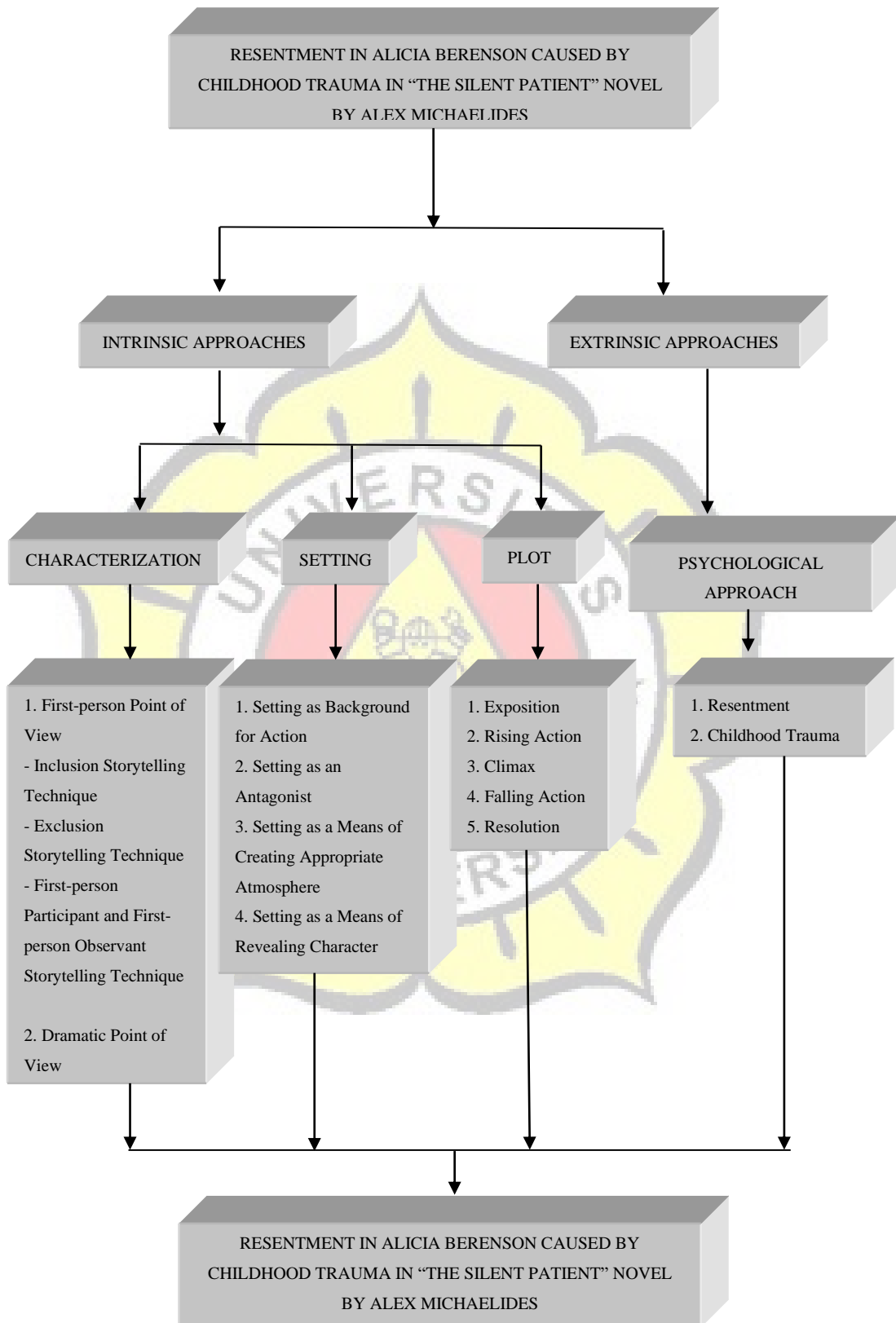


## SCHEME OF THE RESEARCH





**RESENTMENT IN ALICIA BERENSON CAUSED BY  
CHILDHOOD TRAUMA IN THE SILENT PATIENT  
NOVEL BY ALEX MICHAELIDES**

**Pamahugi Raspati**

2017130089

Strata One (S-1)

English Language and  
Culture

Faculty of Humanities  
Darma Persada University

**Benefit:** The author expects this paper to be helpful for those who have interest to deepen their knowledge about related topic. This research is useful because it is written through different perspective using qualitative approach. It is expected that the result of this research will be open for further research.

**Research Finding:** This research can help us to know more about Childhood Trauma and Resentment by understanding the characterization, plot, setting, and psychology which exist in this term paper. The reader can easily find the theme in this paper. This research is helpful for those who have interest to deepen their knowledge about related topic.

**Background:** Novel is a piece of long narrative in literary prose. Narrative prose is meant to entertain and tell a story. Novels are dedicated to narrating individual experiences of characters, creating a closer, more complex portrait of these characters and the world they live in. Sharp, clever, and utterly original, *The Silent Patient* explores the complexities of trauma and the human psyche in twisty, brilliantly paced prose. Spellbinding and disturbing in equal measure, Michaelides's debut heralds the arrival of an exceptional fresh talent, offering psychological suspense at its finest.

**Method of The Research:** I use qualitative research method, with the collecting data as the technique, several things to do are read, observe, and understand the novel "*The Silent Patient*". The primary source is the novel "*The Silent Patient*", another supporting data are books and articles from internet about literary research and psychoanalytic theory. Then, I analyse the data that have been collected in accordance with the formulation of the problem.

**Conclusion:** Through this research, Walker's concept of Childhood Trauma and Krech's concept of Resentment are reflected in two of the three characters that I analyse in the novel, Alicia Berenson and Theo Faber, by elaborating characterization, plot and setting with Childhood Trauma and Resentment. Their Childhood Trauma and Resentment are supported and related to other character, plot, and setting in the story. It means the novel *The Silent Patient* reflects Childhood Trauma and Resentment.

## PRESENTATION SLIDES

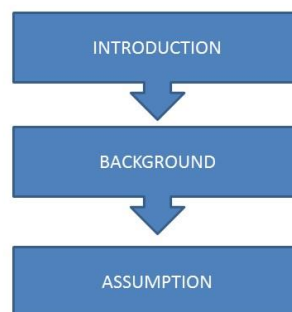
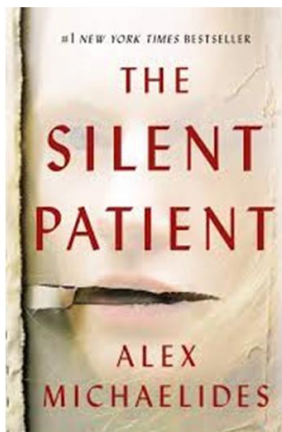
# RESENTMENT IN ALICIA BERENSON CAUSED BY CHILDHOOD TRAUMA IN *THE SILENT PATIENT* NOVEL BY ALEX MICHAELIDES



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Page 1

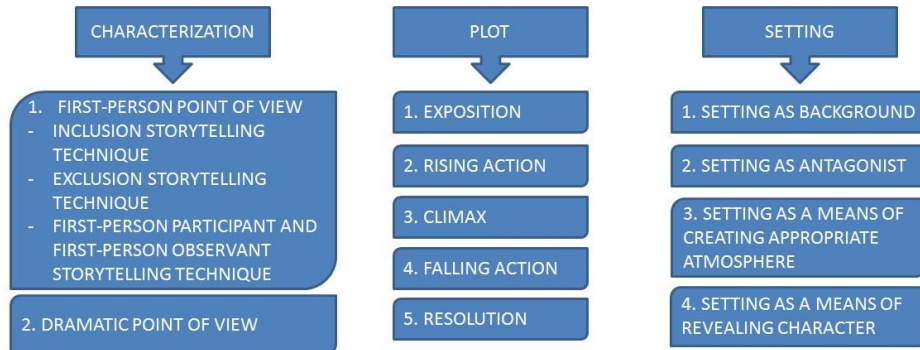


Page 2



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## THE SILENT PATIENT NOVEL THROUGH INTRINSIC APPROACH



## THE SILENT PATIENT NOVEL THROUGH EXTRINSIC APPROACH



RESENTMENT IN ALICIA BERENSON CAUSED BY CHILDHOOD TRAUMA IN *THE SILENT PATIENT* NOVEL BY  
ALEX MICHAELIDES

## CONCLUSION



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Page 5










## ATTACHMENTS

### LAPORAN KEMAJUAN PENULISAN SKRIPSI

Nama Mahasiswa : Pamahugi Raspati  
 Dosen Pembimbing I : Prof. Dr. Hj. Albertine S. Minderop, MA  
 Dosen Pembimbing II : Dr. Yoga Pratama, M.Pd  
 Judul Skripsi : Resentment in Alicia Berenson Caused by Childhood Trauma in *The Silent Patient* Novel by Alex Michaelides  
 Mulai Bimbingan : 24 Oktober 2020  
 Tahun Akademik : 2020-2021

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Sabtu, 24 Oktober 2020	Dosen pembimbing I: - Formulation & tujuan penelitian diperbaiki - Daftar Pustaka harus ada buku bukan dari situs semua.	
2.	Jumat, 30 Oktober 2020	Dosen pembimbing II: - Gunakan format citation dalam bentuk body note dengan format APA Style. - Metode penelitian terlalu sedikit. Tambahkan minimal 3 paragraf dengan sedikit mengulas terori-teori kualitatif menurut siapa saja. Dosen pembimbing I:	
3.	Kamis, 12 November 2020	Dosen pembimbing I: - Perumusan & tujuan masih salah.	

4.	Selasa, 8 Desember 2020	Dosen pembimbing II: <ul style="list-style-type: none"> <li>- Jangan gunakan "can.." untuk perumusan masalah, tapi 5W+1H. Karena "can.." bisa dijawab dengan "yes..", atau "no..." bisa saja selesai.</li> <li>- Pada bab 2 kurang disintesis setiap teori dan literature review belum ada.</li> </ul> 
5.	Kamis, 17 Desember 2020	Dosen pembimbing I: <ul style="list-style-type: none"> <li>- Metode perwatakan hanya gunakan 1 metode.</li> <li>- Jika sudah menggunakan metode sudut pandang jangan gunakan metode telling &amp; showing, begitupun sebaliknya.</li> </ul> 
6.	Minggu, 20 Desember 2020	Dosen pembimbing I: <ul style="list-style-type: none"> <li>- Masukkan daftar isi.</li> <li>- Masukkan nomor halaman pada tiap lembar.</li> </ul> 
7.	Jumat, 25 Desember 2020	Dosen pembimbing II: <ul style="list-style-type: none"> <li>- Posisi literature review seharusnya berada di akhir bab 2.</li> </ul> 
8.	Minggu, 3 Januari 2021	Dosen pembimbing I: <ul style="list-style-type: none"> <li>- Konsep death instinct, id, ego, dan superego hapus saja jika tidak dibahas.</li> <li>- Akhir bab harus ada rangkuman dari bab 2 sampai 4 agar kesimpulan bukan mengulang-ulang bab di depan</li> <li>- Perbaiki conclusion.</li> </ul> 
9.	Minggu, 10 Januari 2021	Dosen pembimbing I: <ul style="list-style-type: none"> <li>- Acknowledgement nomor 1 harusnya "her excellent", bukan "his excellent"</li> <li>- 1.1. harusnya background of the problem, bukan of the research.</li> </ul> 

10.	Minggu, 10 Januari 2021	Dosen pembimbing II: - Literature review bukan buku, tetapi jurnal-jurnal yang isinya dan judulnya sejenis dengan penelitian anda. - Bab 2 anda harus ada sumber yang berasal dari jurnal minimal 3 jurnal yang di jelaskan dalam literature review, bukan buku saja.	
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Jakarta, 19 Januari 2021

Menyetujui :

**Pembimbing I**


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

**Pembimbing II**


  
 (Dr. Yoga Pratama, M.Pd)

Mengetahui :

**Pembimbing Akademik**  
**a.n. Ketua Program Studi**  
**Bahasa & Kebudayaan**  
**Inggris**

  
 (Tommy Andrian, SS, M.Hum)

**Ketua Program Studi**  
**Bahasa dan Kebudayaan Inggris**

  
 (Dr. Yoga Pratama, M.Pd)



## CURRICULUM VITAE

### **Personal Data**

Name : Pamahugi Raspati  
Nationality : Indonesian  
Sex : Male  
Place/Date of Birth : Jakarta, October 1, 1996  
Address : Jln. Tembakau III No. 15, RT/RW: 02/01,  
Kelurahan Pejaten Timur,  
Kecamatan Pasar Minggu, Jakarta Selatan  
Phone/Fax : 089519873124  
E-mail : [pamahugiraspati14@gmail.com](mailto:pamahugiraspati14@gmail.com)



### **Formal Education**

2002 – 2008 : SDN 09 Pagi Cipinang Melayu  
2008 – 2011 : SMP 117 Pondok Bambu  
2011 – 2014 : SMK Paramitha I  
2017 – 2021 : S1 Sastra Inggris Universitas Darma Persada

### **Organization Experiences**

1. Member of HIMASINDA as Culture and Education Staff (2018 – 2019)
2. Member of BEM Fakultas Sastra as Culture and Education Staff (2019-2020)

### **Research Experiences**

2017

- Analisis Family, Social, and Religious Institutions “The Tudors” (British Institutions)

2018

- Analisis Simbol dan Rasisme dalam Film “Othello, the Moor of Venice” karya William Shakespeare (Film and Drama Analysis)
- Analisis film pendek “Purnama di Terminal 3” (Film and Drama Analysis)
- Analisis puisi “The Star-Spangled Banner” karya Francis Scott Key (Poetry Analysis)
- Analisis puisi “I Wanna be Yours” karya John Cooper Clarke (Poetry Analysis)
- Analisis Discrimination in “Forrest Gump” (Sociology of Literature)
- Analisis film “Forrest Gump” Menggunakan Teori Bourdieu (Sociology of Literature)

2019

- Analisis Drama Archetypal Motives or Patterns in “Harry Potter and The Philosopher’s Stone” directed by Chris Columbus (Literary Criticism)
- Analisis Characteristics in “Gone Girl” by David Fincher (Psychology of Literature)
- Analisis The Psychopath of Amy in “Gone Girl” Movie Directed by David Fincher (Psychology of Literature)
- Analisis Theories and Effects of Mass Communication (Reading for Broadcasting)
- Analisis Kesetiaan dan Kesederhanaan Materi dalam Film “Forrest Gump” karya Robert Zemeckis (Research Methods)

2020

- Analisis Manifest and Latent Function in American Education Institution (Case Study: Money Laundering by Frank Tassone in Roslyn School District in Roslyn, New York in 2002) (American Institutions)
- Analisis Konflik dalam Pernikahan Berakibat Lahirnya Kebencian pada Tokoh Amy dalam Novel “Gone Girl” Karya Gillian Flynn (Seminar on Literature)
- Analisis Resentment in Alicia Berenson Caused by Childhood Trauma in “The Silent Patient” Novel by Alex Michaelides (Term Paper)

# TOEIC CERTIFICATE



## LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<b>Pamahugi Raspati</b> Name		<b>LISTENING</b> Your score <b>460</b> 5  495		<b>TOTAL SCORE</b>  <b>865</b>
KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS.	<b>2017130089</b> Identification Number	<b>1996/10/01</b> Date of Birth (yyyy/mm/dd)	<b>READING</b> Your score <b>405</b> 5  495	
<b>2021/01/23</b> Test Date (yyyy/mm/dd)	<b>2023/01/23</b> Valid Until (yyyy/mm/dd)			
Client/Institution Name: <b>Putra Pratama Raya, PT</b>				

PT International Test Center-TOEIC Center Indonesia, 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.

<h3>LISTENING</h3> <p>Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.</p>	<h3>READING</h3> <p>Your scaled score is between 350 and 450. Test takers who score around 350 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can infer the central idea and purpose of a written text, and they can make inferences about details.</li> <li>• They can read for meaning. They can understand factual information, even when it is paraphrased.</li> <li>• They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.</li> <li>• They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.</li> <li>• They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.</li> </ul> <p>To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table. If your performance is closer to 450, you should review the descriptors for test takers who score around 450.</p>
<p><b>ABILITIES MEASURED</b></p> <p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>0%  100%</p>	<p><b>ABILITIES MEASURED</b></p> <p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>0%  100%</p>

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	87	0%  100%	Can make inferences based on information in written texts	68	0%  100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	82	0%  100%	Can locate and understand specific information in written texts	94	0%  100%
Can understand details in short spoken texts	93	0%  100%	Can connect information across multiple sentences in a single written text and across texts	77	0%  100%
Can understand details in extended spoken texts	91	0%  100%	Can understand vocabulary in written texts	93	0%  100%
			Can understand grammar in written texts	87	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.