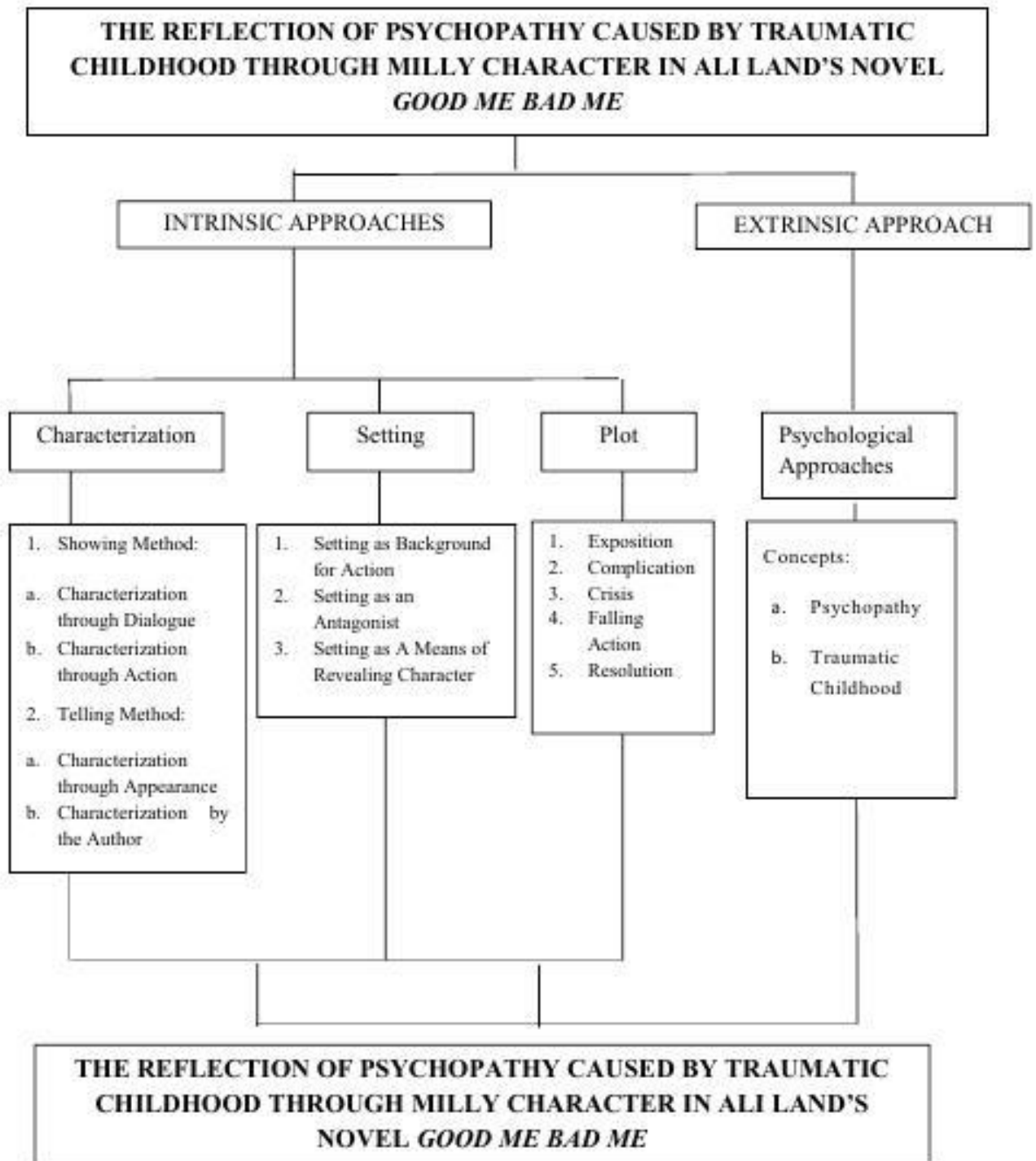


## SCHEME OF THE RESEARCH



## CURRICULUM VITAE

### PERSONAL DATA

Name : Febrina Elizabeth  
Place/Date of Birth : Jakarta, February 27, 1997  
Sex : Female  
Address : Jl. Taman Malaka Barat Blok E3 No.12  
RT 01/RW 09 Duren Sawit, Jakarta 13460  
Mobile Phone : 085717552128  
E-mail : febrina.elizabeth97@gmail.com



### FORMAL EDUCATION

2003 – 2009 : SD Strada Van Lith II, Jakarta Timur  
2009 – 2012 : SMPK 5 BPK Penabur 5, Jakarta Timur  
2012 – 2015 : SMA Negeri 53, Jakarta Timur  
2015 – Present : S1 of English Language and Culture Department  
Universitas Darma Persada, Jakarta Timur

### RESEARCH EXPERIENCES

2016 The Influence of Family Institution on Children's Characters  
from Saki Hector Hugh Munro's Short Story *The Lumber  
Room*  
2016 Annotated Translation into Bahasa Indonesia Anne Styles'  
Novel *That Cinderella Feeling*  
2016 The Analysis of Charles Dickens's Short Story *The Signal  
Man*  
2017 The Act of Sadism that Causes Death Instincts in Edgar Allan  
Poe's Short Story *The Black Cat*  
2017 The Analysis of American Poem *War Is Kind* by Stephen  
Crane in Realism Era

- 2017            The Analysis of Australian Writers in Romance: an Embarrassing Era from Henry Lawson's Short Story *The Drover's Wife*
- 2017            Nicholas as Children Reflection in Liberal Age from Saki Hector Hugh Munro's Short Story *The Lumber Room*
- 2017            The Reflection of American Dream in James Thurber's Short Story *The Secret Life of Walter Mitty*
- 2018            The Reflection of Ambition Theory in Akira Kurosawa Movie Script *Ran*
- 2018            The Analysis of the American Values through the Situation of American's Family Institution

#### **ORGANIZATION**

- 2016 – 2017            : Member of HIMASINDA as Relation Staff
- 2017 – 2018            : Member of HIMASINDA as Treasurer

#### **WORK EXPERIENCES**

- 2018                      : English Teacher in SMK Jakarta Timur 2 Cakung

#### **ACHIEVEMENT**

- 2015            Ranked 1<sup>st</sup> in 12 Social Major Class 3 SMA Negeri 53 Jakarta
- 2015            Top 7 Students of SMA Negeri 53 Jakarta Students



**THE REFLECTION OF PSYCHOPATHY CAUSED BY  
TRAUMATIC CHILDHOOD THROUGH MILLY CHARACTER  
IN ALI LAND'S NOVEL *GOOD ME BAD ME***

**FEBRINA ELIZABETH**

**2015130081**

**UNIVERSITAS DARMA PERSADA**

**BACKGROUND**

Every human being has their own personality and traumatic experience can affect their personality. This research based on Ali Land's novel *Good Me Bad Me*, Milly spent her childhood being abused and witnessing her mother killing other children. Now she fostered to Newmont family and begins to show her true self. She reflects psychopathy due to her traumatic childhood.

**METHOD OF THE RESEARCH**

This research is conducted by using qualitative research method, the kind of literature research, the nature of research in the form of analysis using the method of data collection in the form of text library works of Ali Land's novel *Good Me Bad Me* as the primary resources and other related and supportive literature as the secondary resources.

**BENEFITS**

This research may be useful because it is done through a new perspective by applying the concept of psychopathy and traumatic childhood that is covered in the field of psychology as to show something new for further research.


**CONCLUSION**

Concepts of Psychopathy is reflected in the main character in the novel, Milly. Her psychopathy which caused by traumatic childhood is supported and related to other characters, setting and the plot of the story. It means *Good Me Bad Me* reflects Psychopathy Caused by Traumatic Childhood.

**RESEARCH FINDINGS**

This research can give us something that we can learn in our lives. As suggestion, by understanding the characterization and psychology that exist in this term paper easily the reader can see the theme of this research. This research is useful to enrich psychological approach about psychopathy and traumatic childhood.

# ATTACHMENT



## LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

ETS - Security Code

**Febrina Elizabeth Tombokan**

Name

**2015130081**

Identification Number

**1997/02/27**

Date of Birth (yyyy/mm/dd)

**2018/11/29**

Test Date (yyyy/mm/dd)

**2020/11/29**

Valid Until (yyyy/mm/dd)

**LISTENING**

Your score 430

5  495

**READING**

Your score 315

5  495

**TOTAL  
SCORE**

745

Client/Institution Name: **PT. Putra Pratama Raya**

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral 17th Floor, Jl Jend Sudirman, Kay 47, Jakarta, Indonesia 12930

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### LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the \*Proficiency Description Table.

### READING

Your scaled score is between 250 and 350. 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 250, see the \*Proficiency Description Table. If your performance is closer to 350, you should also review the descriptors for test takers who score around 350.

#### PERCENT CORRECT OF ABILITIES MEASURED

ABILITIES MEASURED	Your Percentage
Can infer gist/purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts	80 <div style="width: 80%; background: linear-gradient(to right, #0056b3, #ccc);"></div>
Can infer gist/purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts	83 <div style="width: 83%; background: linear-gradient(to right, #0056b3, #ccc);"></div>
Can understand details in <b>short</b> spoken texts	90 <div style="width: 90%; background: linear-gradient(to right, #0056b3, #ccc);"></div>
Can understand details in <b>extended</b> spoken texts	90 <div style="width: 90%; background: linear-gradient(to right, #0056b3, #ccc);"></div>

#### PERCENT CORRECT OF ABILITIES MEASURED

ABILITIES MEASURED	Your Percentage
Can make inferences based on information in written texts	77 <div style="width: 77%; background: linear-gradient(to right, #0056b3, #ccc);"></div>
Can locate and understand specific information in written texts	68 <div style="width: 68%; background: linear-gradient(to right, #0056b3, #ccc);"></div>
Can connect information across multiple sentences in a single written text and across texts	66 <div style="width: 66%; background: linear-gradient(to right, #0056b3, #ccc);"></div>
Can understand vocabulary in written texts	70 <div style="width: 70%; background: linear-gradient(to right, #0056b3, #ccc);"></div>
Can understand grammar in written texts	58 <div style="width: 58%; background: linear-gradient(to right, #0056b3, #ccc);"></div>

\* 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.




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## I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN  
SKRIPSI SARJANA

Nama Mahasiswa : Fehrina Elizabeth  
 Dosen Pembimbing I : Dra. Karina Adinda, MA  
 Dosen Pembimbing II : Drs. Rusydi M. Yusuf, M. Si  
 Judul Skripsi : The Reflection of Identity Crisis Caused by  
 Traumatic Childhood Through Milly  
 Character in Ali Land's Novel Good and Bad Me  
 Mulai Bimbingan : 25 September 2018  
 Tahun Akademik : 2018 / 2019

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	25 / 9 - 18	Penyerahan Bab 1 + revisi	
2.	2 / 10 - 18	Penyerahan Bab 2 + revisi	
3.	15 / 10 - 18	Pengubahan Judul Menjadi "The Reflection of Psychopathic caused by Traumatic Childhood Through Milly's Character in Ali Land's Novel "	

4.	23/10-18	Perbaiki Bab 3 setting dan plot	
5.	25/10-18	Perbaiki Telukir penulisan	
6.	6/11-18	Penyerahan Bab 3 + revisi	
7.	4/12-18	Perbaiki Bab 3 Karakter	
8.	13/12-18	Perbaiki penulisan Bab 1-3	
9.	9/1-19	Penyerahan Bab 4-5 ke pembimbing 1	
	16/1-19	Perbaiki format penulisan	

10.			
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Jakarta, .....

Menyetujui :

Pembimbing I

Pembimbing II

(Dra. Karna Adinda, MA)

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

Mengetahui :

Pembimbing Akademik

Kajur Inggris S-1

(Juliana, S. P.)

(Denny Andrian S. M. Hum)



## JURUSAN SASTRA INGGRIS S-1 FAKULTAS SASTRA

Jl. Radin Inten II (Terusan Casablanca) Pondok Kelapa – Jakarta 13450

Telp. 8649051, 8649053, 8649057 Fax. 8649052

E-mail: [humas@unsada.ac.id](mailto:humas@unsada.ac.id) Homepage: <http://www.unsada.ac.id>

### SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Febrina Elizabeth  
Tempat/Tanggal Lahir : Jakarta, 27 Februari 1997  
Alamat Rumah : Jl. Taman Malaka Barat E3/No. 12  
E-mail : [febrina.elizabeth97@gmail.com](mailto:febrina.elizabeth97@gmail.com)  
No. Telepon/Ponsel : 085717552128

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

The Reflection of Identity Crisis Caused by Traumatic Childhood Through Milly  
Character in Ali Land's Novel *Good Me Bad Me*

yang diajukan pada semester ganjil tahun akademik 2018/2019 bersifat orisinal dan belum pernah ditulis oleh orang lain, dan akan diselesaikan penulisan 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, 12 September 2018

Mengetahui,

Ketua Jurusan Sastra Inggris S-1

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

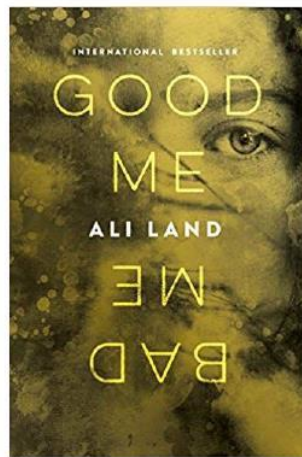
Yang menyatakan,

Mahasiswa

  
Febrina Elizabeth  
NIM. 2015138081

# THE REFLECTION OF PSYCHOPATHIC CAUSED BY TRAUMATIC CHILDHOOD THROUGH MILLY CHARACTER IN ALI LAND'S NOVEL GOOD ME BAD ME

Febrina Elizabeth - 2015130081



## Introduction

- Background
- Assumption

## *Good Me Bad Me* Through Intrinsic Approach

### Characterization

- Showing Method
- Telling Method

### Plot

- Exposition
- Complication
- Crisis
- Falling Action
- Resolution

### Setting

- Setting as a Background of action
- Setting as an Antagonist
- Setting as Revealing Characters

THE REFLECTION OF PSYCHOPATHIC CAUSED BY TRAUMATIC  
CHILDHOOD THROUGH MILLY CHARACTER IN ALI LAND'S NOVEL  
*GOOD ME BAD ME*



## Conclusion