SCHEME OF THE RESEARCH

CLARE'S STRUGGLE TO FULFILL HER LIFE'S NEEDS IN CONSTANCE BRISCOE'S NOVEL *UGLY*

INTRINSIC APPROACHES

Characterization

Setting

Plot

EXTRINSIC APPROACH

Literature of psychology

---

1. Showing Method:

a. Characterization through Dialogue

b. Characterization through Action

2. Telling Method:

a. Characterization through the use of names

b. Characterization through Appearance

c. Characterization by the Author

---

1. Setting as Background for Action

2. Setting as Antagonist

3. .Setting as A Means of Creating Appropriate Atmosphere

4. Setting as A Means of Revealing Character

5. Setting as A Means of Reinforcing Theme

---

1. Exposition.

2. Rising Action.

3. Crisis

4. Falling Action.

5. Resolution.

Concept:

a. Hierarchy of Needs

CLARE'S STRUGGLE TO FULFILL HER LIFE'S NEEDS IN CONSTANCE BRISCOE'S NOVEL *UGLY*
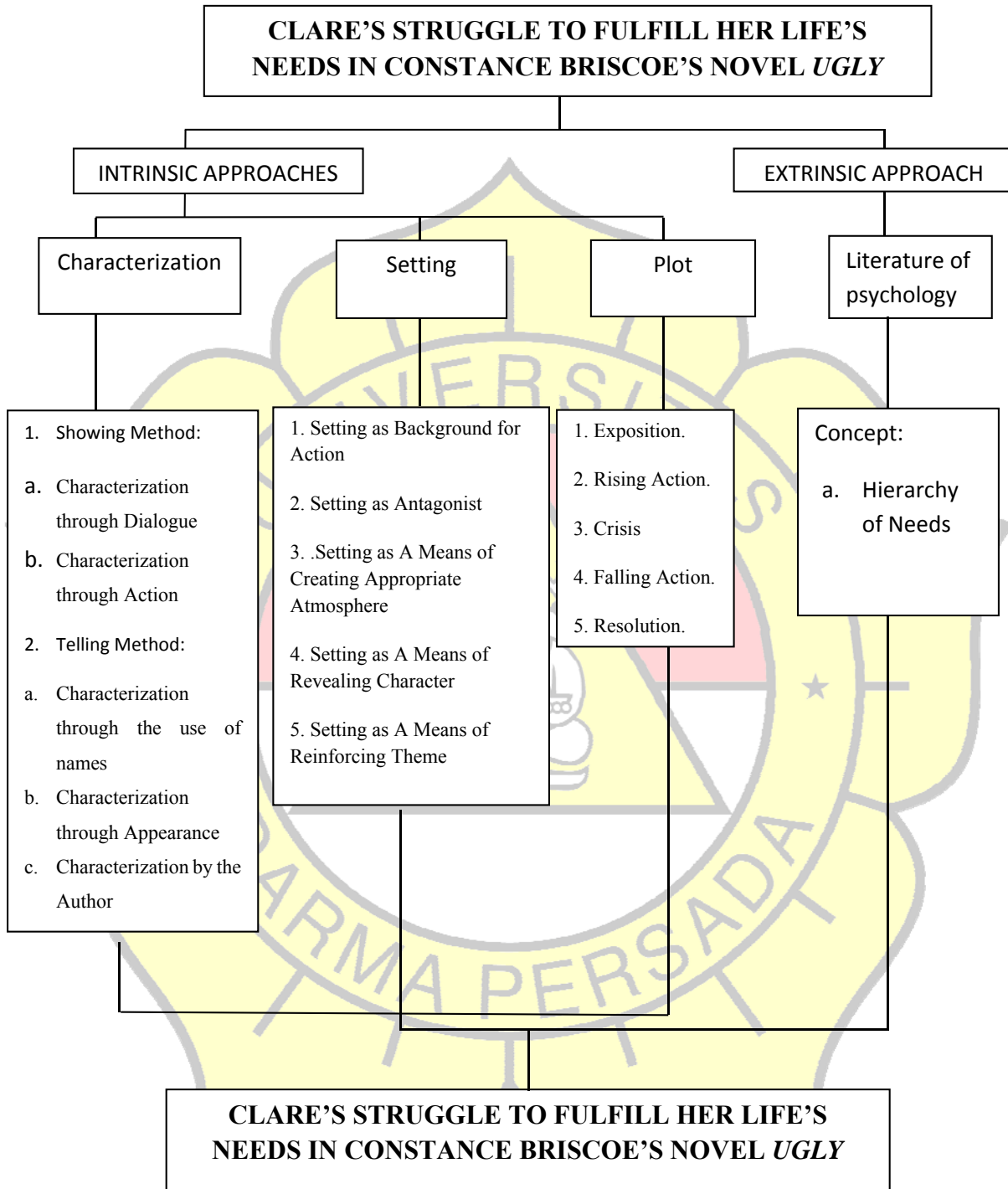
CLARE'S STRUGGLE TO FULFILL HER LIFE'S NEEDS IN CONTANCE BRISCOE'S NOVEL *UGLY*

BACKGROUND Every people expect to be success. There are no people who expect to be fail. The people will do every thing to get their dreams. They will struggle to achieve their dreams and believe that they can get a better future. The key to be success is a struggle. They have to struggle their life even though many obstacles who they encounter to fulfill their life needs.

BENEFITS This research is useful for enriching sources for futher research, and this study are expected can be inspired by the life of Constance Briscoe who struggle in life to fulfill the basic needs of every human being as long as we lives.

METHOD Based on the theoritical framework above. I use qualitative research methods. Those are study of literature, and interpretative character of research or analysis by collecting data which is the literature text of the entitled *Ugly* by Constance Briscoe as the primary source and supported by several references related to the theory and concept suitable to a second source.

RESULT OF THE ANALYSIS Clare's struggle for success is not in vain. Her struggle has changed herself to self-confident. It relates to Clare's characterization. The main cases that related to the characterization are followed by analysis of the plot and setting that also related to the theme of Clare's Struggle To Fullfil Her Life's Needs in Contance Briscoe's Novel *Ugly*.
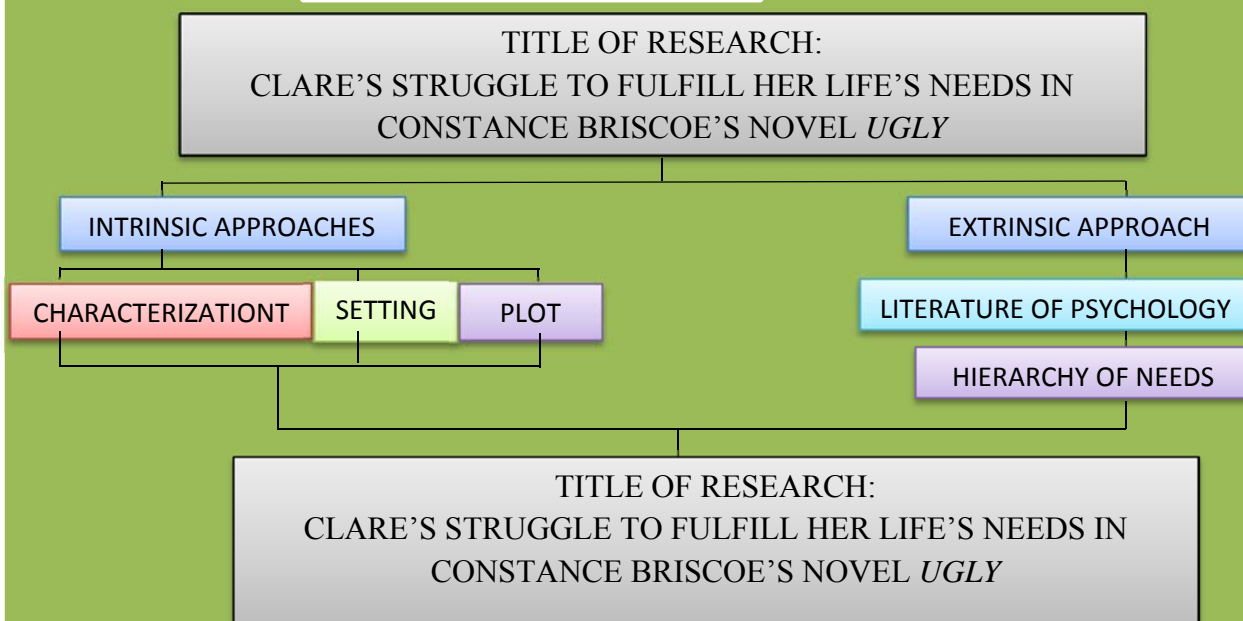
CONCLUSION This research can give us something that we can learn in life. If we have ideals we should strive to achieve the ideals despite of many obstacles. Clare wants to be a barrister but her mother does not approve. She proves to another people that she can success to become a barrister.

Dian Larasari Ningtyas

2012130012

Strata One of English Department

Darma Persada University

TITLE OF RESEARCH:
CLARE'S STRUGGLE TO FULFILL HER LIFE'S NEEDS IN CONSTANCE BRISCOE'S NOVEL *UGLY*

INTRINSIC APPROACHES

EXTRINSIC APPROACH

CHARACTERIZATIONT

SETTING

PLOT

LITERATURE OF PSYCHOLOGY

HIERARCHY OF NEEDS

TITLE OF RESEARCH:
CLARE'S STRUGGLE TO FULFILL HER LIFE'S NEEDS IN CONSTANCE BRISCOE'S NOVEL *UGLY*

BIODATA

Personal Data

Name   : Dian Larasari Ningtyas

Place/ Date of Birth   : Jakarta, 18 September 1994

Sex   : Female

Marital Status   : Single

Mobile Phone No.   : 081806474465

Address   : Taman Harapan Baru blok U3 No. 20

                       kecamatan Medan Satria, kelurahan   Pejuang,

                       Bekasi Barat, 17131

E-mail Address   : dianlarasari@gmail.com

Formal Education

1999 – 2000   : Kindergarten at TK Islam As-Syafiyah, Bekasi

2000 – 2006   : Elementary School at Budi Darma, Bekasi

2006 – 2009   : Junior High School at Gema Nurani, Bekasi

2009 – 2012   : Senior High School at Cindera Mata, Bekasi

2012 – 2017   : Darma Persada University, Jakarta
                         Major: English Literature

Working Experience

Working at Yayasan Corpatarin

Period   : November 2015 – Januari 2016

Status   : Teacher

I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : Dian Larasari Ningtyas

Dosen Pembimbing I : Eka Yuniar, SS, M.Si

Dosen Pembimbing I : Dra Karina Adinda, MA

Judul Skripsi : The Family Dysfunction of Mother Character in Ugly Novel By Constance Briscoe

Mulai Bimbingan : 14 - 04 - 2016

Tahun Akademik : 2016

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	14 / 04 / 2016	- Revisi Bab 1, Formulation of the problem - Bab 2, cari teori peran Ayah, Ibu dan Anak	
2.	30 / 05 / 2016	- Ganti judul skripsi dari The Family Dysfunction of Mother character in Ugly Novel by Constance Briscoe menjadi Clare's struggle to fulfill her life's needs in novel Ugly by Constance Briscoe - Revisi bab 1, Limitation of the problem dan Formulation of the problem. - Lanjut bab 3	
3.	21 / 06 / 2016	- Revisi bab 3, tambah characterization . check grammar, use present tense.	

4.	09 / 10 / 2016	- Revisi Bab 3, Tambah quotation dari characterization - check grammar - menjelaskan showing dan telling terlebih dahulu baru menjelaskan quote,-	
5.	25 / 10 / 2016	- Revisi bab 3, Penjelasan quote di tambah dan jangan menjelaskan kembali quote yg cantumkan. - Lanjut Bab 4	
6.	15 / 11 / 2016	- Revisi bab 4, Penjelasan quote masih kurang. - check grammar	
7.	06 / 01 / 2017	- Revisi bab 4, menjelaskan teori dari hierarchy of need sedikit sebelum ke Penjelasan quote. - Lanjut Bab 5	
8.	10 / 01 / 2017	- check grammar, gunakan present tense - Lanjut ke Pembaca	
9.	24 / 01 / 2017	- Revisi bab 1, Limmitation of tha problem - check kata yg typo - check grammar - Revisi bab 2, Ambil kutipan dari buku bahasa Inggris	

| 10. | 08/02/2017 | -Revisi Judul Skripsi, Nama pengarang baru nama novel

-Revisi bab 3 dan 4, grammar masih ada Past. gunakan Present tense

-Revisi bab 5, Conclusion terlalu banyak | |

Jakarta, ...

Menyetujui :

Pembimbing I

(IRA PUNCAR E ....)

Pembimbing II

(Karina A.S. ....)

Mengetahui :

Pembimbing Akademik

(...............................)

Kajur Inggris S-1

(Tommy Andrian ....)

ETS. TOEIC.

LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

Name: Dian Larasari Ningtyas

Identification Number: 3275065809940006	**Date of Birth (yyyy/mm/dd):** 1994/09/18
Test Date (yyyy/mm/dd): 2017/03/25	**Valid Until (yyyy/mm/dd):** 2019/03/25

LISTENING
Your score: 175
5 —————— 495

READING
Your score: 125
5 —————— 495

TOTAL SCORE: 300

Client/Institution Name: PT. Putra Pratama Raya

KNOW ENGLISH. KNOW SUCCESS.

- - - - - - - - - - - - - - - - - - - Detach Here ✂

LISTENING

Your scaled score is close to 200. Test takers who score around 200 typically have the following strengths:
- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy 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 requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the *Proficiency Description Table.

READING

Your scaled score is close to 150. Test takers who score around 150 typically have the following strengths:
- 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 most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table.

ABILITIES MEASURED — PERCENT CORRECT OF ABILITIES MEASURED (Listening)

Abilities Measured	Your Percentage
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	43
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	39
Can understand details in short spoken texts	33
Can understand details in extended spoken texts	51

ABILITIES MEASURED — PERCENT CORRECT OF ABILITIES MEASURED (Reading)

Abilities Measured	Your Percentage
Can make inferences based on information in written texts	25
Can locate and understand specific information in written texts	21
Can connect information across multiple sentences in a single written text and across texts	45
Can understand vocabulary in written texts	27
Can understand grammar in written texts	45

* 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.

109020-70171 • S815E200 • Printed in U.S.A.
784192