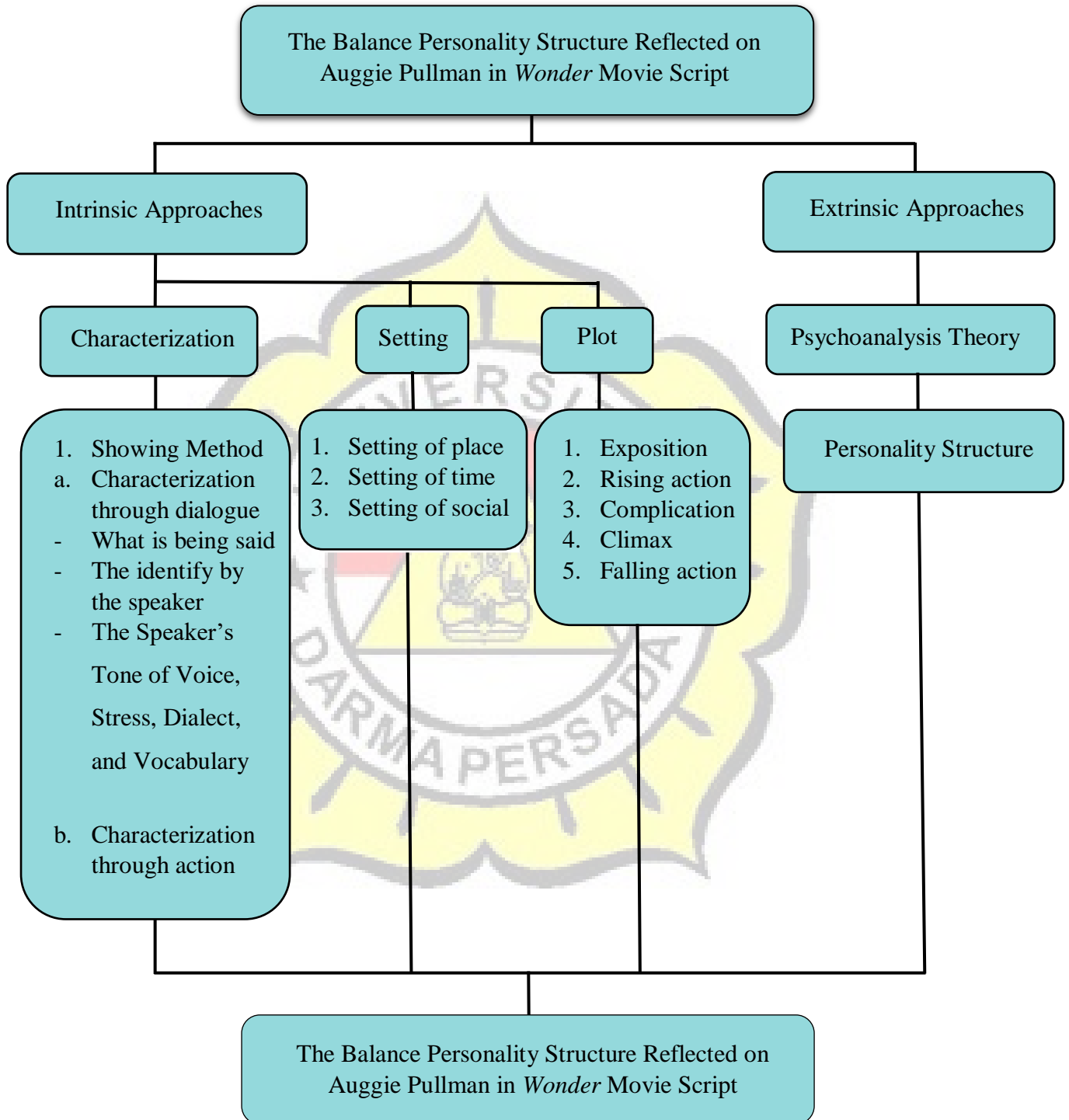


**APPENDIX 1**  
**SCHEME OF THE RESEARCH**



APPENDIX 2  
POSTER OF THE RESEARCH



## THE BALANCE PERSONALITY STRUCTURE REFLECTED ON AUGUST PULLMAN IN WONDER MOVIE SCRIPT

**BACKGROUND**

Bullying in language means the act of disturbing the mental comfort of others which leads to demeaning, harassing, disturbing others. August Pullman is a 10-year-old who born with facial deformity named named Mandibulofacial dysostosis or Treacher Collins Syndrome and get bullied because of that.

**FORMULATION OF THE PROBLEM**

1. What is the characteristic, plot, and setting are presented in Wonder movie script?
2. What is the concept of balance personality structure?
3. What does the elaboration between intrinsic and extrinsic approaches appear in the balance personality structure of August Pullman in Wonder movie script?

**OBJECTIVE OF THE RESEARCH**

1. To explain what the characteristic, plot, and setting presented in Wonder movie script.
2. To explain what is the concept of balance personality structure of the main character revealed in Wonder movie script.
3. To elaborate what does the elaboration between intrinsic and extrinsic approaches appear in the balance personality structure of August Pullman in Wonder movie script.

**METHOD OF THE RESEARCH**

The research is using qualitative approach through descriptive qualitative. I will apply the qualitative method by using documentation technique. The object is Wonder movie script by Stephen Chbosky as the primary data. Any references from other researchers will be consider as secondary data.

**RESEARCH FINDING**

This research shows us the balance of personality structure of August Pullman as the main character. This research can help us to see about impact of bullying in someone's personality structure. By understanding the characterization, plot, setting, and personality structure concept, the reader can see that crime doesn't have to be a crime. This research is useful to enrich psychology literature approach about personality structure.

**CONCLUSION**

Through this research we can see that Auggie did not a revenge to kids who bullying him. He still calm and sweet to everyone. Although the bullying had an affects in his Id, ego, and superego, he still has the balance of that. At the end, Auggie also success to make friends. His friends are realizing that Auggie's is someone who worth to be friend with.



# APPENDIX 3

## PRESENTATION SLIDE



THE BALANCE PERSONALITY STRUCTURE REFLECTED ON AUGUST PULLMAN IN *WONDER* MOVIE SCRIPT



Sarah Al Annisa Arsyah  
2018130024

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM  
DARMA PERSADA UNIVERSITY  
JAKARTA 2022

Gratitude to :



Advisor  
Alia Afiyati, S.S., M Pd



Examiner  
Drs. Rusydi Muhammad Yusuf, M.Si



The Head of Board Examiner  
Nurul Fitriani, S.S., M.Hum



### BACKGROUND OF THE PROBLEM

Bullying in language means the act of disturbing the mental comfort of others which leads to demeaning, harassing, disturbing others. Although the term bullying is only popular now, the habit of bullying has been known for a long time.

Bullying creates the risk of health and social problems in childhood until adulthood. There are many kinds of bullying which can occur in the society through physical and non-physical form. A victim of bullying will have a sense of trauma that lasts until he grows up. Bullying can also be done through mass media or can be called cyberbullying where people are busy inviting others to corner someone through media platforms.

According to an article in U.S.News written by Associated Press on 10 November 2021 said that The family of a 10-year-old girl who died by suicide because she was bullied for being Black and autistic.

## IDENTIFICATION OF THE PROBLEM

I identified the following problems:

Auggie gets bullied at school because of his face is different from other kids. This action made him insecure about his appearance and afraid about people's perspective.

Page 2

## FORMULATION OF THE PROBLEM

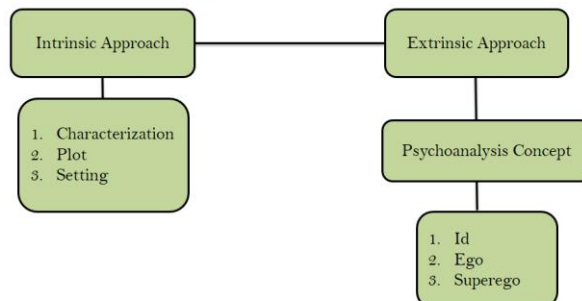
1. How is the characteristic, plot, and setting are presented in *Wonder* movie script?

2. What is the balance personality structure of the main character revealed in *Wonder* movie script script?

3. What does the elaboration between intrinsic and extrinsic approaches appear in the balance personality structure of August Pullman in *Wonder* movie script?

Page 3

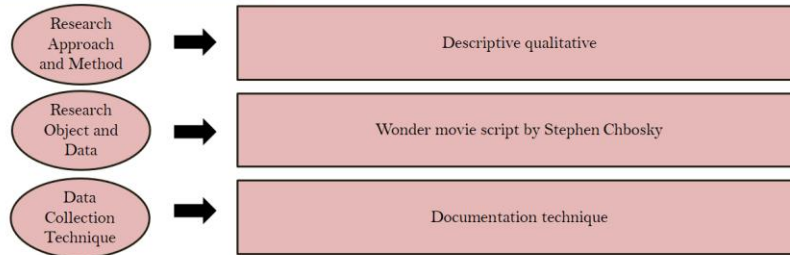
## FRAMEWORK OF THE THEORIES



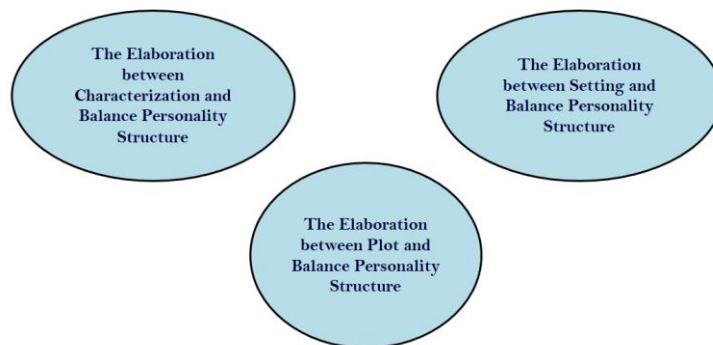
Page 4



## METHOD OF THE RESEARCH



## Research Finding and Analysis



## The Elaboration between Characterization and Balance Personality Structure

No	Personality Structure Element	Characterization through dialogue	Characterization through action
1	Id	2	-
2	Ego	1	-
3	Superego	-	2

### The Elaboration between Plot and Balance Personality Structure

No	Personality Structure Element	Plot
1	Id	7
2	Ego	9
3	Superego	9

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### The Elaboration between Setting and Balance Personality Structure

No	Personality Structure Element	Setting of Time	Setting of Place	Setting of Background
1	Id	1	3	1
2	Ego	1	2	1
3	Superego	1	2	1

Page 9



### CONCLUSION



1

First, the id element. Id element relate to pleasure principle. In Auggie's case the id element receives pain and happiness.

2

Second, the ego element. Ego element relate to realistic principle. In Auggie's case the ego element does its job by running away, fighting, venting his anger to protect the id. Ego aims to protect the id, thus ego does all of that action.

3


Third, the superego element. Superego element relate to moralistic principle. Superego always consider about the environment. In Auggie's case superego help a lot to ego to not do something bad with aims to protect the id.

4



To sum up, Auggie has balance personality structure even though he gets bully. Auggie's id shows that Auggie receives pain and pleasure too. But luckily he can manage it, so his id can still understand. Auggie's ego protects Auggie's id by fighting Julian with words, fighting Eddie and his friends, running away from Jack, and venting his anger on Via. In Auggie's case, his superego keeps the ego from doing anything bad that could harm Auggie. Auggie's shows many superego that are challenge himself to start friends again, forgiving Jack, saying thanks to Amos and his friend, going to school and many more. Therefore, Auggie's personality structure is balance. None of them become dominant. In addition, his family also has a role in his life. His family always by his side and tell him many good things



# APPENDIX 4










## TOEIC CERTIFICATE



### LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<p><b>Sarah Al Annisa Arsyah</b></p> <p>Name</p> <hr/> <p>3275045707000006</p> <p>Identification Number</p> <hr/> <p>2022/01/15</p> <p>Test Date (yyyy/mm/dd)</p> <hr/> <p>2000/07/17</p> <p>Date of Birth (yyyy/mm/dd)</p> <hr/> <p>2024/01/15</p> <p>Valid Until (yyyy/mm/dd)</p>	<div style="text-align: center;"> <p><b>LISTENING</b></p> <p>Your score <b>415</b></p> <p>5  495</p> </div> <div style="text-align: center;"> <p><b>READING</b></p> <p>Your score <b>250</b></p> <p>5  495</p> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>TOTAL SCORE</b></p> <p><b>665</b></p> </div>
<p>Client/Institution Name: Putra Pratama Raya, PT</p>	
<p>PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav 47, Jakarta, Indonesia, 12930</p> <p>ETS Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logos, and TOEIC are registered trademarks of Educational Testing Service.</p>	

<p style="text-align: center;"><b>LISTENING</b></p> <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>	<p style="text-align: center;"><b>READING</b></p> <p>Your scaled score is 250. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can make simple inferences based on a limited amount of text.</li> <li>• 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.</li> <li>• They can sometimes connect information within one or two sentences.</li> <li>• They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>• 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.</li> </ul> <p>To see weaknesses typical of test takers who score around 250, see the "Proficiency Description Table."</p>
<p><b>ABILITIES MEASURED</b></p> <p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p style="text-align: right;">Your Percentage</p> <p>0%  100%</p>	<p><b>ABILITIES MEASURED</b></p> <p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p style="text-align: right;">Your Percentage</p> <p>0%  100%</p>

<p>Can infer gist, purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts</p>	<p>82</p> <p>0%  100%</p>
<p>Can infer gist, purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts</p>	<p>88</p> <p>0%  100%</p>
<p>Can understand details in <b>short</b> spoken texts</p>	<p>100</p> <p>0%  100%</p>
<p>Can understand details in <b>extended</b> spoken texts</p>	<p>75</p> <p>0%  100%</p>
<p>Can make inferences based on information in written texts</p>	<p>50</p> <p>0%  100%</p>
<p>Can locate and understand specific information in written texts</p>	<p>63</p> <p>0%  100%</p>
<p>Can connect information across multiple sentences in a single written text and across texts</p>	<p>55</p> <p>0%  100%</p>
<p>Can understand vocabulary in written texts</p>	<p>66</p> <p>0%  100%</p>
<p>Can understand grammar in written texts</p>	<p>45</p> <p>0%  100%</p>

\* 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 5  
CERTIFICATES



**E - SERTIFIKAT**  
DIBERIKAN KEPADA :

**Sarah Al Annisa Arsyah**

Atas Partisipasinya Sebagai Peserta Seminar Online:  
“KIAT MENULIS SKRIPSI : MENEMUKAN METODE  
YANG TEPAT BAGI PENELITIAN”

Yang Diselenggarakan Oleh  
Program Studi Bahasa dan Kebudayaan Inggris (S1)  
12 April 2021

**Ketua Penyelenggara**  
  
**Dr. Yoga Pratama, M.Pd**

**Dekan Fakultas Bahasa & Budaya**  
  
**Dr. Eko Cahyono, M.Eng**



**PENERBIT & PERCETAKAN**  
**AHLIMEDIA PRESS**

**Piagam Penghargaan**

Diberikan Kepada:  
**Sarah Al Annisa Arsyah**

Sebagai Penulis Buku Berjudul:  
**DISCOURSE ANALYSIS**

Dengan Nomor JSBN:  
**978-623-6351-60-4**

Malang, 2 September 2021  
Direktur,  
Ahlimedia Press  
  
**Teguh Arie Sandy, M.Pd.**





Nomor: 576/SK-AM/2020



FAKULTAS ADAB DAN ILMU BUDAYA  
UIN SUNAN KALIJAGA YOGYAKARTA



# SERTIFIKAT

Nomor: B-1382/Un.02/DA/PM.03.2/09/2021  
diberikan kepada

Sarah Al Annisa Arsyah

sebagai

**PESERTA**

pada

BI-WEEKLY FORUM Fakultas Adab dan Ilmu Budaya:  
Kuliah Umum Program Studi Bahasa dan Sastra Arab dengan tema  
"Psikolinguistik dan Psikologi Sastra dalam Kajian Bahasa dan Sastra Arab"  
Pada tanggal 13 September 2021

Yogyakarta, 13 September 2021  
Dekan Fakultas Adab dan Ilmu Budaya

Dr. Muhammad Wildan, M.A.



## CERTIFICATE OF PARTICIPATION

THIS CERTIFICATE IS PROUDLY PRESENTED TO

*Sarah Al Annisa Arsyah*

SEBAGAI PESERTA WEBINAR  
**SELISIK LINGUISTIK FORENSIK:  
PENANGANAN KONFLIK KOMUNIKASI**  
Sabtu, 2 Oktober 2021 oleh Elex Media Komputindo

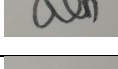
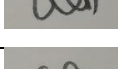
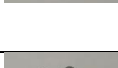
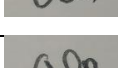

Y. Wahyu Raharjo, M. Hum  
(General Manager PT Elex Media Komputindo)

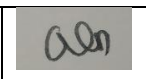
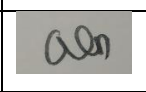


Dr. Niknik M. Kuntarto, M. Hum.  
(Penulis Buku "Selisik Linguistik Forensik")

**APPENDIX 6**  
**TERM-PAPER COUNSELING FORM**

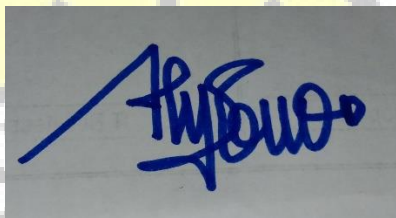
Nama : Sarah Al Annisa Arsyah  
 Dosen Pembimbing : Alia Afiyati, S.S., M. Pd  
 Judul Skripsi : The Balance Personality Structure Reflected on  
 Auggie Pullman in *Wonder* Movie Script  
 Mulai Bimbingan : 15 Oktober 2021  
 Tahun Akademik : 2021/2022

No	Tanggal	Catatan Pembimbing	Paraf
1	15 Oktober 2021	Pengenalan	
2	9 November 2021	Revisi Bab 1	
3	21 November 2021	Revisi Bab 1	
4	7 Desember 2021	Revisi Bab 2	
5	20 Desember 2021	Revisi Bab 2	
6	29 Desember 2021	Revisi Bab 3	
7	7 Januari 2022	Revisi Bab 4	
8	11 Januari 2022	Konsultasi bab 4 dan memasukan bab 5 direvisi selanjutnya	
9	13 Januari 2022	Revisi Bab 4 dan 5	
10	15 Januari 2022	Revisi Bab 4 dan 5	
11	17 Januari 2022	Revisi Bab 4 dan 5	

12	19 Januari 2022	Revisi Bab 4	
13	24 Januari 2022	Pengecekan Bab 1 sampai Bab 5	

Jakarta, 26 Januari 2022

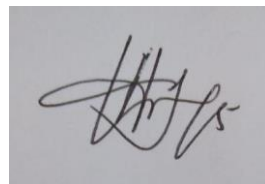
Menyetujui  
Dosen Pembimbing



Alia Afiyati, S.S., M. Pd

Mengetahui

Pembimbing Akademik



Eka Yuniar Ernawati, SS. M.Si

Ketua Program Studi S-1 Bahasan dan  
Kebudayaan Inggris



Dr. Yoga Prata, M. Pd

**APPENDIX 7**  
**CURRICULUM VITAE**



# SARAH AL ANNISA ARSYAH

## ENGLISH LANGUAGE AND CULTURE

I am Language and Culture Student seeking opportunity an internship for experience and upgrade my skill. I'm persevering, responsible, and can work under pressure. I have big motivation to learning something new. I can work as a part of team or on my own.

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 081384879418

 sararsya

### ORGANIZATION EXPERIENCE

Part of School Events:

- Member of Logistic in 8 cup
- Member of Body Checking in Performing Art Festival Astro

### EDUCATION

Strata Language and Culture of English Darma Persada  
University (2018-present)  
GPA: 3,62

SMA Negri 8 Bekasi (2015-2018)

Language: Indonesia and English

### SKILLS

- Able to operate Ms. Application such as Ms. Word, Ms. Power Point, and Ms. Excel
- Skimming and Scanning reading
- Time Management
- Team Work
- Analytical text
- Some editor applications