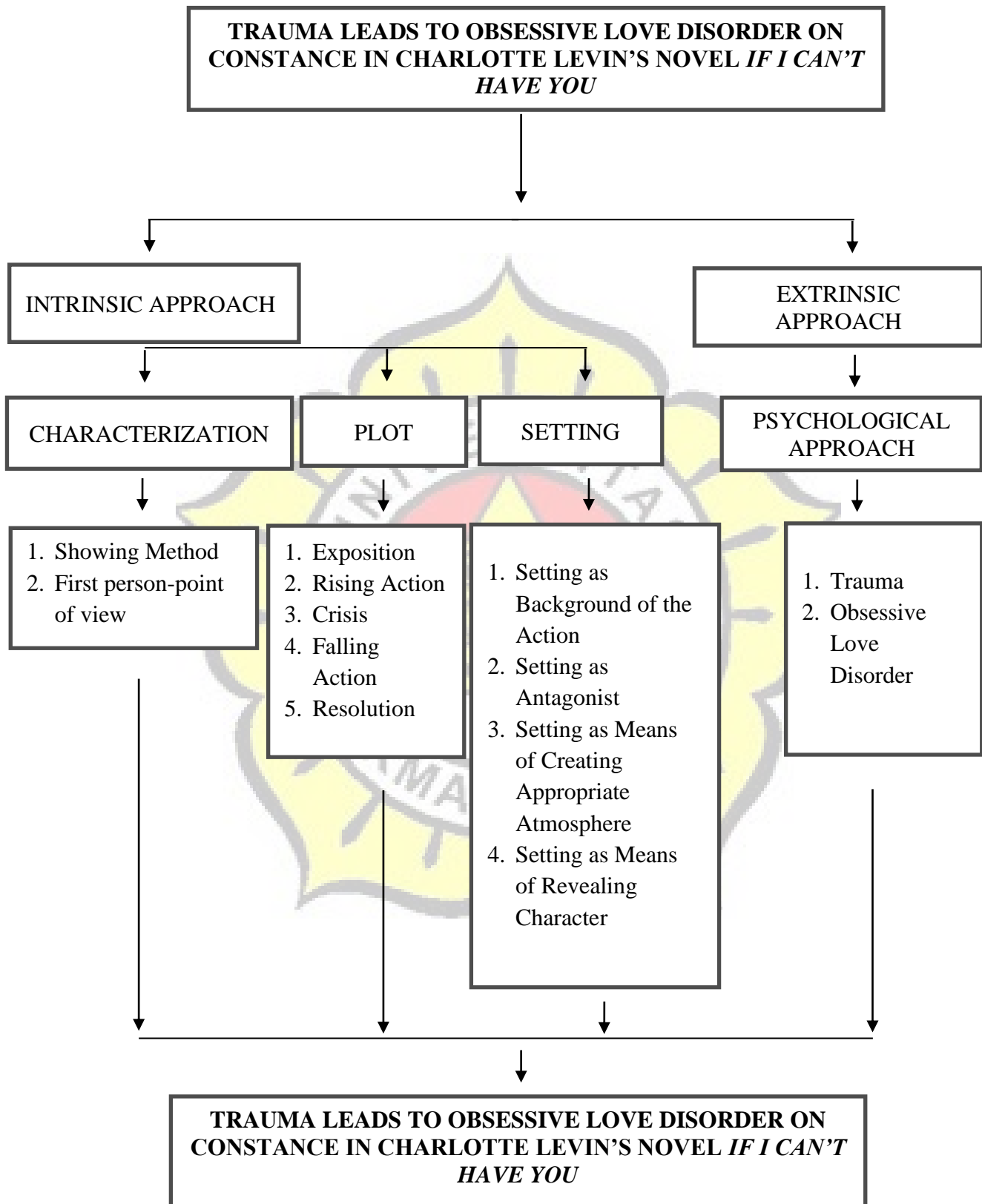


**APPENDIX 1**  
**SCHEME OF THE RESEARCH**



## APPENDIX 2

### POSTER OF THE RESEARCH



# Poster of The Research

## TRAUMA LEADS TO OBSESSIVE LOVE DISORDER ON CONSTANCE IN CHARLOTTE LEVIN'S NOVEL IF I CAN'T HAVE YOU

Iqbal Sandy Setyawan  
2017130017  
Strata One (S-1) English Language and Culture  
Faculty of Humanities Darma Persada University

### BACKGROUND

If I Can't Have You (2020) tells the story of the main character named Constance Little, a young girl who works as a receptionist in a private surgery. Constance's life is unfortunate because her father left her when she was a child and then her mother's cancer worsened after her husband left, causing her mother to die. Constance has to struggle for herself and moved to London after her mother's death. In London, Constance has a best friend named Dale. Even so, Dale seems to love Constance but Constance always rejects his love. Constance always hides her family's past and even refuses to talk about it to her friends until she suddenly falls in love with a young and handsome doctor named Dr. Steven Samuel and Constance has found someone they love again. Unfortunately, Dr. Samuel is not a really good man for Constance but the trauma because separating from her parents in the past caused Constance does not want to lose Dr. Samuel, thus making her obsessed.

### METHOD OF RESEARCH

In this research, I use qualitative research method, and collecting data with read, observe, identify and understand the novel If I Can't Have You (2020). The unit that is analyze in this research is If I Can't Have You written by Charlotte Levin as the main source, and supported by several references, such as books and articles from internet that related to the study as a second source, associated with theory and concept. Then, I analyze the data that have been collected to answer the formulation of the problem.

### FORMULATION OF THE PROBLEM

1. How characterization be used in Charlotte Levin's Novel If I Can't Have You?
2. How are the plot and setting that support theme in Charlotte Levin's Novel If I Can't Have You?
3. How are reflection of trauma and obsessive love disorder concepts occur in the novel?
4. How can the analysis of intrinsic and extrinsic approaches show that this research theme is about trauma leading to obsessive love disorder?

### RESEARCH FINDINGS

In this research, I find out about the concepts of trauma and obsessive love disorder in the novel If I Can't Have You. By understanding the characterization, plot, setting and psychology in this term of paper, readers can see the theme in this novel and understanding the main character named Constance as the focus of the story in the novel If I Can't Have You. This research can enrich the reader about the concept of trauma and obsessive love disorder, especially in literary works.

### CONCLUSION




In this research, it can be concluded that the main character, Constance is described as having trauma that leads to obsessive love disorder. The concept of trauma and obsessive love disorder also supports intrinsic elements such as characters, plot, and setting in the story and become a theme for novel If I Can't Have You.






## APPENDIX 3 CONTROL BOOK

### LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : Iqbal Sandy Setyawan  
 Dosen Pembimbing : Agustinus Hariyana, S.S., M.Si  
 Judul Skripsi : Trauma Leads to Obsessive Love Disorder on Constance in Charlotte Levin's Novel *If I Can't Have You*  
 Mulai Bimbingan : Selasa, 20 Maret 2021  
 Tahun Akademik : 2020/2021

No	Hari & Tanggal	Catatan Pembimbing	Paraf
1	Selasa, 20 Maret 2021	<ul style="list-style-type: none"> <li>- Dosen membahas perbaikan proposal BAB 1 via zoom</li> <li>- Dosen membahas metode, pendekatan dan teori yang akan digunakan dalam skripsi</li> <li>- Dosen memberikan panduan untuk mengerjakan BAB 2</li> </ul>	
2	Selasa, 6 April 2021	<ul style="list-style-type: none"> <li>- Dosen membahas penggantian judul dan teori pada skripsi dari The emotional Classification of Characters in Charlotte Levin's Novel <i>If I Can't Have You</i> menjadi Trauma Leads to Obsessive Love Disorder in Constance on Charlotte Levin's Novel <i>If I Can't Have You</i></li> <li>- Dosen memberikan perbaikan pada BAB 2 berupa background of problem, identification problem, formulation problem dan metode penelitian</li> </ul>	
3	Kamis, 29 April 2021	<ul style="list-style-type: none"> <li>- Dosen kembali meninjau BAB 1 dan 2 yang sudah dikerjakan</li> <li>- Dosen memberikan perbaikan untuk BAB 1, dan</li> </ul>	

		2 berupa perbaikan framework theories, penggunaan teori karakterisasi showing	
4	Selasa, 10 Mei 2021	<ul style="list-style-type: none"> <li>- Dosen meninjau BAB 1,2, dan 3 yang sudah dikerjakan</li> <li>- Dosen memberi masukan tentang penambahan metode karakterisasi dan Kembali meninjau teori ekstrinsik serta meninjau penggunaan kata pada skripsi.</li> </ul>	
5	Rabu, 2 Juni 2021	<ul style="list-style-type: none"> <li>- Dosen meninjau tentang BAB 1,2,3, dan 4 yang sudah dikerjakan</li> <li>- Dosen memberi masukan berupa format kutipan, serta cara analisis pada pendekatan intrinsic dan ekstrinsik</li> <li>- Dosen meninjau penggunaan kata dan grammar serta memberi petunjuk penulisan BAB 5.</li> </ul>	
6	Rabu, 30 Juni 2021	<ul style="list-style-type: none"> <li>- Penyerahan BAB 1,2,3,4, dan 5 via zoom</li> <li>- Dosen memberitahukan untuk mengecek kembali skripsi para mahasiswa dan saling mengecek satu sama lain serta menyelesaikan sesuai pedoman.</li> </ul>	

Jakarta, 8 Juli 2021

Menyetujui :

Pembimbing :



(Agustinus Hariyana, S.S., M.Si)

Mengetahui :

Pembimbing Akademik



(Prof. Dr. Hj. Albertine Minderop, MA)

Ketua Jurusan

Bahasa dan Kebudayaan Inggris



(Dr. Yoga Pratama, M.Pd)



# APPENDIX 4 POWER POINT SLIDE



TRAUMA LEADS TO OBSESSIVE LOVE DISORDER ON CONSTANCE IN CHARLOTTE LEVIN'S NOVEL *IF I CAN'T HAVE YOU*



Iqbal Sandy Setyawan  
2017130017

ENGLISH LANGUAGE AND CULTURE DEPARTMENT  
DARMA PERSADA UNIVERSITY  
JAKARTA 2021

Gratitude to:  
Ucapan Terima Kasih  
Kepada Pembimbing



The Head of Board Examiner  
Drs. Rusydi M. Yusuf, M.Si

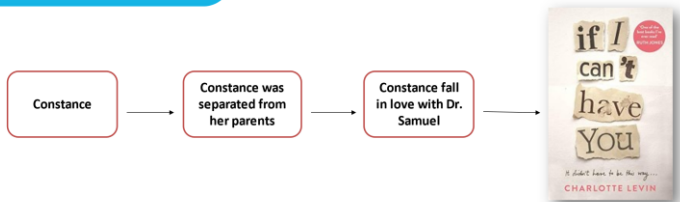


Examiner  
Eka Yuniar Ernawati, S.S, M.Si



Advisor  
Agustinus Hariyana, SS, M.Si

## BACKGROUND OF THE PROBLEM



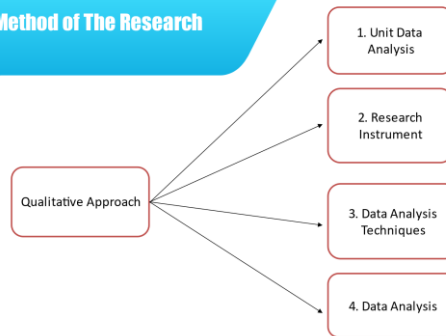
## Formulation of The Problem

1. How characterization be used in Charlotte Levin's Novel *I Can't Have You*?
2. How are the plot and setting that support theme in Charlotte Levin's Novel *I Can't Have You*?
3. How are reflection of trauma and obsessive love disorder concepts occur in the novel?
4. How can the analysis of intrinsic and extrinsic approaches show that this research theme is about trauma leads to obsessive love disorder?

## Objective of the Research

1. To analyze the characterization by using showing method and first -person point of view to study the characters.
2. To analyze the plot and setting can support the theme.
3. To analyze the concept trauma and love obsession disorder.
4. To analyze and understand how the main character has a trauma leads to obsessive love disorder.

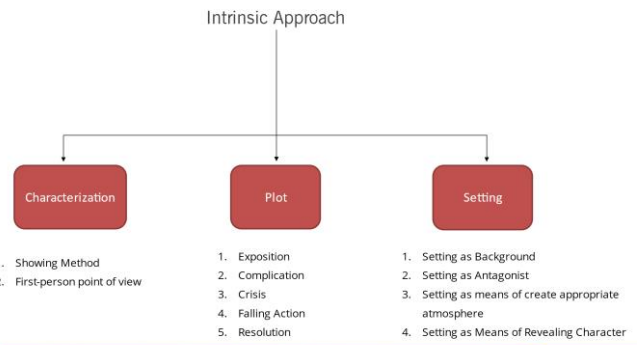
## Method of The Research



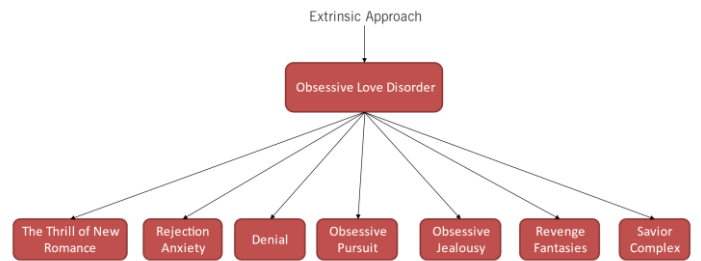
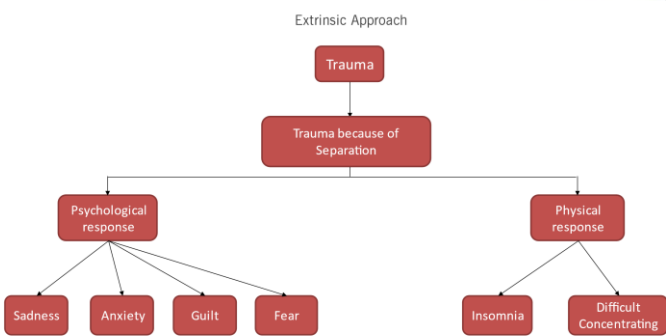
## Framework of the Theories

Intrinsic approach using Pickering and Hooper theory to analyze characterization through showing method, plot and setting. Characterization using the firstperson participant method was also used.

Extrinsic approach using Concept of Trauma and Obsessive Love Disorder

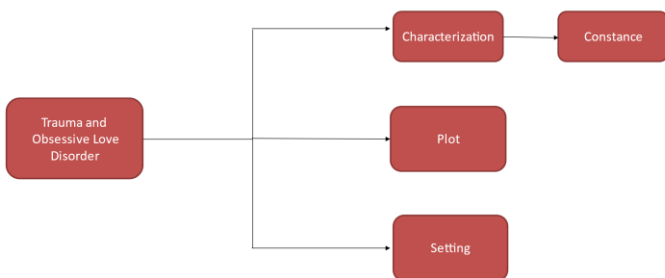


Page 8



Page 9

Page 10



## CONCLUSION

1

After analyzing the characters in the novel *I Can't Have You* it can be seen that the main character, Constance has an independent, helpful and obsessive personality because Constance had to struggle for her life after being abandoned by her father when she was a child and her beloved mother died due to cancer. Then, she meets Dr. Samuel and falls in love with him but becomes an obsessive person.

2

The plot and setting also support the theme, which is trauma and obsessive love disorder because in the plot, trauma and obsessive love disorder are depicted or expressed to create a sequential story and in the setting, the theme supports to create a conflict and make it more real for readers.



## CONCLUSION



3

The result of the trauma analysis is that Constance has a response of sadness, anxiety, fear and guilt when it is mentioned about a very bad incident for her which is the departure of her father and the death of her mother. For obsessive love disorder, Constance has the thrill of new romance, rejection anxiety, denial, obsessive pursuit, obsessive jealousy, revenge fantasies, and savior complex as symptoms she has obsessive love disorder.

4

In this research, it can be concluded that the combination of intrinsic and extrinsic elements can create a theme which is trauma leads to obsessive love disorder on Constance because becomes a basis of stories in the novel *I Can't Have You*.








**APPENDIX 5**  
**LETTER OF APPROVAL AND REVISION**




**LETTER OF APPROVAL**

On recommendation of respective Supervisor, Academic Advisor, and Head of the Department, the term-paper submitted by Iqbal Sandy Setyawan entitled Trauma Leads to Obsessive Love Disorder on Constance in Charlotte Levin's Novel *If I Can't Have You* 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.

<b>Supervisor</b>	<b>Signature</b>	<b>Date</b>
(Agustinus Hariyana, S.S., M.Si)	 .....	<b>Jakarta, 8 July 2021</b>
<b>Head of English Language and Culture Department</b>	 .....	<b>Jakarta, 16 July 2021</b>
<b>Dr. Yoga Pratama, M.Pd.</b>	 .....	<b>Jakarta, 16 July 2021</b>
(Prof. Dr. Hj. Albertine Minderop, MA) <b>Academic Advisor</b>	.....	<b>Jakarta, 8 July 2021</b>
Name Student Number	: <b>Iqbal Sandy Setyawan</b> : <b>2017130017</b>	

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

<b>Judul Skripsi</b>	: <b>Trauma Leads to Obsessive Love Disorder on Constance in Charlotte Levin's Novel <i>If I Can't Have You</i></b>
<b>Nama</b>	: <b>IQBAL SANDY SETYAWAN</b>
<b>NIM</b>	: <b>2017130017</b>
<b>Pembimbing</b>	: <b>Agustinus Hariyana, S. S, M. Si</b>
<b>Tanggal Ujian</b>	: <b>03 Agustus 2021</b>

No	KETUA SIDANG/PEMBIMBING /PENGUJI	SARAN	HALAMAN REVISI	BUKTI SUDAH REVISI	TANDA TANGAN	TANGGAL
1.	Ketua sidang  (Drs. Rusydi M. Yusuf, M.Si)	1. Pada 1.7 jarak spasi jangan terlalu jauh 2. Penambahan referensi yang belum tercantum	1. hal. 6 2. hal 20, 21	Telah direvisi sesuai dengan saran pada halaman 6, 20 dan 21		7 Agustus 2021
2	Pembimbing  (Agustinus Hariyana, S. S, M. Si)	1. Pada abstrak tulis di bagian akhir apa saja yang kamu dapatkan pada penelitian kamu	1. hal. vi	Telah direvisi sesuai dengan saran pada halaman vi		09 Agustus 2021
3	Penguji  (Eka Yuniar Ernawati, S. S, M. Si)	1. Pada 1.3 dijelaskan problemnya apa dan jelaskan psychology yang mana 2. Pada 1.4 How caharacterization be used tidak usah menggunakan be namun	1. hal. 3 2. hal. 4 3. hal. 23 4. hal. 38 5. hal. 49	Telah direvisi sesuai dengan saran pada halaman 3, 4, 23, 38, 49, 51, 59, iii, 9, 53, 58, 23 sampai 86		16 Agustus 2021




No	KETUA SIDANG/PEMBIMBING /PENGUJI	SARAN	HALAMAN REVISI	BUKTI SUDAH REVISI	TANDA TANGAN	TANGGAL
		<p>langsung saja menjadi characterization used in</p> <p>3. Pada 3.1 characterization harus sesuai dengan urutan yaitu showing method dahulu lalu point of view</p> <p>4. Pada 3.2.1 quotation novel jangan terlalu Panjang</p> <p>5. Pada 3.3.1 pada setting as background analisis harus sesuai urutan yaitu private surgery, constance's flat, baru kemudian dr. Samuel's flat</p> <p>6. Pada 3.3.2 setting as antagonist, dijelaskan dahulu settingnya apa saja</p> <p>7. Pada 4.1.1 hubungkan antara respon trauma dan caharacterization pada bab 3</p> <p>8. bagianTerm Paper validation, dirubah menjadi : Legally validated in Jakarta on .....(sesuaikan dengan hari tanggal penanda tangan basah, jangan sama dengan tanggal sidang)</p> <p>9. Intrinsic Approaches, 1.1., ganti 2.1.</p> <p>10. Jarak antara kutipan dan</p>	<p>6. hal. 51 7. hal. 59 8. hal. iii 9. hal 9 10. hal 53 11. hal 58 12. hal 23 sampai 86</p>			



No	KETUA SIDANG/PEMBIMBING /PENGUJI	SARAN	HALAMAN REVISI	BUKTI SUDAH REVISI	TANDA TANGAN	TANGGAL
		<p>paragraph di cek ada yg dempet ada yang renggang spt di halaman 53</p> <p>11. Cek ricek kembali jarak antar baris dan bab. Contoh di bab 4, judul turunkan saja.</p> <p>12. Kutipan karena gunakan bahasa Inggris juga, tidak usah cetak miring, spasi 1, font 10</p>				



# APPENDIX 6 TOEIC RESULT



## LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

Iqbal Sandy Setyawan		<b>LISTENING</b>	<b>TOTAL SCORE</b>  <b>705</b>
Name		Your score <b>370</b>	
3216050302980005	1998/02/03	5  495	
Identification Number      Date of Birth (yyyy/mm/dd)		<b>READING</b>	
2021/06/26		Your score <b>335</b>	
Test Date (yyyy/mm/dd)		5  495	
Valid Until (yyyy/mm/dd)			

Client/Institution Name: Putra Pratama Raya, PT

PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav. 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

Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:

- 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.

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.

### READING

Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the \*Proficiency Description Table.

**PERCENT CORRECT OF ABILITIES MEASURED**

Your Percentage

0% 100%

**PERCENT CORRECT OF ABILITIES MEASURED**

Your Percentage

0% 100%

Can infer gist, purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts	90
Can infer gist, purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts	65
Can understand details in <b>short</b> spoken texts	94
Can understand details in <b>extended</b> spoken texts	75

Can make inferences based on information in written texts	75
Can locate and understand specific information in written texts	65
Can connect information across multiple sentences in a single written text and across texts	57
Can understand vocabulary in written texts	82
Can understand grammar in written texts	68

\* 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 7

### CURRICULUM VITAE

#### **Personal Data**

Name : Iqbal Sandy Setyawan  
Nationality : Indonesian  
Sex : Male  
Place/Date of Birth : Jakarta, February 03, 1998  
Address : Taman Alamanda Blok G.7 No.28  
RT.03 RW.22 Kel. Karang Satria  
Kecamatan Tambun Utara  
Kabupaten Bekasi  
Phone/Fax : 081908819053  
E-mail : [iqbalsandy81@gmail.com](mailto:iqbalsandy81@gmail.com)



#### **Formal Education**

2004 – 2010 : SD Negeri Cakung Barat 03 Pagi  
2010 – 2013 : SMP Negeri 144 Jakarta  
2013 – 2016 : SMK Karya Guna Bhakti 1  
2017 – 2021 : S1 Sastra Inggris Universitas Darma Persada

#### **Research Experiences**

2017

- Analisis Novel “*Up At The Villa*” karya W. Somerset Maugham
- Analisis Novel “*Mourning Becomes Electra*” karya Eugene O’Neill

2018

- Analysis of Characterization in “*Danny The champion of The World*”  
By Roald Dahl
- Analysis Poem *To a Segar* By Samuel Low

2019

- Analisis Tokoh Utama dalam Film *The Shawshank Redemption* Menggunakan Teori Arena, Habitus, Kapital
- Amarah Yang Berujung Kepada Tragedi Dalam Cerpen *The Black Cat* Karya Edgar Allan Poe
- Analisis Movie Subtitling Film *Back To The Future*

2020

- The Goerge Floyd Tragedy analyze in Social Institution
- Family Institution In “*The Thorn Birds*” Written By Coleen Mccollough

2021

- Trauma Leads to Obsessive Love Disorder on Constance in Charlotte Levin’s Novel *If I Can’t Have You*

