

## POSTER OF THE RESEARCH

### THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS IN THE MULTI-MILLIONAIRE FOOTBALLER FRANK LAMPARD'S AUTOBIOGRAPHY



#### Literary Approaches

#### Extrinsic Approach

#### Plot

#### Characterisation

#### Settings

#### Psychological Concept

1. Exposition: Frank Lampard's Profile
2. Rising Action: The Struggle as Lampard Jr.
3. Crisis: The Beginning as a Professional Footballer
4. Falling Action: Becoming a Multi-millionaire Footballer
5. Resolution: The Multi-millionaire Footballer

#### Showing Method

#### Characterisation through Action

1. Background for Action
2. Antagonist
3. A Means of Creating & Appropriate Atmosphere
4. A Means of Revealing Character
5. A Means of Reinforcing Theme

#### Lampard's Characters

1. Hard-working
2. Perseverance
3. Footballer



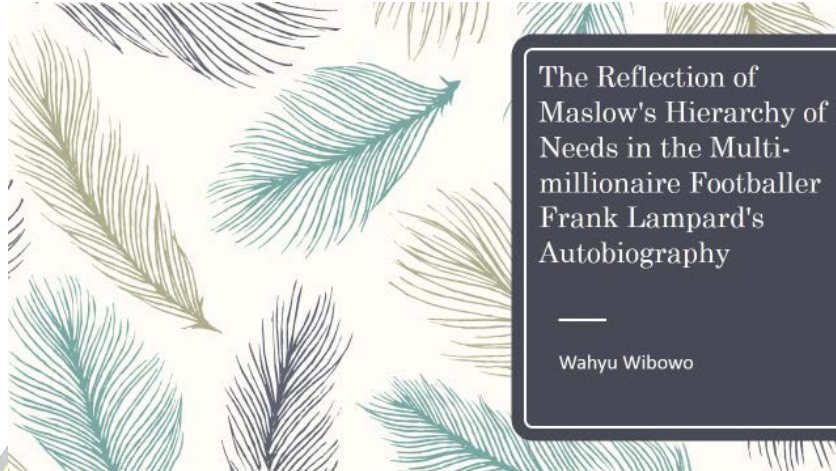
#### Maslow's Hierarchy of Needs

1. Lampard's Physiological Needs
2. Lampard's Safety Needs
3. Lampard's Love & Belonging Needs
4. Lampard's Esteem Needs
5. Lampard's Self-actualisation Needs

### THE REFLECTION OF MASLOW'S HIERARCHY OF NEEDS IN THE MULTI-MILLIONAIRE FOOTBALLER FRANK LAMPARD'S AUTOBIOGRAPHY

# ATTACHMENT

## A. Power-Point Slideshow



### Background of the Research


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- Football is well-known sport all over the world that is originally from England.
- Frank Lampard is an English multi-millionaire footballer who has an extraordinary background as a footballer because he comes from a footballer family and spends his education time in Brentwood private school.

### Identification of the Problem

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- Frank Lampard has to face obstacle to be a professional footballer.
- He also has to struggle to gain recognition from the fans who doubt his ability.



## Limitation of the Problem

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- The career of Frank Lampard in West Ham as an apprentice and Chelsea as a professional footballer.



## Objectives of the Research

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- To analyse the plot of Frank Lampard's personal life.
- To analyse Frank Lampard's characters through intrinsic approach
- To analyse Frank Lampard to be a multi-millionaire footballer using Maslow's hierarchy of needs related to his characters.



## Methods of the Research

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- Qualitative methods
- Source:
  1. Frank Lampard's autobiography "*Totally Frank*" as main source
  2. "*Concise Companion to Literature*" by Pickering and Hooper as the theory source



## Framework of Theories

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- Intrinsic Approaches:
  1. Plot
  2. Characterisation
  3. Settings
- Extrinsic Approach:
  1. Maslow's Hierarchy of Needs



## Benefits of the Research

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- To provide the scientific evidence for the objectives of the research.
  1. Plot to present Lampard's personal life
  2. Characterisation through action and settings to analyse Lampard's characters
  3. Maslow's hierarchy of needs related to the character to present Lampard as a multi-millionaire footballer




DARMA PERSADA

## B. Term-Paper Writing Report




### I. Lembar Kepembimbingan Skripsi

#### LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : Wahyu Wibawa  
 Dosen Pembimbing I : Augustinus Hariyana S.S M.Si  
 Dosen Pembimbing II : Drs Rusydi M. Yusuf M.Si  
 Judul Skripsi : The Reflection of Maslow's Hierarchy of Needs in Frank Lampard's Characters to be a Multi-millionaire Footballer  
 Mulai Bimbingan : 17<sup>th</sup> October 2014  
 Tahun Akademik : 2014 - 2015

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Friday, 17/2014 10	Revising title ↳ The Reflection of Humanistic Psychology Concept about Frank Lampard Performance from young Apprentice to Multi-millionaire World Footballing in Chelsea Football Club	
2.	Friday, 06/2015 102	Revising theory, not only extrinsic, but also intrinsic	
3.	Friday, 01/2016 104	Revising title: ↳ The Reflection of Maslow's Hierarchy of Needs in Characters of Frank Lampard to be a Multi-millionaire Footballer	

4.	Friday, 12/2016 /05	Adding the evidence of the analysis to be three examples.	✓
5.	Thursday, 19/2016 /05	Adding Letting's evidence: 1. Time 2. Place 3. Social	✓
6.	Monday, 23/2016 /05	Elaboration is about the detail analysis that is on chapter <u>IV</u> from chapter <u>II</u> & <u>III</u>	✓
7.	Wednesday, 01/2016 /06	1. Perbaiki tulisan 2. Refererence 3. Daftar Pustaka	✓
8.	Friday, 10/2016 /06	Contoh Elaboration <u>IV</u> & Conclusion	✓
9.	Thursday, 23/2016 /06	Chapter <u>V</u> Conclusion & Summary of Term Paper	✓

10.	Thursday, 14/07 2016	1. Poster of the Research	
11.	Monday, 18/07 2016	1. End Note	
12.	Friday, 22/07 2016	Revising title of subchapter in Chapter IV.	

Jakarta, 25<sup>th</sup> of July 2016

Menyetujui :

Pembimbing I

  
(Agustinus Hariyana S.S. M.Si)

Pembimbing II

  
(Dr. Basyidi M. Yusuf M.Si)

Mengetahui :


Pembimbing Akademik

  
(Agustinus Hariyana S.S. M.Si)



Kajur Inggris S-1

  
(Tommy Andrian S.S. M.Hum)

## C. TOEIC Result








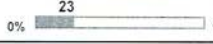
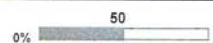


### LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<b>Wahyu Wibowo</b>		<b>LISTENING</b>	<b>TOTAL SCORE</b>  <span style="font-size: 2em; border: 2px solid black; border-radius: 50%; padding: 10px; display: inline-block;">475</span>
Name		Your score <b>305</b>	
2008130045	1990/05/12	5  495	
Identification Number	Date of Birth (yyyy/mm/dd)		
2016/08/05	2018/08/05	<b>READING</b>	
Test Date (yyy/mm/dd)	Valid Until (yyy/mm/dd)	Your score <b>170</b>	
		5  495	

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

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LISTENING		READING	
Your scaled score is close to 300. Test takers who score around 300 typically have the following strengths: <ul style="list-style-type: none"> <li>They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>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.</li> </ul> To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table.		Your scaled score is close to 150. Test takers who score around 150 typically have the following strengths: <ul style="list-style-type: none"> <li>They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.</li> <li>They can understand easy vocabulary and common phrases.</li> <li>They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.</li> </ul> To see weaknesses typical of test takers who score around 150, 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	66 	Can make inferences based on information in written texts	22 
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	58 	Can locate and understand specific information in written texts	5 
Can understand details in short spoken texts	81 	Can connect information across multiple sentences in a single written text and across texts	23 
Can understand details in extended spoken texts	50 	Can understand vocabulary in written texts	58 
		Can understand grammar in written texts	76 

\* 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.

## BIODATA

Name : Wahyu Wibowo

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Institutions Attended :

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- SD Pangeran Jayakarta (1996 – 2002)★
- SMP Negeri 4 Bekasi (2002 – 2005)
- SMA PGRI 1 Bekasi (2005 – 2008)
- Bachelor Degree of Darma Persada University Jakarta (2008- 2016)

Achievement :

- 1<sup>st</sup> Winner Futsal Cup of Faculty of Letters at Darma Persada University 2008, 2010, 2011, 2012, 2013
- 1<sup>st</sup> Winner Futsal Ramadhan Cup at Jayabaya University 2009
- Runner Up Futsal Cup of Faculty of Letters at Darma Persada University 2009, 2015
- 3<sup>rd</sup> Winner Futsal Atma Jaya Cup at Atma Jaya University 2011
- 1<sup>st</sup> Winner Table Tennis Double of Faculty of Letters at Darma Persada University 2012, 2013, 2015

