature and for the Degree of *Sarjana Satra* (S.S.). *Shalawat* and *salam* may always be conveyed to the prophet Muhammad SAW who has become *uswatun hasanah* and guided humanity from the age of ignorance to the true teachings, namely the religion of Islam *rahmatan lil 'alamin*.

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I realize that my thesis still has many flaws and is not perfect. Therefore, I hope that the reader will provide criticism and suggestions for the perfection of the thesis in the future and hopefully this thesis can provide benefits to others.

Malang, November 20th 2023
The Researcher

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ABSTRACT

Azmi, Ahmad Nizam (2023), Charlie's hierarchy of needs in novel *The Perks of Being a Wallflower* by Stephen Chbosky. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Syamsudin M.Hum.

Keywords: Psychology of Literature, Hierarchy of Needs.

As social beings, humans have a variety of needs that form the basis of their existence. Abraham Maslow (1943) categorized five hierarchies of needs consisting of physiological needs, safety needs, love and belonging needs, self-esteem needs, and self-actualization needs. In this study, researcher used the hierarchy of needs theory to analyze the main character in the novel *The Perks of Being a Wallflower* by Stephen Chbosky which aims to find out how Charlie fulfills his hierarchy of needs. This research uses a literary psychology approach by paying attention to the psychological aspects of the main character in the novel. Researcher collected data in the form of sentences, paragraphs, and dialog related to the hierarchy of needs. The results of this study show that the way Charlie fulfills the hierarchy of needs in Stephen Chbosky's *The Perks of Being a Wallflower* is through 5 elements. Physiological needs, the main character Charlie tries to fulfill his physiological needs in the form of eating and sleeping. Safety Needs, Charlie can fulfill the need for safety by forming a close friendship with Bill. Bill provides emotional support and psychological safety for him. Love needs, this need for love can be fulfilled by Charlie by forming close bonds with his new friends, such as Sam and Patrick. They give him emotional support and make him feel accepted. Esteem needs, Charlie manages to fulfill his self-esteem needs in two ways: self-esteem needs from himself and self-esteem needs from others. Charlie manages to meet his self-actualization needs through his passion for reading, writing and literature.

مستخلص البحث

عزمي، أحمد نظام (٢٠٢٣) هرم تشارلي للاحتياجات في رواية "The Perks of Being a Wallflower" لسنيفن تشبوسكي. أطروحة. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. مشرف الدكتوراه شمس الدين ماجستير العلوم الإنسانية.

الكلمات الأساسية : علم النفس الأدبي، هرم الاحتياجات.

كمخلوقات اجتماعية، لدى البشر احتياجات مختلفة تشكل أساس وجودهم. صنف أبراهام ماسلو (1943) خمسة تسلسلات هرمية للاحتياجات تتكون من الاحتياجات الفسيولوجية، والاحتياجات الأمنية، واحتياجات الحب والانتماء، واحتياجات احترام الذات، واحتياجات تحقيق الذات. في هذا البحث، يستخدم الباحثون نظرية التسلسل الهرمي للاحتياجات لتحليل الشخصية الرئيسية في رواية *The Perks of Be a Wallflower* للكاتب سنيفن تشبوسكي بهدف معرفة كيفية تحقيق تشارلي لتسلسله الهرمي للاحتياجات. يستخدم هذا البحث منهج علم النفس الأدبي من خلال الاهتمام بالجوانب النفسية للشخصيات الرئيسية في الرواية. قام الباحثون بجمع البيانات على شكل جمل وفقرات وحوارات تتعلق بالتسلسل الهرمي للاحتياجات. تظهر نتائج هذا البحث أن تشارلي يلبي التسلسل الهرمي للاحتياجات في كتاب سنيفن تشبوسكي "مزايا كونك زهرة المنجد" من خلال 5 عناصر. الاحتياجات الفسيولوجية، يحاول الشخصية الرئيسية تشارلي تلبية احتياجاته الفسيولوجية في شكل الأكل والنوم. احتياجات السلامة، يستطيع تشارلي تلبية حاجته إلى الأمان من خلال تكوين صداقة وثيقة مع بيل. قدم لها بيل الدعم العاطفي والأمن النفسي. يستطيع تشارلي تلبية هذه الحاجة إلى الحب من خلال تكوين روابط وثيقة مع أصدقائه الجدد، مثل سام وباتريك. لقد قدموا له الدعم العاطفي وجعلوه يشعر بالترحيب. احتياجات التقدير، يتمكن تشارلي من تلبية احتياجات احترام الذات بطريقتين: احتياجات احترام الذات واحتياجات احترام الذات من الآخرين. نجح تشارلي في تلبية احتياجاته لتحقيق الذات من خلال شغفه بالقراءة والكتابة والأدب.

ABSTRAK

Azmi, Ahmad Nizam (2023) Hirarki kebutuhan Charlie dalam novel *The Perks of Being a Wallflower* karya Stephen Chbosky. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Dr. Syamsudin M.Hum.

Kata Kunci: Psikologi Sastra, Hirarki Kebutuhan.

Sebagai makhluk sosial, manusia memiliki beragam kebutuhan yang menjadi dasar keberadaannya. Abraham Maslow (1943) mengategorikan lima hirarki kebutuhan yang terdiri dari kebutuhan fisiologis, kebutuhan keamanan, kebutuhan cinta dan memiliki, kebutuhan harga diri, dan kebutuhan aktualisasi diri. Dalam penelitian ini, peneliti menggunakan teori hirarki kebutuhan untuk menganalisis tokoh utama dalam novel *The Perks of Being a Wallflower* karya Stephen Chbosky yang bertujuan untuk mengetahui cara Charlie memenuhi Hirarki kebutuhannya. Penelitian ini menggunakan pendekatan psikologi sastra dengan memperhatikan aspek kejiwaan tokoh utama dalam novel. Peneliti mengumpulkan data berupa kalimat, paragraf, dan dialog yang berkaitan dengan hirarki kebutuhan. Hasil penelitian ini menunjukkan bahwa cara Charlie memenuhi hierarki kebutuhan dalam *The Perks of Being a Wallflower* karya Stephen Chbosky melalui 5 elemen. Kebutuhan fisiologis, tokoh utama Charlie berusaha memenuhi kebutuhan fisiologisnya berupa makan dan tidur. Safety Needs, Charlie dapat memenuhi kebutuhan akan rasa aman dengan membentuk persahabatan yang erat dengan Bill. Bill memberikan dukungan emosional dan keamanan psikologis untuknya. Kebutuhan cinta, kebutuhan akan cinta ini dapat dipenuhi oleh Charlie dengan membentuk ikatan yang erat dengan teman-teman barunya, seperti Sam dan Patrick. Mereka memberinya dukungan emosional dan membuatnya merasa diterima. Kebutuhan penghargaan, Charlie berhasil memenuhi kebutuhan harga dirinya dengan dua cara: kebutuhan harga diri dari dirinya sendiri dan kebutuhan harga diri dari orang lain. Charlie berhasil memenuhi kebutuhan aktualisasi dirinya melalui kegemarannya membaca, menulis, dan bersastra.

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CHAPTER I

INTRODUCTION

This chapter includes the background of the study including the previous studies, the research question, the significance of the study, the scope and limitations, and the definition of key terms. This chapter makes it easier to learn another chapter later.

A. Background of the Study

Literary works are the creative results of authors who are inspired by the reality of life, which is identical to the complexity of the author's life. Literary works serves to cultivate imagination, a creative and constructive power that permeates every aspect of daily life (Rahayu, 2009). Literary works are often associated with the psychological symptoms of human attitudes and behaviors as they relate to the realities of life in society. The author's decision to create literary works is based on the experience he has gained from the reality of life in society that occurs in the role of characters in the real world and is poured into the field of literature. The first aspect that gets attention is that language is the main medium of literary works, while the literary work itself already contains various problems (Ratna, 2007).

One of the literary works is a novel. Novels can provide more possibilities for readers to capture the psychological development of the characters in the story. As a work of literature, novels play a role in society because many of them address life issues. This is closely related to the fulfillment of a number of needs in order to

continue living. In achieving a fulfilling life, behavior plays an important role as a reflection of one's personality. Psychological studies highlight needs as the main focus, as described in Abraham Maslow's hierarchy of needs theory. According to Maslow, human behavior is determined by the individual's tendency to achieve goals so that the individual's life is happier and at the same time satisfying (Minderop, 2010).

Abraham Maslow's Hierarchy of Needs Theory, more commonly called Maslow's Theory, this theory stimulates a huge influence on human life in meeting their daily needs. Maslow defines all actions chosen in human life based on motivation to achieve certain needs. According to Maslow (1943), human behavior is strongly influenced by motivation. Maslow developed a theory of motivation to direct human behavior towards achieving goals. Maslow used a pyramid as a prop to visualize his idea of the hierarchy of needs theory.

As social beings, humans have a variety of needs that are fundamental to their existence. According to Maslow (1943), in his hierarchy of needs theory, which states that there are different levels of needs that must be met for a person to feel satisfied, ranging from physiological needs such as food, shelter, and safety to psychological needs such as affection, self-esteem, and self-actualization.

In this research, the researcher chose the novel "*The Perks of Being a Wallflower*" to study using the hierarchy of needs theory because the story describes the journey of the main character, Charlie, in achieving happiness and fulfilling his needs throughout the story. Therefore, the novel can be examined using Abraham Maslow's hierarchy of needs theory. In his theory, Maslow (1943) explains that

individuals have a hierarchy of needs that must be met in order, starting from basic needs to higher ones.

The Perks of Being a Wallflower is a novel written by American author and filmmaker Stephen Chbosky, which was first published in 1999. The novel achieved the status of a New York Times bestseller. Moreover, it was featured on the American Library Association's annual list of "10 most challenging books." The novel was adapted into a film with the same title in 2012. Stephen Chbosky is a Pittsburgh, Pennsylvania, native who completed the filmic writing program at the University of Southern California (Keeve, 2012).

The Perks of Being a Wallflower tells about a teenage boy named Charlie, who recounts his experiences through letters he writes to a friend without identifying himself or his name. The story chronicles Charlie's journey in exploring the world of adolescence, friendship, love, and his personal struggles, and depicts his struggle in adapting to high school life while founding for his true self. The novel address a variety of themes, including growth, friendship, love, family, violence, and mental illness. The novel also discusses how a teenager's relationships with friends and family can affect one's personal development. While the main focus of the story is Charlie's journey and emotional development during his first year of high school, it also includes many elements that address the needs and development of the main character.

Based on the explanation above, the researcher took several previous studies as reference material. First, written by Bahuwa (2018) entitled *an analysis of Maslow's hierarchy of need in the great Gatsby novel by Franciss Scott*

Fitzgerald's. The research utilized a descriptive qualitative method to identify five types of Abraham Maslow's needs. The results indicated that Jay Gatsby did not fulfill two of these needs: safety and love/belongingness. Second, written by Soraya (2018) entitled *The Hierarchy of Needs in Weiner's Little Earthquakes*. The research employed a descriptive qualitative method, and the analysis results suggest that all characters possess significant power to satisfy the Hierarchy of Needs. Third, written by Ronie and Hellystia (2019) entitled *Hierarchy of needs analysis of the main character of a novel entitled flawed by cecelia ahern*. The researcher analyzed the hierarchy of needs using qualitative and descriptive methods. Based on Maslow's theory, there are five levels of hierarchy of needs that the main character can satisfy.

Further, the next some previous studies that use the same theory as this research. Such as, *The Hierarchy of Needs Potrayed in Jim Prestons Character in Passengers (2016) Film* by Citra, Natsir, and Astuti (2020). The research used descriptive qualitative method by Elo and Kyngas and the result of their research shows that Jim fulfilled five of his needs which are physiological needs, safety needs, belongingness and love needs, self-esteem, and self-actualization. Next, *Hierarchy of Needs in Angie Thomas's Novel "The Hate U Give": Abraham Maslow* by Lubis and Satria (2021). The research used descriptive qualitative by Creswell and the result of the research shows the influence of hierarchy of needs experienced by the characters such as; Physiological, Safety, Love/Belonging, Esteem, Self-actualization. More, *The Hierarchy of needs reflected on the male main character in Brenda Chapman's come away (2020)* by Tsani (2022). The research used

qualitative method and the result of the research is that Peter manages to fulfill five levels of his hierarchy of needs that drives him to achieve his dream of becoming a pirate captain in Neverland.

Besides, there are several previous studies with the same research object. First, written by Tenriuji, Maca, and Abeng (2021) entitled *The Element of Politeness in Novel The Perks of Being a Wallflower*. The research used a qualitative descriptive research method through a sociopragmatic approach and the result was that the characters used politeness by following a measurement of the pragmatic scale to express their politeness. These pragmatic scales are the cost-benefit scale, the optional scale, the indirectness scale, and the social distance scale. Second, written by Mahendra (2022) entitled *Adolescence Crises of Charlie In Chbosky's The Perks of Being a Wallflower*. The research is literary criticism and the research findings show that Charlie manages his adolescent difficulties well. Charlie is able to manage his adolescent crises and grow in his ego strength of faithfulness by reevaluating his childhood crises.

Here is also some previous research on the same object. Such as, *Coping with Traumatic Experience in Stephen Chbosky's The Perks of Being a Wallflower Novel (1999): Individual Psychology* by Nurmalasari (2022). The research is qualitative and the results show that there are three symptoms of Charlie's trauma experience, which include re-experiencing, avoidance, and hyperarousal. There are two factors that describe Charlie's coping strategies in dealing with traumatic experiences, which include internal factors and external factors. Last, *Traumatic Experience in the Novel "The Perks of Being a Wallflower" By Stephen Chbosky's*

(1999): *Individual Psychology* by Khotimah, Aini, and Rohmana (2023). The research used the descriptive-qualitative method and the results of the research show that Charlie has had trauma experiences in the past that require him to find people to tell stories about the problems he is facing.

This study examines the hierarchy of needs of the main character in the novel *The Perks of Being a Wallflower* and highlights distinctions from other similar research. Prior studies have not delved into the hierarchy of needs in this particular novel. Thus, this study is appropriate because the researcher analyzes Stephen Chbosky's novel *The Perks of Being a Wallflower* through the lens of Abraham Maslow's hierarchy of needs theory, paying particular attention to Charlie's psychological aspects as the main character. The aim of this research is to find out the way how Charlie as the main character fulfill his hierarchy of needs.

B. Problem of the Study

Based on the explanation above, this research is projected to answer the following problem: *How does Charlie as the main character fulfill his needs in The Perks of Being a Wallflower by Stephen Chbosky?*

C. Significance of the Study

Theoretically, this research can make a contribution to the understanding of the hierarchy of needs theory, especially in the context of fictional characters such as Charlie in *The Perks of Being a Wallflower*. As depicted in the novel, how Charlie fulfills his ranging from physiological needs as basic needs to more complex needs for self-esteem and self-actualization. By studying this research, we can gain an understanding of how Charlie as main character fulfills his needs.

Overall, the research on Charlie's hierarchy of needs can provide information that has not been discussed by other researchers in this novel. This research is also expected to help other researchers by being used as a source of information and a reference for further research. There is a possibility that the topics of this research are in line with those raised by new researchers. so that for new researchers, the ideas are complementary or advanced.

D. Scope and Limitation

This research focus on Charlie's as the main character in the novel "*The Perks of Being a Wallflower*" by Stephen Chbosky. The hierarchy of needs is a psychological theory proposed by Abraham Maslow, which suggests that human needs are arranged in a hierarchy, and certain needs must be met before others can be satisfied. The researcher analyze how Charlie's needs are meet throughout the novel and how they are related to Maslow's hierarchy of needs. This research is only limited to the novel text and does not discuss its influence on the readers.

E. Definition of Key Terms

1. Hierarchy of needs

A theory from Abraham Maslow in (1943). This needs consists of five parts, the first of which is physiological needs, the second is safety needs, the third is the love and belonging needs, the fourth is the esteem needs and the last is self-actualization needs.

2. Physiological Needs

These are basic human needs such as food, water, air, shelter, sleep, and the fulfillment of other biological needs. (Maslow, 1943)

3. Safety Needs

These needs include a sense of safety and protection, including physical safety, job safety, and stability. (Maslow, 1943)

4. Love and Belonging Needs

This is the need for social relationships, affection, friendship, and love from others. (Maslow, 1954)

5. Esteem Needs

The need for a sense of appreciation, recognition, achievement and self-worth. (Maslow, 1954)

6. Self-Actualization needs

This is the highest level in the hierarchy, which includes the pursuit of individual potential, creativity, self-understanding and achieving personal goals. (Maslow, 1954)

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter contains related theories used in this study, namely the hierarchy of needs theory proposed by Abraham Maslow.

A. Psychology of Literature

Literature and psychology have a close relationship that is both indirect and functional. Indirect, meaning that both literature and psychology have the same starting place, which is through human life. The functional relationship between psychology and literature is that both examine the mental state of individuals with the difference in the research subjects, namely fictional characters in literature and humans in real life in psychology (Endraswara, 2008). To comprehend the connection between psychology and literature, there are three ways. The first is understanding the psychological elements of the author as a writer. The second is understanding the psychological elements of the character. The third is understanding the psychological elements of the reader (Ratna, 2004).

Literary psychology is a field of study that combines elements of psychology and literature to understand how literary works can reveal, influence, and stimulate human psychological aspects. This includes analyzing literary works, writers, and readers from a psychological perspective. According to Minderop (2010), literary psychology is the study of literary works that reflect the psychology of characters. Literary psychology focuses on the psychological traits of characters in literature. It examines their emotions, thoughts, and behaviors. These human

characteristics are the primary focus of literary psychology since they are the representation of psychological traits found in literary works.

The purpose of literary psychology is to understand the psychological aspects of a literary work. However, psychological analysis is completely independent of the needs of society. In accordance with their essence, literary works indirectly provide an understanding of society. In addition, the literary psychology approach is an approach that views literary works as psychological activities. The author will use the creation, taste, and work to create literary works. They also captures these mental symptoms, which are then processed into the text and complemented by his psychological text. The author's own experience and mental experience will be projected into a series of imaginary literary texts (Wellek & Warren, 1989).

B. Abraham Maslow's Hierarchy of Needs

Abraham Harold Maslow was an American psychologist who was dubbed the father of humanistic psychology and is famous for his theory of the hierarchy of needs. This theory is about the concept of psychological health based on the fulfillment of innate needs in order to help people reach their full potential. (Irawan, 2005). His theory often used in various disciplines such as psychology, management, education, and other fields to understand individual motivation and development. Maslow was born in Manhattan, New York, on April 1, 1908, and he spent his childhood in Brooklyn. Maslow died on June 8, 1970 at the age of 62 from a massive heart attack after a sudden fall. He was the first of seven children from the marriage between Samuel Maslow and Rose Schilosky. During his childhood,

Maslow was shy, low self-esteem, and suffered from severe depression (Feist & Feist, 2010).

The hierarchy of needs is a theory of graded needs developed by Abraham Maslow. The concept of the hierarchy of needs as expressed by Maslow is that lower level needs must first be met, or at least sufficiently met, before higher level needs become more motivating (Feist & Feist, 2010). As explained by Maslow in Gawel (1996), once a person reaches his or her level of need and satisfaction, that person will pursue the next higher need in the hierarchy. According to Maslow, humans have instinctive needs that exist from birth and are arranged in a hierarchy based on their potential for fulfillment. The lower needs on the hierarchy are stronger, while those at the top are weaker (Olson & Hergenhahn, 2013). Therefore, as human beings with needs, individuals should strive to meet those needs, whether through self-motivation or encouragement from others.

Abraham Maslow's (1943) theoretical concept explains a hierarchy of needs that shows five levels of basic human needs. The five levels of human needs are: physiological, safety, love and belonging, self-esteem, and self-actualization. The levels of basic human needs mentioned are ordered from the lowest level to the highest level of self-actualization. In this theory, if a person has been able to meet the first level of needs or physiological needs, then the next level of needs will arise, namely the need to get a sense of safety, so that the fulfillment of needs increases to the highest level of needs, namely the need for self-actualization. Each lower-level need must be relatively satisfied before people can realize or be motivated by

higher-level needs; in other words, each higher-level need is difficult to satisfy if the lower-level need has not been optimally satisfied.

Maslow outlines these five levels of needs as follows:

1. Physiological Needs

In the hierarchy of needs, physiological needs are the first or most basic and essential level for human life. These needs include the basic needs that must be met in order for a person to survive and maintain their health and physical well-being. These include things like air, food, drink, sleep, shelter, clothing. Where these needs are the strongest and most obvious among other needs, when these needs are not met, individuals will focus on their fulfillment before being able to reach higher levels of needs (Maslow, 1943). Maslow's theory suggests that humans prioritize their physiological needs above all other needs. In a situation where an individual is both hungry and in need of safety, their hunger takes precedence. Once their hunger is satisfied, they will then move on to addressing their other needs.

According to Maslow, humans continuously encounter desires throughout their lives. Fulfilling these desires is limitless, but basic needs must be met before other needs can arise. Conversely, certain people can satisfy or try to satisfy their hunger by doing other activities, for example by drinking water. Therefore, human needs are interrelated and subjective, as outlined by Goble (1994). Physiological needs are needs related to human instinctive needs, these needs are the earliest needs that motivate humans to be able to fulfill them. The basic human drive is the need for sustenance, and individuals will strive to fulfill this need. The individual may assume that their food can be assured for life, resulting in a sense of perfect

happiness with no desire for anything else. However, life restricted to the meaning of consuming food deems other aspects as insignificant (Maslow, 1954).

2. Safety Needs

The second hierarchical level in Maslow's hierarchy of needs is safety needs. The need for safety is a long-term life defense that will be fulfilled by a person after their physiological needs are sufficiently met. These safety needs include physical safety, stability, dependence, protection, order and freedom from threatening forces such as disease, fear, anxiety, danger, riots and natural disasters. The uncertainty faced by humans makes humans have to achieve as much assurance, protection, order as possible according to their abilities (Maslow, 1943). This need is a need that encourages individuals to obtain peace, certainty, and order from themselves and from their environmental conditions.

According to Maslow, people who feel insecure have a strong desire for order and stability and will try to avoid everything that is unfamiliar or unexpected (Goble, 1994). Therefore this need is needed by someone to be more focused on meeting their next needs. However, the need for safety is different from physiological needs because this need cannot be fulfilled in total. Thus, the need for safety is a need whose fulfillment is not always totally fulfilled because humans can never be fully protected from threats or dangerous behavior of others whose arrival is not yet known, but this need will still be fulfilled by individuals as much as possible in order to achieve peace and well-being in order to meet further needs.

3. Love and Belonging needs

The third hierarchical level in Maslow's hierarchy of needs is the love and belonging needs. Love and belonging needs include the desire to seek positive social relationships, affection, and friendship. Humans want to feel loved, accepted, and have close relationships with others. This includes the need for family, friendship, and romantic love. No less important than when these needs are not met, individuals can experience dissatisfaction and emotional problems. These needs play an important role in human motivation and the formation of healthy interpersonal relationships. A person wants to be loved and accepted by their group, so they will work hard to make this happen (Maslow, 1943).

Under certain conditions, people will try to fulfill their love needs. A person who is in a community environment, such as a family or a circle of friends, will certainly try to get a feeling of love and affection in that environment in order to create comfort between one human being and another. In society, the obstacle that often arises in many cases is the fulfillment of the need for belonging and affection, which indicates failure to adjust and more severe suffering. Love and affection are often perceived as having various constraints, restrictions, and prohibitions. Almost all psychopathologies emphasize the obstacle to the need for love as the main cause of lack of adjustment (Maslow, 1954).

4. Esteem needs

The fourth hierarchical level in Maslow's hierarchy of needs is the esteem need. This need is the desire for a stable, well-founded, usually high evaluation of themselves, for self-respect, or self-esteem, and for the self-esteem of others. By

well-grounded self-esteem, we mean self-esteem that is based on real capacity, achievement, and respect from others (Maslow, 1943). Humans have a need for an assessment of themselves, a good and high assessment or even the respect they get from other humans. the fulfillment of human needs for self-esteem can encourage humans to achieve self-confidence. Believe in their capabilities or abilities.

This need is divided into two types, the first is self-esteem is the need for strength, mastery, competence, achievement, self-confidence, independence, and freedom. The second is to get respect from others in the form of prestige needs, appreciation from others, status, fame, dominance, being an important person, honor, acceptance, and appreciation (Maslow, 1943). If the need for self-esteem is fulfilled, humans will be more productive because of the recognition of the people around them of their capabilities. However, in the process of fulfilling these needs, it is not uncommon for humans to find problems that lead to failure, causing despair, feelings of inferiority, weakness and helplessness so that they do not feel confident in their abilities.

5. Self-actualization needs

The last hierarchical level or the highest level in Maslow's hierarchy of needs is the self-actualization needs. The need for self-actualization includes self-fulfillment, awareness of all one's potential and the desire to be as creative as possible (Feist & Feist, 2010). Humans may still often experience dissatisfaction and new anxieties that will soon arise within them, even after all the four needs above have been fulfilled, then a person will do what he should do. What a person can do, then he must become like that. this need is called the need for self-

actualization (Maslow, 1943). Humans who have a need for self-actualization are humans who are aware of their own condition, they understand the capabilities that exist in themselves. Of course, the self-actualization of each human being has different standards according to the expertise by the human being.

According to Goble (1994), the actualization process is the development or discovery of identity and the blooming of existing or latent potential. The potential that exists in every human being is certainly different. In some people, this potential can be formed and developed very rapidly. This can happen to humans who actualize themselves. A person who can maximize the potential that exists in him is a person who has successfully reached the peak of self-actualization. In the process of discovering potential and the process of developing it, a human's identity will also certainly be revealed and developed in accordance with the life he feels. If a human being has achieved self-actualization and found his own identity, then he will be able to fully accept the conditions that exist in himself.

CHAPTER III

RESEARCH METHOD

This chapter contains the research framework used in this study. It consists of research design, data sources, data collection, and data analysis.

A. Research Design

This research falls under the category of literary criticism as it analyzes works of literature. The researcher uses Abraham Maslow's hierarchy of needs theory (1943) to analyze the novel *The Perks of Being a Wallflower* written by Stephen Chbosky. In his theory, Maslow suggests five hierarchies of needs, namely physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

B. Data Source

The novel used in this research is *The Perks of Being a Wallflower*, written by American writer Stephen Chbosky. It has 213 pages and is divided into four parts. Published in 2012 by MTV Books in London, the present data in this research consists of sentences, paragraphs, and dialogue between characters in the novel. All data were derived from Stephen Chbosky's *The Perks of Being a Wallflower*, which depicts Charlie, the main character, encountering all the levels of the hierarchy of needs.

C. Data Collection

In this research, data was collected at various stages. Initially, read the novel. Next, essential parts relating to the topic hierarchy of needs were highlighted

and underlined. Lastly, the researcher took several notes and categorized them to obtain data on how the main character fulfilled his needs.

D. Data Analysis

To analyze the data collected, the researcher used several steps in this research, which are: The first, identifying the data collected regarding Charlie's hierarchy of needs and his fulfillment of them in the novel. The second, classifying the data collected regarding Charlie's hierarchy of needs and how he satisfies them in the novel. The last, describing, interpreting, explaining, and concluding the collected data on Charlie's hierarchy of needs and how he fulfills them in the novel.

CHAPTER IV

FINDING AND DICUSSION

This chapter is based on the formulation of the problem in this study contained in the first chapter, namely "how does Charlie as the main character fulfill his needs in the novel *The Perks of Being a Wallflower* by Stephen Chbosky". The researcher presents the results of the data that has been found in the novel *The Perks of Being a Wallflower* by Stephen Chbosky. The data found comes from paragraphs, sentences, and dialog taken from the novel.

A. The Ways Charlie Fulfill His Needs

This part explains the ways Charlie fulfills his hierarchy of needs. Physiological Needs, Charlie fulfills his physiological needs through aspects such as eating, drinking, and sleeping. Safety Needs, In the novel, Charlie has a complicated family background and has experienced traumatic events. The need for safety and stability emerges as one of the main motivations in his life, and involves relationships with his teacher, Bill. Love and Belonging, during the story, Charlie strives to build social relationships. He finds new friends at his school, including Patrick and Sam. These relationships provide much-needed social support. Esteem needs, Charlie seeks recognition and acceptance from his friends and family. The search for identity and feeling valued becomes an important journey for this character. Acceptance from his new friends gives him the confidence he needs. Self-actualization needs, as the story progresses, Charlie goes through a process of self-actualization. Through experience and reflection, he begins to understand himself,

realize his potential, and find his purpose in life. This process includes a deeper understanding of literature and his involvement in creative activities.

1. Physiological Needs

According to Maslow (1943), physiological needs are the most fundamental and must be satisfied before any other needs can be addressed. Physiological needs is basic needs which include food, water, shelter, and other basic necessities. An individual is unlikely to be able to meet the next level of needs if they have not met these basic needs. When one part of the physiological needs cannot be met, it will automatically interfere with the fulfillment of needs at the next level.

Charlie as the main character in novel *The Perks of Being a Wallflower* has Physiological needs and the way he fulfills these needs will be illustrated in the following quotation from the novel:

(Datum 1)

I don't really remember much of what happened after that except that my older brother came to Mr. Vaughn's office in my middle school and told me to stop crying. Then, he put his arm on my shoulder and told me to get it out of my system before Dad came home. We then went to eat french fries at McDonald's and he taught me how to play pinball. He even made a joke that because of me he got to skip an afternoon of school and asked me if I wanted to help him work on his Camaro. I guess I was pretty messy because he never let me work on his Camaro before. (P.3)

In the paragraph quotation above, Charlie experiences an emotional situation that requires resolution. Charlie's reaction to the event indicates emotional distress or stress, which can affect his physical well-being. When his older brother comes to Mr. Vaughn's office, Charlie experiences anxiety or discomfort that can affect his physiological needs. Then, Charlie's older brother provides support contained in the sentence "*We then went to eat french fries at McDonald's*". The

sentence reflects the fulfillment of the need for food, which is part of physiological needs. Thus, the explanation reflects that the main character, Charlie, fulfills his physiological needs by eating. This illustrates the basic principles of Maslow's hierarchy of needs, where physiological needs are the basis that must be met before individuals can reach higher levels of needs.

(Datum 2)

This made them laugh because they knew I meant it honest, not show-off. Then they told me their favorites, and we sat quiet. I ate the pumpkin pie because the lady said it was in season, and Patrick and Sam smoked more cigarettes. (P.20)

In the paragraph quotation above, when Patrick and Sam told to Charlie about their favorite thing and after all were sat quiet. Charlie as the main character is doing activity that reflect his physiological needs. That is, when he says "*I ate the pumpkin pie,*" it reflects the physiological need for food. He ate the pumpkin pie because Sam said, it was the season. Based on the explanation that, Charlie fulfills his physiological needs by eating pumpkin pie. The need for food is part of the basic physiological needs in Maslow's hierarchy.

(Datum 3)

However, I felt embarrassed, because that night, I had a strange dream. I was with Sam. And we were both naked. And his legs were spread over the side of the couch. And I woke up. And I had never felt that good in my life. But I also felt bad that I saw him naked without his permission. I think I should tell Sam about this, and I really hope this doesn't prevent us from making our own inside jokes. It would be great to have a friend again. I like that better than dating. (P.21)

In the paragraph quotation above, it tells about Charlie at night he had a strange dream about Sam. If Charlie has a dream that night, it indicates that he is sleeping. It shows that the physiological needs of sleep. When people maintain a regular sleep routine, their body functions run well, so they can easily avoid some

diseases. so that a person will find it difficult to fulfill other needs. Therefore the physiological needs of sleep also important. Based on the explanation above, that Charlie has fulfilled his physiological needs by sleeping.

(Datum 4)

I cannot imagine that I will ever come home for a homecoming game after I leave here, but it was fun to pretend that I was. I found Patrick and Sam sitting in their normal spot in the bleachers, and I started acting like I hadn't seen them in a year even though I had seen them that afternoon in lunch when I ate my orange, and they smoked cigarettes. (P.29)

In the paragraph quotation above, in the context of Maslow's physiological needs, Charlie has fulfilled his basic need to eat which is represented by the activity of his lunch with an orange and his physical needs such as smoking with his friends. While these needs may be perceived as simple in nature, it is important to highlight that physiological needs must be met before individuals can move on to higher levels of needs in Maslow's hierarchy, such as safety, affection, esteem, and self-actualization.

(Datum 5)

I was actually quite hungry because normally Sam and Patrick take me to the Big Boy after the football games, and I guess I was used to it by now. I ate the brownie, and it tasted a little weird, but it was still a brownie, so I still liked it. But this was not an ordinary brownie. Since you are older, I think you know what kind of brownie it was. (P.34-35).

In the paragraph quotation above, the physiological needs of the main character, Charlie, are reflected through his food experiences. Charlie feels hungry because Sam and Patrick usually take him to Big Boy after soccer games, and this has become a habit for him. When given a piece of brownie, even though it tasted a little strange, Charlie still liked it because of the habit. However, the brownie

turned out to be unusual. In the context of Abraham Maslow's hierarchy of needs, this incident can be attributed to the physiological level of needs, where Charlie tries to fulfill his body's basic needs, namely food, and shows his adaptation to new situations despite the discomfort in the eating experience.

(Datum 6)

I have to say that it was the best milkshake I ever had in my life. It was so delicious, it almost scared me. (P.37)

In the sentences above, it can be related to physiological needs by detailing how the experience of drinking this milkshake can provide satisfaction to the physiological needs of the main character, Charlie. In the context of Maslow's hierarchy of needs, physiological needs are basic needs such as food, drink. In this quote, when Charlie describes the milkshake as the best in his life such as in the sentence "*the best milkshake I ever had in my life*", can interpret that the experience satisfies his physiological needs. The delicious, visceral taste almost scared him as described "*so delicious, it almost scared me.*", suggesting that the enjoyment may have exceeded his expectations, providing a deep sense of satisfaction on a physiological level.

(Datum 7)

The last time I had a friend over to dinner was Michael last year. We had tacos. The really great part was that Michael stayed over to sleep. We ended up sleeping very little. (P.55)

In the sentences above, it can be seen that the activities are related to physiological needs, especially food and sleep needs. First, there are basic physiological needs such as food that are met by serving food, in this case, tacos.

This can be connected to the need for food and nutritional intake which is part of the basic level in Maslow's hierarchy of needs.

Furthermore, the paragraph implies that Michael stayed to sleep, and finally, Charlie and Michael slept very little. The need for sleep also falls under physiological needs, and the fact that they slept little may indicate that these physiological needs may have been neglected or compromised in the context of the social gathering. This indicates that social or emotional factors may have dominated physiological needs at that time.

(Datum 8)

When the game was over and dinner was finished, everyone said what they were thankful for. (P.60)

In the sentence above, the physiological needs in Abraham Maslow's hierarchy of needs are reflected through the experience of Charlie, the main character. At one point, after the game is over and dinner is finished, everyone around him shares the things they are grateful for. This moment reflects physiological needs, where food and being together becomes a form of fulfillment of basic needs. For Charlie, this moment represents how his basic needs are met through aspects such as food, the presence of family and friends, creating a balance in his life. Although seemingly simple, this depiction provides insight into how elements of everyday life can play a role in the fulfillment of the main character's physiological needs.

(Datum 9)

I have since received thrift store "slacks." I have also received a tie, a white shirt, shoes, and an old belt. I'm guessing that my last gift at the party will be a suit coat because it's the only thing left. I was told by a typed note to wear everything I had been given to the party. I hope there is something behind this. (P.64)

In the paragraph quotation above, describes Charlie's experience of receiving different types of clothes from a thrift store. Initially, Charlie received long pants or "slacks" from the store. Subsequently, he receives various other items, such as a tie, a white shirt, shoes, and an old belt. The paragraph implies that he feels curious and speculates that his final gift at the party will probably be a suit since it's the only thing he hasn't received yet. She also notes that she was told through a written note to wear everything that had been given to her to the party. Charlie hopes that there is something bigger or meaning behind all of this.

The acceptance of "slacks", ties, white shirts, shoes, and belts indicates an attempt to ensure the fulfillment of proper clothing needs. In fact, the paragraph indicates the anticipation of receiving the last piece of clothing, the jacket. This can be interpreted as concrete steps to ensure the fulfillment of physiological needs that involve protecting the body from the weather and outside elements. This process of receiving clothes reflects the basic desire to have adequate clothing needs, which is part of the physiological needs in Maslow's hierarchy.

(Datum 10)

It was the first time I had ever met Sam and Patrick's parents. They were so nice. Sam's mom is very pretty and tells great jokes. Sam said she used to be an actress when she was younger. Patrick's dad is very tall and has a great handshake. He is also a very good cook. A lot of parents make you feel very awkward when you meet them. But not Sam and Patrick's. They were friendly all through dinner, and when dinner was over, they left so we could have our party. They didn't even check on us or anything. Not once. They just let us pretend it was our house. So, we

decided to have the party in the "games" room, which had no games but a great rug. (P.65-66)

In the quotation above, recounts Charlie's experience of meeting the parents of his two friends, Sam and Patrick, for the first time. The conclusion is that Sam and Patrick's parents are very friendly and make him feel comfortable. Sam's mother is described as beautiful and good at joking, while Patrick's father is described as tall, with a strong handshake, and a good cook. Charlie noted that often, when meeting a friend's parents, it can be awkward, but not Sam and Patrick's parents. They were friendly throughout the dinner, even leaving them alone after the meal to continue their party. The impression shown was that Sam and Patrick's parents were very supportive and let them feel at home. The choice of the "games" room for the party also shows that the atmosphere is very relaxed and full of freedom.

The explanation above mentioned that there was no sign of lack of food or drink, as they all sat down together for dinner. This reflects the fulfillment of physiological needs such as food. Although not explicitly mentioned, the existence of a "games" room with comfortable carpeting gives an indication of a space that fulfills physical needs, such as comfortable seating. In the context of physiological needs, the paragraph illustrates that Charlie's basic needs such as food and physical space have been met through dinner at meeting with Sam and Patrick's parents.

(Datum 11)

We all sat down and watched television instead, and my cousins and my brother talked about football. And my Great Uncle Phil drank. And we ate dinner. And I had to sit at the little kids' table because there are more cousins on my dad's side of the family. (P.86)

In the paragraph quotation above, it describes Charlie's moment with his family. They choose to sit and watch television while his cousins and brother talk about football. On the side, Great Uncle Phil, his great uncle, is seen drinking alcohol. They also have dinner together, and Charlie mentions that he has to sit at the little kids' table because there are more cousins on his father's side of the family.

Based on the explanation above, it shows the fulfillment of Charlie's physiological needs, such as having dinner with the family, as seen from the sentence "*And we ate dinner*". This shows the fulfillment of food needs, which is part of the physiological needs level in Maslow's theory.

(Datum 12)

It's now 4 o'clock in the morning, which is the new year even though it's still December 31, that is, until people sleep. I can't sleep. Everyone else is either asleep or having sex. I've been watching cable television and eating jello. And seeing things move. I wanted to tell you about Sam and Patrick and Craig and Brad and Bob and everyone, but I can't remember right now (P.94)

In the paragraph quotation above, it is described as the moment when Charlie has trouble sleeping on New Year's Eve. His nightlife is filled with activities that reflect basic physiological needs, such as eating jello and watching cable television. Charlie feels his inability to sleep while others around him are either sleeping or engaging in sexual activity. In the context of Maslow's hierarchy of needs, physiological needs are the basic level that must be met, such as eating, sleeping, and sexual needs. By describing Charlie's activities on that night and saying that Charlie had fulfilled his physiological needs by eating jello, the narrative creates a picture of how physiological needs became the main focus of the character's life at that time.

(Datum 13)

So, I told him a little about Mary Elizabeth, leaving out the part about the tattoo and belly button ring. He kind of smiled for a little while, trying to see if I was already guilty of something. Then, he said yes. I could borrow his car. When my mother came in with coffee, my father told her the whole story while I ate dessert. (P.123)

In the paragraph quotation above, it can be related to physiological needs in Abraham Maslow's hierarchy of needs. Physiological needs are basic human needs that must be met for survival. When Charlie eats dessert while listening to his father tell his mother, this reflects the fulfillment of physiological needs such as food and drink needed to maintain health and survival. Thus, it can be concluded that Charlie has fulfilled his physiological needs by eating with his family.

(Datum 14)

So, at the dinner, the dinner where I wanted my mom and dad to see how nice and great Sam and Patrick were, Mary Elizabeth talked the whole time. (P.129)

The sentence above highlights Charlie's dinner with his family to illustrate the fulfillment of physiological needs. The dinner provides food that satisfies Charlie's physiological needs. By fulfilling his physiological needs through the aspect of food, Charlie can feel fulfillment at the first level in Maslow's hierarchy of needs, namely physiological needs.

(Datum 15)

The next day in school, when Mary Elizabeth asked where I had been the day before, I told her that I bought a pack of cigarettes, went to the Big Boy, and spent the entire day reading the e. e. cummings book and eating club sandwiches. (P.134)

In the sentences quotation above, the physiological needs of the main character, Charlie, are reflected through his activities the next day at school. At that

moment, when Mary Elizabeth asks where Charlie was the day before, Charlie relates that he fulfilled his physiological needs by buying a pack of cigarettes, going to the Big Boy restaurant, and spending the entire day reading the book by e. e. cummings while enjoying a club sandwich. These actions reflect the fulfillment of his physical needs, such as eating and smoking, which are part of the hierarchy of physiological needs in Abraham Maslow's theory. Thus, it illustrates how Charlie, as the main character, seeks the fulfillment of his basic needs for survival.

(Datum 16)

I was sitting alone in the cafeteria, eating salisbury steak, when I saw Patrick walk up to Brad, who was sitting with his football buddies, and I saw Brad ignore him like he did at the locker. (P.150)

In the sentences quotation above, Charlie mentions that he is sitting alone in the cafeteria and is eating salisbury steak. The activity of eating in the cafeteria illustrates the fulfillment of his physiological needs, such as the need for nutrition, energy, and food. The fulfillment of these physiological needs is in line with Maslow's concept of the hierarchy of needs, which places physiological needs at the base of the pyramid of human needs.

(Datum 17)

That's kind of how it went all day. We went to see a movie. And we ate pizza. And every time Patrick started getting tired, we got coffee, and he ate another Mini Thin or two. When things started turning dusk outside, he showed me all the places he and Brad would meet. He didn't say much about them. He just stared. (P.157)

In the paragraph quotation above, physiological needs are dominant in Abraham Maslow's hierarchy of needs, especially involving the main character, Charlie. It can be seen how the daily activities of Charlie and his friends are directly related to basic physiological needs. such as the sentence "And we ate pizza" The

activity of eating together, such as eating pizza, is a direct manifestation of the physiological need for nutrition and energy. Another sentence: "*every time Patrick started getting tired, we got coffee, and he ate another Mini Thin or two*" Charlie and his friends Going for coffee and consuming Mini Thin reflects an effort to maintain energy and fight fatigue, which is closely related to physiological needs. As well as the sentence "*We went to see a movie*" These activities may fulfill the need for entertainment and peace of mind, which in turn can support physical and mental well-being.

(Datum 18)

I remember going to sleep last night, and I realized something. Something that I think is important. I realized that throughout the course of the evening, I wasn't happy about Craig and Sam breaking up. Not at all. (P.179)

In the quotation paragraph above, it can be seen that Charlie remembers the moment before going to bed. Charlie expressed awareness of his feelings regarding the breakup between Craig and Sam. It is said that he does not feel happy with the event or the moment that happened before he went to sleep. In this context, it can be seen that Charlie has fulfilled his physiological need, which is sleep. Success in achieving these physiological needs helps build the foundation for meeting higher-level needs in Maslow's hierarchy of needs.

(Datum 19)

I ate lunch outside on a bench where we all used to smoke. After I ate my Ho-Ho, I lit up a cigarette, and I was kind of hoping someone would ask me for one, but no one did. (P.196)

In the paragraph quotation above, Charlie states that he ate Ho-Ho, an action related to the basic human physiological need for food. This shows the fulfillment

of nutritional and energy needs to keep the body healthy. Charlie also mentions that he smoked a cigarette after eating. Although cigarettes are not a basic physiological need, for some individuals, especially in the context of this novel, smoking may be considered a habit that fulfills a physiological need or a form of escapism. In other words, the act of smoking may be associated with higher-level physiological needs, such as the need for tranquility or the fulfillment of psychological needs.

(Datum 20)

When I fell asleep, I had this dream. My brother and my sister and I were watching television with my Aunt Helen. Everything was in slow motion. The sound was thick. And she was doing what Sam was doing. That's when I woke up. And I didn't know what the hell was going on. Sam and Patrick were standing over me. Patrick asked if I wanted some breakfast. I guess I nodded. We went and ate. Sam still looked worried. Patrick looked normal. We had bacon and eggs with their parents, and everyone made small talk. I don't know why I'm telling you about bacon and eggs. It's not important. It's not important at all. (P,204)

In the paragraph quotation above can be attributed to physiological needs, such as sleep and food intake, that are part of the basic level in Maslow's hierarchy of needs. In this paragraph, it can be seen that Charlie had a dream, indicating that he slept, and after he woke up, Patrick offered him breakfast. They had bacon and eggs for breakfast. Although Charlie states that telling about bacon and eggs is not important, the breakfast can have a symbolic meaning. Breakfast and sleep are basic daily activities and can be interpreted as attempts to fulfill physiological needs. Therefore, Charlie has fulfilled his physiological needs, namely the need for sleep and the need for food.

2. Safety Needs

Once physiological needs are met, individuals move up to the next level of the hierarchy, which is safety needs. Safety needs refer to the need for safety, stability, and protection from physical and emotional harm (Maslow, 1943).

In the novel *"The Perks of Being a Wallflower"* Charlie meets his safety needs through his relationship with his English teacher, Bill. Bill provides Charlie with a safe and stable environment where he can learn and grow, free from the chaotic and sometimes dangerous world outside of school. It can be seen in the following passage from the novel:

(Datum 21)

Bill smiled and continued asking me questions. Slowly, he got to "problems at home." And I told him about the boy who makes mix tapes hitting my sister because my sister only told me not to tell mom or dad about it, so I figured I could tell Bill. He got this very serious look on his face after I told him, and he said something to me I don't think I will forget this semester or ever.

"Charlie, we accept the love we think we deserve."

I just stood there, quiet. Bill patted my shoulder and gave me a new book to read. He told me everything was going to be okay. (P.24)

In the paragraph and dialog quotation above, the need for safety in Abraham Maslow's hierarchy of needs is reflected through the experience of Charlie, the main character in the story. While talking to Bill, a teacher at his high school, Charlie reveals problems at home related to the violence experienced by his sister. In the context of safety, Charlie seeks a safe place to talk about this difficult situation. Charlie's silent reaction shows her understanding of the urgency and complexity of his situation. Later, Bill provides support and comfort by physically embracing her and giving her a new book to read, signify that there is a safe place and support for

her. Bill's presence provides emotional support and safety for Charlie. This action can be interpreted as an attempt to fulfill Charlie's safety needs.

3. Love and Belonging Needs

The third level of the hierarchy is love and belonging needs. This need is about the social aspects that exist in society, such as the need to feel love, affection, and have ownership rights to something. In this need, Abraham Maslow argues about the reason why an individual seeks love. Maslow (1943) explains the background of this aspect because it is based on loneliness, solitude, depression, stress, and excessive anxiety. This need include the need for social connection and relationships. This includes friendships, family relationships, and romantic relationships (Maslow, 1943). Like the previous needs, these third-level needs can be achieved if an individual successfully fulfills their needs at the previous level.

Charlie as the main character in novel *The Perks of Being a Wallflower* has Love and belonging needs and the way he fulfills these needs will be illustrated in the following quotation from the novel:

(Datum 22)

I told Sam that I dreamt that she and I were naked on the sofa, and I started crying because I felt bad, and do you know what she did? She laughed. Not a mean laugh, either. A really nice, warm laugh. She said that she thought I was being cute. And she said it was okay that I had a dream about her. And I stopped crying. Sam then asked me if I thought she was pretty, and I told her I thought she was "lovely." Sam then looked me right in the eye. (P.21-22)

In the paragraph quotation above, reflects the fulfillment of the third level of needs in Maslow's hierarchy of needs, which is the need for affection and the need to feel recognized and accepted by others. The statement about sharing dreams

and the positive reaction from Sam indicate a close relationship and emotional support between Charlie and Sam.

Sam's positive response to Charlie's confession about his intimate dream shows that Charlie feels accepted and recognized by Sam. This is part of the need for acceptance and recognition in the context of interpersonal relationships. Sam's question about whether she is considered beautiful by Charlie reflects the need to feel valued and to be considered romantically attractive. Charlie's positive assessment that Sam is "lovely" suggests that this relationship has a romantic element or at least a positive assessment of Sam's physical appearance. Sam's positive reactions and laughing helped to reduce Charlie's negative emotions, such as guilt or shame. This creates a positive atmosphere in their relationship and contributes to his psychological well-being.

(Datum 23)

Sam then gave me a hug, and it was strange because my family doesn't hug a lot except my Aunt Helen. But after a few moments, I could smell Sam's perfume, and I could feel her body against me. And I stepped back. (P.22)

In the paragraph quotation above, there is an action that shows an expression of affection, which is the hug given by the character Sam. This hug creates a moment of intimacy between Charlie and Sam. Although Charlie's family does not often give hugs, the presence of a hug from Sam provides a unique experience and illustrates that he may feel emotionally connected to Sam.

The presence of Sam's perfume and the physical contact during the hug create a feeling of togetherness and attachment between the Charlie and Sam. While Charlie initially felt strange about the hug, the act may have fulfilled his need to

belong and connect with another person. The need for affection and belonging is part of the third level in Maslow's hierarchy of needs, namely social needs or love and belonging needs. Sam's hug and Charlie's emotional response reflect an attempt to fulfill this need, which occurs after basic physical needs and safety have been met. However, Charlie's initially strange reaction and stepping back after a while may indicate an internal conflict. Perhaps the narrator is uncomfortable or unaccustomed to expressions of physical affection.

(Datum 24)

In terms of my participation in things, I am trying to go to social events that they set up in my school. It's too late to join any clubs or anything like that, but I still try to go to the things that I can. Things like the homecoming football game and dance, even if I don't have a date. (P.28-29)

In the paragraph quotation above, Charlie demonstrated a focus on social needs and a desire to feel connected to others, which corresponds to Maslow's concept of the hierarchy of needs. Charlie made an effort to participate in social activities such as soccer games and dances, even without a partner, even if he was late. These actions reflect the drive to engage in activities that allow social interaction, create bonds, and feel included in the school community. At this level of Maslow's hierarchy of needs, Charlie's behavior reflects an attempt to meet his social needs, which is an important stage for achieving broader self-fulfillment.

(Datum 25)

To tell you the truth, I love Sam. It's not a movie kind of love either. I just look at her sometimes, and I think she is the prettiest and nicest person in the whole world. She is also very smart and fun. I wrote her a poem after I saw her in The Rocky Horror Picture Show, but I didn't show it to her because I was embarrassed. I would write it out for you, but I think that would be disrespectful to Sam. (P.47-48)

In the paragraph quotation above, Charlie, as the main character expresses his feelings of love towards Sam. This love can be connected to the level of love and belonging needs in Maslow's hierarchy. Love and belonging needs in Maslow's hierarchy highlight interpersonal relationships. Charlie describes his feelings for Sam with words that reflect admiration and emotional attraction. He sees Sam as "*the most beautiful and kind person in the whole world*" and states that his love is not the type of love as in the movie. This reflects a desire for emotional connection and a close personal relationship, corresponding to the need for love in Maslow's hierarchy.

Furthermore, when Charlie mentions that he wrote a poem for Sam after seeing her in *The Rocky Horror Picture Show*, but did not show it because he was embarrassed, this can be attributed to the need for recognition and acceptance. Charlie's embarrassment may have arisen from his desire to be accepted by Sam, and this reflects the need for recognition and approval in the hierarchy of needs. Thus, this paragraph illustrates how the main character, Charlie, experiences and pursues the needs of love and belonging in the context of Abraham Maslow's hierarchy of needs.

(Datum 26)

*Incidentally, I have not told you about Bill in a while. But I guess there's not a lot to tell because he just keeps giving me books that he doesn't give his other students, and I keep reading them, and he keeps asking me to write papers, and I do. In the last month or so, I have read *The Great Gatsby* and *A Separate Peace*. I am starting to see a real trend in the kind of books Bill gives me to read. And just like the tape of songs, it is amazing to hold each of them in the palm of my hand. They are all my favorites. All of them. (P.63)*

The paragraph quotation above describes Charlie's relationship with Bill, his teacher. Using Abraham Maslow's hierarchy of needs framework, elements of need and belonging appear in Charlie's interaction with Bill. Charlie states that Bill keeps giving her special books that are not given to other students. This creates a sense of specialness and attention that may fulfill Charlie's love and acceptance needs. The understanding that he was getting special treatment in the form of books gave him an experience of belonging, which could have increased his sense of self-worth.

In addition, Charlie detailed that each book given to him by Bill was his favorite. This creates an emotional bond and intimacy between Charlie and the books, perhaps fulfilling the need for love through a sense of connection and appreciation of the works. Thus, this paragraph provides an overview of how the needs of love and belonging, which lie at the social and personal layers in Maslow's hierarchy of needs, are reflected in Charlie's relationship with Bill and the books given.

(Datum 27)

So, I put on the suit even though I didn't feel like I really deserved to since all I write are essays for Bill, but it was such a nice present, and everyone clapped their hands anyway. Sam and Patrick both agreed I looked handsome. Mary Elizabeth smiled. I think it was the first time in my life I ever felt like I looked "good." Do you know what I mean? That nice feeling when you look in the mirror, and your hair's right for the first time in your life? I don't think we should base so much on weight, muscles, and a good hair day, but when it happens, it's nice. It really is. (P.67).

The paragraph above can be linked to Abraham Maslow's hierarchy of needs, particularly at the level of love and belonging needs. In this paragraph, it describes experiences that involve social acceptance and acceptance from others,

which reflects the need for love and the need to feel recognized in a group. In that paragraph, there is a desire to feel accepted and loved. Charlie tries to fulfill this need by wearing a suit even though he doesn't feel entirely appropriate. This action may be driven by the desire to be accepted and loved by others. Even though he feels inappropriate, Sam, Patrick, and Mary Elizabeth applaud and compliment his appearance and call him handsome. This reflects the need for social approval and recognition from others, which is part of the social needs in Maslow's hierarchy.

(Datum 28)

Sam looked at me soft. And she hugged me. And I closed my eyes because I wanted to know nothing but her arms. And she kissed my cheek and whispered so nobody could hear.

"I love you."

I knew that she meant it in a friend way, but I didn't care because it was the third time since my Aunt Helen died that I heard it from anyone. The other two times were from my mom. (P.69)

The paragraph and dialog above reflects the needs of love and belonging in Abraham Maslow's hierarchy of needs, focusing on the main character, Charlie. In this moment, Charlie experiences the need for love through an interaction with Sam, one of his close friends. Sam shows care and affection in an understated way, embracing and kissing Charlie on the cheek. The act touches Charlie's heart and gives him a much-needed sense of being loved.

Although Charlie realized that the expression of love was meant to be friendly, not romantic, he still accepted and appreciated it. For him, the words held special meaning as this was the third time since Aunt Helen's death that he had heard them from someone. Previously, twice she had heard them from her mother.

In the context of Maslow's hierarchy of needs, this moment fulfills Charlie's love and belongingness needs, helping her overcome the sense of loneliness and loss she experienced after Aunt Helen's passing.

(Datum 29)

Tomorrow, I'm going with my mom to buy presents for everyone. And then we are celebrating my birthday. I was born on December 24. I don't know if I ever told you that. It's a strange birthday to have because it is so close to Christmas. After that, we are celebrating Christmas with my dad's family, and my brother will be home for a little while. Then, I'm going out to take my driver's test, so I will be busy while Sam and Patrick are gone. (P.74-75)

The paragraph above creates a narrative that shows the need for love and belonging through Charlie's experience, which falls within Abraham Maslow's hierarchy of needs. In this paragraph, Charlie details his plans to celebrate his birthday and Christmas with his family. The need to be loved and to have a close relationship with his family is reflected in these celebratory activities. As an individual, Charlie seeks acceptance and love from his family, which is an important part of social needs in Maslow's hierarchy.

Traveling with his mother to buy gifts for everyone and celebrating his own birthday creates a close emotional bond. Although Charlie was born at a perhaps unusual time close to Christmas, this celebration highlights Charlie's desire and need for love and connection. In the context of Charlie's everyday life, this celebration becomes a form of fulfillment of the need for love and belonging in Maslow's hierarchy of needs.

(Datum 30)

My family gave me some really nice birthday presents. My sister was still mad at me, but she got me a Smiths record anyway. And my brother got me a poster signed

by the whole football team. My dad gave me some records that my sister told him to buy. And my mom gave me some of the books she loved when she was a kid. One of them was The Catcher in the Rye. (P.80)

In the paragraph quotation above, Charlie receives birthday gifts from his family. By applying Maslow's hierarchy of needs theory, we can identify some elements related to social, love, and belonging needs. The presence of these gifts shows that Charlie fulfills the need for love and attention from his family. Even though his sisters are still angry with him, they still give him gifts, showing that there is an emotional bond between them. The gifts, such as the Smiths record and the soccer team's autograph poster, show the need for belonging. This sense of belonging can be linked to the need for self-identity and recognition from others. The soccer team's autographed posters also created a sense of affiliation and social engagement, which could fulfill Charlie's social needs.

However, it should be noted that despite receiving these gifts, Charlie may still experience discomfort or conflict in the relationship with his still-angry sister. This could reflect the tension in fulfilling social and love needs, as despite the gifts, interpersonal relationships may not have been fully restored. So, this paragraph provides an overview of how elements in Charlie's life reflect and try to fulfill various needs on the social, love, belonging, and self-understanding levels.

(Datum 31)

Things have stopped moving for the most part ever since. I haven't skipped another class. And I guess now I don't feel like a big faker for trying to put my life back together. Bill thought my paper on The Catcher in the Rye (which I wrote on my new old typewriter!) was my best one yet. He said I was "developing" at a rapid pace and gave me a different kind of book as "a reward." It's On the Road by Jack Kerouac. (P.102-103)

In the paragraph quotation above, the need for love and belonging is reflected in Charlie's relationship with his English teacher, Bill. Charlie feels recognized and appreciated by Bill when he compliments Charlie's essay on *The Catcher in the Rye*. This appears to satisfy Charlie's need for love and acceptance within his school environment.

Furthermore, Charlie experiences an awakening after a bad event in his life, and the need for interpersonal relationships becomes more important to him. Bill gives the book *On the Road* by Jack Kerouac as a "gift," highlighting the importance of the teacher-student relationship in Charlie's personal development. The book may symbolize Charlie's emotional journey along with his personal development.

By giving attention to Charlie's rapid "self-development," this paragraph reflects the fulfillment of the needs for acceptance, positive relationships, and belonging in the context of personal development, in line with Maslow's hierarchy of needs.

(Datum 32)

From that moment and all through dinner, my parents didn't ask any more questions about our day, although my mom did say how glad she was that my sister and I were spending more time together. (P.121)

The paragraph above reflects the need for emotional connection and social relationships, especially between family members, such as Charlie, his younger sister, and his mother. The mother's statement expressing her happiness that Charlie and his sister are spending more time together reflects the fulfillment of the need for family connection and bonding. His mother's inability to ask more about their

day reflects respect and trust in their relationship, providing space for the children to feel a sense of freedom and support, in line with Maslow's hierarchy of needs.

(Datum 33)

I never once thought that it would mean Sam might start liking me. All I cared about was the fact that Sam got really hurt. And I guess I realized at that moment that I really did love her. Because there was nothing to gain, and that didn't matter. (p.179)

In the paragraph quotation above, there is the need for love and affiliation which is reflected when Charlie states, "*I never once thought that it would mean Sam might start liking me.*" Charlie does not seem to expect love in return from Sam, but focuses on the feeling of love itself. This can be connected to the third level in Maslow's hierarchy, which includes the need for love. Furthermore, the statement "*All I cared about was the fact that Sam got really hurt*" highlights Charlie's concern and empathy for Sam's plight. This reflects the need for belonging and caring for others, which can be linked to the need for belonging. The final statement, "*And I guess I realized at that moment that I really did love her. Because there was nothing to gain, and that didn't matter,*" shows the culmination of the need for sincere and pure love. Charlie realized that the love he felt was not based on personal gain or expectations of reciprocation.

(Datum 34)

I was last. Sam walked up and held me for a long time. Finally, she whispered in my ear. She said a lot of wonderful things about how it was okay that I wasn't ready last night and how she would miss me and how she wanted me to take care of myself while she was gone.

"You're my best friend," was all I could say in return.

She smiled and kissed my cheek, and it was like for a moment, the bad part of last night disappeared. But it still felt like a good-bye rather than a "see ya." The thing was, I didn't cry. I didn't know what I felt. (P.204)

The paragraph quotation above shows that Charlie feels valued and accepted by his friends, especially by Sam. Sam comforts him and gives him the feeling that it doesn't matter if Charlie wasn't up for something the night before. Sam's presence provides important emotional support for Charlie, fulfilling the need for love and social acceptance in Maslow's hierarchy. The phrase "*You're my best friend*" from Charlie illustrates a strong sense of belonging or closeness between him and Sam. This belonging is part of the need for deep personal relationships, which is also one aspect of the third level of needs in Maslow's hierarchy.

(Datum 35)

About half a mile from the tunnel, Sam stopped the car, and I climbed in back. Patrick played the radio really loud so I could hear it, and as we were approaching the tunnel, I listened to the music and thought about all the things that people have said to me over the past year. I thought about Bill telling me I was special. And my sister saying she loved me. And my mom, too. And even my dad and brother when I was in the hospital. I thought about Patrick calling me his friend. And I thought about Sam telling me to do things. To really be there. And I just thought how great it was to have friends and a family. (P.213)

In the paragraph quotation above, the main character, Charlie is in a car with his friends Sam and Patrick. They are about to enter a tunnel, and Patrick turns up the radio so that Charlie can hear the music better. As they approach the tunnel, Charlie reflects on various meaningful moments and expressions of love and support he has received from people in his life over the past year. These include his English teacher Bill acknowledging his uniqueness, his sister expressing her love, and even his mom, dad, and brother providing support when he was in the hospital. Charlie also thinks about Patrick considering him as a friend and Sam encouraging him to be present and engaged in life. The paragraph captures a moment of

introspection for Charlie, emphasizing the importance of friendships and family in his life, highlighting the positive impact they have had on him.

Based on the explanation above, the paragraph highlights the need for love and belonging. Charlie reflects on experiences where those closest to him expressed affection and recognized a connection with him, including words such as "*my sister saying she loved me,*" "*Patrick calling me his friend,*" and "*Sam telling me to do things.*" There are feelings of warmth and happiness that arise when she thinks of family and friends. This reflects satisfaction of the social and belonging needs in Maslow's hierarchy.

4. Esteem Needs

The fourth level is esteem needs, which include the need for self-esteem and respect from others. This can be achieved through achievements, recognition, and positive feedback (Maslow, 1943). Self-esteem can come from oneself as well as others. When needs at this level can be met, it will automatically lead to the need to feel respect, a sense of being trusted by others, and stabilize oneself. After an individual manages to fulfill it, the individual's self-confidence will automatically increase. A high level of confidence will certainly affect the social role of the individual. Conversely, if this need is not met, it will bring serious impacts such as depression, anxiety, stress, lack of self-confidence, inferiority, feeling useless. Charlie as the main character in novel *The Perks of Being a Wallflower* has Esteem needs and the way he fulfills these needs will be illustrated in the following quotation:

(Datum 36)

Bill gave me my first B in advanced English class for my paper on Peter Pan! To tell you the truth, I don't know what I did differently from the other papers. He told me that my sense of language is improving along with my sentence structure. I think it's great that I could be improving on these things without noticing. By the way, Bill gives me A's on my report cards and letters to my parents. The grades on these papers are just between us. (P.46)

In the paragraph quotation above, Charlie as the main character experiences growth in his need for self-esteem in Abraham Maslow's hierarchy of needs. For example, when Charlie gets his first B in his Advanced English class, he feels proud and happy with his achievement. Positive acceptance from teachers like Bill gave a boost to his self-esteem. Although initially unsure what he was doing differently, Charlie found that his language skills and sentence structure improved.

In the context of Maslow's hierarchy of needs, the satisfaction of self-esteem needs can be placed above self-actualization needs. Charlie felt a sense of accomplishment and recognition, which supported his development as an individual. This is reinforced by the fact that Charlie specifically mentions that the grades on her paper are confidential between her and Bill. This suggests that her academic achievement and evaluation had a positive impact on her self-esteem.

(Datum 37)

I think it was the first time in my life I ever felt like I looked "good." Do you know what I mean? That nice feeling when you look in the mirror, and your hair's right for the first time in your life? I don't think we should base so much on weight, muscles, and a good hair day, but when it happens, it's nice. It really is. (P.67)

In the paragraph quotation above, Charlie mentioned that this was probably the first time in his life that he felt he looked "good." This indicates an increase in self-esteem. Acceptance and praise from others can increase one's sense of self-

worth. The statement "*I think it was the first time in my life I ever felt like I looked 'good'*" highlights the importance of external validation in enhancing feelings of self. This can be seen as seeking approval and validation from others.

Charlie's need for understanding and validation is fulfilled through the therapy sessions he attends. Through his conversations with his therapist, he is able to reflect on his experiences and gain insight into his emotions and behaviors. This is demonstrated in this quote from the novel:

(Datum 38)

So, I guess we are who we are for a lot of reasons. And maybe we'll never know most of them. But even if we don't have the power to choose where we come from, we can still choose where we go from there. We can still do things. And we can try to feel okay about them. (P.211)

In the paragraph quotation above, Charlie faces a struggling journey of looking for his identity. The excerpt from the text of the novel reflects Charlie's struggle to understand himself in the context of self-esteem needs according to Abraham Maslow's hierarchy of needs.

Charlie looking for meaning and purpose in his life, exploring his desire to feel valued and accepted by others. The statement reflects Charlie's drive to fulfill self-esteem needs, which is the fourth level in Maslow's hierarchy of needs. Although Charlie may not have full control over his origins, he recognizes that he has the power to choose the direction of his life and perform actions that build his sense of self-worth.

In this context, Charlie strives to do things that make him feel worthy, develop social relationships, and seek acceptance from his environment. This

character's journey reflects the journey towards fulfilling the need for self-esteem, which is an important step in achieving full satisfaction in life.

5. Self-actualization Needs

Finally, at the top of the hierarchy is self-actualization, which refers to the realization of one's full potential and the pursuit of personal growth and fulfillment. According to Maslow (1943), self-actualization is achieved when all other needs in the hierarchy have been met. Self-actualization can be interpreted as a true form to reflect an individual's hopes and desires for themselves. Maslow (1943) describes this self-actualization need as the need for an individual to decide what they want. To self-actualize is not something that is easy to do. Because in fulfilling this need, an individual must get enough support from various parties. The impact that occurs if the needs at this final level are not met is the emergence of feelings of discomfort, anxiety, tension, inferiority.

In the novel "*The Perks of Being a Wallflower*" by Stephen Chbosky, Charlie as the main character struggles with various emotional and mental issues, including anxiety, depression, and past trauma. As the story progresses, Charlie goes through a journey of self-discovery and eventually achieves self-actualization.

One way that Charlie achieves self-actualization is through his love of literature, writing, and reading. Throughout the novel, Charlie reads various books recommended by his English teacher, Bill, and develops a passion for writing. Writing becomes a therapeutic outlet for Charlie, allowing him to express his thoughts and emotions.

(Datum 39)

I don't have a lot of time because my advanced english teacher assigned us a book to read, and I like to read books twice. Incidentally, the book is To Kill a Mockingbird. If you haven't read it, I think you should because it is very interesting. The teacher has assigned us a few chapters at a time, but I do not like to read books like that. I am halfway through the first time. (P.8-9)

In the paragraph quotation above, it can be seen that Charlie has a need for intellectual fulfillment, which is in accordance with Maslow's theory. He mentions that his teacher assigned them the book "*To Kill a Mockingbird*" and that he likes to read the book twice. This shows his desire for deep understanding and intellectual development. Furthermore, we can see that, although the reading assignment is divided into chapters, Charlie prefers to read the book in its entirety. This reflects his drive to reach his full potential, creating a more immersive and thorough reading experience. Thus, through his love of reading and his desire to understand books deeply, Charlie can be connected to the self-actualization stage in Maslow's theory. In his journey towards understanding himself and the world around him, Charlie tries to fulfill his intellectual needs as an important step in achieving his potential.

(Datum 40)

I have finished To Kill a Mockingbird. It is now my favorite book of all time, but then again, I always think that until I read another book. My advanced english teacher asked me to call him "Bill" when we're not in class, and he gave me another book to read. He says that I have a great skill at reading and understanding language, and he wanted me to write an essay about To Kill a Mockingbird. (P.9-10)

In the paragraph quotation above, Charlie expresses his experience after finishing reading his favorite book, "*To Kill a Mockingbird*." Through the perspective of Abraham Maslow's theory of the hierarchy of human needs, Charlie reflects on the steps towards self-actualization. Charlie always felt that the book

was his favorite, but this can be connected to the human desire to feel recognized and appreciated, which is part of the need for self-actualization.

When his advanced English teacher, whom he allowed to call him "Bill" outside of class, gave him another book to read, it brought up the need for personal growth. The teacher sees Charlie's reading and language comprehension skills as having tremendous potential, which corresponds to the concept of self-actualization in Maslow's theory. Bill's assignment to write an essay on "*To Kill a Mockingbird*" can also be interpreted as a way to encourage Charlie's intellectual and creative development in fulfilling his self-actualization needs.

Thus, through the reading journey and interaction with the teacher, Charlie is led on a journey of self-actualization described in Maslow's theory. This process includes the development of his personal potential, appreciation from others, and the fulfillment of intellectual needs that push him towards a deeper understanding of himself.

(Datum 41)

I should stick to the subject, though. That is what my teacher Bill tells me to do because I write kind of the way I talk. I think that is why he wants me to write that essay about To Kill a Mockingbird. (P.10-11)

In the paragraph quotation above, the choice of the novel "*To Kill a Mockingbird*" as an essay topic can also be related to this concept. Perhaps Charlie saw the moral values in the novel as something that could provide a foundation for his understanding of the world and society. This could reflect the need for self-actualization, which is the peak stage in Maslow's hierarchy where a person reaches their full potential and seeks a deeper understanding of the meaning of life. Using

Maslow's theory, it can be seen how the character Charlie faces challenges and grows emotionally on the journey towards self-understanding and personal actualization.

(Datum 42)

I never told you that I am in shop class, did I? Well, I am in shop class, and it is my favorite class next to Bill's advanced english class. I wrote the essay for To Kill a Mockingbird last night, and I handed it in to Bill this morning. We are supposed to talk about it tomorrow during lunch period. (P.12-13)

In the paragraph quotation above, when Charlie writes an essay for English class, we can see his effort to reach his potential in literacy. This can be linked to the need for self-actualization, which is the highest level in Maslow's hierarchy. Through the pursuit of creativity and knowledge, Charlie may be seeking deeper and more meaningful fulfillment in his life. Thus, through an understanding of Maslow's hierarchy of needs, we can see how Charlie's activities and achievements in this novel can be interpreted as steps towards fulfilling higher needs, closer to self-actualization.

(Datum 43)

First of all, Bill gave me a C on my To Kill a Mockingbird essay because he said that I run my sentences together. I am trying now to practice not to do that. He also said that I should use the vocabulary words that I learn in class like "corpulent" and "jaundice." I would use them here, but I really don't think they are appropriate in this format. (P.14)

In the paragraph quotation above, Charlie is trying to improve his writing skills, as exemplified when he got a C on his essay on "To Kill a Mockingbird." In his efforts to improve his writing skills, Charlie tries to apply the advice of his English teacher, Bill. Maslow emphasized the importance of self-development and actualization through fulfilling individual potential. By trying to understand the

teacher's suggestions and putting them into practice, Charlie can be considered to be in a stage of personal growth and development towards self-actualization.

The importance of education and self-development can also be identified through Charlie's efforts to expand his vocabulary and apply it to his writing. Although Charlie feels that some words, such as "corpulent" and "jaundice," may not be appropriate for certain formats, his efforts to enrich his language reflect a drive towards intellectual development, which also corresponds to the concept of self-actualization in Maslow's theory. Thus, through the development of writing skills and vocabulary enhancement, Charlie in the novel reflects concrete steps towards fulfilling the need for self-actualization, in line with the principles of Abraham Maslow's theory.

(Datum 44)

I'm sorry I haven't written to you in a couple of weeks, but I have been trying to "participate" like Bill said. It's strange because sometimes, I read a book, and I think I am the people in the book. Also, when I write letters, I spend the next two days thinking about what I figured out in my letters. I do not know if this is good or bad. Nevertheless, I am trying to participate. (P.28)

In the paragraph quotation above, Charlie tries to "participate" in his life, in line with the advice given by Bill. For example, when Charlie reads a book, he feels a sense of closeness to the characters in the book. This reflects the social need to relate to others, even if it is through the imaginary experience of reading. In addition, when Charlie writes letters, he tries to understand himself and reflect on what he has learned in his letters. This process reflects an attempt to achieve self-actualization, that is, reaching his full potential as an individual. The question of whether this is good or bad reflects Charlie's uncertainty and personal reflection on

the process. However, his attempt to participate can be interpreted as a step towards fulfilling the need for self-actualization, where one seeks meaning, personal growth, and self-understanding in their lives.

(Datum 45)

Incidentally, the book Bill gave me was Peter Pan by Just. More. Barrie. I know what you're thinking. The cartoon Peter Pan with the lost boys. The actual book is so much better than that. It's just about this boy who refuses to grow up, and when Wendy grows up, he feels very betrayed. At least that's what I got out of it. I think Bill gave me the book to teach me a lesson of some kind. (P.28)

In the paragraph quotation above, Charlie is given the book "*Peter Pan*" by Bill. Peter Pan, the main character in the book, is a boy who refuses to grow up. This connection can be linked to the concept of "refusal to grow up" in the book. When Wendy, one of the characters in Peter Pan's story, grows up, Peter feels very betrayed. Charlie's understanding of the book reflects his own experience dealing with the changes and challenges of growing up. Bill may have given this book as a means to teach Charlie a lesson, and we can infer that the lesson relates to the process of growing up and changing.

In the context of Maslow's theory, it can be interpreted that Charlie is facing a journey towards the top of the hierarchy of human needs, which is self-actualization. The acceptance of change, self-understanding, and the search for his identity can be considered steps towards fulfilling the need for self-actualization.

(Datum 46)

Bill gave me my first B in advanced English class for my paper on Peter Pan! To tell you the truth, I don't know what I did differently from the other papers. He told me that my sense of language is improving along with my sentence structure. I think it's great that I could be improving on these things without noticing. By the

way, Bill gives me A's on my report cards and letters to my parents. The grades on these papers are just between us. (P.46)

In the paragraph quotation above, Charlie feels satisfaction from the praise of his English teacher, Bill, especially after getting a B for his paper on Peter Pan. Charlie is pleased to see the development of his language and sentence structure, showing a drive to improve himself. In addition, Charlie noted that he was unaware of the improvements. This reflects the concept of the self-actualization need level in Maslow's theory, where individuals reach their maximum potential unknowingly. Charlie experienced growth and development unintentionally, showing that the journey towards self-actualization can be a natural and unplanned process.

Although Charlie earned an A on his grade report and letter to his parents, it is important to note that Bill decided to tell Charlie personally about the improved quality of his work. This highlights the importance of personal recognition and support from authority figures, which can also influence the journey towards one's self-actualization. By relating the events in the paragraph to Maslow's theory, it can be seen that Charlie is experiencing personal growth and development, which corresponds to the journey towards self-actualization in the hierarchy of human needs.

(Datum 47)

*Incidentally, I have not told you about Bill in a while. But I guess there's not a lot to tell because he just keeps giving me books that he doesn't give his other students, and I keep reading them, and he keeps asking me to write papers, and I do. In the last month or so, I have read *The Great Gatsby* and *A Separate Peace*. I am starting to see a real trend in the kind of books Bill gives me to read. And just like the tape of songs, it is amazing to hold each of them in the palm of my hand. They are all my favorites. All of them (P.63)*

In the paragraph quotation above, Charlie achieves a journey towards self-actualization through interaction with his English teacher, Bill. Bill not only provides Charlie with books but also gives him attention and encouragement to explore his thoughts and knowledge. It can be seen that Charlie's physiological and safety needs have been met, so he can move on to social needs through the relationship with Bill. Bill creates an environment that supports Charlie's intellectual development by giving him special books that are not given to other students. This can be linked to the need for self-actualization, where one seeks deeper understanding and personal growth through intellectual exploration.

When Charlie states that the books given by Bill are his favorites, we see the emotional and intellectual satisfaction he gets from the experience. Charlie's understanding of the trend of books given by Bill creates a connection between his interest and the need for self-actualization. These books are not only learning tools but also symbols of growth and self-understanding. Through the act of reading and writing essays in response to the books, Charlie not only fulfills Bill's expectations but also engages in a process of personal development. This activity reflects the drive towards self-actualization, where one seeks to reach their maximum potential through the exploration and development of intellectual skills.

Thus, in the context of the paragraph above, the relationship between Charlie and Bill can be seen as way to achieve the self-actualization stage in Maslow's hierarchy of needs. Through the exploration of books and writing, Charlie not only grows as a more aware and educated individual but also achieves a deeper understanding of herself.

Throughout the novel, Charlie is on a journey of self-discovery and growth. He explores his passions, makes friends, and gains confidence. He also confronts traumatic events from his past and begins to process and heal them. By the end of the novel, he has reached the point of self-actualization. As reflected in the text quotation of the novel below:

(Datum 48)

But mostly, I was crying because I was suddenly very aware of the fact that it was me standing up in that tunnel with the wind over my face. Not caring if I saw downtown. Not even thinking about it. Because I was standing in the tunnel. And I was really there. And that was enough to make me feel infinite. (P.213)

In the paragraph quotation above can be linked to the need for self-actualization in Abraham Maslow's hierarchy of needs. Charlie's statement about feeling "infinite" reflects a peak experience in self-achievement, which corresponds to Maslow's concept of self-actualization. In the context of self-actualization needs, individuals reach their full potential and personal development through self-understanding, creativity, and the achievement of meaningful goals. When Charlie realizes his existence in the tunnel with the wind brushing his face, without caring about the cityscape or other thoughts, he feels a moment of complete presence that makes him feel infinite.

This experience reflects contentment in personal existence, where the individual feels fully alive and understands the essence of his existence. By ignoring any external thoughts or concerns, Charlie finds deep satisfaction in the moment itself, reaching a level of self-actualization that corresponds to Maslow's hierarchy of needs.

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the researcher convey the conclusions obtained from the results and discussions and provide suggestions to the readers of this study.

A. Conclusion

The researcher succeeded in fulfilling the problems of the study. All the hierarchy of needs that Abraham Maslow postulates can be founded by the researcher on Charlie as the main character in Stephen Chbosky's *The Perks of Being a Wallflower*. There are five hierarchies of needs, all of which can be met by Charlie in the novel, namely physiological needs, safety needs, love and belonging needs, self-esteem needs, and self-actualization needs. Charlie managed to fulfill his physiological needs by consuming food, drink, and sleep. Charlie also managed to fulfill his safety needs by forming a close friendship with Bill. He provides emotional support and psychological safety for him. Then, Charlie managed to fulfill her love and belonging needs by forming close bonds with her new friends, such as Sam and Patrick. They gave him emotional support and made him feel accepted. Charlie also participated in social activities, such as parties and school activities, which helped build her social connections. Furthermore, Charlie managed to fulfill his self-esteem needs in two ways: from himself and from others. Lastly, Charlie manages to meet his self-actualization needs through his passion for reading, writing, and literature.

B. Suggestion

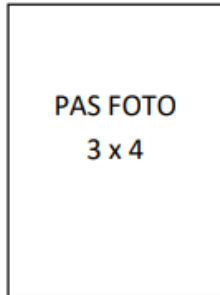
In this research, the researcher only focused on Abraham Maslow's Hierarchy of Needs Theory as it appears in the character of Charlie in the novel *The Perks of Being a Wallflower* by Stephen Chbosky. The researcher hopes that this study can help readers to have an understanding of the hierarchy of needs theory described in Charlie's character by reading the thesis and also the novel. In addition, the researcher provides suggestions for future researchers who are interested in Abraham Maslow's Hierarchy of Needs Theory or the novel *The Perks of Being a Wallflower* by Stephen Chbosky by using other theories or other aspects in the novel.

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