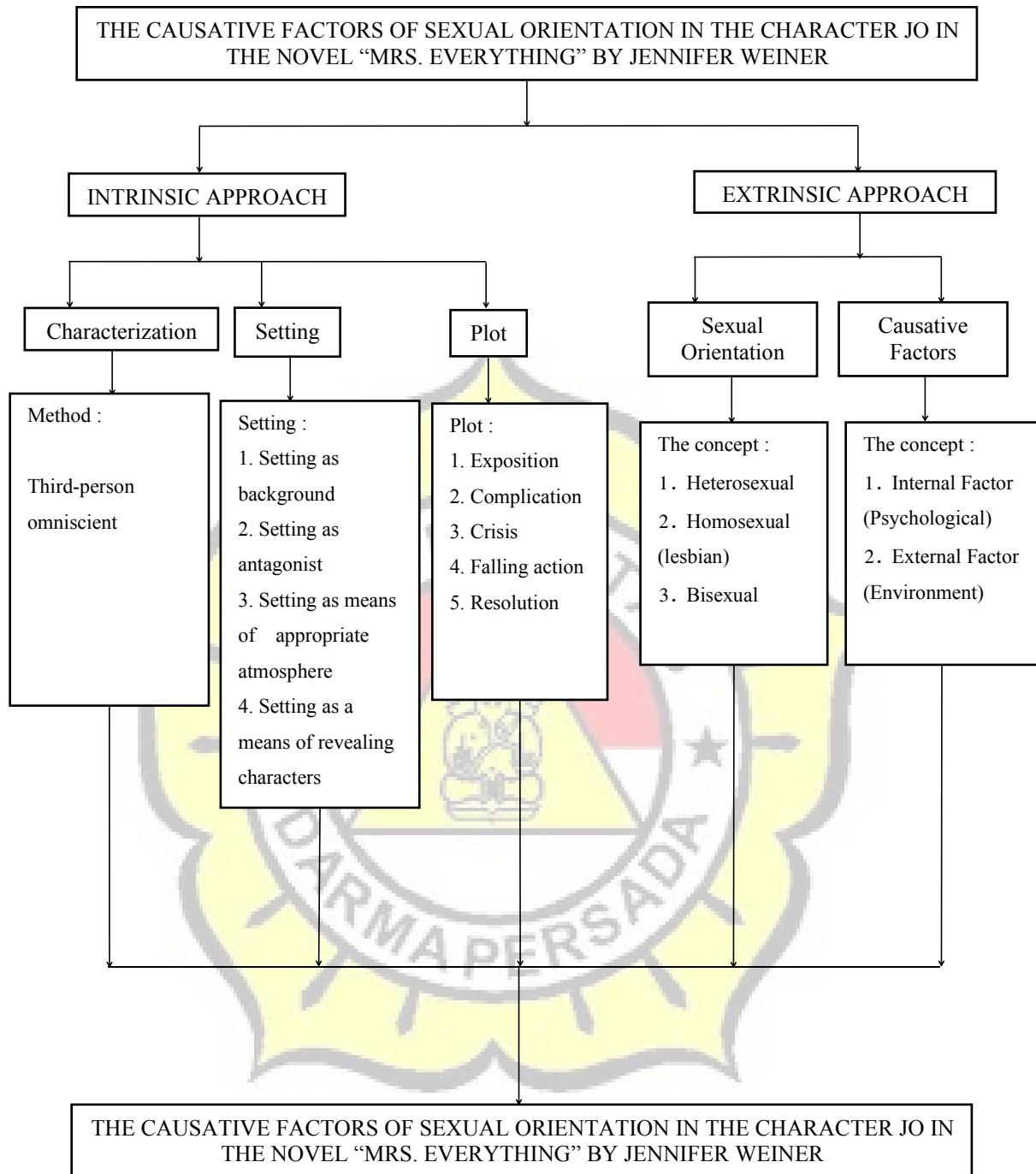


SCHEME OF THE RESEARCH



POSTER OF THE RESEARCH



THE CAUSATIVE FACTORS OF SEXUAL ORIENTATION IN THE CHARACTER JO IN THE NOVEL “MRS. EVERYTHING” BY JENNIFER WEINER

Retno Wulandari
2017130043
Universitas Darma Persada

METHODS OF THE RESEARCH

The approach of the research that used in this paper is qualitative approach. I will apply the qualitative approach using the content analysis method. The object of my research is Mrs. Everything novel written by Jennifer Weiner. Any references (books, journals, and/or articles) employed to support will be considered as secondary sources.

BACKGROUND

Sexual deviation behavior is known as one of society's diseases. Sexual orientation that commonly known by most people is heterosexual (relationship between men and women). However, there are also those who have different sexual orientations, such as homosexual like gay (same-sex relations between men and men) and lesbian (same-sex relations between women and women). The problems about sexual deviance also exist in literary works. As in the novel “Mrs. Everything” by Jennifer Weiner. Jo is a teenage girl and she realize that she like her best friend, Lynnette, who also a teenage girl like her. Even though in the end Lynnette and Josette aren't together, Josette still like and have sexual desire toward girls.

BENEFIT

This research is expected to find out about the causes and depiction of deviant sexual orientations (lesbian, gay, transgender, and queer) in literary works such as novel. It is expected that the result of this research will be open for further research.

CONCLUSION

The factors that make Jo's sexual orientation deviate because it is already inside Jo and supported by the environment. So, the causative factors which affects Jo's sexual orientation are from her internal factor (psychological) and supported by the environment. The experience as a child is very important and really needs to be considered too.

CURRICULUM VITAE

PERSONAL DATA

Name : Retno Wulandari
Nationality : Indonesia
Sex : Female
Religion : Islam
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FORMAL EDUCATION

2004 - 2010 : SD Mutiara 17 Agustus Bekasi
2010 - 2013 : SMP Muhammadiyah 28 Bekasi
2013 - 2016 : SMAN 1 Babelan
2017 - present : Strata One (S-1) of English Language and Culture
Department Faculty of Humanities University of
Darma Persada, Jakarta Timur.

RESEARCH EXPERIENCE

2019 Motivasi Tokoh Ann Dalam Memperjuangkan
Kebebasan dari Perbudakan Dalam Novel "Stealing
Freedom" Karya Elisa Carbone
2019 The Analysis of Feminism: Women Want a Gender
Equality, In a Short Stories "The Chrysanthemums"
by John Steinbeck
2019 The Analysis of Feminism: Women Want a
Freedom From Marriage, In a Short Stories "The
Story of An Hour" by Kate Chopin




2019	Analysis of Poetry “As You Go Through Life” by Ella Wheeler Welcox
2020	Tragedi yang Dialami Tokoh Will Membangkitkan Naluri Kematianannya Dalam Film “Me Before You” Karya Jojo Moyes
2020	The Analysis Racism of Elisa Carbone Novel (Stealing Freedom) Trough American Social Institution











ATTACHMENT

LAPORAN KEMAJUAN PENULISAN SKRIPSI

Nama Mahasiswa : Retno Wulandari
 Dosen Pembimbing I : Prof. Dr. Albertine Minderop, MA
 Dosen Pembimbing II : Agustinus Hariyana, SS, M.Si
 Judul Skripsi : The Causative Factors of Sexual Orientation in The Character Jo in The Novel "Mrs. Everything" by Jennifer Weiner
 Mulai Bimbingan : 15 Oktober 2020
 Tahun Akademik : 2020/2021

No	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Kamis, 15 Oktober 2020	Rapikan Bab 1 PENDAHULUAN sesuai dengan paper MPK & Seminar.	
2.	Rabu, 21 Oktober 2020	Perbaiki Perumusan. Tambahkan tujuan penelitian, landasan teori, dan daftar pustaka	
3.	Jumat, 23 Oktober 2020	Book review atau Literary Review ada di bab 2 bersamaan dengan landasan teori. Masukkan ke bab 2.	

4.	Selasa, 27 Oktober 2020	Penomoran gunakan angka: 1.1, 1.2, 1.1.1, 1.1.2, dst.	
5.	Kamis, 5 November 2020	Penulisan skripsi gunakan APA style versi 7 untuk penyusunan skripsi. Lalu gunakan "I" (saya) untuk menyebut diri sendiri, bukan the writer.researcher.	
6.	Senin, 7 Desember 2020	Perbaiki judul bab 3 : ... APPROACH (kata benda tunggal)	
7.	Selasa, 8 Desember 2020	Tambahkan daftar isi dan lanjut ke bab berikut.	
8.	Jumat, 25 Desember 2020	Perwatakan metode apa? Tidak ada metode yang digunakan. 2.1.1 tidak ada penjelasan tentang metode karakterisasi. Pengerang menggunakan diaan maha tau ya? Jika iya, anda gunakan metode third person omniscient saja. Tambahkan dulu di bab 2 kemudian terapkan di bab 3. pages beri no halaman, daftar isi harus ada. Summary of chap 3. perbaiki yang rapi lalu lanjut ke bab 4.	

9.	Selasa, 5 Januari 2021	Lengkapi, lalu ke pembaca.	
10.	Minggu, 10 Januari 2021	Perbaiki grammar (S and Predicate), repetitions, how to write REFERENCES, title of References in italic.	
11.	Kamis, 14 Januari 2021	Grammar (subject predicate), how to write references, and others (the red mark, tenses consistency, past tense or present tense.	

Jakarta,

Menyetujui :

Pembimbing I



(Prof. Dr. Albertine Minderop, MA)

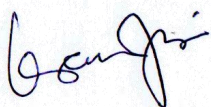
Pembimbing II



(Agustinus Hariyana, SS, M.Si)

Mengetahui :

Pembimbing Akademik



(Dra. Kurnia Idawati, M.Si)

Ketua Program Studi
Bahasa dan Kebudayaan Inggris



(Dr. Yoga Pratama, M.Pd)

<p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p> <p>KNOW ENGLISH. KNOW SUCCESS.</p>	<p>Retno Wulandari</p> <p>Name</p>		<p>LISTENING</p> <p>Your score 450</p> <p>5 495</p>	<p>TOTAL SCORE</p> <p>830</p>
	<p>2017130043</p> <p>Identification Number</p>	<p>1998/10/27</p> <p>Date of Birth (yyyy/mm/dd)</p>	<p>READING</p> <p>Your score 380</p> <p>5 495</p>	
	<p>2021/01/23</p> <p>Test Date (yyyy/mm/dd)</p>	<p>2023/01/23</p> <p>Valid Until (yyyy/mm/dd)</p>		
<p>Client/Institution Name: Putra Pratama Raya, PT</p>				
<p>PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930</p> <p>Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logo, and TOEIC are registered trademarks of Educational Testing Service.</p> <p>This score report is intended for use only by the institution which sponsored the test administration.</p>				

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."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0% 100%

READING

Your scaled score is between 350 and 450. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the "Proficiency Description Table." If your performance is closer to 450, you should review the descriptors for test takers who score around 450.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0% 100%

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	91
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	78
Can understand details in short spoken texts	87
Can understand details in extended spoken texts	89

Can make inferences based on information in written texts	87
Can locate and understand specific information in written texts	88
Can connect information across multiple sentences in a single written text and across texts	72
Can understand vocabulary in written texts	70
Can understand grammar in written texts	83

* 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.

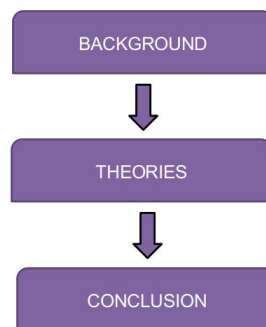
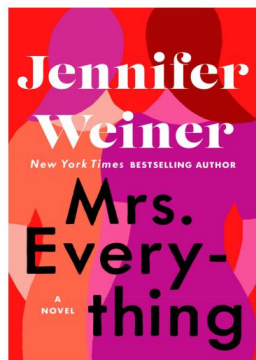
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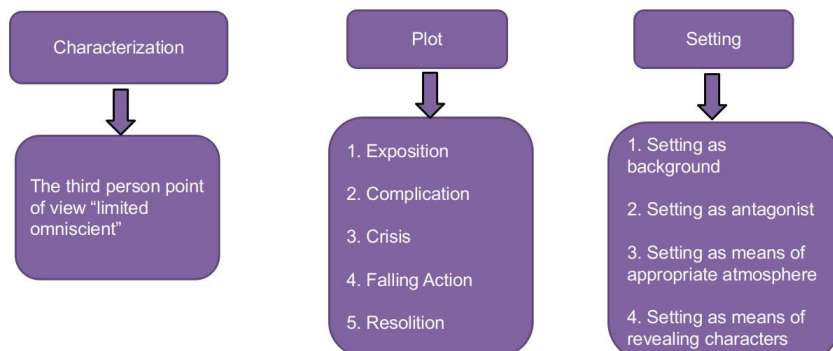
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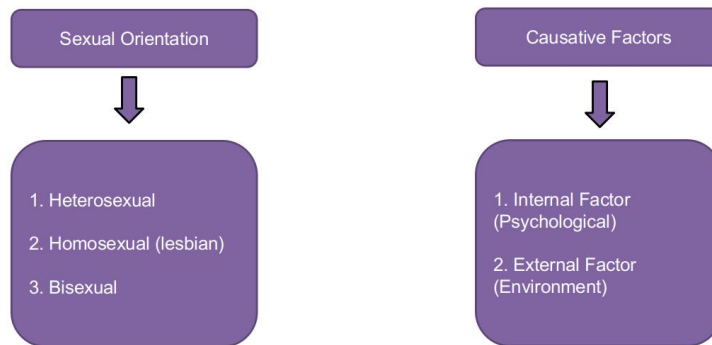
INTRINSIC APPROACH



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EXTRINSIC APPROACH



Page 4

CONCLUSION

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THANK YOU



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