

**An Analysis of Real Self and Ideal Self in Kayla Based on Carl  
Rogers' Personality Theory Depicted in the *Eighth Grade Film*  
(2018)**

**A FINAL PROJECT**

**Presented as Partial Fulfillment of the Requirement**

**To Obtain the *Sarjana Sastra* Degree**

**In English Literature**



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2024**

## PAGE OF APPROVAL

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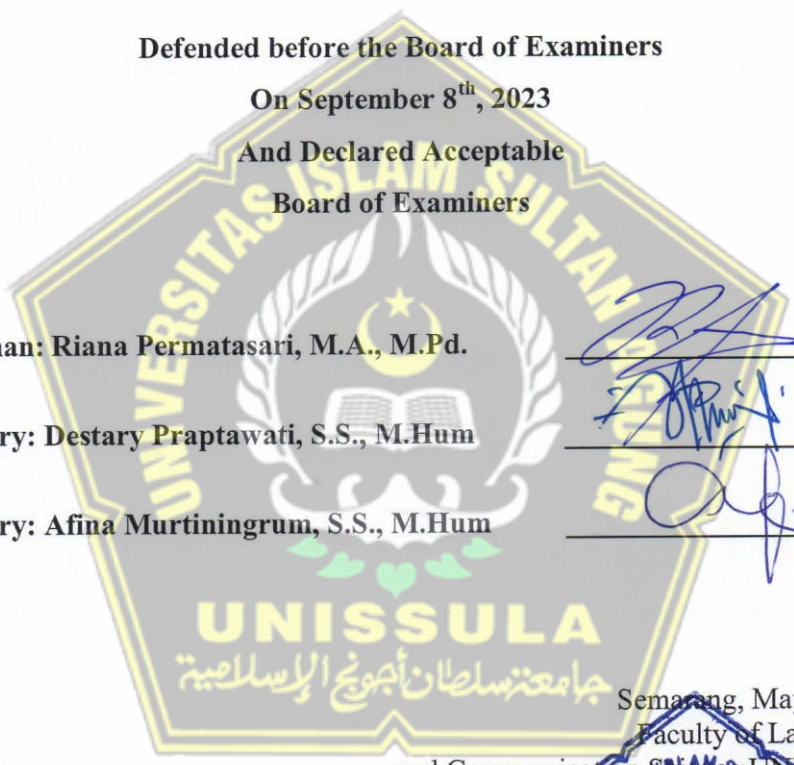
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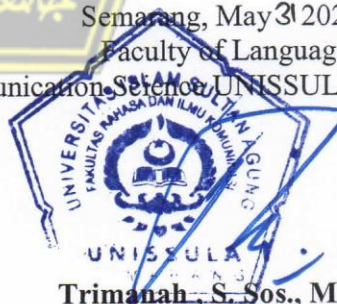
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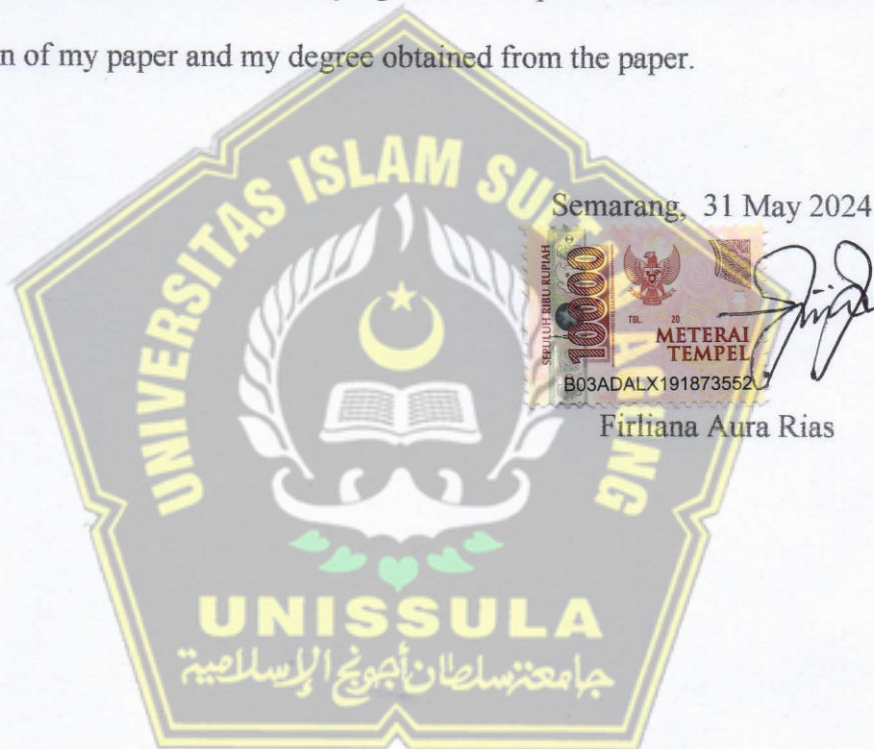
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## STATEMENT OF WORK'S ORIGINALITY

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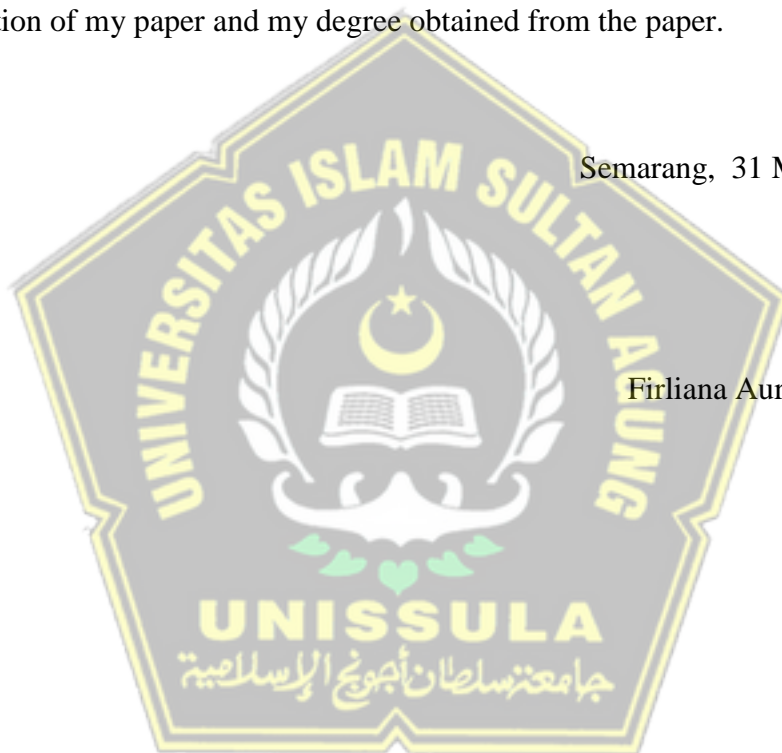


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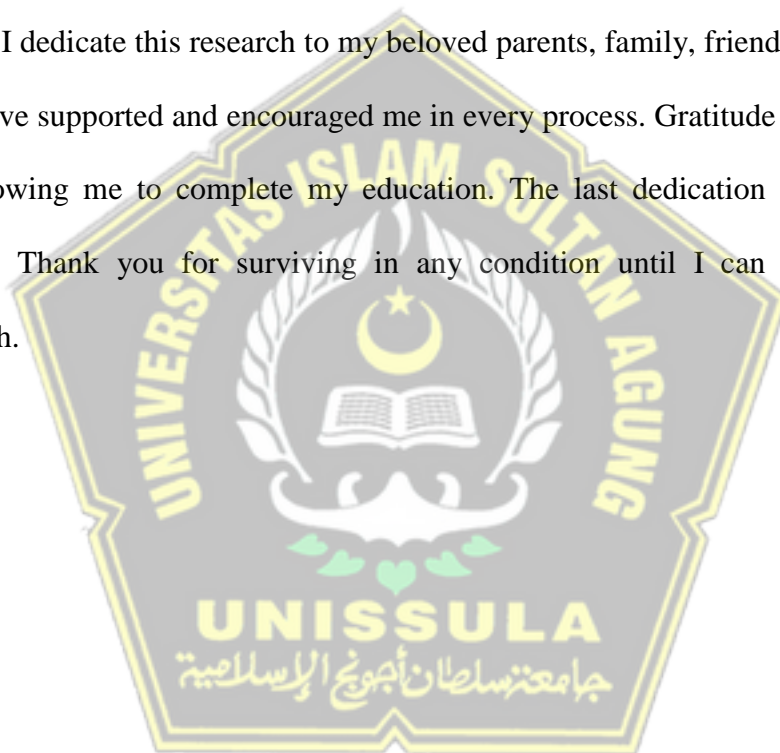


## **MOTTO**

*“ Don't be afraid if your current process is not the same as others, believe in yourself that you can get through it and focus on your goals and keep trying.”*

## **DEDICATION**

I dedicate this research to my beloved parents, family, friends and all those who have supported and encouraged me in every process. Gratitude to Allah SWT for allowing me to complete my education. The last dedication I will give to myself. Thank you for surviving in any condition until I can complete this research.



## ***ABSTRACT***

**Rias Firliana Aura. 30802000067.** An Analysis of Real Self and Ideal Self in Kayla Based on Carl Rogers' Personality Theory Depicted in the *Eighth Grade* Film (2018). Final project of faculty of Language and Communication Science. English Literature Program. Sultan Agung Islamic University Semarang. Advisor: Riana Permatasari, M.A., M.Pd

This study aims to analyze Kayla's real self and ideal self by using Carl Rogers' Self-Concept Theory depicted in *Eighth Grade* Film. The film *Eighth Grade* was made by Bo Burnham in 2018 which tells the story of a teenager who has a very shy and unconfident personality who manages to achieve her goal of becoming a confident person. This research aims to explain and analyze the characteristics of Real Self and Ideal Self found in Kayla Day as the main character in this film.

This study belongs to qualitative method. The first data were taken from the film script to identify and analyze data related to Kayla's Real Self and Ideal Self. There were several steps used to collect data such as watching movies, reading movie scripts, identifying data, classifying data, and reducing data. Secondary data were taken from journals and e books related to this study.

This study found that the real self and ideal self characteristics of Kayla Day's character show various traits related to the real and ideal self throughout the film. Her real self is characterized by self-actualizing tendencies, positive regard, and self-regard, while her ideal self is represented by striving, ambition, and self-worth. These traits contribute to her personal growth and development throughout the film.

**Keywords:** *self-concept, real self, ideal self, Carl Rogers personality theory*

## INTISARI

**Firliana Aura Rias. 30802000067.** Analisis Real Self dan Ideal Self pada Tokoh Kayla Berdasarkan Teori Kepribadian Carl Rogers yang Digambarkan dalam Film *Eighth Grade* (2018). Tugas Akhir Fakultas Bahasa dan Ilmu Komunikasi. Program Studi Sastra Inggris. Universitas Islam Sultan Agung Semarang. Dosen Pembimbing: Riana Permatasari, M.A., M.Pd

Penelitian ini bertujuan untuk menganalisis *Real Self* dan *Ideal Self* Kayla dengan menggunakan Teori Konsep Diri Carl Rogers yang Digambarkan dalam Film *Eighth Grade*. Film *Eighth Grade* dibuat oleh Bo Burnham pada tahun 2018 yang menceritakan tentang seorang remaja yang memiliki kepribadian yang sangat pemalu dan tidak percaya diri yang berhasil mencapai tujuannya menjadi pribadi yang percaya diri. Penelitian ini bertujuan untuk menjelaskan dan menganalisis karakteristik *Real Self* dan *Ideal Self* yang terdapat dalam diri Kayla Day sebagai tokoh utama dalam film ini.

Penelitian ini menggunakan metode kualitatif. Data pertama diambil dari naskah film untuk mengidentifikasi dan menganalisis data yang berkaitan dengan *Real Self* dan *Ideal Self* Kayla. Ada beberapa langkah yang digunakan untuk mengumpulkan data seperti menonton film, membaca skrip film, mengidentifikasi data, mengklasifikasi data, dan mereduksi data. Data sekunder diambil dari jurnal dan ebook yang berkaitan dengan penelitian ini.

Penelitian ini menemukan karakteristik *Real Self* dan *Ideal Self* pada karakter Kayla Day menunjukkan berbagai sifat yang berkaitan dengan diri nyata dan ideal sepanjang film. Diri nyatanya ditandai dengan kecenderungan mengaktualisasikan diri, penghargaan positif, dan harga diri, sementara diri idealnya diwakili oleh perjuangan, ambisi, dan harga diri. Sifat-sifat ini berkontribusi pada pertumbuhan dan perkembangan pribadinya di sepanjang film.

**Kata kunci:** konsep diri, real self, ideal self, Carl Rogers teori kepribadian



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In the name of Allah, the Most Compassionate, the Most Merciful. Praise be to Allah, the Lord of the Worlds. Peace and blessings be upon our great prophet Muhammad (peace be upon him), his companions and faithful followers. Praise be to Allah Subhanahu Wa Ta'ala who has given me great ease and blessings so that I can complete this final project. I would like to thank several parties who have helped and supported me during my undergraduate education. I realize that this final project has many obstacles and cannot be completed without motivation and support from various parties. Therefore, I would like to express my deepest gratitude and appreciation to the parties mentioned below:

- 1) Trimanah, S. Sos, M.S. as the Dean of Faculty of Languages and Communication Science.
- 2) Destary Praptawati, S.S., M.Hum as the Head of English Literature Study Program.
- 3) Riana Permatasari, M.A., M.Pd. as the advisor who has provided input, guidance, suggestions, corrections, and all the support that is very useful from the beginning of the final project until the end.
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- 5) My beloved parents, who never get tired of giving me the best attention, love, support and prayers for me at all times.

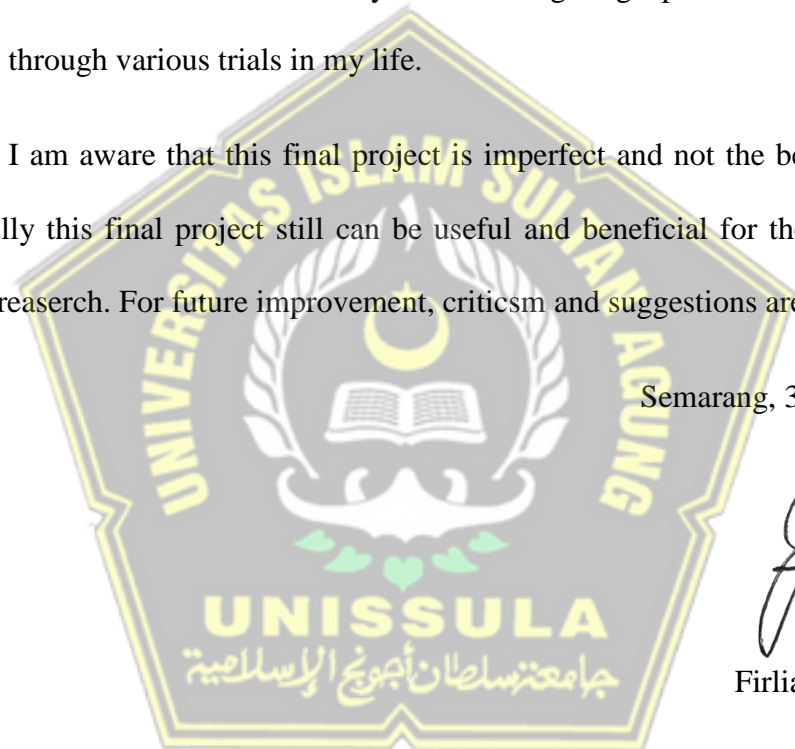
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- 7) My friends, which I cannot mention one by one, who have helped me and supported me.
- 8) Last but not least, I would like to thank myself for being able to survive this far. I want to thank myself for not giving up and being able to go through various trials in my life.

I am aware that this final project is imperfect and not the best. However, hopefully this final project still can be useful and beneficial for the readers and future reaserch. For future improvement, criticism and suggestions are opened.

Semarang, 31 May 2024



Firliana Aura Rias



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Literature is a kind of communication that entertains, teaches, or expresses social and cultural values by using language as a medium to transmit ideas, thoughts, and emotions. Written or spoken works that are meant to be read or heard and are frequently regarded as having artistic worth are referred to as literature. According to Longman Anthology, “literature is a range of artistically shaped works written in a changed language, appealing to the imagination at least as much as to discursive reasoning”. (Longman in Mustafa Serbes et al 215)

Literature and psychology are interrelated and interesting disciplines. According to Ayesha Dar, “Studying human behavior in Literature and Psychology together is interrelated and mutually beneficial” (Ayesha Dar 285). Literature is the depiction of human behaviour and psychology, so that we can have an understanding of human emotions, desires, and perceptions. Dar also said that “Both Literature and Psychology study the human soul. Psychology tells us about human behaviors and their causes while Literature portrays human behavior through fiction. Literature is a means to gain insight into human experience” (Ayesha Dar 285). Therefore, authors must reveal the mood or behaviour of characters in their literary works so that the audience can form a clear picture of them.

Literature and psychology are closely related. Both explore human emotions. Psychology deals with human emotions such as perception, sadness, anger, fear, happiness or desire. Literature, on the other hand, reveals human emotions, desires and perceptions, and allows us to understand human behaviour. In essence, they examine how psychological ideas and theories are represented in literature and how these elements can provide valuable insights.

Literature reveals psychology by describing the emotions, thoughts, and actions of characters. This exploration includes psychological disorders, emotions and complex personalities. Using Carl Rogers' psychological theory of self-concept, analyses the personality development of the main character who struggles with social anxiety to become more confident.

An important part of human life is the characteristic of personality, which consists of a collection of various traits and behaviors that make up a person's identity. According to Funder, in a partially causal formulation, contends that personality "refers to a person's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms - - hidden or not -- behind these patterns" (Funder 5). From this explanation, personality characteristics are essential to human life, combining behaviors to create identity. Different personalities have unique tendencies and preferences. Understanding personality is essential for personal growth and better relationships as it greatly affects our interactions with the world.

Rogers says that personality is dynamic and flexible. It depends on the existence of certain conditions that trigger a process. This process will then

lead to changes in personality and behavior. (Rogers 212) Rogers' opinion refers to his view that a person's personality can develop and change over time. From this statement, through life, experience, and personal growth, our personalities can develop and change. Personality development is an important part of personal growth and self-development.

Carl Rogers' self-concept theory is a central concept in Rogers' thought and work. He viewed self-concept as an individual's mental image of himself that develops over time through life experiences. Carl Rogers' personality theory emphasizes the importance of personal experience, self-perception, and personal growth in shaping one's personality. According to this theory, individuals will achieve optimal psychological growth and health when they are able to achieve consistency between their real self and ideal self. In his theory, the self-concept consists of two main aspects: the Real Self and the Ideal Self. Rogers argued that psychological well-being depends on the alignment between an individual's self-concept and life experiences. When a person's self-concept is aligned with their experiences, the individual feels more authentic and psychologically comfortable. However, when the self-concept is not aligned with life experiences, individuals may experience stress and dissatisfaction (Rogers 156).

The Carl Rogers' personality theory can be depicted in literary works. One of literary works depict this issue is the *Eighth-Grade* film, released in 2018, and directed by Bo Burnham. The film *Eighth Grade* is chosen as the object of this study because this film clearly tells the story of a teenager who

has a very shy and unconfident personality who manages to achieve her goal of becoming a confident person. This film can give understanding that someone's Self-Concept can be seen from Real Self and Ideal Self. This study aims at analyzing Kayla's Real Self and Ideal Self using Carl Rogers' Self Concepts theory. The focus is Real Self and Ideal Self in Kayla's character.

Based on the explanation above, this study is entitled *An Analysis of Real Self and Ideal Self in Kayla Based on Carl Rogers' Personality Theory Depicted in the Eighth Grade Film* will focus on studying Kayla's character and apply Carl Rogers' personality theory.

#### **B. Limitation of the Study**

This study only focuses on the main character, Kayla, who shows her character development through a film. Kayla's development is limited by Carl Rogers' theory of Self-Concept in the film *Eight Grade* (2018) by Bo Burnham's.

#### **C. Problem Formulation**

The problem formulation of this study is stated below:

1. How is real self depicted in Kayla Day in the *Eight Grade* film?
2. How is ideal self depicted in Kayla Day in the *Eight Grade* film?

#### **D. Objectives of the Study**

The objectives of this study are:

1. To analyze the real self depicted in Kayla Day in the *Eight Grade* film.



2. To analyze the ideal self depicted in Kayla Day in the *Eight Grade* film.

#### **E. Significance of the Study**

The results of this study are expected to provide the following benefits. First, this study can give understanding for the readers that someone's Self Concept can be seen from Real Self and Ideal Self. Secondly, this research can be a guideline for future researchers related to the discussion of Carl Rogers' self-concept theory.

#### **F. Organization of the Study**

The proposal is systematically divided into five chapters. Each chapter discusses a different subject matter as follows. Chapter one contains an introduction consisting of background of the study, limitations of the study, problem formulations, objectives of the study, significance of study, and organization of the study. Chapter two contains of reviews of the related literature, divided into synopsis and related theories. It concerns with personalities that focus on Self Concept by Carl Rogers. Chapter three consists of Type of research, data collecting method, and data analyzing. Chapter four consists of findings and discussion. The last, chapter five consists of conclusion and suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Synopsis of Eight Grade Film

The 2018 film *Eighth Grade*, directed by Bo Burnham, was a comedy drama that followed the journey of Kayla Day, an eighth-grade student who struggled through her final week of school. With high school graduation looming, Kayla was faced with anxiety and a desperate desire for social integration amongst her fellow students. She was voted "the quietest student," and was a socially awkward teenager who enjoyed spending time in her room creating YouTube video-blogs. Through these videos, she aimed to provide life advice to others, despite still grappling with her own understanding of these concepts.

One day, Kennedy's mother invited Kayla to a birthday party hosted by Kennedy's popular classmate. Kayla was reluctant to accept invitations to parties, finding them annoying, but Kayla's father kept persuading her to go. Kayla felt uncomfortable at the party and had a hard time adjusting to her new surroundings. She had a panic attack in the bathroom, but ended up going for a swim, where she met Kennedy's nerdy cousin Gabe, an equally quiet and awkward male college student. They started to be friends and support each other. Gabe understood Kayla's problems and helped her overcome her fears and insecurities. Kayla sat alone in the room, trying to leave early. She begged her father to come and fetch her immediately. However, when Kayla tried to escape, she had an awkward run-in with crush Aiden, who suggested she

rejoin the party. She overcame her fear and sang karaoke in front of her friends.

Kayla participated in a secret program at her school where she met friendly 12th grade student Olivia, who showed Kayla around the school. Olivia gave Kayla her phone number and took Kayla and some friends to the mall. They had a great time although Kayla saw her father spying on her from a distance and told her father to leave because Kayla was embarrassed. Olivia's friend Riley drove Kayla home late at night. Riley started playing a game of "truth or dare," asking Kyla about her sexual history, taking off Riley's shirt and demanding that Kyla take it off. Kyla refused, and then Riley backed off and admitted he just wanted to help Kyla through the experience. Kayla wept at home as her father comforted her. Kayla made a video where she announced that she would stop making videos because she felt unworthy of giving advice when she could not even watch her own videos.

Kayla then opened a time capsule that she had made herself when she was in sixth grade. Kayla watched a video of herself and asked about loving her life and her friends at this point. Kayla asked her father to help her burn the time capsule and asked if Kayla made her father sad. Dad said that Kayla made him proud and he could never be sad for Kayla, which relieved Kayla. At graduation, Kayla reprimanded Kennedy for ignoring her thank you letter and being indifferent towards her, although Kayla tried to sympathize. Kayla then had dinner at Gabe's house and they had a great time together. Kayla made a new time capsule which she and her father buried in their backyard.

Kayla left her own school a video message encouraging them to get through the tough times.

## **B. Related Literature**

### **B.1 Psychology in Literature**

Psychology comes from two Greek words: psyche (soul) and logos (science). “The word Psychology is derived from the Greek word psyche, which means life or breath” (Ayesha Dar 286). Psychology can also be defined as the science that deals with the mental processes, behaviors, and thoughts of individuals. Literary Psychology is an approach that examines the relationship between psychology and literature from the perspective of the writer, the work, and the reader.

Literary psychology seeks to understand and analyze how literature reflects human experiences, emotions, motivations, or personalities. Psychology in literature can be said to be a sub-specialty of general psychology, which is the study of all human behavior and mental symptoms in general. Psychology in literature has several goals and benefits, including: To help writers create interesting, realistic and deep characters by paying attention to psychological aspects such as background, conflict, motivation, and character development. To enable readers to enjoy, appreciate, and criticize literary works by understanding their meaning, message, and style as well as their effect on readers' emotions, thoughts, and attitudes. Use literary works as data sources, therapeutic tools, or educational media to assist psychologists in the study

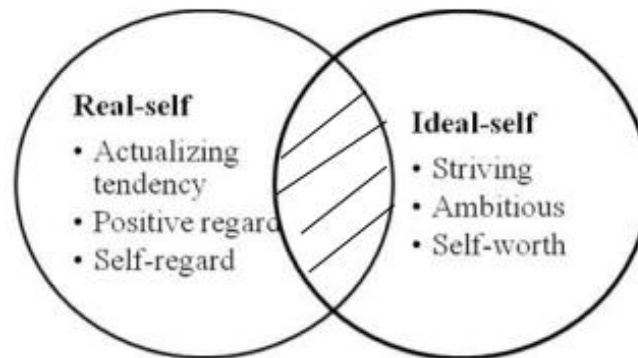
and treatment of psychological disorders. Literary works can provide insight, inspiration and catharsis to psychologists and clients.

## **B.2 Carl Rogers Theory**

Carl Rogers (1902-1987) was a humanist psychotherapist with a unique view of human nature. Rogers was one of the first pioneers to focus on the "customer-centred" approach. Rogers made the self the centre of personality research. Carl Rogers was a renowned humanistic psychologist who emphasised the importance of subjective experience and personal growth.

Rogers' personality theory is basically focusing on self-concept. The concept of personality is an important foundation in the field of psychology that encompasses individuals' beliefs, perceptions and understanding of themselves. "Self-concept is an important variable in personality dynamics and that change in the self." (Rogers 202). He believed that every individual has the potential to develop and grow, which can be realised through self-exploration and self-acceptance.

Rogers, described the self as Real self and Ideal self. The real self reflects a view of the actual self based on experiences and interactions with the surrounding environment. Meanwhile, the Ideal self represents the image of the person we aspire to be, often influenced by societal expectations and cultural norms.



*Figure 1. Rogers' Self Theory*

### **B.2.1 Real Self**

In psychology, especially in humanistic psychology, the concept of "Real Self" is a fundamental concept. One of the most influential figures in humanistic psychology, Carl Rogers, built this idea as a theoretical foundation. The Real Self is our true identity. The Real Self is an important part of self-concept and personal progress, focusing on the individual's original identity. "Rogers believes that we all have a real self. The real self is, of course, related to the inner personality." (Rogers in Ismail & Tekke 144). The Real Self is a true representation of self, reflecting one's true identity, values, and desires. It is a positive and realistic self-image, which is not hindered by fear or other internal obstacles. Real Self includes a deep understanding of one's strengths and weaknesses, as well as a deep understanding of one's life goals and personal values.

Rogers' idea that everyone has a natural tendency to maximize their potential and be their true selves is at the core of Rogers' ideas. He

proposed that self-actualization and increased self-awareness can be achieved through becoming more self-aware, accepting oneself, and conformity to oneself. Rogers said that "Every individual has within himself the resources to understand himself and his world, and to change his self-concept, his attitudes, and his behavior according to his needs and aspirations. This tendency to self-actualization is a basic force in human life. It is the tendency to maintain and improve the organism, to realize the potential it has, to become its real self" (Rogers 184). As defined by Rogers, the Real Self encompasses a person's original feelings, thoughts, and thoughts, and represents people as they are without being influenced by external factors, societal expectations, or self-deception.

Rogers' argues that a person's mental health and well-being depends on how far or close the Real Self is and the Ideal Self. Real Self involves consistency between self-image and inner personality such as principles, beliefs, and real purpose in life. In Rogers' opinion, "When a person's self-image corresponds to his actual experience, then he is said to be congruent. When a person's self-image does not match his actual experience, then he is said to be incongruent. Congruence is a desirable state, because congruent people will feel satisfied and happy. Incongruence is an undesirable state, because the incongruent will feel dissatisfied and confused" (Rogers in Worth & Proctor 838). From this explanation, self-congruence means that a person accepts and realizes

their real self without rejecting or hiding aspects that do not correspond to their ideal self. A congruent person has positive self-esteem, high self-confidence, an open and honest attitude towards oneself and others, and the ability to face challenges and changes in life. Self-congruence means that a person denies or ignores their real self because it does not fit their ideal self. An incongruent person has negative self-esteem, low inferiority complex, defensive and dishonest attitude towards themselves and others, as well as difficulty coping with problems and stress in life.

Rogers identified the Real Self starting from actualizing tendency, positive regard and self regard:

a. Actualizing Tendency

One of the main ideas in Carl Rogers' humanistic psychology is the actualization tendency theory. The actualization tendency is the innate tendency of all living beings to grow, develop, and maximize their potential. It is the fundamental motivation for all human development, emotion, and behavior. It is a lifelong process of maintaining, reinterpreting and developing self-understanding, enabling individuals to recover, change and develop.

“Rogers (1951) mainly focused this concept on his varied and prolonged experience with troubled individuals in therapy. To Rogers, the studies, together with his clinical experience, suggested that there is a directional tendency in each of us to grow, to seek



new and varied experiences. It is stated by him that “the organism has one basic tendency and striving -to actualize, maintain, and enhance the experiencing organism.”” (Rogers in Ismail & Tekke 33)

b. Positive Regard

Positive regard is the acceptance of a person given by their environment, especially by others. Recognition, love, affection, warmth, friendship, praise, appreciation, etc. can be used to express acceptance. " Rogers uses Positive regard as a single term to express love, affection, care, attention, nurturance, and so on. It is clear that babies need love and attention." (Rogers in Madhumathy.S 990)

Rogers distinguished between conditional positive regard and unconditional positive regard. Conditional positive regard is the acceptance given if a person behaves or acts in accordance with the expectations or standards of others. “Conditional positive regard (CPR) is providing warmth, affection, acceptance, and the like when certain conditions, standards, and/or expectations are met.” (Zeigler-Hill&K. Shackelford 811). While this acceptance can increase a person's motivation and performance, it can also create a mismatch between their ideal self (what they want) and their self-image (what they perceive). Anxiety, stress and dissatisfaction can arise as a result of this mismatch.

Unconditional Positive regard is when a person is accepted and valued without regard to their actions, achievements, or qualities. When a person is accepted and valued without considering their behavior, achievements, or qualities, this is called unconditional positive regard. This acceptance gives a person a sense of security, self-esteem and confidence, allowing him to express himself authentically and creatively, because this acceptance creates harmony between the ideal self and self-image, which is an ideal Conditions for self-fulfillment. According to Rogers “in a social environment characterized by unconditional positive regard, “To perceive oneself as receiving unconditional positive regard is to perceive that of one’s self-experiences none can be discriminated by the other individual as more or less worthy of positive regard” (Rogers 208).

c. Self-Regard

Self regard relates to how we perceive ourselves based on the views of others. Self regard refers to how others perceive us. It involves how we are seen, valued, and treated by others. Self-regard is the level of acceptance and regard one has for oneself. A person's self-regard is influenced by the positive regard they receive from others, especially during childhood. According to Rogers, "The need for self-regard develops as a learned need that develops from

the association of self-experience with the satisfaction or frustration of the need for positive rewards." (Rogers 225)

Self regard can be divided into two types:

- Unconditional positive regard: This occurs when we feel unconditionally accepted and valued by others. This allows us to grow and develop ourselves positively.
- Conditional positive regard: This occurs when we feel accepted and valued only if we meet certain expectations or conditions set by others. (McLeod)

If we are viewed with unconditional positive regard, we tend to have a positive self regard. However, if we are viewed with conditional positive regard, we tend to have a negative self regard.

### **B.2.2 Ideal Self**

The ideal self is a desirable self-image, which includes the traits, qualities and achievements expected of a person. According to Rogers, "Ideal self is the term used to denote the self-concept which the individual would most like to possess, upon which he places the highest value for himself." (Rogers 200).

The idealised self-concept is defined as a person's idealised vision of who they want to be. It is shaped by internalised social norms, values and expectations, as well as personal desires and aspirations. This self-concept can include various aspects of life, such as career achievements, relationships, physical appearance, emotional

intelligence, and moral principles. The ideal self helps people bridge the gap between their goals and current circumstances.

The pursuit of the ideal self is linked to growth and self-improvement. Setting ambitious goals and working towards realising their vision of perfection encourages people to develop new skills, overcome difficulties, and expand their capabilities. "For Rogers, a person who has high selfworth, cope with challenges in life, tolerate failures and sadness at times, and is open with people." (Rogers in Ismail & Tekke, 146). The ideal self serves as a lighthouse, providing direction and purpose to one's life journey.

Rogers also identified three ways to achieve the Ideal Self: striving, ambitious, and self-worth:

a. Striving

Striving is the effort to achieve the ideal self, which is driven by actualization, which is the innate motivation to maximize all potential. "Rogers believed that humans have one basic motive: the tendency to strive for self-actualization, a state in which one has fully fulfilled or realized his or her potential."(Rogers in Hathaway 223)

b. Ambitious

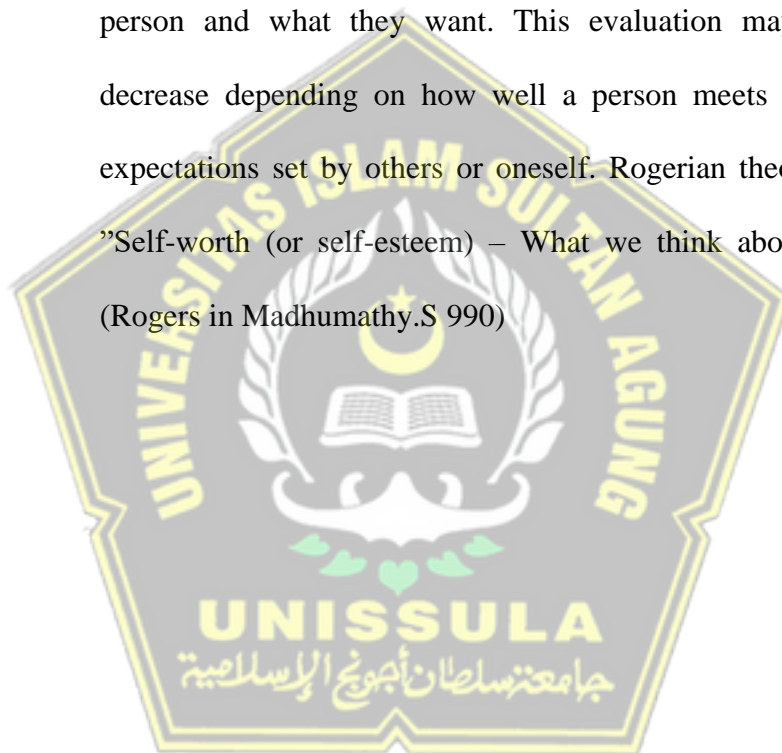
One aspect of the ideal self, which is the image of the self that one wants or expects, is ambitiousness, which is the desire to achieve goals, values, or traits that are considered ideal or

desirable. Ambition can also be a strong motivation to develop one's potential and creativity. Rogers said, "This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e. forever changing." (Madhumathy.S 990)

c. Self-Worth

Self-worth is a subjective assessment of what is important to a person and what they want. This evaluation may increase or decrease depending on how well a person meets standards and expectations set by others or oneself. Rogerian theory states that "Self-worth (or self-esteem) – What we think about ourselves."

(Rogers in Madhumathy.S 990)



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains the research methodology, including the data collection and analysis methods used to answer the problem formulation. The research methodology is divided into three parts: Type of Research, data organizing, and analyzing data.

#### **A. Type of Research**

The type of research used in this study is qualitative as the data are presented in a descriptive manner. Merriam articulate qualitative data: “Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world.” (Merriam, 3). That is, the data is mostly focused on interpretations, views, opinions, and impressions. Data is presented in the form of words, phrases or sentences, prologues, dialogues or monologues, quotations or paraphrases, not in the form of statistical analysis methods such as numbers.

#### **B. Data Organizing**

There were two points of data organizing in this study, those are:

##### **B.1 Data Collection Methods**

The following were some of the methods used to collect data:

### **B.1.1 Watching the Film**

The film titled *Eight Grade* was watched intensely in order to understand the storyline as a whole. This step aims to get the overall content of the film.

### **B.1.2 Reading the Movie Script**

The researcher read the film script repeatedly after watching the film *Eight Grade* several times. The purpose of this step is to gain a deep understanding.

### **B.1.3 Identifying Data**

After watching the film *Eight Grade*, the next procedure in collecting data was identifying the data related to the topic. The forms of data identified at this stage were Real Self and Ideal Self reflected in the characters, and messages from dialogues, monologues, and narratives.

### **B.1.4 Classifying Data**

The next step of the data collection method was to classify the data into a table. The table was made based on the formulation of the problem. The table contains columns of numbers, excerpts from film scripts, film screening times, film pages and film script pages, and types of analyses, types of commentary data, and references.

### **B.1.5 Reducing Data**

The final step of the data collection method is reducing data. Reducing data is the process of reducing data that has no correlation to

answer the problem. This is needed to be stored in the most efficient form of data using relevant techniques so that the research can be presented properly.

## **B.2 Types of Data**

The data in this study will see divided into two types:

1. Primary data as the main source was taken from the film and film script entitled *Eight Grade* (2018) as the object of research. The film had a duration 1 hour and 33 minutes long. The film script is written and directed by Bo Burnham.
2. Secondary data were taken from journals and ebooks related to this research.

## **C. Analysing the Data**

The last section was the technique of analysing data. It consists of analysing and reporting the data. In analysing the data, the researcher used qualitative methods. The data taken from the film are in the form of dialogue, monologue, and narration. The complete analysis was reported in chapter IV as the result of the research. The complete data could be seen in the appendix.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter explains and discussion research findings that answer two questions from the problem formulation. This chapter analyzes the Real Self and Ideal Self of the character Kayla in the *Eighth Grade Film* (2018).

#### **A. The Real Self in Character Kayla Day**

The real self is the 'true self' of each individual; each individual has a different personality and cannot be compared between one individual and another. Rogers believed that we all own a real self. The real self of course is related to the inner personality. It's the self that feels most true to what and who we really are. It may not be perfect, but it's the part of us that feels most real (Ismail & Tekke 30). The real self of Kayla Day's character can be found in each of her characteristics, namely: actualizing tendency, positive regard and self-regard. These three categories were proposed by Carl Rogers, who represents the self-concept theory. Kayla has three criteria from the real self characteristics, which can be seen through her attitudes and behavior in her daily life. From her behavior, it can be seen that she is shy and not confident.

The researcher found these three characteristics from Kayla's dialogue and monologue in the film *Eight Grade* (2018). The data is explained as follows:

### A.1 Actualizing Tendency

Actualizing tendency is the fundamental motivation for all human development, emotions and behaviors to grow, develop, and cultural norms. One of the characteristics of the real self that Kayla Day has and shows in the film is through her actualization tendencies and abilities. Kayla Day has a very shy personality. However, she has the actualization tendency as shown in the data below tendency is shown in the data below as dialogue.

“Dianne and Kennedy tried to get Kayla to join the party. Dianne Graves said *“You should come. It's gonna be a blast. Kennedy will send you an invite on facebook. Right Kennedy?”*. But Kayla is not sure to come, even though Kayla has tried but she cannot.

Kayla said *“Maybe...I probably can't. I'll try but I probably can't.”* (Eighth Grade, 11:49-12:13)

The dialogue above consists of the sentences, *“Maybe...I probably can't. I'll try but I probably can't.”* The words *“I probably can't”* show that Kayla is actually someone who is very shy and does not like crowds, and the next words are *“I'll try”* which shows that Kayla tries to accept Kennedy's offer to join the party, even though she is still hesitant.

From the explanation above, it is found that Kayla has an actualizing tendency because her trying her efforts to accept the invitation to go to the party is part of her personal growth. Included in one of the three categories of Real self based on Carl Rogers and also supported by

the theory put forward as follows “Real self encompasses how one perceives himself. (Rogers, qtd. in Gurtman 223)” and Rogers believed people have an ability to heal themselves and work for personal growth, which in turn leads to self-actualization. Self-actualization is an important concept in client-centered therapy referring to the tendency of all human beings to move forward, grow, and reach their full potential. According to Rogers, self-actualization is hindered by negative, unhealthy attitudes about the self. (Rogers in Madhumathy.S 987).

The researcher found other dialogues that support this research. “KAYLA (VO)

*If I'm being really, totally honest, I'm probably not the best person to give advice cause, I don't know, I mean **I like giving advice and it's fun to give advice.**” (Eighth Grade, 01:10:59-01:11:13)*

Actualizing tendencies are seen in monologues that are explained in sentences “*I like giving advice and it's fun to give advice.*” From this quote, it can be seen that Kayla shows a tendency towards actualization, even though she feels she is not the right person to give advice, she likes giving advice to other people and finds it fun. In addition, she tries to make videos to share tips for being more confident with her viewers. Thus, she tried to improve her ability even though she was a very shy person. It is aligned with what Rogers said that actualizing tendency is the inherent

tendency of the organism to develop all its capacities in a way that serves to maintain or improve the organism (196).

## A.2 Positive Regard

The next characteristic of the real self depicted is positive regard. Positive regard refers to the support given by one's environment, including others and can be expressed through various ways as support, recognition, love, affection and warmth. As Rogers said in his theory, "Rogers uses Positive regard as a single term to express love, affection, care, attention, nurturance, and so on." (Rogers in Madhumathy.S 990). Her father shows her so much love, affection, attention, and nurturance that helps her to improve as a person. The characteristics of positive regard that can be seen in the debate dialog spoken by Kayla's father and Kayla show that her father shows so much love, affection, care, and nurturing that helps her to develop as a person as seen in the data below:

DAD

I know, I know and you can, sorry.

Just let me say one thing and then

you can do your iPhone and I'll

leave you alone, alright??

Kayla huffs, slams down her iPhone, glares at him.

KAYLA

Fine. What.

DAD

Okay...But you gotta listen. Don't  
be angry before I even say it or  
you won't really hear it, okay?

KAYLA

OHMYGOD, Dad, just say it--

DAD

Alrightalrightokay -- I'm dear

it....

Dad gathers himself. Pauses.

KAYLA

DAD.

DAD

I'M THINKING.

Kayla closes her eyes. So frustrated.

DAD (CONT'D)

**...I...I think you're so cool-**

KAYLA

(huge huff, so embarrassed)

Dad, seriously, I'm gonna stop

eating with you if— (*Eighth Grade*, 14:32-15:01)

This quotation happens when Kayla's father is trying to give positive regards to her by saying one thing to Kayla that she is a cool

person. Seen in the sentence "*I...I think you're so cool.*" This shows that Kayla's father is giving compliments that Kayla is cool person. That is what Kayla's father did is based on the reference she got above which is Positive Regard.

This is in accordance with what Rogers has explained. According to Rogers, "Positive regard is defined as including such attitudes as warmth, liking, respect, sympathy, acceptance. To perceive oneself as receiving positive regard is to experience oneself as making a positive difference in the experiential field of another. (Rogers 208).

The researcher found another dialogue that supports this research, "You said I could say my one thing so let me say it..."

KAYLA

....

DAD

**I think you're so cool. When I was your age, I wasn't cool like you. You have all these interests and you make all your videos and stuff and that's so great and cool.**

**But...You know but sometimes I just worry that you don't put yourself out there--**

KAYLA

Please stop— (*Eighth Grade*, 15:02-15:27)

Kayla has a real self, she was very shy and not confident, but her father trying to give positive regards to her by saying one thing to Kayla

that she is a cool person. This character can be seen in the debate dialogue spoken by Kayla and Kayla's father. From the dialogue above positive regard is described by the father, Kayla's father explains it with sentences *"I think you're so cool. When I was your age, I wasn't cool like you. You have all these interests and you make all your videos and stuff and that's so great and cool. But...You know but sometimes I just worry that you don't put yourself out there"*. From this quote, it can be seen that Kayla's father explains that Kayla is a cool and great person, because Kayla has all the interests and makes all the videos. Thus, she experienced positive regards from her father because her father gave her positive attitudes such as warmth and liking her.

Another dialogue from this research is:

"DAD

I know, look, I know the kids at school aren't great. I'm not saying you have to be best friends with Kennedy Graves, alright?...I just - and you're gonna think this is lame- but I just think you're a really special person.

Kayla buries her head in her hands.

KAYLA

(muffled through hands)

UHMUHGUHH.

DAD

I do! Sorry, I do. You know, and I know dads are supposed to think

their kid is special no matter what  
 but I'm telling you Kayla, if I  
 wasn't your dad, I'd still think  
 that. Sorry. I would. And, I just--

KAYLA

This is more than one thing.

DAD

It's one chunk. I'm saying one  
 chunk of stuff...And I know it's  
 like "shut up, dad" and I get it, I  
 really do, I know I'm being lame  
 but I'm not trying to make you feel  
 bad when I say this stuff, I'm  
 trying actually make you feel better" (*Eighth Grade*, 15:28-15:54)

Another data for positive regards is from the dialogue above  
 positive regard is described by the father, Kayla's father explains it with  
 the sentence "*I just - and you're gonna think this is lame - but I just think  
 you're a really special person.*" From this quote, it can be seen that Kayla's  
 father was really trying to make her feel better by telling her that she was a  
 very special person. Thus, her father gave her positive regards.

As explained in the previous quote, Kayla is a very shy and not  
 confident person. However, Kayla gained such positive regard through her



father who kept trying to tell her that Kayla was cool and special. This is in accordance with what Rogers has explained. Based on his explanation, "Rogers uses Positive regard as a single term to express love, affection, care, attention, nurturance, and so on." (Rogers in Madhumathy.S, 990). Rogers also said that "Positive regard for that individual. In general, positive regard is defined as including such attitudes as warmth, liking, respect, sympathy, acceptance. To perceive oneself as receiving positive regard is to experience oneself as making a positive difference in the experiential field of another." (Rogers 208).

### **A.3 Self Regard**

The next characteristic of the real self that Kayla has and shows in the film is self-regard. Self-regard relates to how someone views himself based on the views of others. Self-regard can be viewed with unconditional positive regard and conditional positive regard. Someone who is viewed with unconditional positive regard to have a positive self-regard because the feeling of unconditional acceptance by others allows them to grow and develop positively. Conversely, someone who is viewed with conditional positive regard tends to have negative self-regard because they feel accepted and valued only when they meet the expectations of others. In this case, Kayla belongs to the conditional positive regard type because she feels Kennedy does not like her. Below is data about the dialog spoken by Kayla and her father that shows self-regard :

DAD

Hey, I got an email from Mrs. Graves. Said you're going to Kennedy's birthday thing tomorrow?

KAYLA

I'm not.

DAD

Really?

KAYLA

Yeah, no.

DAD

Sounded kinda fun.

KAYLA

**Kennedy doesn't like me.**

DAD

That can't be true.

KAYLA

Cool.

DAD

You know sometimes kids act like they don't like you but really that's just cause they got their own stuff going on

Dad stops as he notices that Kayla has put her headphones back in and is staring at her iPhone, not listening to him. \*

DAD (CONT'D)

.....Kayla?.....Kayla.....

He crumples up a napkin and tosses it across the table, hitting Kayla in the head.

Kayla rips out her headphones.

KAYLA

ARE YOU KIDDING ME RIGHT NOW?

Dad laughs, Kayla doesn't.

DAD

Hey, come on, I'm being funny.

KAYLA

**If you're the only one that thinks  
it's funny it's not funny it's just  
annoying.**

DAD

(crossing his eyes)

Whaaaaaat?

KAYLA

**STOPPP. It's Friday night, you said**

**I can do whatever I want on Fridays.** (*Eighth Grade*, 14:19-14:29)

From this quote, it can be seen that Kayla's character has low self-esteem. From the dialogue above, Kayla's character can be described and explained with the sentence " *Kennedy doesn't like me.* " It can be seen that

Kayla feels Kennedy does not like her. The next words are *“If you're the only one who thinks it's funny it's not funny it's just annoying.”* Shows that according to Kayla, attending parties that are not funny and only annoying, and the next words are *“STOPPP. It's Friday night, you said I can do whatever I want on Fridays”* shows that it indicates her self regards in which she does not want to follow his father's advice to come to the party and wants to do as she wants.

This is included in one of the three categories of Real Self based on Carl Rogers and is also supported by the theory put forward as follows: *“The real self of course is related to inner personality. It's the self that feels most true to what and who we really are. (Grice qtd in Ismail & Tekke 144)*

*A need for self-regard develops as a learned need developing out of the association of self-experiences with the satisfaction or frustration of the need for positive regard.” (Rogers 224)*

Researchers found another monologue that supports this research:

INT. KENNEDY'S HOUSE. LIVING ROOM. LATER.

Drift through the LIVING ROOM, where the girls and boys are taking turns playing a KARAOKE VIDEO GAME. **Continue past them, down a hallway and into the LIVING ROOM, where Kayla is sitting alone on a chair by the window, talking on the phone, quietly.**

KAYLA (whispering):

*Yes...yes, please just come. The party's over, it ended early....I don't KNOW it just happened, can you please come pick me up please? (Eighth Grade, 29:00-29:21)*

From the dialogue above, Kayla's character can be described and explained using sentences "*Continue past them, down a hallway and into the LIVING ROOM, where Kayla is sitting alone on a chair by the window, talking on the phone, quietly.*" This shows that Kayla is not comfortable being in a crowd, then Kayla then says "*can you please come pick me up please?*" showing that she wanted to leave that place immediately and asking his father to pick him up was part of her low self-esteem.

Another dialogue from this research is:

"but...I don't know...I guess I don't really know how to do a lot of stuff. I know how to talk about stuff, but I'm not really good at doing stuff." Self regard can be seen in the monologue which is explained with the sentence: "**I know how to talk about stuff, but I'm not really good at doing stuff**". (Eighth Grade, 01:09:59-01:10:13)

Explanation above, is showing that she feels that she cannot be confident because of the content she creates is part of the need for self-regard.

This is included in one of the three categories of real self based on Carl Rogers and is also supported by the theory put forward as follows: "Rogers believed that we all own a real self. The real self is of course related to the inner personality. It is the self that feels most true to what and who we really are. It may not be perfect, but it is the part of us that feels most real (Ismail & Tekke 30). According to Rogers (1959), it is because of our need for self-regard that experiences are perceived selectively, as they relate to the conditions of worth which have come to exist within us" (Rogers in Proctor 820).

### **B. The Ideal Self in Character Kayla Day**

Kayla Day's character's ideal self is found in each category, namely: Striving, ambitious and self-worthy. These three categories were proposed by Carl Rogers who represent the Self-Concept Theory. Ideal self is something that is desired or aspired to in the future. Kayla has three criteria from the Ideal self category, which can be seen from the methods or efforts Kayla makes to achieve the self she wants or dreams of. The researcher found the data in the monologue in *Eighth Grade Film* (2018). This is explained as follows:

#### **B.1 Striving**

One of the characteristics of the ideal self owned and shown by Kayla Day at the events in the movie is through striving. This can be seen in Kayla's struggle against her shyness and insecurity. This striving is

shown in the data below as a monologue. The data below is one of the monologues in this film that can support this:

INT. KAYLA'S BATHROOM. Kayla paces back and forth, stealing looks at herself in the mirror. Her face twisted into what many recognize as "I just smelled something awful " but what Kayla recognizes as **"I am cool and I am confident and I don't care."** She has fake conversations with unseen people. (*Eighth Grade*, 32:43-33:07)

This striving can be seen in the monologue *"I am cool and I am confident and I don't care."* Showing that from the quote above Kayla tries to always remember that the goal she makes in a note is Kayla's goal to believe that she is cool, confident, and does not care about other things is part of the struggle.

From the explanation above, researchers found that Kayla had tried to strive. This is included in one of the three categories of ideal self based on Carl Rogers and is also supported by the theory put forward as follows: "Ideal self it briefly represents our strivings to achieve in our goals or ideals. In other words, it is our dynamic ambitions and goals" (Ismail & Tekke 145).

The researcher found another monologue that supports this research:

Kayla sings and looks around, kids are nodding and starting to smile politely. In the corner, Gabe watches, smiling huge. Kayla finally sees her face without those big goggles on. He is cute like

her. He gives her a very real and enthusiastic double thumbs up.

KAYLA (VO)

*The first time I Put Myself Out There, like, nothing really changed at first. But then I just kept doing it and doing it and doing it.* (Eighth Grade, 31:55-32:24)

The next striving is seen and described in the sentence *"The first time I Put Myself Out There, like, nothing really changed at first. But then I just kept doing it and doing it and doing it."* This quote shows that Kayla managed to overcome her shyness and insecurities by singing among other children, and her efforts to get positive responses from others is part of Striving.

From the explanation above, researchers found that Kayla had tried to strive. This is included in one of the three categories of ideal self based on Carl Rogers and is also supported by the theory put forward as follows: "The ideal self that is defined as the term used to denote the self-concept which the individual would most like to possess, upon which he places the highest value for himself. In all other respects it is defined in the same way as the self-concept (McGraw-Hill 200) and Rogers believed that humans have one basic motive: the tendency to strive for self-actualization, a state in which one has fully fulfilled or realized his or her potential." (Rogers in Hathaway 223).



## B.2 Ambitious

The next ideal self traits owned and shown by Kayla at the events in the movie through ambitious. Kayla is ambitious to achieve her goals, namely to become more confident. This ambitious is shown in the data below as a monologue. The data below is a monologue in this film that can support this:

### BEGIN SEQUENCE

-- Post-it notes lining the border of a large bathroom mirror. Reminders and lyrics and quotes: **“TRUST YOURSELF.”** **“DON'T JUST FLY, SOAR.”** **“BE YOUR OWN KIND OF BEAUTIFUL.”** **“GET NEW TOOTHBRUSH.”** Some look freshly made, others old, their bright colors fading.  
...

(*Eighth Grade*, 03:10-03:16)

This ambition is seen in the monologue *“TRUST YOURSELF.”* *“DON'T JUST FLY, SOAR.”* *“BE YOUR OWN KIND OF BEAUTIFUL.”* This shows that Kayla tries to continue to remember the goals she made in a note as part of her ambition.

From the explanation above, researchers found that Kayla had tried to be Ambitious. This is included in one of the three categories of ideal self based on Carl Rogers and is also supported by the theory put forward as follows: Ideal self – This is the person who we would like to be. It

consists of our goals and ambitions in life, and is dynamic – ie forever changing (Madhumathy.S 990).

### B.3 Self-Worth

The final ideal self is owned and demonstrated by Kayla in the events of the movie through other actions. At this stage, Kayla's ideal self is very important as a determinant of her personality development because she can already think positively about herself and achieve high self-esteem so that she becomes more confident. She has also achieved all her hopes, wishes and dreams. This ideal self character can be seen in the monologue that describes Kayla Day as below:

KAYLA (VO)

...but I just want you to know that

if high school sucked for you, I'm

really sorry and that sucked

but...it's whatever, I mean, middle

**school sucked for me but I'm past**

**it now and I'm moving forward. And you can do that with high school too.**

She is dancing her heart out. No one is paying attention. She doesn't notice. She doesn't care. Eyes closed. Hips and arms and hair wildly in motion.

KAYLA (VO)

So yeah, stay cool and I can't wait

to be you....Love, Kayla. (*Eighth Grade*, 01;29:38-01:30:26)

Self-Worth is seen and described in the *sentence "it's whatever, I mean, middle school sucked for me but I'm sure it's now and I'm moving forward. And you can do that with high school too."* In this case, Kayla has achieved her desires, hopes and dreams through this content by providing tips that she created to become a confident person in accordance with what Kayla really wants, which is part of self-worth.

From the explanation above, the researcher found that Kayla has successfully achieved her self-worth. This is included in one of the three categories of ideal self based on Carl Rogers and is also supported by the theory put forward as follows: "The ideal self is the part of a person's self-concept that consists of their desires, hopes, and wishes. It is a part of the self that is highly prized by the individual; thus, the ideal self is considered to be a motivator within a person's self-concept" (Higgins in Rogers 2126). Rogers also said that "Self-worth (or self-esteem) – What we think about ourselves." (Rogers in Madhumathy.S 990) and to Carl Rogers (1959), "a person with high self-worth, that is, has confidence and positive feelings about him or himself, faces challenges in life, accepts failure and unhappiness at times, and is open with people." (Rogers in McLeod, S)

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions based on chapter IV as the closing of the research. This research examines the main character Kayla Day in the film *Eighth Grade* (2018) by using Carl Rogers' self-concept theory. This research shows various traits related to the real self and ideal self, as proposed by Carl Rogers' self-concept theory.

#### A. Conclusion

From the analysis in chapter IV, there is a conclusion that can be drawn from this research. Kayla Day, the main character in the film *Eighth Grade* (2018), shows the characteristics of the real self as proposed by Carl Rogers' self-concept theory. Real self is a person's original personality, and is shown in Kayla's self-actualizing tendency, positive regard, and self-regard. First is the actualizing tendency. In this research, the researcher found that Kayla showed a tendency to self-actualize through her personal growth efforts even though she had a shy personality. Second is positive regard seen in positive regards that she got from his father who shows a positive attitude by expressing love, affection, attention, and nurturing. The last is self-regard. The researcher found that Kayla has low self-esteem, it is difficult to accept or appreciate herself. This is evident when she ignores her father's humor and expresses discomfort in social situations.

Furthermore, Kayla Day's character's ideal self is found in the categories of striving, ambitious, and self-worth, as proposed by Carl Rogers in Self-Concept Theory. Kayla's efforts to achieve her desired ideal self can be seen in the monologue of the movie *Eighth Grade* (2018). In the striving category, Kayla strives to overcome shyness and confidence by setting goals, such as believing that she is cool and confident. She consistently works to improve herself and overcome her fears, which is part of her ideal self. Next is ambitious, Kayla is ambitious to become more confident. She writes motivational quotes and lyrics on sticky notes to remind herself of her goals. Lastly is self-worth, Kayla has high self-esteem and confidence, which is part of her ideal self. She gives advice to others, dances freely without concern for others' opinions, and expresses her feelings openly.

## **B. Suggestion**

Based on the above conclusions, this study has suggestions given to future researchers. Future researchers can analyze other films using Carl Rogers' self-concept theory such as *Inside Out* film by Pete Docter and Ronnie Del Carmen, *Good Will Hunting* film by Gus Van Sant, *The Perks of Being a Wallflower* film by Stephen Chbosky, *An Education* film by Lone Scherfig, *Mommy* film by Xavier Dolan.

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