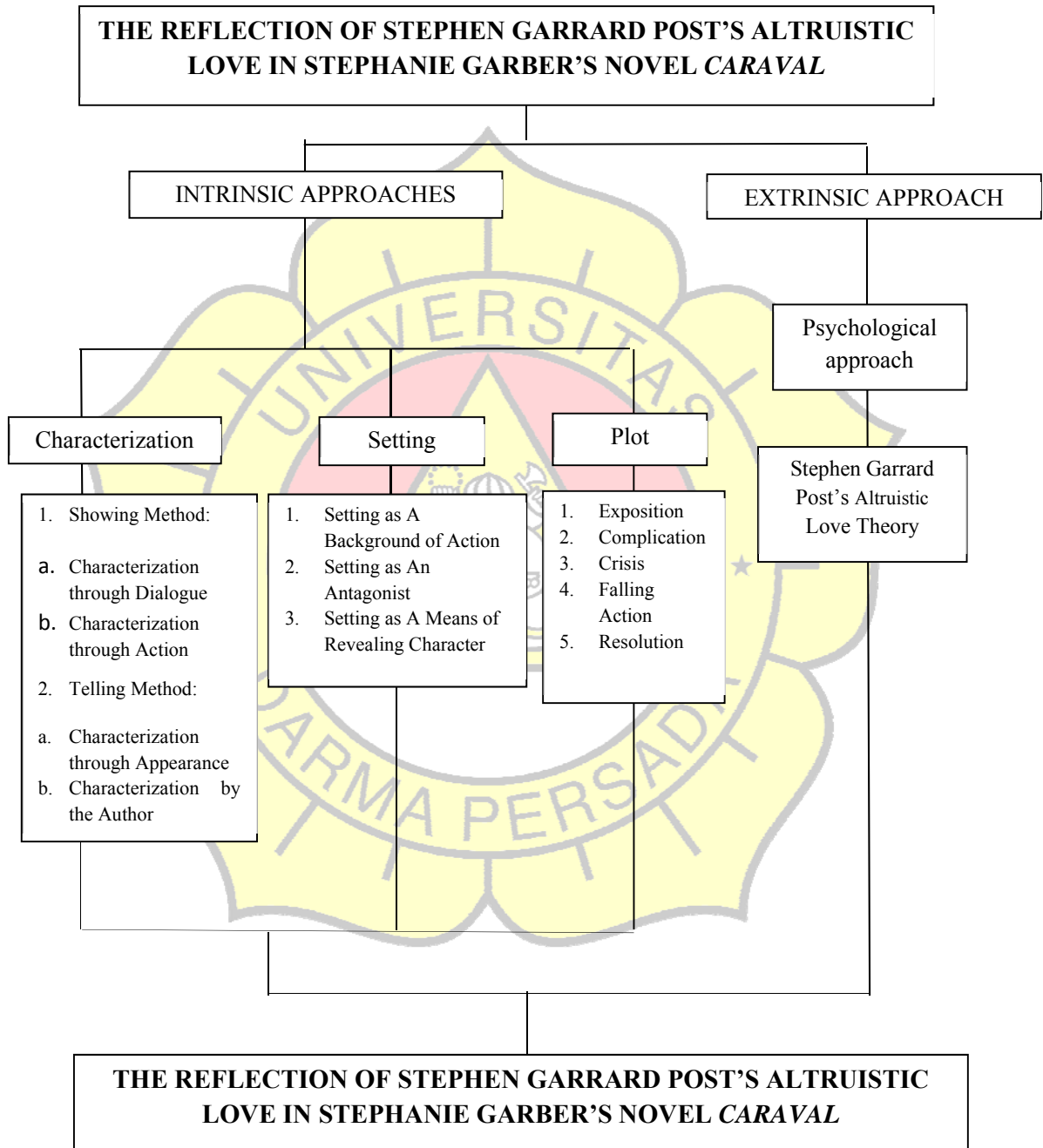


SCHEME OF THE RESEARCH





THE REFLECTION OF STEPHEN GARRARD POST'S ALTRUISTIC LOVE IN STEPHANIE GARBER'S NOVEL *CARAVAL*

BACKGROUND Many people tend to commit acts for other's sake selflessly, but those acts can be motivated by various things. If those acts are followed by affective affirmation for the other, it means those acts are done out of love, the embodiment of altruistic love as an expression of altruism.

METHODS To do this research, the used method is qualitative method, the kind of the literature research, the feature of interpretative research and analysis by using collecting datum which are in the form of novel entitled Stephanie Garber's novel *Caraval* as the primary resource and other related and supportive literatures as the secondary resources.

BENEFITS This research is expected to be useful for them who are interested in learning and getting a deeper understanding about the novel *Caraval*. This study also can enrich the references for them who wants to analyze a literature by using Stephen Garrard Post's theory of altruistic love, because it is a new perspective.

Yuliana

2014130026

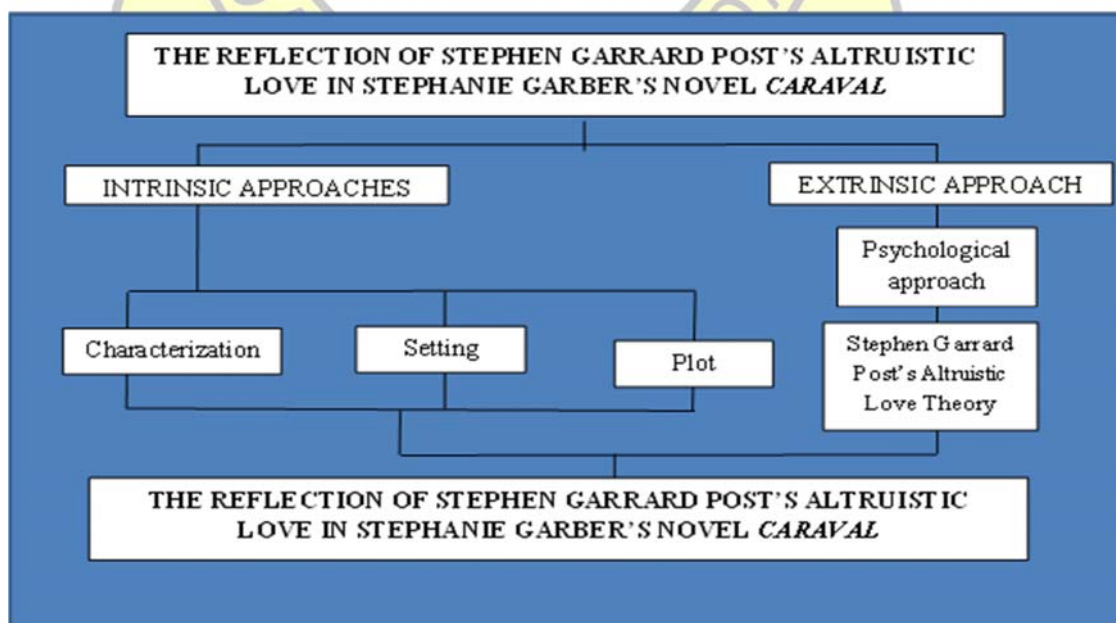
Faculty of Letters

Darma Persada University

RESEARCH FINDINGS

Stephen Garrard Post's theory of altruistic love is reflected in two characters of the novel. Scarlett and Julian. Their altruistic love is supported by and related to other characters, setting and the plot of the story. It means *Caraval* reflects Stephen Garrard Post's altruistic love.

CONCLUSION As an expression of altruism, altruistic love cannot be proven until it is embodied into actions. *Caraval* proves this statement. This novel tells that love can motivate someone to do anything for the sake of the loved one, even to the point it is done selflessly and self-sacrificingly.



CURRICULUM VITAE

Personal Data

Name : Yuliana
Place/ Date of Birth : Jakarta, 8 July 1996
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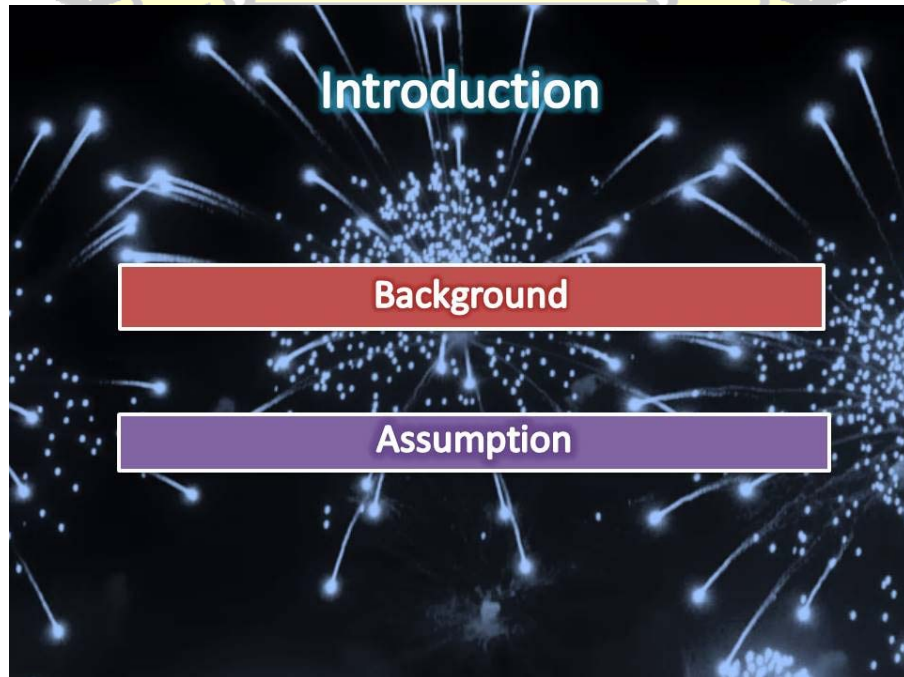
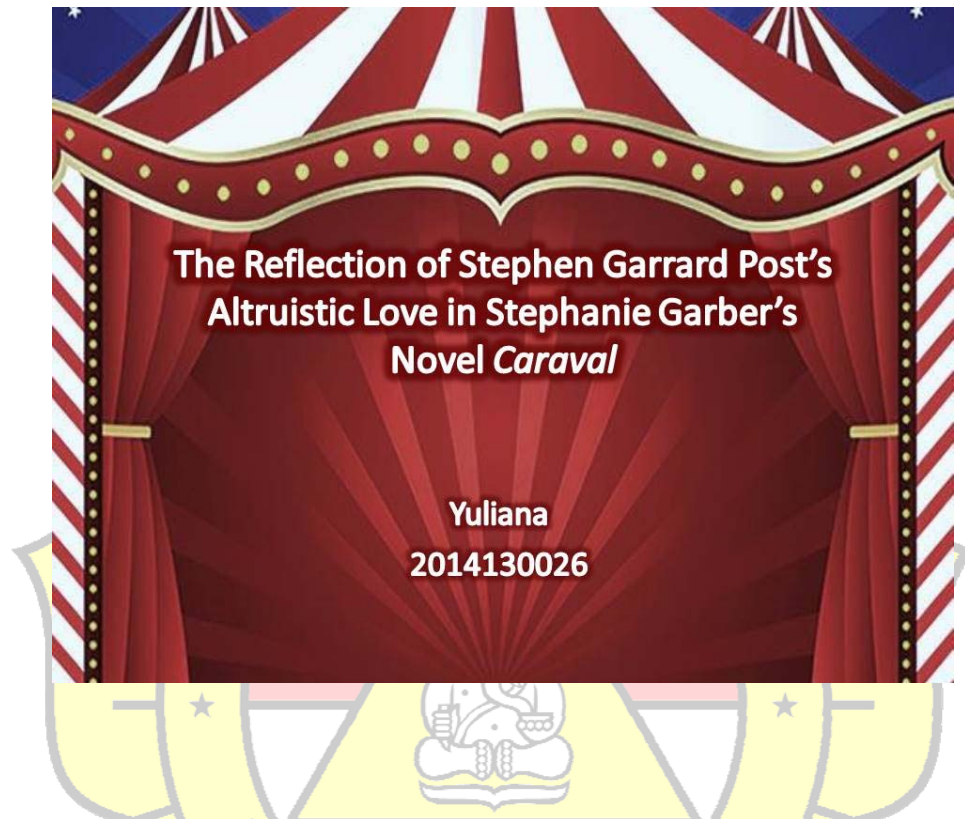
Formal Education

2002 – 2003 : SD Budhaya 2 Santo Agustinus Jakarta Timur
2003 – 2008 : SD Negeri Bahagia 02 Bekasi
2008 – 2011 : SMP Negeri 5 Bekasi
2011 – 2014 : SMA Negeri 11 Jakarta
2014 – now : S1 Sastra Inggris Universitas Darma Persada

Achievement

- Japan-Asia Youth Exchange program in Science (SAKURA Exchange Program in Science) in 2017
- Top 20 writers in short story category of Antologi Papyrus Competition from Qalifa Media

ATTACHMENT



Novel *Caraval* through Intrinsic Approaches

Characterization:

- Telling methods
- Showing methods

Analyzed Characters:

- Scarlett Dragna
- Julian Marrero
- Donatella Dragna
- Marcello Dragna

Plot:

- Exposition
- Complication
- Crisis
- Falling Action
- Resolution

Setting:

- Setting as a background for action
- Setting as an antagonist
- Setting as a means of revealing character

The Reflection of Stephen Garrard Post's Altruistic Love

Altruistic love based on Post's theory and characterization

Scarlett Dragna

Julian Marrero

- Altruism
- Affective Affirmation

Altruistic Love

The Reflection of Stephen Garrard Post's Altruistic Love

Altruistic love in relation to:



Other Characters

- Donatella Dragna
- Marcello Dragna

Plot

Setting






Conclusion











I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : Yuliana
 Dosen Pembimbing I : Dra. Farina Adinda, MA
 Dosen Pembimbing II : Dra. Yuniar, SS, M.Si
 Judul Skripsi : The Reflection of Stephen Garard Post's
 Altruistic Love in Stephanie Garber's
 novel "Caraval"
 Mulai Bimbingan : Selasa, 3 October 2017
 Tahun Akademik : 2017 / 2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Selasa 3 Oktober 2017	- Penyerahan bab I ke dosen pembimbing I	
2.	Selasa 17 October 2017	- koreksi bab I - konsultasi teori	
3.	Selasa 31 October 2017	- Penyerahan bab II	

4.	Rabu 29 November 2017	-> Perbaikan bab <u>II</u> -> Penyerahan bab <u>III</u>	
5.	Selasa 5 Desember 2017	-> Perbaikan bab <u>III</u> -> Penyerahan bab <u>IV</u> awal	
6.	Rabu 6 Desember 2017	-> Penyerahan bab <u>IV</u> versi revisi -> Konsultasi teori	
7.	Rabu 3 Januari 2018	-> Penyerahan bab <u>IV</u> & <u>V</u> (revisi) ke dosen pembimbing I -> Penyerahan bab I - <u>III</u> ke dosen pembimbing II	 
8.	Selasa 9 Januari 2018	-> Koreksi akhir skripsi dengan pembimbing I	
9.	Rabu 10 Januari 2018	-> Perbaikan bab I - <u>III</u> dengan pembimbing II -> Penyerahan bab <u>IV</u> - <u>V</u> ke pembimbing II	

10.	Jumat 13 Januari 2018	Koreksi akhir dengan pembimbing II	
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Jakarta,

Menyetujui :

Pembimbing I

(...Dra. Fatma Adinda, MA...)

Pembimbing II

(...Dra Yuniar, S.S., M.Si...)

Mengetahui :

Pembimbing Akademik

(...Dra. Widiastuti, MA...)

Kajur Inggris S-1

(...Tommy Andrian, S.S., M.Hum...)



LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

Yuliana		LISTENING		TOTAL SCORE 795
Name		Your score 400		
2014130026	1996/07/08	5		
Identification Number	Date of Birth (yyyy/mm/dd)			
2018/01/19		READING		
Test Date (yyyy/mm/dd)		Your score 395		
2020/01/19		5		
Valid Until (yyyy/mm/dd)				
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				
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LISTENING		READING	
Your scaled score is 400. Test takers who score around 400 typically have the following strengths: <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. To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.		Your scaled score is between 350 and 450. Test takers who score around 350 typically have the following strengths: <ul style="list-style-type: none">• 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%	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	85	Can make inferences based on information in written texts	93
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	89	Can locate and understand specific information in written texts	73
Can understand details in short spoken texts	80	Can connect information across multiple sentences in a single written text and across texts	60
Can understand details in extended spoken texts	75	Can understand vocabulary in written texts	81
		Can understand grammar in written texts	88

* 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.