

ATTACHMENT

HUMAN RIGHTS (UNIVERSAL DECLARATION OF HUMAN RIGHTS)

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law. Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction. Human rights are divided into few articles. (*Universal Declaration of Human Rights*[online]: https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

1. Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

2. Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person

belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

3. Article 3

Everyone has the right to life, liberty and security of person.

4. Article 4

Freedom from Slavery

5. Article 5

Freedom from torture and degrading treatment. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

6. Article 6

Right to recognition as a person before the law. Everyone has the right to recognition everywhere as a person before the law.

7. Article 7

Right to Equality before the Law

8. Article 8

Right to remedy by competent tribunal. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

9. Article 9

Freedom from Arbitrary Arrest and Exile

10. Article 10

Right to Fair Public Hearing

11. Article 11

Right to be Considered Innocent until Proven Guilty

12. Article 12

Freedom from Interference with Privacy, Family, Home, Correspondence

13. Article 13

Right to Free Movement in and out of the Country

14. Article 14

Right to Asylum in other Countries from Persecution

15. Article 15

Right to a Nationality and the Freedom to Change It

16. Article 16

Right to Marriage and Family

17. Article 17

Right to Own Property

18. Article 18

Freedom of Belief and Religion

19. Article 19

Freedom of Opinion and Information

20. Article 20

Right of Peaceful Assembly and Association

21. Article 21

Right to Participate in Government and in Free Elections

22. Article 22

Right to Social Security

23. Article 23

Right to Desirable Work and to Join Trade Unions

24. Article 24

Right to Rest and Leisure

25. Article 25

Right to Adequate Living Standard

26. Article 26

Right to Education

27. Article 27

Right to Participate in the Cultural Life of Community

28. Article 28

Right to a Social Order that Articulates this Document

29. Article 29

Community Duties Essential to Free and Full Development

30. Article 30

Freedom from State or Personal Interference in the above Rights

(Universal Declaration of Human Rights[online]:

https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

According to universal declaration of human rights above, all humans are born free and equal without any discrimination such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, that all humans deserve a decent life and no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. Death penalty has been debated by a lot of people and world organizations. There are still so many people who actually agree with the present of death penalty especially for murderers. Those people believe that they deserve “an eye for an eye” as a life for a life punishment. An execution will bring closure to the murderer’s crime and to the victim’s family. The execution ensures that the murderer will not murder other victims. Murdering someone is believed as a cruel crime and the offenders deserve a cruel punishment too, that is death penalty. But for those who disagree, they claim that by having a death penalty as one of the punishments shows that the government has less respect for

someone's life, even the life of murderer. They also have a right to do, it violates the right of life and the right of how is someone supposed to not be punished in a cruel way. Death penalty is such as revenge which ends in another killing and it will just extend the chain of violence. It will just cause more pain for seeing someone's dead.

CURRICULUM VITAE



PERSONAL DATA

Name : Maysita Yolanda Tanjung
Nationality : Indonesian
Sex : Female
Place/Date of Birth : Bekasi, May 9th 1997
Address : Perumahan Griya Asri II Blok H9 No, 24&25. Kec
Tambun
Kab Bekasi
Phone/Fax : 085819568619
E-mail : maysitayolanda@gmail.com

FORMAL EDUCATION

- 2003 – 2009 : SDS Jaya Suti Abadi
- 2009 – 2012 : SMP Putra Darma Islamic School
- 2012 – 2015 : SMAN 4 Tambun Selatan
- 2016 – Present : (S1) English Literature at University of Darma Persada

RESEARCH EXPERIENCES

- 2016 : The Reflection of Feminism Approach in The Color Purple Novel by Alice Walker
- 2016 : History of The American Dream
- 2016 : The Analysis of Americans Eating Habits since Fast Food was Created
- 2016 : Alice Walker Biography

- 2017 : Kecemasan yang Menyebabkan Tragedi dalam Cerpen Lamb To The Slaughter oleh Roald Dahl
- 2017 : The Struggle of Black Women in the Short Story *Everyday Use* by Alice Walker
- 2017 : Christianity Changes in Saki's Short Story *A Touch of Realism*
- 2017 : Abnormalitas Seksual dan Sadisme dalam Film Gacy 2003 Karya Clive Saunders
- 2017 : HIV&AIDS Conspiracy
- 2018 : Pengaruh Sistem Teknologi Terhadap Budaya
- 2018 : Mengkambinghitamkan Tuhan disebabkan oleh Rasa Cinta (*Brothely Love*) dalam Film *RAN (1985)* Karya Akira Kurosawa

ACHIEVEMENT

- 2016 : Teaching English in Lesson for Life
- 2017 : Teaching English for Foreign Workers
- 2017 : Teaching Bahasa Indonesia for Foreign Workers
- 2017 : Personal Assistant in KCC Indonesia
- 2018 : Secretary for a Project Manager in Keisi Indonesia

STATEMENT LETTER



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 : MAYSITA YOLANDA TANJUNG
Tempat/Tanggal Lahir : BEKASI, 9 MEI 1997
Alamat Rumah : GRIYA ASRI 2 BLOK H9 NO 24&25. TAMSEL.
BEKASI
E-mail : Maysitayolanda@gmail.com
No. Telepon/Ponsel : 085819568619

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

The Character Rusty Quinn being an Enigmatic Lawyer for his “Unicorns” is Reflected on Defending a Col-blooded Killer Kelly Wilson in Karin Slaughter’s Novel *The Good Daughter*

yang diajukan pada semester ganjil tahun akademik 2016/2017 bersifat orisinal dan belum pernah ditulis oleh orang lain, dan akan diselesaikan penulisannya selambat-lambatnya 1 (satu) tahun akademik dan/atau setara dengan 2 (dua) semester.

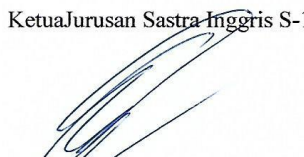
Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenarnya.

Jakarta, 12 September 2018

Mengetahui,

Ketua Jurusan Sastra Inggris S-1


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

Yang menyatakan,

Mahasiswa

MAYSITA YOLANDA TANJUNG
NIM. 2015130027




THESIS GUIDANCE SHEET






I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : MARISA POLANDA TANJUNG.
 Dosen Pembimbing I : EKA YUNIAR ERAWATI, S.S., M.Pd.
 Dosen Pembimbing II : TOPPY ANDRIAN, S.S., M.Hum.
 Judul Skripsi : _____

 Mulai Bimbingan : 3 Oktober 2018.
 Tahun Akademik : _____

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	3 Oktober 2018.	- membahas judul dan konsep intrinsik. (bab I)	
2.	24 Oktober 2018.	- Membahas bab 1 keseluruhan - Mengganti judul - Mengganti teori estetis yang digunakan.	
3.	26 Oktober 2018.	- Perbaiki bab 1 dan membahas (accepted). kegiatan bab 2.	

4.	31 Oktober 2018.	- Menperbaiki bab 2. berupa = teori-teori pendukung baik intrinsik dan ekstrinsik.	
5.	7. November 2018.	- Memeriksa bab 2. secara keseluruhan - lanjut mengerjakan bab III	
6. ↑ 6 bit 2018	21. Desember 2018.	Membahas bab II. Bab II di 'approve' Membahas bab III - lanjut mengerjakan Bab III	
7.	Tuntas 17 Januari 2019.	Membahas Bab III. Bab III (revisi).	
8.	Janis Janis, 17 Januari 2019.	Coro Penulisan judul Paragraf Font ⊕ ⇒ untuk shopping method.	
9.	Janis 17 Januari 2019	Spelling check and Paragraph outlining	

10.			
-----	--	--	--

Jakarta,

Menyetujui :

Pembimbing I



 (EKA TUNIA EKAWATI, S.Pd., M.Pd.)

Pembimbing II

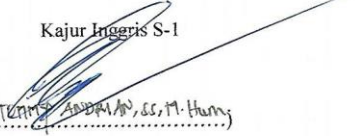

 (TERRY ANDALAN, S.S., M. Hum.)

Mengetahui :

Pembimbing Akademik


 (DPA KHATUNAH AGULIAEBIAN, M.Pd.)

Kajur Inggris S-1


 (TERRY ANDALAN, S.S., M. Hum.)



**LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT**

Maysita Yolanda Tanjung Name		LISTENING Your score 420 5 ————— 495	TOTAL SCORE 715
2015130027 Identification Number	1997/09/05 Date of Birth (yyy/mm/dd)	READING Your score 295 5 ————— 495	
2018/11/29 Test Date (yyy/mm/dd)	2020/11/29 Valid Until (yyy/mm/dd)		
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

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

<p>LISTENING</p> <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>READING</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>
<p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>0% ————— 100%</p>	<p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>0% ————— 100%</p>

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	95	0% ————— 100%	Can make inferences based on information in written texts	55	0% ————— 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	72	0% ————— 100%	Can locate and understand specific information in written texts	50	0% ————— 100%
Can understand details in short spoken texts	90	0% ————— 100%	Can connect information across multiple sentences in a single written text, and across texts	61	0% ————— 100%
Can understand details in extended spoken texts	85	0% ————— 100%	Can understand vocabulary in written texts	73	0% ————— 100%
			Can understand grammar in written texts	70	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:
 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.

POWER POINT

