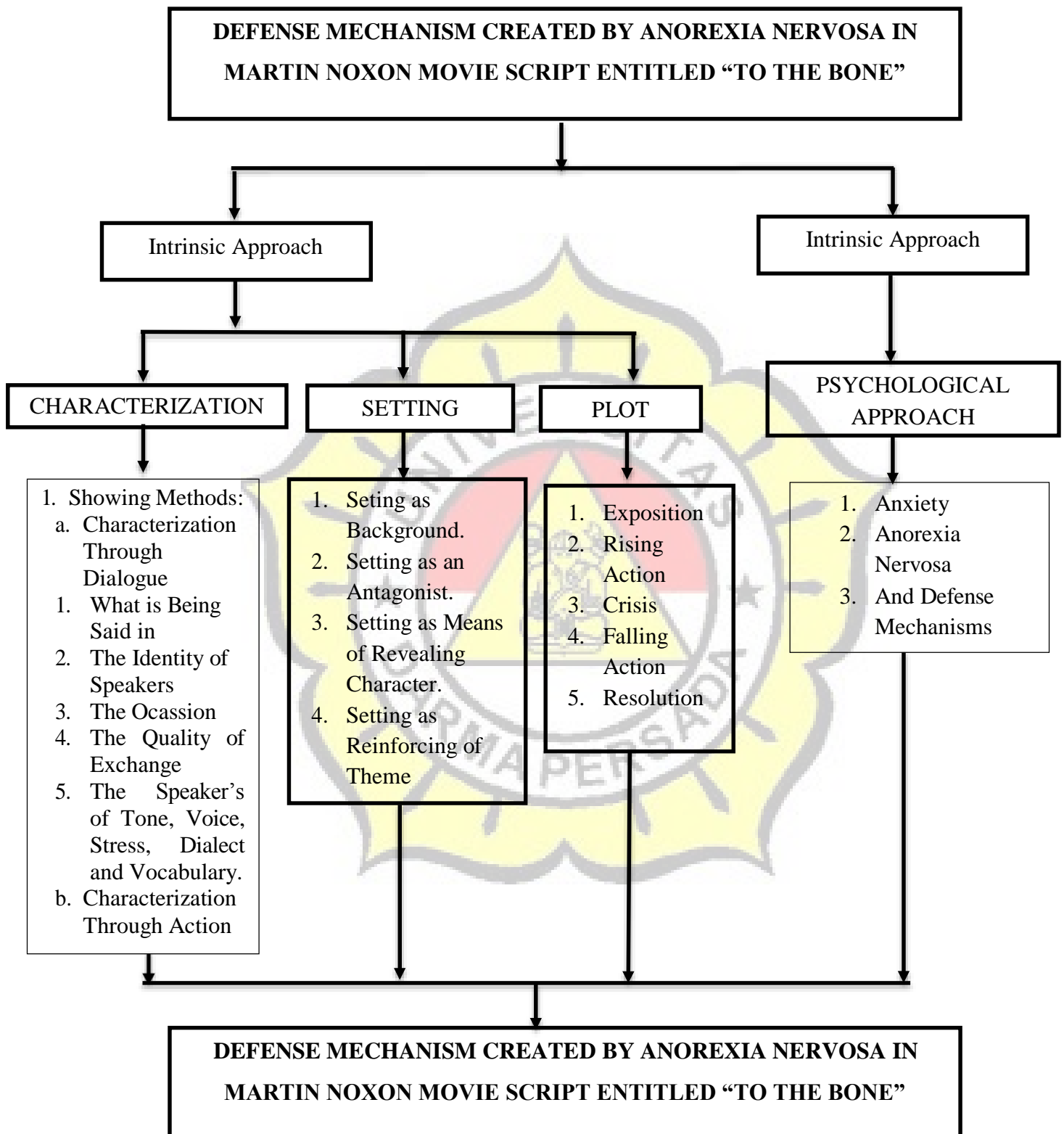


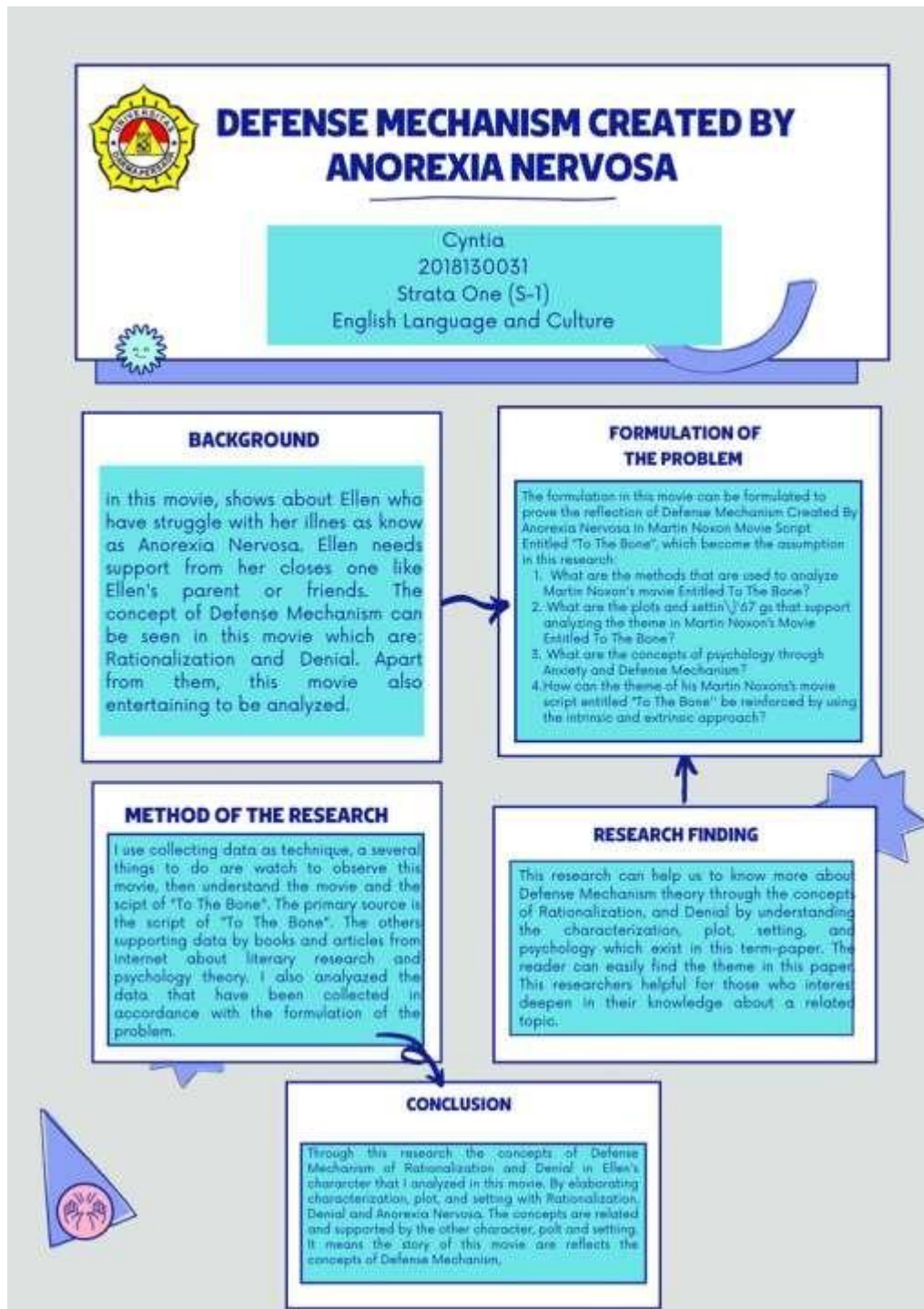
APPENDIX 1

SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH



APPENDIX 3

PRESENTATION SLIDES



DEFENSE MECHANISM CREATED BY ANOREXIA NERVOSA IN MARTI NOXON
MOVIE SCRIPT ENTITLED "TO THE BONE"



CYNTHIA

2018130031

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM

DARMA PERSADA UNIVERSITY

JAKARTA 2022

Gratitude to :



Examiner

Karna Mubdi Setiawan, S.S., M. Hum.



The Head of Board Examiner

Prof. Dr. H. Alimudin Mulyana, M. A.



Advisor

Wahyuni Setiawan, S.S., M. A.

BACKGROUND OF THE PROBLEM

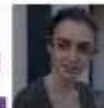
Movie:
To The Bone (2017)



In the movie script To The Bone, Anorexia Nervosa reflected in Ellen. She has concerned about ideal body. Then, eating disorder appears due the denial, anxiety, and rationalization.

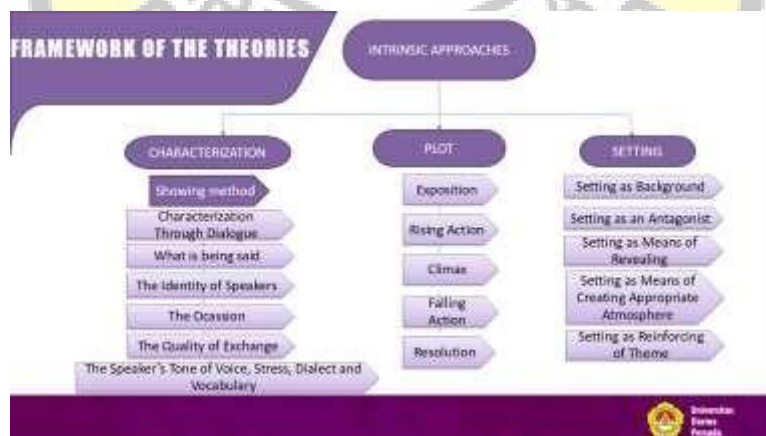
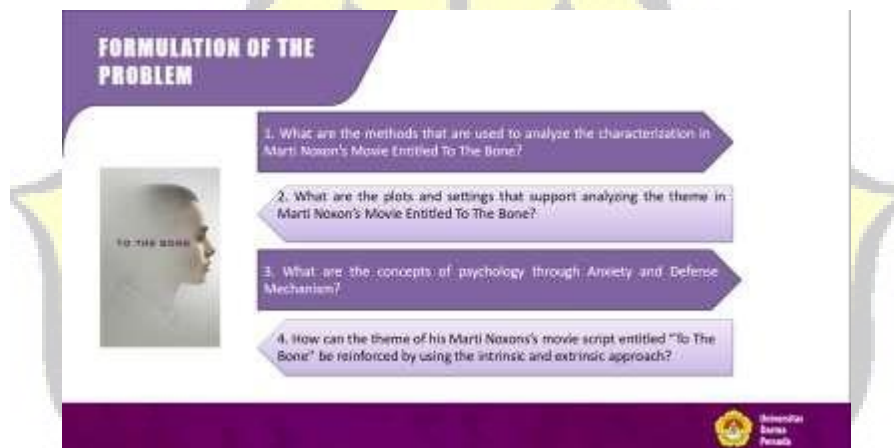
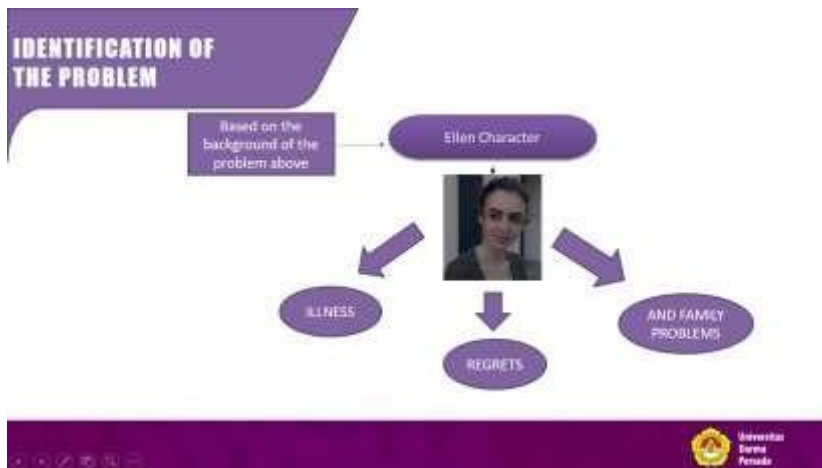
Anorexia Nervosa which result in the disorder of psychology.

ELLEN CHARACTER

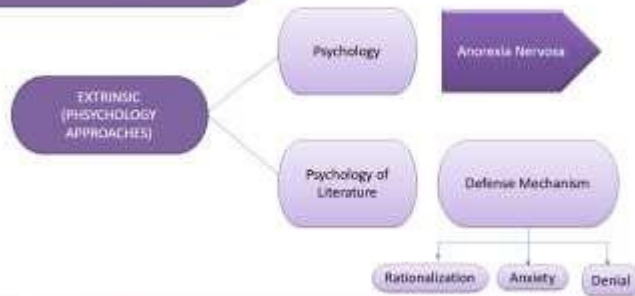


Due to eating disorder makes a person to have psychological disorder that have a denial, anxiety and rationalization

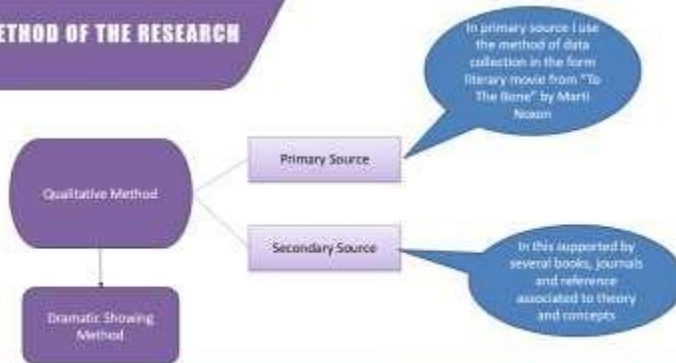




FRAMEWORK OF THE THEORIES



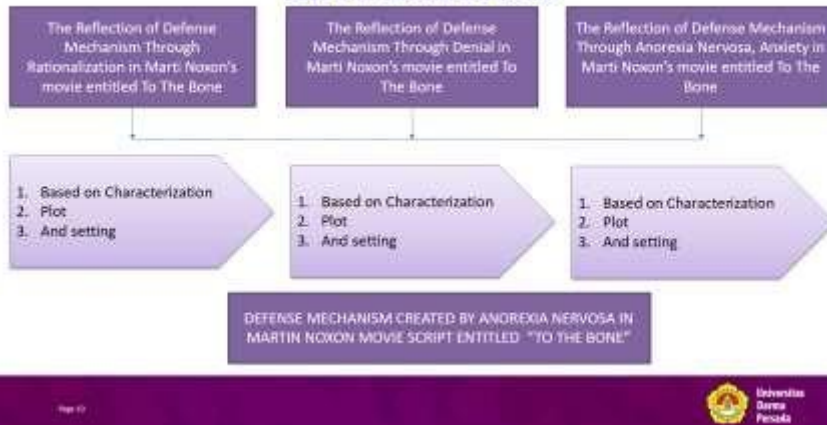
METHOD OF THE RESEARCH



Research Finding and Analysis



DATA ANALYSIS



CONCLUSION

1

Martin Noxon Movie Script Entitled To The Bone reflected defense mechanism through the characterization, plot and setting of the movie.

2

I used dramatic method of showing to analyze the characterization of the main character in Marti Noxon Entitled To The Bone. The main character has 2 characterization Loneliness, and Stubborn. Those characterization prove the Defense Mechanism, Rationalization, Anorexia Nervosa, and Anxiety in this movie.

CONCLUSION

3

The theme can be proven by using the intrinsic and extrinsic approaches is Defense Mechanism Created by Anorexia Nervosa in Marti Noxon Movie Script Entitled To The Bone. It proven by elaborated the intrinsic approach which are characterization by showing, plot and setting with the extrinsic approach which are defense mechanism, rationalization, anorexia nervosa, and anxiety.

4

Moral value from this movie: Do not having a strict diet because the world is not only taking body image but also important to think about your personal mental health.

APPENDIX 4

TOEIC CERTIFICATE



LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p>	<p>Cyntia</p> <p>Name</p>	<p>LISTENING</p> <p>Your score 340</p> <p>5 495</p>	<p>TOTAL SCORE</p> <p>555</p>	
	<p>3175075108000011</p> <p>Identification Number</p>	<p>2000/08/11</p> <p>Date of Birth (yyyy/mm/dd)</p>		<p>READING</p> <p>Your score 215</p> <p>5 495</p>
	<p>2022/01/15</p> <p>Test Date (yyyy/mm/dd)</p>	<p>2024/01/15</p> <p>Valid Until (yyyy/mm/dd)</p>		
	<p>Client/Institution Name: Putra Pratama Raya, PT</p>			

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

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

LISTENING	READING
<p>Your scaled score is between 300 and 400. 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. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.</p>	<p>Your scaled score is between 150 and 250. Test takers who score around 150 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required. • They can understand easy vocabulary and common phrases. • They can understand the most-common, rule-based grammatical structures when not very much reading is necessary. <p>To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table. If your performance is closer to 250, you should review the descriptors for test takers who score around 250.</p>
<p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>0% 100%</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	78	0% 100%	Can make inferences based on information in written texts	43	0% 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	66	0% 100%	Can locate and understand specific information in written texts	36	0% 100%
Can understand details in short spoken texts	88	0% 100%	Can connect information across multiple sentences in a single written text and across texts	66	0% 100%
Can understand details in extended spoken texts	69	0% 100%	Can understand vocabulary in written texts	70	0% 100%
			Can understand grammar in written texts	45	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.

APPENDIX 5

CERTIFICATES



APPENDIX 5

CERTIFICATES



APPENDIX 5

CERTIFICATES



APPENDIX 5

CERTIFICATES



APPENDIX 5

CERTIFICATES




APPENDIX 5

REVISSION

LEMBAR REVISI UJIAN SIDANG SKRIPSI PROGRAM STUDI BAHASA DAN KEBUDAYAAN INGGRIS

Judul Skripsi	:	INNER CONFLIT IN MOVIE SCRIPT ENTITLED "TO THE BONE" BY MARTI NOXON
Nama	:	Cyntia
NIM	:	2018130031
Pembimbing	:	Eka Yuniar Ernawati, SS, Msi
Tanggal Ujian	:	Kamis, 10 February 2022

No	KETUA SIDANG/PEMBIMBING /PENGUJI	SARAN	HALAMAN REVISI	BUKTI SUDAH REVISI	TANDA TANGAN	TANGGAL
1.	Ketua sidang (Prof. Dr. Hj. Albertine Minderop, M. A)	1. Judul awal DEFENSE MECHANISM CREATED BY ANOREXIA NERVOSA IN MARTI NOXON MOVIE SCRIPT ENTITLED "TO THE BONE" menjadi "INNER CONFLICT IN MOVIE SCRIPT ENTITLED "TO THE BONE" BY MARTI NOXON 2. Revisi pada bab 4 The Reflection of Disappointment	1. 1 2. 20 3. 32 4. 43	Telah direvisi sesuai dengan saran pada halaman 1 20 32 43		17 February 2022

No	KETUA SIDANG/PEMBIMBING /PENGUJI	SARAN	HALAMAN REVISI	BUKTI SUDAH REVISI	TANDA TANGAN	TANGGAL
		3. Revisi pada bab 4 The Reflection of Neurotic Anxiety 4. Revisi pada bab 4 Denial				
2	Pembimbing (Eka Yuniar Ernawati, S. S., M. Si)	1. Merubah sedikit pada Formulation of Problem 2. Conclusion	1. 3 2. 57	Telah direvisi sesuai dengan saran pada halaman 3 Dan 57		17 February 2022
3	Penguji (Karina Adinda Sulaeman, S. S., M. H)	1. Revisi pada bab 4 The Reflection of Disappointment 2. Revisi pada bab 4 The Reflection of Neurotic Anxiety 3. Revisi pada bab 4 Denial	1. 20 2. 32 3. 43	Telah direvisi sesuai dengan saran pada halaman 20 32 43		17 February 2022




Catatan:



- Mahasiswa harus menyelesaikan revisi dan mendapatkan semua tanda tangan dari ketua siding, pembimbing dan penguji sebelum bisa mencetak *hardcover* skripsi.

APPENDIX 6

TERM-PAPER COUNSELLING FORM

Nama Mahasiswa : Cyntia
Dosen Pembimbing : Eka Yuniar Ernawati, SS, MSi
Judul Skripsi : DEFENSE MECHANISM CREATED BY ANOREXIA NERVOSA IN MARTI NOXON MOVIE SCRIPT ENTITLED "TO THE BONE"
Mulai Bimbingan : Senin, 25 Oktober 2021
Tahun Akademik : 2021/2022

No	Nama & Tanggal	Catatan Pembimbing	Paraf
1.	Senin, 25 Oktober 2021	Dosen pembimbing memeriksa <i>Outline</i> yang mahasiswa sudah kerjakan. Kemudian, dosen pembimbing memberi masukan pada Bab 1 dan Bab 2. Sebelum memeriksa Bab 1 dan B dosen pembimbing menanyakan alasan memilih tema tersebut. Dan, setelahnya dosen pembimbing memberi gambaran secara rinci dan detail dari permasalahan yang akan di bahas.	
2.	Rabu, 17 November 2021	Dosen pembimbing memeriksa dan memperbaiki di Bab 1 pada bagian: <i>Outline, Identification of The Problem</i> , dan <i>Limitation of The Problem</i> . Kemudian, pada bagian Bab 2 di <i>characterization</i> yang diubah pada bagian penomoran, yang tadinya menjadi huruf berubah menjadi angka subab.	
3.	Selasa, 23 November 2021	Dosen pembimbing memeriksa dan memperbaiki Bab 3. Bab 3 di tahun 2021/2022 berubah menjadi <i>Research Method</i> yang diperbaiki oleh dosen pembimbing yaitu: <i>Research Object and Data, Data Collection Techique</i> , dan <i>Data Analysis Technique</i> .	

4.	Rabu, 17 Januari 2022	Dosen pembimbing memeriksa dan memperbaiki, dari Bab 1 – Bab 5. Pada Bab 4 terdapat revisi yaitu di bagian: <i>Characterization, Plot, Setting, Elaboration of Defense Mechanism dan Elaboration of Anorexia Nervosa.</i>	
5.	Rabu, 26 Januari 2022	Dosen pembimbing memberi arahan terkait perubahan pada teori di Bab 4	

Jakarta, 25 Januari 2022

Menyetujui,
Dosen Pembimbing



(Eka Yuniar Ernawati, SS, MSi)

Pembimbing Akademik

Ketua Program Studi
S-1 Bahasa dan Kebudayaan Inggris



(Eka Yuniar Ernawati, SS, MSi.)



(Dr. Yoga Pratama, M.Pd)

APPENDIX 7

CURRICULUM VITAE

Personal Data

Name : Cyntia
Nationality : Indonesian
Sex : Female
Place/Date of Birth : Jakarta, 11 Agustus 2000
Address : Jl. Pondok Kelapa Selatan Dalam IID No.
008 Rt/Rw 006/012, East Jakarta, 13450
Phone Fax : 089674829710
E-mail : Cyntiaa592@gmail.com



Formal Education

2006-2012 : Sdn 06 Pondok Kelapa Pagi
2012-2015 : SMPN 194 Jakarta Timur
2015-2018 : SMK Perguruan Rakyat 2
2018-2022 : S-1 Bahasa dan Kebudayaan Inggris

Organization Experience

1. Member of HIMASINDA as a Ministry of Home Affairs
2. Member of HIMASINDA as a Secretary General
3. Member of Teater Semut
4. Member of Teater Semut as a General Field
5. Member of Teater Semut as a Head of Production

Research Experiences

2018

1. Analisis Simbol dan Rasisme dalam Film “Othello, the Moor of Venice” karya William Shakespeare (Film and Drama Analysis)
2. Analisis Puisi “The Week Before She Died” karya William Wordsworth (Poetry Analysis)
3. Analisis lagu “This is Me” karya Justin Paul (Poetry Analysis)
4. Analisis Puisi “Rainforest” karya Laura Purdie (Poetry Analysis)

2019

1. Analisis simbol dalam Film “Othello” karya William Shakespeare (Literary Criticism)
2. Analisis Reader Response (Literary Criticism)
3. Analisis American Multiculturalism (Literary Criticism)
4. Analisis lagu “My Corona Home” karya Jon Pumper (Literary Criticism)
5. Analisis novel “Jane Eyre” karya Charlotte Bronte (Literary Criticism)

2020

1. Analisis novel “Alice Adventures in Wonderland: Down The Rabbit Hole” karya Lewis Carol (Psychology of Literature)
2. Analisis novel “Naluri Bunuh Diri” karya Sylvia Plath (Research Methods)

2021

1. Analisis “Representasi Feminis” di dalam Film Enola Holmes (Seminar Literature)
2. Analisis Manifest and Latent Function in American Institution (American Institution)
3. Analisis “Donald Trump’s Speech in Michigan 2016” (Critical Discourse Analysis)

