



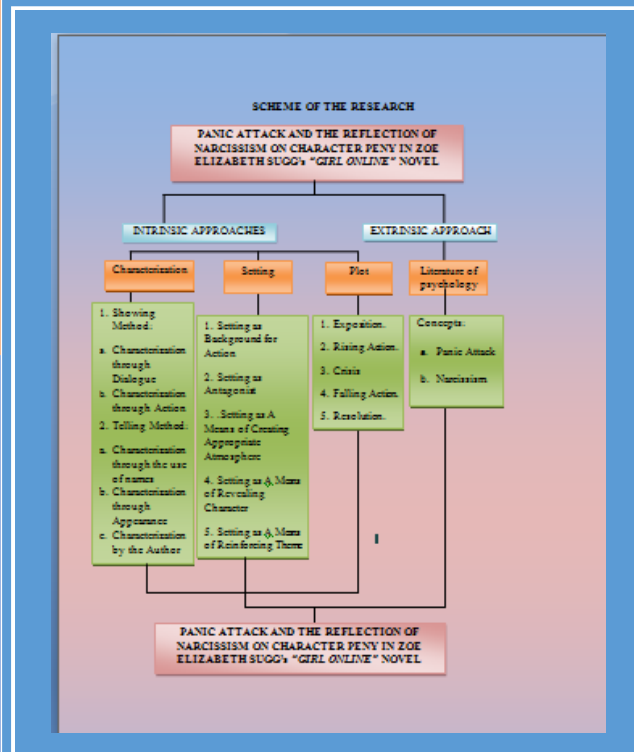
PANIC ATTACK AND THE REFLECTION OF NARCISSISM ON CHARACTER PENNY IN ZOE ELIZABETH SUGG'S *GIRL ONLINE* NOVEL

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BACKGROUND Penny Porter is a girl who suffers from panic attack that she gets from an accident with her family. She feels tired of her life which always panic in every place. She finally does not panic again because her bestfriend dan her family. Therefore, I want to analyze the character of Penny as a panic attack and the reflection of narcissism.

METHODS OF THE RESEARCH

To analyze this research, I will use qualitative methods. The qualitative methods can be used to analyze the literature by using sociology, and psychological approaches. I use intrinsic such as characterization, plot and setting. Extrinsic is the concept of panic attack and narcissism.



DISCUSSION

Life can be hard, beautiful and messy, but hopefully, it will be long. If we are in the dark, it might feel like we will always be in there. Fumbling. Alone. But we will not feel alone. There are people out there to help us to find the light.

RESULT OF THE RESEARCH

This research can give us something that we can learn in our lives. If we have problem, we must tell to the people around us to get a good advice and avoid to hear bad advice from unknown people. This novel is analyzed through new perspective, psychoanalysis or other concepts which in this study examined the potential for another concepts such as the concepts of self-punishing and guilty action. This research is useful to enrich personality psychology since there is only lack sources, which discuss about the panic attack and narcissism.

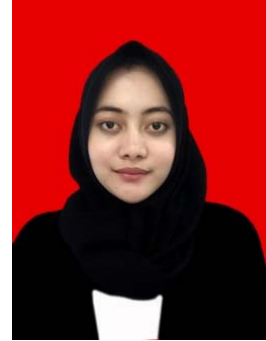
SUMMARY

As explained of all methods that I use, it proves the theme of this research which is panic attack and the reflection of narcissism on character Penny in Zoe Elizabeth Sugg *Girl Online* novel.

CURRICULUM VITAE

Personal Data:

Name : Intan Fitria
Place/Date of Birth : Jakarta, February 23th 1995
Sex : Female
Status : Single
Address : Pondok Ungu Permai Blok AE 12 no 12 RT 006/010
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Formal Education

2001-2007 : 06 Bahagia Elementary School, Bekasi Utara
2007-2010 : 19 Junior High School, Bekasi Barat
2010-2013 : 14 Senior High School, Bekasi Utara
2013-Present : Darma Persada University, Jakarta Timur Major: English Literature

Achievement

2011 : The second Winner Singing Contest Independence Day in Junior High School
2017 : The second Winner of Tug and War in Gama Nusa

Working Experience

Working at 06-Bahagia Elementary School, Bekasi Utara
Period : February 2016 – April 2016
Status : Temporary teacher

Position : English teacher for elementary school

Working at UTEC (Uncle Tom English Centre)

Period : January 2016 – April 2016

Status : Teacher

Position : English teacher for elementary school

Working at Madrash Ad-Diniyah

Period : October 2016 – February 2017

Status : Teacher

Position : English teacher for elementary school

Working at GAMA NUSA

Period : August 2016 – Present

Status : Teacher

Position : English teacher for elementary school – junior high school

Teaching Private English

Period : July 2016 – Present




Status : Teacher







Position : English teacher for elementary school


I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : Intan Fitriq
 Dosen Pembimbing I : Farina Adinda, SS, MA
 Dosen Pembimbing II : Rosydi M. Yusuf Drs. Ms.
 Judul Skripsi : Panic attack and the reflection of
 Narcissism On Character Penny
 in Zoe Elizabeth Sogis "Giri Online" Novel.
 Mulai Bimbingan : 5-10-2016
 Tahun Akademik : 2013

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Rabu, 5-10-2016	Penyerahan Proposal dan Penyerahan Bab I kepada Pembimbing I	
2.	Rabu, 19-10-2016	Penyerahan bab II dan perbaikan grammar harus menggunakan Simple present tense. Revisi bab I	
3.	Rabu, 22-10-2016	Penyerahan bab III ; Analisis karakter dan setting Revisi bab I = teori konsep, spasi pada kutipan dan halaman pada kutipan.	

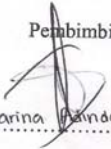
4.	Rabu 4-01-2017	Revisi bab III : Margin pada kutipan, Penggunaan present tense, masalah end note. penyerahan lanjutan Bab III Analisis Alur (plot)	
5.	Selasa 7-02-2017	Penyerahan Bab IV beserta bibliografi.	
6.	Selasa 7-03-2017	1. Penyerahan Bab I, II, III, IV, V Sudah diperbaiki grammar. 2. Penambahan Quotes. 3. Perubahan grammar pada judul menjadi "The reflection of Rivalry Attack and Narcissism on Character Penny in Zoe Elizabeth Sugg's 'Girl Online' Novel"	
7.	Rabu 19-04-2017	1. Penjelasan quotes harus diperbanyak 2. Menggunakan connector 3. Penyerahan bab I-V dengan dospem II beserta daftar isi sampai cv.	
8.	Rabu 14-06-2017	1. Perbaiki grammar. 2. Harus menggunakan simple present tense.	
9.	Senin 03-07-2017	1. Perbaiki teknis dan penulisan pada references, dan pengoreksian akhir oleh Dospem II.	

10.	Rabu 5-07-2017	Penyerahan hasil revisi bab 1-5. Pengoreksian akhir oleh pembimbing Pertama.	
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Jakarta, 17-07-2017.....

Menyetujui :

Pembimbing I

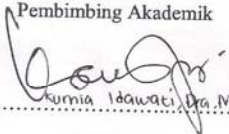

 (... Karina Pranda, SS, MA ...)

Pembimbing II

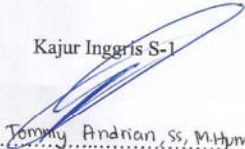

 (... Rusydi M. Yusuf, Drs. Mgs ...)

Mengetahui :

Pembimbing Akademik


 (... Kurnia Idawati, Dra. Mgs ...)

Kajur Inggris S-1


 (... Tommy Andrian, SS, M.Hum ...)



LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<p style="font-size: small; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: small; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: small; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: small; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p>	<p>Intan Fitria</p> <hr/> <p style="font-size: x-small;">Name</p>	<p>LISTENING</p> <p style="font-size: large; font-weight: bold;">170</p> <p style="font-size: small;">Your score</p>	<p style="font-size: small; margin: 0;">TOTAL SCORE</p> <div style="border: 2px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <p style="font-size: 24px; font-weight: bold;">335</p> </div>	
	<p>950212200646</p> <hr/> <p style="font-size: x-small;">Identification Number</p>	<p>1995/02/23</p> <hr/> <p style="font-size: x-small;">Date of Birth (yyyy/mm/dd)</p>		<p style="font-size: small;">5 495</p>
	<p>2017/07/21</p> <hr/> <p style="font-size: x-small;">Test Date (yyyy/mm/dd)</p>	<p>2019/07/21</p> <hr/> <p style="font-size: x-small;">Valid Until (yyyy/mm/dd)</p>		<p style="font-size: small;">5 495</p>
	<p style="text-align: center;">Client/Institution Name: PT. Putra Pratama Raya</p>			<p style="font-size: large; font-weight: bold;">165</p> <p style="font-size: small;">Your score</p>
<p style="font-size: x-small;">PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930</p> <p style="font-size: x-small;">Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logos, and TOEIC are registered trademarks of Educational Testing Service.</p>				

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LISTENING		READING	
<p>Your scaled score is below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent.</p> <p>Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> They can understand short (single-sentence) descriptions of the central idea of a photograph. They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary. They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood. They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text. <p>To see weaknesses typical of test takers who score around 200, see the *Proficiency Description Table.</p>		<p>Your scaled score is close to 150. Test takers who score around 150 typically have the following strengths:</p> <ul style="list-style-type: none"> They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required. They can understand easy vocabulary and common phrases. They can understand the most-common, rule-based grammatical structures when not very much reading is necessary. <p>To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table.</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	<p>0% 100%</p> <p style="font-size: x-small;">Your Percentage</p>		<p>0% 100%</p> <p style="font-size: x-small;">Your Percentage</p>
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	<p>31</p> <p>0% 100%</p>	Can make inferences based on information in written texts	<p>31</p> <p>0% 100%</p>
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	<p>17</p> <p>0% 100%</p>	Can locate and understand specific information in written texts	<p>26</p> <p>0% 100%</p>
Can understand details in short spoken texts	<p>50</p> <p>0% 100%</p>	Can connect information across multiple sentences in a single written text, and across texts	<p>37</p> <p>0% 100%</p>
Can understand details in extended spoken texts	<p>41</p> <p>0% 100%</p>	Can understand vocabulary in written texts	<p>35</p> <p>0% 100%</p>
		Can understand grammar in written texts	<p>42</p> <p>0% 100%</p>

* 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.