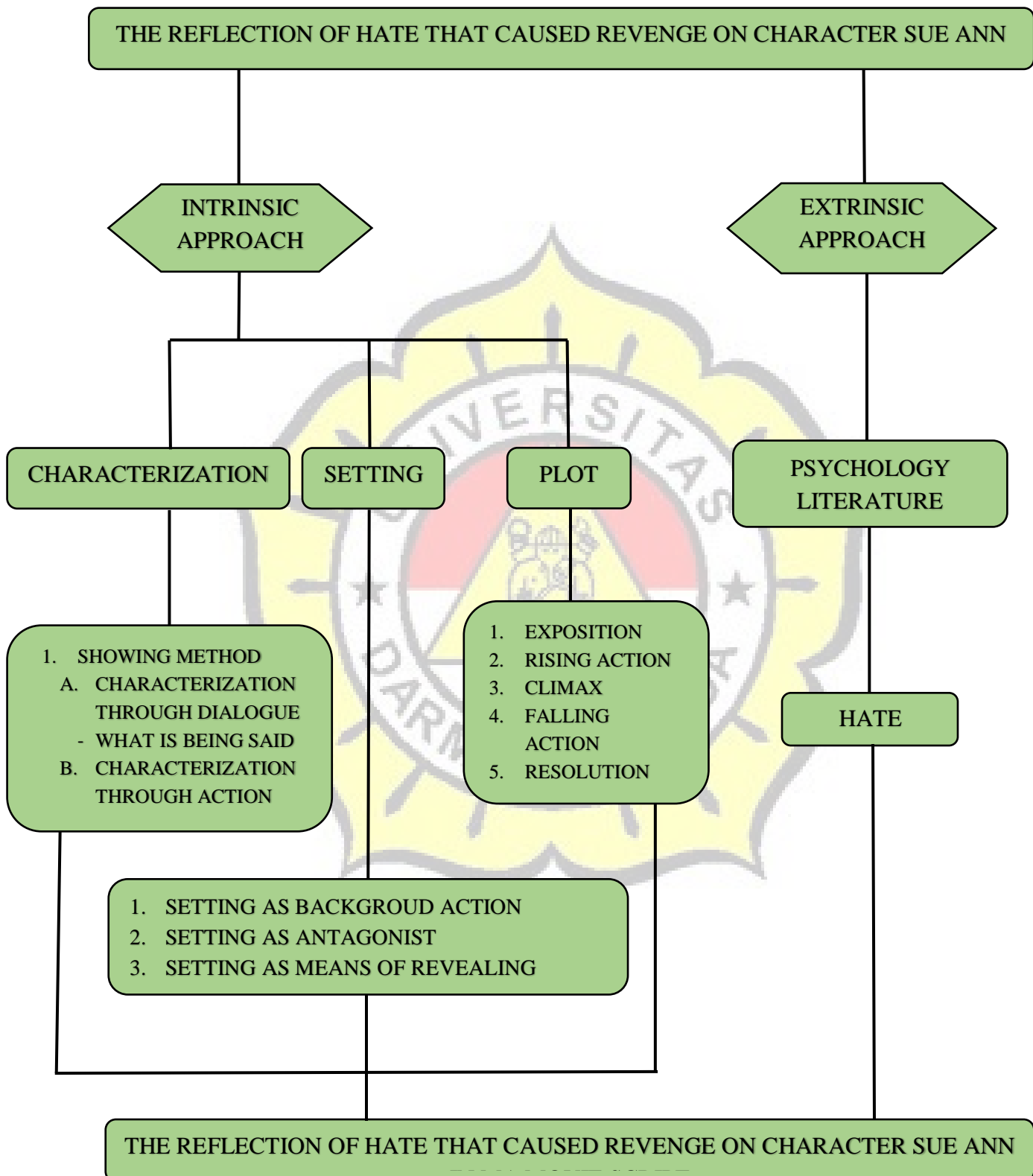


SCHEME OF THE RESEARCH



POSTER OF THE RESEARCH

THE REFLECTION OF HATE THAT CAUSED REVENGE ON CHARACTER SUE ANN IN MA'S MOVIE SCRIPT



AFIFAH ZAHRA ILYAS - 2018130128

BACKGROUND OF THE PROBLEM

LITERARY WORKS HAVE THE MAIN CHARACTERISTICS, NAMELY FICTIONALITY, CREATION, IMAGINATION, AND THE USE OF A DISTINCTIVE LANGUAGE. PROSE IN A LITERARY SENSE IS ALSO CALLED FICTION, NARRATIVE TEXT OR NARRATIVE DISCOURSE. THE TERM FICTION IN THIS SENSE MEANS A FICTIONAL STORY OR IMAGINARY STORY. WHAT ANGER, FEELINGS OF REVENGE, AND HATE HAVE IN COMMON IS THAT THEY TYPICALLY INVOLVE NEGATIVE SITUATIONS AND LEAD TO BEHAVIORS THAT CAN BE DISADVANTAGEOUS TO OTHERS. ANGER, FEELINGS OF REVENGE, AND HATE ARE CHARACTERIZED BY A DIFFERENT FOCUS. ALTHOUGH RESEARCH ON REVENGE IS EVEN SCARCER THAN RESEARCH ON HATE, THE FEW STUDIES THAT DO EXIST SEEM TO INDICATE THAT THE EXPERIENCE OF FEELINGS OF REVENGE (ELSHOUT ET AL., 2015) IS CLOSELY RELATED TO THE EXPERIENCE OF HATE. BOTH HATE AND FEELINGS OF REVENGE ARE ELICITED BY HUMILIATION, SEEM TO LAST LONGER THAN OTHER EMOTIONS, AND HAVE THE GOAL TO APPLY SUFFERING.

RESEARCH FINDING

THE RESULTS OF THIS STUDY CONTAIN THE CHARACTERIZATION OF SUE ANN'S CHARACTER AS THE MAIN CHARACTER, THE PLOT AND SETTING OF THE FILM, AS WELL AS THE HATRED FELT BY SUE ANN WHICH MADE HER TAKE REVENGE AGAINST PEOPLE WHO HAD BULLIED HER. FROM MA'S MOVIE, WE CAN GET AN IDEA THAT IF WE BULLY SOMEONE, WE WILL NEVER KNOW WHETHER THE VICTIM CAN FORGIVE THE PERPETRATOR OR NOT. IN THIS MOVIE, SUE ANN SHOWS THAT SHE STILL HOLDS A GRUDGE AGAINST THE PERPETRATOR AND DECIDES TO TAKE REVENGE.

FORMULATION OF THE PROBLEM

BASED ON THE LIMITATION OF THE PROBLEM, I FORMULATE THE PROBLEM:

1. HOW ARE THE CHARACTERISTICS OF SUE ANN CHARACTER PRESENTED IN MA MOVIE SCRIPT?
2. HOW DOES THE PSYCHOANALYSIS APPROACH EXPLAIN THE REASON OF SUE ANN'S HATRED?
3. HOW HATRED IS A PART OF PSYCHOANALYSIS REVEAL ON SUE ANN'S CHARACTER?

RESEARCH METHOD

THE AUTHOR USED AN INTRINSIC AND EXTRINSIC APPROACHES. THE METHOD USED IS INDIRECT METHOD (SHOWING) SHOWS THE AUTHOR PLACING HERSELF OUTSIDE THE STORY BY PROVIDING OPPORTUNITIES FOR THE CHARACTERS TO DISPLAY THEIR CHARACTER THROUGH DIALOGUE AND ACTION. THIS STUDY USES TWO DATA SOURCES, NAMELY, PRIMARY AND SECONDARY DATA SOURCES. PRIMARY DATA SOURCES ARE THE MAIN DATA SOURCES THAT ARE DIRECTLY RELATED TO THE OBJECT OF RESEARCH THAT WILL BE EXPLORED BY RESEARCHERS. THE PRIMARY DATA SOURCE THAT WILL BE USED BY RESEARCHES IN THIS STUDY IS FILM TRANSCRIPTS.

OBJECTIVE OF THE PROBLEM

BASED ON THE FORMULATION OF THE PROBLEM, I OBJECTIVE THE PROBLEM:

1. TO EXPLORE HOW THE CHARACTERISTICS OF SUE ANN CHARACTER ARE PRESENTED IN MA MOVIE SCRIPT.
2. TO EXPLAIN HOW HATRED AS A PART OF PSYCHOANALYSIS THEORY REVEALED ON SUE ANN IN MA MOVIE SCRIPT.
3. TO EXPLAIN HOW HATRED IS A PART OF PSYCHOANALYSIS THEORY OF THE CHARACTER ARE REVEAL IN THIS MOVIE SCRIPT.

CONCLUSION

THE CONCLUSION REFERS TO THE PROBLEM OF RESEARCH IN THE PREVIOUS CHAPTER. AFTER ANALYZING MA MOVIE SCRIPT THROUGH INTRINSIC APPROACH WHICH CONSISTS OF CHARACTERIZATION BY SHOWING METHODS, PLOT AND SETTING AND I ALSO ANALYZING WITH EXTRINSIC APPROACH WHICH CONSIST HATE. FROM THE RESULTS OF THE EXPLANATION IN THE PREVIOUS CHAPTER, I CAN CONCLUDE THAT THE MOVIE REFLECT HATRED. TO SUMMARIZE, I CAN CONCLUDE THAT THE HATRED THAT SUE ANN HARBORED COULD BE DISASTROUS LATER ON. THIS HATRED MAKES SUE ANN AN AGGRESSIVE AND CRUEL PERSON. SUE ANN JUST WANTED THE PEOPLE WHO HAD HURT HER TO BE DESTROYED. ACCORDING TO KRECH, ET AL.

PRESENTATION SLIDES



THE REFLECTION OF HATE THAT CAUSED REVENGE ON CHARACTER SUE ANN IN MA MOVIE SCRIPT



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2018130128

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM

DARMA PERSADA UNIVERSITY

JAKARTA 2022

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Gratitude to :



Examiner
Dra. Kurnia Idawati, M.Si



The Head of Board Examiner
Dr. Yoga Pratama, M. Pd




Advisor
Alia Afiyati, S.S., M. Pd



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BACKGROUND OF THE PROBLEM



LITERARY WORKS

PROSE IN LITERARY

ANGER, FEELINGS OF REVENGE, AND HATE



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IDENTIFICATION OF THE PROBLEM



I identify that Sue Ann character was bullied when she was young at school.

I also identify that the incident made Sue Ann feel angry, hateful, and eager to take revenge.

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FORMULATION OF THE PROBLEM



1. How are the characteristics of Sue Ann character presented in MA movie script?

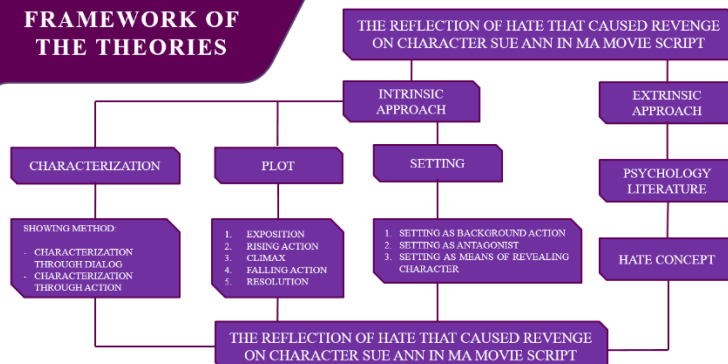
2. How does the Psychoanalysis Approach explain the reason of Sue Ann's hatred?

3. How hatred is a part of Psychoanalysis reveal on Sue Ann's character?

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FRAMEWORK OF THE THEORIES



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METHOD OF THE RESEARCH



INTRINSIC AND EXTRINSIC APPROACHES

THE METHOD USED IS INDIRECT METHOD (SHOWING) SHOWS THE AUTHOR PLACING HERSELF OUTSIDE THE STORY BY PROVIDING OPPORTUNITIES FOR THE CHARACTERS TO DISPLAY THEIR CHARACTER THROUGH DIALOGUE AND ACTION.

RESEARCH FINDING AND ANALYSIS

THE CHARACTERIZATION OF SUE ANN

THE ANALYSIS OF PLOT IN MA MOVIE SCRIPT

THE ANALYSIS OF SETTING IN MA MOVIE SCRIPT

THE ANALYSIS OF HATE AND REVENGE CONCEPT IN MA MOVIE SCRIPT

CONCLUSION




1

Sue Ann as the main character in the film she is a kind, protective and vengeful person. Sue Ann was born as black people, which makes her feel insecure when she is with her friends who are mostly white people.

2

Sue Ann accidentally meets a group of teenagers who remind her of her past, and it turns out that the teenagers are the children of her friends.

TOEIC CERTIFICATE



LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

Name: Afifah Zahra Ilyas		LISTENING Your score: 390 5 ————— 495	TOTAL SCORE 690
Identification Number: 3175086008000005	Date of Birth (yyyy/mm/dd): 2000/08/20	READING Your score: 300 5 ————— 495	
Test Date (yyyy/mm/dd): 2022/01/15	Valid Until (yyyy/mm/dd): 2024/01/15		
Client/Institution Name: Putra Pratama Raya, PT			

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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.

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	91 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	78 0% ————— 100%

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 make inferences based on information in written texts	56 0% ————— 100%
Can locate and understand specific information in written texts	73 0% ————— 100%
Can connect information across multiple sentences in a single written text and across texts	55 0% ————— 100%
Can understand vocabulary in written texts	70 0% ————— 100%
Can understand grammar in written texts	62 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.

CERTIFICATES



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Dosen Pembimbing : Alia Afiyati, S.S., M. Pd

Judul Skripsi : The Reflection of Hate That Caused Revenge on Character Sue Ann in Ma Movie Script by Tate Taylor

Mulai Bimbingan : 15 October 2021

Tahun Akademik : 2021/2022

No	Tanggal	Catatan Pembimbing	Paraf
1	15 October 2021	Pengenalan tata cara dan langkah-langkah pembuatan Skripsi	
2	16 October 2021	Konsultasi pembuatan Bab 1	
3	24 October 2021	Revisi pertama Bab 1	
4	5 November 2021	Revisi kedua Bab 1	
5	29 November 2021	Revisi ketiga Bab 1 dan lanjut Bab 2	
6	6 December 2021	Revisi pertama Bab 2	
7	15 December 2021	Revisi keempat Bab 1 dan revisi kedua Bab 2	
8	21 December 2021	Konsultasi untuk mengganti bahan dan judul Skripsi	
9	24 December 2021	Membahas Bab 1,2, dan 3 dengan bahan dan judul baru	

10	27 December 2021	Revisi pertama Bab 2	
11	11 January 2022	Konsultasi Bab 4 dan Bab 5	
12	20 January 2022	Revisi Bab 4	
13	24 January 2022	Pemeriksaan keseluruhan Bab 1 sampai Bab 5	

Jakarta,

26 January 2022

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- MAMPU MENGOLAH EMOSI
- MAMPU MENGOLAH WAKTU

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