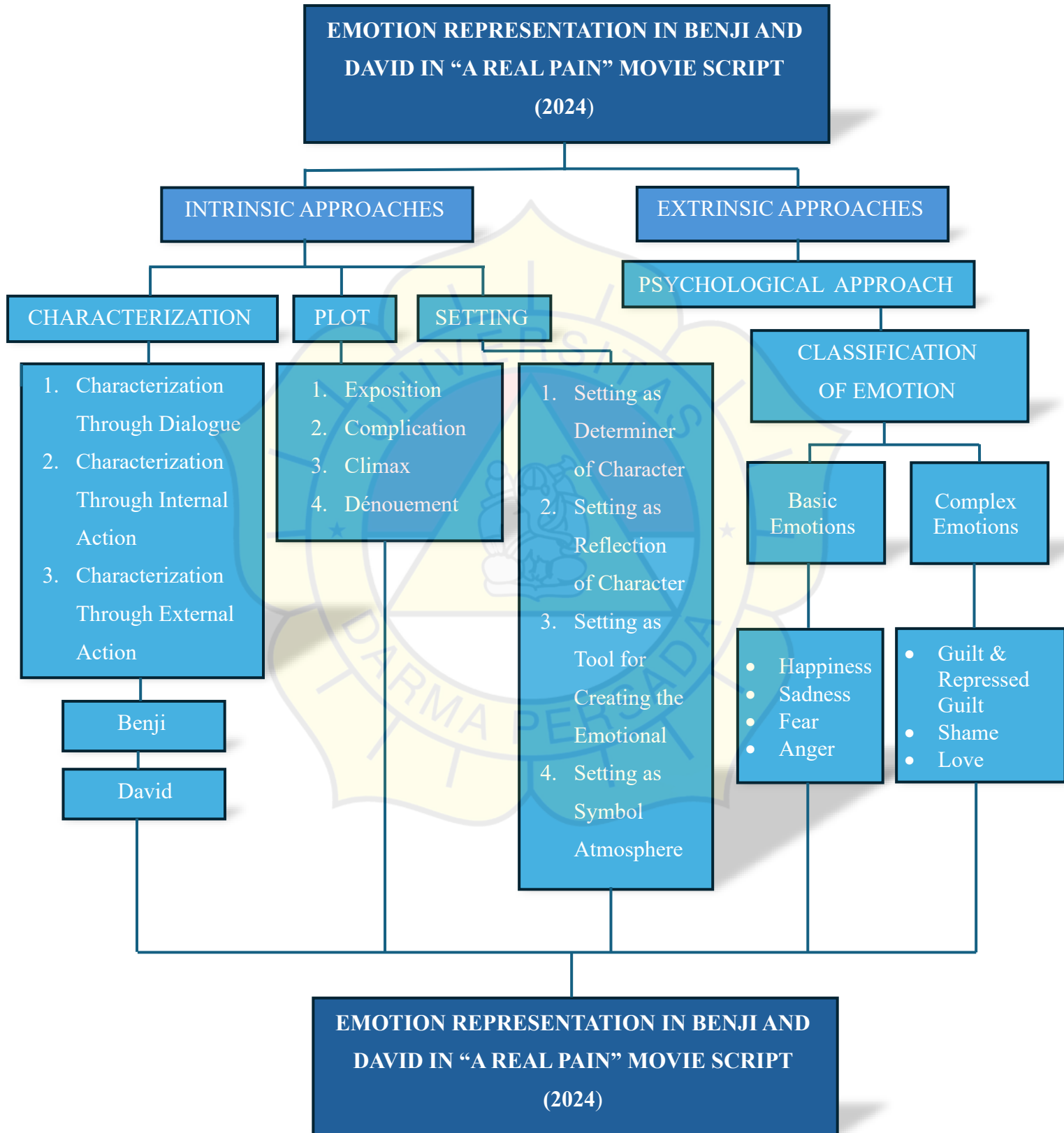


APPENDIX 1
SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH

EMOTION REPRESENTATION IN BENJI AND DAVID IN "A REAL PAIN" MOVIE SCRIPT (2024)



CLARA INDAH NATASHA (2022130019)



BACKGROUND

Characters and narratives in literary and film scripts are significantly influenced by emotions. Movie scripts are literary texts. They reflect complex psychological conditions. This is done through dialogue, actions, and settings. A Real Pain (2024), which was written by Jesse Eisenberg, has emotional conflicts presented through the characters Benji and David during their journey of remembrance and personal confrontation. The script's depiction of emotions is key to understanding the characters' development and the thematic messages behind them. This study looks at how Benji and David's emotions are described using a psychological literary approach.

FORMULATION OF THE PROBLEM

1. How are the intrinsic elements that reveal in A Real Pain Movie Script?
2. How does the script represent the concept of emotional classification in A Real Pain Movie Script?

METHODS OF THE RESEARCH

This research uses a narrative analysis technique with a qualitative approach and a psychological literary analysis. The data consist of selected dialogue, actions, and narrative descriptions taken from the 2024 movie script A Real Pain. The data were collected using the "simak dan catat" (observing and note-taking) technique and documentation. The study looks at how emotions are shown in stories. It uses a theory by David Krech about emotions. The study talks about how emotions are shown through the characters, the plot, and the setting.

RESEARCH FINDING

The script reveals that Benji and David have different ideas about emotions. Anger, sadness, guilt, and emotional tension are frequently expressed by Benji through aggressive dialogue, impulsive behavior, and emotional outbursts. David, on the other hand, primarily displays fear, sadness, uncertainty, and frustration, as seen in his restrained reactions and inner struggles. This emotional contrast highlights the characters' differing psychological responses to shared experiences of pain and memories.

CONCLUSION

It is concluded by this study that the narrative meaning of A Real Pain (2024) is significantly contributed to by the emotion concepts depicted by Benji and David. The research reveals the presence of psychological conditions that are embedded in the movie script through David Krech's emotion classification. The characters' contrasting emotional patterns highlight the central themes of emotional pain, remembrance, and personal struggle, revealing the importance of psychological analysis in interpreting contemporary film scripts.

APPENDIX 3

PRESENTATION SLIDES



CLASSIFICATION OF EMOTION CONCEPT DEPICTED BY BENJI AND DAVID IN "A REAL PAIN" MOVIE SCRIPT (2024)



Clara Indah Natasha
2022130019

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
DARMA PERSADA UNIVERSITY
JAKARTA 2026

Bahasa & Kebudayaan Inggris

Table of Contents

Background of Problem	Review of Previous Study
Identification of the Problem	Method of The Research
Formulation of Problem	Research Findings & Analysis
Framework of the theories	Conclusion

UNIVERSITAS DARMA PERSADA

GRATTITUDE TO :

Advisor
Dr. Yoga Pratama, M. Pd

Examiner
Syarif Hidayat, S.S., M.Hum

The Head of Board Examiner
Eka Yuniar Ernawati, SS. M.Si.

Bachelor Term paper Defense

Background of Problem



Page 01

- **The Power of Emotions in Decision-Making**
Human beings make ~35,000 choices daily, most driven by conscious or unconscious emotions (Kahneman, 2011). Emotional Intelligence (EQ) is often a more significant predictor of success than IQ (Goleman, 2006).
- **Literary Psychology & David Krech's Framework**
Emotions are categorized into Basic (Happiness, Anger, Fear, Sadness) and Complex (Guilt, Shame, Love). This classification is essential for interpreting character development and emotional shifts in dramatic narratives.
- **Case Study: A Real Pain (2024)**
Contrasting personalities of cousins Benji (extroverted) and David (introverted). A journey through Poland to honor their Jewish heritage, triggering repressed guilt and familial tension.

Bahasa & Kebudayaan Inggris

IDENTIFICATION OF THE PROBLEM

- 01 Emotional expressions in film are often overlapping and volatile, leading to subjective interpretations without a structured analytical framework.
- 02 The constant mixing and shifting of character emotions make it difficult to identify dominant psychological drivers and their impact on character development.
- 03 There is a critical need to apply an established theory, such as David Krech's classification to objectively categorize the emotional concepts within the A Real Pain script.

Page 02

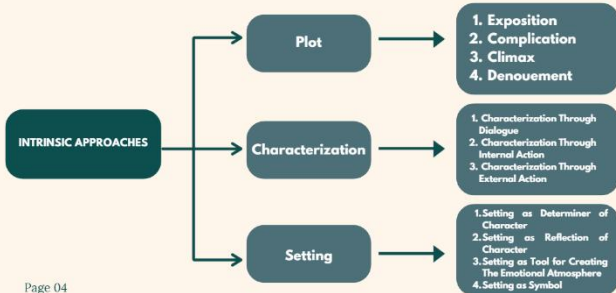
FORMULATION OF THE PROBLEM

Page 3

- ★ **FORMULATION OF THE PROBLEM 1**
1. How are the intrinsic elements revealed in the movie script A Real Pain (2024) in supporting the classification of emotion concepts depicted by Benji and David?
- ★ **FORMULATION OF THE PROBLEM 2**
2. How does the movie script A Real Pain (2024) represent the concept of classification emotion through the dialogues and actions of Benji and David?

FRAMEWORK OF THE THEORIES

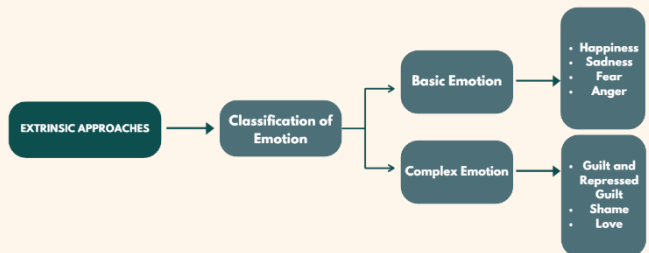
Bahasa & Kebudayaan Inggris



Page 04

FRAMEWORK OF THE THEORIES

Bahasa & Kebudayaan Inggris



Page 05

REVIEW OF PREVIOUS STUDY

01

The first study by Saraszeta, Prabowo, & Ardini (2025) Analyzed idiomatic expressions in A Real Pain using McCarthy and O'Dell's framework. Identified 45 idioms, with phrasal verbs being the most dominant category.

02

The second study by Lubis & Hidayatullah (2024): Examined emotion classification in Igdita's Mengudara album lyrics using David Krech's framework. Identified 10 out of 12 emotional categories, with dread appearing as the most dominant emotion.

03

The third study by Sontant Perspective Study: Applied David Krech's categories to analyze the main character, Suminta, in the drama Sayang Ada Orang Lain. Identified 25 emotional data points, with sadness emerging as the dominant emotion due to financial hardship and betrayal.

Page 06

METHOD OF THE RESEARCH

QUALITATIVE

I applied a narrative analytical technique along with a qualitative method to examine the information for this study, using insights from psychology, particularly based on David Krech's classification of emotion theory.

DATA COLLECTION TECHNIQUE

In this study the data are collected through documentation and note-taking technique. According to Gibba and Lincoln, document is all of written substance or film (Molcong, 2017: 216). This method used because it can be made to examine and interpreting something (Molcong, 2017). Sudaryanto (as cited in Faruk, 2012) states that the use of reading, listening, and note-taking approaches create a collection of techniques utilized to collect information relevant to a research issue.

DATA ANALYSIS TECHNIQUE

I undertook a series of organized steps to analyze the movie script and understand its movie script layout (Bang 2022:4)

1. I read through the movie script
2. I carefully looked at the structure of the story and the dialogues of the characters, moments that caused emotional changes
- 3.) I gathered and take notes specific quotes and dialogues from the script as data for evidence
- 4.) I recognized Krech's basic and complex emotions which were shown in the characters' actions, spoken words, and interactions
5. I formed a conclusion based on the emotions seen in the data, showing how Krech's emotional categories are represented through the Interactions of the characters

Page 07

RESEARCH FINDINGS AND ANALYSIS



Page 08

Data Analysis

REPRESENT OF HAPPINESS

Happiness in Characterization

Happiness Appears in Benji Based on Characterization Through Dialogue

ELOGE: Ad to answer the inevitable question that you might be thinking. I am a survivor of the genocide.

BENJI: Oh shit. They turn to Benji.

BENJI: No, sorry. I mean it is a good way. Like shit, wow. I'm just, interested in people from other places. I'm sorry. I'm just, like, a fan. Keep going, man. There's an awkward pause.

DAVID: David is mortified.

DAVID: I'm sorry about that. (Eisenberg, 2024, p. 20)

REPRESENT OF SADNESS

Sadness in Characterization

Sadness Appears in David Based on Characterization Through Internal Action

DAVID (ON VIDEO): Hudson Yards?

ABE (ON VIDEO): 112. But the balcony is on 100.

David rewinds the video and rewatches it, missing his son. (Eisenberg, 2024, p. 10)

Page 08

Data Analysis

REPRESENT OF FEAR

Fear in Plot

Fear Appears in Plot's Climax

DAVID: We're the stragglers?

BENJI: Yes. And by the time he gets to the front, the train'll be in the station and we'll be home free.

DAVID: This is so fucking stupid. (Eisenberg, 2024, p. 38)

REPRESENT OF ANGER

Anger in Plot

Anger Appears in Plot's

BENJI: I think we should move to a different train car.

DAVID: What do you mean?

BENJI: Don't you feel weird being in a first-class car?

DAVID: No. We paid for it. It's not hurting anybody.

BENJI: Dude. We are Jews on a train in Poland. Think about it. (Eisenberg, 2024, p. 43)

Page 09

Data Analysis

REPRESENT OF GUILT

Guilt & Repressed Guilt in Setting

Guilt & Repressed Guilt Appears in Setting as Create Emotional Atmosphere

EXT. RESTAURANT - NIGHT

David emerges from the restaurant, alone. He can faintly hear Benji's music from inside the restaurant. As David begins walking back to the hotel, Benji's music 65B becomes more insistent and grating, needling its way into David's subconscious. (Eisenberg, 2024, p. 73)

REPRESENT OF LOVE

Love in Setting

Love Appears in Setting as Create Emotional Atmosphere

EXT. CEMETERY -DUSK

The group ends up forming a little line at Kopleman's grave. Mark and Diane place their stones down, followed by Eloge, James and David. It's all very somber and sweet. (Eisenberg, 2024, p. 63)

Page 10

Conclusion

The script reveals a dynamic overlap of primary emotions (happiness, anger, fear, sadness) and complex emotions (guilt, shame, love). These are not isolated events but fluid reactions to the characters' shared history and personal grief. From Benji displays emotions such as reckless and vulnerable, openly manifesting anger and sadness through impulsive dialogue, where David emotions; he suppresses his feelings, expressing guilt and fear through silence, nervousness, and internal conflict.

Through these interactions, the script demonstrates that emotions are not static but dynamic and influenced by interpersonal relationships and situational contexts. Overall, the movie script represents the concept of emotion classification by depicting emotions as layered, shifting, and interconnected through Benji and David's dialogues and actions.

Page 11


THANK YOU

NAME: Clara Indah Natasha

Darma Persada University

APPENDIX 4

TOEIC CERTIFICATE



LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

Result no. 1972464

Clara Indah Natasha

Name

Identification Number

2025/11/14

Test Date (yyyy/mm/dd)


Date of Birth (yyyy/mm/dd)

2027/11/14

Valid Until (yyyy/mm/dd)

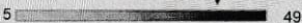
LISTENING

Your score **480**

5  495


READING

Your score **385**

5  495

TOTAL SCORE

865



































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LISTENING	READING																														
<p>Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict. • They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text. • They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used. • They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present. To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table. 	<p>Your scaled score is between 350 and 450. Test takers who score around 350 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can infer the central idea and purpose of a written text, and they can make inferences about details. • They can read for meaning. They can understand factual information, even when it is paraphrased. • They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult. • They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage. • They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions. <p>To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table. If your performance is closer to 450, you should review the descriptors for test takers who score around 450.</p>																														
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Can understand detail in extended spoken texts	93	0%  100%																													
Can understand a speaker's purpose or implied meaning in a phrase or sentence	80	0%  100%																													
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Can locate and understand specific information in written texts	80	0%  100%																													
Can connect information across multiple sentences in a single written text and across texts	72	0%  100%																													
Can understand vocabulary in written texts	86	0%  100%																													
Can understand grammar in written texts	80	0%  100%																													

* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

APPENDIX 5 CERTIFICATES



KANTO GAKUIN UNIVERSITY

Certificate

This is to certify that
Clara Indah Natasha
participated in the Online International Exchange Program
held as part of the Exchange Culture in the English-Speaking World.
During the course, the candidate has completed 700 minutes of online activities.

Date of Participation
From November 27, 2024 to January 22, 2025

Signature: Deng Jie
Dean
College of Intercultural Studies
Kanto Gakuin University
Date: January 29, 2025



DARMA PERSADA UNIVERSITY ENGLISH LANGUAGE AND CULTURE DEPARTMENT

This certificate is presented to

Clara Indah Natasha

For participating in the "Cross-Cultural Event" between Kanto Gakuin
University and Darma Persada University on February 11, 2025.


Dr. Yoga Pratama, S.S., M.Pd
 Head of the English
Language and Culture Study Program





Dr. C. Dewi Hartati, S.S., M.Si
 Dean of the Faculty of
Language and Culture






APPENDIX 6
TERM PAPER COUNSELLING FORM

Nama Mahasiswa : Clara Indah Natasha
 Dosen Pembimbing : Dr. Yoga Pratama, M.Pd.
 Judul Skripsi : Classification Of Emotion
 Concept Depicted By Benji
 And David In "A Real Pain"
 Movie Script (2024)
 Mulai Bimbingan : 29 September 2025
 Tahun Akademik : Ganjil 2025/2026

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Senin, 29 September 2025	Revisi Bab 1 dan Bab 2: memparafrase beberapa paragraf dan merubah perumusan masalah	
2.	Jumat, 7 November 2025	Revisi Bab 2: Menghilangkan atau mengganti kata "I will use", mencamtumkan tahun pada previous studies dan membuat sintesis/sintesa pada akhir paragraf dari Bab 2	
3.	Rabu, 10 Desember 2025	Revisi Bab 2, Bab 3 dan Bab 4: Memeriksa teori ekstrinsik dan sesuaikan dengan temuan di Bab 4, Menambahkan teori narrative qualitative di Bab 2, Merapihkan daftar Pustaka dan sesuaikan dengan Bab 2	

4.	Jumat, 9 Januari 2026	Revisi Bab 1, Bab 2, Bab 3: Merapihkan spasi antar paragraf dalam Bab 1, mengganti kata "convey" dalam perumusan masalah, merapikan beberapa kalimat dalam Bab 3, Merapihkan daftar pustaka dan kutipan dalam Bab 4, Menambahkan teori simak-catat dalam Bab 2	
----	--------------------------	---	---

Jakarta, 15 Januari 2026

Menyetujui:
Dosen Pembimbing



(Dr. Yoga Pratama, M.Pd.)

Mengetahui:

Pembimbing Akademik



(Eka Yuniar Ernawati, SS. M.Si.)

Ketua Program Studi

S-1 Bahasa dan Kebudayaan Inggris



(Dr. Yoga Pratama, M.Pd.)

APPENDIX 7

TURNITIN RESULT



UNIVERSITAS DARMA PERSADA
UPT PERPUSTAKAAN
Gedung Rektorat Lantai 3,
Jl.Taman Malaka Selatan, Pondok Kelapa – Jakarta Timur 13450

SURAT KETERANGAN HASIL PENGECEKAN TURNITIN

UPT Perpustakaan Universitas Darma Persada menerangkan telah selesai melakukan pemeriksaan duplikasi/*similarity* menggunakan perangkat lunak Turnitin terhadap hasil karya sebagai berikut:

Judul : CLASSIFICATION OF EMOTION CONCEPT DEPICTED BY
BENJI AND DAVID IN “A REAL PAIN” MOVIE SCRIPT (2024)

Penulis : Clara Indah Natasha

NIM : 2022130019

Tgl pemeriksaan : 19 Januari 2026

Dengan hasil Tingkat Kesamaan (*similarity index*) 4%

Demikian Surat Keterangan kami buat, untuk dipergunakan sebagaimana mestinya.

Jakarta, 19 Januari 2026

Ka.UPT Perpustakaan Unsada

Yus Rusmiyati, SS., MM

2022130019_Clara Indah Natasha

ORIGINALITY REPORT

4%	4%	1%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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2	docslib.org Internet Source	1%
3	123dok.com Internet Source	<1%
4	Winda Ayu Saraszeta, AB. Prabowo K.A., Sukma Nur Ardini. "An Analysis of Idiomatic Expressions Found in "A Real Pain" Movie", Jurnal Pengabdian Masyarakat dan Riset Pendidikan, 2025 Publication	<1%
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8	Somtochukwu J. Metu. "Chapter 21 Literature", Springer Science and Business Media LLC, 2024 Publication	<1%

APPENDIX 8

CURRICULUM VITAE



Clara Indah N.

I'm Clara, I am a Final-Year English Language and Culture student at Darma Persada University with a focus on content writing, media, and video editing. Experienced in creating multimedia content for academic and personal projects. Strong teamwork, communication, and time management skills from a hospitality background.

CONTACT

✉ natasyaclara0@gmail.com

in www.linkedin.com/in/claraindahN

EDUCATION

- Darma Persada University, Sep 2022 - Mar 2026 (Expected)
Relevant Courses: Mass Media and Broadcasting, Creative Content Writing, Language and Personal Branding

SKILLS AND ACHIEVEMENTS

- Language: Indonesian (Native proficiency), English (Professional proficiency)
- Certifications: MySkill Intensive Program (UI-UX Design), TOEIC 865/990
- Toolset: Capcut, Davinci Resolve, Figma, Canva, Microsoft Office
- Soft Skills: Cross-cultural communication, Team collaboration, Time management, Attention to detail, Adaptability
- Hard Skills: Content creation (TikTok, Instagram Reels, YouTube Shorts), Video Editing, Microsoft Office Suite: Word, Excel, PowerPoint
- Achievements: Nitori International Scholarship Awardee

PROJECT EXPERIENCES

<https://bit.ly/PortfoloClaraIndahN>

6th Semester Final Project: Religion Poster

July 2025

- Designed a poster as part of a final assignment for campus exhibition. Collaborated with a team of 5 to conceptualize and execute the overall design and color scheme of the poster, ensuring visual consistency, brand alignment, and effective communication of the intended message.

5th Semester Final Project: Monozukuri Video and Poster

January 2025

- Produced, edited a 9-minute video titled "Implementation of 5S in the Home Environment (Monozukuri)" and designed a promotional poster as part of a final assignment for campus exhibition.
- Collaborated with a team of 8, handling directing, filming, and post-production.
- Applied storytelling, camera work, and production skills using tools like CapCut, Canva, Powerpoint. published on YouTube, reaching 200+ views and over 50 interactions in the first month.

4th Semester Mid-Term: Mass Media and Broadcast Blogspot

April 2024

- Created and managed a Blogspot site titled "Hidden Gems" focused on underreported university student activities and cultural topics.
- Researched, wrote, and edited 3+ original articles in collaboration with a team of 4 writers, applying journalistic writing techniques to produce high-quality, well-structured content.
- Collaborated with peers for content brainstorming, feedback, and proofreading to ensure high-quality output.

ORGANIZATIONAL EXPERIENCE

Infokom & Litbang Committee, Mar 2023 - Present

GPIB Menara Iman

Secretary

- Operated cameras and managed YouTube livestreams for over 50+ church services, reaching an average of 100+ online viewers per session.
- Set up and maintained videotron displays to support smooth delivery of sermons and multimedia presentations. Recorded, edited, and archived 100+ hours of video content for internal documentation and social media platforms.

Mirae Dance Crew

Sept 2024 - 2025

Social Media Coordinator

- Designed 10+ Instagram posts and stories, resulting in a 20% increase in follower engagement within 3 months. Helped manage the crew's social media account, maintaining a consistent posting schedule and boosting visibility among students. Collaborated with a team of 10+ members to plan and execute multimedia promotional content for events and recruitment campaigns