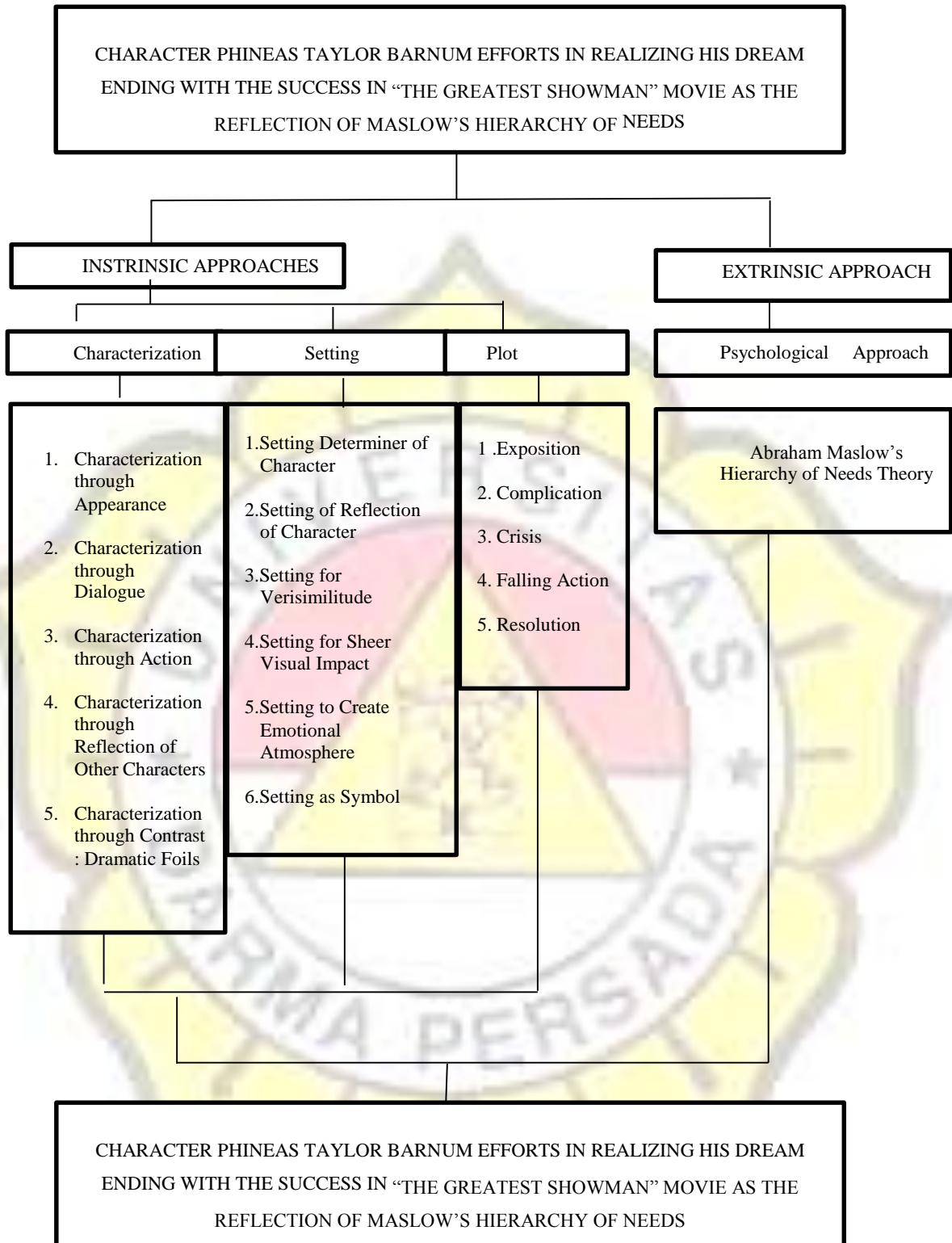


SCHEME OF THE RESEARCH



POSTER OF THE RESEARCH



**CHARACTER PHINEAS TAYLOR BARNUM EFFORTS IN
REALIZING HIS DREAM ENDING WITH THE SUCCESS IN
“THE GREATEST SHOWMAN” MOVIE AS THE
REFLECTION OF MASLOW’S HIERARCHY OF NEEDS**

**RIFA’ATUL LAILIYAH
2015130071
DARMA PERSADA UNIVERSITY**

BACKGROUND

Every people want to reach their dreams, however it depends on their struggle in realizing their dreams. All people also fulfills their hierarchy needs according to Abraham Maslow’s theory which starts from basic needs to the highest needs in reaching their live.

METHOD OF THE RESEARCH

This research uses the qualitative method in conducting. In analyzing movie “*The Greatest Showman*”, the writer uses Characterization and setting theory, and the humanistic Psychology Approach especially, the Hierarchy of needs of Abraham Maslow’s theory.

BENEFITS

This research may be useful for those who want to know about the “*The Greatest Showman*” movie. This research is useful to Phineas Taylor Barnum in “The Greatest Showman” psychological approach because this work uses the new perspective by his applying the concept of realizing Maslow’s Hierarchy of Needs. Abraham Maslow’s Hierarchy of Needs

CONCLUSION

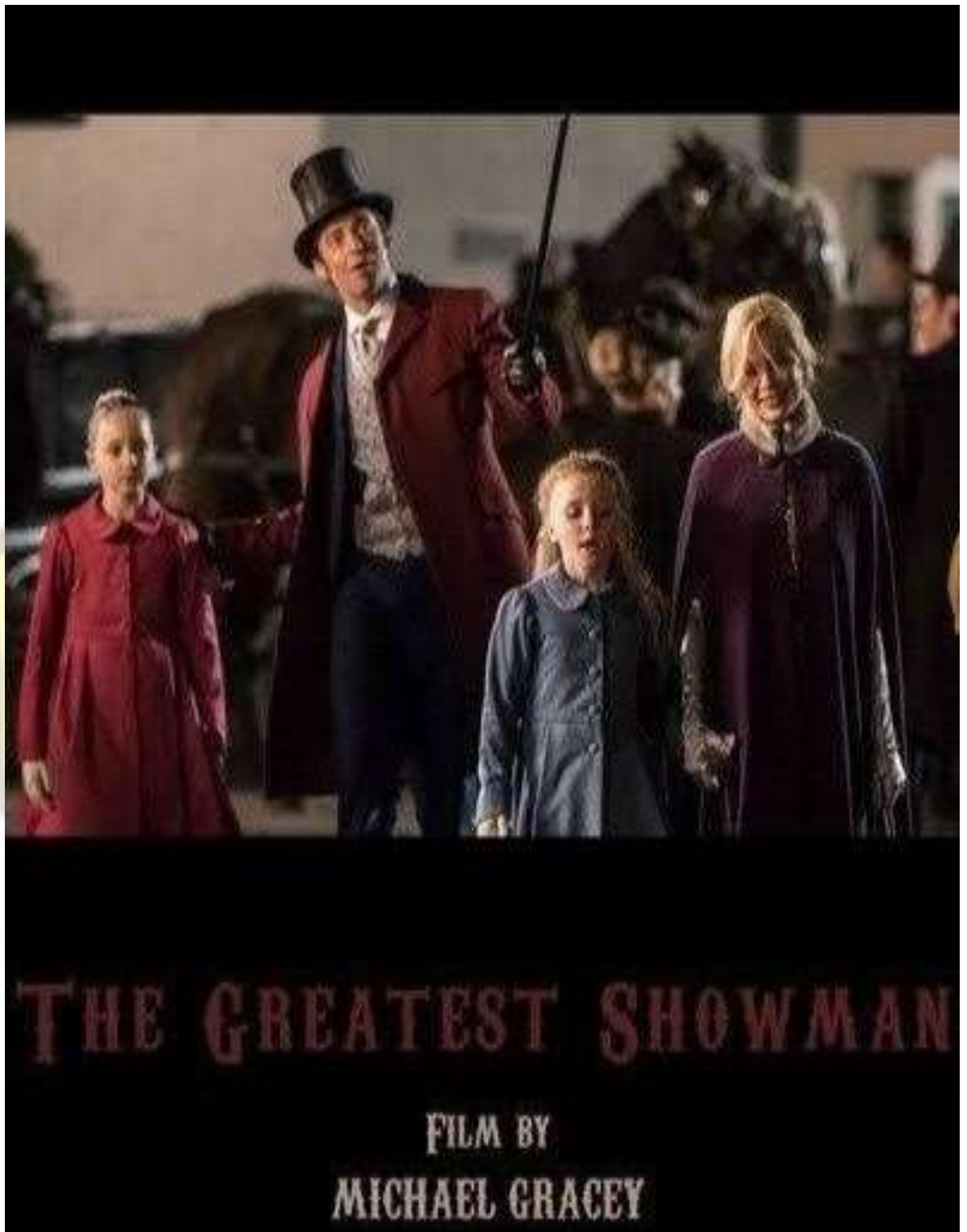
We can get moral values that we can reach of our dreams if we are serious in “*Showman*” movie. This research is useful to know intrinsic element of “The Greatest Showman Movie” has been success reach his dream and also efforts in his dreams reflects Abraham Maslow’s theory.

RESEARCH FINDINGS

This work uses the new perspective by applying the concept of Maslow’s Hierarchy of Needs, This research show how the Phineas Taylor Barnum’s efforts in realizing his dream ending with his success reflect Abraham

Maslow’s Hierarchy of

POSTER OF THE MOVIE



CURRICULUM VITAE



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FORMAL EDUCATION

2000– 2005 : Elementary School of Gandrungmanis 01
2005 – 2008` : Junior High School of Gandrungmangu
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2008– 2011 : Senior High School of Kebumen 01
2015– Present : University of Darma Persada
English Literature (Major)

ACHIEVEMENTS

2009 : 2nd place at city – wide Pencak Silat
Competition inter Senior High School.
2010 : 3rd place at districts – wide Pencak Silat
Competition inter Senior High School.

RESEARCH EXPERIENCE

- 2015 : Analyze Intrinsic elements of The Short Story “The Killers”
- 2015 : Analyze Intrinsic elements of Novel “Back Spin” by Harlan Coben
- 2016 : Analysis Moral and Philosophical Approach of the Short Story “Monkey’s Paw”
- 2016 : Analysis Sigmund Freud Theory of the short story “Young Goodman Brown”
- 2017 : Analysis Intrinsic And Extrinsic Element And Value Of Multiculturalism Of Novel Yokohama, California.
- 2018 : Analysis The Value Of American Dream As The Main Character Of Life In The “The Greatest Showman” Film

WORK EXPERIENCE

- Cashier & Assistant Manager (2012 –2014)
Grafika Catering
- Cashier & Admin Staff (2014 –2015)
Grafika Sunset Road Resto
- General Affair (2016 –2017) Aesthetic Clinic
- Staff (2018-Present) Indonesian Cycling Federation
- Sport Committee (20 August 2 September 2018)
Asian Games 2018
- Ito & Nto Service (1 - 15 October 2018)
Asian Para Games 2018
- Committee (17–21 September 2018) Tour De Siak 2018
- Ito & Nto Service (3 - 14 January 2019)
Asian Track Championship 2019

ATTACHMENTS



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SURAT PERNYATAAN

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Dengan ini menyatakan bahwa skripsi saya yang berjudul:

Phineas Taylor Barnum's Character Reaching His Successful as the Reflection of Maslow's Hierarchy of Needs in "The Greatest Showman" Movie

yang diajukan pada semester ganjil tahun akademik 2018/2019 bersifat orisinal dan belum pernah ditulis oleh orang lain, dan akan diselesaikan penulisannya 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, 12 September 2018

Mengetahui,

Ketua Jurusan Sastra Inggris S-1

Tommy Andrian, SS, M.Hum
NIK. 05395 / NIDN. 0320097601

Yang menyatakan,

Mahasiswa












Rifa'atul Lailiyah
NIM.2015130071

1. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : RIFA'ATUL LAILYAH
 Dosen Pembimbing I : Agustinus Hariyana, SS.M.Si
 Dosen Pembimbing II : Tommy Andrian, SS, M.Hum
 Judul Skripsi : Character Phineas Taylor Barnum Efforts
 in realizing his dream ending with the
 Success in The Greatest Showman Movie
 as the reflection of Maslow's Hierarchy of Needs
 Mulai Bimbingan :
 Tahun Akademik : 2018 /2019

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Cabtu, 27 October 2018	- Periksa Bagian Background of the Research, Limitation of Problem, Formulation of problem, Objective of the Research, dan Method of the research. - Mencari teori tentang Film	
2.	Sabtu, 10 November 2018.	- Reformulate - Grammar Correction. - Theory Correction. - Paraphrase	
3.	Jum'at, 7 Desember 2018	- Reformulate title - Grammar Correction. - Theory Correction.	

4.	Sabtu. 8 Desember 2018	<ul style="list-style-type: none"> - Fixing the title of research - Complete the theory - Change formulation problem. 	
5.	Jumat, 14 Desember 2018.	<ul style="list-style-type: none"> - Chapter III - Revision setting - Revision Plot. 	
6.	Sabtu, 19 Desember 2018	<ul style="list-style-type: none"> - Chapter IV - Revision the analysis. - Mapping the formulation of research. 	
7.	Kemis. 12 Januari 2019	Spelling check and paragraph outlining	
8.	Selasa. 22 Januari 2019	- Recheck. dataresi (umusan materi, tujuan penelitian, hipotesis penelitian, kesimpulan)	
9.	Rabu. 23 Januari 2019	Accepted word	

10.			
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Jakarta,

Menyetujui :

Pembimbing I

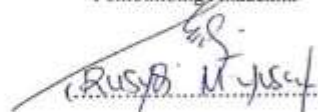

(.....) S.S., M.C.

Pembimbing II


(.....) S.S., M. Hum.

Mengetahui :

Pembimbing Akademik


(.....) S.S.

Kajur Inggris S-1


(.....) S.S., M. Hum.
FAKULTAS SASTRA

<p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p>	Rifa'atul Lailiyah		<p>LISTENING</p> <p>Your score 320</p> <p>5 495</p>	<p>TOTAL SCORE</p> <p>570</p>
	Name			
	2015130071	1993/02/01	<p>READING</p> <p>Your score 250</p> <p>5 495</p>	
	Identification Number	Date of Birth (yyyy/mm/dd)		
2018/11/29	2020/11/29	Client/Institution Name: PT. Putra Pratama Raya		
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)	<p>PT International Test Center-TOEIC Center Indonesia, Plaza Senaloka, 11th Floor, Jl. Jend. Sudirman, Kay 47, Jakarta, Indonesia, 12930</p> <p><small>This score report is intended for use only by the institution which sponsored the test administration.</small></p>		

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 this information is supported by repetition or paraphrase. They can understand details in short spoken exchanges when easy or medium-level vocabulary is used 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 250. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> They can make simple inferences based on a limited amount of text. They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text. They can sometimes connect information within one or two sentences. They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary. They can understand common, rule-based grammatical structures. They can make correct grammatical choices even when other features of language, such as difficult vocabulary or the need to correct information, are present. <p>To see weaknesses typical of test takers who score around 250, see the "Proficiency Description Table."</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist purpose and basic context based on information that is explicitly stated in short spoken texts	75	Can make inferences based on information in written texts	72
Can infer gist purpose and basic context based on information that is explicitly stated in extended spoken texts	66	Can locate and understand specific information in written texts	62
Can understand details in short spoken texts	70	Can connect information across multiple sentences in a single written text and across texts	42
Can understand details in extended spoken texts	69	Can understand vocabulary in written texts	56
		Can understand grammar in written texts	54

* 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.

Rifa'atul Lailiyah Name		LISTENING Your score 285 5: 495	TOTAL SCORE 585
2015130071 Identification Number	1993/02/01 Date of Birth (yyyy/mm/dd)	READING Your score 300 5: 495	
2019/01/31 Test Date (yyyy/mm/dd)	2021/01/31 Value Valid (yyyy/mm/dd)		
Client/Institution Name: PT. Putra Pratama Raya			

PT. Putra Pratama Raya
 PT. Putra Pratama Raya Center (TOEIC Center Indonesia), Plaza Scania, 17th Floor, Jl. Jend. Sudirman, Kay. 47, Jakarta, Indonesia, 12930
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<p>LISTENING</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 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 this 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>READING</p> <p>Your scaled score is between 250 and 350. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> They can make simple inferences based on a limited amount of text. They can locate the correct answer to a factual question when the language of the text matches the information that is requested. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text. They can sometimes connect information within one or two sentences. They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary. They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present. <p>To see weaknesses typical of test takers who score around 250, see the "Proficiency Description Table." If your performance is closer to 350, you should also review the descriptors for test takers who score around 350.</p>
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ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts	52	Can make inferences based on information in written texts	47
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	73	Can locate and understand specific information in written texts	93
Can understand details in short spoken texts	52	Can connect information across multiple sentences in a single written text, and across texts	52
Can understand details in extended spoken texts	58	Can understand vocabulary in written texts	72
		Can understand grammar in written texts	56

* 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.

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CHARACTER PHINEAS TAYLOR BARNUM EFFORTS IN REALIZING HIS DREAM ENDING WITH THE SUCCESS IN "THE GREATEST SHOWMAN" MOVIE AS THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS



Design by :
Rifa'atul Lailiyah (2015130071)

1

• INTRODUCTION

2

• BACKGROUND

3

• ASSUMPTION

CHARACTER PHINEAS TAYLOR BARNUM EFFORTS IN REALIZING HIS DREAM ENDING WITH THE SUCCESS THROUGH INSTRINSIC APPROACH

CHARACTERIZATION

- Characterization Through Appearance
- Characterization through Dialogue
- Characterization through Action
- Characterization through Reaction of Other Characters
- Characterization through Contrast: Dramatic Foils

SETTING

- Setting as Determiner Character
- Setting as Reflection of Character
- Setting for Verisimilitude
- Setting for Sheer Visual Impact
- Setting to Create Emotional Atmosphere
- Setting as Symbol

PLOT

- Exposition
- Complication
- Crisis
- Falling Action
- Resolution

THE ELABORATION OF THE RESULT OF INTRINSIC ANALYSIS WITH THE HIERARCHY OF NEEDS CONCEPT



CONCLUSION

