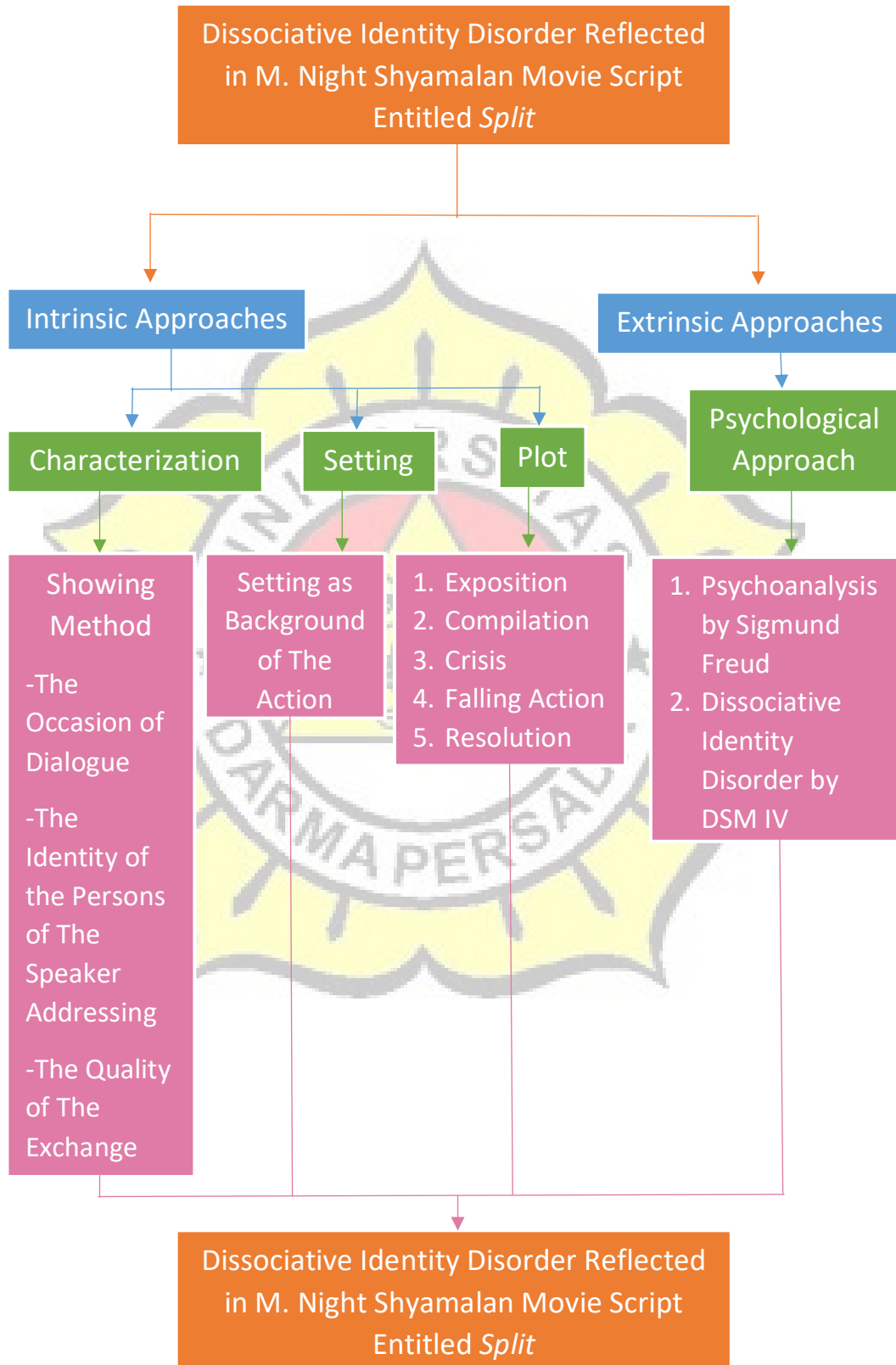


**APPENDIX 1**  
**SCHEME OF THE RESEARCH**



## APPENDIX 2

### POSTER OF THE RESEARCH

**UNIVERSITAS DARMA PERSADA**

### DISSOCIATIVE IDENTITY DISORDER REFLECTED IN M. NIGHT SHYAMALAN'S MOVIE SCRIPT ENTITLED SPLIT

**Background of The Problem**

Every person is different. Everyone's behavior is different. Behavior is considered abnormal if not common, which causes some kind of disorder. Abnormal behavior patterns are classified as "mental disorders". This research contains the analysis of this movie to show psychological problems found in the background of the movie script. A script is written in specific format to distinguish between characters, action lines, and dialogue. Therefore, this research will analyze if the main character is showing his Dissociative Identity Disorder.

**Research Method**

I use a qualitative approach in this research. This research is conducted by using descriptive qualitative method because it describes the types of Dissociative Identity Disorder that the main character has in *Split* movie script, and using showing method because its using dialogue of movie script. The data of this research are collected from the dialogue between characters of *Split* movie script.

**Formulation of The Problem**

1. How is the character that has DID reflected in M. Night Shyamalan's Movie Script Entitled Split through showing?
2. What are the differences of characteristics in every identity of the main character that has DID reflected in Split ?
3. What are the kinds of dominant identity of the main character that has DID reflected in Split?
4. What are the concepts of psychology personality through Dissociative Identity Disorder in Split?

**Research Finding**

This research provides the difference of every identity that the main character has in *Split* movie script. Dissociative Identity Disorder theory by DSM IV and other supportive theories of trauma that led to DID used in this research to find the concept of psychology in *Split* movie script. It is proven the main character differences identities that the main character has, the main character has four kinds of DID and the concept of psychology of this movie is about how dangerous this disorder is.

**Objectives of The Research**

1. To analyze the character through showing method.
2. To analyze the differences of characteristics in every identity.
3. To analyze the kinds of identity of the main character.
4. To analyze the concept of psychology personality through Dissociative Identity Disorder in the movie script.

**Conclusion**

Based on the result of the data, concludes that Kevin Wendell Crumb suffers from DID due to physical abuse done by his mother. He creates 24 identities to protect him and to cope with the traumatic experience. The seven identities are taking care of his body while the rest do not show up in the movie, but they make an appearance through Kevin's computer which shows the names of each 23 identities. The 24th identities appear at the end of the movie.

Hana Nagieb Kuddah  
2018130053

Strata One (S-1)  
English Language and Culture  
Darma Persada University

# APPENDIX 3

## PRESENTATION SLIDES



### DISSOCIATIVE IDENTITY DISORDER REFLECTED IN M. NIGHT SHYAMALAN'S MOVIE SCRIPT ENTITLED *SPLIT*

.....



**Hana Nagieb Kuddah**

2018130053

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM

DARMA PERSADA UNIVERSITY

JAKARTA 2022



Gratitude to :



**Examiner**

Syarif Hidayat, S.S., M.Si.



**The Head of Board Examiner**

Agustinus Hariyana, S.S., M.Si.



**Advisor**

Dra. Kurnia Idawati, M.Si.

## BACKGROUND OF THE PROBLEM



## IDENTIFICATION OF THE PROBLEM

Kevin shows dissociative identity disorder

## FORMULATION OF THE PROBLEM

1. How is the character that has DID reflected in M. Night Shyamalan's movie script entitled *Split* through showing?
2. What are the differences of characteristics in every identity of the main character that has DID reflected in *Split*?
3. What are the kinds of dominant identity of the main character that has DID reflected in *Split*?
4. What are the concepts of psychology personality through Dissociative Identity Disorder in *Split*?



## FRAMEWORK OF THE THEORIES

### Intrinsic Approaches

Characterization	Setting	Plot
------------------	---------	------

### Extrinsic Approaches

#### Psychological Approach

Psychoanalysis	Dissociative Identity Disorder
----------------	--------------------------------



**METHOD OF THE RESEARCH**

Qualitative  
Research Method



**Research  
Finding  
and  
Analysis**





## DATA ANALYSIS

The Differences  
Characteristic of Every  
Identity that Kevin Has

Based on Characterization,  
Plot Setting and Theme  
through Showing Method

Dissociative Identity  
Disorder and Trauma on  
Kevin

Based on APA DSM-IV  
theory and Psychoanalysis

Dissociative Identity Disorder Reflected in M. Night  
Shyamalan's Movie Script Entitled *Split*

Page 9



## CONCLUSION



1

Showing method is used to analyze the main character of *Split*, Kevin Wendell Crumb.

2

The differences of every identity that Kevin has is been analyzed. Dennis is the temperamental identity. Barry is the creative identity. Patricia is the perfectionist identity. Hedwig is the childish identity. Last, The Beast is the dangerous identity.

## CONCLUSION



3

The kinds of DID that Kevin has, has been proven that there are 4 kinds of DID.

4


The concept of DID in *Split* is that DID is dangerous disorder. From *Split* we can see that Kevin, the person who has DID, has kill 3 people.





# APPENDIX 4

## TOEIC CERTIFICATE



### LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<b>Hana Nagieb Kuddah</b> <small>Name</small>		<b>LISTENING</b> Your score <b>445</b> 5  495	<b>TOTAL SCORE</b> <b>765</b>
3275024512000008 <small>Identification Number</small>	2000/12/05 <small>Date of Birth (yyyy/mm/dd)</small>	<b>READING</b> Your score <b>320</b> 5  495	
2022/01/15 <small>Test Date (yyyy/mm/dd)</small>	2024/01/15 <small>Valid Until (yyyy/mm/dd)</small>		

Client/Institution Name: Putra Pratama Raya, PT

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

Your scaled score is between 400 and 495. 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**

0% 100%

#### ABILITIES MEASURED

**PERCENT CORRECT OF ABILITIES MEASURED**

0% 100%

Can infer gist, purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts	82 0%  100%
Can infer gist, purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts	85 0%  100%
Can understand details in <b>short</b> spoken texts	100 0%  100%
Can understand details in <b>extended</b> spoken texts	90 0%  100%

Can make inferences based on information in written texts	50 0%  100%
Can locate and understand specific information in written texts	89 0%  100%
Can connect information across multiple sentences in a single written text and across texts	72 0%  100%
Can understand vocabulary in written texts	70 0%  100%
Can understand grammar in written texts	66 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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## APPENDIX 5

### CERTIFICATES


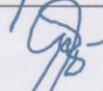

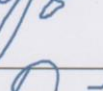

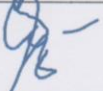
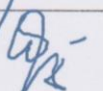
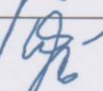
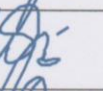






**APPENDIX 6**  
**TERM-PAPER COUNSELLING FORM**

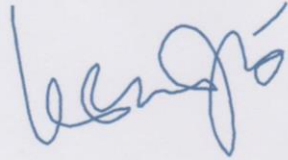
Nama Mahasiswa : Hana Nagieb Kuddah  
 Dosen Pembimbing : Dra. Kurnia Idawati, M.Si  
 Judul Skripsi : Dissociative Identity Disorder Reflected in M.  
 Night Shyamalan's Movie Script Entitled *Split*  
 Mulai Bimbingan : Selasa, 26 Oktober 2021  
 Tahun Akademik : 2021/2022

No	Tanggal	Catatan Pembimbing	Paraf
1.	Selasa, 26 Oktober 2021	Revisi cover dan <i>background of the problem</i>	
2.	Senin, 22 November 2021	Revisi <i>formulation of the problem</i> dan <i>objective of the research</i>	
3.	Sabtu, 4 Desember 2021	Revisi bab 2 (theory)	
4.	Jum'at, 17 Desember 2021	Revisi bab 3 ( <i>grammar</i> dan <i>data analysis technique</i> )	
5.	Selasa, 28 Desember 2021	Konsultasi bab 4	
6.	Rabu, 29 Oktober 2021	Revisi bab 4 dan <i>layout</i> penulisan	
7.	Minggu, 16 Januari 2022	Revisi Penulisan	
8.	Rabu, 19 Januari 2022	Revisi bab 4 (sitasi)	
9.	Kamis, 20 Januari 2022	Cek kelengkapan seluruh detail skripsi	

Jakarta, 20 Januari 2022

Menyetujui:

Dosen Pembimbing



**(Dra. Kurnia Idawati, M.Si)**

Mengetahui:

Pembimbing Akademik



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

Ketua Program Studi

S-1 Bahasa dan Kebudayaan

Inggris  


**(Dr. Yoga Pratama, M.Pd)**



# APPENDIX 7

## CURRICULUM VITAE

HANA  
NAGIEB  
KUDDAH

ENGLISH  
LANGUAGE AND  
CULTURE  
STUDENT



### PERSONAL PROFILE

Enthusiastic and passionate students who have abilities in the field of understanding English. Extremely motivated to constantly develop my skills and grow professionally. I love trying new things. I am confident in my ability.

### PROFILE

Gender : Female  
Date of Birth : Pamekasan, December 5th 2000  
Nationality : Indonesia  
Status : Single  
Height : 164cm  
Weight : 46,5kg

### EDUCATION BACKGROUND

*DARMA PERSADA UNIVERSITY*  
2018 - Present  
English Language and Culture  
GPA 3.57

*SMAN 12 BEKASI*  
Science  
2015 - 2018

### CORE SKILLS

COMMUNICATION



COMMITMENT



MANAGEMENT



CREATIVITY



LEADERSHIP



ORGANIZATION



### ORGANIZATION EXPERIENCE

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OC of Menkominfo
- 📅 MPK 2016  
Language Division

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✉ HANAKUDDAH@GMAIL.COM

📍 EAST JAKARTA