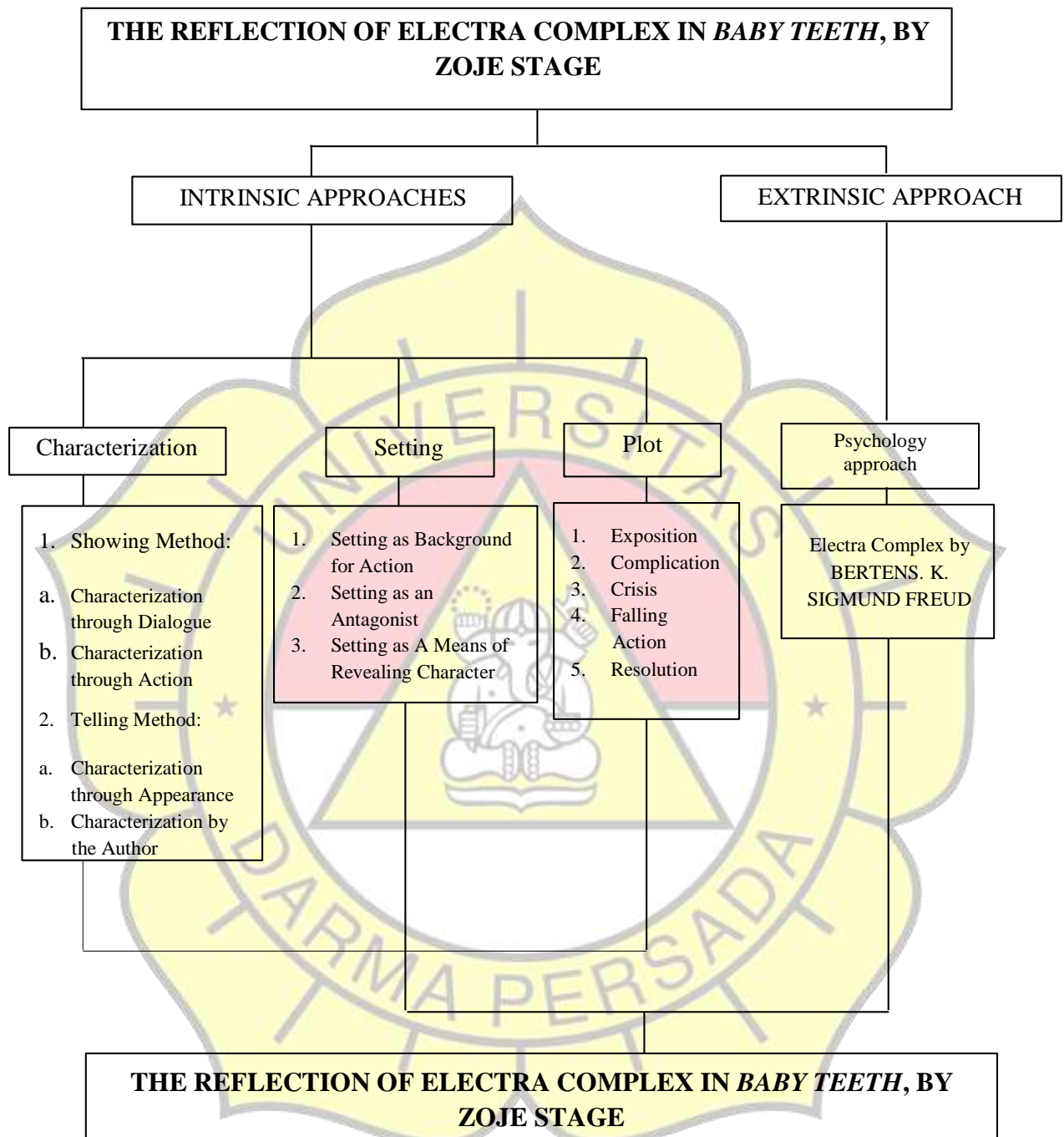


SCHEME OF THE RESEARCH





THE REFLECTION OF ELECTRA COMPLEX IN BABY TEETH, BY ZOJE STAGE

Background: Background: People sometimes have difficulty determining who they really are. Factors such as gender, race, culture, national origin, sexuality and work can all play a role in one's identity, but when these things conflict with one another, a person may feel as if they are torn inward. They may feel as if they have the right to someone's life personally.

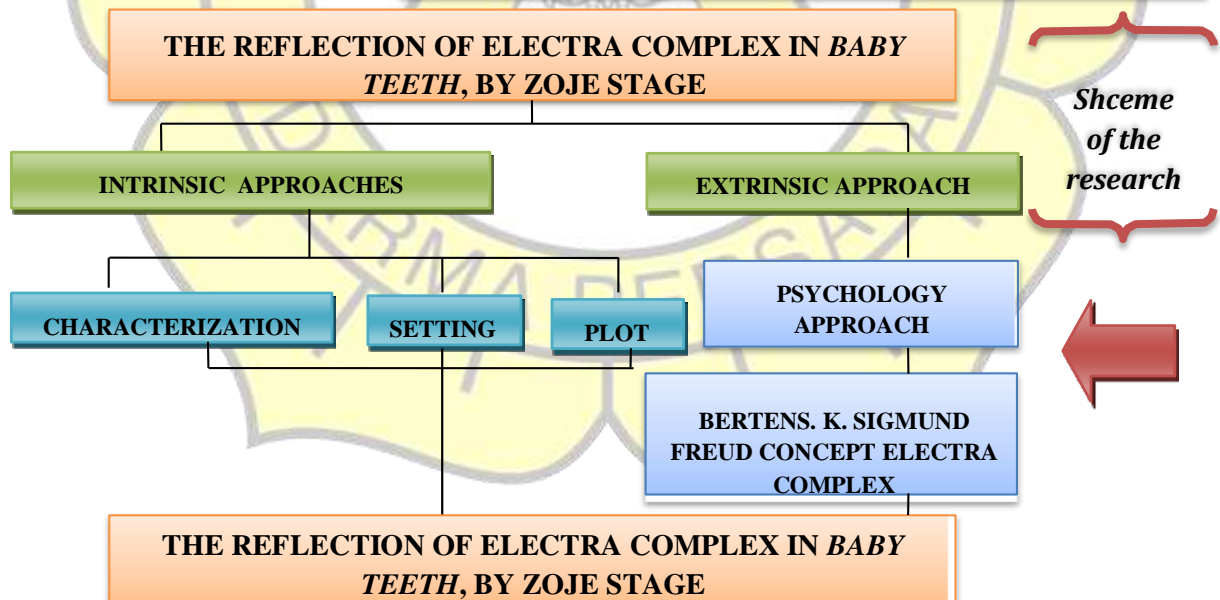
Methods To do this research, the used method is qualitative method, the kind of the literature research, the feature of interpretative research and analysis by using collecting datum which are in the form of novel entitled Zoje Stage's novel Baby Teeth as the primary resource and other related and supportive literatures as the secondary resources.

Benefits This research is expected to be useful for them who are interested in learning and getting deeper understanding the novel Baby Teeth. This study also can enrich the references for them who wants to analyze a literature by using Sigmund Freud concept of Electra Complex.

Okta Fitriyana

2015130017

Research Findings. Sigmund Freud's concept of Electra Complex is reflected in one character of the novel Baby Teeth. Her electra complex is supported by and related to other characters, setting, and plot of the story. It means Baby Teeth has Albertine Minderop electra complex.



CONCLUSION : It is important for parents to know how to educate children well. Understanding the character or nature of each child is a good thing for the development of the child and the improvement in the family. Hanna's performance was truly frightening when she faced a dispute with someone she hated. At the end of "Baby Teeth", she seems to show how: to be a better girl.

CURRICULUM VITAE

Personal Data

Name : Okta Fitriyana
Nationality : Indonesian
Sex : Female
Place/Date of Birth : Tiuh Baru, October 17, 1997
Address : Jl. Inspeksi Cakung drain, No.202
Kecamatan Cakung Jakarta Timur
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Formal Education

2004 – 2009 : SD N 01 Negeri Besar, Negeri Besar
2009 – 2012 : SMP N 02 Negeri Besar, Negeri Besar
2012 – 2015 : SMA N 01 Negeri Besar, Negeri Besar
2015 – Present : S1 Sastra Inggris Universitas Darma Persada

Working Experiences

2018 : English Teacher at Bunda Kandung High School

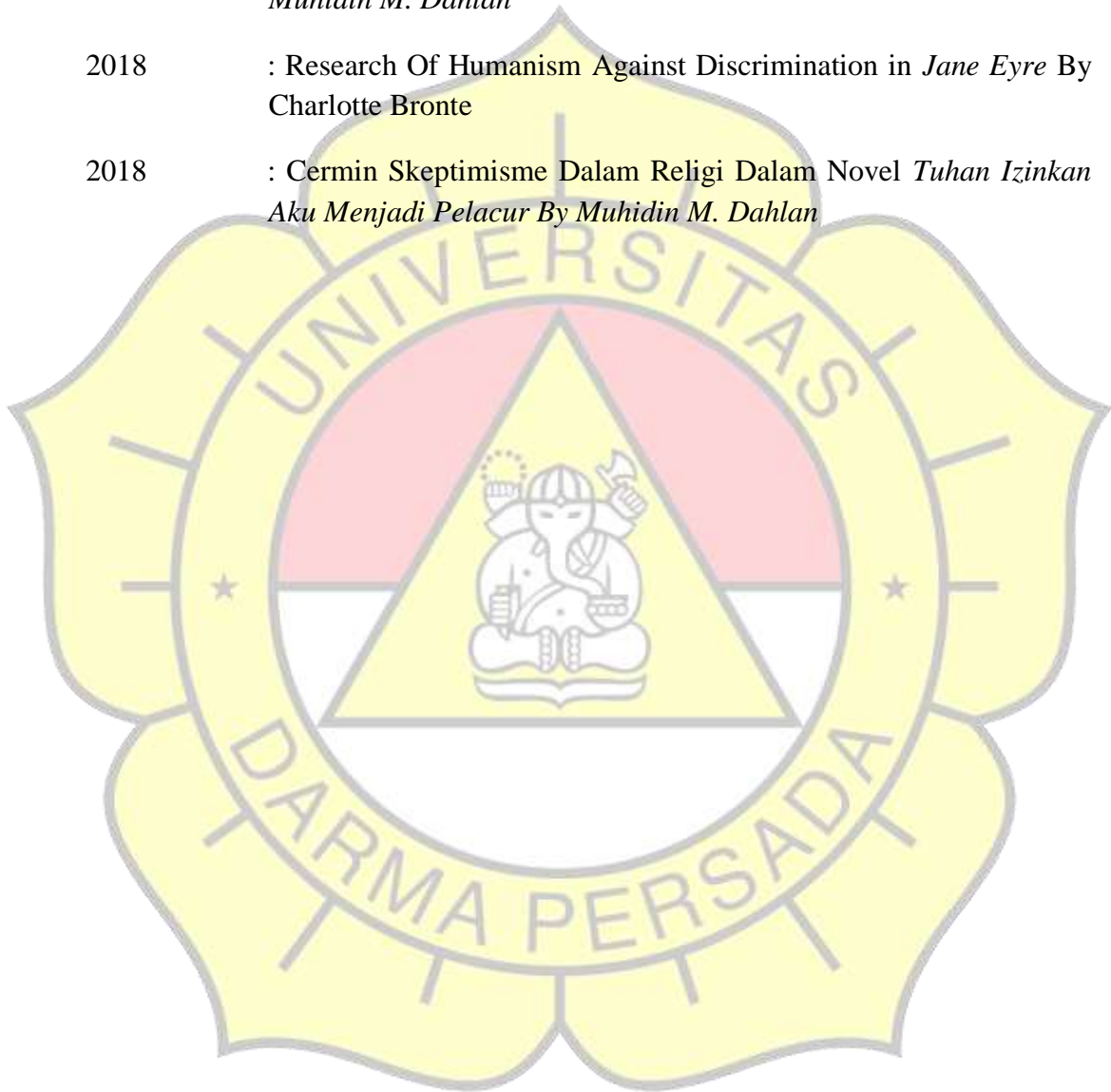
Achievement

2018 : The 3rd Winner of Poetry Competition at UPI YAI University
2014 : The 1st Winner Poetry Contest at Blambangan Umpu
2010 : The 1st Winner of the Indonesian District Level Speech Contest
2010 : 1st ranked in 7th Grade in Junior High School
2011 : The Winner of Dance (Tari Sembah) Competition at the Provincial Level
2012 : 1 Ranked in Grade 10 High School
2013 : 2 Ranked in Grade 11 High School
2014 : 2 Ranked in Grade 12 High School

Research Experiences

2015 : The Analysis Of Short Story *The Man With The Twisted Lips*
Short Story By Sir Arthur Conan Doyle
2016 : Analisis Hubungan Ibu Dan Anak Dalam Cerita Pendek *The Lost Ghost* Karya Mary Wilkins

- 2016 : Analisis Old Architecture to Reneval By Leland M. Ruth
- 2017 : The Analysis Of *The Child Wife* Poem By Kath walker
- 2017 : Kalung yang Hilang Mengakibatkan Rasa Bersalah Dalam Cerpen *The Neklace* By Guy De Maupassant
- 2017 : Kekecewaan Serta Kritik Dalam Tragedi Menjalani Pemahaman Agama (Islam) Novel *Tuhan Izinkan Aku Menjadi Pelacur* By Muhidin M. Dahlan
- 2018 : Research Of Humanism Against Discrimination in *Jane Eyre* By Charlotte Bronte
- 2018 : Cermin Skeptimisme Dalam Religi Dalam Novel *Tuhan Izinkan Aku Menjadi Pelacur* By Muhidin M. Dahlan



ATTACHMENT

The Reflection of Electra Complex in Baby Teeth, by Zoje Stage

Background

Assumption

Novel *Baby Teeth* through Intrinsic Approaches

Characterization:

- Telling methods
- Showing methods

Analyzed Characters:

- Hanna
- Suzette
- Alex

Setting:

- ✚ Setting as a background for action
- ✚ Setting as an antagonist
- ✚ Setting as a means of revealing character

Plot:

- ❖ Exposition
- ❖ Complication
- ❖ Crisis
- ❖ Falling Action

The Reflection of Sigmund Freud's Electra Complex Concept

Electra Complex based on Sigmund Freud in relation to:

Hanna's Electra
Complex

Other Characters :

- Hanna
- Suzette
- Alex

Plot

Setting



JURUSAN SASTRA INGGRIS S-1 FAKULTAS SASTRA

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SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Okta Fitriyana
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Jakarta Timur. 13910
E-mail : Oktafitriyana748@gmail.com
No. Telepon/Ponsel : 0812-8776-1561

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

The Reflection Of Electra Complex In *Baby Teeth*, By Zoje Stage

yang diajukan pada semester genap tahun akademik 2018/2019 bersifat orisinil dan belum pernah ditulis oleh orang lain, dan akan diselesaikan penulisannya selambat-lambatnya 1 (satu) tahun akademik dan/atau setara dengan 2 (dua) semester.


Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Jakarta, 28 Februari 2019

Mengetahui,

Ketua Jurusan Sastra Inggris S-1


Tommy Andrian, SS, M.Hum
NIK. 05395 / NIDN. 0320097601

Yang menyatakan,

Mahasiswa


Okta Fitriyana
NIM. 2015130017

Okta Fitriyana		LISTENING		TOTAL SCORE 265
Name		145 Your score		
2015130017		51 495		
Identification Number		Date of birth (mm/yyyy)		
2019/07/01		120 Your score		
Test Date (mm/yyyy)		51 495		
Test time (mm/yyyy)				
Client/Institution Name: PT. Putra Pratama Raya				
PT. Putra Pratama Raya, Jl. Raya Cendekia, No. 100, Cendekia, Kabupaten Tangerang, Banten, Indonesia				

LISTENING		READING	
<p>Two scaled scores below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent.</p> <p>Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> They can understand short (single sentence) descriptions of the central idea of a paragraph. They can sometimes understand the topic, idea, purpose, and basic content of extended spoken texts when the information is supported by a lot of repetition and clear vocabulary. They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood. They can understand details in extended spoken texts when the relevant information comes at the beginning or end of the text and when it matches the words in the spoken text. <p>To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table."</p>		<p>Two scaled scores below 100. Test takers who score below 100 may have some of the same strengths as test takers who score around 100, but their performance is likely to be less consistent.</p> <p>Test takers who score around 100 typically have the following strengths:</p> <ul style="list-style-type: none"> 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. They can understand easy vocabulary and common phrases. They can understand the main content, well-known grammatical structures, when not very much reading is necessary. <p>To see weaknesses typical of test takers who score around 100, see the "Proficiency Description Table."</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can understand general ideas and basic content of short spoken texts.	47%	Can understand general ideas and basic content of short spoken texts.	31%
Can understand details in short spoken texts.	33%	Can understand details in short spoken texts.	21%
Can understand details in extended spoken texts.	24%	Can understand details in extended spoken texts.	10%
		Can understand general ideas and basic content of short written texts.	31%
		Can understand details in short written texts.	21%
		Can understand details in extended written texts.	10%

*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 for 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 past performance on other test forms.

Note: TOEIC scores range from 10 to 990 and are reported in increments of 5.

Okta Fitriyana Name		LISTENING 150 Your score 5 495	TOTAL SCORE 265
15130017 Identification Number	1997/10/17 Date of Birth (YYYY/MM/DD)	READING 115 Your score 5 495	
2018/11/29 Test Date (YYYY/MM/DD)	2020/11/29 Test Date (YYYY/MM/DD)		
Client/Institution Name: PT. Putra Pratama Raya			

PT Industri Gerdas (PUG) - Gedung Sate, Jl. Tugu Pahlawan, No. 1, Jakarta, Indonesia

LISTENING		READING	
<p>445 total score (range 30-50). Test takers who score below 300 may have some of the same strengths as test takers who score around 250, but their performance is likely to be less consistent.</p> <p>Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> They can understand short (single sentence) descriptions of the general idea of a photograph. They can understand extended (several lines) descriptions and basic content of extended spoken texts when the information is supported by a lot of repetition and many vocal cues. They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood. They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it involves the words in the question text. <p>To see detailed descriptions of test takers who score around 300, see the "Proficiency Description Table."</p>		<p>115 total score (range 10-180). Test takers who score below 100 may have some of the same strengths as test takers who score around 100, but their performance is likely to be less consistent.</p> <p>Test takers who score around 100 typically have the following strengths:</p> <ul style="list-style-type: none"> They can make the correct answer to a factual question when the text is mostly reading in English and when the language of the text matches the information that is requested. They can understand easy vocabulary and sentence phrases. They can understand the main message, and basic grammatical structure when not very much reading is necessary. <p>To see detailed descriptions of test takers who score around 100, see the "Proficiency Description Table."</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist (main idea) and topic (subject) based on information they are required to read in extended spoken texts	25 0% 100%	Can make inferences based on information in written texts	27 0% 100%
Can make gist (main idea) and topic (subject) based on information they are required to read in extended spoken texts	44 0% 100%	Can make gist (main idea) and topic (subject) based on information in written texts	58 0% 100%
Can understand details in short spoken exchanges	40 0% 100%	Can understand information presented in a single sentence, short paragraph, or short text	23 0% 100%
Can understand details in extended spoken texts	40 0% 100%	Can understand vocabulary in written texts	33 0% 100%
		Can understand grammar in written texts	25 0% 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

Percentages of items you answered correctly are listed below the each one of the abilities measured. These percentages are calculated based on the number of items you answered correctly out of the total number of items you answered.

Note: TOEIC results show that the results will remain the same regardless of the number of items answered.