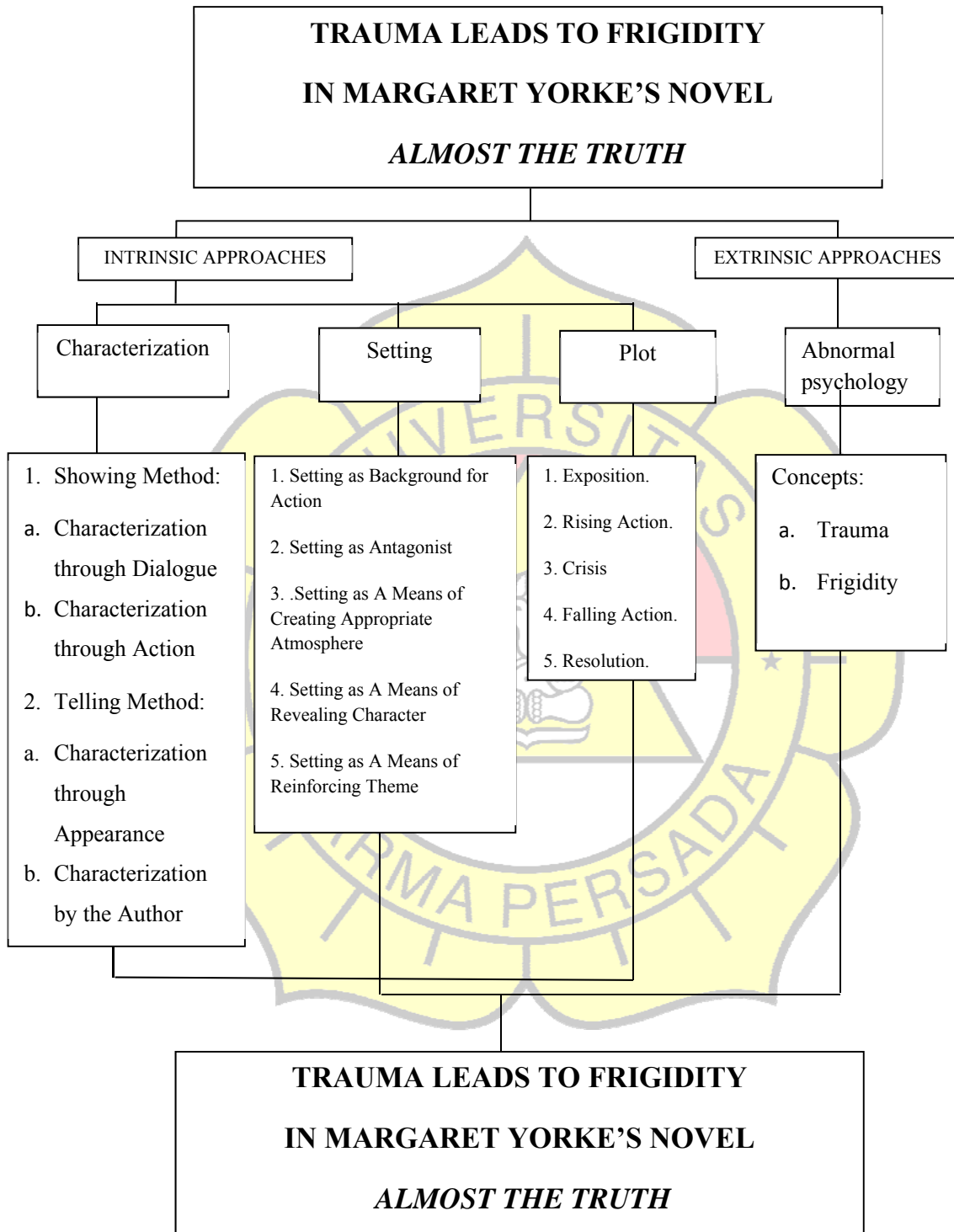


SCHEME OF THE RESEARCH





TRAUMA LEADS TO FRIGIDITY IN MARGARET YORKE'S NOVEL *ALMOST THE TRUTH*

BACKGROUND Everyone ever get a bad accident and become a traumatic experience in their life. It can happens which be caused of themselves or from others. This research based on Margaret Yorke's novel *Almost The Truth*, Hannah is a daughter of Derek and Janet. She is raped by a rubber who comes to her house. So this horrible accident makes her be traumatic and becomes a frigid woman. She refuses the act and attention from man. Even though, she already moves to Scotland, she still feels her traumatic and not yet being a woman as usual to man.

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/ the form of literary text from the novel titled *Almost the Truth* by Margaret Yorke as a primary source and supported from several references related to theory/ concept/ definition suitable as a secondary sources.

BENEFIT This research is very useful to all people to understand that the victim of rape react through different ways after the bad accident is happened. Trauma in woman can make her be a frigid woman such as irresponsive to man. So this research will tell us, how the manner and psychology of woman who raped though has moving to other country but still feeling uncomfortable to man.

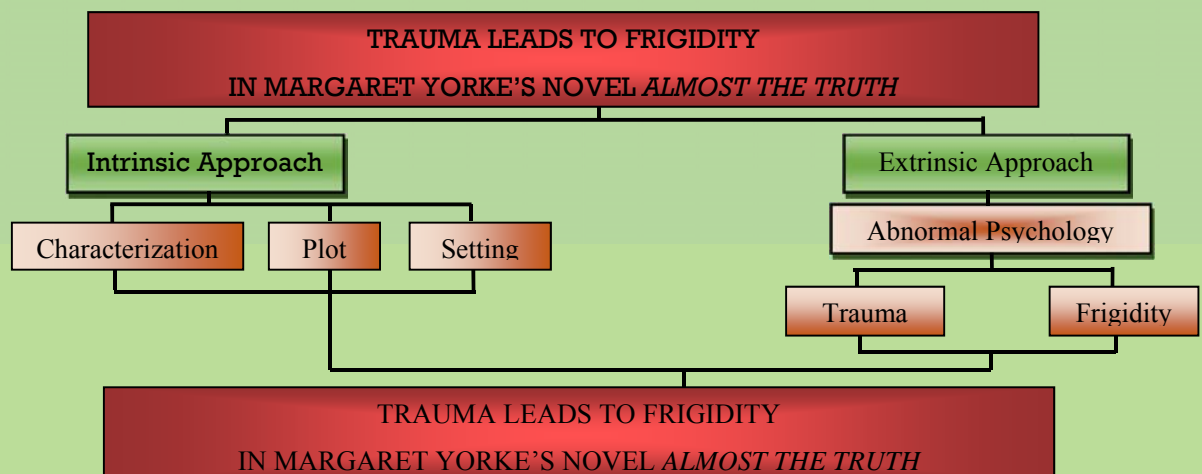
CONCLUSION The moral teaching of this research is if as a daughter who raped that causes of her father does not help us, we should can accept it and do not blame a father too long and then can control ourselves to react man who give attention even though it so hard to do. If as a father try to protect his daughter while bad accident happens although up risking his life. So that, a daughter at least will not hates father. If as a man can understand to woman who ever raped.

RESULTING OF THE ANALYSIS

Hannah is being trauma. She becomes depressed, fear, does withdrawing, feeling hate etc. It's because of the night dreadful, a rubber rapes Hannah. So it makes Hannah also be a frigid woman. She always ignores the attention and the act from man and also irresponsive to man when man wants to do sexual relationship. Irresponsive and ashamed, Hannah feels while she has close to man. Meanwhile, she moves to Scotland her trauma and frigidity do not clear offhand. Those main cases that related by the analysis of the plot, setting that also related to the theme of Trauma Leads to Frigidity in Margaret Yorke's novel *Almost The Truth*.

Evi Wulandari
2012130050




Strata One of English Department
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I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : Evi Wulandari
 Dosen Pembimbing I : Dr. Hj. Albertine Minderop, MA
 Dosen Pembimbing II : Karina Adinda, SS, M.Si
 Judul Skripsi : Trauma and Frigidity Leads to
 Life Instinct in the novel *Almost
 the Truth* by Margaret Yorke
 Mulai Bimbingan :
 Tahun Akademik :

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Selasa 11 Okt 2016	Pengarahan Bab 1 dan Bab 2 kepada pembimbing 1	
2.	Selasa 25 Okt 2016	- Perbaiki Bab 1 point D. - lengkapi daftar pustaka - lengkapi skema penelitian. - Perbaiki teori konsep Bab 2.	
3.	Selasa 8 Nov 2016	Pengubahan judul dan mengurangi konsep dari "Trauma and Frigidity Leads to Life Instinct" menjadi "Trauma Leads to Frigidity"	

4.	Selasa 22 Nov 2016	<ul style="list-style-type: none"> - Perbaiki Bab III, Intrinsik Analisis - Revisi characterization - Perjelas kan setting analysis 	
5.	Selasa 6 Des 2016	<ul style="list-style-type: none"> - Perbaiki Bab IV - Revisi elaborasi konsep. - Perbaiki teks penulisan elaborasi menjadi Paragraphing - Pindahkan Setting as reinforcing theme ke belakang. 	
6.	Rabu 21 Des 2016	<ul style="list-style-type: none"> - Penyerahan Bab 1-5 - Lengkapi Preface, Abstrac, Abstrak, Poster. - Lanjuti ke Pembaca 	
7.	Rabu 28 Des 2016	<p>Bimbingan Bab 1 dan 2</p> <ul style="list-style-type: none"> - Revisi format judul, - Revisi Grammar mejadi Present Tense. - Revisi format e note, - Revisi konsep yg bahasa Indonesia. 	
8.	Rabu 4 Jan 2017	<ul style="list-style-type: none"> - Penyerahan Bab 1 dan 2 yang telah direvisi. - Penyerahan Bab 3 analisis Intrinsik 	
9.	Rabu 18 Jan 2017	<ul style="list-style-type: none"> - Revisi pada bagian konsep, mengubah point ^{bullets} menjadi point numbering - Revisi grammar tenses di Bab 3. 	

10.	Rabu 1 Feb 2017	-Revisi Grammar menggunakan Simple Present Tense Bab 4 x Bab 5 - Revisi Grammar pd Conclusion	
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Jakarta, 7 Februari 2017....

Menyetujui :

Pembimbing I

(Prof. Dr. Hj. Albertine S. Minderop, MA)

Pembimbing II

(Dra. Karjina Adinda, MA)

Mengetahui :

Pembimbing Akademik

(Prof. Dr. Hj. Albertine S. Minderop, MA)

Kajur Inggris S-1

(Tommy Andrian, SS, M Hum)



LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

KNOW ENGLISH.
KNOW SUCCESS.

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KNOW SUCCESS.

Evi Wulandari

Name

3175085801940009

Identification
Number

1994/01/18

Date of Birth
(yyyy/mm/dd)

2015/08/26

Test Date
(yyyy/mm/dd)

2017/08/26

Valid Until
(yyyy/mm/dd)

LISTENING

Your score

275

5 495

READING

150

Your score

5 495

TOTAL
SCORE

425

Client/Institution Name: PT. Putra Pratama Raya

PT. Putra Pratama Raya, PT. International Test Center-TOEIC Center Indonesia, Plaza Sentra, 17th Floor, Jl. Jend. Sudirman, Kav. 47,
Jakarta, Indonesia, 12930

PTN201311 831315

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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 the 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.

ABILITIES MEASURED

PERCENT CORRECT OF ABILITIES MEASURED

0% 60 100%
Your Percentage

Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts

0% 60 100%

Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts

0% 52 100%

Can understand details in short spoken texts

0% 70 100%

Can understand details in extended spoken texts

0% 53 100%

READING

Your scaled score is 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

0% 44 100%
Your Percentage

Can make inferences based on information in written texts

0% 44 100%

Can locate and understand specific information in written texts

0% 33 100%

Can connect information across multiple sentences in a single written text and across texts

0% 15 100%

Can understand vocabulary in written texts

0% 51 100%

Can understand grammar in written texts

0% 54 100%

* 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.

CURRICULUM VITAE

Personal Data:

Name : Evi Wulandari

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Formal Education:

1998 - 2000 : Nurul Huda Kindergarten, Jakarta Timur

2000 – 2006 : 05 Elementary School, Jakarta Timur

2006 – 2009 : 117 Junior High School, Jakarta Timur

2009 – 2012 : Muara Indonesia Vocational High School,
Jakarta Timur

2012 – 2017 : Dharma Persada University, Jakarta Timur
Major: English Literature

Achievements:

- The runner one in Competitions Scout grade Junior High School around East Jakarta.
- The first winner for five times as a faster runner in Neighborhood Contest in Indonesia's Independence Day.
- The best of the best in sport field of the high jump as a high jumper in 117 Junior High School.
- The first winner basket ball team in class meeting contest in Muara Indonesia Vocational High School.

- The first ranking from grade 1 until grade 3 in Muara Indonesia Vocational High School.

Work Experience:

Working at The Institution of the Research and Health Development,
The Ministry of Health, East Jakarta

Period : 2011

Status : Student internship

Position : Freelance Assistant Secretary

Working at 117 Junior High School East Jakarta

Period : 2013/2014

Status : Freelance Teacher

Position : Instructor English Club

Working at The Society Dedication in Dharma Persada University

Period : 2015

Status : Freelance Teacher

Position : English Teacher

