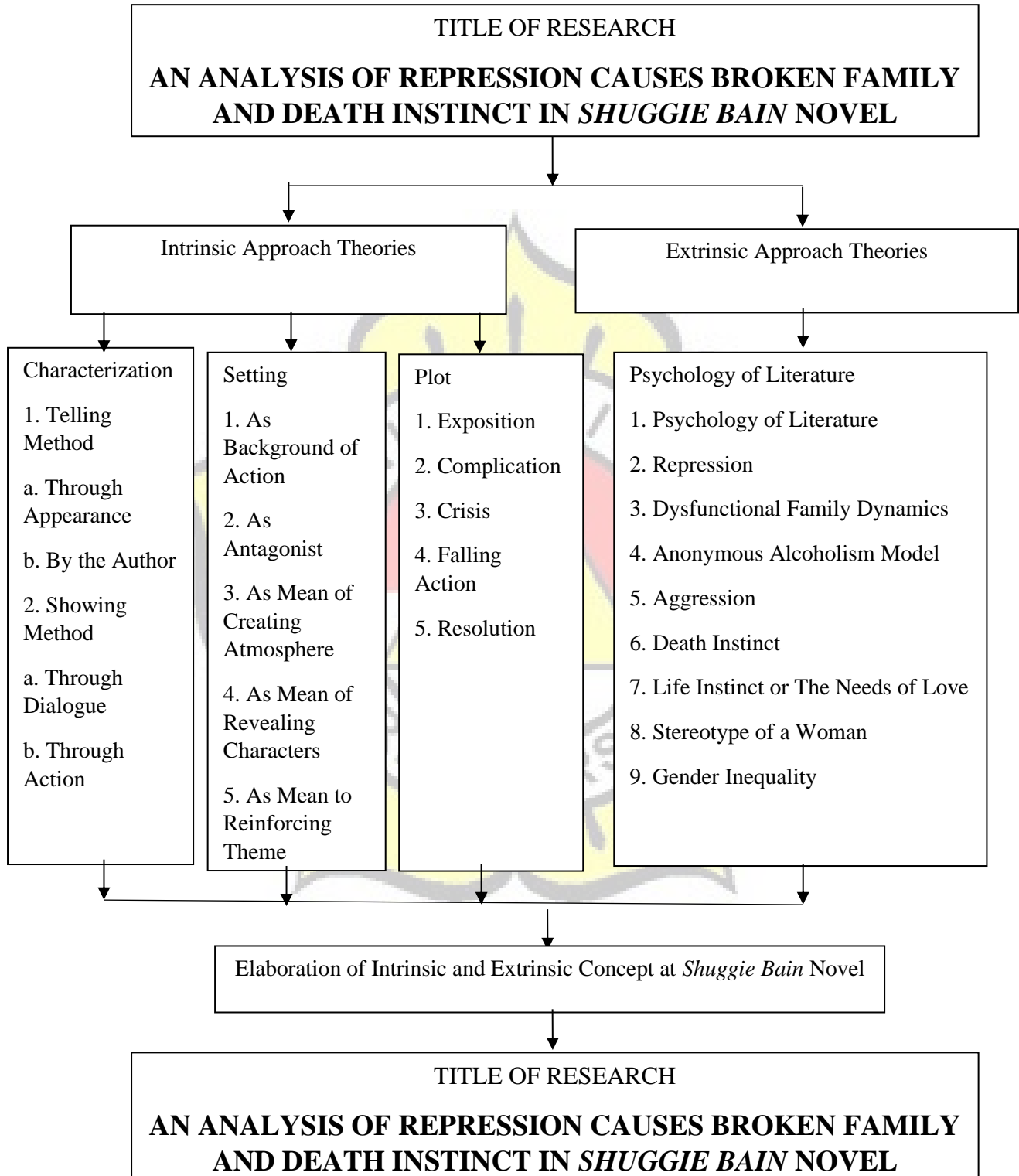


APPENDIX 1

SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH



AN ANALYSIS OF REPRESSION CAUSES BROKEN FAMILY AND DEATH INSTINCT AT *SHUGGIE BAIN* NOVEL

IZZUDDIN

2016130015

UNIVERSITAS DARMA PERSADA

BACKGROUND

Agnes Bain is a mother of three childrens from two different marriage who suffered repression and poverty. Her husband Big Shug often commit infidelity. Big Shug even trying to take Agnes beloved son Shuggie Bain from her to live with his new woman causing Agnes repressed impuls to came out in the form of aggression and suicidal behavior. She died because alcohol at the end of the story.

RESEARCH FINDING

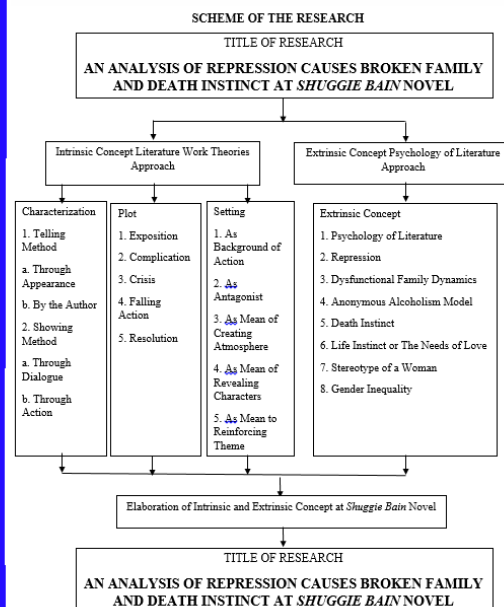
This research can gives us the information about repression, broken family, and death instinct. By understanding the characterization, plot, setting and psychology of literature the readers can easily see the theme of this research. This research is useful to enrich knowledge about repression, broken family, and death instinct.

RESEARCH METHOD

This research is based on the theoretical framework. The method I used for this research is qualitative methods, type of literary research, and data collection in form of literary text taken from *Shuggie Bain* novel as object and primary source, and others as secondary sources.

BENEFITS

This research is expected to be beneficial for the students or researchers whose are interested to know more about *Shuggie Bain* novel, repression which causes broken family, and death instinct that become the main focus in this research.



CONCLUSION

The concept of repression, broken family, and death instinct is reflected in Agnes Bain character in *Shuggie Bain* novel. Her repression in unconscious part of mind lead to broken family and death instinct. It is shown and related to the characteristics, plot, and setting of the novel.

APPENDIX 3

PRESENTATION SLIDES



AN ANALYSIS OF REPRESSION CAUSES BROKEN FAMILY AND DEATH
INSTINCT AT *SHUGGIE BAIN* NOVEL



Izzuddin

2016130015

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM

DARMA PERSADA UNIVERSITY

JAKARTA 2022

Gratitude to :



Examiner

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



The Head of Board Examiner

Dr. Yoga Pratama, M.Pd.



Advisor

Karina Adinda Sulaeman, S.S.,
M.Hum.

BACKGROUND OF THE PROBLEM

- Shuggie Bain is a debut novel that take place in Glasgow, Scotland during 1980s. This novel tells a story about young boy Shuggie Bain, his mother Agnes Bain, and his father Big Shug.
- Most of the issues revolves around Agnes Bain and her repression which causes broken family and death instinct.
- Agnes Bain experienced repression in her unconcious part of mind, so alcoholism is a form of psychological defense mechanism.
- Her suicidal behavior is an effect from her repression which at that time which she tried to transform her suicidal behavior into love and caring to her son Shuggie Bain because she lack the need of love or life instinct.



APPENDIX 3

PRESENTATION SLIDES

IDENTIFICATION OF THE PROBLEM

- Based on the background above the writer have identified the problem regarding repression from Agnes Bain's broken family, causes broken family and death instinct to Agnes Bain, her psychological burden create repression in her unconscious mind until her death.
- The writer assumption the theme of this novel is the concept of repression capable to make a person experience broken family and death instinct which can be examined through literary method and psychology of literature.



FORMULATION OF THE PROBLEM

- How Telling and Showing characterization method, settings, and plot be used to represent *Shuggie Bain* Novel?
- How repression theory that can be used to analyze dysfunctional family issue in *Shuggie Bain* Novel?
- How social affairs in *Shuggie Bain* novel able to show that repression causes Agnes Bain's broken family and death instinct?
- What is the theme of *Shuggie Bain* Novel by Douglas Stuart developed through elaboration of intrinsic and extrinsic approaches?



FRAMEWORK OF THE THEORIES

- Intrinsic concept theories that writer will use to analyze this novel is literature work theories such as characterization, setting, and plot.
- The writer use the theories from James H. Pickering and Jeffrey D. Hoepfer in his book titled *Concise Companion to Literature* also concepts from Albertine Minderop in her book *Metode Karakterisasi Telaah Fiksi*. Those concepts will be explained in this chapter.
- Extrinsic concept that writer use to analyze this novel is the psychological aspect in a character using Psychology of Literature.
- The theories that the writer will use is from Suwardi Endraswara in her book *Metode Penelitian Psikologi Sastra*, from Albertine Minderop in her book *Psikologi Sastra*, Peter Madison in his book *Freud Concept of Repression and Defense*, from Basem Abbas Al Ubaidi's concept of dysfunctional family, and theories from previous related studies.



APPENDIX 3

PRESENTATION SLIDES



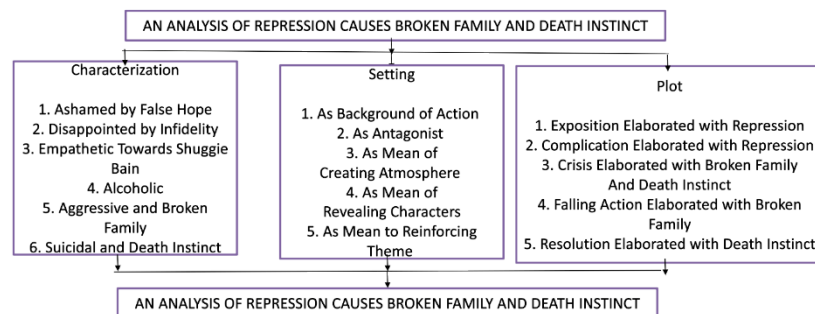
APPENDIX 3

PRESENTATION SLIDES

Research Finding and Analysis



DATA ANALYSIS



Page 11



CONCLUSION



1

After analyzing the novel through intrinsic and extrinsic approach, writer conclude that both of the approach can be elaborated to analyze this novel. Writer applied the telling and showing methods to analyze the characterization of Agnes Bain character which appeared to have an issue throughout the novel. The characters that writer analyze in this paper is Agnes Bain and her repression caused by various factors including her husband Big Shug which causes broken family and death instinct. Writer also use the concept of setting and plot.

2

The writer conclude that extrinsic approaches can be used to analyze this novel. The writer used the Psychology of Literature theories such as repression, broken family and death instinct as key points in Agnes Bain character. Then writer elaborate the intrinsic and extrinsic approaches to prove the theme of the research which is "Repression Causes Broken family and Death Instinct at *Shuggie Bain* novel" that focused on character Agnes Bain.

APPENDIX 3

PRESENTATION SLIDES

CONCLUSION



3

Repression that experienced by woman has various causes either by false hope, infidelity, or pressure from parents which happened alot in society where woman being stereotyped as weaker gender. The repression causes alot of psychological condition and some of them are aggressive behavior in broken family and suicidal behavior caused by death instinct. After analyzing the novel writer concludes that there is repression and effect of repression in unconcious part of mind where harsh life, infidelity and poverty occurs in society in Glasgow, Scotland during 1980s and Agnes Bain is one of the character in literary work that represent the impact of repression among society.


4

The result of this analysis reveals how repression being formed inside an unconcious part of mind and being released to concious part of mind at Agnes Bain characters by various causes. The repressed impulses in an individual being released in various form such as aggressiveness, alcoholism, being resentful towards family and suicidal behavior. This novel shows that men often forget that a wife need the life instinct or "Eros" in order to have strong will to stay alive. Because the mindset of society stereotyping woman as weaker gender, men often leave them when they no longer wanted them, therefore this have an effect to repression especially in a woman's mind.



APPENDIX 4

TOEIC CERTIFICATE



LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

<p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">LISTENING</td> </tr> <tr> <td style="width: 50%;">Name: Izzuddin</td> <td style="width: 50%;">Your score: 350</td> </tr> <tr> <td>Identification Number: 2016130015</td> <td>Date of Birth (yyyy/mm/dd): 1994/03/24</td> </tr> <tr> <td>Test Date (yyyy/mm/dd): 2020/02/03</td> <td>Valid Until (yyyy/mm/dd): 2022/02/03</td> </tr> </table>	LISTENING		Name: Izzuddin	Your score: 350	Identification Number: 2016130015	Date of Birth (yyyy/mm/dd): 1994/03/24	Test Date (yyyy/mm/dd): 2020/02/03	Valid Until (yyyy/mm/dd): 2022/02/03	TOTAL SCORE <div style="font-size: 2em; border: 2px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 640 </div>
LISTENING										
Name: Izzuddin	Your score: 350									
Identification Number: 2016130015	Date of Birth (yyyy/mm/dd): 1994/03/24									
Test Date (yyyy/mm/dd): 2020/02/03	Valid Until (yyyy/mm/dd): 2022/02/03									

Client/Institution Name: **PT. Putra Pratama Raya**

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

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

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 250 and 350. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> 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. <p>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.</p>																		
PERCENT CORRECT OF ABILITIES MEASURED <div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 100px; height: 10px; background: linear-gradient(to right, black 85%, white 85%);"></div> <div style="margin: 0 5px;">Your Percentage</div> <div style="width: 100px; height: 10px; background: linear-gradient(to right, black 0%, white 0%);"></div> </div>	PERCENT CORRECT OF ABILITIES MEASURED <div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 100px; height: 10px; background: linear-gradient(to right, black 66%, white 66%);"></div> <div style="margin: 0 5px;">Your Percentage</div> <div style="width: 100px; height: 10px; background: linear-gradient(to right, black 0%, white 0%);"></div> </div>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts</td> <td style="width: 30%; text-align: center;">85</td> </tr> <tr> <td>Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts</td> <td style="text-align: center;">65</td> </tr> <tr> <td>Can understand details in short spoken texts</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Can understand details in extended spoken texts</td> <td style="text-align: center;">75</td> </tr> </table>	Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	85	Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	65	Can understand details in short spoken texts	80	Can understand details in extended spoken texts	75	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Can make inferences based on information in written texts</td> <td style="width: 30%; text-align: center;">66</td> </tr> <tr> <td>Can locate and understand specific information in written texts</td> <td style="text-align: center;">46</td> </tr> <tr> <td>Can connect information across multiple sentences in a single written text and across texts</td> <td style="text-align: center;">44</td> </tr> <tr> <td>Can understand vocabulary in written texts</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Can understand grammar in written texts</td> <td style="text-align: center;">72</td> </tr> </table>	Can make inferences based on information in written texts	66	Can locate and understand specific information in written texts	46	Can connect information across multiple sentences in a single written text and across texts	44	Can understand vocabulary in written texts	83	Can understand grammar in written texts	72
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	85																		
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	65																		
Can understand details in short spoken texts	80																		
Can understand details in extended spoken texts	75																		
Can make inferences based on information in written texts	66																		
Can locate and understand specific information in written texts	46																		
Can connect information across multiple sentences in a single written text and across texts	44																		
Can understand vocabulary in written texts	83																		
Can understand grammar in written texts	72																		

* 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



CERTIFICATE OF PARTICIPATION
Number. 042/UNARS/BEM.FA/X/2021
presented to
Izzuddin
for being a participant in the webinar entitled
How to be A Travel Writer: Do's and Don'ts
conducted by Student Executive Council
Faculty of Letters Universitas Abdurachman Saleh Situbondo
on October 23, 2021



Ahmad Yusuf Firdaus, S.S., M.Hum.
Faculty of Letters, Dean



Adib Sulhi
Student Executive Council, President



COMMITTEE
Bulan Bahasa 2021
Student Executive Council
Faculty of Letters UNARS
M. Baydawi Prayudi
Committee, Head



LKMM SASTRA 2017
UNIVERSITAS DARMA PERSADA
"MEWUJUDKAN MAHASISWA YANG AKTIF, KREATIF DAN KOMPETITIF"
SERTIFIKAT
DIBERIKAN KEPADA:
Izzuddin
SEBAGAI PESERTA LATIHAN KETERAMPILAN MANAJEMEN MAHASISWA SASTRA UNSADA 2017 YANG DISELENGGARAKAN OLEH
BEM FAKULTAS SASTRA UNSADA PADA TANGGAL 16, 17 DAN 18 FEBRUARI 2017 DI CISARUA BOGOR.



Dekan
Fakultas Sastra ()
Syamsul Bachri, SS, M.Si






Ketua BEM
Fakultas Sastra
Verna Yosefina

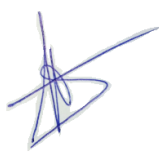



Ketua
LKMM Sastra 2017
Qeis Muhammad Zihni

APPENDIX 6
TERM PAPER COUNSELLING FORM

Nama Mahasiswa : Izzuddin
 Dosen Pembimbing : Karina Adinda Sulaeman, S.S., M.Hum
 Judul Skripsi : An Analysis of Repression in Dysfunctional
 Family Causes Alcoholism and Death
 Instinct at *Shuggie Bain* Novel
 Mulai Bimbingan : Selasa, 6 April 2021
 Tahun Akademik : 2021-2022

No.	Hari/Tanggal	Kegiatan Bimbingan	Paraf
1.	Selasa, 6 April 2021	Memperbaiki Bab 1. Hal untuk Formulation of The Problem ganti pertanyaan Y/N questions dengan W5H questions.	
2.	Selasa, 8 April 2021	Memperbaiki Bab 2. Bertanya dan membahas untuk mengganti teori Sublimation dengan Aggression.	
3.	Kamis, 13 Januari 2022	Memperbaiki Bab 3. Unsur intrinsik diganti menjadi "Research Method" sesuai dengan format baru.	

4.	Jumat, 21 Januari 2022	Memperbaiki Bab 4. Dielaborasikan antara unsur intrinsik dan ekstrinsik.	
5.	Senin, 24 January 2022	Memperbaiki Bab 5. Untuk bagian conclusion tidak usah terlalu panjang.	



Jakarta,
25 Januari 2022

Menyetujui:

Dosen Pembimbing

(Karina Adinda Sulaeman, S.S., M.Hum)

Mengetahui:

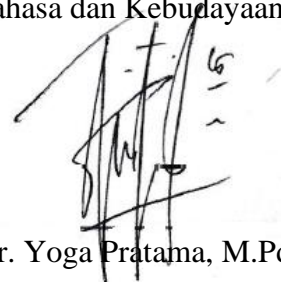
Ketua Program Studi

Pembimbing Akademik

S-1 Bahasa dan Kebudayaan Inggris



(Nurul Fitriani, S.S., M.Hum)



(Dr. Yoga Pratama, M.Pd.)

APPENDIX 7
CURRICULUM VITAE




IZZUDDIN


English Language and Culture

CONTACT

 Pahlawan
Komarudin
Street, Ujung
Krawang,
Cakung District,
East Jakarta

 izzudreeva@
gmail.com

 08128939612

 /izudark

PROFILE

Name : Izzuddin
Place/Date of Birth : Jakarta, March 24, 1994
Religion : Islam
Sex : Male

FORMAL EDUCATION

2000 - 2006 : SDN 07 Pagi Jakarta
2006 - 2009 : MTS Al-Marzukiyah
2009 - 2011 : MAN 8 Jakarta
2016 - 2022 : S1 Bahasa dan Kebudayaan
Universitas Darma Persada

ORGANIZATION EXPERIENCE

HIMASINDA Fakultas Bahasa dan Sastra
Inggris, Minister of Communication and
Information
March 2017 - Feb 2018