



**APPENDIX 2**  
**POSTER OF THE RESEARCH**

**REGRET AND TRAGEDY IN "BEFORE THE  
COFFEE GETS COLD" NOVEL BY TOSHIKAZU  
KAWAGUCHI**



**BACKGROUND**

The research entitled Regret and Tragedy in the novel Before the Coffee Gets Cold is intended to show the character of Yaeko Hirai who regrets her actions after the death of her younger sister, Kumi Hirai, using a psychological approach. The author of this book is from Japan, named Toshikazu Kawaguchi. He was born in Osaka, Japan, in 1971. Of all his works, for me the one that left the most impression was this novel because he inserted a very extraordinary moral message that could touch my heart about.

**LIA FATIMAH AZZARAH**  
**2019130064**

**FORMULATION OF  
THE PROBLEM**

I formulate the research problem as follows: is it true that the theme of this novel reflects the concepts of regret and tragedy? To answer this question, I formulated the problem as follows:

1. How to understand the characterization of the characters in the novel Before the Coffee Gets Cold?
2. How do the plot and setting function in supporting the theme?
3. How to apply the concept of regret and tragedy to the novel Before the Coffee Gets Cold?
4. Can the theme be built by applying intrinsic and extrinsic approaches?

**RESEARCH FINDING**

This research can give us benefits and the meaning of regret and tragedy. The concepts of regret and tragedy was reflected in this novel. This research can be useful for future research and is useful for who are interested in analyzing literary works using the approaches and concepts used.

**RESEARCH METHOD**

The research method used is a qualitative method using a psychological approach. Qualitative research is descriptive research and tends to use analysis. I will apply the qualitative approach using the content analysis method. The source of object and data for this research were taken from the dialogue and narration in the novel Before the Coffee Gets Cold.

**OBJECTIVES OF THE PROBLEM**


The purpose of this research is to show that the theme of this novel is the concept of regret and tragedy. To achieve this goal, the following stages of research were carried out.

1. To analyze the characterization of the characters using the omniscient "third-person" point of view.
2. To analyze the plot and background in support of the theme.
3. To apply the concept of regret and tragedy to the novel Before the Coffee Gets Cold.
4. To analyze the theme through intrinsic and extrinsic approaches.


**CONCLUSION**

Based on what I analyze, I can conclude that the theme of this novel is regret and tragedy. Yaeko Hirai's regret arose from her belief that the tragedy happened to her younger sister, Kumi Hirai, and causing her death as a result of all the horrible treatment and harsh words she repeatedly said when she encountered Kumi.

# APPENDIX 3 PRESENTATION SLIDES




**REGRET AND TRAGEDY IN "BEFORE THE COFFEE GETS COLD" BY TOSHIKAZU KAWAGUCHI**




**Lia Fatimah Azarah**  
2019130064

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM  
DARMA PERSADA UNIVERSITY  
JAKARTA 2023


**Gratitudo to :**



Examiner  
Syaif Hidayat, S.S., M. Hum



The Head of Board Examiner  
Dr. Kurnia Idewati, M. Si.



Advisor  
Prof. Dr. Albertine Minderop, MA

---

**BACKGROUND OF THE PROBLEM**

- Toshikazu Kawaguchi was born in Osaka, Japan, in 1971. Besides as a scriptwriter, he is also previously produced, directed, and wrote for the theater group. The novel *Before the Coffee Gets Cold* was adapted by Kawaguchi, which won the top prize at the 10<sup>th</sup> Suginami Drama Festival.
- This research is intended to show the character of Yaeko Hirai who regrets her actions after the death of her younger sister, Kumi Hirai, using a psychology approach.

The Novel "Before the Coffee Gets Cold" contains a story of how Yaeko Hirai regretted her actions after the tragedy that took the life of her younger sister, Kumi Hirai.

I identify the problem is that Yaeko Hirai feels sorry for her treatment and actions towards Kumi Hirai. She blames herself for her sister's death after visiting in Tokyo. In the end, Yaeko still goes to the past even though it won't change the future and Kumi's death.

**IDENTIFICATION OF THE PROBLEM**

---

**FORMULATION OF THE PROBLEM**

I formulate the research problem as: is it true that the theme of this novel reflects the concepts of regret and tragedy?

- How to understand the characterization of the characters in the novel *Before the Coffee Gets Cold*?
- How do the plot and setting function in supporting the theme?
- How to apply the concept of regret and tragedy to the novel *Before the Coffee Gets Cold*?
- Can the theme be built by applying intrinsic and extrinsic approaches?

**FRAMEWORK OF THE THEORIES**

INTRINSIC APPROACH  
(APPROACH TO LITERATURE)

Character Analysis

Plot      Setting

Theme      Tragedy

EXTRINSIC APPROACH  
(APPROACH TO PSYCHOLOGY)

Regret

---

**Review of Previous Study**

- "Regret in Nicholas Spark's Novel *The Best of Me*" by Anggi Pangestina and Devi Pratiwy (2022)
- "Tragedi dalam Novel *Orang-orang Gila Karya Han Gagarin*" by Azimuddin Ikram Hakim (2020)
- "Analisis Pendekatan Psikologi Sutura dalam Novel *Re: Perempaan*" by Eka, Munkiral, Amagvina, dan Ayu (2022)

**METHOD OF THE RESEARCH**

Research Approach and Method

Research Object and Data

Data Collection Techniques

Data Analysis Technique


Qualitative Method using Psychological Approach

Content Analysis

Hermeneutic Technique

---

**Research Finding and Analysis**



**DATA ANALYSIS**

The Expression of Regret

- Self-Blame
- Sadness

The Expression of Tragedy

- Death

---

**DATA ANALYSIS**

Sadness Expressed in Characters

Self-Blame Expressed in Characters

Death Expressed in Characters

Sadness Expressed in Plot

Self-Blame Expressed in Plot

Death Expressed in Plot

Sadness Expressed in Setting

Self-Blame Expressed in Setting

Death Expressed in Setting

**CONCLUSION**

- Based on what I analyze in the previous chapter, I can conclude that the theme of this novel is regret and tragedy. The regret felt by Yaeko Hirai made her feel deep sadness to the point of blaming herself for Kumi Hirai's death. Yaeko's regret arose from her belief that her sister died as a result of all the horrible treatment and harsh words she repeatedly said when she encountered Kumi.
- Based on this research, I hope it will be useful for future research and is useful for who are interested in analyzing literary works using the approaches and concepts used, because this research is carried out through a new perspective using a psychological approach.

# APPENDIX 4 TOEIC CERTIFICATE



## LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p>	<p style="text-align: center;"><b>Lia Fatimah Azzarah</b></p> <hr/> <p>Name</p> <hr/> <p><b>3172025904010009</b>      <b>2001/04/19</b></p> <hr/> <p>Identification Number      Date of Birth (yyyy/mm/dd)</p> <hr/> <p><b>2023/01/21</b>      <b>2025/01/21</b></p> <hr/> <p>Test Date (yyyy/mm/dd)      Valid Until (yyyy/mm/dd)</p>	<p style="text-align: center;"><b>LISTENING</b></p> <p style="text-align: center;">Your score <b>425</b></p> <hr/> <p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;">Your score <b>350</b></p>	<p style="text-align: center;"><b>TOTAL SCORE</b></p> <p style="text-align: center; font-size: 2em;"><b>775</b></p>
<p>Client/Institution Name: <b>Putra Pratama Raya, PT</b></p> <p>PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Ka 9 47, Jakarta, Indonesia, 12930</p> <p><small>This score report is intended for use only by the institution which sponsored the test administration.</small></p>			

LISTENING		READING	
<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>Your scaled score is 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>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	<p style="text-align: center;">Your Percentage</p> <p style="text-align: center;">0%  100%</p>		<p style="text-align: center;">Your Percentage</p> <p style="text-align: center;">0%  100%</p>
Can infer gist purpose and basic context based on information that is explicitly stated in short spoken texts	100	Can make inferences based on information in written texts	66
Can infer gist purpose and basic context based on information that is explicitly stated in extended spoken texts	70	Can locate and understand specific information in written texts	53
Can understand details in short spoken texts	90	Can connect information across multiple sentences in a single written text and across texts	72
Can understand details in extended spoken texts	87	Can understand vocabulary in written texts	90
		Can understand grammar in written texts	84

\* 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:

**Lia Fatimah Azzarah**

Atas Partisipasinya Sebagai Peserta Webinar  
" ACADEMIC WRITING: Kiat Menulis Karya Ilmiah Skripsi dan Jurnal"  
Yang Diselenggarakan oleh Program Studi Bahasa dan Kebudayaan Inggris  
Jakarta, 11 November 2021



Dr. Yoga Pratama, MP.d  
Ketua Penyelenggara



FAKULTAS BAHASA DAN BUDAYA

Dr. Eko Cahyono  
Dekan Fakultas Bahasa &  
Budaya



**E-SERTIFIKAT**

Diberikan Kepada :

**Lia Fatimah Azzarah**

Atas Partisipasinya Sebagai Peserta Kuliah Umum "Bahasa dan Realitas: Mengulik Peran Bahasa  
Dalam Membentuk *The New Normal*" Yang diselenggarakan Oleh  
Program Studi Bahasa dan Kebudayaan  
Inggris (S1) dan Bahasa Inggris (D3)

Jakarta, 17 Juni 2020

Ketua Penyelenggara

Fridolini, S.S, M.Hum

Dekan Fakultas Sastra

FAKULTAS SAstra  
Dr. Ir. Eko Cahyono, M. eng

# Certificate

This is to certify that

**Lia Fatimah Azzarah**

participated in the Fieldwork for International Exchange II.  
During the course, the candidate has completed 700 minutes fieldwork.

Date of Participation

From October 4 to November 22, 2022

Signature



Dean

College of Intercultural Studies

Kanto Gakuin University

Date: December 20, 2022



## E - SERTIFIKAT

DIBERIKAN KEPADA :

***Lia Fatimah Azzarah***

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 COUNSELLING FORM**

Nama Mahasiswa : Lia Fatimah Azzarah  
 Dosen Pembimbing : Prof. Dr. Albertine Minderop, MA  
 Judul Skripsi : Regret and Tragedy in "Before the Coffee Gets Cold" Novel  
 by Toshikazu Kawaguchi  
 Mulai Bimbingan : Kamis, 6 Oktober 2022  
 Tahun Akademik : 2022/2023

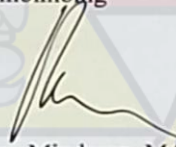
No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Kamis, 6 Oktober 2022	Penyerahan Bab 1	
2.	Kamis, 20 Oktober 2022	Penyerahan Bab 1 s/d Bab 3	
3.	Jumat, 2 Desember 2022	Penyerahan Bab 1 s/d Bab 4	
4.	Sabtu, 3 Desember 2022 Via WhatsApp	Revisi Bab 4	

5.	Minggu, 25 Desember 2022	Penyerahan Bab 1 s/d Bab 4	
6.	Kamis, 5 Januari 2023	Penyerahan Bab 1 s/d Bab 5	

Jakarta,  
January 18<sup>th</sup>, 2023

Menyetujui:

Dosen Pembimbing

  
(Prof. Dr. Albertine Minderop, MA)

Mengetahui:

Ketua Program Studi

S-1 Bahasa dan Kebudayaan Inggris

Pembimbing Akademik

  
(Dra. Karina A. Sulaeman, M.A.)

  
(Dr. Yoga Pratama, M.Pd.)



APPENDIX 7  
TURNITIN

REGRET AND TRAGEDY IN "BEFORE THE COFFEE GETS COLD"  
NOVEL BY TOSHIKAZU KAWAGUCHI

ORIGINALITY REPORT

8%	%	%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Darma Persada Student Paper	6%
2	Submitted to Universitas Muhammadiyah Surakarta Student Paper	<1%
3	Submitted to Pasundan University Student Paper	<1%
4	Submitted to North Idaho College Student Paper	<1%
5	Submitted to University of the Free State Student Paper	<1%
6	Submitted to Coppin State College Student Paper	<1%
7	Submitted to Indiana University Student Paper	<1%
8	Submitted to Universitas Riau Student Paper	<1%

Submitted to Leiden University

**APPENDIX 8**  
**CURRICULUM VITAE**



**LIA FATIMAH A.**

**PROFILE**

Fresh Graduate of English Language and Culture specialized in the Literature field, Darma Persada University.

**CONTACT ME**

☎ +62 3877 4050 60  
✉ azzarah9597@gmail.com

**COMPUTER SKILLS**

- Text processor
- Spreadsheet
- Slide presentation

**LANGUAGE**

- Native Indonesian
- Intermediate English

➤ **EDUCATION**

**DARMA PERSADA UNIVERSITY**  
English Language and Culture,  
Literature field  
2019 - 2023  
**SMKN 3 JAKARTA**  
Office Administration  
2016 - 2019

➤ **EDUCATION EXPERIENCE**

**FIELDWORK FOR INTERNATIONAL EXCHANGE II**  
October 4 - November 22, 2022

➤ **VOLUNTEER EXPERIENCE**

**WRITING COMMISSION FOR HUMANITY COVID-19**  
2020

➤ **INTERNSHIP EXPERIENCE**

**MINISTRY OF TOURISM AND CREATIVE ECONOMY OF THE REPUBLIC OF INDONESIA**  
In the environment of Deputy of Marketing Development II  
February 1 - April 18, 2018