SCHEME OF THE RESEARCH

TRAUMATIC EXPERIENCE AND THE POWER OF LOVE

IN ROSELLEN BROWN'S NOVEL TENDER MERCIES

INTRINSIC APPROACHES

EXTRINSIC APPROACHES

Characterization

Setting

Plot

Literature of psychology

1. Showing Method:

a. Characterization through Dialogue

b. Characterization through Action

2. Telling Method:

a. Characterization through Appearance

b. 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.

Concepts:

a. Traumatic Experience

b. Love concept from Robert J Steinberg

TRAUMATIC EXPERIENCE AND THE POWER OF LOVE

IN ROSELLEN BROWN'S NOVEL TENDER MERCIES
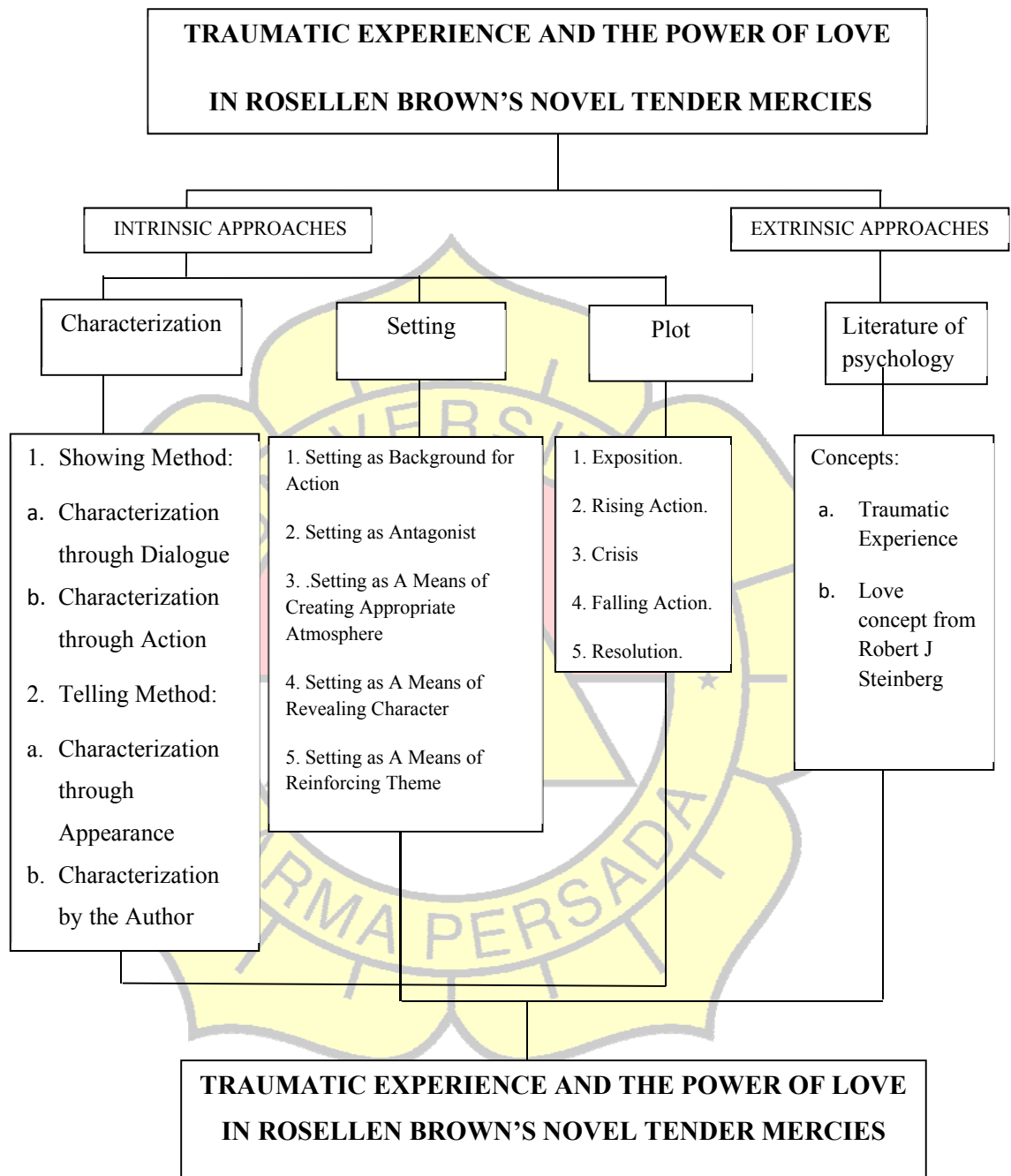
TRAUMATIC EXPERIENCE AND THE POWER OF LOVE IN ROSELLEN BROWN'S NOVEL TENDER MERCIES

BACKGROUND Bad things can happen but they only take up few pages of your story and anyone can survive a few pages. According to Rosellen Brown's novel Tender Mercies, Laura is a quadriplegic wife and mother. She becomes paralyzed because the accident that is caused by Dan. The accident not only makes her traumatic but also changes her love and attitude to her husband.
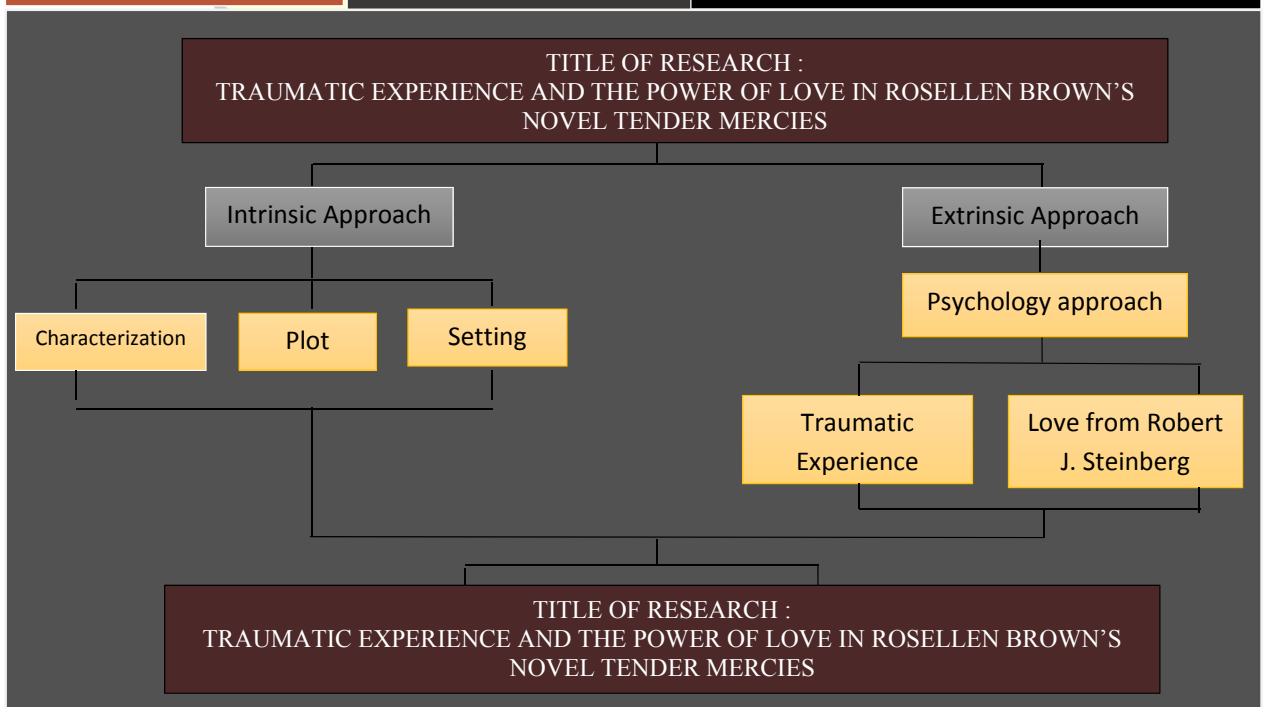
CONCLUSION the moral teaching of this research is in the relationship, there is trial to test their love where their love will still together or fall apart and we have to be patient handle with person who has traumatic experience because it takes time to need time to heal from the trauma.

Method Based on the framework of the theories above, I use a variety of quantitative research method, type of literary research, interpretative /analysis research with the method of data collection in the form of literary text form the novel titled Tender Mercies by Rosellen Brown as a primary source and supported from several references related to the theory and concept suitable as a secondary source.

Benefit This research is very useful to understand that people react in different ways to trauma. In other side, through love concepts, people will know that love have important elements, it is like intimacy, passion and commitment. They can conquer heart. This research will tell them, they will know to handle with people who suffering traumatic experience and to know about the power of love.

Resulting of the analysis Laura is a quadriplegic wife and mother. She becomes paralyzed because the accident. The accident makes her become traumatic. It gives impact to her mental and physical. In other side, the accident makes her love for husband has already changed. There is no more intimacy and passion in their marriage because she feels hate about the fact that she becomes paralyzed because her husband's action. she punishes him with ignore him as long as she can. Those main cases that related to the characterization and followed by the analysis of the plot and setting that also related to the theme of Traumatic Experience and The Power of Love in Rosellen Brown's

Endang Savitri
2012130030
Strata One of English Department
Faculty of Letters
Darma Persada University, Jakarta

TITLE OF RESEARCH :
TRAUMATIC EXPERIENCE AND THE POWER OF LOVE IN ROSELLEN BROWN'S NOVEL TENDER MERCIES

Intrinsic Approach

Extrinsic Approach

Psychology approach

Characterization

Plot

Setting

Traumatic Experience

Love from Robert J. Steinberg

TITLE OF RESEARCH :
TRAUMATIC EXPERIENCE AND THE POWER OF LOVE IN ROSELLEN BROWN'S NOVEL TENDER MERCIES

CURRICULUM VITAE

Personal Data

Name	:	Endang Savitri
Place/Date of Birth	:	Jakarta, 22 July 1994
Sex	:	Female
Marital Status	:	Single
Address	:	Jl. Remaja Raya No.6 rt 1 rw 4 Jatinegarakaum
		Pulogadung Jakarta timur 13250
Mobile Phone	:	083879669261
E-mail	:	endangsavitri27@gmail.com

Formal Education

1998-1999	:	Kindergarten at TK Bulungcangkring, Kudus
2000-2006	:	Elementary School at SDN 05 Kudus
2006-2009	:	Junior High School at SMP 1 Jekulo, Kudus
2009-2012	:	Madrasah Aliyah Negeri 01 Kudus
2012-2017	:	Darma Persada University, Jakarta Timur
		Major: English Literature

Work Experience

Working at the Dedication Society at Darma Persada University

Status	: Freelance Teacher
Period	: 2015

I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : *Endang Savitri*

Dosen Pembimbing I : *Dra. Kanna Adindo, MA*

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

Judul Skripsi : *Traumatic Experience and The Power of Love In Rosellen Brown's Tender Mercies*

Mulai Bimbingan : ....

Tahun Akademik : ....

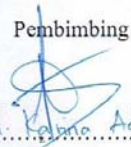| No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	5 Okt 2016	Penyerahan Bab I dan II Kepada Pembimbing I	
2.	19 Okt 2016	- Perbaiki bab I Pada point A dan O - Perbaiki teori konsep bab 2 (Penambahan endnote)	
3.	9 Nov 2016	- Penyerahan revisi bab 1 dan 2 - Penyerahan bab III	

4.	23 Nov 2016	Perbaiki Bab 3 Intrinsic Analysis . Penambahan characterization pada tokoh Laura . Penambahan isi pada setting . Penyerahan bab 4	
5.	7 Des 2016	- Penyerahan revisi bab III - Penyerahan bab 4 dan 5 - Revisi bab 4 dan 5	
6.	21 Des 2016	- Perbaikan bab 1 - 5 - Perbaikan Paragraphing - Lengkapi Preface, Abstrac, abstrak skema, poster - Daftar isi - Perbaikan references (disesuaikan dengan abjad) - Lanjut ke Pembaca	
7.	29 Des 2016	- Bimbingan Bab 1 dan 2 - Revisi Grammar dijadikan Present tense - Revisi format enote	
8.	5 Jan 2017	- Penyerahan revisi bab 1 dan 2 - Penyerahan bab 3 - Revisi Grammar - Perbaiki Showing dan Telling method - Perbaiki Penggunaan numbering	
9.	16 Jan 2017	- Penyerahan revisi bab 3 - Penyerahan bab 4 dan 5 - Revisi Grammar pada bab 4 dan 5 - Perbaikan analisis pada bab 4	

10.	2 Feb 2017	- Penyerahan bab 1 - 5	

Jakarta, 7 Februari 2017

Menyetujui :

Pembimbing I   Pembimbing II

(Dra. Kalina Adinda, MA)   (Eka Yuniar, SS, M.Si.)

Mengetahui :

Pembimbing Akademik   Kajur Inggris S-1

(Agustinus Hariyana, SS, M.Si)   (Tommy Andrian, SS, M.Hum)

ETS. TOEIC.

LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

KNOW ENGLISH.
KNOW SUCCESS.

Name: Endang Savitri

3319066207940003	1994/07/22
Identification Number	Date of Birth (yyyy/mm/dd)
2017/03/25	2019/03/25
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)

LISTENING
Your score **310**
5 ▬▬▬▬▬▬▬ 495

READING
245 Your score
5 ▬▬▬▬▬ 495

TOTAL SCORE
555

Client/Institution Name: PT. Putra Pratama Raya

- Detach Here ✂

LISTENING

Your scaled score is close to 300. Test takers who score around 300 typically have the following strengths:
- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased.

To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table.

READING

Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:
- 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.

To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.

ABILITIES MEASURED

PERCENT CORRECT OF ABILITIES MEASURED — Your Percentage (0% — 100%)

Listening Ability	Percent
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	68
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	65
Can understand details in short spoken texts	79
Can understand details in extended spoken texts	62

Reading Ability	Percent
Can make inferences based on information in written texts	43
Can locate and understand specific information in written texts	63
Can connect information across multiple sentences in a single written text and across texts	40
Can understand vocabulary in written texts	65
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.

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