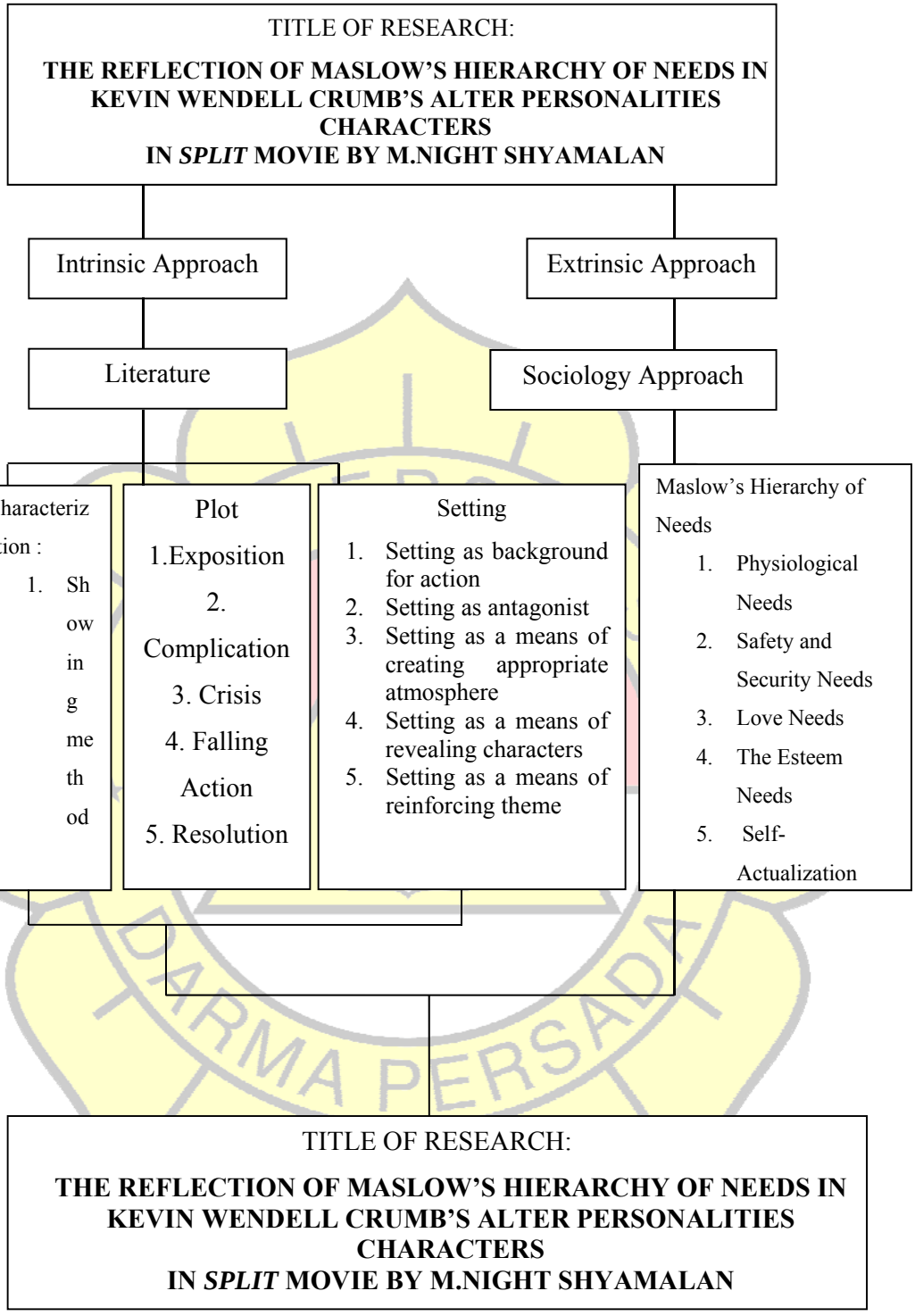
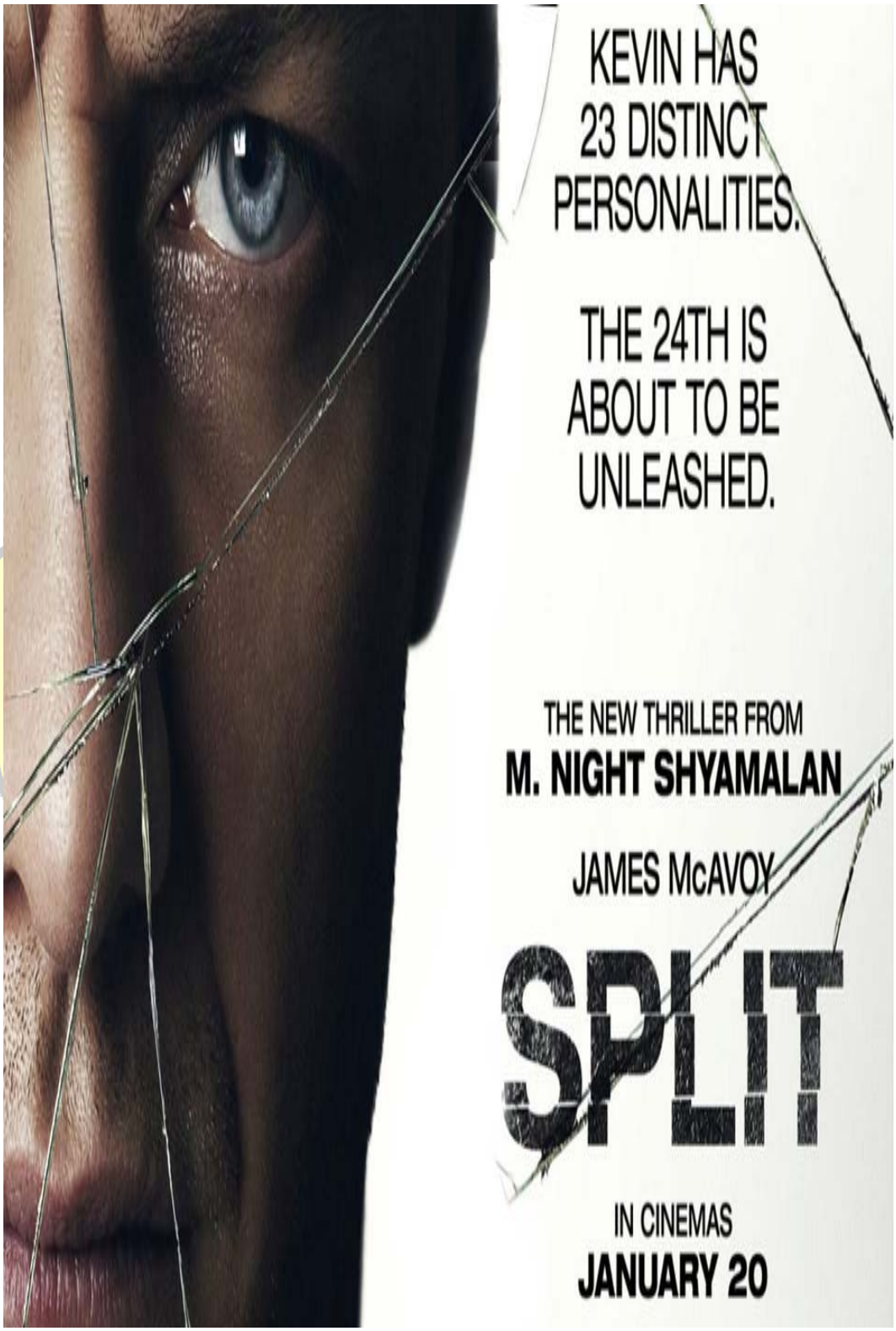

TITLE OF RESEARCH:
THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS IN KEVIN WENDELL CRUMB'S ALTER PERSONALITIES CHARACTERS IN SPLIT MOVIE BY M.NIGHT SHYAMALAN
Intrinsic Approach
Extrinsic Approach
Literature
Sociology Approach
Characterization :
1. Showing method
Plot
1.Exposition
2. Complication
3. Crisis
4. Falling Action
5. Resolution
Setting
1. Setting as background for action
2. Setting as antagonist
3. Setting as a means of creating appropriate atmosphere
4. Setting as a means of revealing characters
5. Setting as a means of reinforcing theme
Maslow's Hierarchy of Needs
1. Physiological Needs
2. Safety and Security Needs
3. Love Needs
4. The Esteem Needs
5. Self-Actualization
TITLE OF RESEARCH:
THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS IN KEVIN WENDELL CRUMB'S ALTER PERSONALITIES CHARACTERS IN SPLIT MOVIE BY M.NIGHT SHYAMALAN

Poster Of The Movie



THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS IN KEVIN WENDELL CRUMB'S ALTER PERSONALITIES CHARACTERS IN *SPLIT* MOVIE BY M.NIGHT SHYAMALAN

RIZKY DISA PUTRA
2010130034
STRATA ONE (S1) ENGLISH DEPARTMENT
FACULTY OF LETTERS
UNIVERSITY OF DARMA PERSADA

SUMMARY

This research is an analysis of movie, *Split*, directed by M. Night Shyamalan, using Maslow's Hierarchy of Needs Theory .

BACKGROUND

Everyone basically have desire to achieve recognition by the 5 multilevel needs. There is ambition that encourages the Hierarchy of Needs.

TITLE OF RESEARCH:

THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS IN KEVIN WENDELL CRUMB'S ALTER PERSONALITIES CHARACTERS IN *SPLIT* MOVIE BY M.NIGHT SHYAMALAN

Intrinsic Approach

Extrinsic Approach

Characterization :

2. Showing method

Literature

Sociology Approach

Plot

1.Exposition
2. Complication
3. Crisis
4. Falling Action
5. Resolution

Setting

6. Setting as background for action
7. Setting as antagonist
8. Setting as a means of creating appropriate atmosphere
9. Setting as a means of revealing characters
10. Setting as a means of reinforcing theme

Maslow's Hierarchy of Needs

6. Physiological Needs
7. Safety and Security Needs
8. Love Needs
9. The Esteem Needs
10. Self-Actualization Needs

TITLE OF RESEARCH:

THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS IN KEVIN WENDELL CRUMB'S ALTER PERSONALITIES CHARACTERS IN *SPLIT* MOVIE BY M.NIGHT SHYAMALAN

Benefits

This research is to give benefits to everyone who is interested in getting deeper knowledge of the movie with the title Kevin Wendell Crumb's Alter-Personalities Characters. The research is useful to know what the theme of this movie, because this research is made by the new perspective to understand about the psychological and sociological cases.

Methods:

Qualitative Types

Quality type method is a study of interpretative or analysis by collecting data in the form of literature text from the movie and script: Split by M. Night Shyamalan as a primary source. It is also supported by some literature relating to the theory concept suitable as secondary source.

Result of the Research

Through the intrinsic approaches we know that the characterization of Kevin Wendell Crumb's alter-personality is Tough, Protector, Leader, Neat, Calm, and savage. The setting of this movie makes Kevin's alter-personalities wanted to fulfill they desire to get recognition from people. Through the extrinsic approach we can know that Kevin's alter-personalities finally successful in fulfilling they desire. They evolve to The Beast at the end of the story to achieve recognition form people out there.

THE WRITER

Name : Rizky Disa Putra

Place of Birth : Jakarta

Date of Birth : January 23th, 1990

Address : Jl. Arjuna VIII Blok B/164 Perum Masnaga, Jakasetia, Bekasi Selatan

Email : rizkydisasyahputra@gmail.com

Educations

2010– 2017 English Literature at Darma Persada University

2005 – 2008 Tunas Jakasampurna Montessori School Bekasi

2003 – 2005 Ananda Junior High School Bekasi

1997 – 2003 Ananda Elementary School Jakarta

Job Experiences

2010 Brand Presenter for "AQUA", mobile

- To give a detail information about the product in a large booth that had been prepared to the local citizen
- To communicate with the local and lead them to our product knowledge

2011 Leader Official for Talent at SCTV.

- Handling the talent daily scheduled for "Boy and Girl Band Indonesia".
- Working with event organizers.
- Providing report for Talent Division Manager about the show, cost, and activity.

2012 Outs. Customer Service Officer at PT.Jamsostek(persero)

- Handling customer and take they application
- Process the claim after checking the application
- Report per month to Head of Services Division Manager

Training and Course

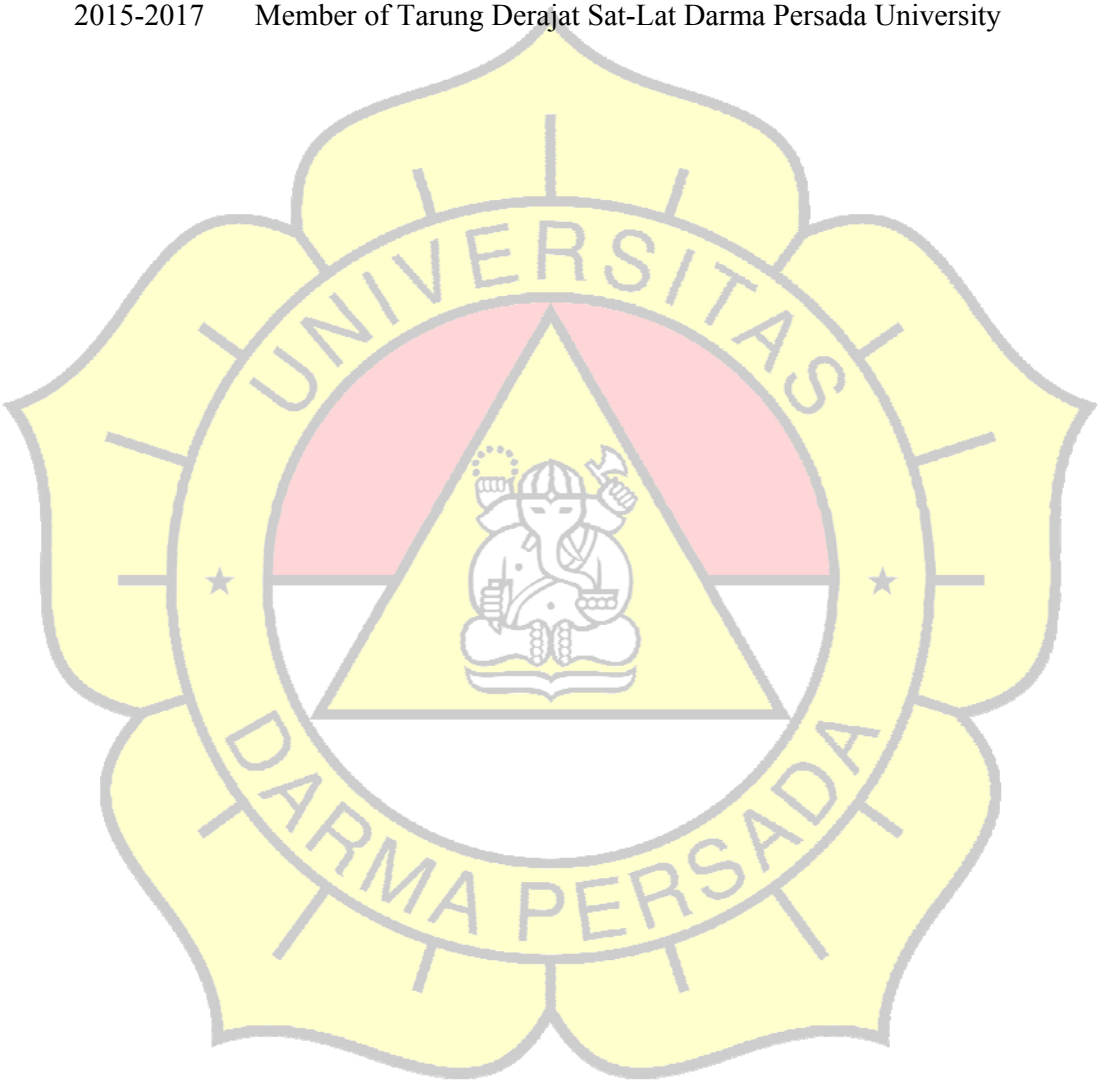
2016 TOEFL Prediction at Darma Persada University, score 452

2017 TOEIC Prediction at Darma Persada University, score 643

Organization

2006-2007 OSIS at Tunas Jakasampurna High School (Exchequer Division)

2015-2017 Member of Tarung Derajat Sat-Lat Darma Persada University

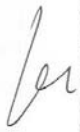


I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : Rizky Disa Putra
Dosen Pembimbing I : Dra. Karina Adinda, M.A
Dosen Pembimbing I : Agustinus Hariyana, S.S, M.Si
Judul Skripsi : The Reflection of Maslow's Hierarchy of Needs in Kevin Wendell Crumb's Alter Personalities Characters in SPLIT Movie by M.Night Shyamalan
Mulai Bimbingan : Oktober 2017
Tahun Akademik : Ganjil / 2017 - 2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Rabu, 4 Oktober 2017	– Penyerahan Proposal & diskusi tentang judul & konten. "Dissociative Identity Disorder on Kevin's Character in Split Movie by M.Night Syhamalan."	
2.	Rabu, 11 Oktober 2017	– Pembahasan Judul skripsi yang akan di ambil: "The Dissociative Identity Disorder (DID) on Kevin's Characters As The Reflection of Maslow's Hierarchy of Needs in Split Movie by M.Night Shyamalan"	
3.	Rabu, 25 Oktober 2017	– Perbaikan Kerangka Penelitian	

4.	Rabu, 15 November 2017	- Pengerahan Bab I & II - Mempersempit Teori yang digunakan	
5.	Rabu, 22 November 2017	- Pengerahan Bab II - Perubahan judul menjadi : "The Reflection of Maslow's Hierarchy of Needs Waiting For The Beast in Kevin Wendell Crumbs Alter Personalities Characters in SPLIT Movie By M. Night Shyamalan"	
6.	Rabu, 20 Desember 2017	- Analisis Intrinsik & Ekstrinsik dari karakter utama melalui setting, perwatakan, & plot. Juga melalui teori.	
7.	Sabtu, 20 Januari 2018	- Perbaikan Grammar Bab I & Bab II - Perbaikan format nomor Sub-bab	
8.	Rabu, 24 Januari 2018	- Pengembangan Analysis Bab III & Bab IV - Perbaikan Grammar Bab III & Bab IV	
9.			

10.			

Jakarta, ...

Menyetujui :

Pembimbing I

(Dra. Karina Adinda, M.A)

Pembimbing II

(Agustinus Hariyana, S.S, M.Si)

Mengetahui :

Pembimbing Akademik

(Agustinus Hariyana, S.S, M.Si)

Kajur Inggris S-1

(Tommy Ardian, SS, M.Hum)

TOEIC LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

Rizky Disa Putra	
Name	
2010130034	1990/01/23
Identification Number	Date of Birth (yyyy/mm/dd)
2018/01/19	2020/01/19
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)

LISTENING

Your score 370

5 — 495

READING

240 Your score

5 — 495

TOTAL SCORE

610

Client/Institution Name: PT. Putra Pratama Raya

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

This score report is intended for use only by the institution which sponsored the test administration.

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Detach Here

LISTENING

Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:

- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.
- They can understand details when the information is slightly paraphrased.

To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED (Your Percentage; 0% — 100%)
Can infer gist,purpose and basic context based on information that is explicitly stated in **short** spoken texts	75
Can infer gist,purpose and basic context based on information that is explicitly stated in **extended** spoken texts	78
Can understand details in **short** spoken texts	80
Can understand details in **extended** spoken texts	73

READING

Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:

- They can make simple inferences based on a limited amount of text.
- 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.
- They can sometimes connect information within one or two sentences.
- They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.
- 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.

To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED (Your Percentage; 0% — 100%)
Can make inferences based on information in written texts	13
Can locate and understand specific information in written texts	52
Can connect information across multiple sentences in a single written text and across texts	25
Can understand vocabulary in written texts	62
Can understand grammar in written texts	76

* 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.

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