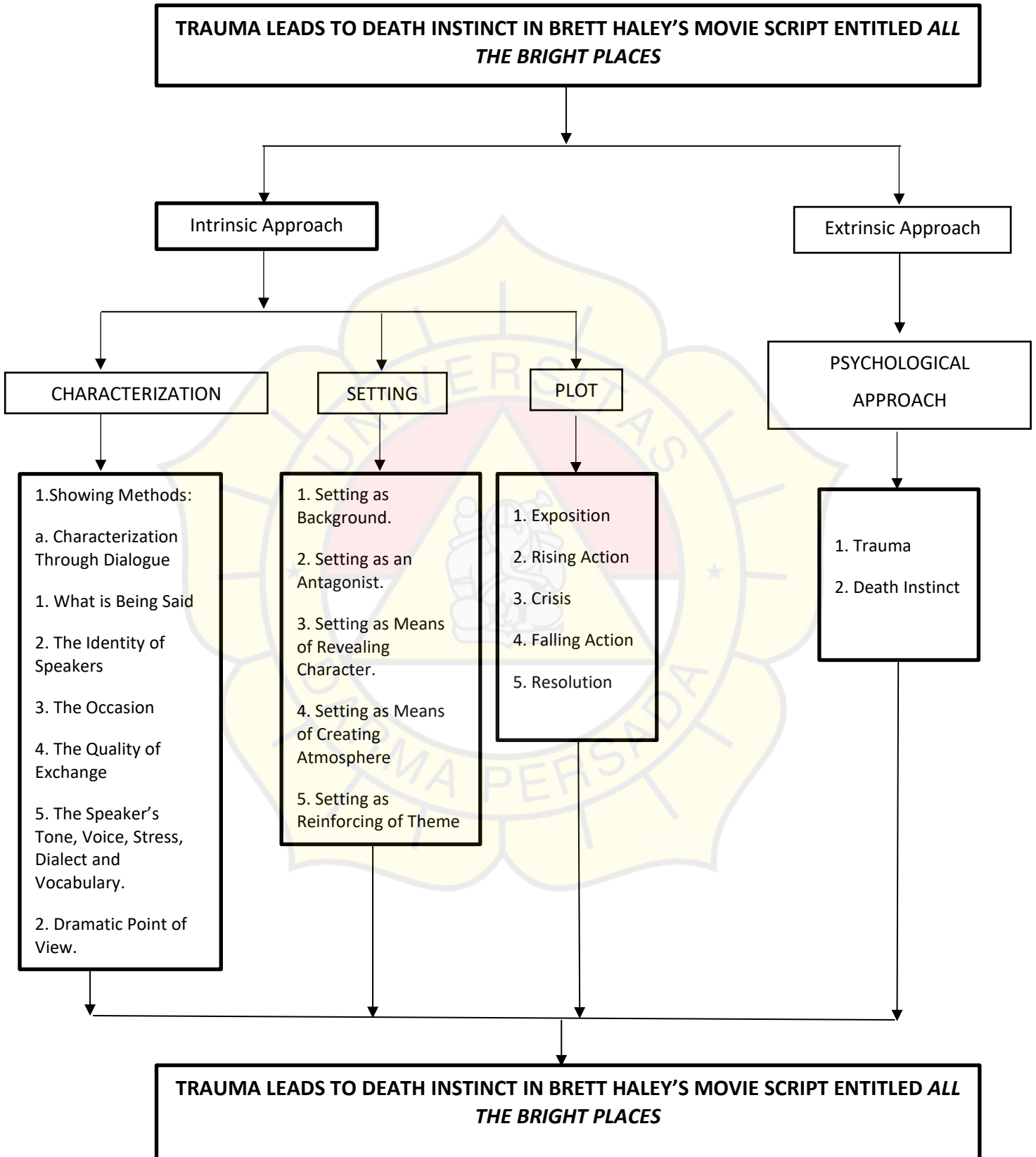


APPENDIX 1
SCHEME OF THE RESEARCH



APPENDIX 2
POSTER OF THE RESEARCH

 **TRAUMA LEADS TO TRAGEDY IN BRETT
HALEY'S MOVIE SCRIPT ENTITLED "ALL THE
BRIGHT PLACES"**

ARGA GILANG WISANTORO
2018130026
STRATA ONE (S-1)
ENGLISH LANGUAGE AND CULTURE

Background

This movie script shows how trauma can lead to death instinct and ended up with tragedy.

Formulation of the problem

Is it true that the assumption of the theme of this movie is "Trauma Leads to Tragedy in Brett Haley's Movie All the Bright Places". To answer the question I formulated the problem as follows:

1. How to understand the figures' character of the movie?
2. How is the function of the plot and setting in building the theme of the movie script?
3. How is the expression of the trauma and death instinct concepts in building the theme?
4. How to build the theme of this movie script?

Research Method

I use the qualitative method that aims to understand the phenomenon experienced by the research subject, such as behavior, perception, motivation and action, in order to discover and understand the meaning that a person experiences


Research Finding

This research can help the reader to know about the concept of trauma and death instinct through the characterization, plot, and setting.


Conclusion

By analyzing the characters Theodore Finch and Violet Markey in the movie through the intrinsic and extrinsic approaches, it can be concluded that the theme of this movie script is Trauma Leads to Tragedy

APPENDIX 3 PRESENTATION SLIDES



TRAJUMA LEADS TO TRAGEDY IN BRETT HALEY'S MOVIE SCRIPT ENTITLED 'ALL THE BRIGHT PLACES'



Arga Gibang Wisnanto
2018119026

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
DARMA PERSADA UNIVERSITY
JAKARTA 2022

Gratitude to :



Examiner
KARLU ARIENCA
Salsobhan, S. S., M. P.



The Head of Board Examiner
Eka Yusari Zamroni, SS, M. Si



Advisor
Prof. Dr. Tj. Lubertine
S. Manday, M.A.

BACKGROUND OF THE PROBLEM



All the Bright Places (2022)

IDENTIFICATION OF THE PROBLEM

- Object of the research
- The characters of this research
- Reason why I choose this title



Violet Marley



Theodore Finch

- "They have problems/event in the past"

FORMULATION OF THE PROBLEM

- How to investigate the "spine" elements of the script?
- How is the location of the plot and setting in building the theme of the movie script?
- How is the expression of the theme and death motifs concepts in building the theme?
- How to build the theme of this movie script?

FRAMEWORK OF THE THEORIES

Intrinsic Approach

Extrinsic Approach

Characterization Plot Setting Theme Death Motif

Review of Previous Study

"Trauma Kepresmi Dalam Cerita dalam Novel Distant Karma" by Yenni Kusuma Widiyanti. Exa State University of Yogyakarta in 2014

"The Play Of The Characters In All The Bright Places" by Rizka Dhanita Widiyanti. J. Ombak. Inis. Aruna. Nt. Loka. Negeri. Sesi. Malia. Bera. Udayana University in 2020

"Obit: Buku Ziarah Fasih" by Nisa Nurul Huda. In: Jurnal Ilmiah. Universitas Islam Sumatera Utara. Medan. 2021

METHOD OF THE RESEARCH

Qualitative Method

Primary Source

Secondary Source

Thematic Sampling Method

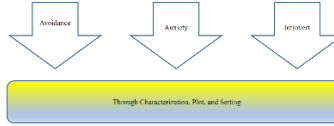
All the Bright Places Movie Script by Brett Haley (2020)

Several books, journals, and references related to theories and concepts

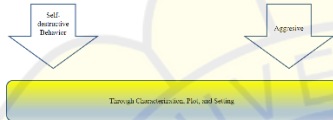
Research Finding and Analysis



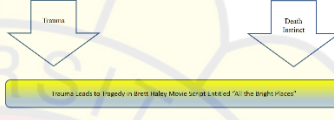
DATA ANALYSIS TRAUMA



DATA ANALYSIS DEATH INSTINCT



THE CONNECTION OF TRAUMA LEADS TO TRAGEDY



CONCLUSION

1. After I read the All the Bright Places movie script through the narrative approaches, which consist of characterization, plot, and setting of the story, I observed that analysis through narrative approaches using the theory of Trauma and Death Instinct, it can be concluded that the All the Bright Places in Brett Haley's movie script can be analyzed through a Literary Psychological Approach.

2. It can be proven in Theodore Finch and Violet Markey's character. As they have signs of trauma, isolation, excessive anxiety and death instincts, self-destructive behavior, and aggressive, that characterization will prove Trauma Leads to Tragedy in the character Theodore Finch from this script.

CONCLUSION

3. The concept of the literary psychology used in All the Bright Places is movie script in Trauma and Death Instinct. All the concepts are indicated with an narrative approach, namely characterization, plot, and setting.

4. The result of this research is reading about how to be successful to people with mental illness. They need support from us especially from the closest one. In addition, we have to be a good person at all times, because we can hurt other people accidentally and it will devastate them.

APPENDIX 4 TOEIC CERTIFICATE

**LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT**

Name: Arga Gilang Wisantoro		LISTENING	<div style="border: 2px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 725 </div>
Identification Number: 3275092008970008		Your score: 385	
Date of Birth: 1997/08/20	Valid Until: 2024/01/15	5 495	
Test Date: 2022/01/15		READING	
Your score: 340		5 495	

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

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

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

Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts	73 0% 100%
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	85 0% 100%
Can understand details in short spoken texts	88 0% 100%
Can understand details in extended spoken texts	78 0% 100%
Can make inferences based on information in written texts	68 0% 100%
Can locate and understand specific information in written texts	73 0% 100%
Can connect information across multiple sentences in a single written text and across texts	88 0% 100%
Can understand vocabulary in written texts	70 0% 100%
Can understand grammar in written texts	70 0% 100%

* 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



CERTIFICATE



E - SERTIFIKAT DIBERIKAN KEPADA :

Arga Gilang Wisantoro

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

CERTIFICATE



APPENDIX 6
TERM-PAPER COUNSELLING FORM

Nama Mahasiswa : Arga Gilang Wisantoro
Dosen Pembimbing : Prof. Dr. Hj. Albertine S. Minderop, MA
Judul Skripsi : TRAUMA LEADS TO DEATH INSTINCT IN BRETT HALEY'S MOVIE SCRIPT ENTITLED *ALL THE BRIGHT PLACES*
Mulai Bimbingan : 28 Maret 2022
Tahun Akademik : 2021/2022

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Senin, 28 Maret 2022	Perubahan sedikit pada judul skripsi.	
2.	Kamis, 14 April 2022	Perbaikan bab 2 pada penulisan sumber.	
3.	10 Juni 2022	Revisi bab 4, pergantian judul pada sub bab.	
4.	Sabtu, 18 Juni 2022	Penambahan pada konsep <i>Death Instinct and Trauma</i> pada bab 4.	
5.	Senin, 12 Juli 2022	Pemeriksaan skripsi.	

Jakarta, 21 Juli 2022

Menyetujui,
Dosen Pembimbing



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

Pembimbing Akademik

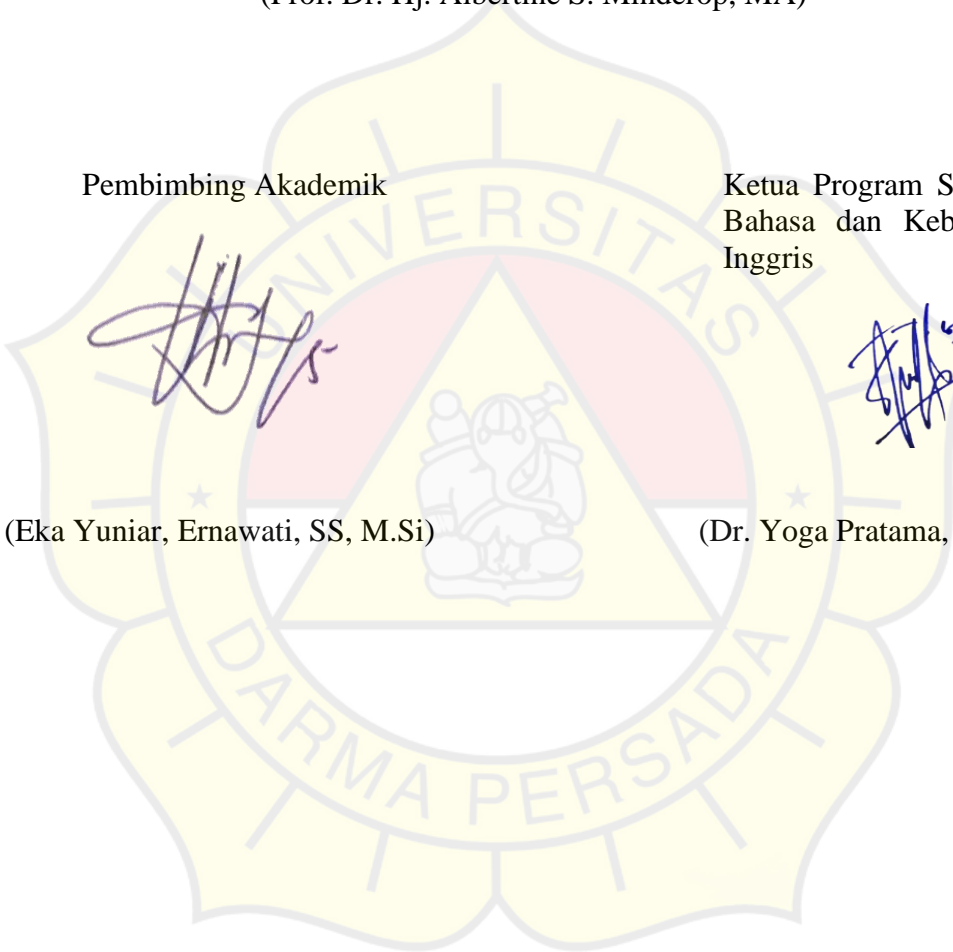


(Eka Yuniar, Ernawati, SS, M.Si)

Ketua Program Studi S-1
Bahasa dan Kebudayaan
Inggris



(Dr. Yoga Pratama, M.Pd.)



APPENDIX 7
CURRICULUM VITAE

Personal Data

Name : Arga Gilang Wisantoro
Nationality : Indonesian
Sex : Male
Place/Date of Birth : Bekasi, August 20th 1997
Address : Jl. Husein S. Negara Blok BD2 No.8 Jatisari Jatiasih Bekasi
Phone : 08988599676
E-mail : argagw@gmail.com

Formal Education

2003-2009 : SDN Jatisari 2 Bekasi
2009-2012 : SMPN 24 Bekasi
2012-2015 : SMAN 11 Bekasi
2018-2022 : Darma Persada University Language and Culture
Department

Organization Experiences

1. Member of English Club in High School (2012-2015)

Research Experiences

2019

1. Analisis Simbol dalam Film "Othello" Karya William Shakespeare (Film and Drama Analysis)
2. Analisis Tokoh Utama dalam Film "The Butler" Karya Lee Daniels. (Sociology of Literature)

2020

1. Telaah Perwatakan dalam Cerpen “*Eveline*” Karya James Joyce (Psychology of Literature)
2. Poetry Analysis “*Love Poem: Chimera*” By Donika Kelly (Literary Criticism)
3. Analysis “*Corona (The Song)*” Through The Multiculturalism Perspective. (Literary Criticism)
4. Sindrom Othello Berakibat Tragedi dalam Film “*Othello*” Karya Oliver Parker. (Research Method)

2021

1. Trauma Masa Lalu Sebagai Penyebab Agresi dalam Film “*Shutter Island*” Karya Martin Scorsese. (Seminar Literature)
2. Critical Discourse Analysis on Donald Trump’s Speech in Michigan in 2016. (Discourse Analysis)