

**RORY SWENSON'S CHARACTER DEVELOPMENT AS
NEW EARLY ADOLESCENT IN WENDY MASS' *FINALLY***

THESIS



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twelve and nineteen. Based on Erford and Mayorga(nd, p. 1) adolescence is a unique, meaningful and exciting time to grow and develop in the lives of young people, experience the many developmental milestones that mark their transition from childhood to adulthood. In another sense, the usual expression of maturity used to mean to attain full adult legal status (Millard, 2007, p. 11).

Not every adolescent will experience or handle this development precisely the same way. Every adolescent has a different walk and pace from childhood to adulthood (Bucher & Hinton, 2010). In other words, every adolescent has experiences and developments, which has influenced by their environment, such as family and peers (Fajarrani,2013).

Finally is one of the books in the children book genre written by Wendy Mass. This novel published in 2010. The novel tells a story about Rory Swenson, the teenager girl waiting for her twelfth birthday party. She became excited about the change number of her age, which means she was finally freed from the world of children and became a teenager. It was the age of magic where her parents will give her freedom. She had promised that she could get her cellphone, get contact lenses, and attend girls' parties. When Rory began to mark items from the list she made for her twelfth age, disaster began. The author of the book shows the perspective of children in adolescence by looking in general at facing adolescent life with the experiences they face directly.

Many literary works describe development characters to become adolescence. Some of them are *Just as Long as We are Together* by Judy Blume (1987), *Here is to You, Rachel Robinson* by Judy Blume (1993), the sequel to

Just as Long as We are Together, Twelve by Lauren Myracle (2007), *The New Girl* by Meg Cabot (2008), *Thirteen Plus One* by Lauren Myracle (2010), *Peace, Love, and Baby Ducks* by Lauren Myracle (2009), up to *Finally* by Wendy Mass (2010).

The development character of adolescence has been much discusses in several studies. The formation of identity in adolescents by passing some experience in *The Member of The Wedding* was discussed by Nani Afriani (2009). Meanwhile, problems to become adolescents are discussed by researchers who focus on how characters deal with problems in their teens, for example, in *The Serpent King* by Cahyani Miftakhul Af' diah (2016) and in *The Charwoman's Daughter* by Ulfaturroifah (2019) because the previous researchers discussed psychosocially development and deal with problems in general as an adolescents.

Based on some of the previous studies above, it provides an overview for researchers to conduct research using the Nicholson and Ayers character development model regarding the character-building process that begins before reaching the age of twelve and then at the age of twelve. The reason the writer chose character development in range age twelve. Because at that age, it is still in a hanging stage in the social process of life. On the other hand, it cannot be completely separate by parental supervision. However, it is a law to enforce some social rules like spending more time adapting to friends and become more independent to solve their problems.

when they have been giving real responsibility. Also, in the academic world when teenagers faced with choices in continuing their future. Researchers hope that research can use as a reference, evaluation, and comparison to analyze an event in a novel that reflects the development of adolescent life in the real world.

1.5 Scope and Limitation

In this study, the author analyzes data collected from the narrative, dialogue, and conversations of the novel *Finally* by Wendy Mass Data, which relates to Rory Swenson, Rory's parents, and Annabelle as her best friends. Also, to find out these limitations, the authors analyzed the attitudes of the character changes in adolescent development and how to solve problems.

1.6 Definition of Key Terms

Adolescence :	The critical development period generally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014).
Experience:	The facts or circumstances that have been influenced by or obtain knowledge through direct observation or participation (https://www.merriam-webster.com/dictionary/experience)
Problems:	The questions submitted for investigation, consideration, or solutions (https://www.merriam-webster.com/dictionary/problem)

1.7 Method of Study

In general, the research method included several main components as follow:

1.5.1 Research Design

This study used a qualitative method, where the data were in the form of text, written words, phrases, or symbols. This study used *Finally*, a novel written by Wendy Mass.

1.5.2 Data Source

In this study, the data were collected in the form of quotations or narrative speech. Similarly, data is divided into two categories, primary and secondary data. The researcher used Wendy Mass's novel *Finally* as the primary data source. In fact, researchers use secondary data sources outside of stories, such as theory books, textbooks, theses or other journals, internet sources, and others.

1.5.3 Data Collection

The steps for collecting the data for this research were as follow:

1. The researcher prepared *Finally* novel as primary data and read the novel to get a complete and good understanding of the story.
2. The researcher collected the data from the novel, such as dialogues and phrases from the novel related to the problem statement.
3. The author collects data based on problem formulations to answer questions.

1.5.4 Data Analysis

After collecting the data, the researcher conducted an analysis data by dividing it into several steps.

1. The researcher divided the data into three problems, i.e., Rory's characteristics, Rory's problems, and the way Rory solved problems.
2. The researcher explained Rory's changing characterization when she reached the age of twelve, the problems Rory faced from friends and parents, and how Rory solved problems and discovered the meaning of age twelve.
3. The researcher concluded the result of the analysis.

related to the discussion, compromise, perspective-taking, and more muscular emotional distress. In contrast, young people are more comfortable expressing anger or frustration to a higher level when friendships are more relaxed and, therefore, less important to maintain (Lichtwarck & Aschoff, 2009).

According to Seiffge-Krenke (2011), adolescents are also more willing to avoid these friends, avoid discussions about difficult topics, and ask other friends to support this more quiet relationship. In terms of dynamic systems, young people may have catchy points for conflict resolution. However, it is also clear that they can be directed towards goals and strategies in their interactions with others in the same way as when they chose friendship in the first place.

So far, this explanation discusses how teens make friends, the benefits that friendships provide, and some of the strategies they use to maintain those friendships. However, fellowship is not the only form of social engagement, and it is necessary to see broader social ties and more intimate relationships. Teenagers begin to consider vast social groups when discussing gangs and social identities. However, young people are not only members of 'negative' social groups, and we have seen the involvement of young people in charity and political movement (Kloep, 2016).

2.2.5 Problem-solving training.

After the previous explanation about friendship strategy and management. Adolescents experience emotional and behavioural difficulties in the process of maturity development. They have internal or external demands or needs that exceed the individual's ability to act or respond to an event. Solutions

are provided by individuals who equipped with the necessary coping skills to deal with problems (Nicholson, D. and Ayers, H, 2004: 37). Based on D'Zurilla (1986), the problem-solving model consists of two components:

2.2.5.1 Problem definition and formulation stages

Problems must be clearly, specifically, and concretely defined, goals must set, and problems stated in possible alternative formulations, e.g., why that happened and why it continued.

2.2.5.2 Solution implementation phase and verification

The aim is to implement a particular solution and assess its effectiveness in real-life situations. It is necessary to avoid unrealistic goals and performance indicators.

At this point, the researcher applies the theory of characterization and adolescent development to analyze Rory's life in early adolescence and how Rory learns in dealing with her problems at the age of twelve and to be able to solve the problem.

2.3 Review of Related Studies

Literature review plays important role in this research. So, the researcher needs to understand previous research related to the topic before conducting research. It will help researchers to evaluate and improve research topics. For this study, the researcher found several previous studies that examined adolescent life development in the literature.

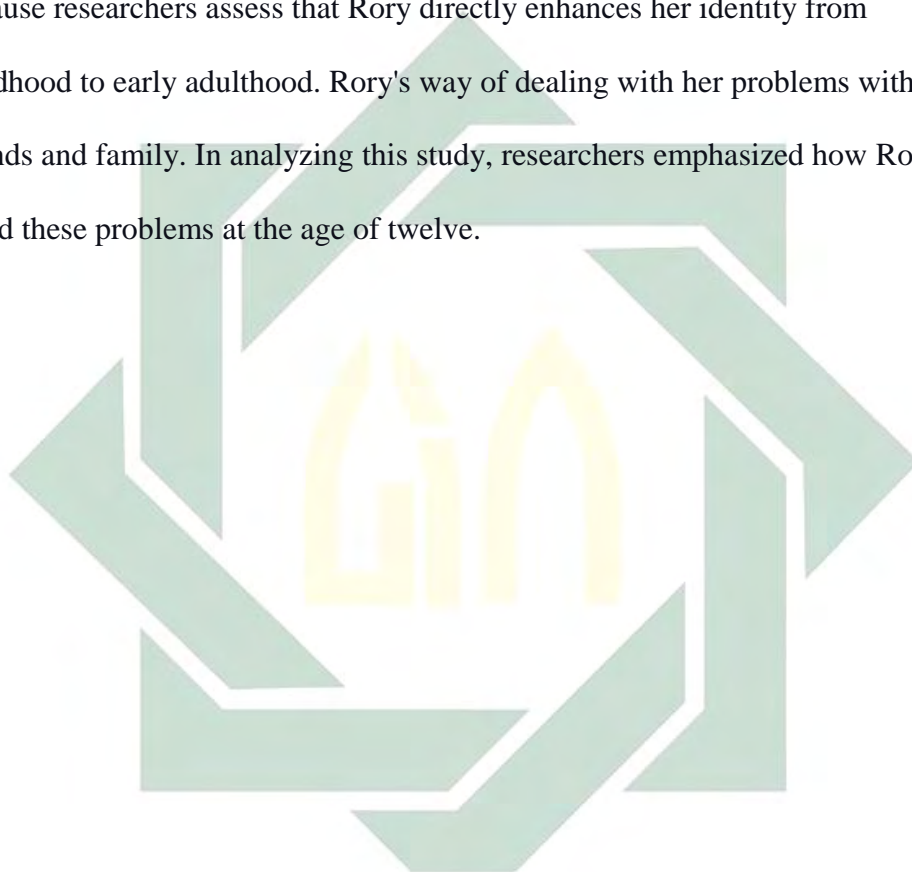
The first study is about the development of identity in the adolescence phase by Nina Afriani (2009) in her thesis entitled *A Study of Frankie's Identity*

Formation in Her Adolescence as Seen in McCullers' The Member of the Wedding. In her thesis, Nina studied the character who seeks her self-identity in adolescent life named Frankie. She found development in adolescent life with physical growth, low self-esteem, desperation for a sense of belonging, and questioning self-identity. Then, while seeking identity, there also get influence from Frankie's brother. Finally, Frankie can achieve her identity by facing many experiences in some catharsis moments.

The second is a study entitled *The Charwoman's Daughter, a novel by James Stephens* arranged by Ulfaturroifah (2019), an English Literature student from the University of Diponegoro Semarang. In her thesis, she analyzed Mary as the main character who experienced several problems during the stages of her development and how she overcame them in the circumstances of being an adolescent. This study found that the problem arises not only as a common occurrence in adolescents but also from other influence.

Cahyani Miftakhul Af'idah conducts the last previous study (2016) entitled *The World View of Adolescents and Their Finding of Self Identities through Dillard Character in Jeff Zentner's The Serpent King.* This thesis invites teenagers to find their identity in a social environment that is sceptical of older generation families. So that makes the present generation improve their identity in the middle of a bad reputation. The result is that the world view of adolescents and the discovery of their self-identity also include the subjective sight of the author about how adolescents should continue to pursue their dreams despite the struggles they face.

The research above addresses the same problems as this study. The issue raised was about the identity and life of teenagers. However, this study has a different primary data source and focuses on self-identity. It faces problems and how to solve them in a detailed process. This study is dissimilar from other studies because researchers assess that Rory directly enhances her identity from childhood to early adulthood. Rory's way of dealing with her problems with friends and family. In analyzing this study, researchers emphasized how Rory faced these problems at the age of twelve.



Rory always does all things with her best friends before she turns twelve. Now that she is already twelve, she wants to have a special moment, which is the first time she experiences shaving lunch. However, when she scans “the line for Annabelle and Sari....,” they are already eating from their trays” (Mass 2010, p. 56). The quotation shows that Rory’s best friend left her and has already enjoyed the lunch. Rory might feel disappointed. It was her first time had lunch at the school cafeteria, but her best friend left her. Surprisingly, Rory can handle her emotion and be considerate about what her best friends did, “No, that is okay.” (Mass 2010, p. 56). Be considerate is the change in Rory’s personality when she turns twelve.

Another example of Rory being considerate is when she meets a boy she does not know at the cafeteria's entrance. Suddenly, the boy asks Rory, “First time?” the boy ahead of me asks, glancing at my bag, and I clutched a five-dollar bill... Leo Fitzpatrick” (Mass, 2010, p. 56). The boy makes Rory comfortable, and she thinks that she might start getting along with new people. Rory might consider not always with her best friend. Besides Leo, there is Amanda, Leo’s friend (56), who talks with Rory about Rory’s phone. Amanda can open the topic because Leo gets caught with his phone ringing in class (57). Rory's new thing is to share her new experiences with other people besides her best friends and not even felt awkward (57). Those quotations show that in a friendship, misunderstanding might happen or someone unintentionally felt left behind. Still, it is the chance to open with new people and act being as an adult. So, it can be expanding insight into socialization.

Another event that proves Rory became more considerate is when she started to get a job as a babysitter. Before getting a job, Rory took a babysitting class with Annabelle, “Annabelle and I make plans to meet at the babysitting class tomorrow.” (Mass 2010, p. 64). After class over, suddenly, Rory gets her first job from her mom’s connection, “Your first babysitting job!” She says.” (Mass, 2010, p. 68). Here Rory needs to practice all the lessons from the babysitting class. The first lesson Rory get is the opening line, “Remembering the opening line Rosemary taught us for a new job, I say, “Thank you for hiring me. I am very happy to be here with Emily tonight.” (Mass 2010, p. 71). From this quotation, Rory considers making a good first impression on her first client. Then, Rory made it.

Rory comes to her client’s house and looks up the parents from the child dress up very fancy. Rory has planning to tell Annabelle how the clients are. However, Rory remembers the lesson from the babysitting class, “Rosemary said it is an unspoken rule that you do not gossip about the people you sit for because word always gets back.” (Mass 2010, p. 71). Rory considers not to talk about her client. Rory’s first job makes her more considering do or do not in job procedure. It might prove that Rory is ready with a big responsibility and can organize it.

Another statement that showed Rory more considerate is when Rory has planned with her best friend Annabelle to go to the mall. Rory’s first experience is to go to the mall as a teenager and without her parents’ supervision. Most of the teenager, in this case, is very easy to learn new thing. Sometimes they follow

wash my hands.” (Mass, 2010, p. 81). Rory was so brave even though her chest is beating so fast from nervousness. She does such a thing because she wants to help Kira and wants to save her from shame. Rory saves Kira’s life and keeps her secret.

Another situation that shows Rory’s kindness is when Rory and her best friend visited hair accessories as Rory’s reason for refusing Annabelle’s invitation to do the piercing (81). While looking around the shop, Rory realizes that it is just a tedious activity. It seems like she does not enjoy it. Then she looks at the bookstore, and she chooses to visit the bookstore (81). Here Rory feel very comfortable, “I run out and straight through the bookstore into the children’s section. I love coming here and picking out a book. I always feel like whatever I find is exactly what I need to find at that moment” (Mass 2010, p. 81).

When Rory looked at the bookshelf, there was something that caught Rory’s attention. At that moment, Rory saw a woman who was exploring the children’s book section too. Rory watched the woman with a friendly smile. Rory then advised about the book the woman was holding,

She has two books on her lap, trying to decide between them. I can’t help looking. “I really loved that one,” I say to her, pointing to the closest one. The other I do not recognize. “Really?” she says. “Then you should read this one. It is the sequel.” My eyes widen. “No way!” I practically grab it out of her hand. “I didn’t know there was a sequel! Thank you!” (Mass 2010, p. 81).

she still knew her limits and chose not to follow it. Another influence from her friend was trying to do dangerous things by shaving her legs, the effect Rory was injured because of her friend's actions and incitement. Another problem comes when Rory gets stuck in a pipe and meets an old woman. She gave a message to Rory. Rory still didn't know the meaning of the word about the good and bad things that Rory would experience at her new age.

The third is Rory solves the problem with understanding the cause and effect of the problem (problem definition and formulation stages, 2004:37). The first was finding out that the thing that attacks Rory every night is her pet rabbit. Then replace it with goldfish for safety for her younger brother Sawyer to avoid the rabbits' attack. The second choose the right action to evade the kissing game (solution implementation phase and verification, 2004:39). The game was too much. Rory not to follow it and inappropriate for a teenager who was only twelve years old. Then go to Sasha's house and see the situation. Rory can make sure the decision taken is right. The third learning the previous problem (solution implementation phase and verification 2004:39). Rory learns from the mistakes and carelessness she has done before and realizes that all the things she craves do not necessarily go well, and there are risks in every action.

Another result could find was that maturity did not look like their general age. The development of adolescents from this research is the value of learning from hasty actions and high ambition. From Rory's character, researchers can see that teenagers who initially have high expectations and desire that look different from other people can learn from a problem and control themselves.

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