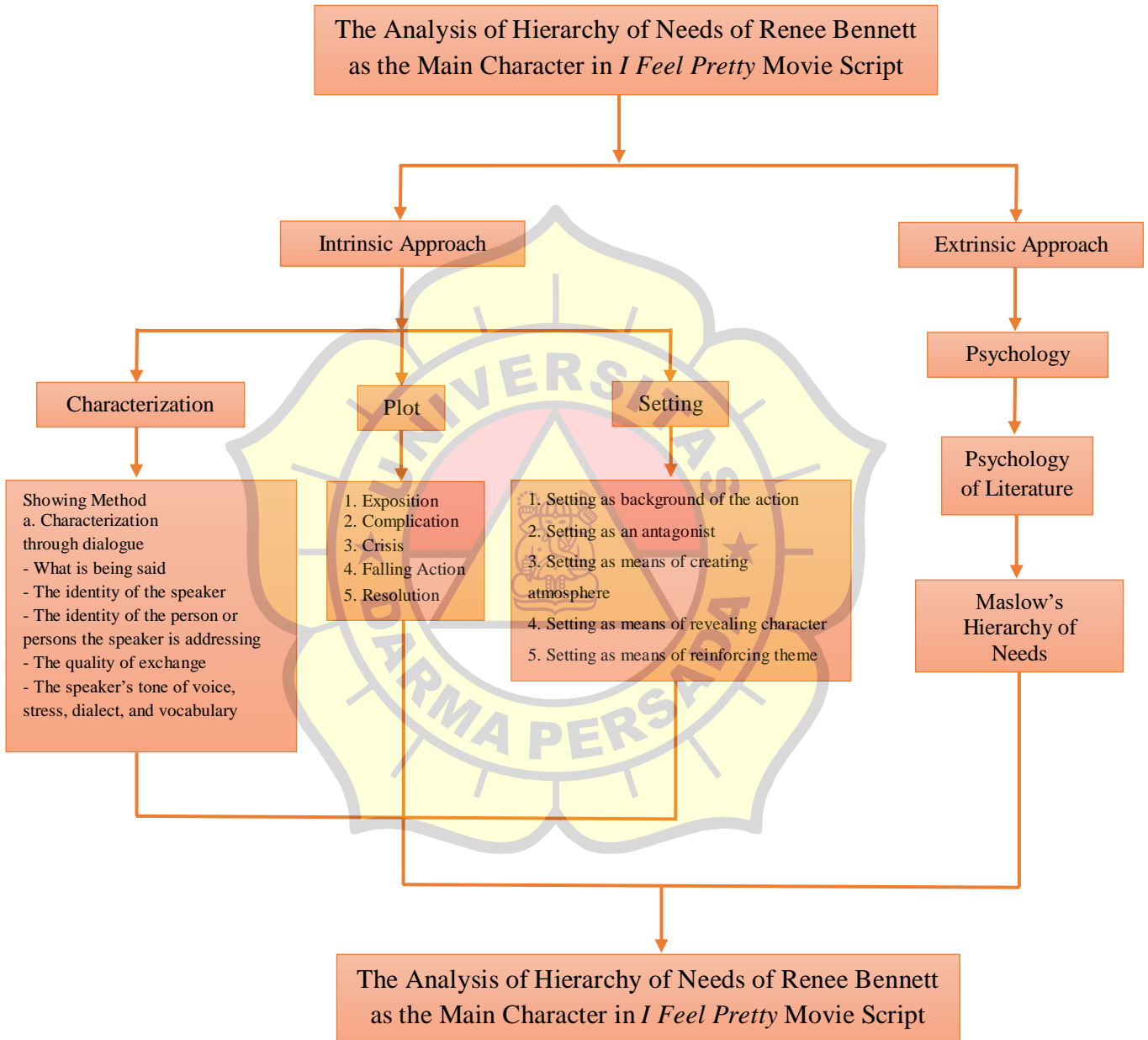


# APPENDIX 1

## SCHEME OF THE RESEARCH



# APPENDIX 2

## POSTER OF THE RESEARCH

**UNIVERSITAS DARMA PERSADA**

**AMY SCHUMER**

### THE ANALYSIS OF HIERARCHY OF NEEDS OF RENEE BENNETT AS THE MAIN CHARACTER IN I FEEL PRETTY MOVIE SCRIPT

Syafira Rahmahsari (2018130034)

#### BACKGROUND OF THE PROBLEM

HUMAN BEINGS AND NEEDS ARE SOMETHING INSEPARABLE. HUMANS ARE MOTIVATED TO DO THINGS BY THEIR DESIRE TO MEET THEIR NEEDS. I FEEL PRETTY TELLS THE STRUGGLE OF THE MAIN CHARACTER, RENEE BENNETT, IN FULFILLING THE HIERARCHY OF NEEDS. RENEE IS AN INSECURE WOMAN WHO STRUGGLES WITH LOW SELF-ESTEEM BUT BUT HAS A DREAM TO WORK AS A RECEPTIONIST AT THE CORPORATE HEADQUARTERS OF A HIGH-END COSMETICS BRAND LILY LECLAIRE.

#### OBJECTIVE OF THE RESEARCH

1. TO ANALYZE THE CHARACTERIZATION BY USING THE SHOWING METHOD.
2. TO ANALYZE THE PLOT AND SETTING IN BUILDING THE THEME OF THE MOVIE SCRIPT.
3. TO ANALYZE THE CONCEPT OF HIERARCHY OF NEEDS.
4. TO PROVE THE THEME OF I FEEL PRETTY MOVIE SCRIPT THROUGH INTRINSIC AND EXTRINSIC APPROACH.

#### FORMULATION OF THE PROBLEM

1. WHAT METHOD OF CHARACTERIZATION IS GOING TO BE USED IN I FEEL PRETTY MOVIE SCRIPT?
2. HOW IS THE FUNCTION OF THE PLOT AND SETTING IN BUILDING THE THEME IN I FEEL PRETTY MOVIE SCRIPT?
3. HOW IS THE REFLECTION OF HIERARCHY OF NEEDS IN I FEEL PRETTY MOVIE SCRIPT?
4. WHAT IS THE THEME OF I FEEL PRETTY MOVIE SCRIPT BE REINFORCED THROUGH INTRINSIC AND EXTRINSIC APPROACHES?

#### METHOD OF THE RESEARCH

THIS RESEARCH IS USING DESCRIPTIVE QUALITATIVE METHOD, WHICH IS A PROCESS COLLECTING AND COMPILING DATA. I FEEL PRETTY MOVIE SCRIPT IS USED AS THE PRIMARY SOURCE, SUPPORTED BY SEVERAL REFERENCES AS THE SECONDARY SOURCE.

#### RESEARCH FINDING

THIS RESEARCH SHOWS US THE HIERARCHY OF NEEDS OF RENEE BENNETT AS THE MAIN CHARACTER, AS WELL AS THE CHARACTERIZATION OF RENEE BENNETT, THE PLOT AND THE SETTING OF I FEEL PRETTY MOVIE SCRIPT. FROM THIS RESEARCH, IT CAN BE SEEN HOW HUMANS ARE MOTIVATED TO DO THINGS BY THEIR DESIRE TO MEET THEIR NEEDS AND HOW SOMEONE'S CHARACTERS CAN LEAD THEM TO FULFILL THEIR NEEDS.

#### CONCLUSION

AFTER ANALYZING I FEEL PRETTY MOVIE SCRIPT THROUGH THE INTRINSIC APPROACH WHICH CONSISTS CHARACTERIZATION BY SHOWING METHOD, PLOT, AND SETTING, ELABORATED WITH THE EXTRINSIC APPROACH USING MASLOW'S HIERARCHY OF NEEDS, IT CAN BE CONCLUDED THAT THE THEME OF I FEEL PRETTY MOVIE SCRIPT IS HOW RENEE BENNETT IS FULFILLING HER HIERARCHY OF NEEDS. IT CAN BE PROVEN THAT IN SPITE OF ALL THE STRUGGLES, RENEE'S INSPIRING AND STRONG-WILLED SELF BROUGHT HER TO REACH ALL THE IMPOSSIBILITIES THAT PEOPLE THINK SHE CANNOT DO. IT LEADS HER TO FULFILL HER SAFETY NEEDS, LOVE AND BELONGING NEEDS, ESTEEM NEEDS, AND SELF-ACTUALIZATION NEEDS.

**I FEEL PRETTY**

# APPENDIX 3

## PRESENTATION SLIDE



THE ANALYSIS OF HIERARCHY OF NEEDS OF RENEE BENNETT  
AS THE MAIN CHARACTER IN *I FEEL PRETTY* MOVIE SCRIPT



Syafira Rahmahsari

2018130034

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  
Drs. Rusydi M. Yusuf, M. Si.

### BACKGROUND OF THE PROBLEM

Human beings and needs are something inseparable. Humans are motivated to do things by their desire to meet their needs.

A best-known human motivation theory by an American psychologist Abraham Maslow, hierarchy of needs, stated that five categories of human needs dictate an individual's behavior. Maslow stated that five core needs form the basis for human behavioral motivation. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

*I Feel Pretty* movie script tells the struggles of the main character, Renee Bennett, in fulfilling the hierarchy of needs. Renee is an insecure woman who struggles with low self-esteem but has a dream to work as a receptionist at the corporate headquarters of a high-end cosmetic brand Lily LeClaire.

## IDENTIFICATION OF THE PROBLEM

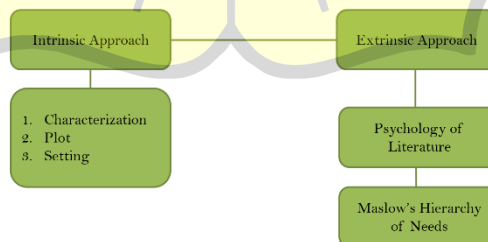
I identify that Renee Bennett as the main character is trying to fulfill and satisfy her human needs in order to achieve her self-actualization.

Therefore, I assume that the theme of *I Feel Pretty* movie script is Renee Bennett's hierarchy of needs.

## FORMULATION OF THE PROBLEM

1. What method of characterization is going to be used in *I Feel Pretty* movie script?
2. How is the function of the plot and setting in building the theme in *I Feel Pretty* movie script?
3. How is the reflection of hierarchy of needs in *I Feel Pretty* movie script?
4. What is the theme of *I Feel Pretty* movie script be reinforced through intrinsic and extrinsic approaches?

## FRAMEWORK OF THE THEORIES



## Review of Previous Study

- “The Analysis of Educational Value in “I Feel Pretty” Movie by Abby Kohn and Marc Silverstein” is focused on analyzing the educational values of the movie, using intrinsic approach that included characterization, plot, and setting.
- “Hierarchy of Human Needs of Amir in Khaled Hosseini’s The Kite Runner” use different object of research and the researchers only analyze the characterization because the research is focused only on the main character.
- “A Main Character Analysis of “Ralph” in Wreck-It Ralph Film Using Hierarchy of Human Needs by Abraham H. Maslow” use different object of research and the researchers only analyze the characterization because the research is focused only on the main character.



## METHOD OF THE RESEARCH

Research Approach & Method:  
Descriptive Qualitative Method

Research Object & Data:  
I Feel Pretty movie script by Abby Kohn and Marc Silverstein

Data Collection Technique:  
Collecting and Compiling Data



## Research Finding and Analysis



# DATA ANALYSIS

## Hierarchy of Needs Expressed in Renee Bennett Character



- **Struggling:** Esteem Needs
- **Strong-willed:** Safety Needs, Esteem Needs, Self-actualization Needs
- **Inspiring:** Love and Belonging Needs, Esteem Needs
- **Friendly:** Love and Belonging Needs

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## Hierarchy of Needs Expressed in Plot



- **Complication:** Safety Needs, Love & Belonging Needs, Esteem Needs
- **Crisis:** Love and Belonging Needs
- **Falling Action:** Self-actualization Needs
- **Resolution:** Esteem Needs, Self-actualization Needs, Love & Belonging Needs

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## Hierarchy of Needs Expressed in Setting



- **Setting as means of revealing character:**  
Soul Cycle Gym: Renee is someone who is insecure but she is also a strong-willed woman who is determined to change to fit the beauty standard.  
  
Chinatown underground office: Renee is someone who works in an online division of a high-end cosmetics brand Lily LeClaire, managing their website at an underground office in Chinatown. But she is sick of only working there and wants to work at the headquarters.  
  
Fifth Avenue headquarters: Renee is someone who has a dream to work as a receptionist at the corporate headquarters.
- **Setting as means of reinforcing the theme:**  
Fifth Avenue, Manhattan, New York: Headquarters a center of the company. Moreover, it is located in the most famous street and the main artery of New York, Fifth Avenue

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## CONCLUSION



1

After analyzing I Feel Pretty movie script through the intrinsic approach which consists characterization by showing method, plot, and setting, elaborated with the extrinsic approach using Maslow's Hierarchy of Needs, it can be concluded that the theme of I Feel Pretty movie script is how Renee Bennett is fulfilling her hierarchy of needs.

2

It can be proven that Renee is an insecure woman who struggles with low self-esteem, but she is a friendly and inspiring strong-willed woman who is very determined to change. It leads her to fulfill her safety needs, love and belonging needs, esteem needs, and self-actualization needs. In spite of all the struggles, her inspiring and strong-willed self brought her to reach all the impossibilities that people think she cannot do.

## CONCLUSION



3

The plot shows Renee's way in fulfilling her needs. Despite of the accident of Renee falling from the exercise bike hitting her head, and waking up believing that she changed into a beautiful woman, Renee actually becomes confident and be able to fulfill her needs when her appearance does not change at all. Being a receptionist at the headquarters, being around amazing people who believe and rely on her, and having someone who loves her, and at the end becoming the best version of herself, Renee did all of that as herself.

4

The settings used in I Feel Pretty movie script are also connected to how Renee fulfills her needs. Renee's character is revealed with Soul Cycle gym, Chinatown underground office, and Fifth Avenue headquarters as the settings. The use of Fifth Avenue, Manhattan, New York as the setting also reinforces the theme of the story.

AKADIAH  
KARMA PERSADA

# APPENDIX 4

## TOEIC CERTIFICATE



### LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<p><b>KNOW ENGLISH. KNOW SUCCESS.</b></p> <p><b>KNOW ENGLISH. KNOW SUCCESS.</b></p> <p><b>KNOW ENGLISH. KNOW SUCCESS.</b></p> <p><b>KNOW ENGLISH. KNOW SUCCESS.</b></p>	<p><b>Syafira Rahmahsari</b></p> <p>Name</p>	<p><b>LISTENING</b></p> <p>Your score <b>480</b></p> <p>5  495</p>	<p><b>TOTAL SCORE</b></p>	
	<p>Identification Number</p>	<p>Date of Birth (yyyy/mm/dd)</p> <p>2000/08/12</p>	<p><b>READING</b></p> <p>Your score <b>355</b></p> <p>5  495</p>	<p><b>835</b></p>
	<p>Test Date (yyyy/mm/dd)</p> <p>2022/07/16</p>	<p>Valid Until (yyyy/mm/dd)</p> <p>2024/07/16</p>		
	<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>This score report is intended for use only by the institution which sponsored the test administration.</p> <p>Copyright © 2021 by ETS. All rights reserved. ETS, the ETS logo, 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 close to 350. 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."</p>
<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>Your Percentage</p> <p>0%  100%</p>	<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>Your Percentage</p> <p>0%  100%</p>

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	91	0%  100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	96	0%  100%
Can understand details in short spoken texts	100	0%  100%
Can understand details in extended spoken texts	90	0%  100%
Can make inferences based on information in written texts	81	0%  100%
Can locate and understand specific information in written texts	84	0%  100%
Can connect information across multiple sentences in a single written text and across texts	77	0%  100%
Can understand vocabulary in written texts	76	0%  100%
Can understand grammar in written texts	62	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.



## APPENDIX 5 CERTIFICATES

 PENERBIT & PERCETAKAN  
**AHLIMEDIA PRESS**

### Diagam Penghargaan

Diberikan Kepada:  
**Syafira Rahmahsari**  
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### E - SERTIFIKAT

DIBERIKAN KEPADA :

## Syafira Rahmahsari






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**

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


Nama Mahasiswa : Syafira Rahmahsari  
 Dosen Pembimbing : Drs. Rusydi M. Yusuf, M. Si.  
 Judul Skripsi : The Analysis of Hierarchy of Needs of Renee Bennett as the Main Character in *I Feel Pretty* Movie Script  
 Mulai Bimbingan : 26 Maret 2022  
 Tahun Akademik : 2021/2022

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Sabtu, 26 Maret 2022	- Pengenalan - Pemeriksaan Bab 1	
2.	Kamis, 31 Maret 2022	Perbaikan Bab 1 (objective of the problem & formulation of the problem)	
3.	Sabtu, 16 April 2022	Perbaikan Bab 2 (previous related studies)	
4.	Kamis, 12 Mei 2022	- Pemeriksaan Bab 2 (previous related studies) - Pemeriksaan format penulisan - Perbaikan format penulisan dan spasi - Informasi penulisan referensi	
5.	Kamis, 19 Mei 2022	Perbaikan Bab 3 (hapus yang	

		tidak diperlukan)	
6.	Rabu, 15 Juni 2022	- Perbaikan Bab 4 (karakter, karakterisasi) - Informasi penulisan ekstrinsik	
7.	Kamis, 23 Juni 2022	Perbaikan Bab 4 (pengurangan kutipan, karakter)	
8.	Sabtu, 25 Juni 2022	Perbaikan Bab 4 (penambahan analisis)	
9.	Selasa, 5 Juli 2022	Pemeriksaan Bab 1 – Bab 5	


Jakarta, 21 Juli 2022

Menyetujui:  
Dosen Pembimbing


  
Drs. Rusydi M. Yusuf, M. Si.

Mengetahui:

Pembimbing Akademik

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

Ketua Program Studi  
S-1 Bahasa dan Kebudayaan Inggris

  
Dr. Yoga Pratama, M.Pd

# APPENDIX 7


## CURRICULUM VITAE



**SYAFIRA  
RAHMAHSARI**

ENGLISH LANGUAGE  
AND CULTURE

### CONTACT

 081237973004

 syaafiraa@gmail.com

 sy.afira

### PROFILE

Name: Syafira Rahmahsari  
Place, Date of Birth: Jakarta, August 12, 2000  
Religion: Islam  
Sex: Female

### EDUCATION

2006 – 2012 : SDIT Baiturrahman  
2012 – 2015 : SMPN 231 Jakarta  
2015 – 2018 : SMAN 75 Jakarta  
2018 – 2022 : Darma Persada University  
SI English Language and Culture

### SKILLS

- Language:  
Bahasa Indonesia  
English  
Basic Korean
- Operating Ms. Word
- Creative Writing
- Time Management
- Multitasking
- Adaptability