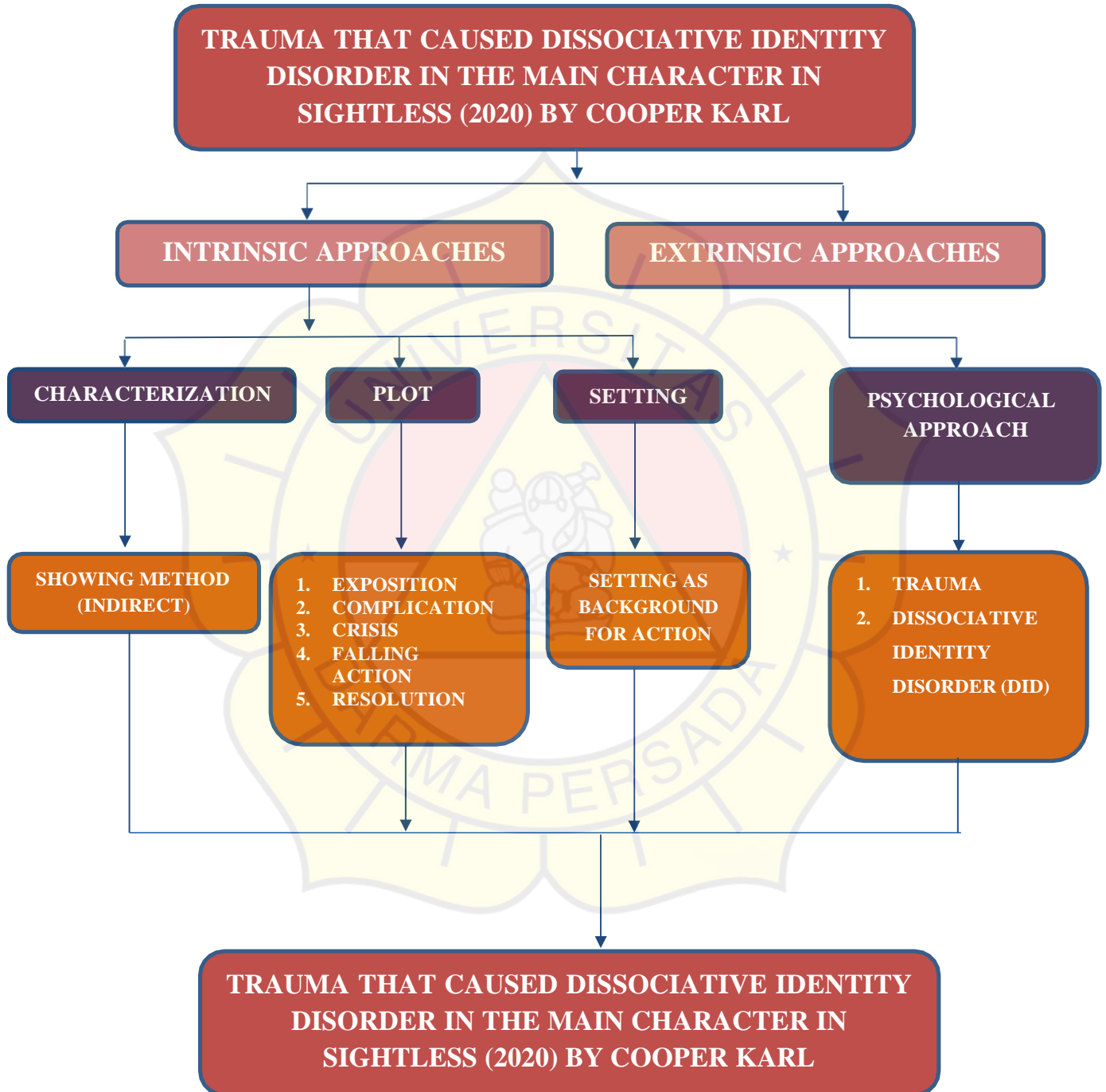



APPENDIX 1

SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH



TRAUMA THAT CAUSED DISSOCIATIVE IDENTITY DISORDER IN THE MAIN CHARACTER IN SIGHTLESS (2020) MOVIE SCRIPT Y COOPER KARL

BACKGROUND OF THE PROBLEM

Trauma can be said as mental pain experienced by the sufferer. Trauma can cause physical and psychological damage that brings difficulties to life such as decreased levels of productivity and daily activities for those who suffer from it. Trauma can also cause a person to experience Dissociative Identity Disorder (DID), previously known as Multiple Personality Disorder (MPD). Where the suffer becomes like having one or two or even more personalities.

This research wants to analyze more deeply about the psychological problems of the characters contained in the movie script *Sightless (2020)* directed by Cooper Karl by using the psychological approach through the theory proposed by Sigmund Freud.

Research Method

This study is using the qualitative research, interpretative analysis this study is using method of data collection in the form of script from *Sightless (2020)* as the primary resource and supported by some of the literatures to relate the theories, concepts, and the relevant definition as a secondary source. The research method use in this research is content analysis method through the indirect showing method by using dialogue between characters in which I will explore my research object specifically by exploring the dialogues between the characters in the movie script.

Formulation of the Problem

- 1) What is the elaboration between the characterization and the concept of trauma and dissociative identity disorder (DID) portrait in *Sightless (2020)* movie script?
- 2) What is the elaboration between the plot, setting and the concept of trauma and dissociative identity disorder (DID) portrait in *Sightless (2020)* movie script?

OBJECTIVES OF THE RESEARCH

- 1) To explain the elaboration between the plot, setting, and the concept of trauma and dissociative identity disorder (DID) happened in *Sightless (2020)* movie script
- 2) To explain the elaboration between the characterization and the concept of trauma and dissociative identity disorder (DID) happened in *Sightless (2020)* movie script.

RESA ADI AHIRIA
2019130061

ENGLISH LANGUAGE AND CULTURE DEPARTMENT
FACULTY OF LANGUAGE AND CULTURE
DARMA PERSADA UNIVERSITY

APPENDIX 3

PRESENTATION SLIDES



Trauma That Caused Dissociative Identity Disorder
in the Main Character in *Sightless* (2020) Movie Script



Resa A.Ahiria
2019130061

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
DARMA PERSADA UNIVERSITY
JAKARTA 2023

Gratitude to :



Examiner

Drs. Rusydi Muhammad, Y.M.Si.



The Head of Board Examiner

Eka Yuniar Ernawati S.S., M.Si.



Advisor

Dra. Karina Adinda S, S.S., MA.

BACKGROUND OF THE PROBLEM

MOVIE SCRIPT

DISSOCIATIVE IDENTITY DISORDER (DID)

TRAUMA



IDENTIFICATION OF THE PROBLEM

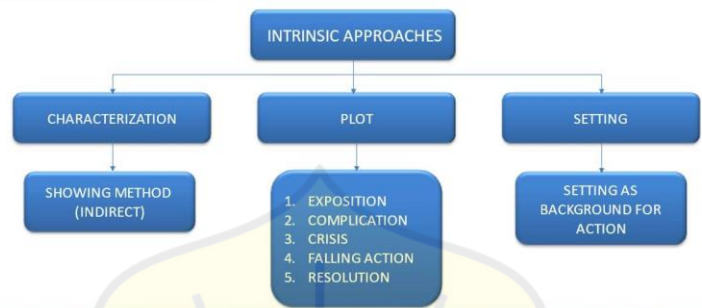
The identification of the problem in this research is that there is the existence of dissociative identity disorder (DID), previously known as multiple personality disorder (MPD) caused by the trauma experienced by the main character, Clayton Haley.

FORMULATION OF THE PROBLEM

1). What is the elaboration between the characterization and the concept of trauma and dissociative identity disorder (DID) portrait in *Sightless (2020)* movie script?

2). What is the elaboration between the plot, setting and the concept of trauma and dissociative identity disorder (DID) portrait in *Sightless (2020)* movie script?

FRAMEWORK OF THE THEORIES



FRAMEWORK OF THE THEORIES



Review of Previous Study

Previous study that is conducted by Arga Gilang Wisantoro	➔	This study aims to analyze the trauma that leads to the death instinct in the film script by using an intrinsic and extrinsic approach. The result of the research written by Arga Gilang Wisantoro is that trauma leads to a death instinct.
Previous study that is conducted by Nieske Tiara Sabila & Much Koiri	➔	This study aims to analyze the effects or consequences that arise and affect a person's life after experiencing a trauma in childhood and how to deal with unresolved trauma. The purpose of this research is to analyze how much influence trauma that experienced in childhood can affect a person's personal life.
Previous study that is conducted by Hana Nagieb Kuddah	➔	This term paper discussed about the theme of a movie script using the intrinsic and extrinsic approaches. The study related to my research because it used the same concept and theory, the concept and theory are the concept of Dissociative Identity Disorder (DID) and by using psychoanalytic theory in the movie script.

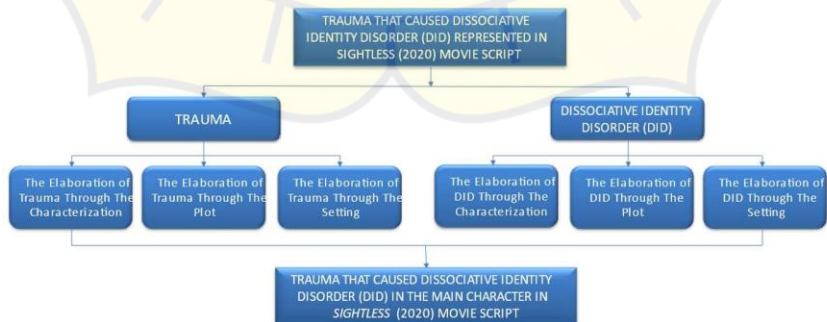


METHOD OF THE RESEARCH



Research Finding and Analysis

DATA ANALYSIS



CONCLUSION



1

First, the indirect showing method has been proven to be used to analyze the character of the main character, Clayton Haley, in Sightless (2020) movie script.

2

The trauma experienced by Clayton caused him to have dissociative identity disorder (DID) which is harmful and even causes victims.

CONCLUSION



3


The trauma experienced by Clayton makes him create and develop another personality within himself through his imagination. The kinds of DID that Clayton has, has been proven that there are two kinds of those: the host (main) personality and the dominant personality.

4


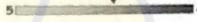
The concepts of trauma and dissociative identity disorder (DID) represented in Sightless (2020) movie script.

APPENDIX 4

TOEIC CERTIFICATE



LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

Resa Adi Ahiria Name		LISTENING Your score 350	TOTAL SCORE 625
3216015206010005 Identification Number	2001/06/12 Date of Birth (yyyy/mm/dd)	5  495	
2023/01/21 Test Date (yyyy/mm/dd)	2025/01/21 Valid Until (yyyy/mm/dd)	READING Your score 275	
5  495			
Client/Institution Name: Putra Pratama Raya, PT PT Interprovincial Test Center, Plaza Seroja, 17th Floor, Jl. Jend. Sudirman Kav 47, Jakarta, Indonesia 12930			

LISTENING

Your scored score is between 320 and 400. Test takers who score around 350 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 the 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.

READING

Your scored 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 200, 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.	75 	Can make inferences based on information in written texts.	46
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts.	88 	Can locate and understand specific information in written texts.	80
Can understand details in short spoken texts.	85 	Can connect information across multiple sentences in a single written text and across texts.	55
Can understand details in extended spoken texts.	67 	Can understand vocabulary in written texts.	61
		Can understand grammar in written texts.	68

* 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.

Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logo, and TOEIC are registered trademarks of Educational Testing Service.

142646-70171 • S300R300 • Printed in U.S.A. 784192

APPENDIX 5

CERTIFICATES



E - SERTIFIKAT
DIBERIKAN KEPADA :

Resa Adi Ahiria

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



E SERTIFIKAT
Diberikan Kepada :

Resa Adi Ahiria

Atas
Partisipasinya Sebagai Peserta Seminar Online
“ANALISIS WAHANA :
TRANSFORMASI BAHASA DAN BUDAYA DI ERA DIGITAL”
Yang Diselenggarakan Oleh Program
Studi Bahasa dan Kebudayaan Inggris
28 Juni 2021

**Ketua Program Studi
Bahasa & Kebudayaan Inggris**

Dr. Yoga Pratama, MP.d

Dekan Fakultas Bahasa & Budaya





Dr. Eko Cahyono, M. Eng






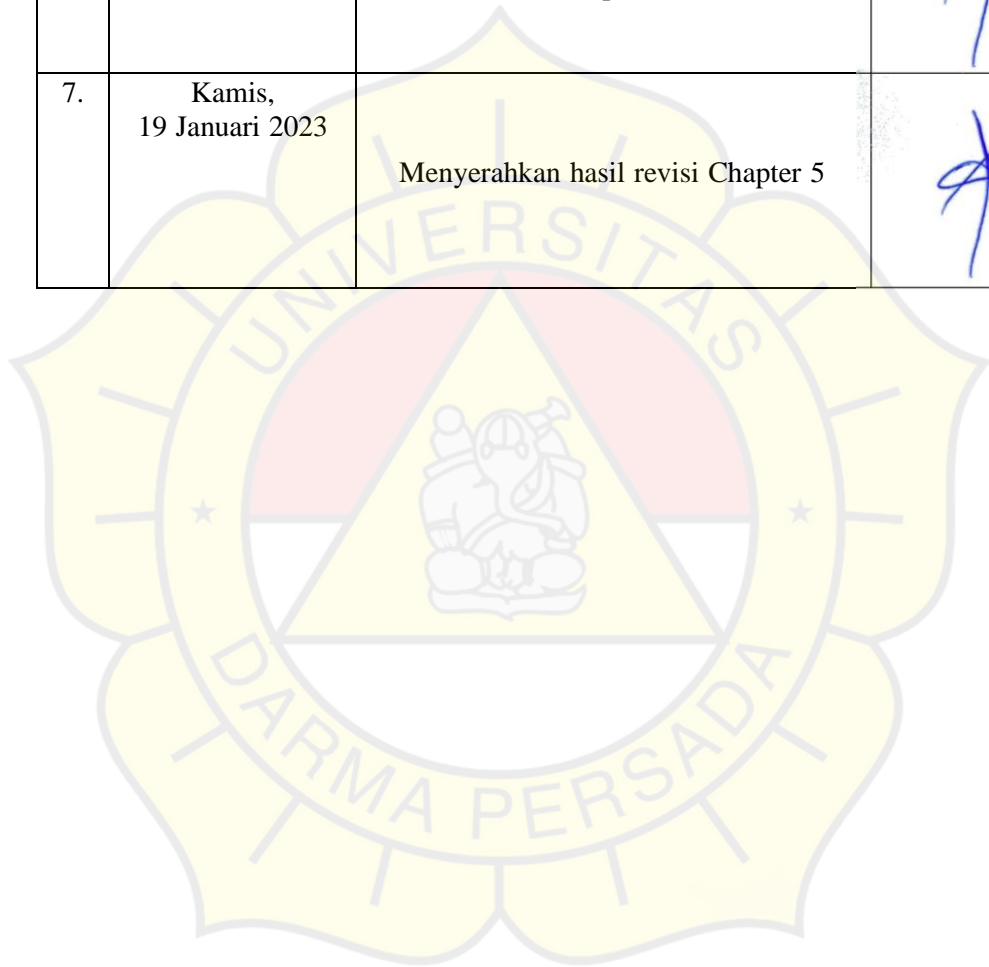
APPENDIX 6

TERM-PAPER COUNSELLING FORM

Nama Mahasiswa : RESA ADI AHIRIA
Dosen Pembimbing : Karina Adinda Sulaeman, SS., MA
Judul Skripsi : Trauma That Caused Dissociative Identity Disorder in the Main Character in Sightless (2020) Movie Script by Cooper Karl
Mulai Bimbingan : 5 Oktober 2021
Tahun Akademik : Ganjil 2022/2023

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Rabu, 5 Oktober 2022	Revisi Judul dan Chapter 1 (<i>background of the problem, formulation of the problem, dan objective of the research</i>)	
2.	Kamis, 20 Oktober 2022	Menyerahkan hasil revisi Chapter 1 dan Chapter 2	
3.	Kamis, 27 Oktober 2022	Meyerahkan revisi Chapter 2 (<i>theory dan grammar</i>) dan Chapter 3	
4.	Selasa, 1 November 2022	Menyerahkan revisi Chapter 3 dan konsultasi Chapter 4	

5.	Senin, 5 Januari 2023	Menyerahkan Chapter 4 dan konsultasi Chapter 5	
6.	Kamis, 12 Januari 2023	Menyerahkan revisi Chapter 4 dan Chapter 5	
7.	Kamis, 19 Januari 2023	Menyerahkan hasil revisi Chapter 5	



Jakarta, January 19, 2023

Menyetujui:

Dosen Pembimbing



(Karina Adinda Sulaeman, SS., MA.)

Mengetahui:

Pembimbing Akademik



(Fridolini, S.S., M. Hum.)

Ketua Program Studi

S1 Bahasa dan Kebudayaan Inggris



(Dr. Yoga Pratama, M. Pd.)

APPENDIX 7

TURNITIN RESULT

TRAUMA THAT CAUSED DISSOCIATIVE IDENTITY DISORDERS
OF THE MAIN CHARACTER IN SIGHTLESS (2020) MOVIE SCRIPT
BY COOPER KARL

ORIGINALITY REPORT



PRIMARY SOURCES

1	Submitted to Universitas Darma Persada Student Paper	5%
2	mafiadoc.com Internet Source	1%
3	docshare.tips Internet Source	1%
4	es.scribd.com Internet Source	1%
5	ejournal.uin-malang.ac.id Internet Source	1%
6	repository.unsada.ac.id Internet Source	1%
7	yochebedblog.wordpress.com Internet Source	1%
8	www.ijassjournal.com Internet Source	1%

etheses.uin-malang.ac.id

APPENDIX 8
CURRICULUM VITAE

Personal Data

Name : Resa Adi Ahiria
Place/Date of Birth : Bekasi, June 12th, 2001
Address : Villa Mutiara Gading,
Bekasi
Gender : Female
Phone/Fax : 085715702697
E-mail : ahiriaresaa@gmail.com



Formal Education

2016 – 2019 : SMAN 2 BABELAN
2019 – *Present* : S-1 UNIVERSITAS DARMA PERSADA

Organization Experiences

2022 – 2023: Member of HIMASINDA as Human Resources Staff