



# THE REFLECTION OF AGGRESSION AND APATHY ON ELEANOR YOUNG TOWARD RACHEL CHU CHARACTER IN PETER CHIARELLI AND ADELE LIM'S MOVIE SCRIPT *CRAZY RICH ASIANS*

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**2016130004**  
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## BACKGROUND

Eleanor Young really loves his son, she will do anything to him. So, that is why she has aggression in her life to against everything that is not rights. This research based on Peter Chiarelli and Adele Lim movie script *Crazy Rich Asians*. Eleanor meet Rachel Chu, a woman who has very opposite characterization of her. Eleanor try so hard to makes Rachel leave his son, but at the end of the day, she become an apathetic person because she doesn't want his son resent her. The aggression and apathy of Eleanor Young toward Rachel Chu reflects in variety ways.

## METHODS OF THE RESEARCH

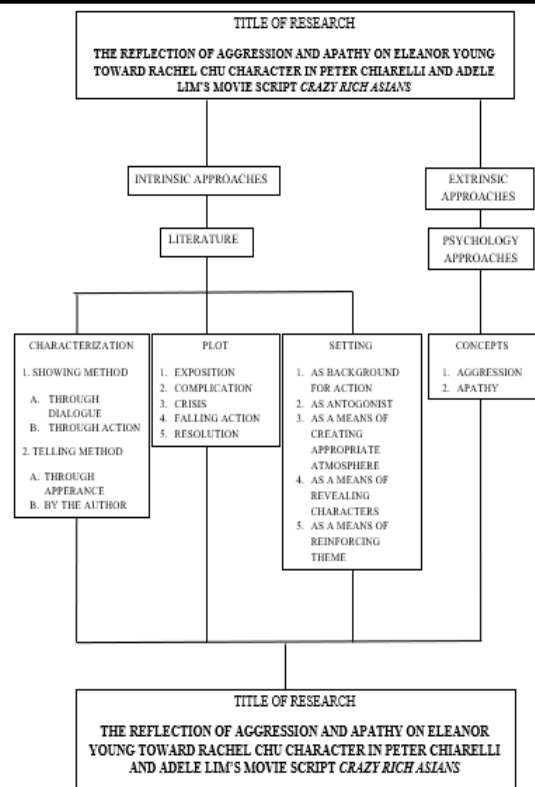
This research is based on the framework of the theories above, I use a variety of qualitative research method, type of literary research, with the method of data collection in the form of literary text form movie script titled *Crazy Rich Asians* by Peter Chiarelli and Adele Lim as a primary source and other relative and supportive literature as a secondary resources.

## BENEFITS

This research is expected to be beneficial for students or researches whose are interested and explore more deeply about Peter Chiarelli and Adeli Lim movie script *Crazy Rich Asians*. This study is expected to be useful because it is done through a new perspective by apply-ing the concepts of aggression and apathy.

## RESEARCH FINDING

This research can give us the information about aggression and apathy. By understanding the characterization, plot, setting and psychology literature in this term paper, the reader can see the theme of this research easily. This research is useful to enrich psychological approaches about aggression and apathy.



## CONCLUSION

The concepts of aggression and apathy is reflected in the main character, Eleanor Young in movie script *Crazy Rich Asians*. Her aggression makes her become apathy is supported and related to Rachel Chu as the support character, plot, and setting of the story. It means movie script *Crazy Rich Asians* reflects aggression and apathy concept.

## CURRICULUM VITAE

### PERSONAL DATA

Name : Dwi Rahayu Merianti  
Place/Date of Birth : Jakarta, 4 May 1997  
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Bogor, Jawa Barat, 16963  
Mobile Phone : 087879219686  
E-mail : dwirahayumerianti97@gmail.com



### FORMAL EDUCATION

School	Place	Years
SD Angkasa 4	Halim Perdana Kusuma	2003 – 2009
SMPN 272	Lubang Buaya	2009 – 2012
SMA Angkasa 2	Halim Perdana Kusuma	2012 – 2015
Darma Persada University	Pondok Kelapa	2016 – now

### RESEARCH EXPERIENCE

2017

- Analysis of The Main Characters of *Fifty Shades of Grey* by E.L James
- Analysis of *The Tragical History of The Life and Death of Doctor* by Faustus Christopher Marlowe

2018

- Analysis of Poetry of *Annabel Lee* by Edgar Allan Poe
- Analysis of Poetry of *A Very Good Man* by Andrea Dietrich
- Analysis of Poetry of *Beauty Inside* by Tim Smith
- Analysis of Poetry of *Don't Skip A Beat* by Charmaine Chircop
- History of American Literature *Moby Dick* by Herman Melville

2019

- Analysis of Research of Method “Cinta Mengalahkan Agresi dan Apatitis” pada novel *Crazy Rich Asians* karya Kevin Kwan
- Analysis of Seminar Literature “Homoseksual Menyebabkan Ansietas” pada album *Blue Neighborhood* karya Troye Sivan

## WORK EXPERIENCES


- 2015 - 2016 : English Teacher in Sekolah Alam Pasar Rebo
- 2019 - 2020 : English Private Teacher in Halim Perdana Kusuma
- 2020 : English Teacher in SMAN 11 Jakarta Timur

## ACHIEVEMENTS

- 2015 : Published a novel on Nulisbuku.com
- 2016 : Published a novel on Wattpad read by 40.7k readers
- 2017 : Published a novel on Wattpad read by 22.2k readers
- 2018 : Published a novel on Wattpad read by 20.7k readers



## ATTACHMENTS



# LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

**KNOW ENGLISH.  
KNOW SUCCESS.**

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**KNOW ENGLISH.  
KNOW SUCCESS.**

**Name** Dwi Rahayu Merianti

**Identification Number** 2016130004

**Date of Birth (yyyy/mm/dd)** 1997/05/04


**Test Date (yyyy/mm/dd)** 2020/02/03

**Valid Until (yyyy/mm/dd)** 2022/02/03

**Client/Institution Name:** PT. Putra Pratama Raya


**LISTENING**

Your score **380**

5  495

**READING**

Your score **290**

5  495

**TOTAL SCORE**

**670**

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

This score report is intended for use only by the institution which sponsored the test administration.

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### LISTENING

Your scaled score is close to 400. Test takers who score around 400 typically have the following strengths:

- 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.

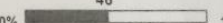
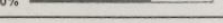
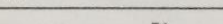


### READING

Your scaled score is between 250 and 350. Test takers who score around 250 typically have the following strengths:

- 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 connect information, are present.

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.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts	95 0%  100%
Can infer gist purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts	75 0%  100%
Can understand details in <b>short</b> spoken texts	80 0%  100%
Can understand details in <b>extended</b> spoken texts	77 0%  100%

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can make inferences based on information in written texts	46 0%  100%
Can locate and understand specific information in written texts	66 0%  100%
Can connect information across multiple sentences in a single written text and across texts	44 0%  100%
Can understand vocabulary in written texts	74 0%  100%
Can understand grammar in written texts	76 0%  100%

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://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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E-mail : [dwirahayumerianti97@gmail.com](mailto:dwirahayumerianti97@gmail.com)  
No. Telepon/Ponsel : 087879219686

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

The Reflection Of Aggression And Apathy On Eleanor Young Toward Rachel Chu In Peter Chiarelli And Adele Lim's Movie Script Crazy Rich Asians

yang diajukan pada semester ganjil tahun akademik 2019/2020 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.

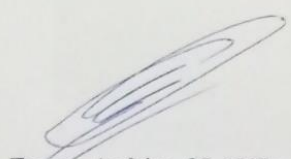
Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku.

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

Jakarta, 2020

Mengetahui,

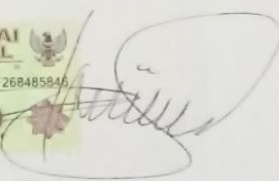
Ketua Jurusan Sastra Inggris S-1

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

Yang menyatakan,

Mahasiswa


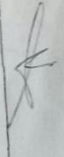
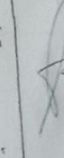


  
Dwi Rahayu Merianti  
NIM 2016130004


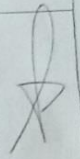
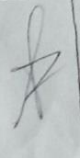

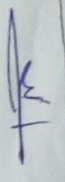

## I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN  
SKRIPSI SARJANA

Nama Mahasiswa : Dwi Rahayu Meranti  
 Dosen Pembimbing I : Drs. Karina Adinda, MA  
 Dosen Pembimbing II : Drs. Rusadi M. Yusuf, M.Si  
 Judul Skripsi : The Reflection of Aggression and Apathy On Eleanor Young Toward Rachel Chu Character In Peter Chiarelli and Adele Lim's Movie Script Crazy Rich Asian  
 Mulai Bimbingan : 22 oktober 2019  
 Tahun Akademik : 2019 / 2020

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	22 / 10 / 2019	- menyerahkan bab 1 dan 2 - diskusi tentang judul skripsi	
2.	11 / 11 / 2019	- menyerahkan revisi bab 2 - diskusi tentang teori agresi dan apatis - diskusi tentang pembahasan bab 3 tentang intruik approaches	
3.	20 / 11 / 2019	- menyerahkan bab 3 - diskusi tentang karakterisasi di bab 3 - diskusi tentang teori dan kaitannya dengan karakterisasi	



4.	28 / 11 / 2019	<ul style="list-style-type: none"> <li>- revisi bab 3</li> <li>- diskusi tentang setting</li> </ul>	
5.	9 / 12 / 2019	<ul style="list-style-type: none"> <li>- revisi bab 3</li> <li>- diskusi tentang plot</li> <li>- diskusi tentang keseluruhan bab 3</li> </ul>	
6.	18 / 12 / 2019	<ul style="list-style-type: none"> <li>- menyerahkan bab 3 keseluruhan</li> <li>- menyerahkan bab 4</li> <li>- diskusi tentang bab 4: "kaitan intrinsik dan ekstrinsik approaches"</li> </ul>	
7.	6 / 1 / 2020	<ul style="list-style-type: none"> <li>- revisi bab 4</li> <li>- diskusi tentang relasi antara karakterisasi dengan teori "agresi dan apatis"</li> <li>- izin untuk bimbingan di dosen 2</li> </ul>	
8.	14 / 1 / 2020	<ul style="list-style-type: none"> <li>- menyerahkan bab 1-5</li> <li>- diskusi tentang bab 3-4</li> </ul>	
9.	22 / 1 / 2020	<ul style="list-style-type: none"> <li>- menyerahkan revisi bab 3-4</li> <li>- diskusi tentang bab 3-4</li> </ul>	



10.			
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Jakarta, 28 - 01 - 2020

Pembimbing I

Menyetujui :

Pembimbing II

Drs. Karina Adinda, M.A

Drs. Rusydi, M.Si

Pembimbing Akademik

Mengetahui :

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Muhammad F. SS. M. Hum

Tommy Andrian, SS. M. Hum

02

THE REFLECTION OF AGGRESSION AND APATHY ON  
ELEANOR YOUNG TOWARD RACHEL CHU CHARACTER  
IN PETER CHIARELLI AND ADELE LIM'S MOVIE SCRIPT  
*CRAZY RICH ASIANS*

Dwi Rahayu Merianti  
2016130004



INTRODUCTION



BACKGROUND OF THE PROBLEMS

ASSUMPTION

METHODS OF THE RESEARCH



