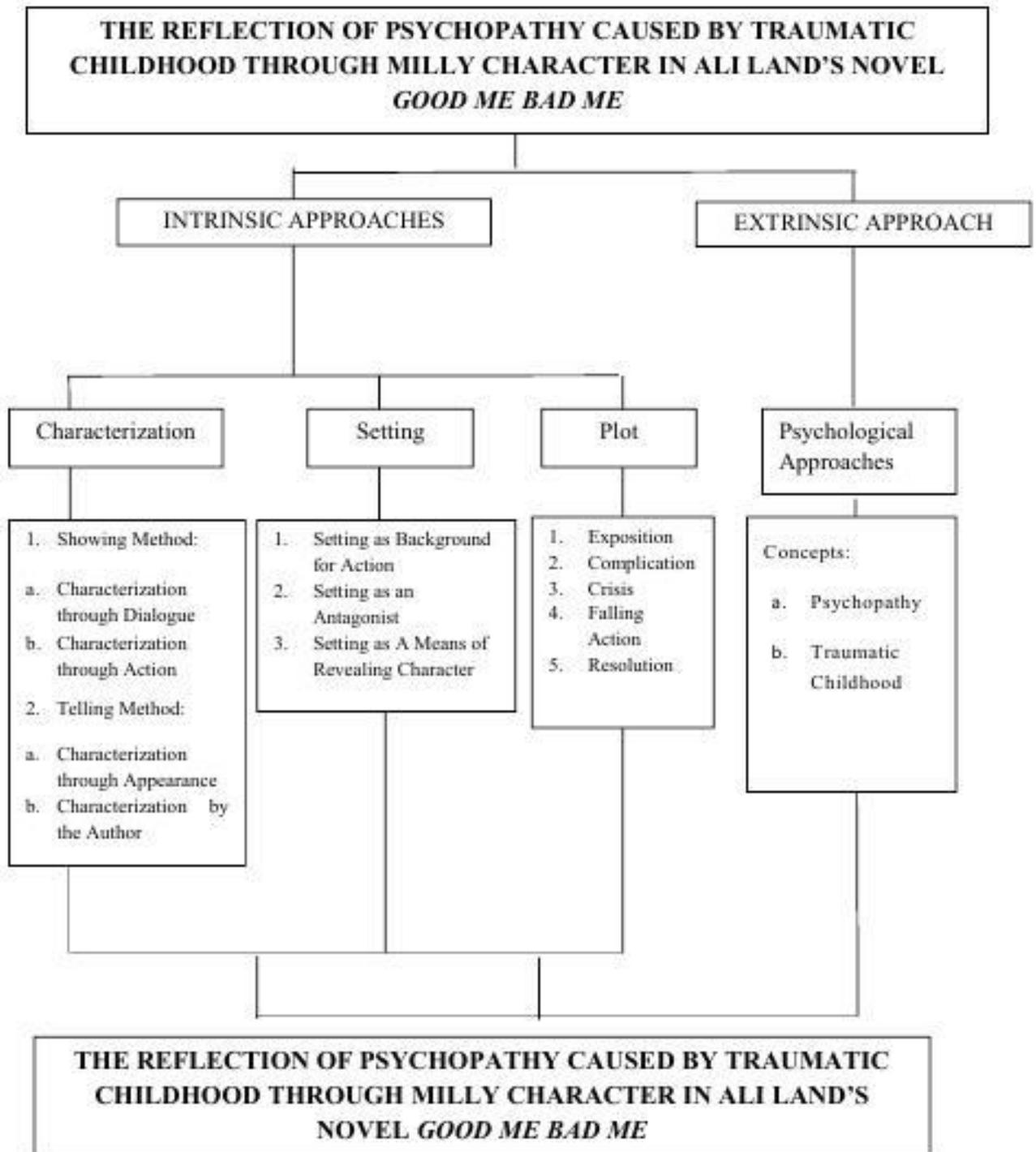


SCHEME OF THE RESEARCH



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
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Mobile Phone : 085717552128
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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 1st 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

ETS TOEIC LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

ETS - Security Guard

Febrina Elizabeth Tombokan

Name

2015130081 1997/02/27

Identification Number Date of Birth (yyyy/mm/dd)

2018/11/29 2020/11/29

Test Date (yyyy/mm/dd) 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, Kav. 47, Jakarta, Indonesia, 12930

This score report is intended for use only by the institution which sponsored the test administration.

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LISTENING		READING	
<p>Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> • 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. <p>To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.</p>		<p>Your scaled score is between 250 and 350. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0% 100%		0% 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	80	Can make inferences based on information in written texts	77
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	83	Can locate and understand specific information in written texts	68
Can understand details in short spoken texts	90	Can connect information across multiple sentences in a single written text and across texts	66
Can understand details in extended spoken texts	90	Can understand vocabulary in written texts	70
		Can understand grammar in written texts	58

* Proficiency Description Table can be found on our web site, www.ets.org/toeic

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

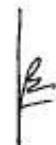
Note: TOEIC scores more than two years old cannot be reported or validated.

I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : Febrina 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	Perbaikan Telukis penulisan	
6.	6 / 11 - 18	Penyerahan Bab 3 + revisi	
7.	9 / 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

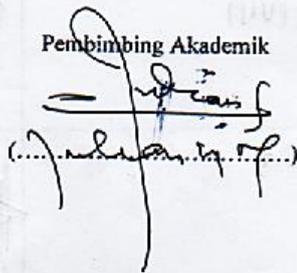
(Dra. Kanna Adinda, MA)

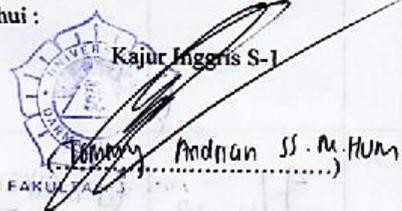
(Drs. Rusydi M. Yusuf, M. Si)

Mengetahui :

Pembimbing Akademik

Kajar Inggris S-1


(.....)


(.....)



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 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
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

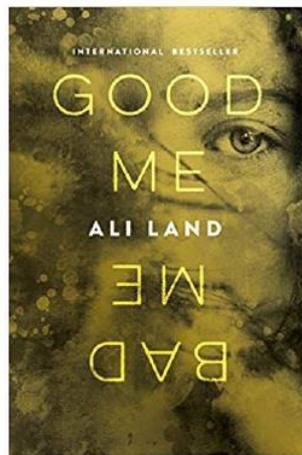
Yang menyatakan,

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