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**LITERARY ANALYSIS OF THE PERKS OF BEING A  
WALLFLOWER THROUGH A PSYCHOLOGICAL APPROACH**

**Thesis Submitted to Obtain the Bachelor Degree in English**

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## **Dedication**

First, I want to dedicate this investigation to my parents. My mom for all the support and advice that she gave me during all this time and my dad for all the effort he made to pay for my major. I know that everything that I have achieved is for them, and their constant support. They taught me to always do my best and never give up on my dreams.

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Finally, to my grandparents because they always cared about me, and they are like my parents.

## Abstract

The objective of the research “Literary Analysis of the book *The Perks of Being a Wallflower* by Stephen Chbosky through a Psychological Approach” is to analyze how the main character deals with the personal problems he goes through, as well as why Charlie has psychological and social problems? . Moreover, he has to learn how to handle his problem to have and enjoy a normal life with his family and friends.

The researcher used the psychological approach in order to have a better understanding of the book, so in this way he would know how to relate the book and how to apply it in the investigation.

Moreover, with this investigation the researcher found that the main character grew up with many problems that affected him psychologically, but over time, he and his family knew how to overcome them.

## Resumen

El objetivo de la investigación "Análisis literario del libro Las ventajas de ser invisible de Stephen Chbosky a través de un enfoque psicológico" es analizar como el personaje principal lucha contra los problemas personales que atraviesa y ¿por qué Charlie tiene problemas psicológicos y sociales? Además, tiene que aprender a manejar sus problemas para tener y disfrutar de una vida normal con su familia y amigos.

El investigador utilizó el enfoque psicológico para tener una mejor comprensión del libro, de esta manera sabrá como relacionar el libro y como aplicarlo en la investigación.

Además, con esta investigación, se descubrió que el personaje principal creció con muchos problemas que lo afectaron psicológicamente, pero con el tiempo, él y su familia aprendieron a superarlos.

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## CHAPTER I

### INTRODUCTORY FRAMEWORK

To be an introverted has always been considered a psychological disorder, and it is not well seen by society. An introverted person is someone who tends to show high stress in new situations and not only social ones; for example this can also be environments with lots of noise or movement. For these people, it is really difficult to talk and make friends. They prefer to talk only with known friends than go to a party. Consequently, they may suffer many difficult situations, especially in high school as they suffer a lot of bullying. When this happens the introverted person thinks that being shy is something negative, so he or she may pretend to be someone else to be socially accepted. However, this will add insecurity and fear of being judged by society.

On the other hand, when outgoing people surround themselves with others, they automatically get a boost energy, and thus seem to be more active and happier. However, with introverted people this is different. The longer their social interactions last, more energy is drained from them. Many people think that to be an introverted is bad, and they treat them differently. Nowadays, due to technology, many people publish their lives in social media, so that everyone sees what they are doing, what they have, or who they are with. Therefore, it is not difficult to imagine how more and more people prefer to stay away from all that and do not feel ashamed about it.

The present investigation will focus on analyzing the book *The Perks of Being a Wallflower* by Stephen Chbosky from a Psychological Approach. The research will deeply analyze the life of Charlie, how he suffers and how he tries to survive in a world where he is

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considered as the “weird “guy by the students in high school and even some of his family member.

### **1.1 Problem Statement**

Throughout the story, Charlie, as introverted and main character, was a victim of bullying since he was young. Bullying is the main cause why people have psychological and social problems. This problem begins because introverted people like Charlie are innocent and weak and due to this others aggressively bother them because they think this is fun or just because they are simply bored. As a consequence, Charlie has problems to communicate to others and to make friends in school. Once he has friends, he was really happy and his daily life changed. However it was really difficult for him, since he had to do some things that he would never consider before to be accepted. He constantly remembered his aunt and that prevented him to continue his normal life, like his first kiss as he felt guilty for her death. All this allowed him to remember what his aunt did to him when he was young. Therefore, the questions of this investigation is: Why Charlie has psychological and social problems?

### **1.2 Objectives of the Investigation**

#### **1.2.1 General Objective:**

- To analyze how sexual abuse affected Charlie

#### **1.2.2 Specific Objectives:**

- To describe the important of friendship
- To analyze the results obtained from the applied instruments
- To determine how psychology problems influenced in Charlie’s family

### **1.3 Justification**

The present investigation will focus on explaining the consequences and problems people face when considered themselves wallflower. This can be useful to those who suffer from this and do not know anything about it. For many years, a lot of people have suffered this. Unfortunately, they think that it is not a serious issue. This usually occurs to young people, so they need help from their parents to be able to move forward in their lives.

This work has the purpose of investigating thoroughly what is necessary to help people who suffer problems in their lives by being introverted. Many people want to know more about what is to be an introvert, the cause, and to know how they live, as well as the consequences that it can bring to their lives. This problem affects people in many different ways, especially youngsters. Many cannot even make friends or it is impossible for them to talk to someone they do not know or even with their family members. For this reason, this investigation will give people the opportunity to know and find out information related to being introverted. In other words; the damages that this problem can cause and to realize if you are an introverted person. Throughout the years, more and more people have become a wallflower.

Many people say they are introverted, mainly because of their parents, since if parents are extroverted people, their children will have problems by being introverted. Many become aware of this when they realize that they cannot make friends or when they are not able to relate with others. Moreover it is rather complicated for these people to live a normal life, as others make fun of them and told that they are "weird."

Furthermore, many of the people that consider themselves a wallflower, have problems in school or high school because it is difficult to concentrate or just to pay attention; consequently,

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even some of them may lose the school year. In addition, this population has problems in their homes. Every time, they fight and feel unloved. Moreover, right now, maybe you love to go to parties and you can have a lot of friends, but introverted people do not, and maybe you have not noticed it. This type of situations are the ones that will be discussed in this investigation work.

A Wallflower person suffers a lot; maybe not physically, but in a psychological way. Therefore this thesis project will allow the audience to be aware of all the psychological problems and the consequences that this type of person can suffer.

Finally, this investigation has the intention of accomplishing the objective of informing everyone the consequences that this problem can produce in our future generations; either by losing communication with others or by having problems at educational level. The worst consequence can be is dead. That is why with this research, the investigator intends to inform readers to prevent all kinds of problems, since, today you do not care, but tomorrow your son or a close friend can suffer a lot by being a wallflower.

### **1.4 Antecedents**

The background is really important to know more about the topic because this the base that may help the investigator to develop a research through solid and reliable arguments.

According to brage.bibsys.no(2014) Ingri Wahlstrøm carried out a thesis entitled:

**Intertextuality in The Perks of Being a Wallflower- Coming-of-Age Novels in the**

**Twentieth Century. Where the chapters are:** Chapter 1: Coming of Age in the Roaring

Twenties and Grunge Nineties: A Comparative Analysis of This Side of Paradise and The

Perks of Being a Wallflower. Chapter 2: The Catcher in the Rye and The Perks of Being a Wallflower: a Comparative Analysis

**And with the following conclusion:**

The twentieth century saw many changes and developments in terms of technology, science, culture, economy, politics, ideology and society than ever seen before. Adolescents have been at the forefront of this, separated from the generation of their parents and forced to look forward and find their own way. Amory, Holden, and Charlie are representatives of their time, each seeing the challenges and the modernization process through at the century, and the *Perks of Being a Wallflower* shows us how literature has been key in representing such issues. These novels demonstrate how coming-of-age literature has survived and developed, and how, along with young adult novels, they are portraits of the times in which they were written.

By looking at the similarities and differences in *This Side of Paradise*, *The Catcher in the Rye*, and *The Perks of Being a Wallflower*, in terms of structure and themes, we can see how the Bildungsroman genre has developed through the twentieth century: from the Romantic nineteenth-century characteristics to the realist young-adult coming-of-age novel. The genre has moved towards the young-adult-novel genre, with regard to language, structure and content. The coming-of-age story has become more directed towards its main audience: the young adolescent reader. This progression can easily be seen looking at *This Side of Paradise*, via *The Catcher in the Rye*, to *The Perks of Being a Wallflower*, considering the language, structure, themes and content. During these eighty years (1920 – 1999) the world has changed enormously, and literature has

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needed to keep up as well. As people and societies change, so does literature. The way Chbosky has used all the other works inside his novel mirrors this development, as well as supplying connotations and raising awareness of the other works and the genre.

It has been necessary to look at intertextuality to be able to compare and contrast the themes and structures of the novels to see how the genre has developed. All three novels have much in common, not just the themes and genre, but also how they were written by three young men portraying their youth culture and the historical period they were a part of, and also how the protagonists' experiences were much alike even though the effect of them differed in different historical periods and societies. One elemental difference was their journeys. Both, Amory and Holden, embark on literal journeys to find themselves, their place in the world, to make sense of their surroundings, and see the road ahead more clearly. Charlie's journey, in comparison, is more internal and psychological. However, all of them needed to make internal journeys. Amory's story is much more directed by his external experiences than Holden's and Charlie's, and Holden's more than Charlie's – a development towards the internal, psychological element that is strongest in *The Perks of Being a Wallflower*.

The novels' endings connect them, as well. But the epiphanies these protagonists' experience do not make readers sure that everything will be all right and that they are able to continue to mature without any more complications. But, the difficulties from their pasts' have come to an understanding; the stories have come to an ending where the heroes should now be able to fulfill their maturation process. They are eventually set free. It was stated in the introduction that the goal of the Bildungsroman was self-fulfillment for the hero, to get past childhood struggles, and that permeates all three novels.

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However, since they do not achieve adulthood during the stories that is one thing that separates them most clearly from the classic Bildungsroman. Another progression regarding society and history is how Amory represents the classic.

### **1.4.1 The perks of being a wallflower (2012)**

According to [Theperksobeingwallflower.weedly.com](http://Theperksobeingwallflower.weedly.com)(n.d) ,In 2012, Chbosky brought his story to the big screen. The film adaption produces a new perspective by visually allowing perspectives beyond Charlie's lens.

### **1.4.2 The breakfast club (1985)**

According to [Theperksobeingwallflower.weedly.com](http://Theperksobeingwallflower.weedly.com)(n.d) ,The Breakfast Club is a film written and directed by John Hughes. The film features teenagers of varying cliques. These teens bond through confessional heart to hearts addressing the issues they face as young adults learning to navigate the world.

### **1.4.3 Freaks and Geeks (1999-2000)**

According to [Theperksobeingwallflower.weedly.com](http://Theperksobeingwallflower.weedly.com)(n.d), Freaks and Geeks is a television show created by Paul Feig. The show like *The Perks of Being a Wallflower* centers around connections made in a high school setting. The show addresses concerns such as who can one consider a friend or what makes someone a friend which is an issue that can also be found in *The Perks of Being a Wallflower* through Charlie's relationships with the other students.

### **1.4.4 The Catcher in the Rye (1951)**

According to [Theperksobeingwallflower.weedly.com](http://Theperksobeingwallflower.weedly.com)(n.d), J.D. Salinger's Novel, *The Catcher in the Rye*, shares several commonalities with *The Perks of Being a Wallflower*. First,

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both novels are told through the lens of a teenage boy who is coming to terms with the world around him. In addition, as the novels progress, both teenagers have issues that begin to surface. One common theme is the idea of alienation. *The Catcher in the Rye* is also notably one of the books Bill, Charlie's teacher, encourages him to read in *The Perks of Being a Wallflower*.

### **1.4.5 The Color Purple (1982)**

According to [Theperksobeingwallflower.weedly.com](http://Theperksobeingwallflower.weedly.com)(n.d), *The Perks of Being a Wallflower* is an epistolary novel, or a novel written in a series of documents. *The Color Purple*, like *The Perks of Being a Wallflower*, is written using letters to tell the story.

### **1.4.6 The Smiths, "Asleep" (1987)**

According to [Theperksobeingwallflower.weedly.com](http://Theperksobeingwallflower.weedly.com)(n.d) Charlie shows a particular fondness for "Asleep" going so far as to feature it on the mixtape he make for Patrick twice.

### **1.4.7 Fleetwood Mac, "Landslide" (1975)**

According to [Theperksobeingwallflower.weedly.com](http://Theperksobeingwallflower.weedly.com)(n.d) "Landslide" is the song playing when Charlie, Patrick and Sam first drive through the tunnel into the city together. This song is often referred to as "the tunnel song."

## **1.4 Scope**

This investigation will:

- Explain the conception of Charlie by being a wallflower and the difficult situations that he suffered in school and at home.

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- Recognize the psychological problems that Charlie has due what his aunt did to him and how all these affected him.
- The relationship between Charlie and Sam.
- How to deal with a gay friend.
- Why it is so difficult to Charlie to express his feelings.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Literary Theories and Approach:**

In this chapter the researcher will use the corresponding theories to analyze the book “The Perks of Being a Wallflower” by Stephen Chbosky. The approach used will be the psychological approach, so in this section it will be provided information about it, as well as themes, motifs, symbols and the plot of the book “The Perks of Being a Wallflower” by Stephen Chbosky that are important to mention. To start with the literary theories, it is important to know that:

Literature, in its broadest sense, is any written work. Etymologically, the term derives from Latin *litaritura/litteratura* “writing formed with letters,” although some definitions include spoken or sung texts. More restrictively, it is writing that possesses literary merit. Literature can be classified according to whether it is fiction or non-fiction and whether it is poetry or prose. It can be further distinguished according to major forms such as the novel, short story or drama, and works are often categorized according to historical periods or their adherence to certain aesthetic features or expectations (genre). Taken to mean only written works, literature was first produced by some of the world’s earliest civilizations; those of Ancient Egypt and Sumeria, as early as the 4th millennium BC; taken to include spoken or sung texts, it originated even earlier, and some of the first written works may have been based on a pre-existing oral tradition... (Lumen, n.d)

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Moreover, it is useful to know that theory is:

A set of assumptions, propositions, or accepted facts that attempts to provide a plausible or rational explanation of cause-and-effect (causal) relationships among a group of observed phenomenon. The word's origin (from the Greek *thorós*, a spectator), stresses the fact that all theories are mental models of the perceived reality. (BusinessDictionary, n.d)

Now that the meaning of literature and theory has been defined, it is important to state both concepts in one, that is, literary theory.

By literary theory, we refer not to the meaning of a work of literature but to the theories that reveal what literature can mean. Literary theory is a description of the underlying principles, one might say the tools, by which we attempt to understand literature. All literary interpretation draws on a basis in theory but can serve as a justification for very different kinds of critical activity. It is a literary theory that formulates the relationship between author and work; literary theory develops the significance of race, class, and gender for literary study, both from the standpoint of the biography of the author and an analysis of their thematic presence within texts. (Brewton, n.d)

In other words, literary theories are those that help to explain the true meaning of the themes that are developed within a literary work, so in this ways, the audience will be able to better understand better the book itself.

Furthermore, it is important to define the two theories presented in the book. The first one is the Social psychology, which deals with “understanding individual behavior in a social context.” Baron, Byrne and Suls (1989) define social psychology as 'the scientific field that seeks to understand the nature and causes of individual behavior in social situations' (p. 6). In addition,

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according to Verywellmind (2019)”, It therefore looks at human behavior as influenced by other people and the social context in which this occurs. Social psychologists therefore deal with the factors that lead us to behave in a given way in the presence of others, and look at the conditions under which certain behavior/actions and feelings occur.”

The second theory is the cognitive one. “Cognitive theories of psychology are focused on internal states, such as motivation, problem-solving, decision-making, thinking, and attention. Such theories strive to explain different mental processes including how the mind processes information.(Verywellmind, 2019)

The psychological approach reflects on the effect that modern psychology has had upon both literature and literary criticism. Fundamental figures in psychological criticism include Sigmund Freud, whose “psychoanalytic theories changed our notions of human behavior by exploring new or controversial areas like wish-fulfillment, sexuality, the unconscious, and repression” as well as expanding our understanding of how “language and symbols operate by demonstrating their ability to reflect unconscious fears or desires”.(marlindwinastiti,2013)

The aim of psychological study folds in three natures. Foremost, the objective of understanding behavior, that is defining factors that combine the development and expression of behavior. Secondly, the psychologist striving to develop procedure for the accurate prediction of behavior. Thirdly, psychology aims at developing techniques that will permit the control of behavior that is, the way of “ shaping” or course of psychological development through manipulating those basic factors to the growth and the expression of behavior.

The psychological approach leads the most directly to a substantial amplification of the meaning of a literary work. When we discuss psychology and its place in a literary work, we are

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primarily studying the author's imagination. As all literary works are based on some kind of experience, and as all authors are human, we are necessarily caught up in the wide spectrum of emotional problems (caused by experience). Not all recourse of psychology in the analysis of literary work is undertaken to arrive at the understanding of the literary work, to a certain extent, we must be willing to use psychology to discuss probability.

### **2.2 Themes, Symbols, Motifs**

In a book, it can be found different literary devices which help to examine the literary work and get more content about it. Many authors use them to emphasize what they want the reader to focus on. Within these literary devices are the themes, symbols and motifs.

#### **2.2.1 Themes**

The first device, themes that can be highlighted in the book. Study.com (2014) defines it as: "The theme in a story is its underlying message or "big idea."

In other words, the theme is a situation that it is repeated in the literary work. The author wants to make the reader aware of that situation; however, he can do it directly or indirectly.

##### **2.2.1.1 Secrecy**

According to Gradesaver (n.d), in many instances, secrets bring Charlie closer to the people in his life. At first, Charlie is the one who is asked to keep the secrets. He holds small secrets, such as his father's crying incident during the final episode of *M\*A\*S\*H*. In addition, he holds immense secrets, such as Patrick's relationship with Brad as well secrets from the framework of his life, that in many cases provide an unexpected stability. When Charlie reveals some of the secrets, as from instance when he tells Bill that his sister's boyfriend hit her, his life

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crumbles slightly. After arriving home from that conversation with Bill, Charlie can instantly tell that Bill has called home, and Charlie's sister tells him that she hates him. Charlie is shocked, and he can only muster the words "I love you" in response. Not until the end of the novel, the reader realizes that Charlie is holding onto his own secret: namely, his Aunt Helen molested him when he was a child. As this secret is revealed, Charlie's life falls apart much more dramatically than before. He is even hospitalized and treated by a psychiatrist. Just as secrets form a structure Charlie's life, they also tear it down and act destructively.

### **2.2.1.2 Sexuality**

There is a focus on sexuality, and this emphasis takes many forms. Charlie is fascinated with sex, and many of his letters detail how his sexual desires revolve around Sam. Ashamed of these yearnings, Charlie at first considers hiding them, but he eventually confesses to Sam how he feels about her. As his feelings grow, he also begins to talk about masturbation frequently and about how he spends large portions of his day masturbating. In addition to Charlie's discussion on heterosexual sexuality, there is also an engagement with LGBTQ issues. Even though Patrick is openly gay, he is forced to keep his sexual identity a secret in order to adhere to Brad's wishes. Brad's struggle to come to terms with his own identity is itself a moving account of a gay individual negotiating the harsh world of high school.

Finally, the theme of sexuality precipitates in the book's discussion on sexual abuse and molestation. Many of the characters have been molested in their pasts, including Aunt Helen and Charlie, this aspect of the theme indicates sexual abuse.

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### **2.2.1.3 Drug Use**

The altered state of mind that Charlie experiences after using LSD and some of his encounters with pot, point to the chaos that operates within his brain on a daily basis. Charlie has a difficult time recovering from his LSD trip because he finds it hard to stabilize his mind and focus on one thing, something that he admits causes him difficulty even on good days. In addition, the theme of drug use is key to Charlie's self-discovery and personal development. When he is under the influence of drugs or alcohol, Charlie is more open and honest about his feelings, even if he does not communicate these feelings in an extremely productive manner.

### **2.2.1.4 Happiness**

As Charlie walks around the halls of his high school, as well as the spaces in his home, he frequently fixates on the levels of happiness of the people around him. He is not satisfied with knowing just how happy these people are perceived to be, rather, he wants to know how they really feel. He does not settle for how people present themselves. He is always digging deeper. Charlie is also always reflecting on his own happiness, both his present happiness and contentment in the future. When he thinks about the stories that he would tell his children about "the good old days," he is first and foremost, concerned with whether or not his children would consider him a happy teenager.

### **2.2.1.5 Participation**

Although Charlie is constantly observing the people around him, this perceptiveness at times inhibits his ability to participate actively. Bill worries about Charlie's tendency to step back and watch, rather than engaging with his peers. In particular, Bill becomes concerned when he sees Charlie is distracted in class, so after the class he asked if Charlie always spends so much

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time watching others. Charlie does so (he spends a lot of time observing) because he seeks understanding: he is still not sure how he fits into the high school scene, and he is constantly trying to get a better sense of the societal structures he comes across.

Moreover, with Bill's, Sam's, and Patrick's help, Charlie becomes more comfortable participating. He begins attending football games, the Homecoming Dance, and parties. However, as Charlie participates more, his position as a wallflower is simultaneously validated. Patrick offers a poignant toast to Charlie, celebrating the "perks of being a wallflower." It is important to note, however, that Charlie's celebration only comes from increased, and in some cases energetic, participation.

### **2.2.1.6 Friendship**

According to Coursehero (n.d).Charlie knows he is different from other kids his age. He is quieter, shyer, and often labeled as a "freak." However, like all humans, Charlie longs for a lasting connection with real friends. After his one friend dies, Charlie is truly desperate and begins to write letters to a stranger to fulfill his need of having a friend who "listens and understands." He laments not having friends at school, but a fellow "outcast" catches his attention in his shop class. This student, who the other kids call "Nothing," is irreverent and seemingly self-confident. When Charlie sees "Nothing" at a football game, he feels safe approaching him and introducing himself. "Nothing" confirms that his name is Patrick. Patrick immediately invites Charlie into his friend group, which includes his vivacious stepsister Sam. Patrick and Sam are good for Charlie. They value his opinions, include him their activities, and do not just "throw around inside jokes and make Charlie struggle to keep up." Charlie feels "warm" when he is with Patrick and Sam, a clear indication that he feels safe with them.

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### 2.2.1.7 Agency versus Passivity

Charlie as a wallflower shows that while there are "perks" to being passive, there are also downsides. Bill, Charlie's English teacher, advocates for Charlie to be more active and present. He warns him that "sometimes people use thought to not participate in life." However, Patrick seems to take the opposite view. He praises Charlie's wallflower nature, by saying, "You see things. You keep quiet about them. And you understand." Throughout the narrative, Charlie in various difficult situations, shows that being active and passive has advantages and disadvantages. Charlie's journey involves learning to discern when to be more active and when not to be. He also transforms himself from someone who goes through his teenage years on autopilot to someone who actively tries to enjoy his adolescence.

Moreover, because of his role as an observer, Charlie is able to notice things that other people cannot. For example, Charlie was the only person in his family, who his grandfather crying happy tears because he was proud of Charlie's brother football success. Since, Charlie's surly grandfather never openly expressed his true feelings, Charlie's observation gives him valuable insight into his family. Similarly, by keeping quiet and reading in the room during a party, Charlie can intuit which songs to play as the deejay. This skill earns him praise among his peers.

Additionally, Charlie has a knack for picking out thoughtful gifts for his friends because he pays attention to what they like. His friends appreciated him, as they felt deeply seen. The downside to his observer role is that he is often too passive to articulate his needs. In his relationship with Mary Elizabeth, he allows her to prattle on, but he resents that she does not seem interested in him. He allows resentment to build up until it explodes into aggressiveness,

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and thus by committing the social faux pas of kissing Sam instead of Mary Elizabeth. This ill-advised act gets him exiled from his friend group for a time, which is rough on his already fragile psyche. Charlie took his sister's advice to speak up and be honest with Mary Elizabeth, such a heartache could have been avoided.

Before Sam leaves for college, she laments to Charlie, "It's like you're not even there sometimes." She is commenting on his tendency to passively allow things to happen to him, such as letting Patrick to kiss him even when he did not want to. Sam denounces this as not being honest and urges him to "do things" rather than passively putting others first. Finally facing and getting past his trauma allows Charlie to take a more active role in "participating" in his own life. He proves his willingness to do so when Sam and Patrick take him to the tunnel after he is released from the hospital. Charlie stands up in the back of the pickup and declares that he is "really there."

### **2.2.1.8 Authenticity**

Many of the characters in the book struggle with embracing their true selves. Charlie admits from the very beginning that he is not using his real name. Stephen Chbosky seems to hint that if Charlie cannot even embrace this most basic aspect of his self, then the rest of what he says is also suspicious. This setup makes Charlie an unreliable narrator in some ways, even though he may believe that he is being honest. At one point, Charlie says "We are who we are for a lot of reasons." Charlie's personality has been shaped partly by the buried trauma of being molested by his Aunt Helen. This buried trauma makes it difficult for him to understand why he does what he does. And it keeps him from maintaining healthy boundaries and speaking up honestly about his feelings. In the name of being a friend, Charlie passively allows others, such

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as Mary Elizabeth and Patrick, to use him. As Sam points out to him, true friends need to be honest with each other, as only when friends share their authentic selves, they can genuinely connect.

"If somebody likes me," Sam says in Part 4, "I want them to like the real me." Sam has come to this realization after breaking up with Craig and understanding that she acted differently around him to maintain his interest. She does not want to make this mistake again. She resolves to embrace her authentic self and encourages Charlie to do the same. Charlie takes this opportunity to follow the true desire of his heart and kiss her. This kiss is the catalyst for the mental breakdown that leads Charlie when facing and working through his trauma. Once he acknowledges the good and bad in himself, he can be authentic and present in his life.

Characters such as Susan and Brad have a long way to go in the journey of embracing their authentic selves. Charlie observes that Susan was a funny person in middle school, but that now she acts fake to attract boys' attention. This bothers Charlie, as Susan is playing a part rather than being herself because she "does not look as happy." This observation speaks to the fact that pretending to be someone else can lead to major dissatisfaction in life. Probably no one understands this dissatisfaction more than Brad, who is not allowed to openly love Patrick because of his homophobic father and the general societal expectations of a popular high school football star. Patrick is frustrated and saddened by Brad's inability to embrace his authentic self. However, Patrick also realizes that things can be different, for him at least, once he goes off to college, which is an atmosphere more accepting of diversity.

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### 2.3 Symbols

To have a better understanding of the symbols in the book, it is necessary to know the definition of the concept. "A symbol is a literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone." (literary devices, n.d)

Symbols can be people, objects or actions that represent something more than its literal meaning. Now, let us consider the different symbols that appear through the narration of the book.

#### 2.3.1 Books

Books become important when Bill gives Charlie extra books to read outside class. Even though, Charlie does not realize it at first, this is a gesture of investment in Charlie's development and an overture towards building a close mentorship and even friendship. Charlie's mom also gives him her favorite books for his birthday, which establishes a bond between them that did not exist before. Charlie deepens his relationships with others by giving them books, because knowing which stories others would like to read is an act of care. It shows that Charlie has been paying enough attention to them to choose a book for them. Litcharts(2018).

At the end of the story, Charlie gives Patrick and Sam the books he read for Bill over the school year. By giving Patrick and Sam his personal copies, Charlie also is giving them pieces of himself and his journey. The book giving pattern does not always go well, especially when Mary Elizabeth gives Charlie an E.E. Cummings book, and then she wants to tell him how to feel about it. Sometimes, the stories are a method which the giver tries to impose a way of thinking onto the receiver. Nevertheless, sharing books is a gesture of kindness and unity: although they live

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through different experiences, sharing books helps the characters build overlapping frames of reference so that they can better understand and communicate with one another.

### **2.3.2 Music**

Music symbolizes shared experiences and good or bad feelings that cannot be expressed in words. When Charlie hears one particular song for the first time, he refuses to describe it for the reader because he cannot do it. One needs to listen to the song to understand it. Additionally, music influences the characters in this book in three primary ways: mix tapes, records, and the radio. Sharing songs and the experience of enjoying music together creates a sense of understanding among the listeners. Moreover, by giving books, there is also a strong pattern of gifting music to others in this novel, as music usually functions as a way of communicating affection, understanding, and friendship.

For his first Secret Santa gift, for example, Charlie makes a carefully selected mix tape for Patrick, and later, when Patrick is struggling with depression, he listens to Charlie's tape. This shows that the tape comforts him, since he can feel the affection and care that Charlie put into the music selection. In perhaps the most memorable scene in the story, Charlie rides through the tunnel with Patrick and Sam listening to a song on the radio that provides the perfect soundtrack to "driving to your first real party, and you are sitting in the middle seat of a pickup with two nice people when it starts to rain." The experience punctuated by the perfect song makes Charlie feel "infinite" and demonstrates music's powerful abilities to connect people and capture experiences in a way that words just cannot.

### **2.3.3 The Tunnel**

The tunnel into the city, through which Charlie, Patrick, and Sam often drive while listening to music, is a special place for them. The tunnel represents adolescence, the transition from the safety of family and childhood into the excitement of adulthood, which is represented by the city. While they are driving through the tunnel, Charlie and his friends act conspicuously like adolescents: Sam, for example, stands up with the wind blowing her dress and lets out a “fun scream” once they emerge into the city. Sam’s joy in the tunnel echoes her broader joy in her adolescence. She participates in school, has deep friendships, and feels a broad range of emotions and passions.

Charlie, on the other hand, is more subdued in the tunnel, which mirrors his preference for observing others embracing adolescence (without participating himself) and his emotional numbness. He describes driving through the tunnel in the calm and quiet, until “finally, just when you think you’ll never get there, you see the opening right in front of you.” It is not until the very end of the novel that Charlie stands in the back of Sam’s truck and flies through the tunnel as Patrick and Sam drive, relishing in the freedom he feels by living in the present moment. He does not care about reaching downtown, but instead sees the tunnel as a destination itself, something, like adolescence, that he can enjoy along with his peers.

### **2.3.4 Aunt Helen**

According to Gradesaver(n.d). Aunt Helen is a symbol of guilt for Charlie. He is guilt-ridden over her death for most of his life as by suppressing the memory of her abuse towards him convinced him that her death was his fault, as she was driving to his house with a birthday gift for

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him, and since he was the reason for her journey, he believed it was his fault that she was killed whilst driving.

Once he is able to remember the abuse, he is convinced that he is guilty of causing her death by simply wishing it to happen. Many times as an abused kid, he wished her dead, so that she would not abuse him anymore. However, he now feels guilty because he believes all of that wishing actually manifested itself in her death in the car accident. Aunt Helen has become a symbol of guilt to Charlie because even when he realizes it was not his fault she was driving to his house he still feels that he was the person who caused her death by his constant wishing for it to happen.

### **2.3.5 "Heroes"**

Sam believes that the David Bowie song "Heroes" is an allegory of their lives, particularly hers. The song's lyrics talk about beating the odds, beating an un-named "them" and a love that overcomes difficulties. She feels more alive than ever when she hears it and feels that "we can be heroes, just for one day" is allegorical of her life, which she feels she has managed to get through despite people around her trying to bring her down. She feels like she and her friends are heroes and can do anything that they want.

## **2.4 Motifs**

The last literary device studied in this investigation is motif. "A motif is a literary term that is an idea, object, or concept that repeats itself throughout a text."(Writingexplainedorg, n.d).

In addition to this definition a motif can be described as an object, an image, or an idea that helps the reader to better understand the theme or themes of the book.

### **2.4.1 Dysfunctional Relationships**

According to Gradesaver(n.d). The motif of dysfunctional relationships can be found throughout the book, romantic, sexual, and familial. The most obviously dysfunctional relationship is that of Charlie and his Aunt Helen, since she abused him. However, his sister is also in a physically abusive relationship which she makes Charlie to keep hidden from their parents.

Moreover, another dysfunctional relationship is that of father and son. Brad is gay, but he is frightened to admit it to his father. When his dad discovers the truth, he becomes physically abusive towards his son. He does not know how to love his son unconditionally and intends to shame or beat him into living a life that is a lie. Their relationship is basically dysfunctional because it will thrive whilst built on this lie, but will disintegrate quickly if Brad stays true to himself.

### **2.4.2 Physical Violence**

Violence between Charlie's sister and her boyfriend, violence between Brad and his father, and then between Brad and Patrick. When Brad's friends start beating Patrick, Charlie intervenes and ends up inflicting some considerable physical damage on them. In fact, that he is worried that Sam will be angry at him. Thinking with one's fists is a motif that seems to occur throughout the movie.

### **2.4.3 Parent/Child Disconnect**

There is a disconnect among parents and their kids, as the parents do not seem to know their children very well at all. All this is not necessarily the parents' fault, since it would have

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been impossible for Charlie's parents to know that he was abused, as he suppressed the memories, so he did not even know it until he unlocked them again. However, at the time the abuse happened, he was secretive and his parents were unaware of what their son went through. Moreover, as their daughter is so secretive she is also kept to herself the abuse he was going through this time at the hands of her boyfriend.

Sam's father was disconnected from her because he did not realize that his daughter was being abused by his boss. Brad and his father are disconnected because his father believes he has a straight son, whose image he has carefully cultivated, and to find out that this is not the case is almost overwhelming to him. These disconnections are examples of how a parent knows their picture of what their child is like, but the picture is disconnected from the reality of the child.

### **2.5 Author's Biography**

According to (gradesaver,n.d) Stephen Chbosky is a novelist, screenwriter, and director who was born in Pittsburgh, Pennsylvania, on January 25, 1970. He grew up in a Catholic family made up of his mother, father, and younger sister. As a teenager, Chbosky was moved by J.D. Salinger's novel, *The Catcher in the Rye*. Upon graduation from Upper St. Clair High School he met Stewart Stern, the screenwriter of *Rebel Without a Cause*, and the two became close friends. After writing *The Perks of Being a Wallflower*, Chbosky revealed that the character Bill, a literature teacher, was based on Stern and reflected the positive influence of Stern on his own development.

Chbosky left Pittsburgh to attend the University of Southern California's Film Writing Program, where he began working on his first film, *The Four Corners of Nowhere*, which premiered at the Sundance Film Festival. Following this initial success, Chbosky spent the 1990s

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writing screenplays that went unpublished, but in 1994 he began working on the novel he is now most famous for - *The Perks of Being a Wallflower*. In a 2001 interview with Ann Beisch of *LA Youth*, Chbosky described the initial stages of the project as: "I was writing a very different type of book than *Perks*, but then I wrote the line, 'I guess that's just one of the perks of being a wallflower.' And I stopped. I realized that somewhere in that sentence was the boy I was really trying to find." After five years of research and composition, Chbosky published the novel in 1999; the book became a bestseller. Chbosky went on to tell Beisch that he wrote the book "for very personal reasons," and was happy that people had been able to relate to it in such a positive way.

*The Perks of Being a Wallflower* was Chbosky's first novel, as well as his most successful, but Chbosky's talents extend beyond his role as a novelist. In 2005, Chbosky wrote the screenplay for the film version of the Broadway hit *Rent*, though this adaptation was met by mixed reviews from critics. In 2012, Chbosky went back into the field of film, serving as the screenwriter and director of the movie version of *The Perks of Being a Wallflower*. In a 2012 interview after the film was released, Chbosky revealed that he had always hoped his novel would become a film, and that he was thrilled to be so heavily involved in the production. This time, his film efforts were met with great praise: the 2012 film earned \$33 million worldwide as well as numerous awards.

In addition to film and literature, Chbosky has worked in television; he wrote the drama *Jericho* for TV, which premiered on September of 2006 but it was cancelled in 2008. The series follows the aftermath of a nuclear attack in a small Kansas town; at present, there are rumors that Netflix is interested in resurrecting the CBS series. Currently, Chbosky lives in Los Angeles, California, and continues to write, although little is known about the project he is working on at

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the moment. He is an active supporter of gay rights and continues to be employed as a film consultant.

### 2.6 Book Plot

According to (sparknotes, n.d) Charlie, the fifteen-year-old narrator of *The Perks of Being a Wallflower*, has just entered his freshman year of high school when the book begins. Charlie is the eponymous “wallflower.” He is quiet and withdrawn, but he is also extremely observant and thoughtful, always paying close attention to everything going on around him, even if he is only a silent witness. Charlie writes the entire book as a series of letters to an anonymous “friend.” The reader never learns who this “friend” is, and the “friend” never writes back. Each letter begins with the greeting “Dear friend” and ends “Love always, Charlie.” The recipient of the letters never writes back, the novel reads like a series of diary entries.

When the novel opens, Charlie is grappling with two major traumatic deaths of loved ones in his past. The most recent death occurred last spring, when his only friend from middle school committed suicide. When Charlie was seven, his beloved Aunt Helen was killed in a car crash on Christmas Eve, which is also Charlie’s birthday. Although Charlie is nervous about entering high school, he soon finds acceptance from two main sources. First, his English teacher, Bill Anderson, recognizes Charlie’s talent for literature, and he took him under his wing, assigning him extra books to read and essays to write over the year. In addition, Charlie begins to participate more in events, and he becomes friends with Patrick and his stepsister, Sam, who integrate him into their friend group. Charlie develops an enormous crush on Sam, which he tells her about, but Sam treats him affectionately. Patrick, who is gay, is having a closeted relationship with Brad, the quarterback of the football team. Sam kisses Charlie so that his first kiss can be from someone who loves him.

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As the school year progresses, Charlie begins to come out from his shell, however Charlie's life, his family life, and his friends' lives become more complicated. The holidays are always a difficult time for Charlie's family, because they bring up memories of Aunt Helen's death. This year is no exception. Even though Charlie finds some solace in reading and re-reading *The Catcher in the Rye*, he still struggles to cope with his depression and with flashbacks of his time with Aunt Helen. However, Charlie's acceptance of his group of friends helps him to become more at peace with himself. As Charlie becomes more mature, his relationship with his sister also deepens. Charlie's sister has an abusive boyfriend. Charlie tells Bill about the boyfriend, and Bill reports it to their parents, which makes his sister mad at Charlie. When Charlie's sister becomes pregnant, she decides to have an abortion, she trusts Charlie to drive her to the clinic.

After Charlie performs as Rocky in one of his friend group's regular viewings of the film *The Rocky Horror Picture Show*, Mary Elizabeth, a smart, pretty senior in their friend group, starts dating Charlie. However, Mary Elizabeth is far more interested in herself than in having a relationship. During a game of Truth or Dare, Charlie is dared to kiss the prettiest girl in the room, and he kisses Sam. Mary Elizabeth stalks out of the room enraged. In solidarity, the rest of the group sides with Mary Elizabeth, and Patrick advises Charlie to stay away from everyone for a while until tempers cool down.

Brad's abusive father discovers Patrick and Brad's relationship, and the latter is sent to rehab. When Brad returns, he refuses to speak to Patrick, so he confronts Brad in the cafeteria, Brad makes a derogatory comment about Patrick's homosexuality, and Brad's football teammates beat up Patrick. Charlie jumps in and, in a whirlwind, breaks up the fight. His defense of Patrick wins back the respect of Sam and his friend group. Patrick is thoroughly depressed and he leans on

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Charlie for emotional support. Patrick gets drunk and kisses Charlie, but he apologizes. Charlie understands that Patrick is lonely and does not know how to handle it. Eventually, Patrick sees Brad kissing a strange man in the park, which helps Patrick pull himself together and move on.

At the end of the school year, Charlie becomes increasingly anxious as the prospect of all his senior friends moving away becomes more and more imminent. When Sam is packing to leave for her summer pre-college program, she and Charlie begin to make out and start to have sexual contact, but Charlie suddenly gets extremely uncomfortable. The sexual contact dredges up a repressed memory of his Aunt Helen molesting him as a child.

In an epilogue, Charlie writes a final letter to his “friend,” dated two months later, saying that his parents had found him naked in a catatonic state on the couch. They took him to a mental hospital, where Charlie eventually realizes that Aunt Helen had sexually abused him, but that he had repressed these memories. Charlie forgives the memory of his Aunt Helen, and the novel ends with Charlie writing that he is planning to stop writing letters and start participating fully in his life.

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

The purpose for this chapter is to introduce, in a clear and precise way, the information to facilitate the understanding of the research approach. In addition, in this chapter, the investigator will explain and analyze the necessary and relevant information concerning the research paper.

#### **3.1 Research Approach**

The research approach is a method for acquiring information from different sources in order to prove a statement. The research of the book *The Perks of being a Wallflower* is based on the Psychological Approach.

This approach reflects the effect that modern psychology has had upon both literature and literary criticism. Fundamental figures in psychological criticism include Sigmund Freud, whose “psychoanalytic theories changed our notions of human behavior by exploring new or controversial areas like wish-fulfillment, sexuality, the unconscious, and repression” as well as expanding our understanding of how “language and symbols operate by demonstrating their ability to reflect unconscious fears or desires.”(marlindwinastiti,2013)

The Psychological Approach will allow the researcher to explain the reasons why certain events occurred.

#### **3.1.2 Qualitative Approach**

The qualitative approach will be used to this research because the researcher collected data and necessary information that helped to understand each part of the literary analysis using instruments.

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Moreover, according to Spalding University (n.d) the characteristics of a qualitative research are that it is Naturalistic as it studies real-world situations as they unfold naturally; no manipulative and no controlling; the researcher is open to whatever emerges [i.e., there is a lack of predetermined constraints on findings]. Emergent, since it is willing to adapt inquiry as understanding deepens and/or situations change; the researcher avoids rigid designs that eliminate responding to opportunities to pursue new paths of discovery as they emerge. Purposeful, as cases for study [e.g., people, organizations, communities, cultures, events, critical incidences] are selected because they are “information rich” and illuminative, that is, they offer useful manifestations of the phenomenon of interest; sampling is aimed at insight about the phenomenon, not empirical generalization derived from a sample and applied to a population.

Data is obtained through yield a detailed, "thick description" [in-depth understanding]; interviews capture direct quotations about people’s personal perspectives and lived experiences; they are often derived from carefully conducted case studies and review of material culture. Personal experience and engagement, since the researcher has direct contact with and gets close to the people, situation, and phenomenon under investigation; the researcher’s personal experiences and insights are an important part of the inquiry and critical analysis to understand in order the phenomenon.

Unique case orientation as it assumes that each case is special and unique; the first level of analysis is being true to, respecting, and capturing the details of the individual cases being studied; cross-case analysis follows from and depends upon the quality of individual case studies. Inductive analysis because it is immersed in the details and specifics of the data to discover important patterns, themes, and inter-relationships; begins by exploring, then confirming

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findings, guided by analytical principles rather than rules. Holistic perspective as the whole phenomenon under study is understood as a complex system that is more than the sum of its parts; the focus is on complex interdependencies and system dynamics that cannot be reduced in any meaningful way to linear, cause and effect relationships and/or a few discrete variables.

Context sensitive because they are places findings in a social, historical, and temporal context; researcher is careful about [even dubious of] the possibility or meaningfulness of generalizations across time and space; emphasizes careful comparative case analyses and extrapolates patterns for possible transferability and adaptation in new settings. Voice, perspective, and reflexivity as the qualitative methodologist owns and is reflective about her or his own voice and perspective; a credible voice conveys authenticity and trustworthiness; complete objectivity being impossible and pure subjectivity undermining credibility, the researcher's focus reflects a balance between understanding and depicting the world authentically in all its complexity and of being self-analytical, politically aware, and reflexive in consciousness.

### **3.1.3 Quantitative Approach**

The quantitative research methods deal with numbers and anything that can be dealt with a measurable form in a systematic way of investigating the phenomenon. It is used to answer questions in terms of justifying relationships with measurable variables to either explain, predict or control a phenomenon. (questionpro,n.d)

Moreover, some characteristics of the quantitative are data gathering instruments contain items that solicit measurable characteristics of the population (e.g. age, the number of children, educational status, and economic status). It is used a standardized, pre-tested instruments guide data collection thus ensuring the accuracy, reliability and validity of data. In order to obtain more

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reliable data analysis, a normal population distribution curve is preferred over a non-normal distribution. This requires a large population, the numbers of which depend on how the characteristics of the population vary. This requires adherence to the principle of random sampling to avoid researcher's bias in interpreting the results that defeat the purpose of research. (Simplyeducate, 2015)

### **3.2 Research Design**

The research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way; thereby, it ensures effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem logically and as unambiguously as possible.

(libguides ,2009)

Why Charlie have psychological and social problems? This is an example of some the questions of the problem statement, so the writer wants to develop this investigation work through the personality traits of Charlie using the method of Ethnographic Research to analyze and observed Charlie in his natural environment with any alterations in order to find all his psychological and social problems that he has.

### **3.3 Sources of Information**

The primary source that the writer will use for the investigation is the book *The Perks of Being a Wallflower* by Stephen Chbosky. The investigator is going to collect relevant information. The tertiary sources are different theses to extract enough relevant information. It

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exists two types of information sources. The first one is documentary sources and the second one is non-documentary sources.

### **3.3.1 Documentary Sources**

A document constitutes embodied thought, which is a record of work on paper or other material fit for physical handling, transport across space, and preservation through time. It may include manuscripts, handwritten, and engraved materials including printed books, periodical, microform, photograph, gramophone records, tape records, etc. The recent advances in science and technology helps to originate another kind of document, i.e. computer readable forms that includes C.D., DVD, pen drive, hard disk, web resources etc. All documents are the records of human observation and thought and in its creation direct human intervention is necessary. They provide some information to its readers or users. A library as a gateway of knowledge provides access to a variety of such documentary sources of information. (UCG net guide, n.d.).

Documentary sources are classified in three that are: primary, secondary and tertiary sources of information.

#### **3.3.1.1 Primary Sources**

Primary publications are those in which the author, for the first time, supplies evidence, describes a discovery, makes or drives a new proposition or brings forward new evidence about previous proposition. It was created at or near the time it as studied, often by the people who studied it. It is a fundamental and authoritative

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document related to a subject of inquiry, which is used in the preparation of a later derivative work. Thus, the primary sources of information are basic sources of new information that do not go through any filtering mechanism like condensation, interpretation or evaluation, and are the original work of the author (UCG net guide, n.d.).

### **3.3.1.2 Secondary Sources**

A document concerning a particular subject of inquiry which is derived from or based on the study and analysis of the primary source of information, is called the secondary source of information. In the secondary source of information, the original information is selected, modified, and arranged in a suitable format for the purpose of easy location by the user. The secondary sources of information provide digested information and also serve as bibliographical key to primary sources of information. Secondary publication includes text book, reference book, review of the literature, etc. (UCG net guide, n.d.).

### **3.3.1.3 Tertiary Sources**

The tertiary sources of information are last to appear and mostly do not contain subject knowledge. It is designed to provide information, so it acts as a guide to primary and secondary sources of information. The tertiary sources of information are bibliography of bibliographies, guides to libraries, other organizations, indexing and abstracting periodicals, list of accession, list of research in progress, directories, etc. (UCG net guide, n.d.).

### **3.4 Analysis Categories**

There are different topics that have been included in the research and that have helped to create its different objectives. Each of them will be defined and analyzed according on how they were presented in this book.

#### **3.4.1 High school**

The place where Charlie studies. This is a place that marks Charlie's life. At first, it is like hell for him, as he has many difficulties, and he hates going to school, but over time becomes an important place for his life.

#### **3.4.2 Homosexuality**

Homosexuality is defined as the sexual interest and attraction to members of one's own sex. The term gay is frequently used as a synonym for homosexual; female homosexuality is often referred to as lesbianism. At different times and in different cultures, homosexual behavior has been variously approved of, tolerated, punished, and banned (Britannica, n.d.).

This is a very difficult subject for Charlie to deal with because one of his best friends is gay, but despite his sexual preference, Charlie never judges him, rather he supported him at all times and showed him true friendship.

#### **3.4.3 Isolation**

Vocabulary.com (n.d.) states that, people who live in isolation are completely cut off from the rest of the world, as the hermit who lives in a lonely mountain cabin because no one understands his desire to collect thimbles. A really contagious illness can land patients in isolation at their local hospital, kept separated from the rest of the hospital, so they cannot spread

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their disease with the other patients. A country can exist in isolation, left alone because other nations do not agree with policies.

In the book, Charlie, the main character of the book, is a lonely kid. At the beginning, he spends the majority of his time alone, and he does not have a lot of friends due to his psychological and introvert problems.

### **3.4.4 Depression**

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think, and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home (psychiatry, n.d.).

Depression is a characteristic thing of Charlie. All his psychological problems, his problems at school, and the problems he gets with his friends, make Charlie, the main character of the book, go depressed most of the time.

### **3.5 Data Collection Instruments**

This section is used to mention the instruments that the researcher will use to perform the analysis of the research. Rouse (n.d) defines data collection as the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. Data collection enables a person or organization to answer relevant questions, evaluate outcomes, and make predictions about future probabilities and trends.

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**3.5.1 Main Character**

	<b>Quote</b>	<b>Theory</b>	<b>Interpretation</b>
<b>Charlie</b>			
<b>Depression</b>			
<b>Sexuality</b>			
<b>Suicide</b>			

**3.5.2 Charlie's friends**

	<b>Quote</b>	<b>Theory</b>	<b>Interpretation</b>
<b>Michael</b>			
<b>Sam and Patrick</b>			

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<b>Mary</b> <b>Elizabeth</b>			

**3.6 Collection Data Process and Data Analysis**

The purpose and the development of this investigation work is going to be through instruments where the investigator is going to evaluate and analyze the personality of Charlie using tables. In the first column, the researcher is going to write all the necessary information and relevant theories about Charlie's personality traits, then in the next column the quotes from the book related to the issue, and finally the interpretation of each personality trait according to the researcher.

## CHAPTER IV

### DATA ANALYSIS

In this chapter, the information collected from the book and the sources to support the investigation, as well as the literary theories will be analyzed. In addition, the literary devices will be discussed in order to achieve a better understanding of the book.

#### **4.1 Approaches to the Investigation**

The investigation consists on the analysis of the book *The Perks of Being a Wallflower*. Moreover, this will be carried out through the psychological approach, as the researcher believes, it is the most appropriate for the investigation. However, first, it is important to know what literary criticism is.

Literary criticism is the reasoned consideration of literary works and issues. It applies, as a term, to any argumentation about literature, whether or not specific works are analyzed. Plato's cautions against the risky consequences of poetic inspiration in general in his *Republic* are thus often taken as the earliest important example of literary criticism (Britannica, n.d.)

To completely understand the research of the book it is important to know the approach of the investigation, which is the psychological approach. It leads most directly to a substantial amplification of the meaning of a literary work. When psychology and its place in a literary work is discussed, the author's imagination is the one under study. As all literary works are based on some kind of experience, and as all authors are human, we are necessarily caught up in the wide spectrum of emotional problems (caused by experience). Not all recourse of psychology in the analysis of literary work is undertaken to arrive at the understanding of the literary work, to a

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certain extent, we must be willing to use psychology to discuss probability (marlindwinastiti, 2013).

### 4.2 Theories Vs Literary Work

To support the investigation, the writer will analyze each aspect of the data collection instruments with quotes from the book that are backed up by the literary theories, which according to Brewton (n.d.), “refer to any principles derived from the internal analysis of literary texts or from knowledge external to the text that can be applied in multiple interpretive situations”. This will be done with the purpose of making a clear relationship between the theory and the book; in addition, it will contain an interpretation of the quote.

#### 4.2.1 Main character

	Quote	Theory	Interpretation
<b>Charlie</b>	I just need to know that someone out there listens and understands and doesn't try to sleep with people even if they could have. I need to know that these people exist. I think you of all people would	Social	In this quote, the researcher finds out that the protagonist, of the book, Charlie, feels lonely because he still does not know what is to have a friend, what is to talk with other

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	<p>understand that because I think you of all people are alive and appreciate what that means. At least I hope you do because other people look to you for strength and friendship and it's that simple. At least that's what I've heard. So, this is my life. And I want you to know that I am both happy and sad and I'm still trying to figure out how that could be. (Chbosky, 1999,p.4)</p>		<p>people; therefore, he wants to be able to find friends that make him feel happy.</p>
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<p><b>Depression</b></p>	<p>I have made a terrible mess of things. I really have. I feel terrible about it. Patrick said the best thing I could do is just stay way for a while. I guess I already told you that. He said that when he knew more, he'd give me a call. "Thanks, Patrick." "Don't mention it." And then I said, "You know, Patrick? If I were gay, I'd want to date you." I don't know why I said it, but it seemed right. Patrick just smiled cocky and said, "Of course." Then, he peeled out down the road. When I lay down in bed that night, I put on the Billie Holiday record, and I started reading the book of every. every. cummings</p>	<p>Cognitive</p>	<p>Due to the mistakes caused by some decisions that Charlie made, his friends left him, so he lost all his happiness and the friendship that he felt when he was with Sam and Patrick. This made the protagonist, Charlie, depressed for a while.</p>
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	<p>poems. After I read the poem that compares the woman's hands to flowers and rain, I put the book down and went to the window. I stared at my reflection and the trees behind it for a long time. Not thinking anything. Not feeling anything. Not hearing the record. For hours. Something really is wrong with me. And I don't know what it is. When I walked home, all I could think was what a terrible thing it was that I just did, and I started crying. By the time I walked in the front door, I was crying so much that my sister stopped watching television to talk to me. (Chbosky,1999,p,78)</p>		
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<p><b>Sexuality</b></p>	<p>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.  (Chbosky,1999,p,15)</p>	<p><b>Social</b></p>	<p>Due to poor communication and the lack of friends, Charlie had a hard time talking to other people; especially, due to the love he felt for Sam. He began to have sexual desires for her.</p>
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<p><b>Suicide</b></p>	<p>I don't know how news travels around school and why it is very often right. Maybe it was in the lunchroom. It's hard to remember. But Dave with the awkward glasses told us that Michael killed himself. His mom played bridge with one of Michael's neighbors and they heard the gunshot. 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. (Chbosky, 1999, p.4)</p>	<p>Cognitive</p>	<p>At the beginning of the story, Charlie realized what suicide was, since his friend Michael, due so many problems, decided to end his life. This affected Charlie a lot because he had a hard time making friends.</p>
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**4.2.2 Charlie's friends**

	<b>Quote</b>	<b>Theory</b>	<b>Interpretation</b>
<b>Michael</b>	<p>“Well, I think that Michael was a nice guy and I don’t understand why he did it. As much as I feel sad, I think that not knowing is what really bothers me.” I just reread that and it doesn’t sound like how I talk. Especially in that office because I was crying still. I never did stop crying.</p> <p>The counselor said that he suspected that Michael had “problems at home” and didn’t feel like he had anyone to talk to. That’s maybe why he felt all alone and killed himself. Then, I started screaming</p>	Cognitive	<p>Michael, Charlie's friend, made the wrong decision due to many family problems.</p> <p>Mothers are always the ones who care for and take responsibility for their children, but not in this case. Michael's mother was not a good one and that was the reason why he decided to kill himself. Charlie could not believe the news. He became angry, as Michael never told him about his problems.</p>

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	<p>at the guidance counselor that Michael could have talked to me. And I started crying even harder. He tried to calm me down by saying that he meant an adult like a teacher or a guidance counselor. But it didn't work and eventually my brother came by the middle school in his Camaro to pick me up. For the rest of the school year, the teachers treated me different and gave me better grades even though I didn't get any smarter. To tell you the truth, I think I made them all nervous.(Chbosky,1999,p, 5)</p>		
<b>Sam and Patrick</b>	I saw that kid I told you about. Remember	Social	Since Charlie was very young, it was always

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	<p>Nothing? Nothing was there at the football game, and he was one of the few people who was not an adult that was actually watching the game. I mean really watching the game. He would yell things out. "Can' mon, Brad!" That's the name of our quarterback. Now, normally I am very shy, but Nothing seemed like the kind of guy you could just walk up to at a football game even though you were three years younger and not popular. "Hey, you're in my shop class!" He's a very friendly person. "I'm Charlie." I said, not too shy.</p>		<p>difficult for him to talk to other people and to make friends. However, ever since, he met Sam and Patrick, his life changed, as he finally had the friends he always wanted. He had many adventures with them, as well as the opportunity to know different ways of thinking, acting, and thus, his shyness was reduced.</p>
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	<p>“And I’m Patrick. And this is Sam.” He pointed to a very pretty girl next to him. And she waved to me. “Hey, Charlie.” Sam had a very nice smile.</p> <p>They both told me to have a seat, and they both seemed to mean it, so I took a seat. I listened to Nothing yell at the field. And I listened to his play-by-play analysis. And I figured out that this was a kid who knew football very well. He actually knew football as well as my brother.(Chbosky,1999,p,13)</p>		
<b>Mary Elizabeth</b>	Mary Elizabeth asked me to the Sadie Hawkins’ dance after she said, “You	Cognitive	In this quote, the researcher could find out that Charlie did not

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	<p>looked really good in your costume.” I like girls. I really do. Because they can think you look good in a bathing suit even when you don’t. The erection made me feel guilty in hindsight though, but I guess it couldn’t be helped.</p> <p>I told my sister about having a date for the dance, but she was really distracted. Then, I tried to ask her advice about how to treat a girl on a date since I’ve never had a date before, but she wouldn’t answer.</p> <p>(Chbosky,1999,p,63)</p>		<p>think clearly and did not control the situation; since his sexual desires did not allow him to control his internal thoughts. Mary Elizabeth fell in love with Charlie, and she was his first girlfriend. She saw him as a cute and nice boy. However, Charlie did not feel anything for her because he loved Sam. Therefore, he tried to do everything to break up with her, but without hurting her.</p>
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### 4.3. Themes, motifs, symbols

In this section, the investigator will deeply analyze the themes, motifs, and symbols found in the book *The Perks of Being a Wallflower* by Stephen Chbosky. These elements will be exemplified by the writer with different quotes to have a better understanding of the book.

#### 4.3.1 Themes

The themes of a literary work are the main idea and the topics that appears in the book; it can be found throughout whole story or just in some parts.

Theme	Interpretation
<b>Sexuality</b>	Sexuality is present in many books Charlie was a young man who knew, for first time, what love was. He began to have sexual desires for his friend Sam; however, as he was a shy boy, he did not know what was happening and why his body had such reaction with Sam. As time passed by, he controlled more his. Nevertheless, he was that what he felt for Sam was true love. Therefore, he realized what masturbation was, and his sexual desire increased.
<b>Drug Use</b>	Charlie was a shy boy, but when he met his new friends, he started going out to parties at night. He consumed drugs for the first time; even though, it was not something he liked.

	<p>He always knew that drugs were bad and that he should never consume them.</p> <p>However, he did what he always said he would not to feel accepted by his friends and for the fear of losing them.</p>
<p><b>Friendship</b></p>	<p>Friendship is the most important thing for many, as having good friends makes people joyful and happier. However, Charlie was always a shy boy, who had no friends. He always wanted to have a real friend to have thousands of experiences and enjoy life, and that was what happened when Charlie met Sam and Patrick. He realized that friends really existed and that they would always support him.</p>
<p><b>Participation</b></p>	<p>Since the first day of school, Charlie never participated in activities. He just watched how others participated. He was so lonely; that even his teacher tried to encourage him to participate more in activities. As time passed by, and thanks to the help of Sam and Patrick, Charlie was putting aside his</p>

	shyness and began to participate more and get involved in activities with his friends.
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### 4.3.2 Symbols

The second literary device is the symbol, which is defined as:

A literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts, or traits than those that are visible in the literal translation alone. Symbol is using an object or action that means something more than its literal meaning. (Literary Devices, n.d.)

In other words, symbols can have different meanings, and originally contains a denotation.

<b>Symbols</b>	<b>Interpretation</b>
<b>Books</b>	In the story, books represent the only thing that kept Charlie distracted. The books that Professor Bill gave him were his only friends, as he did not have real friends. Charlie was reading all the time and it was his favorite hobby. Many people bothered him because it was rare that someone reads so many books all the time. However, Charlie did not care and every day he read a

	<p>new book, as they all seemed interesting to him.</p>
<b>Music</b>	<p>Music always represents something special for people. In the book, music is the link that connects the friendship between Charlie, Sam, and Patrick. They loved music and constantly shared different songs and always tried to enjoy life by listening to music. Sam and Patrick had different musical tastes from Charlie, but they still gave their opinion about the songs, danced, and had fun. The music helped Charlie not be so shy and proved that he was a funny guy.</p>
<b>Aunt Helen</b>	<p>This theme is the darkest and saddest. Aunt Helen was Charlie's best friend, she was always aware of him, how he was, how he was doing in school, and taught him many things. She gave him many tips, she was the most important person in Charlie's life. Charlie loved her, but when she died, Charlie's life changed completely. He had psychological problems and thus, could not have friends for a long time. Aunt Helen's</p>

	memory always disturbed him, until one day, when he was able to overcome those horrible thoughts and his life began to improve.
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### 4.3.3 Motifs

The last literary device is the motif which is:

A recurring symbol which takes on figurative meaning. (...) A motif can be almost anything: an idea, an object, a concept, a character archetype, the weather, a color, or even a statement. Motifs are used to establish a theme or a certain mood; they have a symbolic meaning. It's typically pretty clear when a writer is using a motif. They're not usually associated with hidden meanings because the writer wants you to recognize them. They play a role in defining the makeup of a narrative. (Casano, n.d)

In other words, motifs are themes that are repeat in different parts of the literary text.

<b>Motifs</b>	<b>Interpretation</b>
<b>Dysfunctional Relationships</b>	In the book, dysfunctional relationships are present, since it can be seen that, there is physical abuse from father to son. When Brad's father found out that his son was gay, he hits him, and Brad got very hurt. Brad's dad always thought that his son liked women

	<p>and his son always hid the truth from him.</p> <p>On the other hand, the relationship between Charlie and Aunt Helen is also dysfunctional, since Aunt Helen abused Charlie and told him not to tell his parents, so Charlie hid the truth for years. This would affect him a lot on a psychological level.</p>
<b>Physical Violence</b>	<p>In Charlie's life, violence was always present. Her sister had a boyfriend that she loved. Everything seemed perfect, until Charlie realized that her sister's boyfriend hit her. Charlie tried to talk to her to convince her to leave him, but he could not do it, until one day she finally left him, and the abuse stopped.</p>
<b>Parent/Child Disconnect</b>	<p>Charlie always had a lot of problems and his parents never realized what was happening with him. He needed his parents' support; nevertheless, it was not his parents' fault because it was very hard to know that Aunt Helen was molesting him. As years passed by, the relationship parents and son was increasingly distanced, as they did not talk</p>

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	<p>very often. Charlie preferred to spend time reading books, and never talked with his parents about what was happened. However, when Charlie's parents realized it, everything changed, since even their relationship was improving, and Charlie finally began to be happy.</p>
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## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The objective of the conclusion that the researcher has generated throughout the entire analysis of the book *The Perks of Being a Wallflower* and all the aspects that surround this literary work, is to express an opinion; since, it is usually reasoned or argued to reach a valid thought with some margin of certainty, and the reading is closed by explaining the arguments and statements of all the previous work. The present paper is considered as a complex premise, since a series of basic ideas are interpreted, and thus, this is commonly considered a conscious form of learning.

#### 5.1 Purpose of the Conclusion

The purpose of the conclusion is mainly to close the investigation, to know what the researcher has found out during the whole research, and to highlight the most important aspects of it. In addition, another important objective of the conclusion is to help people who may be interested or want to carry out a research on the same topic. Moreover, the conclusion is intended to help the reader to understand why their research should matter to them after they have finished reading the paper.

A conclusion is not merely a summary of the main topics covered or a re-statement of the research problem, but a synthesis of key points and, if applicable, what you recommend new areas for future research (Labaree, 2009).

In this investigation, the researcher managed to conclude different issues and some aspects that, at first, were not important throughout the investigation. In addition, regarding the main

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objectives and other aspects that the researcher realized it was necessary to carry out the investigation and that caught his attention. First, the researcher learned that in life, friendship is very important. Friends can improve people's mood and help forget all problems. However, there are good friends who are there when they are needed the most, who give you a piece of advice, and help you grow as a person. Unfortunately, there are also bad friends, as they want to see you suffer and fail in life and who are jealous of you and do everything possible to see people down.

Nevertheless, as time passes by people realize who is a real friend and who is not. Real friends become family, and they start doing everything together; therefore, they cannot live without being together and they constantly think about going out to have fun.

Another important aspect that the researcher discovered is that family is always there when they are needed. Many times, people have problems at work, with their partner, or suffer from bullying; consequently, the absence of their parents or loved ones at important times, can greatly affect people, since they can suffer psychological problems that will affect them until someone helps them.

As a result, from so much work, many family members do not realize what their children are going through, and this really affects them both, since as time passes by, trust is lost and problems increase if they do not realize it in time. This is what happened to Charlie, the main character of the book, as since he was very young, he began to have many problems. He even suffered from bullying and his parents did not realize it in time. Unfortunately, when they realized it was already too late. Charlie had already lost their confidence and he had trouble telling them most intimate problems.

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Second, the researcher finds out that love exists. No matter your past and the mistakes you made, you will always find someone who loves you as you are. This happened to Sam's character. She had many boyfriends, and everyone took advantage of her, as none one really loved her. As a consequence, she did not believe in love, and spent a lot of time thinking that she would find the right person, until she fell in love with Charlie and all changed. She began to believe in love and realized what it felt like to be loved and respected for what she really was, without pretending to be someone else. At first, it was difficult since Charlie did know that he had found love and that Sam was the woman of his dreams. However, Sam did not think the same, as she refused to think that love existed and she did not know what she felt for Charlie because she had always been interested in boys totally different from Charlie.

On the other hand, the researcher realized that many times the decisions that people make in complicated times are not always the right ones. When Brad's father realized that his son was gay, he decided to beat him until he almost killed him. He did not even talk with his son about it. In addition, when Patrick wanted to tell everyone that he and Brad were dating, the latter got angry. Therefore, Patrick was very upset and Brad decided to hit him. This was another wrong decision that Brad made. As a result of the fight between Brad and Patrick, Charlie made the decision to get into the fight and hit Brad to help his friend Patrick. This was not the only difficult decision made by Charlie, since during a party, Charlie was told to kiss the cutest woman in the room. He wanted to kiss Sam because for him she was the prettiest, and he was mad for her.

However, Charlie, at that time, was Mary Elizabeth's boyfriend, and yet he made the bad decision of kissing Sam. For those bad decisions made in very complicated situations, Charlie hurt Mary Elizabeth and almost lost his best friends.

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Additionally, the researcher realized that many times problems can be forgotten when going out with friends, and having fun. Having a good time with friends helps you feel good about yourself and forget all kinds of problems. This is what Charlie did, from a young age he had problems, but later as he found friends the more fun he had, so he forgot the past and overcame his problems.

Finally, the researcher learned that communication is very important. Charlie did not have good communication with anyone, just with his aunt Helen. She was the most important person in Charlie's life; she was her best friend. Unfortunately, she abused Charlie and he, being so young, did not know what was happening. As a result, as time went by, Charlie could not make friends, so he just wanted to read and write books. The relationship with his family was not good because of Aunt Helen.

Charlie suffered a lot of bullying, but he did not know what to do. He hated going to school because he knew he would not feel comfortable in that place. This was due to Charlie did not communicate with his family and this led him to have a very difficult life; until one day his family finally found out what he went through and helped and supported Charlie at all times. He finally felt good about himself and his life began to make sense.

## 5.2 Conclusion

In this part, it is going to be provided an explanation of how the investigator presents the objectives throughout the analysis that has been established at the beginning of the research. The conclusions are completely based on the book *The Perks of Being a Wallflower* throughout the psychological approach.

### **5.2.1 To describe the important of friendship**

In Charlie's life, friendship was rather important, as thanks to it, he managed to forget his memories regarding aunt Helen. At first, it was difficult, since it was hard for Charlie to have friends; however, once he did, he realized friends played a very important role in his mood. Thanks to the friendship that Charlie had with Patrick and Sam, he was able to laugh, go out to parties and even give his first kiss. Moreover, friendship helped him to participate more in class and not to be a shy guy all the time.

### **5.2.2 To analyze the results obtained from the applied instruments**

The second objective was achieved throughout the implementation of charts in Chapter IV. In this section, in order to explain the instrument, the researcher selected aspects of the story that called his attention. This in the form of a quote from the book that matched the aspect depending on the theory. In order to supports such quote, the investigator was supposed to give the most adequate interpretation related to the theory.

In this part of the investigation, the researcher realized that the protagonists of the book, Charlie, felt lonely because he did not know what it was to have a friend, and due to the mistakes of some decisions he made, his friends went away. Thus, he lost all the happiness and friendship that he had. In addition, the investigator found that suicide can affect not only family members, but also friends. In this case, Charlie became psychologically affected by the suicide of his friend Michael. Moreover, friendship allows people in many ways, whether it is to forget tragic moments and to be happier.

It is also important to emphasize that the family is very important and that you have to count on them in good and bad moments.

### **5.2.3 • To determine how psychology problems influenced in Charlie's family**

Family has always been the most important aspect. Charlie's family was very close. However, on Charlie's birthday, Aunt Hellen died and this affected Charlie greatly, as she sexually abused Charlie. The family did not understand what was happening with Charlie, and they tried to help him, but they did not succeed. Charlie quite affected, therefore he created a wall between him and his family, and thus he lost confidence and hardly spoke to them. Moreover, Charlie preferred to write letters and read books because it was what he liked the most, however that distancing was finally overcome, since they realized what had happened and supported him.

### **5.3 Restatement of the Research Question**

For the researcher it was possible to carry out the research successfully through the psychological approach. This helped the investigator to learn a lot of information about it. To explain it further, it is important to start with the investigation question, which is “Why Charlie has psychological and social problems?”

Throughout the investigation, the researcher explained how Charlie overcame his psychological problems. At first, he was a victim of bullying. This was the main reason why he had psychological and social problems. This began because introverted people like Charlie are innocent and weak, so others aggressively bother them because they think this is fun or because they are simply bored. In addition, as he had no friends, he spent his time reading books. As a result, the only person he talked to was his teacher, since he gave Charlie a different book every week. Besides, Charlie did not have much communication with his parents and sister, he kept everything a secret. However, then he found Sam and Patrick, the friends he always wanted. He realized that life, despite everything, must be enjoyed to the fullest.

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The researcher concludes that as a consequence that Charlie never talked to his parents about his problems, he tried to commit suicide. This because years before, his aunt abused him. This affected him a lot, and thus he lost control. He did not know what to do in this difficult situation, so thanks to all his pain and sadness, he wanted to fix it by taking his life over. Luckily, Charlie did not die, but his suicide attempt helped him to realize the many mistakes he made and that this time it would be different. In the end, Charlie realized that problems have to be told to loved ones, since they will always look for the best way to solve them.

### **5.5 Recommendations**

At the end of every research, it is important to give recommendations to people who want to carry out an investigation on a similar or the same topic; this in order to help them to know how the analysis should be, as well as to provide them with tips of what they should or should not do. Moreover, the researcher will provide some recommendations. The researcher advises future investigators, if they are going to do a psychological investigation, to look for enough information. In addition, thanks to this would be much easier to conduct.

Another recommendation is that you deeply read the book and learn the most important aspects. In addition, it is necessary to know all the characters; for example, their ways of being and acting. Therefore, when they have to do the research, it would be much easier. It is also important to know the problem in the story, to know where and when it begins, as well as when those problems begin to be solved.

The last recommendation is to investigate about the author, since it is important to know why he wrote that book, as well as the meaning and intention of the book. In addition, it is necessary to investigate beyond the book, since sometimes there are movies based on books.

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Although, many times movies are not the same as books, they helps a lot to better understand the history and meaning of the book.

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ANNEXES

## **Tribunal Examinador**

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.

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Lic. Rigoberto Gutiérrez Albenda

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Lic. Joshua Masis Bermúdez

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Leslie Elizondo Mora  
Director de las Carreras de Inglés

## Carta del Director de Carrera

San José, 22 de abril del 2020

Señores  
Universidad Internacional de las Américas  
Estimados señores:

El suscrito Lic. Leslie Elizondo Mora, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Dilan Stif Barrantes Alvarado, portador(a) de la cédula de identidad no. 5-0427-0821, que ha titulado: *Literary Analysis of The Perks of Being a Wallflower through a Psychological Approach*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

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Lic. Leslie Elizondo Mora  
Director de las Carreras de Inglés

## Carta del Lector

San José, 22 de abril del 2020

Lic. Leslie Elizondo Mora  
Director de las Carreras de Inglés  
Universidad Internacional de las Américas

Estimado señor:

El estudiante Dilan Stif Barrantes Alvarado, portador de la cédula de identidad no. 5-0427-0821, ha presentado para su lectura y corrección de estilo la tesina denominada *Literary Analysis of The Perks of Being a Wallflower through a Psychological Approach*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,

.....  
Lic. Joshua Masis Bermúdez



## Universidad Internacional de las Américas Código de Ética

El suscrito Dilan Stif Barrantes Alvarado, número de cédula: 5-0127-0821 graduado del grado de Licenciado en Inglés con énfasis en traducción de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Instrucción, que se rige por los siguientes principios:

**PROBIDAD:** actuar siempre con rectitud y honestidad.

**PRUDENCIA:** actuar con pleno conocimiento de la materia con toda su consideración.

**JUSTICIA:** primar ante disposición hacia las funciones de la profesión, ante los lineamientos legales que debe respetar todo profesional.

**RESPONSABILIDAD:** cumplir con los deberes, tanto en calidad como en oportunidad.

**DISCRECIÓN:** guardar respeto sobre los hechos e informaciones de los que tenga conocimiento con motivo de ejercicio profesional, sin que este perjudique las funciones y responsabilidades.

**INDEPENDENCIA DE CRITERIO:** no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

**DIGNIDAD Y DECORO:** actuar con sobriedad y moderación.

**TOLERANCIA:** evidenciar una actitud pacífica y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

**EQUILIBRIO:** desempeñar las funciones profesionales con sentido práctico, buen juicio y veracidad.

**ACTUALIZACIÓN:** comprometer parte del tiempo en actualizar las competencias y adaptarlos en el desarrollo de la actividad profesional.

**VOCACIÓN:** mostrar siempre apego al trabajo y a la calificación recibida, como fundamentos para el desempeño laboral.

**BUENA FE:** toda conducta o comportamiento, criterio técnico y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

  
Dilan Stif Barrantes Alvarado  
Cédula: 5-0127-0821