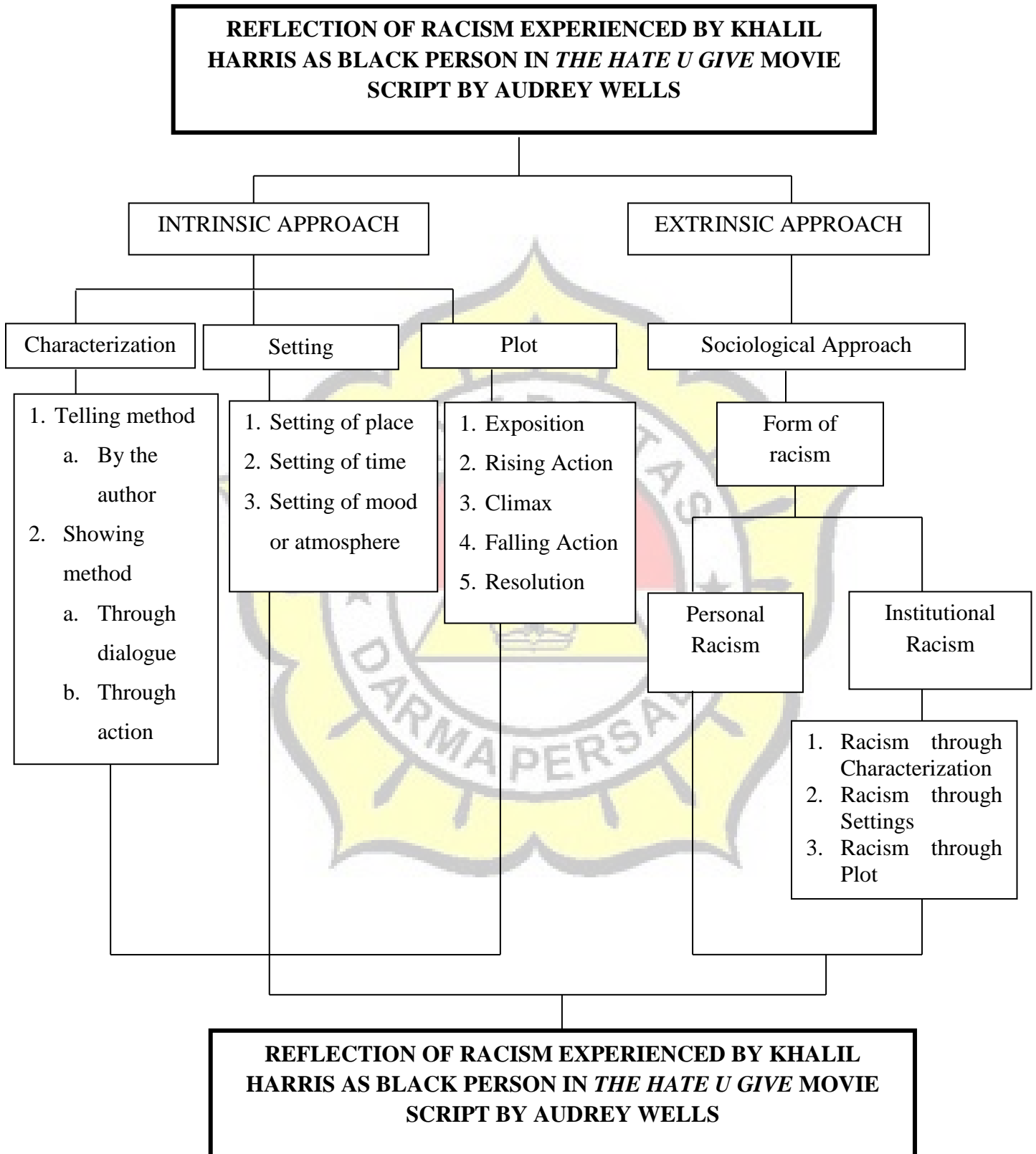


**APPENDIX 1**  
**SCHEME OF THE RESEARCH**



**APPENDIX 2**  
**POSTER OF THE RESEARCH**

**REFLECTION OF RACISM EXPERIENCED BY KHALIL HARRIS AS  
BLACK PERSON IN *THE HATE U GIVE* MOVIE SCRIPT BY AUDREY  
WELLS**

**BACKGROUND:** There are still many cases of racism that black people experience. Racism means racial discrimination. It is about a people's behavior who feel that they are superior to those of a minority or different from them. There is an inequality of justice due to the stereotype of white people against blacks that black people are often involved in violence, fights, and high drug cases. The police will immediately handcuff, step on or even shoot black people who violate traffic or even if they do not violate. This issue is a story experienced by Khalil Harris in the Garden Heights.

**Resulting of the analysis:** Khalil Harris get Institutional racism treatment by the police. Garden Heights where lived by Black people, it is normal for them to get bad treatment from The local Police. They will do some inspections with violence or even they will shoot Black people. The reason why The Police have bad stereotype over them. They think that Black people are bad and dangerous. During the inspections, they should ask Black people kindly without violence. In Khalil's case, Khalil died because he holds a hairbrush which considered as a gun. As The Police, he shouldn't shoot Khalil for that. He should say 'put your hands up' instead of shoots.

**Method:** In analyzing this research, I use qualitative approach with the type of descriptive method. My research object is The Hate U Give movie script by Audrey Wells. Data collections that I used in this research are quotations. All quotations found in Audrey Wells' movie script The Hate U Give include dialogue and narration.

**Benefit:** This research is useful for people who are doing research and want to study sociology more deeply, especially in the issue of racism. Hopefully more and more people will stop committing acts of discrimination, especially racial discrimination against anyone and anywhere.



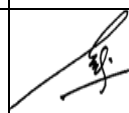
**Conclusion:** Through this analysis, it can be proved that discriminations over race are still exist in countries that have several races. We should never differentiate people by their race, skin color, or physical appearance. We should never treat people different because they are different from us.



**Afifah Khairunnisa**  
**2017130114**  
**Strata One (S1) English Language and**  
**Culture**  
**Faculty of Language and Culture**  
**University of Darma Persada**

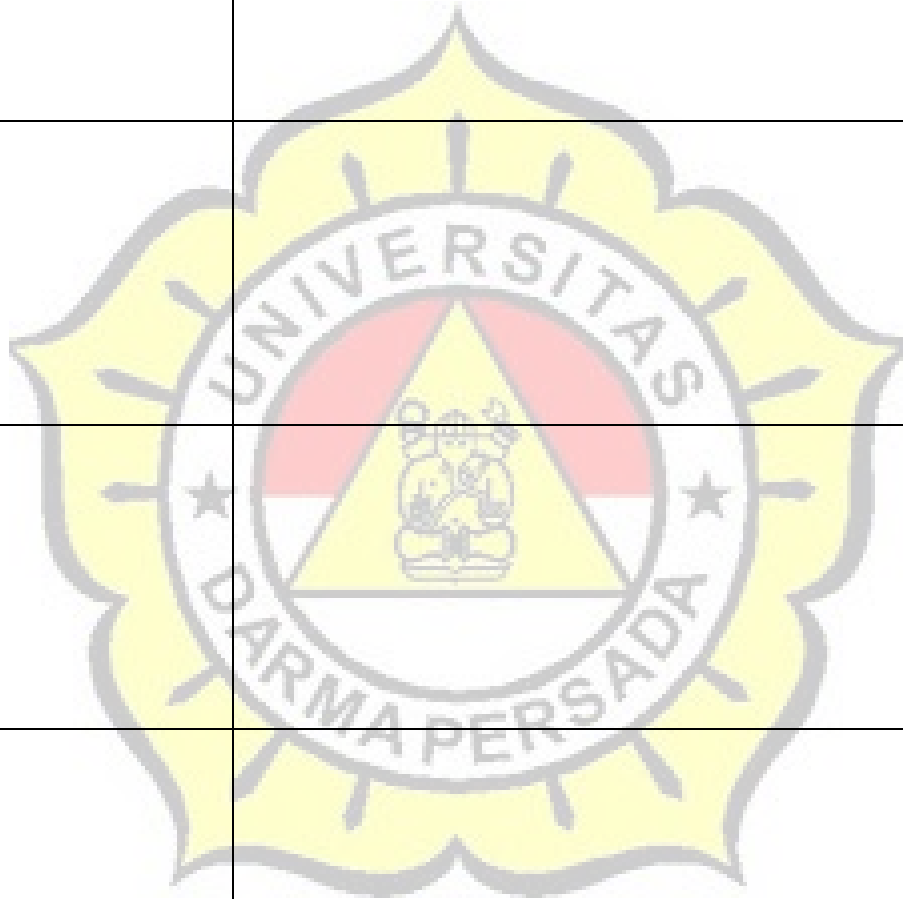
**APPENDIX 3**  
**CONTROL BOOK**

**LAPORAN KEMAJUAN PENULISAN**  
**SKRIPSI SARJANA**

Nama Mahasiswa : Afifah Khairunnisa  
Dosen Pembimbing : Drs. Rusydi M. Yusuf, M.Si  
Judul Skripsi : Reflection of Racism Experienced By Khalil Harris as Black Person in *The Hate U Give* Movie Script by Audrey Wells  
Mulai Bimbingan : March 2021  
Tahun Akademik : 2021

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Minggu, 15 Maret 2021	Penjelasan sistematika dan format penulisan skripsi.	
2.	23 Mei 2021	Revisi Background of the problem, Identification of the problem and Formulation of the problem	
3.	25 Mei 2021	Revisi persingkat Background of the problem, penjelasan mengenai bibliography and citation.	

4.	4 Juni 2021	Perbaiki judul dan referensi	
5.	5 Juli 2021	Perbaiki penulisan, tanda baca, spasi dan layout.	
6.			
7.			
8.			
9.			




10.			
-----	--	--	--

Jakarta, 9 Juli 2021

Menyetujui :

Pembimbing I


  
(Drs. Rusydi M. Yusuf, M.Si)

Mengetahui :

Pembimbing Akademik

  
(Tommy Andrian, SS, M.Hum)

Ketua Prodi S-1

  
(Dr. Yoga Pratama, M.Pd)

APPENDIX 4  
PRESENTATION SLIDES



REFLECTION OF RACISM EXPERIENCED BY KHALIL HARRIS AS A BLACK PERSON IN *THE HATE U GIVE* MOVIE SCRIPT BY AUDREY WELLS



Afifah Khairunnisa


2017130114

ENGLISH LANGUAGE AND CULTURE DEPARTMENT


DARMA PERSADA UNIVERSITY

JAKARTA 2021


**Gratitude to :  
Ucapan Terima Kasih  
Kepada Pembimbing**




Advisor  
(Mr. Rusydi M. Yusuf, M.Si)



Examiner  
(Mr. Syarif Hidayat, S.S, M.Hum)



The Head of Board Examiner  
(Mrs. Prof. Dr. Albertine Minderop, MA)



## BACKGROUND OF THE PROBLEM

There are many cases of racism in United States that experienced by African-American Black people.



Racial discrimination or racism to the Black people can be treated by individual or even the instutional

In the movie script *The Hate U Give*, the racism reflected in Khalil Harris, the 16 years old teenager, murdered by the White police in Garden Heights



## Formulation of The Problem

1. What form of racism does reflected in *The Hate U Give* movie script?

2. What are kinds and examples of racial discrimination in *The Hate U Give*?

## Objective of the Research

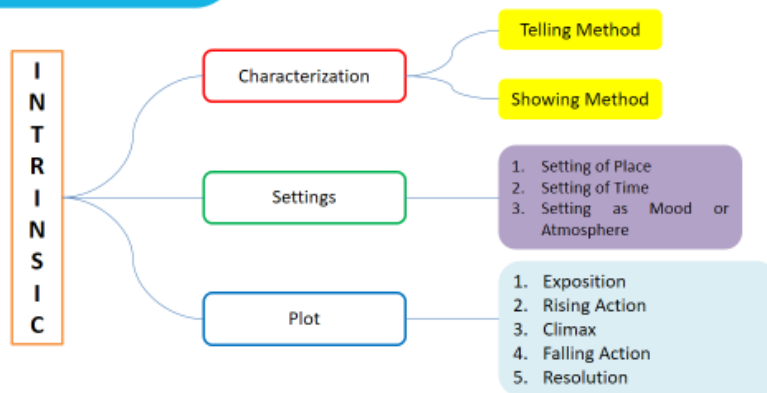
1. To analyze what forms of racism that reflected in *The Hate U Give* movie script.
2. To analyze the kinds and examples of racial discrimination in *The Hate U Give*.

## Method of The Research

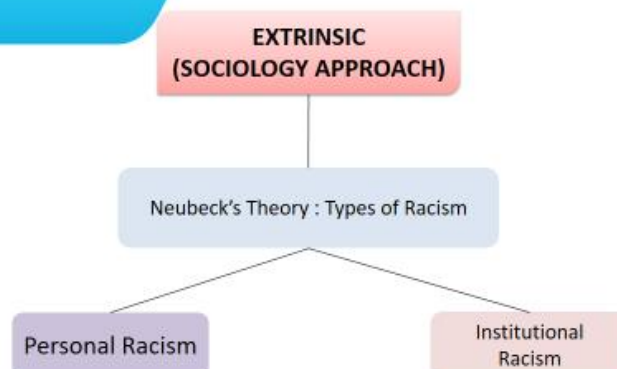
QUALITATIVE METHOD  
(by : Bogdan and Taylor, 1984)

Using file, book, journal and also the movie script of *The Hate U Give* by Audrey Wells to analyze the data.

## Framework of the Theories

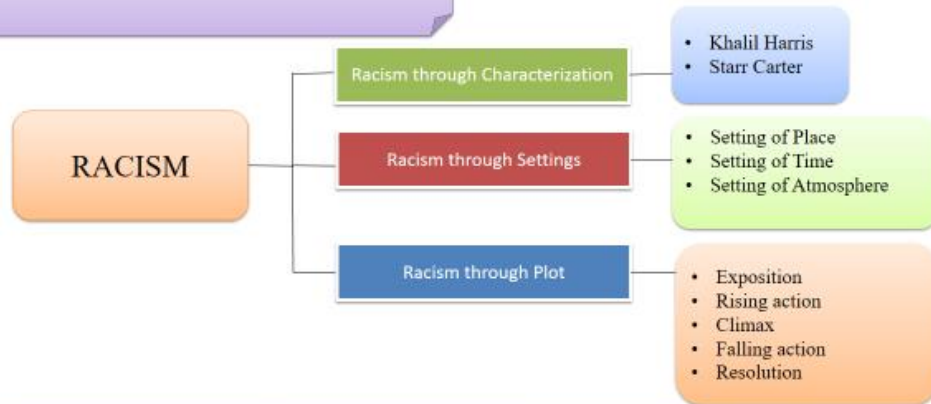


## Framework of the Theories





The result of the analysis is I have found several datas that contained Institutional racism that reflected on Khalil Harris as a Black person that treated by The Police :



# Research Finding and Analysis



## CONCLUSION



1

The intrinsic approach can be used to analyze The Hate U Give movie script. Such as characterization, settings, and plot.

2

The theory of Neubeck about type of racism can prove that there are racism that reflected in The Hate U Give movie script. The type of racism in the movie script is Institutional racism did by The local Police in Garden Heights.

## CONCLUSION



3

Garden Heights is mostly lived by poor household, some of them work as drug dealers. That became the reason why The Police have bad stereotype over them and treat them so bad. They think that all of Black people are bad and dangerous.

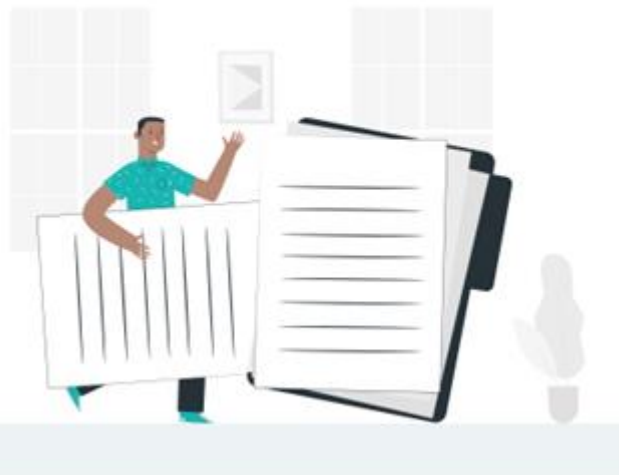
4

Khalil Harris was a drug dealer in his teenager age. He did it for the sake of his family. After his death, he does not get a justice because he blamed of being a drug dealer and the murderer get no penalty of what he did.

# Thank you



f → in



**APPENDIX 5**

**LEMBAR REVISI UJIAN SIDANG SKRIPSI  
PROGRAM STUDI BAHASA DAN KEBUDAYAAN INGGRIS**


<b>Judul Skripsi</b>	<b>: Reflection of Racism Experienced by Khalil Harris as A Black Person in <i>The Hate U Give</i> Movie Script By Audrey Wells</b>
<b>Nama</b>	<b>: Afifah Khairunnisa</b>
<b>NIM</b>	<b>: 2017130114</b>
<b>Pembimbing</b>	<b>: Drs. Rusydi M. Yusuf, M.Si</b>
<b>Tanggal Ujian</b>	<b>: 27 Juli 2021</b>


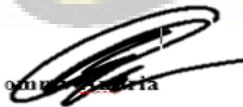
No	KETUA SIDANG/PEMBIMBING /PENGUJI	SARAN	HALAMA N REVISI	BUKTI SUDAH REVISI	TANDA TANGAN	TANGGAL
1.	Ketua sidang (Prof. Dr. Albertine Minderop, MA)	<ol style="list-style-type: none"> <li>1. Perbaikan Formulation of the problem</li> <li>2. Perbaikan Objectives of the problem</li> <li>3. Revisi framework of theories Intrinsic (characterizations)</li> <li>4. Penambahan contoh bentuk racism</li> <li>5. References</li> </ol>	Halaman 3, 6, 12, 49	Telah direvisi sesuai dengan saran pada halaman.....		4 Agustus 2021
2	Pembimbing (Drs. Rusydi M. Yusuf, M.Si)	-	-	Telah direvisi sesuai dengan saran pada halaman.....		6 Agustus 2021
3	Penguji (Syarif Hidayat, S.S, M.Hum)	<ol style="list-style-type: none"> <li>1. Penambahan pada literature review</li> <li>2. Perbaikan judul chapter III</li> <li>3. Perbaikan climax</li> <li>4. Perbaikan falling action</li> <li>5. Perbaikan capital letter dan penulisan</li> <li>6. Penambahan minor conclusion characterizations dan plot</li> <li>7. Penambahan alasan racism di 2010 dan Garden Heights</li> <li>8. Perbaikan References</li> </ol>	Halaman 20, 21, 22, 28, 34, 35, 38, 40, 43, 44, 49, 52	Telah direvisi sesuai dengan saran pada halaman.....		7 Agustus 2021

APPENDIX 6

Letter Of Approval

On recommendation of respective Supervisor, Academic Advisor, and Head of the Department, the term-paper submitted by Afifah Khairunnisa entitled “**Reflection of Racism Experienced by Khalil Harris as Black Person in *The Hate U Give* Movie Script By Audrey Wells**” has been approved and forwarded to the English Language and Culture Department, Darma Persada University, for final evaluation before the thesis defence for obtaining *Sarjana Linguistik* (S.Li.) degree to the respective candidate.

Supervisor	Signature	Date
(Drs. Rusydi M. Yusuf, M.Si)		12 July 2021 .....

Head of English Language and Culture Department	Signature	Date
(Dr. Yoga Pratama, M.Pd)		16 July 2021 .....
(Tommy Andrian, SS, M.Hum)		12 July 2021 .....

Academic Advisor

Name	: Afifah Khairunnisa
Student Number	: 2017130114

# APPENDIX 7

## TOEIC RESULT

**LISTENING AND READING  
OFFICIAL INSTITUTIONAL SCORE REPORT**

**Afifah Khairunnisa**

Name \_\_\_\_\_

**3175037012990010**      **1999/12/30**

Identification Number      Date of Birth (yyyy/mm/dd)

**2021/06/26**      **2023/06/26**

Test Date (yyyy/mm/dd)      Valid Until (yyyy/mm/dd)

**LISTENING**

Your score 390

5 495

**READING**

Your score 330

5 495

**720**

**TOTAL SCORE**

Client/Institution Name: Putra Pratama Raya, PT

PIP International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kay 47, Jakarta, Indonesia, 12930

Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logo, and TOEIC are registered trademarks of Educational Testing Service.

LISTENING	READING
<p>Your scaled score is close to 400. Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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."</li> </ul>	<p>Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can infer the central idea and purpose of a written text, and they can make inferences about details.</li> <li>• They can read for meaning. They can understand factual information, even when it is paraphrased.</li> <li>• They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.</li> <li>• They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.</li> <li>• They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.</li> </ul> <p>To see weaknesses typical of test takers who score around 350, see the "Proficiency Description Table."</p>
<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p style="text-align: center;">Your Percentage</p> <p style="text-align: center;">0%  100%</p>	<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p style="text-align: center;">Your Percentage</p> <p style="text-align: center;">0%  100%</p>

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	90	0%  100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	70	0%  100%
Can understand details in short spoken texts	94	0%  100%
Can understand details in extended spoken texts	80	0%  100%
Can make inferences based on information in written texts	75	0%  100%
Can locate and understand specific information in written texts	84	0%  100%
Can connect information across multiple sentences in a single written text and across texts	35	0%  100%
Can understand vocabulary in written texts	53	0%  100%
Can understand grammar in written texts	72	0%  100%

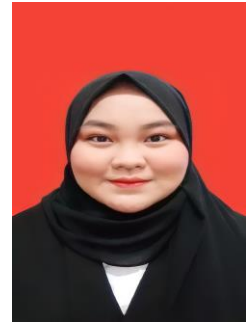
\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**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.

## APPENDIX 8 CURRICULUM VITAE



### PERSONAL DATA

Name : Afifah Khairunnisa  
Nationality : Indonesian  
Sex : Female  
Religion : Islam  
Place/Date of Birth : Jakarta, December 30th 1999  
Address : Jalan Cipinang Muara Raya RT. 016/03 No.39 Kel.  
Cipinang Muara, Kec. Jatinegara – Jakarta Timur  
13420  
Mobile Phone : 085814569539  
E-mail : [afifahkhrns30@gmail.com](mailto:afifahkhrns30@gmail.com)

### EDUCATIONAL BACKGROUND

2005 – 2011 : Sekolah Dasar Islam Swasta Al-Abidin  
2011 – 2014 : Madrasah Tsanawiyah Negeri 25 Jakarta  
2014 – 2017 : Madrasah Aliyah Negeri 9 Jakarta  
2017 – Present: Strata one degree (S-1) of English Language and Culture  
Department at Darma Persada University, East Jakarta

### ORGANIZATIONAL EXPERIENCES

1. Member of PSM Taradhika as :
  - Organizing Committee of Inventory Division (2018 – 2019)
  - Organizing Committee of Musicality Division (2019 – 2020)
  - Secretary of PSM Taradhika (2020 – 2021)