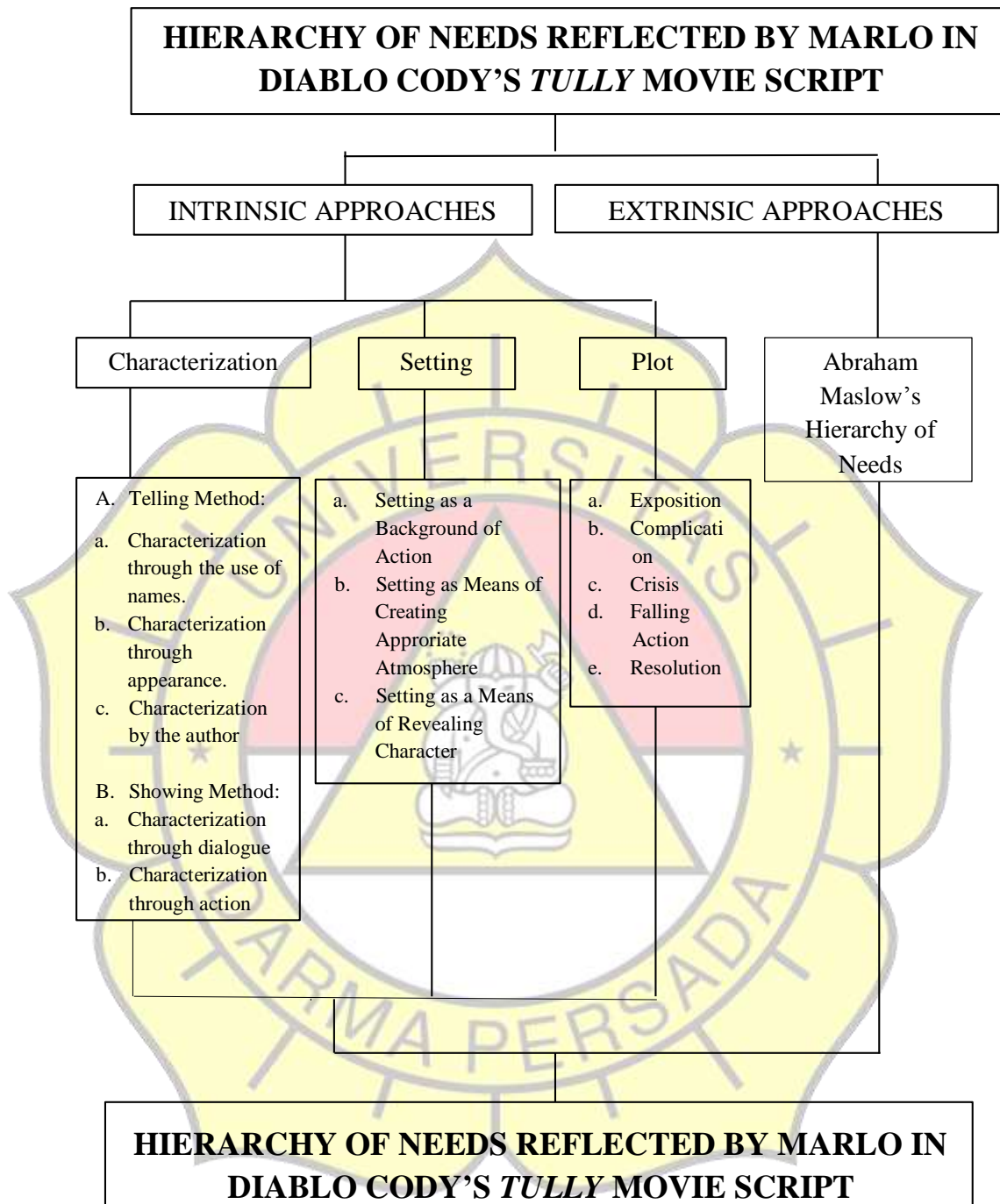


SCHEME OF THE RESEARCH



POSTER OF THE RESEARCH



HIERARCHY OF NEEDS REFLECTED BY MARLO IN DIABLO CODY'S *TULLY* MOVIE SCRIPT

Dio Wahyu Pratama
2015130028

Strata One (S1) English Language and Culture
Faculty of Humanities
Darma Persada University

BACKGROUND Hierarchy of human needs is a psychological theory that comes from a psychologist named Abraham Maslow. Abraham Maslow divided human needs into five stages, known as Hierarchy of Needs that consist of physiological needs, safety needs, love and belongingness, self esteem needs, and self-actualization. The main character in *Tully*, Marlo reflects the whole stages of human needs.

METHODS To analyze this research, I use qualitative methods. The qualitative method can be used to analyze the literature by using psychological approach. I use intrinsic approaches such as characterization, plot and setting and hierarchy of needs theory as the extrinsic approaches.

BENEFITS This research expected to support Abraham Maslow's Hierarchy of Needs theory. Beside of that, this research also intended to give reference to whoever interested in Hierarchy of Needs theory and want to enrich their knowledge about psychological approach.

RESEARCH FINDINGS Hierarchy of Needs theory reflected in the main character of *Tully*, Marlo who meets the difficulty to fulfill human needs and how she achieve it. This research is useful to enlarge psychological approach about hierarchy of needs.

CONCLUSION Based on the analysis through intrinsic approaches that consist of characterization by telling and showing methods, plot, and setting and after elaborate on the results of the analysis with the extrinsic approaches that consist of Hierarchy of Needs theory, concept of motherhood, and concept of hallucination, I can conclude that the theme of this research is Hierarchy of Needs Reflected by Marlo in Diablo Cody's *Tully* Movie Script

CURRICULUM VITAE

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Place of Birth : Bekasi
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Formal Education

2003 – 2009 : Al-Husna Elementary School
2009 – 2012 : Martia Bhakti Junior High School
2012 – 2015 : Martia Bhakti Senior High School
2015 – present : English Language and Culture, Darma Persada University

Research Experiences

2019 The Analysis of Australian Literature Work in Romance Era.
2019 The Portrayal of Family Institution in a Short Story Titled
“Black Joe” Written by Henry Lawson.
2018 The Analysis of short story “A Child in the Dark, and a
Foreign Father” by Henry Lawson.
2018 The Concept of Psychopatism that Caused by Hate,
Jealousy, and Guilty in A Novel by Robert Bloch “Psycho”.
2017 The Analysis of Depression That Lead to Drugs Addiction
in Colin Clark’s Novel “A Week With Marilyn”.
2017 The Analysis of Family Institution in British’s Change Era.

2016 Portrayal of Sorrowness in Elizabeth Browning's Poem
"The Cry of the Children".

Skills

Language

- Bahasa : Native
- English : Intermediate

Computers

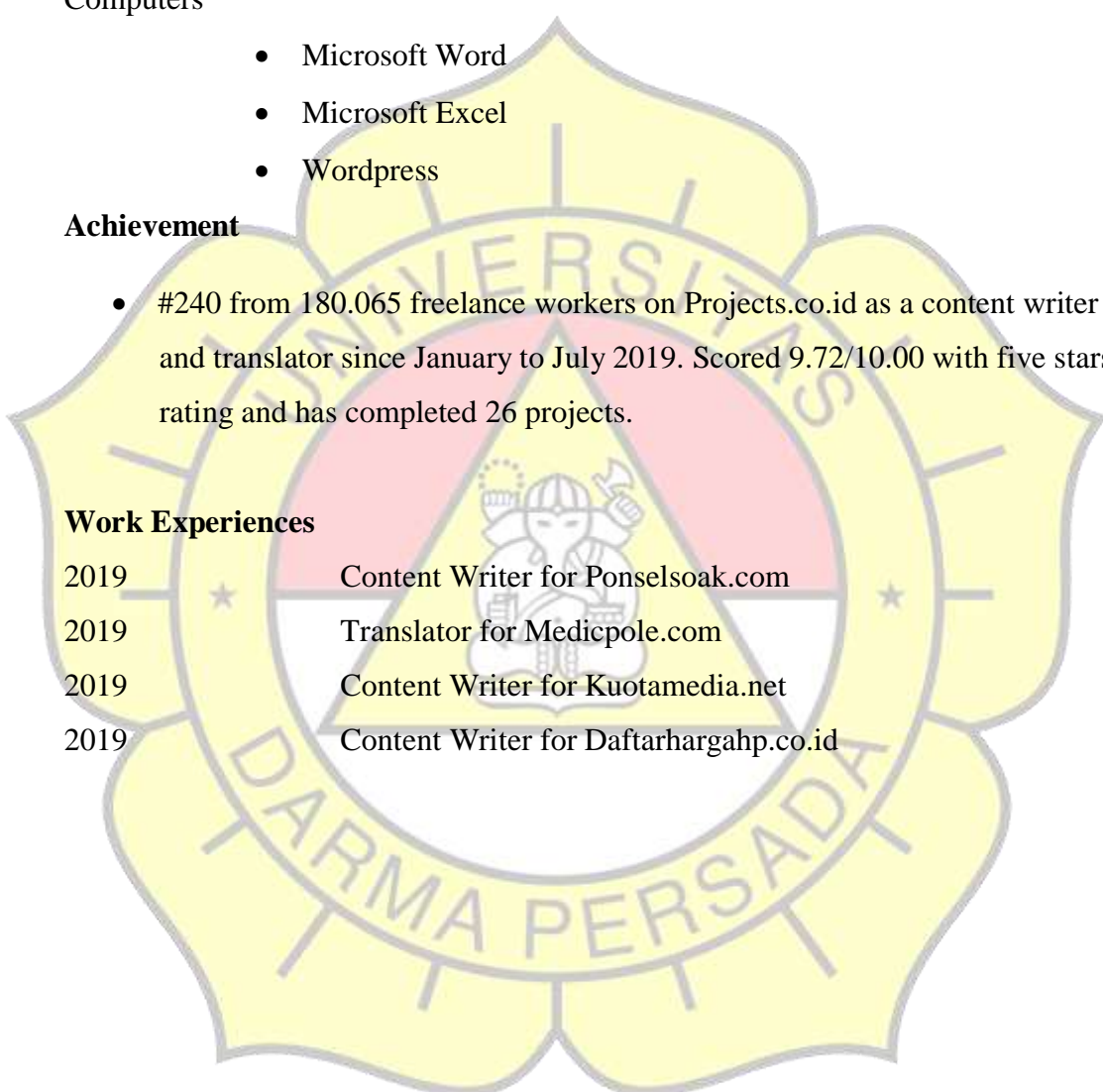
- Microsoft Word
- Microsoft Excel
- Wordpress

Achievement

- #240 from 180.065 freelance workers on Projects.co.id as a content writer and translator since January to July 2019. Scored 9.72/10.00 with five stars rating and has completed 26 projects.

Work Experiences

- 2019 Content Writer for Ponselsoak.com
- 2019 Translator for Medicpole.com
- 2019 Content Writer for Kuotamedia.net
- 2019 Content Writer for Daftarhargahp.co.id



Dio Wahyu Pratama		LISTENING		TOTAL SCORE 650
Name		Your score 315		
2015130028	1997/06/26	5 495		
Identification Number	Date of Birth (yyyy/mm/dd)	READING		
2018/11/29	2020/11/29	Your score 335		
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)	5 495		

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The score report is intended for use only by the person(s) which approved the test administration.

LISTENING		READING	
<p>Your scaled score is close to 300. Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> - They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult. - They can understand the central idea, purpose, and basic context of extended spoken texts when the information is supported by repetition or paraphrase. - They can understand details in short spoken exchanges when easy or medium-level vocabulary is used. - They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased. <p>To see weaknesses typical of test takers who score around 300, see the "Proficiency Description Table."</p>		<p>Your scaled score is close to 300. Test takers who score around 300 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 300, see the "Proficiency Description Table."</p>	
<p>ABILITIES MEASURED</p> <p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>0% 100%</p>		<p>ABILITIES MEASURED</p> <p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>0% 100%</p>	
Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts	55	Can make inferences based on information in written texts	61
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	77	Can locate and understand specific information in written texts	56
Can understand details in short spoken texts	75	Can connect information across multiple sentences in a single written text and across texts	71
Can understand details in extended spoken texts	64	Can understand vocabulary in written texts	73
		Can understand grammar in written texts	79

* 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.



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Yang bertandatangan di bawah ini:

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Dengan ini menyatakan bahwa skripsi saya yang berjudul:

Hierarchy of Needs Reflected by Marlo in Diablo Cody's *Tully* Movie Script

yang diajukan pada semester genap tahun akademik 2018/2019 bersifat orisinal dan belum pernah ditulis oleh orang lain, dan akan diselesaikan penulisiannya selambat-lambatnya 1 (satu) tahun akademik dan/atau setara dengan 2 (dua) semester.

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Jakarta, 01 Agustus 2019

Mengetahui,

Ketua Jurusan Sastra Inggris S-1

Tommy Andrian, SS, M.Hum

NIK. 05395 / NIDN. 0320097601

Yang menyatakan,

Mahasiswa



Dio Wahyu Pratama

NIM. 2015130028



HIERARCHY OF NEEDS REFLECTED BY MARLO IN DIABLO CODY'S *TULLY* MOVIE SCRIPT

DIO WAHYU PRATAMA
2015130028

INTRODUCTION

BACKGROUND

ASSUMPTION



Tully Movie Script Through Intrinsic Approaches

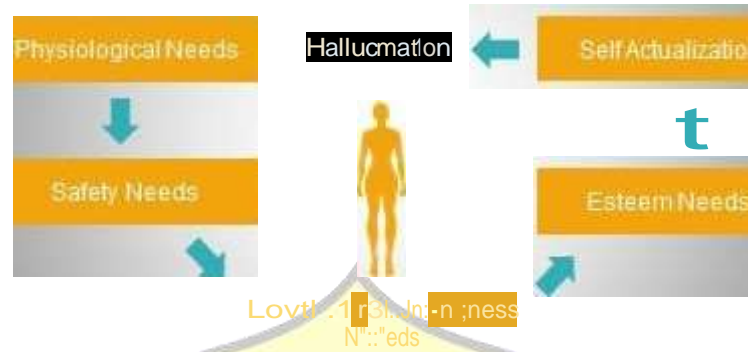
Characterization
• Telling Method
• Showing Method

Character
• Marlo

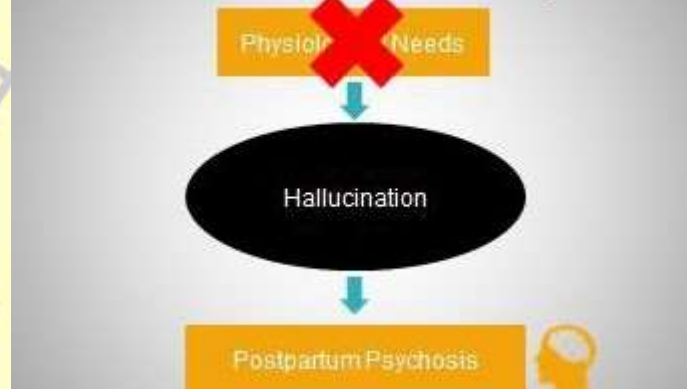
Plot
• Exposition
• Complication
• Crisis
• Falling Action
• Resolution

Setting
• Setting as Background of the Action
• Setting as Means of Revealing Character
• Setting as Means of Creating Appropriate Atmosphere

Hierarchy of Needs in *Tully* Movie Script



Hallucination Reflected by Marlo



CONCLUSION

