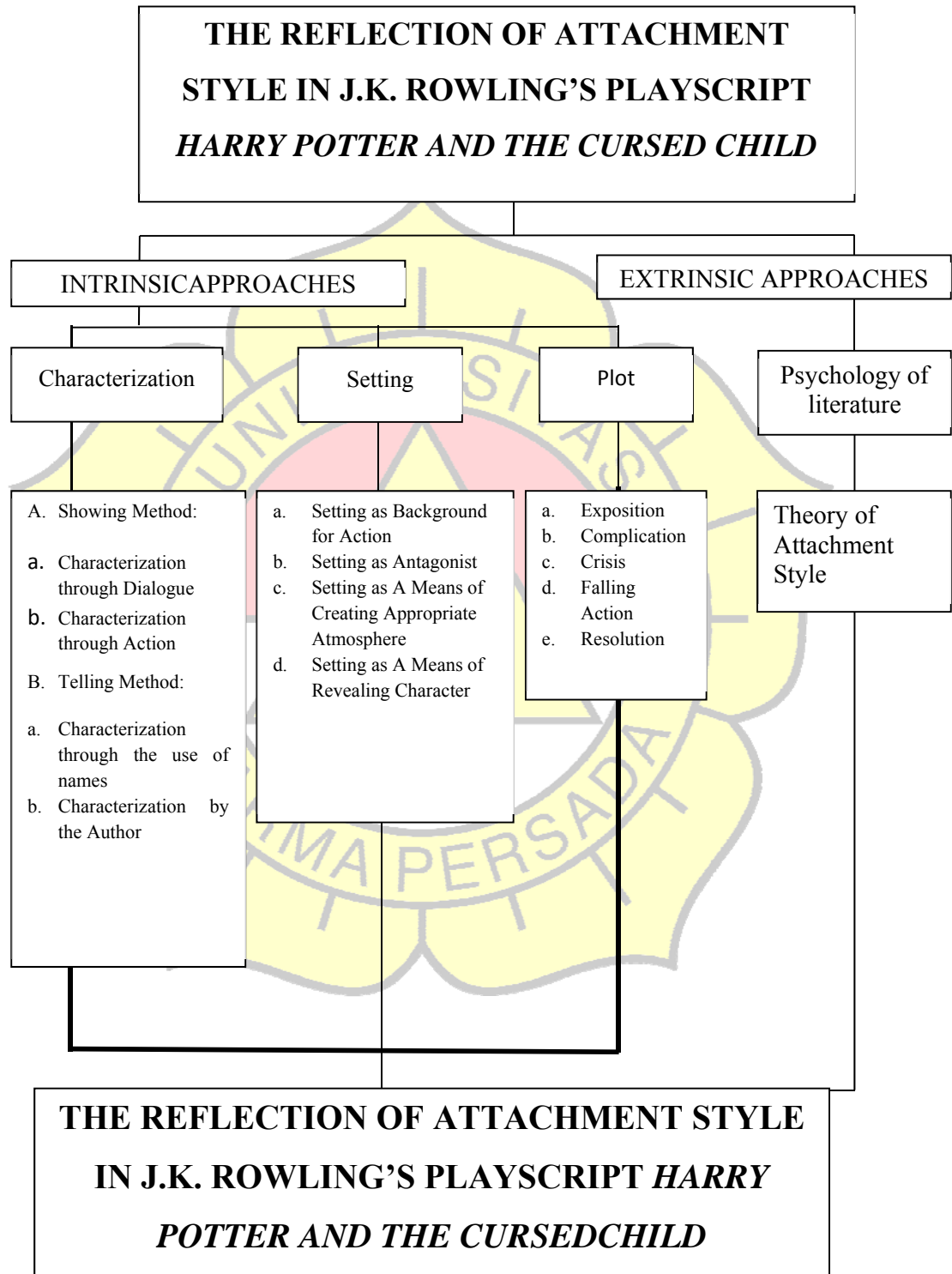


SCHEME OF THE RESEARCH





THE REFLECTION OF ATTACHMENT STYLE IN J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD*

ANISA FAJRIANTI | 2014130068 |

DEPARTMENT OF LITERATURE | DARMA PERSADA

BACKGROUND

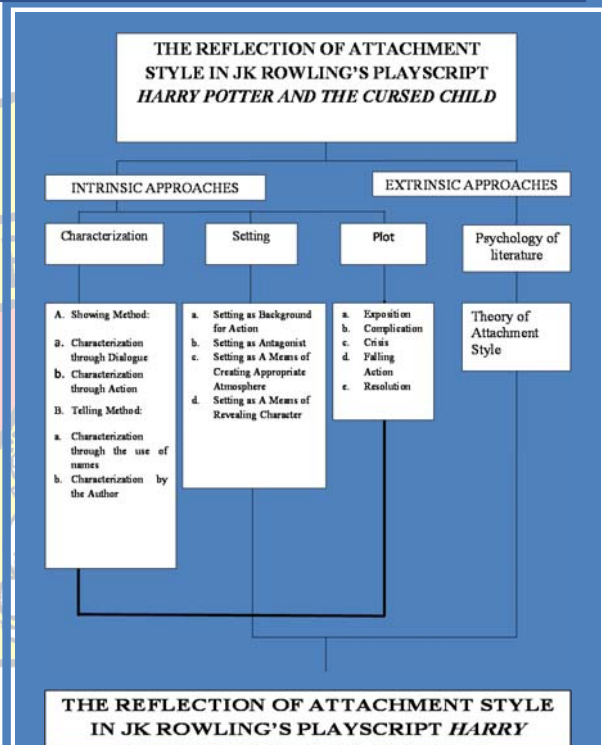
Being a son to a popular father is not easy. People always look at you. People expect a big hope to you. But when you different from your popular father, people will look down at you. This is what happens to Albus Potter and Harry Potter.

METHODS OF THE RESEARCH

To analyze this research, I will use qualitative methods. The qualitative method can be used to analyze the literature by using psychological approach. I use intrinsic such as characterization, plot and setting. Extrinsic is the theory of attachment style.

RESEARCH FINDINGS

This research can give us something that we can learn in our lives. As suggestion, by understanding the characterization and psychology that exist in this term paper easily the readers can see the theme of this research. This research is useful to enrich psychological approach since there is only a few sources which discuss about the Attachment Style.



DISCUSSION

This research gives us an acknowledge about Attachment Style. We learn about how a child personality in psychological. Attachment Style helps to examine the personality an individual to other individual. In this case, Albus interaction to his father and his friend are in discuss. Their relationship can be reflect with secure, anxious, and avoidant attachment which each of that have different value to discuss.

SUMMARY

As explained of all methods that I use, it proves the theme of this research is the Reflection of Attachment Style in J.K. Rowling's Playscript Harry Potter and The Cursed Child.

Curriculum Vitae

PERSONAL DATA

Name : Anisa Fajrianti
Nationality : Indonesian
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Formal Education

2002-2008 : 5 Pengasinan Elementary School, Rawalumbu
2008-2011 : 33 Junior High School, Rawalumbu
2011-2014 : Mutiara Baru Vocational High School, Rawalumbu
2014-Present: Darma Persada University, Jakarta Timur

Working Experience

Working at SMK Muara Indonesia

Period : 2016
Position : English Teacher

Working at SMK Pusaka 1 Nusantara

Period : 2017
Position : English Teacher

Working at XingYun

Period : August 2017 – January 2018
Position : English Teacher

ATTACHMENT

THE REFLECTION OF ATTACHMENT STYLE IN JK ROWLING'S PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD*

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2014130068

HARRY POTTER AND THE CURSED CHILD

BACKGROUND
OF THE
RESEARCH

IDENTIFICATION
OF THE
RESEARCH

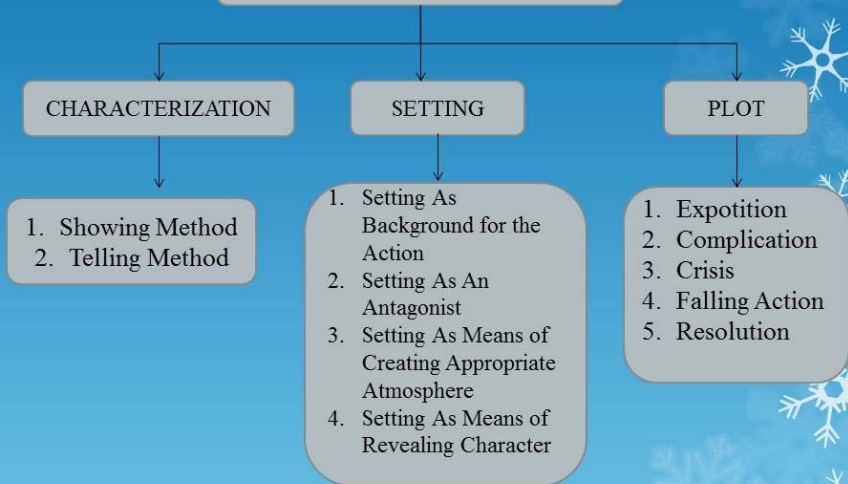
LIMITATION OF
THE RESEARCH

STATEMENT OF
THE RESEARCH

OBJECTIVES OF
THE RESEARCH

FRAMEWORK OF THEORIES

INTRINSIC APPROACHES



EXTRINSIC APPROACHES



THE REFLECTION OF ATTACHMENT STYLE IN J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD*

INTRINSIC APPROACHES

CHARACTERIZATION

- Albus Potter : Innocent, considerate, bad-tempered, ambitious, brave, and resourceful
- Harry Potter : famous, caring, petient, stubborn, and over-protective
- Scorpius Malfoy : kind, friendly, desperate, loyal, and smart

SETTING

PLOT

EXTRINSIC APPROACHES

ATTACHMENT STYLE

- Secure Attachment : Albus believes his parents, and Albus' comfortness towards his only friend
- Anxious & Avoidant Attachment : Albus' worries of sorting into Slytherin House, Albus' anxious of his father popularity, and Albus' anxious becomes Avoidant.




THE REFLECTION OF ATTACHMENT STYLE IN J.K. ROWLING'S PLAYSRIPT *HARRY POTTER AND THE CURSED CHILD*






CONCLUSION

I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : Anisa Fajrianti
Dosen Pembimbing I : Dra. Karina Adinda, MA
Dosen Pembimbing I : Drs. Rusydi M. Yusuf, M.si
Judul Skripsi : The Reflection of Attachment Style
in JK Rowling's Playscript Harry
Potter and The Cursed Child
Mulai Bimbingan : Selasa, 3 Oktober 2017
Tahun Akademik : 2017/2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Selasa, 3/10/17	- evaluasi bab I - membahas topik / judul	
2.	Selasa 21/10/17	- evaluasi bab I & II - revisi bab I evaluasi bab II	
3.	Selasa 29/11/17	evaluasi bab III	

4.	Selasa 12/12/17	<ul style="list-style-type: none"> - Pengumpulan bab I^U - Revisi bab III - Pembahasan bab I^U 	
5.	Selasa 19/12/17	<ul style="list-style-type: none"> - Pengumpulan acknowledgement - Revisi bab I^U - Pembahasan bab I^U 	
6.	Selasa 9/01/18	<ul style="list-style-type: none"> - Pembahasan bab I^U - Pengumpulan abstrak, table of contents - Pembahasan semua bab 	
7.	Jumat 12/01/18	Grammar Checking	
8.	Rabu 10/01/18	Grammar Checking	
9.			

10.			
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Jakarta,

Menyetujui :

Pembimbing I



(..... Dra. Karmu Adiningsih, MA))

Pembimbing II



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

Mengetahui :

Pembimbing Akademik


(..... Dra. Yuniar E))

Kajur Inggris S-1


(..... Tommy Andrian, S.S, M.Si))

Anisa Fajrianti Name		LISTENING Your score 365	TOTAL SCORE 620
2014130068 Identification Number	1996/04/07 Date of Birth (yyyy/mm/dd)	READING Your score 255	
2018/01/19 Test Date (yyyy/mm/dd)	2020/01/19 Valid Until (yyyy/mm/dd)		
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.

LISTENING		READING	
Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths: <ul style="list-style-type: none"> • 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 descriptions for test takers who score around 400.		Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths: <ul style="list-style-type: none"> • 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 correct 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	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts	0% 70 100%	Can make inferences based on information in written texts	0% 20 100%
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	0% 63 100%	Can locate and understand specific information in written texts	0% 52 100%
Can understand details in short spoken texts	0% 80 100%	Can connect information across multiple sentences in a single written text and across texts	0% 45 100%
Can understand details in extended spoken texts	0% 80 100%	Can understand vocabulary in written texts	0% 48 100%
		Can understand grammar in written texts	0% 92 100%

* 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.