The Character of Neil Perry in *Dead Poets Society* Novel
Seen from Abraham H. Maslow’s Hierarchy of Needs Theory

A “Skripsi”
Submitted to the Faculty of “Adab” and Humanities
in Partial Fulfillment of the Requirements for
the Degree of “Sarjana Sastra”

MUHAMAD YANUAR ARIFIN
Reg. 102026024599

THE ENGLISH LETTERS DEPARTMENT
FACULTY OF “ADAB” AND HUMANITIES
“SYARIF HIDAYATULLAH” STATE ISLAMIC UNIVERSITY
JAKARTA
2007
APPROVEMENT

The Character of Neil Perry in Dead Poets Society Novel
Seen from Abraham H. Maslow’s Hierarchy of Needs Theory

A Thesis
Submitted to Letters and Humanities Faculty
in Partial Fulfillment of the Requirements for
Strata 1 Degree

MUHAMAD YANUAR ARIFIN
Reg. 102026024599

Approved by:

Elve Oktafiyani, M.Hum
Reg. 150 317 725

ENGLISH LETTERS DEPARTMENT
LETTERS AND HUMANITIES FACULTY
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2007
ABSTRACT


As the conclusion, the writer finds that the character of Neil Perry has undergone psychological disorder or in other word is psychopathology, because the character jumped the needs portrayed by Abraham Maslow. The character actually jumped three Needs below the self-actualization needs, which states at the peak of the pyramid. First, the need is safety needs, secondly is belonging needs and the last one is self-esteem needs.

The writer also finds that all the needs that Neil Perry jumped off are caused by his father’s treatment to him. He educates Neil too harsh and gives his son a very heavy burden. Almost every moment that the character spends with his father is always bad memory. Obviously, from the data obtained Neil cannot fulfill all the needs because of his father.
ACKNOWLEDGEMENT

_In the Name of Allah, The Most Gracious, the Most Merciful_

All praises be to Allah SWT. The real writer’s guide, who amazingly guides him in the process of making this thesis. Peace and salutation be upon the greatest prophet Muhammad SAW, his family, companions and adherents.

In this good opportunity, the writer wants to say many thanks to his beloved parents, brothers and sister, who always support him spiritually and financially and also never stop to pray for his success day and night. Their sacrifices will never be equally paid. The writer also wants to give his gratitude to Elve Oktafiyani, M.Hum, as his advisor for her time, guidance, patience, kindness, and contribution in correcting and helping him in finishing this thesis.

The writer also would like to express his trustworthy gratitude to the following noble persons:

1. Prof. Dr. Komaruddin Hidayat, MA, the Rector of State Islamic University “Syarif Hidayatullah” Jakarta.

2. Dr. Abdul Chaer, MA, the Dean of Faculty of “Adab” and Humanities, State Islamic University “Syarif Hidayatullah” Jakarta.

3. Dr. Muhammad Farkhan, M.Pd, the Head of the English Letters Department, Faculty of “Adab” and Humanities, State Islamic University “Syarif Hidayatullah” Jakarta.
4. Drs. Asep Saefuddin, M.Pd, the Secretary of the English Letters Department, Faculty of “Adab” and Humanities, State Islamic University “Syarif Hidayatullah” Jakarta.

5. All lecturers in English Letters Department who have taught and educated the writer during study at State Islamic University “Syarif Hidayatullah” Jakarta.

6. All staff of the Library of Faculty of “Adab” and Humanities, the Library of Main Library of UIN Jakarta, the Library of American Corner, the Library of American Studies of UI for helping the writer in finding the references that the writer needs.

7. The writer’s friends who had been learning together in English Letters Department.

8. The writer’s special friends: Juni Abdillah, Ahmad Fadillah, Zulkipli, Apriyanto and Aris who always support him to survive in the worst moment that happen to the writer.

May Allah, the all-Hearer and all-Knower, blesses them all and gives them more than what they have given to the writer. Hopefully, this “skripsi” gives benefit for all readers who read it and gives significant contribution to literature in the future.

Jakarta, December 19th, 2007

The writer
TABLE OF CONTENTS

ABSTRACT ............................................................................................................. i
APPROVEMENT ........................................................................................................ ii
LEGALIZATION .......................................................................................................... iii
DECLARATION .......................................................................................................... iv
ACKNOWLEDGMENT ............................................................................................... v
TABLE OF CONTENT .............................................................................................. vi

CHAPTER I     INTRODUCTION.................................................................................. 1
   A. Background of the Study ............................................................................... 1
   B. Focus of the Study ........................................................................................ 5
   C. Research Question ...................................................................................... 5
   D. Significance of the Study ............................................................................ 5

CHAPTER II    THEORETICAL FRAMEWORK .......................................................... 6
   A. Psychological Approach ............................................................................. 6
   B. Hierarchy of Needs Theory ......................................................................... 7
      1. The Psychological Needs ......................................................................... 10
      2. The Safety Needs ................................................................................... 12
      3. The Belongingness and Love Needs ...................................................... 14
      4. The Self-Esteem Needs .......................................................................... 15
      5. The Self-Actualization Needs ................................................................. 17
   C. Character ..................................................................................................... 19
      1. Major Character ...................................................................................... 20
      2. Minor Character ..................................................................................... 20

CHAPTER III   RESEARCH FINDING ......................................................................... 21
CHAPTER I
INTRODUCTION

A. BACKGROUND OF THE STUDY

*Dead Poets Society*, a novel by N. H. Kleinbaum, which is taken from a movie with the same title written by Tom Schulman and directed by Peter Weir, is a very interesting story. This movie was first appearance in July 1989. It absorbed many public’s attentions and won many awards at that time, such as ASCAP Award for Top Box Office films category, BAFTA Film Award for Best Film Category, Silver Ribbon Award for Best Director and Best Foreign Movie and many other awards, but the most prestige award is Oscar Award for Best Writing by Tom Schulman.\(^1\)

The movie ran successfully and got many awards, because of its success, N.H. Kleinbaum, a constant writer, tried to recreate the movie into a novel. Recreating a movie into a novel is not an easy thing to do; a writer must clearly understand the visual language and then the word selection. It is also very important to replace the visual language into written text and get the same situation. Kleinbaum tried the best he could do to keep the real story and got the same sense as the movie.

One of *Dead Poets Society* novel readers said that many people are usually afraid of being bored at the beginning in reading novel, but *Dead Poets Society* is

different. The story began interestingly, so the readers would not get bored reading it.\(^2\) It shows that N.H. Kleinbaum is successful in recreating the movie into a novel. In fact, the novel is also as successful as the movie. It is sold millions over worldwide and translated into many languages including Indonesian language.

Surely, it would be very interesting to analyze both the movie and the novel of *Dead Poets Society*, but the writer tends to and focuses on analyzing the novel, because it would be easier to analyze a written text rather than a visual language.

The story is about a bunch of teenagers who study in an Academy named Welton Academy. The school rules are very tight, so there is no space for all students to express themselves, whereas at that time, teenage period, the desire to express themselves and self-searching are growing fast. No doubt, those things are against their nature as a student to follow all of the school rules. Definitely, all those rules bore them. In this circumstance, every person will find a way to annihilate that boring, because that is human nature to achieve happiness in his or her lives. Usually they will do something pleasurable even though they have to break all rules and take all consequences that will happen later. According to the psychological perspectives, teenagers tend to commit challenging acts because there are many changes in teenage period:

1. Emosi semakin meningkat.
2. Perubahan fisik, kecenderungan dan peran yang ingin dialami dalam masyarakat.


4. Bersikap ambivalen terhadap setiap perubahan. Menuntut perubahan tapi takut untuk bertanggung jawab.¹

Surely, with the changes mentioned above, someone’s psychological condition is unstable, which means self-adapting with those changes. On contrary, in the novel the Academy demands uniformity by the rules made in front of everything without thinking any of students’ feeling and desire. Uniformity here means the similarity with everyone, as the quotation below.

Keseragaman berarti kesamaan dengan setiap orang dalam semua hal, hal ini bisa saja dalam hal berpakaian, cara mereka bertindak dan berperilaku. Setiap orang harus mengikuti arus kehidupan yang sudah ada tanpa harus melakukan perlawanan dan menerima semua apa adanya. it can be the way they dress, the way they act or even the way they behave. Every person must always follow the flow of life without any resistance to it whether they like it or not. They must be always in tone with other people.²

For some people, such thing is not a good thing to do, because they think every human has desires and will to be fulfilled. If there is something that is not in tone with one’s desires and will, it is natural to commit rebellion and resistance. Meanwhile, if one has to follow the concept of uniformity, one’s desire does not exist.

It is actually not easy to refuse and against uniformity, because not only strong desire and will that can endorse someone to resist uniformity, but also courage is an important element that someone must have. Unfortunately, not every human has

---

courage. Some people may have courage after stimulation and motivation are given to them and some others may need no stimulation and motivation first. Therefore, by the existence of strong desire and courage, then the resistance to uniformity can be done and of course with all consequences later.

That is what has happened to the students in Welton Academy also, they get bored and tired following and obeying every rule and order, whether it is school rule or order and the demands from their parents. They eagerly want to express and actualize themselves and to be what they are, but they have no courage and bravery to do that. Fortunately, John Keating came to Welton Academy as a new English Teacher. He has a unique personality and unusual kind of teaching method unlike other teachers in Welton Academy. In class, Keating does not only teach all students English subject, but also teach them always to see things in different ways and aspects and also teach them to be a free thinker. He always encourages them to be what they are, to do what they like and to seize the day.

Motivations after motivations are given to them. Spirit is burning inside, courage arise. Hence, their lives had never been the same again. They felt something new, challenge and freedom, but on the other hand, lots of problems are coming to them one at the time as the consequences of what they felt.

Will they be ready to face all the problems that come to them and how they will solve all of those? It would be very interesting to know deeper about all characters and all intrigues that happen in the novel.
B. FOCUS OF THE STUDY

The writer is going to analyze the character of Neil Perry in a novel entitled “Dead Poets Society” based on psychological point a view. The research will use Needs Hierarchy Theory which is established by Abraham Maslow as an intrinsic element of a novel.

C. RESEARCH QUESTION

Based on the focus of study above, the researcher formulates the research question as following questions:

1. How is Neil Perry’s relationship with other characters?

2. Why did the character of Neil Perry commit suicide?

D. SIGNIFICANCE OF THE STUDY

The result of this research is expected to give new information in understanding Dead Poets Society novel, especially the character of Neil Perry that has already been mentioned above and also Abraham Maslow’s Needs Hierarchy theory for the researcher himself and for all readers generally in the future day.
CHAPTER II
THEORETICAL FRAMEWORK

A. Psychological Approach

The writer assumes that the most suitable way to analyze the character of Neil Perry is using Abraham H. Maslow’s Hierarchy of Needs theory. The theory is part of psychological approach which is usually used to identifying the mental state of a character in literary works. There is certain function of psychological approach in literary research, as mentioned in following quotation:

Pendekatan psikologi adalah metode untuk menganalisa proses mental yang tidak dapat dilakukan oleh metode lainnya. Ada dua kegunaan pendekatan psikologi yang dapat digunakan dalam bidang sastra. Yang pertama adalah untuk menetukan area penelitian dengan membaca semua kajian yang relevan dan menyusun penelitian itu dengan baik. Sebuah contoh penelitian yang baik adalah mengidentifikasi konflik atau kontroversi yang terjadi dalam area penelitian, yang mungkin telah dikaji oleh beberapa ilmu dan telah menjawab satu sisi dari permasalahan dan kemudian dikaji ulang dengan ilmu lainnya untuk menjawab sisi lain dari permasalahan itu. Yang kedua, pendekatan itu digunakan untuk menetukan permasalahan yang ada dalam area penelitian dan menetukan teori yang relevan untuk mengkaji permasalahan tersebut.\(^5\)

Meskipun demikian, basis pendekatan psikologi adalah mengenai keberadaan alam bawah sadar pada karakter – para kritikus sastra menggunakan pendekatan psikologi untuk menganalisa motivasi-motivasi dari karakter and makna simbolik pada situasi tertentu, sementara para pembuat biografi hanya menduga mengenai motivasi-motivasi apa saja yang mendorong para penulis di alam sadarnya atau di alam bawah sadarnya – dalam sebuah karya sastra.\(^6\)

---


B. Hierarchy of Needs Theory

Hierarchy of Needs Theory is a theory, which is established by an American psychologist named Abraham Harold Maslow. Abraham Maslow is one the founders of Humanism psychology. All humanism psychologists intend to humanize human as they believe there are goodness in human, not only demerit and psychological disorder. They also assume that main motive of human strength is self-actualization.

It is clearly seen in the following quotation:

Humanistic psychology was appeared in the period before World War II in the writings of men like Alfred Adler, Gordon Allport, Henry Murray, and Prescott Lecky, as well as the early writing of Carl Rogers, Abraham Maslow, and Rollo May. These ideas began coalesce into a movement in the 1950s, with the public acceptance of the more popular writings of Rogers, Maslow, and May, as well as in the philosophical and psychiatric interest in European existentialism. It was crystallized in 1962 by two events: the publication of Abraham Maslow’s Toward a Psychology of Being, in which humanistic psychology was defined as the “Third Force” in contrast to behaviorism and psychoanalysis, and by the first of a series of conferences sponsored by Sonoma State College that led to the creation of the American Association for Humanistic Psychology. During the 1960s and 70s, humanistic psychology became a major force shaping middle class culture in the United States, a development also known as the Human Potential Movement.7

Humanism assume that every human has potentials to grow, health and creative inside them, and if they want to take responsibility for their own lives, they will realize that their potential can reduce the strong effect of parents’ education, school and other social pressures. Humanism concentrates on:

---

1. Holism: organism always acts as a complete part not as separated part or component, but part of a unity and what happen to one part will affect other part.

What matters for holistic are:

a. A normal personality is marked by unity, integrity, consistency and coherency. Organize is normal condition and disorganize means pathologic.

b. Organism can be analyzed by differentiating each part, but there is no part which can be observe in isolation.

c. Every organism has one powerful drive, which is self-actualization.

d. The effects of external environment are minus in normal growing. The potential of organism, if it appears in a right environment, it will produce a healthy and integral personality.

e. A comprehensive research to one person is more useful rather than an extensive to many people about isolated psychological function.

2. Refuse Animal Research

Humanistic psychology emphasizes the difference between human behavior and animal behavior. Animal research sees human as a machine and reflect-condition chain, ignoring a unique human characteristic such as a idea, courage values, love, humor, jealousy, sins and poems, music, knowledge and other result of thinking process. According to Maslow, behaviorism philosophically has a dehumanization point a view.

3. Human are basically nice, not evil

4. Creative potential
5. Has a psychological health tendency.\(^8\)

Hierarchy of Needs is a theory in psychology that Abraham Maslow proposed in 1943 through his journal entitled *A Theory of Human Motivation*. To make his theory can be proven empirically, he made a comprehensive study to well-known figure such as Albert Einstein, Jane Addams, Eleanor Roosevelt, and Frederick Douglass rather than observing people who struck by mental defect and neurotic people. Malsow also studied 1 percent of the healthiest college student population in order to obtain empirical research.\(^9\)

The diagram below is the pyramid of Hierarchy of Needs:

---


1. The Physiological Needs

In his journal *A Theory of Human Motivation*, he said that physiological needs are the lowest and the basic needs that initiate the motivation theory. The physiological needs comprise the need to fulfill the minerals of the body which is usually called as the process of homeostasis,\(^{10}\) the needs of food, water, breath, sleep, sex and any other basic needs that will support someone to live. All physiological needs cannot be identified as homeostatic. For example sexual desire, sleepiness, sheer activity and exercise, and maternal behavior in animals are not homeostatic.\(^{11}\)

Physiological needs are isolable somatically, because they depend with other needs. For example if someone’s body needs mineral and vitamin, that person will fulfill those needs with other need, which is a need to eat food. As explained in the following quotation:

These physiological drives or needs are to be considered unusual rather than typical because they are isolable, and because they are localizable somatically. That is to say, they are relatively independent of each other, of other motivations, and of the organism as a whole, and second, in many cases, it is possible to demonstrate a localized, underlying somatic base for the drive. It should be pointed out that any of the physiological needs and the consumptive behavior involved with them serves as channels for all sorts of other needs as well. That is to say, the person who thinks he is hungry may actually be seeking more for comfort, or dependence, than for vitamins or proteins. Conversely, it is possible to satisfy the hunger need in part by other activities.

\(^{10}\) Homeostasis refers to the body's automatic efforts to maintain a constant, normal state of the blood stream. Cannon has described this process for (1) the water content of the blood, (2) salt content, (3) sugar content, (4) protein content, (5) fat content, (6) calcium content, (7) oxygen content, (8) constant hydrogen-ion level (acid-base balance), and (9) constant temperature of the blood. Obviously, this list could be extended to include other minerals, the hormones, vitamins, etc.

such as drinking water or smoking cigarettes. In other words, relatively isolable as these physiological needs are.\textsuperscript{12}

Undoubtedly, these physiological needs are the most basic of all needs, because other needs will be considered non-exists if the physiological needs have not been fulfilled first. If there is a case that someone needs to love and to be loved, but he feels very hungry, so that person will prefer to eat first rather than doing other activities at that moment.

If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply nonexistent or be pushed into the background. It is then fair to characterize the whole organism by saying simply that it is hungry, for consciousness is almost completely preempted by hunger. All capacities are put into the service of hunger-satisfaction, and the organization of these capacities is almost entirely determined by the one purpose of satisfying hunger. The receptors and effectors, the intelligence, memory, habits, all may now be defined simply as hunger-gratifying tools. Capacities that are not useful for this purpose lie dormant, or are pushed into the background. The urge to write poetry, the desire to acquire an automobile, the interest in American history, the desire for a new pair of shoes are, in the extreme case, forgotten or become of secondary importance. For the man who is extremely and dangerously hungry, no other interests exist but food. He dreams food, he remembers food, and he thinks about food, he emotes only about food, he perceives only food, and he wants only food. The more subtle determinants that ordinarily fuse with the physiological drives in organizing even feeding, drinking, or sexual behavior, may now be so completely overwhelmed as to allow us to speak at this time (but only at this time) of pure hunger drive and behavior, with the one unqualified aim of relief.\textsuperscript{13}

Obviously, a good way to obscure the higher motivations and to get a complete view of human capacities and human nature is to make the organism extremely and chronically hungry or thirsty, because in such condition someone will

\textsuperscript{12} Ibid. p. 3 – 4
\textsuperscript{13} Ibid. p. 5 – 6
not be able to think other activities except eating and drinking. When someone has
already fulfilled those needs, at once other higher needs emerge and the physiological
needs, which dominate the organism, will begin to subside or even disappear. The
process will keep continue this way, when one needs has been satisfied, again new
needs emerge, and so on.

2. The Safety Needs

If the physiological needs are relatively well gratified, there then emerges a
new set of needs, which Abraham Maslow may categorize roughly as the safety needs
(security; stability; dependency; protection; freedom from fear, from anxiety and
chaos; need for structure, order, law, limits; strength in the protector; and so on).

All that has been said to the physiological needs is equally true, although in
less degree, of these desires. The organism may equally well be wholly
dominated by them. They may serve as the almost exclusive organizers of
behavior, recruiting all the capacities of the organism in their service, and the
writer may then fairly describe the whole organism as a safety-seeking
mechanism. Again, the writer may say of the receptors, the effectors, of the
intellect, and of the other capacities that they are primarily safety-seeking
tools. Practically everything looks less important than safety and protection.\footnote{Ibid. p. 7}

Although the writer interested primarily in the needs of the teenagers and
adults, but it would be clearer and more obvious in infants and children. One reason
for the clearer appearance of the threat or danger reaction in infants is that they do not
inhibit this reaction at all, whereas teenagers and adults have been taught to inhibit it.
Thus, even when adults do feel their safety to be threatened, no one can be able to see
this on the surface. Infants will react in a total fashion and as if they were endangered, if they are disturbed or dropped suddenly, startled by loud noises, flashing light, or other unusual sensory stimulation, by rough handling, by general loss of support in the mother's arms, or by inadequate support.

In infants, anyone can also see a much more direct reaction to bodily illnesses of various kinds. Sometimes these illnesses seem to be immediately and threatening, and seem to make the child feel unsafe. For instance, vomiting, colic, or other sharp pains seem to make the child look at the whole world in a different way. At such a moment of pain, it may be postulated that, for the child, the whole world suddenly changes from lightness to darkness, so to speak, and become a place in which anything at all might happen, in which previously stable things have suddenly become unstable. Thus, a child who because of some bad food is taken ill may for a day or two develop fear, nightmares, and a need for protection and reassurance never seen in him before his illness.  

Another indication of the child's need for safety is his preference for some kinds of undisrupted routine or rhythm. He seems to want a predictable, lawful, orderly world. For instance, injustice, unfairness, or inconsistency in the parents seems to make a child feel anxious and unsafe.

Every person in society generally prefers a safe, orderly, predictable, lawful, organized world, which he can count on and in which unexpected, unmanageable, chaotic, or other dangerous things do not happen. In any case, someone has powerful parents or protectors who shield him from harm. Children who are reared in an unthreatening, loving family do not ordinarily react as we have described. In such children the danger reactions are apt to come mostly to objects or situations that adults too would consider dangerous.

If someone lives in a chaos situation or under war condition where there are real threats to law, to order and to the authority of a Nation, the safety needs can

---

15 Ibid. p. 8
16 Ibid. p. 9
become very urgent under that circumstance. Someone who lives in that situation will defend himself in different way whether to avoid the situation and find another safe place to stay or even to fight back to annihilate those threats. Instinctively, they will not even think other needs besides safety needs first.\(^{17}\)

3. The Belongingness and Love Needs

If both the physiological and the safety needs are already achieved, there will emerge the love, affection and belongingness needs. Now the person will feel hunger for belonging needs. He needs accompany in his life and desperately hunger to love and to be loved from other people. It can be from friends, a sweetheart, a wife or children whether in small group like a family or in broader group. This condition occurs because when both needs below, the physiological and safety needs, have already fulfilled at certain point someone will feel sharply the sudden of loneliness, of rejection, and of friendlessness. That is why someone desperately hunger for belonging and love needs.

Humans generally need to feel belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sports teams, gangs or small social connections such as family members, intimate partners, mentors, close colleagues, confidants. They need to love and be loved, sexually and non-sexually, by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and depression. This need for belonging can often overcome the physiological and security needs, depending on the strength of

\(^{17}\) Ibid. p. 10
the pressure. For example, an anorexic ignores the need to eat and the security of health for a feeling of belonging.\textsuperscript{18}

Maslow believes that the tremendous and rapid increase in a society and other personal growth groups and intentional communities may in part be motivated by this unsatisfied hunger for contact, for intimacy, for belongingness and by the need to overcome the widespread feelings of alienation, aloneness, strangeness, and loneliness. Such phenomenon have been worsened by mobility, by the breakdown of traditional groupings, the scattering of families, the generation gap, the steady urbanization and disappearance of village face-to-faceness.\textsuperscript{19}

It should be understood that love and sex has different meaning. One thing that must be stressed at this point is that love is not synonymous with sex. Sex may be studied as a purely physiological need. Ordinarily sexual behavior is multidetermined, that is to say, determined not only by sexual but also by other needs. The important notion is the fact that the love needs involve both giving and receiving love.\textsuperscript{20}

4. The Self-Esteem Needs

After all mentioned needs above have already fulfilled, everyone has a strong desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. Self-esteem is the value we place on ourselves. It is our assessment of our worth as a


\textsuperscript{20} \textit{Ibid.}, p. 16
human being based on our approval or disapproval of ourselves and our behavior. These needs may therefore be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Second, they are the desire for reputation or prestige (defining it as respect or esteem from other people), status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation. These needs have been relatively stressed by Alfred Adler and his followers, and have been relatively neglected by Freud. More and more today, however, there is appearing widespread appreciation of their central importance, among psychoanalysts as well as among clinical psychologists.\(^{21}\)

According to Jerry Michinton, Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness, and of helplessness. These feelings in turn give rise to either basic discouragement or else compensatory or neurotic trends. An appreciation of the necessity of basic self-confidence and an understanding of how helpless people are without it can be easily gained from a study of severe traumatic neurosis. Actually, there are three aspects of self-esteem:

1. Our feeling about ourselves: With high self-esteem, we accept ourselves unconditionally exactly as we are; we appreciate our value as a human being.
2. Our feeling about life: we accept responsibility for and have a feeling of control over every part of our lives. We hold ourselves responsibility for what occurs in our lives and believe that ultimately, what happen to us occurs primarily because of our choices and decisions, rather outside factors.

3. Our relationship; we have a tolerance of and respect for all people, along with the belief that they are entitled to the same rights we wish for ourselves.\textsuperscript{22}

The most stable and therefore most healthy self-esteem is based on deserved respect from others rather than on external fame or celebrity and unwarranted adulation.

\textbf{5. The Self-Actualization Needs}

Even if all these needs are satisfied, the writer still believes that individual may still often expects that a new discontent and restlessness will soon develop, unless the individual is doing what he, individually, is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be. He must be true to his own nature.

Kurt Goldstein first coins this term. It refers to man’s desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming.\textsuperscript{23}

The clear emergence of these needs usually rests upon some prior satisfaction of the physiological, safety, love, and esteem needs. Maslow writes the following of self-actualizing people (meta-needs):

1. They embrace the facts and realities of the world (including themselves) rather than denying or avoiding them.


\textsuperscript{23} Abraham H. Maslow (1970), \textit{op.cit.} p. 6
2. They are spontaneous in their ideas and actions.
3. They are creative.
4. They are interested in solving problems; this often includes the problems of others. Solving these problems is often a key focus in their lives.
5. They feel closeness to other people, and generally appreciate life.
6. They have a system of morality that is fully internalized and independent of external authority.
7. They have discernment and are able to view all things in an objective manner. Prejudices are absent.24

In obtaining the highest level, *Self Actualization*, the needs below must be fulfilled first. When there is someone trying to actualize himself without fulfilling the needs below first, he will act with meta-pathology – the contrary matters with the needs mentioned above. In other words, someone who tries to actualize himself will get depression, suffer, disappointment, suspicion, alienation and cynicism. 25

The worst effect of pathology is suicide. Someone who cannot overcome many burdens such as depression, disappointment and alienation will not appreciate his or her life anymore, because all of his or her life meanings have been taken away from them. In fact, sometimes not everyone is ready to accept reality which usually different with what we have in mind. It becomes an advantage to acknowledge that reality will often be different than someone’s want. Disliking or objecting to situation outside one’s control will not make one go away; an individual cannot beat reality into submission if one is not particularly happy with it. If one continually tells him or

---

24 M. Daniels (2001), *op.cit.* p. 17
herself how terrible things are, sooner or later someone will become so depressed and felt even less able to deal with them than before.²⁶

C. Character

Character is one of very important intrinsic elements in a literary work. There are a lot of definitions about character. Based on American English Dictionary, character is the aggregate of qualities that distinguishes one person or thing from others. (Jess Stein1961, 75) The definition from the dictionary is not appropriate in literary work; these following definitions of character are used in literary work:

1. A character is an imaginary person that lives in a literary work. Literary characters may be major or minor, static or dynamic.²⁷
2. A character is someone in a literary work that has some sort of identity, it does not have to be strong, an identity which is made up by appearance, conversation, action, name and (possibly) thoughts going in the head.²⁸
3. A character is any person who appears in a work of fiction. More accurately, fictional character is the person of conscious entity we imagine to exist within the world of such a work.²⁹

From all definition given above, the writer tends to use the second definition which says that a character is someone in a literary work that has some sort of identity, it does not have to be strong, an identity which is made up by appearance, conversation, action, name and (possibly) thoughts going in the head.

²⁹ Ibid, p. 128
According to Thomas Mc Laughin in his book *Literature the Power of Language*, the characters are divided into two typical, major character and minor character.\(^\text{30}\)

1. **Major Character**

   Major character is a character that has a big part in the story. It is always develop in the story and mostly appear on the text.\(^\text{31}\)

2. **Minor Character**

   Minor character is not developed nearly as fully as the major character; it does not have demand or sympathy. Minor characters only complete the story and seldom appear on the text and have small part in the story.\(^\text{32}\)

Another description of minor character is:

A unique or extraordinary individuality; a person characterized by peculiar or notable traits; a person who illustrates certain phases of character which has no significant role in the story.\(^\text{33}\)


\(^{32}\) Ibid.

CHAPTER III
RESEARCH METHODOLOGY

1. The Objective of the Research

The objective of the research in this thesis is to analyze the relationship of Neil Perry's character in *Dead Poets Society* novel with other characters – his family, his friends and Mr. Keating – and to find out why the character of Neil Perry decide to commit suicide at the end of the story using Abraham H. Maslow’s Hierarchy of Needs theory since the writer assumes that the character has been undergone psychological disorder.

2. Research Method

In this research, the writer uses qualitative method with the analytic-descriptive writing method. He analyzes the unit of analysis by using Abraham H. Maslow’s Hierarchy of Needs theory. He analyzes every paragraph that shows the relationship of Neil and other characters and also every paragraph that indicates the process why he commits suicide. From those data the writer tries to give the answer from the research questions by describing the problems in study.

3. The Instrument
The instrument used in the research is the writer’s idea and perception which firstly the writer conducts reading and analyzing activity on "Dead Poets Society" novel with all its sentences and paragraphs that can be used to support the research. The writer reads and analyzes those paragraphs in the novel to obtain the data needed. After analyzing and obtaining the data, the writer also put those data, sentences and paragraphs, in this "skripsi" as the evidence in this research.

4. **The Technique of Data Analysis**

In this study, the writer uses Abraham H. Maslow’s Hierarchy of Needs theory to analyze the data, and uses the textual-analytic as the technique of data analysis. The collected data will be analyzed and discussed in order to answer the research questions above by using qualitative method.

5. **Unit of Analysis**

Analysis unit used during the research is the Novel of “Dead Poets Society” written by N. H. Kleinbaum.

6. **Time and Place of the Research**

The research is done at the seventh semester December 2005 in the Psychology Faculty Library, The Main Library of State Islamic University Jakarta, Faculty of Humanity Indonesian University.
CHAPTER IV
RESEARCH FINDING

A. NEIL PERRY

Character is one of very important elements in a literary work especially in a novel. A character may exist in a novel by appearance, conversation, action, name and thoughts going in the head. A character can change the mood of a story by the intrigues that happen to the character or by the interaction between one character and another character. Including in the novel of Dead Poets Society, the character of Neil Perry can change the mood of the story by all his intrigues and his interaction with other characters. Since the writer assumes that the character of Neil Perry is the central character that affects the story, hence the writer will further analyze the character of Neil Perry and his intrigues and dilemmas.

Neil Perry comes from an ordinary and simple family unlike his other friends. He comes from a small businessman family. Due to such condition, he must work hard to be a successful man and it becomes a burden for him because his family, especially his father, expect him too much to be a successful man in the future. As we can see in this quotation below:

---

34 His other friends come from a lawyer family and some others are from bankers’ family, because Welton Academy is meant for rich people and the education cost is very expensive there, meanwhile Neil is from a small businessman family. (Dead Poets Society 1989, 17)
“…… I can see my father’s point. We are not a rich family like Charlie’s. but he’s planned the rest of my life for me, and he’s never even asked me what I want!” (Kleinbaum 1989, 123)

All his life, Neil always obeys what his father’s said, because he realizes that he is not from a rich family and he respects and appreciates what his father has done for him, spends a lot of money to put him into Welton academy. Unfortunately, his father has gone too far, he plans his life and Neil does not like that, because he also wants to manage his own life as he pleases.

Besides all those matters, Neil is a very diligent and has a good achievement in Welton Academy. He is also an active student in the academy. The writer also finds that Neil is a clever student. It can be seen from the dialogue below between Mr. Perry and Neil that he told his father that he had gotten all A in all subjects.

“Nobody ……” Neil stammered. “I thought I’d surprise you. I’ve gotten all A’s and ……” (Kleinbaum 1989, 118)

“These activities are taken every bit as seriously as your class work, right boys?”

“Yes, sir!” the others said in military unison.

“Failure to attend required meetings will result in demerits. Now, Mr. Dalton: the school paper, the Service Club, soccer, rowing. Mr. Overstreet: Welton Society Candidates, the school paper, soccer, Sons of Alumni Club. Mr. Perry: Welton Society Candidates, Chemistry Club, Mathematics, school annual, soccer. Mr. Cameron: Welton Academy Candidates, Debate Club, rowing, Service Club, Forensics, Honor Council.” (Kleinbaum 1989, 11)

From above quotation it is very obvious that Neil is a clever student, has a good achievement, and active in the academy. Those activities mentioned above show that Neil uses his time very well, because the competition among all students is very
tight, whether in school’s grade and the activities outside school, so he does not want to be left behind among others.

In tone with that, Neil Perry is passionate, full of curiosity and never gives up to get what he really wants. He will never stop before he can get what he wants even though sometimes those things are difficult to do. For example, he is very curious about his new English teacher, Mr. Keating, he looks for information about him until finally he finds *Dead Poets Society*.

“Mr. Keating?” Neil called after him. “Sir? O Captain! My Captain?” Keating stopped and waited the boys to catch up with him. “What was the *Dead Poets Society*, sir?” Neil asked. For a split second, Keating’s face reddened. “I was just looking in an old annual,” Neil explained, “and ……” “Nothing wrong with research,” Keating said, regaining his composure. The boys waited for him to say more. “But what was it?” Neil pressed. (Kleinbaum 1989, 46)

His curiosity endorses him to find out what he is curious of. When his other friends find that it is very dangerous and will cause demerit for their grades, they do not support Neil to keep searching it, but instead Neil keeps searching what *Dead Poets Society* is. He shocks his friends when he shows an annual book that they can see Mr. Keating get involves with *Dead Poets Society*.

Neil asks Mr. Keating about it right away. Neil feels unsatisfied even after getting the explanation from Mr. Keating. He still wants to keep searching the cave that Mr. Keating has talked about, whereas he knows the risk that he should take if he caught red-handed by the academy, but he still keeps stubborn and insists to go to the cave with or without his friends, even though his friends are willing to join him eventually. As seen in the following quotation:
“I say we go tonight,” Neil said excitedly when Keating was out of sight.
“Everobody in?”
“Where is the cave he’s talking about?” Pitts asked.
“Beyond the stream. I think I know where it is,” Neil answered.
“That’s miles,” Pitts complained.
“Sound boring to me,” Cameron said
“Don’t come, then,” Charlie shot back.
“You know how many demerits we’re talking about here?” Cameron asked Charlie.
“So don’t come!” Charlie said. “Please!”
Cameron relented, “All I’m saying is, we have to be careful. We can get caught.”
“Who’s in?” Neil asked, silencing the argument. (Kleinbaum 1989, 47 – 48)

From the evidence given above, the writer concludes that the character of Neil Perry is a very brave and active student. The economic condition endorses this character becomes a hard worker, even he realizes that he never wants to be what he is now. He gets many achievements from the academy and good grades by getting all ‘A’ in all subjects.

1. Neil and His Family

The relationship between Neil and his family does not run very well, even they seem get along together (Neil and his father), but there are many internal conflicts actually are waiting to blow up in the future day, because of his father’s treatment to him without thinking what Neil feels about it.

A father that is supposed to be a guardian and a role model for a family, in this case his son, in fact what happens is the contrary. To Neil, his father is not a guardian to him but a very fierce and scary figure instead he considers that his father
is a threat for him. The way his father speaks to him is more like an intimidation to him and he is forbidden to argue anything to what his father is saying, he is only allowed to say yes and nod.

Mr. Perry’s eyes glared at Neil, who stopped midsentence. Then he opened the door and pointed to Neil to leave the room. “Fellows, would you excuse us a minute?” he asked politely. Mr. Perry followed Neil, closing the door behind him. His eyes raging, Mr. Perry hissed at his son. “I will not be disputed in public, do you understand me?”

“Father,” Neil said lamely, “I wasn’t disputing you, I ……”

“When you’ve finished medical school and your own your own, you can do as you please. Until then you will listen to ME!” Neil looked at the floor. “Yes, sir. I’m sorry.” (Kleinbaum 1989, 15 – 16)

From the dialogue above it is obviously seen how vicious his father is. Many times his father takes an action and decision without considering Neil’s desires and feeling, moreover to ask and discuss it. Neil is regarded only as a tool to implement what his father’s desire and he is not considered as a human being who also has desires and will to do what he likes. Everything what Neil wanted and has done is a mistake and demerit, whereas Neil has worked hard to fulfill what his father’s demand and successfully done it and prove it with all the achievement he has got.

Neil has a big desire to get involve and get a part to perform a play entitled *Midsummer Night’s Dream*, it is his biggest desires, but it obstructs with his father who always prohibits him to do anything useless besides studying.

“Neil dropped his books on his desk, his face flushed with excitement. “I’ve found it!” he cried.

“Found what?” Todd asked.
“What I want to do! Right now. What’s really inside of me.” He handed Todd a piece of paper.
“A Midsummer Night’s Dream,” Todd read. “What is it?”
“A play, dummy.”
“I know that,” Todd visibly winced. “What’s it got to do with you?”
“They are putting it in at Henley Hall. See: ‘Open Tryouts.’”
“So?” Todd said.
“So I’m gonna act!” Neil shouted, jumping onto his bed. “Ever since I can remember I’ve wanted to try it. Last summer I even tried to go to summer stock auditions, but of course my father wouldn’t let me.”
“And now he will?” Todd asked, raising his eyebrow.
“Hell, no, but that’s not the point. The point is that the first time in my whole life I know what I want, and for the first time I’m gonna do it whether my father wants me to or not! Carpe diem, Todd!” (Kleinbaum 1989, 63 – 64)

Neil still insists to keep performing the drama, even though he knows that his father will not allow him to do such thing. Neil gets caught when he was practicing the drama dialogue with his roommate – Todd Anderson – and this situation even makes his relationship with his father worse than before. From the beginning, their relationship (Neil and his father) is based on fear; his father is well known as a fierce man, that is why Neil scares to his father very much, even after he can prove to his father that he becomes a good student and has many achievements, it becomes worse when his father caught him practicing drama, which is obviously forbidden. His father treats him that he will move him into an army school if he makes another mistakes and having another useless activity besides studying.

“Son, I am trying very hard to understand why you insist on defying us, but whatever the reason, I am not going to let you ruin your life. Tomorrow I am withdrawing you from Welton and enrolling you in Braden Military School. You are going to Harvard and you are going to be a doctor.” (Kleinbaum 1989, 142)
Abruptly, he stopped. Sitting at his desk was his father! Neil’s face turned white with shock.

“Father!”

“Neil you are going to quit this ridiculous play immediately,” Mr. Perry barked.

“Father, I ……”

Mr. Perry jumped to his feet and pounded his hand on the desk. “Don’t you dare to talk back to me!” he shouted. “It’s bad enough that you’ve wasted your time with this absurd acting business. But you deliberately deceived me!” he paced back and forth furiously as Neil stood shaking in his shoes. “how did you expect to get away with this? Answer me!” he yelled. “Who put you up to this? That Mr. Keating?” (Kleinbaum 1989, 117 – 118)

It is more and more obvious that their relationship is not good and disharmony. His father always forces his will to Neil and he also says that he has made a lot of sacrifices by spending a lot of money to put him into the Welton academy, so he feels that he has right to design Neil’s life and always do what he orders, which is study, study and only study, he has to subside his activities beside studying

“Neil, I’ve decide that you’re taking too many extracurricular activities, I’ve spoken to Mr. Nolan about it, and he’s agreed to let you work on the school annual next year,” he said, and then walked toward to the door.

“But, father,” Neil cried. “I’m the assistant editor!”

“I’m sorry, Neil,” Mr. Perry replied stiffly.

“But, father, it’s not fair. I ……” (Kleinbaum 1989, 15)

Mr. Perry’s face was white with rage. He moved toward Neil, pointing his finger. “I don’t care if the world is coming to an end tomorrow night, you are through with that play! Is that clear? IS THAT CLEAR?”

“Yes, sir.” It was all Neil could force himself to say.

Mr. Perry stopped. He stared long and hard at his son. “I’ve made great sacrifices to get you here, Neil. You will not let me down.”

MR. Perry turned and stalked out. Neil stood still for a long time, then, walking to his desk, he started pounding on it, harder and harder until his fists went numb and tears began rolling down his cheeks. (Kleinbaum 1989, 118 – 119)
From the evidences shown above the writer can conclude that the relationship between Neil and his family, in this case is his father, does not work pretty well and disharmony to each other. Neil feels that he never been respected as a son, because his father never hear what he wants, which is acting in a play on the stage and his father never appreciates what he has accomplished. He feels incomplete as a human, because he realizes that there is something missing inside hims which is obviously taken by his father.

2. Neil and His Friends

Among his friends, Knox Overstreet, Charlie Dalton, Todd Anderson, Richard Cameron, Steven Meeks and Gerard Pitts, Neil is a clever, diligent and a good student with many achievements. He is also known as a friendly person and respected with other friends. Moreover, they always do everything together, for instance they made a study club at night to discuss all the subjects in school.

“How about a study group?” Meeks called out from the shower. “Right after dinner.”
“Great! Good by me,” several of the boys agreed. (Kleinbaum 1989, 29)

Not only that, they support each other and help each other when one of them get in trouble and they will not let one of them alone in facing any kind of problem they get. It happens when they find Dead Poets Society, a secret organization that held in the cave, they do not face it alone, but they reveal it together, even at the beginning it was Neil who insisted to uncover it, but still finally they do it together.
“I say we go tonight,” Neil excitedly when Keating was out of sight. “Everybody in?”
“Where is the cave he’s talking about?” Pitts asked.
“Beyond the stream. I think I know where it is,” Neil answered.
“That’s miles,” Pitts complained.
“Sound boring to me,” Cameron said.
“Don’t come, then,” Charlie shot back.
“You know how many demerits we’re talking about here?” Cameron asked Charlie.
“So don’t come!” Charlie said. “Please!”
Cameron relented, “All I’m saying is, we have to be careful. We can get caught.”
“Who’s in?” Neil asked, silencing the argument.
“I’m in,” Charlie said first.
“Me too,” Cameron added. (Kleinbaum 1989, 47 – 48)

Neil also helps Todd who falls apart in sadness by giving him support and courage to face any kind of problem ahead. Their relation is new, but the writer finds that Neil helps Todd a lot, for instance, he gives him spirit if there is any problem and guides him in school, because he is a new student at the academy.

“It’s my birthday,” Todd said flatly.
“It is?” Neil said. “Why didn’t you tell me? Happy birthday! You get anything?”
Except for his chattering teeth, Todd sat silent and still. He pointed to a box. Neil opened it to find the same monogrammed desk set Todd already had in the room.
“This is your desk set,” Neil said. “I don’t get it.”
“They gave me the exact same thing as last year!” Todd cried. “They didn’t even remember!” (Kleinbaum 1989, 83 – 84)

From the quotation above, Neil tries to help Todd by giving him support and accompany him until he feels better. Neil is also regarded as a leader among his friends, first because of his personality which is very brave and full of curiosity.
Many times his ideas are the most brilliant among others and they always listen everything what he says, as we can see in the quotation below:

Todd turned angrily. “Listen, Neil, I appreciate your interest in me but I’m not like you,” he insisted. “When you say things, people pay attention. People follow you. I’m not like that!” (Kleinbaum 1989, 65)

Among his friends, Neil is also considered as an inspiration in doing something. Because of his spirit and his tireless effort to get what he wants and also because of his belief and faith to carpe diem, those inspire his friends to do something which they consider important in their lives. For example, Charlie’s daring action to write an article about the importance of women existence in Welton academy is because of carpe diem. Knox finally dares to meet Chris and express his love to her because of the same reason, carpe diem!

“Knox! What are you doing here?” she pulled him away from her girlfriends into a corner.
“I came to apologize for the other night. I brought you these, and a poem I wrote.
He held out a bouquet of wilted, frostbitten flowers and the poem. Chris looked at them and did not take them, “If Chet sees you, he’ll kill you, don’t you know that? She cried.
“I don’t care,” he said, shaking his head. “I love you, Chris. You deserve better than Chet and I’m it. Please accept these. (Kleinbaum 1989, 127)

Knox does not want to surrender to the situation and he still has faith that his love will be accepted if he tries harder and still consistent on what he believes, which is carpe diem, as depicted in the quotation below:

“Knox!” Chris cried. “I don’t believe this!”
“All I’m asking you to do is listen,” he said, as he unfolded his poem and began to read. The teacher and the class turned and stared at Knox in amazement. (Kleinbaum 1989, 127 – 128)
That is the friendship relation between Neil and his friends runs and engages harmonically, in spite of all intrigues that happen in it. But the underlined problem here is Neil gets a deserved and proper place among them and he is respected as a human.

3. Neil and Mr. Keating

Neil recognizes that Mr. Keating is a new English teacher in Welton Academy, but he likes him right away, because Mr. Keating is different from other teachers in Welton Academy, it can be seen from the way he behaves, he respects all students and treats the politely, and the way he teaches his students, he teaches them in different method. Some students may regard that he is weird and scary, but Neil perceives that he is a very interesting teacher, as revealed in below quotation:

Todd, Neil, Knox, Charlie, Cameron, Meeks, Pitts, and the other boys all stared into the pictures on the walls, lost in thoughts that were rudely interrupted by the bell. “Weird,” Pitts said as he gathered up his books. “But different,” Neil said thoughtfully. “Spooky,” Knox added, shivering slightly, as he headed out of the room. “You think he’ll test us on that stuff?” Cameron asked, looking confused. “Oh, come on, Cameron,” Charlie laughed, “Don’t you get anything?” (Kleinbaum 1989, 27)

It seems that their relation get close quickly, from the beginning Neil has already amazed by his personality and Mr. Keating also interested with Neil’s personality. From the same amazement each other their relationship is getting closer time to time in the next day.

Neil thinks that he has found someone who will understand him, someone who will give him what he really wants, which is freedom, and someone who will
always stand behind him and support his ideas and desires. Fortunately, Mr. Keating also intends to teach and endorses all of his students to be a free thinker and free to determine what they wants and what they likes without fear in implementing and doing it. Even though that Mr. Keating does not intend to teach Neil personally about being a free thinker, but Neil feels that he finds something what he wants:

“Undeniably, you take a big risk encouraging them to be artists, john. When they realize that they’re not Rembrandts or Shakespeare or Mozart, they’ll hate you for it.”

“Not artists, George,” Keating said. “You missed the point. Free thinkers.”

“Ah,” McAllister laughed, “free thinkers at seventeen!”

“I hardly pegged you as a cynic,” Keating said sipping a cup of tea. (Kleinbaum 1989, 43 – 44)

To Neil, everything what Mr. Keating has said and taught means everything to him, especially about *Carpe Diem* thing which is always propagandized by Mr. Keating has changed Neil’s life. He uses to be very afraid to his father, but after getting a lot of motivations and inputs from Mr. Keating, even it is not in direct way, he begins to show his bravery to express what he really wants.

Neil put down the play and looked over at his roommate. “None of what mr. Keating has to say means anything to you, does it?” he asked, incredulous. (Kleinbaum 1989, 65)

Neil trusts Mr. Keating more than his father. He regards Mr. Keating more than a teacher, but as his own father. He begins to find someone who can replace his father position. Mr. Keating also becomes a place to squeal and tell on his problem. He does not have courage to tell all problems he has to his father, so he tells them to Mr. Keating.
Neil took a deep breath. “My father is making me quit the play at Hanley Hall. When I think about Carpe Diem and all that, I feel like I’m in prison! Acting is everything to me, Mr. Keating. It’s what I want to do! Of course, I can see my father’s point. We’re not a rich family like Charlie’s. But he’s planned the rest of my life for me, and he’s never even asked me what I want!”

“Have you told your father what you just told me?” about your passion for acting?” mr. Keating asked.

“Are you kidding? He’d kill me!”

“Well,” Keating said, sitting on his bed. “If it’s more than a whim, prove it to him. Show him with your passion and commitment that it’s what you really want to do. If that doesn’t work, at least by then you’ll be eighteen and able to do what you want.” (Kleinbaum 1989, 123 -124)

From all evidences given above, the writer concludes that Neil gets a proper position in his relation with Mr. Keating. Proper here means that Neil gets a lot of benefits from his relation with Mr. Keating. Neil gets respect and earns compassion from Mr. Keating, and that’s all what Neil's need in his life.

B. NEIL’S DEATH

Neil’s life is full of intrigues and problems, at first he thinks that he can take care and handle all of those problems, but in fact the problems are going bigger and way beyond his imagination. Many times he tries to settle down the problems, but he cannot. Those things can happen because of his father’s pressures.

His life is taken along with his faith, dignity, honor, wills and desires by his father. The peek moment is when Neil caught red-handed playing a drama on stage by his father. His father is very angry and cannot manage his anger again. He drags Neil like a prisoner and will withdraw him from Welton academy and put him into the Braden Military School.
Suddenly, the door to the lobby burst open, and Mr. Perry led Neil like a prisoner out of the Ginny came out behind them. People in the crowds yelled congratulations at Neil. Stuck behind the throng, Todd tried to reach his friend. (Kleinbaum 1989, 140)

“Son, I am trying very hard to understand why you insist on defying us, but whatever the reason, I am not going to let you ruin your life. Tomorrow I am withdrawing you from Welton and enrolling you in Braden Military School. You are going to Harvard and you are going to be a doctor.” (Kleinbaum 1989, 142)

He cannot accept that decision. He is not ready to leave his friends and moreover, he is not ready to enter Braden Military School because he implements what he wants, playing a drama, but on the other hand he has succeeded to get ‘A’ in all subjects and it does not count anything to his father. Actually, he wants to fight back and refuse that decision, but he realizes that it does not make any different and only make it worse, so he can only cry in front of his parents.

Fresh tears welled in Neil’s bloodshot eyes. “Father,” he pleaded, “that’s ten more years. Don’t you see, that’s a lifetime!” “You have opportunities I never dreamed of!” Mr. shouted. “I won’t let you squander them.” He stalked out of the room.

Neil’s mother looked like she wanted to say something, but she remained silent and followed her husband out of the room. Neil stood alone, completely drained of emotion, trying not to think about the future his father had just laid out for him. (Kleinbaum 1989, 142 – 143)

Neil keeps silent and tries to accept what his father has just said, but it is not working his thoughts about leaving Welton Academy, his friends and entering Braden Military School keep haunting him and forces him to make a rebellion. He knows that he cannot change his father’s decision, as shown in quotation below:

……., Neil sat alone in his darkened room at home, gazing out the window. The passion had dried up and left his body. All feeling was drained from his
face and limbs. He believed he was a brittle empty shell that would soon be crushed by the weight of the falling snow. (Kleinbaum 1989, 147)

When he feels that there is no other way to solve his problem and considers that all his problems as a heavy burden, which he cannot take it anymore, he made a tragic decision to end his misery, which is suicide.

Mr. and Mrs. Perry were fast asleep when the quick, short sound broke the night’s silence. “What was that?” Mr. Perry sat up. Mr. Perry walked into the study and turned on the light. He looked around. Everything seemed normal, but just as he turned to leave, he spotted the glistening black object lying on the carpet—his revolver. Panicked, he moved around the desk until he saw the pale with hand. He gasped. Neil lay on the floor, bathed in his own blood. Mr. Perry knelt down and embraced his son while his wife let out an anguished scream. “No!” Mr. Perry cried. “No!” (Kleinbaum 1989, 150)

After analyzing Neil’s character and his relationship with other characters, the writer hence can implement the theory on the character of Neil Perry. From the data obtained the writer analyzes which needs that Neil has already fulfilled and has not. In Abraham Maslow’s Hierarchy of Needs theory, there are five needs that have to be fulfilled orderly, they are physiological needs, safety needs, belonging needs, self-esteem needs and self-actualization needs.

First is physiological need. This need comprises very basic needs, such as breath, eat, drink sleep, etc. The writer measures this need by analyzing Neil’s background. Neil is a healthy person and has no breathing disturbance. Although he is not from a rich family, but from the data obtained, his physiological need can be fulfilled, he gets enough foods, drinks and he sleeps properly, because he stays in
school dormitory he can get food and drink regularly and own room even it has to be shared with Todd Anderson – his roommate, as explained in following quotations:

“I hear we’re going to be roommates.” He said. “I’m Neil Perry.” (Kleinbaum 1989, 12)

After dinner, Neil and Todd went to study hall and sat down at a table together. (Kleinbaum 1989, 49)

Secondly is safety need. The writer finds that Neil cannot fulfill this need, it seen from his relation with his father. Even he slightly seems to get safety need from his friend and Mr. Keating, nevertheless he cannot escape from his fear upon his father, although his father is not around him, but the shadow of his father’s wrath and oppression keep bugging his mind. That is why he cannot fulfill his safety needs. The following quotation explains how fear is Neil to his father:

Neil took a deep breath. “My father is making me quit the play at Hanley Hall. When I think about Carpe Diem and all that, I feel like I’m in prison! Acting is everything to me, Mr. Keating. It’s what I want to do! Of course, I can see my father’s point. We’re not a rich family like Charlie’s. But he’s planned the rest of my life for me, and he’s never even asked me what I want!”

“Have you told your father what you just told me?” about your passion for acting?” mr. Keating asked.

“Are you kidding? He’d kill me!” (Kleinbaum 1989, 123 -124)

The quotation that says “I feel like I’m in prison!” shows that he cannot get out from his father’s shadow who always being anger and harsh to him. In other words we can say that he is in jail with his fear to his father’s wrath and if he keep doing what he really likes he only can imagine that his father will kill him.

The third need is belonging need. Based on Neil’s relationship with other characters, especially his family, the writer concludes that he also cannot fulfill this
need. Since he was little, his father oppressed him to be a person like his father wants without considering his feeling. His parents, especially his father, raise him too hard and show him so little love that should be given by any parents in the world, and even worse, when he was grow as a teenager he was sent to stay in a dorm and away from his parents. It means that he desperately needs compassion and love from his parent, but he can earn it. Everything he gets is only rude treats from his father, as following quotation:

His eyes raging, Mr. Perry hissed at his son. “I will not be disputed in public, do you understand me?”
“Father,” Neil said lamely, “I wasn’t disputing you, I ……”
“When you’ve finished medical school and your own your own, you can do as you please. Until then you will listen to ME!”
Neil looked at the floor. “Yes, sir. I’m sorry.” (Kleinbaum 1989, 15)

Belonging need comprise compassion from closest people, whether it is family or friends, and even romantic relationship with someone special. The quotation above shows that he does not get compassion from his family, especially his father. Everything what he gets are only bad treatments and harsh manner from his father. Romantic relationship is forbidden in academy, that is why there are only boys in the academy, because it will distract students from studying seriously, so it is impossible that Neil can make romantic relation with someone. Therefore, Neil cannot fulfill his belonging need.

The next need is self-esteem need, respect and appreciation is very important in this need. Although he is treated well by his friends and respected by all his teachers, especially Mr. Keating, but unfortunately he does not get it from his
father. As the matter of fact his father takes his pride and honor, how come his father will respect him while he is considered him as a child and regarded him cannot do anything right.

Neil took a deep breath. “My father is making me quit the play at Hanley Hall. When I think about Carpe Diem and all that, I feel like I’m in prison! Acting is everything to me, Mr. Keating. It’s what I want to do! Of course, I can see my father’s point. We’re not a rich family like Charlie’s. But he’s planned the rest of my life for me, and he’s never even asked me what I want!” (Kleinbaum 1989, 123)

The quotation that says “But he’s planned the rest of my life for me, and he’s never even asked me what I want!” shows that his father never respect him and give him a chance to manage his own life. The worst is his father has taken his dignity, because Mr. Perry tends to reprimand him in front of his friends, so he feels that he has no pride any longer to face his friends. From the explanation, it is obvious that he losses his self-esteem need.

The last need is self-actualization need. In this point, he can accomplish the need. Everything what he wants since long time ago is to be an actor and perform a play on stage and fortunately he can do it, even without his father’s permission.

“I got it!” Todd heard Neil in the hallway. “Hey, everybody, I got the part! I’m going to play Puck.” He opened the door to the room and saw Todd sitting there. “Hey, I’m Puck.” (Kleinbaum 1989, 72)

The quotation above shows that Neil has already achieved what he really wants, which is perform a plays as Puck in midsummer night dream drama by William Shakespeare on a stage. If we correlate it with the theory, it means that Neil
has accomplished the highest need, which is self-actualization need, even without fulfilling the needs below.

Nevertheless, this can be a boomerang for him, the needs below which he have not fulfilled yet will become an obstacle and will treat him in future, because according to the theory someone who has done the highest level without fulfilling the needs below will experience psychological disorder. It is proven with Neil, after fulfilling the self-actualization need he is attacked by many problems, first he becomes depressed and at the he ends his life by suicide.
CHAPTER IV

CONCLUSIONS

A. CONCLUSIONS

In the thesis, the writer analyzed how is Neil Perry’s relationship with other characters and why the character of Neil Perry in *Dead Poets Society* novel decides to commit suicide. The alternative which Neil Perry has taken, which is committing suicide, is because he feels that he has lost his wills, purposes and norms in his life. According to Emile Durkheim, a well-known sociologist from French who has done many researches about suicide in the late of nineteenth century, the suicide that Neil Perry has done can be classified as anomic suicide; it can be seen in following quotation:

Bunuh diri anomi adalah keadaan moral, ketika orang yang bersangkutan kehilangan cita-cita, tujuan, dan norma dalam hidupnya. Nilai-nilai yang semua memberi motivasi dan arah pada perilakunya, tidak berpengaruh lagi. Pelbagai kejadian dapat menyebabkan keadaan itu. Musibah yang menimpa seseorang, hingga semuanya yang pernah menyemangati dan menertibkannya telah musnah dan dapat menyebabkan perubahan radikal.\(^{35}\)

From the analysis, the writer finds that Neil relationship with his family does not work pretty well, because Neil feels lack of compassion from his parents. Considering the fact that he is away from his family, he gets rude treatments from his father and he is afraid of doing anything because of his father’s treats. Neil is not only

underestimated and still considered as a child, but also given too much burden by his father.

From Neil’s relationship with his friends, the writer finds that he is respected by all his friends, because they admit that Neil is a clever student and has many achievements in the academy. They also share their problem to each other so that they can solve the problem together.

The last one is his relation with his teacher – Mr. Keating. Mr. Keating also respects him with the same reason as Neil’s friends do. Mr. Keating notes that among all students he is the most passionate student in his subject. Neil also respects Mr. Keating not only as his teacher, but also as someone to tell on any kind of problem that happens to him.

Neil Perry decides to commit suicide because he cannot overcome all the pressures and depressions that happen to him. Those pressures and depressions endorse him to do such action. According to Abraham H. Maslow’s Hierarchy of Needs theory, those pressures and depression happen because Neil cannot fulfill the lower needs and skip to commit the highest need, which is self-actualization needs.
BIBLIOGRAPHY


