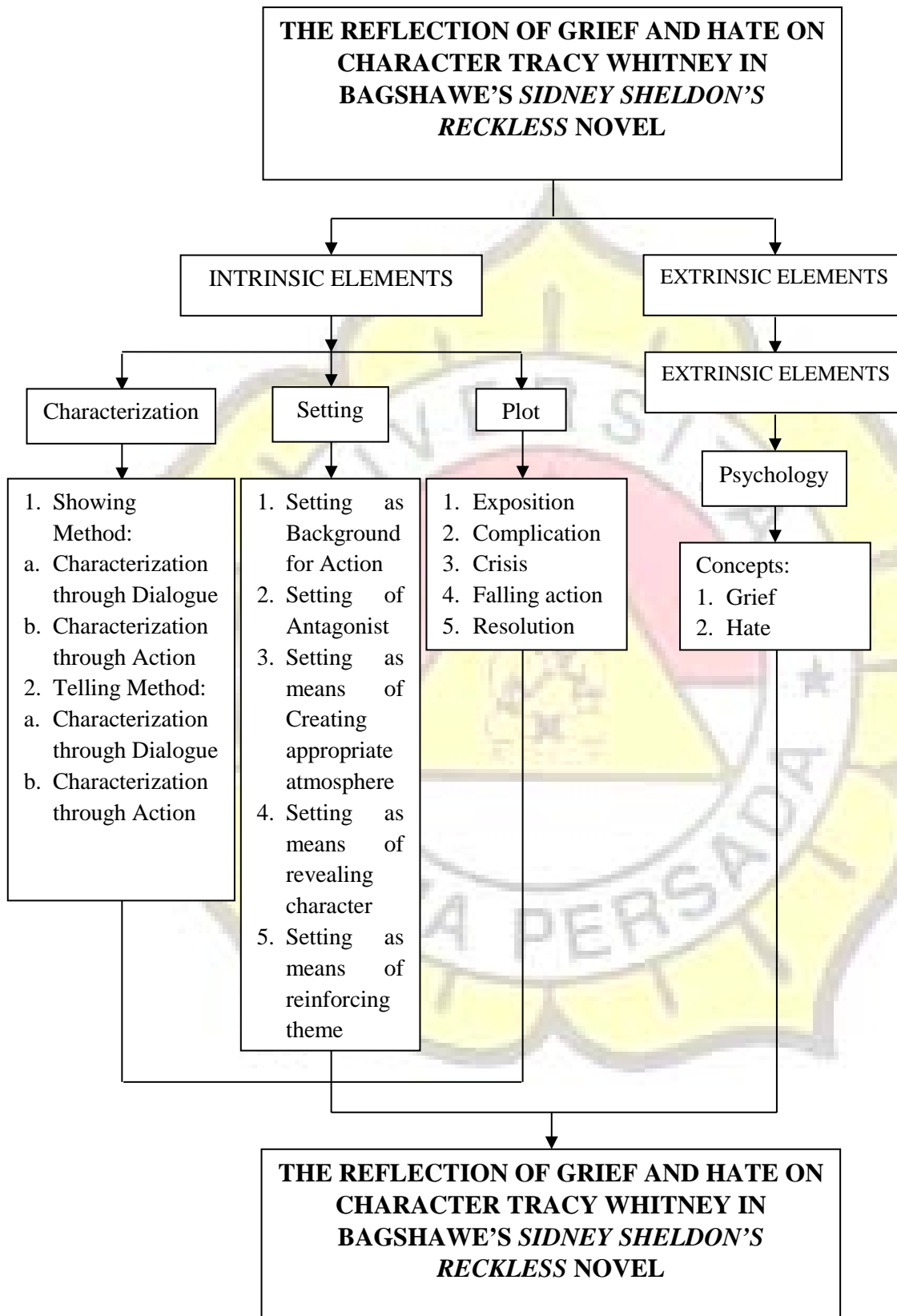


SCHEME OF THE RESEARCH



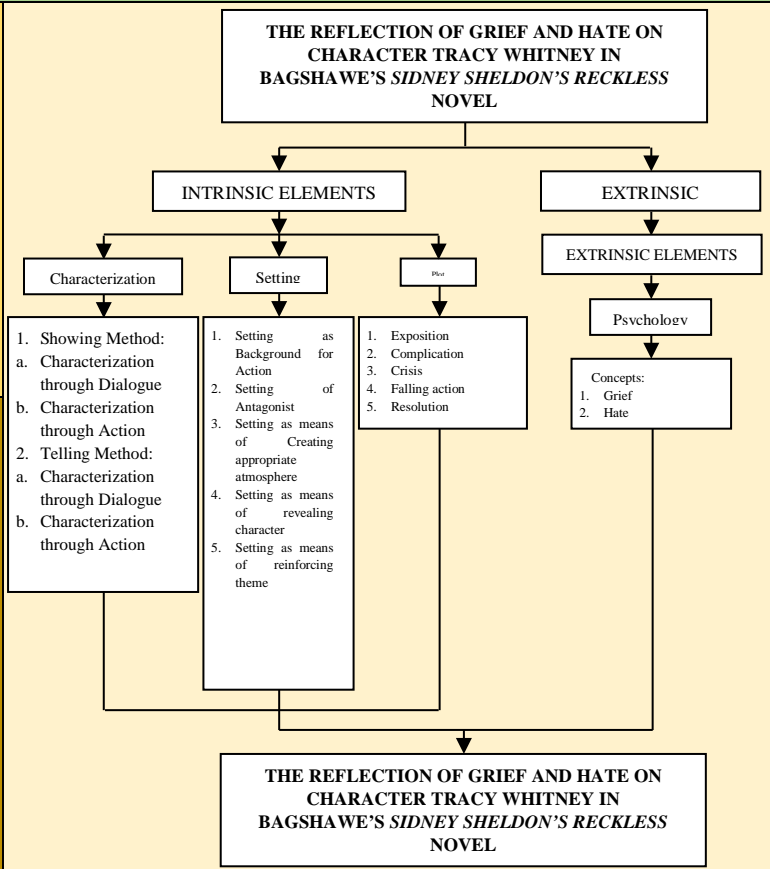


**THE REFLECTION OF GRIEF AND HATE ON
CHARACTER TRACY WHITNEY IN BAGSHAWE'S
SIDNEY SHELDON'S RECKLESS NOVEL**

S E L L A D E L V I A | 2 0 1 3 1 3 0 0 1 8 |
D A R M A P E R S A D A U N I V E R S I T Y
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B A C K G R O U N D
Tracy experiences grief over the death of her son. Althea murders Tracy son and Tracy wants to murder Althea because Tracy is very hate who murders her son. It causes by Althea. The first problem, Tracy retires from her work while she is living a happy life that Althea tries to terrorize to Tracy family and finally, Althea murders of Tracy son. Therefore, I want to analyze the character of Tracy as grief and hate.

METHOD OF THE RESEARCH
To analyze this research, I will use qualitative methods. The qualitative method can be used to analyze the literature by using psychological approaches. I use intrinsic such as characterization, plot and setting. Extrinsic is the concept of Grief and Hate.



D I S C U S S I O N
The lesson of this novel which often occurs in real life is real everyone actually it has grief and hate. The differences are the level of grief and hate it-self. Grief and hate are part of the psychology which greatly affects the feelings and thoughts in life.

R E S U L T O F R E S E A R C H
This research can give us something that we can learn in our lives. As suggestion, by understanding the characterization and psychology that exist in this term paper easily the readers can see the theme of this research. This research is useful to enrich personality psychology since there is only lack sources, which discuss about the Grief Feeling and Hate.




S U M M A R Y
As explained of all methods that I use, it proves the theme of this research which is grief and hate on character Tracy Whitney Sidney Sheldon's Reckless novel.







ATTACHMENT


I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : Sella Delvia
 Dosen Pembimbing I : Prof. Dr. Hj. Albertina Mindrop, MA
 Dosen Pembimbing II : Dra. Korina Adinda, MA
 Judul Skripsi : ~~The Concept of Grief and Reflection of Grief~~
 and Hate On Character Tracy Whitney in
 Tilly Bagshawe's SIDNEY SHELDON's Reckless Novel
 Mulai Bimbingan : 1.21.3.17
 Tahun Akademik : 2013

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	21/3/17	Perbaiki Bab I	
2.	9-4-17	Teruskan Bab II + III	
3.	²⁷ 27 15/6/17	-Judulnya ganti " Reflection of Grief and Hate on character Tracy" -Lanjut ke Bab 4.	


4.	15/06 17	- Perbaiki Daftar isi. - Lanjut BAB 4.	
5.	23/06 2017	- Perbaiki keywords - tambahkan sedikit analisis penyertaan revisi terakhir bab I-IV	
6.	tgl 2/06 17	- Perbaiki Grammar bagian past tense tapi present tense - penyertaan bab I, II, III	
7.	tgl 9/06 2017	- felicit atau preposisi - Struktur kalimat harus diperbaiki - penyertaan revisi dan BAB I, II, III, IV V	
8.	tgl 16/06 2017	- untuk bagian conclusion tolong perbaiki kalimatnya	
9.	tgl 4/07 17	- submit perbaiki sedikit, minggu depan kasih revisi - bagian bab III struktur kalimat	

10.	tgl 5/07 2017	Penyerahan revisi terakhir bab I-V - ke pembaca / pembimbing II - Judul dan kalimat The dipakai jadi "The Reflection of grief and hate on character Tracy Whitney"	
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Jakarta, 06 Juli 2017.....

Menyetujui :

Pembimbing I


 (Prof. Alzette Munderap, Dr, MA)

Pembimbing II


 (Karina Adinda, SS, MA)

Mengetahui :

Pembimbing Akademik


 (Dra. Irena Nurwan, D.I, M.Hum)

Kajur Inggris S-1


 (Tommy Andrian, SS, M. Hum)

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LISTENING		READING	
<p>Your scaled score is close to 200. Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> • 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. <p>To see weaknesses typical of test takers who score around 200, see the *Proficiency Description Table.</p>		<p>Your scaled score is close to 150. Test takers who score around 150 typically have the following strengths:</p> <ul style="list-style-type: none"> • 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. <p>To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table.</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0% 100%		0% 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	0% 27 100%	Can make inferences based on information in written texts	0% 31 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	0% 41 100%	Can locate and understand specific information in written texts	0% 20 100%
Can understand details in short spoken texts	0% 72 100%	Can connect information across multiple sentences in a single written text and across texts	0% 20 100%
Can understand details in extended spoken texts	0% 48 100%	Can understand vocabulary in written texts	0% 39 100%
		Can understand grammar in written texts	0% 38 100%

* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

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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.

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