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

THESIS



BY:

RIZKIA INTAN PRATIWI REG. NUMBER: A73216126

ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
UIN SUNAN AMPEL SURABAYA
2020

DECLARATION

I am the undersigned below:

Name : Rizkia Intan Pratiwi

NIM : A73216126

Department : English Department

Faculty : Arts and Humanities

University : UIN Sunan Ampel Surabaya

Truly state that the thesis I wrote is my original work and not a plagiarism/fabrication in part or whole.

Suppose in the future there is proof that this thesis results from plagiarism/fabrication, either in part or in full; in that case, I am willing to accept sanctions for such actions under the applicable provisions.

Surabaya, 19th December 2020 Signature

Rizkia Intan Pratiwi

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

by:

Rizkia Intan Pratiwi Reg. Number: A73216126

Approved to be examined by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya

Surabaya, 19th December 2020

Thesis Advisor

Sufi Ikrima Sa'adah, M,Hum. NUP. 201603318

Acknowledged by: Head of the English Department

Dr. Wahju Kusumajanti, M. Hum. NIP. 197002051999032002

EXAMINER SHEET

This thesis has been approved and accepted by the Board of Examiners. English department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya on 31 Desember 2020

The Board of Examiners are:

Examiner 1

Examiner 2

Sufi Ikrima Sa'adah, M,Hum.

NUP. 201603318

Dr. Wahju Kusumajanti, M.Hum.

NIP. 197002051999032002

Examiner 3

Examiner 4

Abu Fanani, S.S., M.Pd. NIP. 196906152007011051

Suhandoko, M.Pd. NIP. 198905282018011002

Acknowledged by:

The Dean of Faculty of Arts and Humanities

Sasan Ampel Surabaya

Horagus Aditoni, M.Ag 1P. 196210021992031001

iii

LEMBAR PERNYATAAN PERSETUJUAN



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA

	LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
	KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS
ebagai sivitas ak	ademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:
Jama	: Rizkia Intan Pratiwi
IIM	: A73216126
akultas/Jurusan	
-mail address	: intanpratw8@gmail.com
ing berjudul:	☐ Tesis ☐ Desertasi ☐ Lain-lain ()
RORY	SWENSON'S CHARACTER DEVELOPMENT AS NEW EARLY
DOLESCENT Deserta perangka Perpustakaan U Dengelolanya nengengelolanya	at yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini IN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, dalam bentuk pangkalan data (database), mendistribusikannya, dan empublikasikannya di Internet atau media lain serara fulleya untuk kenentingan
peserta perangka Perpustakaan U nengelolanya nenampilkan/m akademis tanpa penulis/pencipta Saya bersedia u Sunan Ampel Su dalam karya ilmi	at yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini IN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, dalam bentuk pangkalan data (database), mendistribusikannya, dan empublikasikannya di Internet atau media lain secara fulltext untuk kepentingan perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai dan atau penerbit yang bersangkutan. ntuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN arabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta ah saya ini.
esserta perangka Perpustakaan U nengelolanya nenampilkan/m akademis tanpa penulis/pencipta Saya bersedia u Sunan Ampel Su dalam karya ilmi	at yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini IN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, dalam bentuk pangkalan data (database), mendistribusikannya, dan empublikasikannya di Internet atau media lain secara fulltext untuk kepentingan perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai dan atau penerbit yang bersangkutan. Intuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN urabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta th saya ini.
peserta perangka Perpustakaan U nengelolanya nenampilkan/m akademis tanpa penulis/pencipta Saya bersedia u Sunan Ampel Su dalam karya ilmi	at yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini IN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, dalam bentuk pangkalan data (database), mendistribusikannya, dan empublikasikannya di Internet atau media lain secara fulltext untuk kepentingan perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai dan atau penerbit yang bersangkutan. ntuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN arabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta ah saya ini.
esserta perangka Perpustakaan U nengelolanya nenampilkan/m akademis tanpa penulis/pencipta Saya bersedia u Sunan Ampel Su dalam karya ilmi	at yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini IN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, dalam bentuk pangkalan data (database), mendistribusikannya, dan empublikasikannya di Internet atau media lain secara fulltext untuk kepentingan perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai dan atau penerbit yang bersangkutan. Intuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN urabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta th saya ini.
esserta perangka Perpustakaan U nengelolanya nenampilkan/m akademis tanpa penulis/pencipta Saya bersedia u Sunan Ampel Su dalam karya ilmi	at yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini IN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, dalam bentuk pangkalan data (database), mendistribusikannya, dan empublikasikannya di Internet atau media lain secara fulltext untuk kepentingan perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai dan atau penerbit yang bersangkutan. ntuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN urabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta ah saya ini. straan ini yang saya buat dengan sebenarnya. Surabaya, 31 Desember 2020

ABSTRACT

Pratiwi, R. I. (2020). Rory Swenson's Character Adolescent Development as New Early Adolescent in Wendy Mass' Finally. English Department. UIN Sunan Ampel Surabaya. Advisor: Sufi Ikrima Sa'adah, M.Hum.

Keywords: adolescence, experience, problems

This study aims to discuss the process of Rory's character behaviour before and during the age of twelve being a teenager in the novel Wendy Mass, Finally. This study focuses on three research questions: (i)How did Rory Swenson live her teenage life in 'Finally? (ii)How did Rory's troubles go when her teenage life started when she was twelve? (iii)How would Rory handle the problems of adolescent life at the age of twelve?

This study uses a qualitative method. Murphy's characterization concept used to define Rory's characterization before she was twelve and when she was twelve. The theoretical framework used to answer the research questions is Adolescent Developing by Nicholson and Ayers.

The study finds that Rory's character fit with the theory well. She feels left behind and jealous of peers because they are too protective of their parents. Rory in twelve years old and Rory began to attract the attention of boys. Rory lived her teenage life she learned about cultivating a spirit of sympathy and kindness for others. Rory's way of handling the problems of adolescent's ambition and try to solve them wisely. As well as learn from previous mistakes and be more careful in acting.

ABSTRAK

Pratiwi, R. I. (2020). Perkembangan dan Masalah Remaja Karakter Rory Swenson sebagai Remaja Awal Baru dalam novel Wendy Mass judul Finally. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing. Sufi Ikrima Saadah, M,Hum.

Kata Kunci: remaja, masa remaja, pengalaman, masalah

Penelitian ini bertujuan untuk membahas proses perilaku karakter Rory sebelum dan selama usia dua belas tahun menjadi remaja dalam novel Wendy Mass, Akhirnya. Studi ini berfokus pada tiga pertanyaan penelitian: (i)Bagaimana Rory Swenson menjalani kehidupan remajanya di 'Finally?(ii)Bagaimana masalah Rory pergi ketika kehidupan remajanya dimulai ketika dia berusia dua belas tahun? (iii)Bagaimana Rory menangani masalah kehidupan remaja di usia dua belas tahun?

Penelitian ini menggunakan metode kualitatif. Konsep karakterisasi Murphy digunakan untuk mendefinisikan karakterisasi Rory sebelum dia berusia dua belas tahun dan ketika dia berusia dua belas tahun. Kerangka teori yang digunakan untuk menjawab pertanyaan penelitian adalah Adolescent Developing oleh Nicholson dan Ayers.

Pembelajaram tersebut menemukan bahwa karakter Rory sangat sesuai dengan teori tersebut. Ia merasa tertinggal dan cemburu pada teman sebayanya karena terlalu protektif terhadap orang tua. Rory di usia dua belas tahun dan Rory mulai menarik perhatian anak laki-laki. Rory menjalani kehidupan remajanya, dia belajar tentang menumbuhkan semangat simpati dan kebaikan untuk orang lain. Cara Rory menangani masalah ambisi remaja dan berusaha menyelesaikannya dengan bijak. Sekaligus belajar dari kesalahan sebelumnya dan lebih berhati-hati dalam bertindak.

TABLE OF CONTENTS

Cover Page	
Inside Cover Page	ii
Declaration	iii
Approval Sheet	
Examiner Sheet	
Lembar Pernyataan Persetujuan	
Acknowledgment	
Abstract	
Abstrak	
Table of Contents	ix
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problems of the Study	4
1.3 The Objective of the Study	4
1.4 Significance of the study	
1.5 Scope and Limitation	5
1.6 Definition of Key Terms	5
1.7 Method of Study	6
1.5.1 Research Design	6
1.5.2 Data Source	6
1.5.3 Data Collection	6
1.5.4 Data Analysis	7
CHAPTER II REVIEW OF LITERATURE	8
2.1 New Criticism	8

2.1.1 Character	9
2.1.2 Characterization	10
2.2 Adolescent Development	11
2.2.1 Strengthening of Representation	12
2.2.2 Changing nature of friendship	12
2.2.3 Adolescent relationship problems	13
2.2.3.1 Specific manifestations of adolescent problems with relationships:	13
2.2.3.2 Many negative relationships result from:	14
2.2.4 Strategy and management making friendship in adolescence	14
2.2.5 Problem-solving training.	15
2.2.5.1 Problem definition and formulation stages	16
2.2.5.2 Solution implementation phase and verification	
2.3 Review of Related Studies	16
CHAPTER III RORY SWENSON'S CHARACTER DEVELOPMENT AS	
NEW EARLY ADOLESCENT IN WENDY MASS 'FINALLY	
3.1 The Characterization Development of Rory	
3.1.1 Rory in six weeks away before twelve	
3.1.1.1 Reason Rory become excitement being twelve	
3.1.1.2 Pressure from Overprotective Parents	20
3.1.1.3 The emergence of feelings of jealousy towards peers who have preceded her into the maturation process	20
3.1.2 Rory in Twelve Years Old	
3.1.2.1 Rory can assess the meaning of friendship and how to mix with new	
people 21	
3.1.2.2 There is a sense of attraction to the opposite sex	24

3.1.2.3 First experience going to school alone	26
3.1.2.4 The Twelve years old Rory has more kindness and sympathy in the	
situation	27
3.2 The Problems that Rory Experiences when She Reaches Twelve	35
3.2.1 Got into trouble with a dangerous pet	36
3.2.2 Influenced by the Peer Group to be more willing to take risks	37
3.2.2.1 Rory is invited by her friend to join a kissing game	37
3.2.2.2 Got injured from being instigated by a friend to shave leg hair	39
3.2.3 Cannot understand the meaning of problems to be faced	41
3.3 The way Rory solves her problem	43
3.3.1 Understanding the Cause and Effect of the Problem	43
3.3.1.1 Return the Bunny and thinking about the risks that would endanger	
her brother	44
3.3.1.2 Treat wounds caused by shaving without worring her mom	44
3.3.2 Choosing the Right Thing Avoid the kissing game	45
3.3.3 Learning from the Previous Problem	47
CHAPTER IV CONCLUSION	51
REFERENCES	53
CURRICULUM VITAF	56

CHAPTER I INTRODUCTION

1.1 Background of the Study

All children are in the developmental age growth period with childhood, early adolescence, and adolescence. Based on the website Periods of Human Development (nd, para. 7) explain childhood is of the ages of 6-11 and there has experience connected to their complicity in the early grades of school. To make a measure of judgment in their achievements and abilities are at stake in the world. For use as a comparison between yourself and others in the academic eld. The childhood characteristic of social development has described by Subur(2017) Characteristics of social development is often linked to the skills of cooperation, rotation, initiative/leadership, sharing, discipline, and participation. According to Steinberg (1995), Hughes (1995), and Piaget (1996), these characteristics are select friends based on gender, likely to trust a friend, increase aggressiveness, pleased to join the group, understand the group's existence, participate in the work of adults, learn to build friendships with others, and show solidarity. The development of children in various aspects is getting better. However, the process of child development continues. The children learn the process in an increasingly complex way. They capture information from outside with their five sense. Children begin to read and communicate widely. It becomes part of the child's learning process. The children also began to analyze and conclude.

Child development will continue into adolescence. Milland(2007) said that the moment of becoming early adolescence usually occurs at the age of

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.

1.2 Problems of the Study

According to the background of the study above, the researcher is interested in analyzing the problems as follow,

- 1. How did the character development Rory Swenson go through her teenage life at Wendy Mass' *Finally*?
- 2. How did Rory's problem go through when her teenage life started when she was twelve?
- 3. How does Rory deal with the problem of teenage life at twelve?

1.3 The Objective of the Study

- 1. To describe character Rory Swenson go through her teenage life at Wendy Mass' Finally.
- To describe the problem Rory faced in her teenage life in Wendy Mass'
 Finally.
- To describe Rory deals with the problems faced in her teenage life in Wendy Mass' *Finally*.

1.4 Significance of the study

Researchers hope this research can provide an overview of adolescent experiences in dealing with life problems depicted in literary works. In adolescence development, there will be a social misunderstanding rebellion against parents and consideration for others is also dangerous environmental influences as reflected in the novel Finally. The researcher believes that every teenager needs guidance and examples to consider in to form good personalities

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

5

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.
- The researcher collected the data from the novel, such as dialogues and phrases from the novel related to the problem statement.
- 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.

- The researcher divided the data into three problems, i.e., Rory's characteristics, Rory's problems, and the way Rory solved problems.
- 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.

CHAPTER II REVIEW OF LITERATURE

At this stage, the researcher discusses the theories used to analyze the novel. This theory uses a prominent basis for analyzing and answering research questions. Therefore, this study applies the theoretics related to the characteristics of Rory before and for twelve years. Furthermore, this study also uses problems during adolescence and overcome problems during adolescence. Researchers use the new critical theory to test Rory's character and adolescent development theory to explain how Rory deals with her difficulties. Further explanation of the theoretics below:

2.1 New Criticism

New Criticism is applied in varied and energetic ways among Anglo-American writers to focus critical attention on literature. New critics developed an identity position in reading techniques, which was a notable compliment to the emergence of modernist art and literature. However, in the specific context of Anglo-American literary studies, New Criticism arises, as repetition, as part of an ageing project to create curricular and pedagogical institutions in which literary studies move from instilling gentle feelings to new feelings. (Searle, no year, p.01). That is all about absorption before going to the discussion stage in a literary work that will be examining.

Bertens (2001) mentions that there are analysis methods in new criticism. The first is to read carefully. Close reading analyzes the literature in detail and carefully reads word for word. Generally, close reading used to analyze poetry. The second is empiric. Empiric is a method of analysis in new criticism that

accentuates observation than theory. The third is autonomy. Autonomy is an intrinsic study in literary works because, in this research, literary works do not depend on any element, including the author. The fourth is concrete. Concrete is the same as autonomy because critics only see that concrete literary works appear alive.

Based on Paper (p.8). Because it emphasizes rigorous textual analysis and views texts as carefully arranged objects that contain formal and observable patterns, New Criticism is sometimes called the "objective" approach to literature. New criticism is more likely to believe, the meaning of a text known objectively.

2.1.1 Character

Abrams (1981) defines character as a person in dramatic or narrative work. The characters are providing with qualities and dispositions expressed in the dialogue and action. The characters are creating by the author to represent the messages of the story.

There are several things mentioned about the type of character. Based on Henkle (1981), there are two kinds of characters: the primary and secondary characters. The main characters are necessary and elaborate in literary works. The main character can say as a significant character with assuming as a protagonist. The protagonist is the character that always appears in the beginning until the end of the story (DiYanni, 2001). Therefore, to understand the novel, readers usually pay attention to the main character. Meanwhile, the secondary

characters are the sided characters that do not play much in the novel. In another term, a secondary character is a minor character with assuming as an antagonist. The antagonist usually has a lousy role against the protagonist. It helps set the conflict and support to achieve the protagonist goals present to the readers (DiYanni, 2001). The function of secondary characters is to inhabit the world in the novel, which resembles real-life conditions.

Holman (1986) states that a character can be static or dynamic. Static characters are characters that change little or nothing at all. On the other means, dynamic characters are modifying by actions and experiences, and the purpose of the work in which characters emerge is to express the consequences of these actions. The audience can see the change or development of characters from the beginning to the end of the story. Developmental change can take the form of personality, behaviour, and attitude.

The character's goal appears to be to reveal the conflict and see the consequences of that action on the character.

2.1.2 Characterization

Characterization, says Holman, produces living fictional characters for readers (1986,p.81). In short, the characterization method used to build character and a way of making images transparent to reader responses.

Murphy (1972) states that there are several methods of characterization. The first is a personal illustration. The author describes the characters look in the story, as seen by others. Each character reaction in a novel can act specifically to

whatsoever situations, occasions, and conflicts. The various kickback is considering to reflect their personality (167-169).

Direct commentary can help writers describe the character's personality directly to make the figure more explicit. Meanwhile, authors can use behaviour by looking for unique habits and traits to motivate them to characterize characters. Motivation is essential for showing self-character quality (Murphy 1972, p.172)

This study applies characterizations to get a picture of how the main character responds more explicitly to adolescent life problem that shows self-traits in adolescent development.

2.2 Adolescent Development

Adolescence is a transition phase from childhood to adulthood. That is a term of psychological, social, and cognitive development that can direct to emotional and behavioural problems in adolescent life if not controlled in the right way. This phase is defining start in about 10 to 13 years and ending between 18 and 22 years. This phase also divided into early and late adolescence (Nicholson & Ayers, 2004). The adolescent transition period should receive more attention, especially in early adolescence, when the relationship between a child's actual age and developmental stance is weaker and easy to influence by various positive and negative things. Children experience many physical, emotional, and mental changes.

balance. They (and their parents) went through some difficulties. However, they made it through their young adolescence successfully and grew up to be adults who found work, created meaningful relationships, and became good citizens. (Spellings, 2005).

2.2.1 Strengthening of Representation

People can observe others and see what happens to them in terms of positive and negative consequences. Seeing others reinforced or punished for certain behaviours can lead to imitation or avoidance of that behaviour. For example, individuals here mean teenagers can adopt the type of language, clothing, roles, and relationships if they think their peers or encouragement will value this received through the media.

2.2.2 Changing nature of friendship

Adolescence is when peer network nature can change, and the definition of friendship can become more complex. However, the function of fellowship may still reflect those identified by children and young people. As the statement of Parker and Gottman (1989), friends serve a variety of purposes. These elements relate to self-character like increasing self-esteem, providing opportunities for appropriate expression, validating ideas and expectations), quality of interaction (safety and emotional affection, social support), practical help and support, and behaviour for looking forward to future relationships. An example can see in a study conducted by Taylor and Gozna (2010). The underscores the status that young people give to their friendship, recognizing that they can be as important as a family but do not always have the unconditional nature of parent-child relationships.

Another study from Nelson (2011) shows that benefits can vary depending on the type of friendship. Most people have friends who are very similar to each other. That helps them "solidify" their personality and develop a stable trait applies to all contexts. However, most of them also have one (or more than one) friends who have very different personality characteristics.

2.2.3 Adolescent relationship problems

Most teenagers experience problems with relationships, such as parents, siblings, friends, peers, boyfriends, girlfriends, and authority people. Here is an example of adolescent relationship problems (Nicholson, D., & Ayers, H, 2004, p. 56).

2.2.3.1 Specific manifestations of adolescent problems with relationships:

- (a) squabbling with parents, which culminates in feelings of anger, hostility, depression, and rejection;
- (b) jealousy and competition, e.g., relatives and peers;
- (c) idealization, e.g., about some people like uncle as perfect and
- (d) extraordinary and comparing their parents with this person;
- (e) hostility, e.g., consider others unpleasant and cruel and do not know anything about the presence of attributes that do not match the picture;
- (f) competitiveness or withdrawal, shame or preoccupation with peers;
- (g) fall in love or obsessed with a boyfriend or girlfriend;

This example can be experienced by some teenagers when they have problems in a relationship. Many teens find the loss of a relation hard to deal with, whether it is a separation through death or rejection. Some teens

experience the premature end of a meaningful relationship as devastating. They can become very stressed if a friend moves or moves into their own home, or a boyfriend or girlfriend ends the relationship. They can feel stressed if friends switch allegiances or friends decide they need more space and not call or see the teenager as often as before (Nicholson, D., & Ayers, H, 2004, p. 59).

2.2.3.2 Many negative relationships result from:

- 1. material conflicts of interest;
- 2. disappointment and incompatibility;
- 3. very high or low expectations, especially low self-esteem;
- 4. different priorities;
- 5. moral conflict;
- 6. lack of respect for others;
- 7. generation gap.

Some teenagers experience rejection when their mindset is different from their parents and peers. Place high hopes on family or friends so that you will be disappointed if those expectations are wrong. Some experience disappointment and sadness when they lose a relationship and the symptoms are similar to those experienced during mourning (Nicholson, D., & Ayers, H, 2004, p. 61).

2.2.4 Strategy and management making friendship in adolescence

Dealing with conflict and negotiation is an established research topic for dynamic systems approaches to adolescent development. In particular, when teens realize the importance of maintaining friendships, they will try strategies 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.

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

This chapter describe the analysis of the three study problems that have state in the previous chapter. The focus is divided into; a description of the character change from before turning twelve to a girl who is already twelve years old, a description of the problems faced by her adolescents' life at the age of twelve, and a description of how she resolves the problems of her adolescents' life at the age of twelve.

3.1 The Characterization Development of Rory

The analysis of Rory's character is divided into two parts. The first part discusses Rory's character before she turns twelve. The second part explains Rory's character when she is twelve.

3.1.1 Rory in six weeks away before twelve

Rory's character before she turns twelve years old describe at the beginning of the novel. There are three chapters in the story that explains about Rory before her twelfth birthday. From those chapters, the researcher finds that Rory found as a girl who is too excited about being twelve. At the beginning of chapter one, Rory, as the narrator of the story, wondering about six weeks later when she finally becomes twelve years old.

But over the past year, every wish has been spent wishing I was twelve already, a date I've waited for my whole life and one that is only six weeks away(Mass 2010,p. 05)

Rory already described herself as a "big wisher" who "wishes on everything." She used to wish for many things, starting from a pony to a

new bike (Mass 2010, p. 05). This quotation expressed how excited Rory is for being twelve. She even stopped wishing for anything else. All she wants is to become twelve as soon as possible.

3.1.1.1 Reason Rory become excitement being twelve

In this section explain about the reasons that make Rory excitement with her twelve birthday.

3.1.1.2 Pressure from Overprotective Parents

Rory's excitement might be caused by her parents, whom she thought to be overprotective, "If my parents let me out of their sight more, ..., but that is not going to change until I turn twelve" (Mass 2010, p.05). The quote shows that Rory's parents rarely let Rory go without their supervision. Moreover, the excitement might also because every time Rory wants something unusual, her parents say that she could have it when she was twelve, for example, when Rory was seven. She wanted a pet. Her father told her, "A pet is a huge responsibility," ... "You can get one when you are twelve" (Mass 2010, p.14).

3.1.1.3 The emergence of feelings of jealousy towards peers who have preceded her into the maturation process

Another reason for Rory's excitement of becoming a twelve is the fact that her two best friends can do a lot more than her, "Annabelle's been doing most of the things on my list for years now, like buying her lunch in the cafeteria and walking to school and owning her cell phone (since she was eight!). She had her ears pierced when she was just three months old" (Mass 2010, p. 11). Annabelle

is one of Rory's best friends. Seeing Annabelle could do things; she could not makes Rory eager to have her twelfth birthday. Even more when she thought that she could not join whatever conversation Annabelle and Sari have, "It really used to bother me when Annabelle and Sari would go on and on about the cuteness of various sixth-grade boys. It was just one more thing they had in common that I didn't" (Mass 2010, p. 19). This condition shows that Rory has a big envious with her best friend that have parents who are not overprotective and allow their children to be able to try new things beyond their legal age. This makes Rory feel unable to respond to the topics being discussed and makes her feel left behind with it. It was all because Rory's parents were very overprotective and had to make Rory wait when she entered her legal age of twelve.

3.1.2 Rory in Twelve Years Old

This section describes the development of the character of Rory is starting to show growth and some evidence.

3.1.2.1 Rory can assess the meaning of friendship and how to mix with new people

After Rory had her birthday and officially became a twelve-year-old girl, her character started to change. She became more considerate, especially knowing that the things on her wish list were accomplished one by one. One example of Rory being more considerate is when Rory goes to the cafeteria after class and looks for her best friends, "When I get to the cafeteria for lunch" (Mass 2010, p. 56), but they already had lunch without waiting for her.

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

the trends. However, it does not apply to Rory. She needs to consider first if that is a good or bad thing for her, like when Annabelle asks Rory to do ear piercing for the cast the next day, "How cool would you look at the audition wearing those earrings your grandmother gave you." (Mass 2010, p. 80). Annabelle tries to persuade Rory. They enter the piercing place and become shocked by the boy's scream and panic. Rory abandons piercing, considering that she feels safe if she does it with her mother, "My mom already said she'd bring me next week." (Mass 2010, p. 80).

After that, Rory and Annabelle continued to visit hair accessories.

However, Rory seems not interested in the place,

When we get there, it just looks so boring... I stare longingly at the bookstore next door... 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).

Those statements imply that Rory still feels uncomfortable with her new world.

To some extent, she keeps choosing the thing she used to do before being twelve. This might show that Rory becomes more considerate when she turns twelve.

3.1.2.2 There is a sense of attraction to the opposite sex

At this stage, for being twelve years old young girl. Rory started talking about a boy whom all of her girl-friends seem to idolize. It began when her father announced that there would be a shoot in Willows Falls and that there would be actors and actresses (Mass 2010, p.18). Rory is amazed at the people who make films in small towns like Willows Falls. Until the father says about the actor who will star in the film.

He pauses to think. "Um, the star is some boy named Jake. Jake Henderson? Hamilton...He laughs. "Nope. I am not that clever. Who's Jake Harrison?"..."How can someone be hot and cool at the same time? Do not they cancel each other out?" (Mass, 2010, p.19).

Rory was excited that Jake Harrison was going to film at her school. She told her father about her admiration for Jake Harrison, like a girl who is in love.

My breath catches in my throat. "Jake Harrison?" "Yes, that is it. Harrison." "Is this a joke? They really called about some school board election or something, and you are just trying to kill me?"... "Only the coolest, hottest fourteen-year-old boy in this or any other universe!" (Mass 2010, p.19).

Her father is quite surprised knowing that his daughter began to be attracted to boys:

"Since when did you start liking boys anyway?" Dad asks, in a tone both breezy and dead serious. I stop clapping and instantly redden. If he'd asked me this question a few months ago, I'd have made a face and said that I'd rather eat a centipede than kiss a boy. And I HATE centipedes. (Mass, 2010, p.19).

It was clear that Rory's nature changed during her early teenage year. She started to pay more attention to the opposite sex. However, in the above conversation, Rory chose not to continue talking about the boy with his father, knowing that his father would forbid her for matters relating to the boys' interaction.

Rory is more comfortable talking to Annabelle about her newly-found interest in boys. It is because they are of the same age and might share the same interest in many things.

"Rory?" the voice on the other end is screaming. "Rory? Is that you? Can you believe it?" "No!" I yell back. "My dad just told me! You think it is for real?" I follow my mom back to the

kitchen and pace in circles around the table. "It is totally for real!" Annabelle says. (Mass 2010, p.19)

3.1.2.3 First experience going to school alone

The quotation explains that finally Rory was not delivered to school by his mother. Because it's been twelve years, Rory has been allowed to go to school alone. Rory also gets pocket money to buy lunch at the school cafeteria.

"You better hurry if you want to make it to school on time," Mom says, coming up behind me. I turn to ask what she means and am surprised to see that she's still wearing her slippers and robe. "Aren't you driving me?" She shakes her head. "You walk to school now, remember?" The last bit of sleep fog lifts. "That's right!" "And here's your lunch money." She reaches into the pocket of her robe and hands me a five dollar bill. (Mass 2010, p. 51)

It is really sound great for Rory, but Rory want make it sure that her mom allowed her with ask again. Her said that Rory's school just three blocks from their house and she will directly go to school.

However, Rory's still warn her to not talk with stranger while on street(52). Rory answered her mom warn with jokes.

"But what if they really do need directions? Wouldn't it be rude not to help them?" "Rory, I doubt anyone's going to ask a kid—" "Preteen!" "Who's going to ask a preteen for directions?" "Maybe you're right. But what if they offer me candy?" I joke. Her face grows grim. "That's not funny." "Sorry, yeesh. I promise I won't talk to anyone. Even if old Mrs. Moody down the street comments on the weather." (Mass 2010, p.52)

Along the way, Rory is enjoying her first experience of going to school alone. Rory realized the little things she couldn't enjoy when she left in her mother's car.

As I set out, it occurs to me that I'm rarely outside at this time of day. There's a crispness to the air that I never noticed just going from the house to the car, and the car to the school. The ground is still lightly covered with dew, and the air itself is filled with the smell of apples. Apples have not actually grown in Willow Falls since my grandparents' days, but I swear I smell them sometimes when the wind is right. The walk takes longer than I would have thought, and not all the streets have sidewalks. It's amazing how many people ignore the town's pooper-scooper laws, and also what they toss in the gutters (Mass 2010, p.52)

It was Rory's first experience of going to school alone. Rory feels proud and amazed at how she finally won the trust of her mother in carrying out her activities as a teenager.

3.1.2.4 The Twelve years old Rory has more kindness and sympathy in the situation

As explained earlier in the transition to adolescence, of course, changes in nature can occur due to friends and the environment's influence. Rory was initially spoiled and wanted to look the same as her friend (11). When she was twelve years old, she has more kindness and had a high spirit of sympathy for her surroundings. It can be seen from the following situation.

After experiencing an embarrassing incident about her cell phone ringing in class (54), Rory went to attend the next class. Along the corridors of Rory's school, many film crews looked busy, and Rory was pushed by one of them (55),

I stumble backward, and would have hit the lockers if I hadn't hit the lost boy first. All up and down the hall people are yelling and bumping into things. "Hey, are you all right?" the boy asks, straightening me up (Mass 2010, p. 55).

Rory fell in front of the locker and there was a boy who helped Rory. But the boy looked confused because he seemed unfamiliar with this school. "Maybe you should go to the nurse's office. If you tell me where it is, I'll take you there." As he speaks, his features start getting more defined... "Strange goings-on at this school," the boy says. (Mass, 2010, p. 55).

Rory also felt unfamiliar with this kid. When the boy said "goings-on," it was like saying what Rory had never heard in a long time. Then Rory offered help too. Maybe the boy is looking for a class,

"Do you need help finding your class?" I ask the boy. "Can you point me to the stairs to the third floor?" I shake my head. "There is no third floor." His face falls. "Oh." "Here, let's see." I lean over and look at his schedule. "Room 108. Ah, that is a tricky one because the rooms do not go in order on that wing. That is probably why you couldn't find it." (Mass 2010, p. 55).

Rory also offered to show the boy to his class. The boy was worried about Rory being late to the next class. However, Rory relaxed, so the boy didn't need to feel guilty because the next class gave a five-minute delay before class (55). While helping the boy, Rory was very relaxed, not to make the boy feel awkward or uneasy because Rory put aside her need to help the boy.

Another situation that shows Rory's sympathy towards others happens when Rory and Annabelle join the babysitting class. There is another girl from her school, but Rory never saw her before (65). The girl's name is Kira. During break sipping, Rory gives intention to her. Kira does not even talk to anyone in the class. Kira just stands down with her book. Rory is always interested in other people's reading. Then, Rory saw that book is just like a photo album. Rory realizes something strange when she sees the album. There are many of Kira's pictures with someone who familiar. The whole pictures in the album are Kira

with him. He is Jake Harrison, one of the famous teenage artists (67). Rory shocked,

"How ... where ..." I fumble for the right words but they do not come. "It is not what you think," she whispers. "They're not real." My brow crinkles and I move to sit down in the empty seat next to her. "Not real? What do you mean?" (Mass 2010, p. 67).

Then Kira explains that the boy's pictures are just cut out from the magazine. Kira feels embarrassed about this, but Rory does not think it is weird or stupid. Rory has a different statement, "I assure her it is very cool and not stupid at all." (Mass 2010, p. 67). Rory appreciates Kira's creation. Kira says thanks and asks Rory to keep it secret. Rory is a nice girl, so she gestures like she locks her lips and throws the key. She makes sure no one knows about it, even Annabelle.

In next day, there is a movie set at Rory's school. The students are dressed in excitement (89). When Rory went to the school toilet, she heard a familiar girl's voice. Rory peeked from the bathroom cubicle. Madison Waters is one of the movie stars in Rory's school bathroom (90). Then another girl entered the bathroom and accidentally nudged Madison,

"Watch it," Madison says, rescuing her cell phone from under the row of sinks. "I am so sorry!" a girl's voice says, breathless. I can't see her from this angle. "What's this?" Madison asks, pointing to a book that had fallen open on the floor. "Hey! Is that my boyfriend in your photo album?" "It is nothing," the girl insists, an edge of panic in her voice. (Mass 2010, p. 90)

Then Rory realizes that girl must be Kira, and Rory immediately flushes the toilet. Rory takes the album on the floor before Madison saw it and gives it to Kira, "That girl is always dropping things," I say, turning on the faucet to

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).

When Rory tried to recommend a book, she got a recommendation for a sequel to the book she liked. When Rory was about to pay for the book she had previously taken, she heard the woman chatting with the manager about work it sounded like bad news. It turned out that the woman was looking for a job, and the manager could not take her because she had no experience in the bookstore. Then Rory said something that made the woman hired,

Looking down at the book in my hand, and then back up, I say loudly, "Hey, thanks again for all your help. I never would have found this without you." The woman turns around, surprised. I keep gushing. "I mean, you knew just what I wanted and where to find it and I was about to give up and leave." Turning to the manager I say, "You should give this lady a raise." "I do not actually work here," she says, flustered. The manager clears his throat and slides an application form across the counter to her. "Why do not you just fill this out and we'll see what we can do." He turns around to grab a pen and she smiles at me gratefully. (Mass 2010, p 82)

Another situation that expresses Rory's kindness and sympathy are when she helps Kira to be able to act with her idol, Jake Harrison. When Rory heard Jake and Madison's conversation outside of the shooting, the incident occurred that they had a bit of an argument and ended their fake relationship (120). Rory told this to Amanda and Kira. They were undoubtedly surprised and promised to keep it a secret.

When the shooting continues for the final scene where Madison must kiss Jake, Madison refused and made Brenda, the Assistant Director, furious and confused (121). Rory was eavesdropping and advising to take someone else who had hair as black as Madison. Then the scene can be taken by showing only the actresses. It was here that Kira had to thank Rory,

Brenda turns to me and says, "I assume you are going to suggest yourself? And, no offense, but that" — she points to my ear — "would be hard to digitize out." I shake my head. "Not me. Her." I point to Kira, who is still pretending to sip from her cup even though the director yelled cut ten minutes ago. "Her hair is much more like Madison's. In fact, from the back, if Kira were standing on a box, they might as well be the same person!" (Mass 2010, p 82)

Rory's efforts succeeded in making Kira's dream come true. Kira's and Jake's scenes are a success even though Kira previously fainted due to feeling nervous(122). The director seemed satisfied with the results, and everyone at the location applauded except Madison. Rory's actions in this section were big enough to help the dreams of her friends come true.

Another occasion that exhibits Rory's kindness and sympathy when she helps an older woman getting her dog. On Rory's way home from school, she saw an old lady who resembled her grandmother walking with a bigger dog than her. Suddenly, an unexpected incident happens.

a squirrel darts across the street, and the dog takes off after it, barking and yanking the leash right out of the woman's hand. She stands there, clearly stunned, then starts after him. There is no way she'll catch up, though. She's not what you'd call spry. (Mass 2010, p.110)

Rory swiftly tried to get out of the mother's car that was parked. She hurriedly chases the woman's dog (110). Rory was running, passing the people holding hands and jumping over flowers to catch a dog quickly. The old lady gratefully thanked Rory after she successfully caught the dog, "Thank you, young lady," she says, breathless. I hand her the leash, and she takes it with a trembling hand. "He's a feisty one." "It was no problem. I could use the exercise." (Mass 2010, p.110).

After that, Rory did not spend long hours chatting with the old lady because of her mother's prohibition (110). It seems like Rory is sorry to say that the old lady is kind. The old lady waved her hand to Rory, and Rory returned to the car. Rory wanted to tell her mother about the incident beforehand. It looks like her mother knew Rory got out of the car because Rory accidentally scratched her knee while chasing the dog (110). Rory is willing to get hurt to help someone she does not know. This act shows Rory's kindness and sympathy.

On Saturday morning, Rory's mother would take an aerobics class and take Sawyer to an amusement park. Rory will be left alone at home. She decided to join because she did not want to remember the incident at home for the first time.

Rory's mother arrived late to the aerobics class, then Rory took her brother to the playground. Rory's mother said that she would be late to go home and told Rory to look after her brother at the playground. At the front door of the playground, Rory saw a boy cowering almost in tears, and Rory approached him,

"Are you okay?" I ask. He doesn't reply, just sniffles. "Is your mom taking an exercise class? Mine is. I am Sawyer's sister."... I turn my attention back to the boy. He shakes his head. "I forgot my book." "I hate when that happens," I tell him. "Do you want to pick out another one? They have a lot to choose from here." He shakes his head. "I just want mine." (Mass 2010, p.123).

Rory's way was very gentle and, as much as possible, made the child comfortable. The boy said that his sister had the same book and was in a building, but her sister practiced dancing. Rory went to see the boy's sister. Rory looked at the brochure that caught her attention,

A big sign catches my eye: REGIONAL AUDITIONS FOR THE BALLET SCHOOL OF AMERICA, UPSTAIRS IN MEETING ROOM B, PROMPTLY AT 11 A.M. So upstairs I go. When I get there, all I see is an empty table with some folders and pens on it. Then a bathroom door swings open and a tall girl in a leotard, who looks about sixteen, comes out. She slumps against the wall, head down. It would have been smart of me to actually get the name of the boy's sister. (Mass 2010, p.124)

Rory was immediately impressed with herself if she managed to find the boy's sister. The girl who just came out of the bathroom is indeed the boy's sister. Rory asked if the boy was her brother, and the sister asked if the boy was okay (124). Rory explained that her brother needed the book she was carrying. Rory offered to deliver the book so the boy's sister could continue her training (124). However, the boy's sister refused and was willing to give it up herself.

Rory glanced at the empty table and the door next to her. She can hear classical music playing inside. Rory asked the boy's sister if she had finished the audition. However, the boy's sister shook her head, saying that she was late for class, and The lady did not allow her to enter. Even though she was only one minute late because she had to take her brother downstairs, Rory is upset. Rory will not join the program if treated as such. But the boy's sister answered with shake her head, "BSA is the best ballet school in this part of the country. If I got in, it would be a free ride to college. I really need that." (Mass 2010, p.124).

Then Rory asked where the lady had gone. The boy's sister told Rory that the lady went to buy coffee. Rory helped the boy's sister. Rory did a little trick to get into the classroom,

"Just go stand at the top of the stairs and warn me if you see her coming." Before she can ask anything else, I drop my bag on the ground and hurry over to the table. Little Emily St. Claire has

taught me a trick or two. I climb up on the table, grab the plastic covering right off the clock, and turn the minute hand back to 10:58. Then I replace the cover. The whole thing takes less than fifteen seconds. (Mass, 2010, p.124).

It was a little ignorant, but Rory did it for good. They finally succeeded in deceiving the woman and allowing the girl to audition with pleasure. Of course, Rory was happy to be able to help the girl. Rory remained there and was considered auditioning, but Rory knew that was not enough for her age. Then Rory said, "I shake my head. "I wasn't. I wouldn't want to take another girl's spot." Honestly, sometimes I do not know where I come up with this stuff." (Mass 2010, p.124). Sometimes Rory was surprised by the actions she took because it all happened beyond her expectations.

The quotations below shows the kindnesses of Rory, who is already twelve years old, has seen an increase in wise behaviour and also a high level of sympathy. In showing this the above quotes are a few examples of Rory's kindness. She sacrifices a lot of her personal interests to help others. This proves that Rory is different from the nature of her peers that have been described in the previous sub, precisely with increasing age, Rory pays more attention to circumstances and dares to act according to conditions.

3.2 The Problems that Rory Experiences when She Reaches Twelve

In this discussion, the problems Rory faced at the age of twelve began to emerge. The problems occur merely because of her curiosity to try new things she can do or have as a twelve-year-old girl. However, many of the problems finally turn into a disaster because of her lack of knowledge and experience.

Here, the researcher explains Rory's problems when she reaches twelve based on the concept of adolescents' problems.

3.2.1 Got into trouble with a dangerous pet

Having a pet especially bunny is the one of Rory's wishinglist. In this age Rory finally get the bunny even she do not know how the treatment a pet before. She do not know that the cutest pet like bunny can make her life in dangerous. Starts with Rory finally has a rabbit as one of her wish lists at this age, "Right there, right next to my old snowman lamp, is Kyle (now and forever known as Bunny) happily chomping away on a piece of lettuce." (Mass 2010, p. 107). One of her wish lists was fulfilled. However, something bad happens to the rabbit. The rabbit can escape from the cage and move freely in Rory's room without her knowing how the rabbit did it,

"I fling open my bedroom door, and the first thing I see is Bunny's cage on my dresser. The second thing I see is that it is empty. This is not good. I look all around the cage, my desk, the floor. Nothing. No Bunny." (Mass 2010, p. 116)

One night, Rory had a dream that an elephant was standing and made her difficult to breathe. When she woke up from the nightmare, she "still having trouble breathing" (116). Unexpectedly, it is Bunny who sat on her chest and made could not breathe and had a nightmare in her sleep.

The following night, Rory had another bad dream "that someone is holding a pillow over her face and pressing down on it." When she woke up, she realized that she could not breathe and could not see anything. This situation happened because Bunny sat on her face and covered her mouth, nose, and eyes.

"But like last time, I quickly realize that I can't catch my breath! I am really suffocating! This is different from the other dream. Worse, if that is possible. I can't even make a gasping noise because I can't get any air through my mouth or nose. My eyes fly open in panic, but this time I do not see a glowing red pair of eyes staring back at me. I can't see anything at all." (Mass 2010, p. 126)

3.2.2 Influenced by the Peer Group to be more willing to take risks

Here the researchers talked about how important the influence of peer groups is for adolescents. Adolescents are still looking for their identity. They got the influence of their peer group without knowing the impact. It can be good or bad for them.

3.2.2.1 Rory is invited by her friend to join a kissing game

Rory came to Natalie's party. The party is the last part of her wish list. Rory went to buy some dresses with her mother and used all her money (137). The party is a boy-girl party, which is the first party Rory is officially allowed to go to. Rory comes to the party with Annabelle. The party was so luxurious. Rory describes the guesses and the vibe of the party (139).

Another of Rory's best friend comes to the party is Sari. During the party, they praise each other's outfits and stuff. However, it seems uncomfortable and annoyed for Rory when they talk about makeup or hair and nails. Then, Rory chooses to sit in a plastic chair alone and try to disfigure the girls' talk (139). After that, Rory and Annabelle go to take some meals, then Annabelle tells Rory that she should ready for an unexpected game, "Annabelle doesn't answer until we are out of earshot of any adults. 'The kissing games in the pool house!'" (Mass 2010, p142). Rory is

automatically shocked by that, "My heart quickens. Kissing games? How did I miss that? "I ... I do not know." Usually, when faced with doing something new, I'd always assumed I wasn't allowed to do it, due to the whole strictest-parents-in-the-world thing." (Mass 2010, p142).

The party is what Rory wants to do when she hears a statement from Annabelle about the kissing game. Rory felt that she wasn't used to something new enough for her. She also felt that it was not allowed, but because her parents were quite strict so far, Rory felt that she did not need permission from her parents (142). Rory, who had wanted to call her mother, then she followed the game.

My hand automatically moves toward my cell phone, but I pull it back. I don't need to ask anyone. I'm allowed to be at boy-girl parties, so that means I'm allowed to do what everyone else is doing... Every few seconds someone checks the movements of the adults out of the corners of their eyes... Soon enough, her parents are gone. Not an uncle or aunt in sight... One by one, kids start making their way into the pool house. (Mass 2010, p.142)

Annabelle pull Rory to followed other kids. Afterward Rory felt the atmosphere some unfamiliar with her. Rory pushing gently Annabelle and go to bathroom. In the bathroom Rory start fix her make up when she pull out her purse. Rory start think about her family at home. She just curious what her family doing while she in the party. Rory uncounditionally want call her mom. While in the bathroom, Rory heard the boy and girl alternately using the bathroom to kiss. She rushed to get out of the bathroom without paying attention to the next person until someone pulled her hand that is Annabelle. Annabelle is

with a boy. Annabelle never told Rory about their closeness (144).

Rory feel disappointed with Annabelle even Annabelle ask her condition. Rory felt she did not deserve the party and games. Rory feels bad and chooses to call her mother to be picked up.

3.2.2.2 Got injured from being instigated by a friend to shave leg hair

Another example of how much Rory trusted her friend without knowing about the risks is when Rory wanted to shave her leg for the first time, "I pull Annabelle aside and point down at my legs. She nods knowingly and fake-talks, "Tomorrow after school." "Sounds good," I fake-talk back. Hair-free legs, here I come. How hard could it be?" (Mass 2010, p. 94).

Rory put full trust in Annabelle to do the things that they thought a twelve-year-old child could do. However, they should not unwittingly do something dangerous without their parents' surveillance. Back again, Rory had trust in Annabelle because Annabelle had three brothers, and shaving is just a common thing for her, "At the drugstore, Annabelle knows just where to find the shaving stuff because three of her older brothers shave already...I've always admired Annabelle's confidence. And now, I am admiring her generosity" (Mass 2010, p. 95).

After buying the razor stuff, unfortunately, Annabelle cannot help Rory for shaving,

"She puts her phone back in her pocket. "Sorry, gotta go. My mom's swinging by to pick me up. She's having a dinner party and says I have to be there." I wave my arm at the bed. "How am I supposed to do this alone?" She grabs a few items and tosses them back into one of the bags. "I have faith in you." "But you

shouldn't." I follow after her as she sprints down the hall. "You should have very little faith in me." (Mass, 2010, p. 95).

Because Annabelle cannot help Rory, she must shave her legs by herself. Rory was not sure if she could do it alone. Rory is afraid to do it because she never had any experience in shaving. Rory wants to ask her mother to help her, but she did not want to feel embarrassed, "I consider asking Mom to help me. But it is just too awkward and embarrassing." (Mass 2010, p. 95).

Rory's situation is an example of how powerful peer group works.

Because her best friend trusts her, Rory becomes convinced that she can do the shaving alone even when it will risk her from getting hurt. Finally, Rory confidently tries to shave by herself.

Rory managed the shaving despite the mess she made with shaving cream.

Then, on her way back down to her ankle, she realized that she cut herself,

"When I get to my knee, I turn the razor over in my hand and start back down. The razor is about halfway to my ankle when the pain registers in my brain. OW! It stings! It stings! It hurts a ton! I reach blindly for the shaving-cream-covered towel and press it to my leg" (Mass 2010, p. 96).

Everything that is done out of curiosity and without the knowledge base will cause problems. Rory tried to handle the situation by herself, but she slipped and hit the floor (97). She became more panicked when her mother asked her whether she was okay, but Rory only answered that she was slipped without telling the truth that she was bleeding.

Ten seconds later, Mom is knocking loudly on the door. "Everything okay in there?" I shake out my limbs to make sure nothing's broken. "I am fine, just slipped." If she pulled the towel out of the hole in the door, she'd have a perfect view of me

splayed on the floor. Instead, she just says, "You really need to be more careful, Rory." (Mass 2010, p. 97).

Even though Rory was in an emergency, Rory hid the problems from her mother. Maybe she did not want to make her mother worry. She thought she was old enough to handle it just because she did not want her mother to get angry with her.

Rory then calls Annabelle and tells her that she is injured, "I limp into my room, a new towel pressed against my leg, and call Annabelle." (Mass 2010, p. 97). Annabelle gave instructions to stop the bleeding on Rory's feet. Rory followed the instructions and thanked Annabelle, "I thank her and also mutter that she should never have left me, then limp back to the bathroom." (Mass 2010, p. 97).

3.2.3 Cannot understand the meaning of problems to be faced

In this situation describe when Rory go to hill with her class and got trap in pipe while nobody seen her then she met the old lady that help her. It show in the quotation below.

I open my eyes and squint into the glare surrounding a short, plump old woman with very white hair. I hadn't heard anyone approach. I recognize her as the old woman who had taken our tickets when we first arrived... "I fell." I attempt to shrug my shoulders, but they don't move. "And now I'm stuck," I add. (Mass 2010, p. 8)

After getting help Rory to explain how she can end in this trouble. The woman understood with her explanation then an old lady give Rory some advice.

What do you need to reflect on, Rory Swenson?" "Um, me?" I stammer. "I don't have much, you know, going on in my life right now. The last eleven years have been pretty slow." "Perhaps," the old lady agrees. "But you have many things coming your way. And not much longer to wait." "How do you —" She holds up a hand. "You won't get what you want, Rory Swenson, until you see what you need." (Mass 2010, p. 8)

Rory did not get what the meaning from this old woman advice. Rory just thinking in the girl like her age and said she has plans for through her life in twelve. It just Rory needs there is nothing unreasonable for a sixth grade can do. However, for the woman, it is not easy to face the reality of life Rory age. Her unsure opinion indicated shown through the narrative movements in the story. "Is that so?" she asks with a slight raise of one eyebrow..."Everyone?" she asks. I nod firmly. "Well, you're all set then." "Yes," I say confidently. "I guess I am." "Excellent," she says(9)

Afterwards, the woman helped Rory out of the pipe. They walked hand in hand towards Rory's school bus. Before they respectively go, Rory took the woman's hand and began to think about her list of things to do. Rory thinks what if the list misses and something terrible happens. Rory asked the woman.

"Uh, nothing," I reply. But I don't let go. What if I left something off my list? Before I can stop myself, I blurt out, "What did you mean before about my not getting what I want? Or what I need? Or something?" She gently, but firmly, pulls her arm away and gestures toward the main building. "Right now what you need is to rejoin your group before they leave you here." (Mass 2010, p. 9)

The woman answer still hangs, Rory has no clue about that. She left a riddle to be answered someday. Later, Rory runs onto the bus with all the mud on her body there is no one notice her. Even her best friend

Annabelle still act like usual with a bright smile and cheerful face talk about some video(9). She pretends to no surprise answer Annabelle. Rory thought at least Annabelle did a question about something happen to Rory. The innocent Rory tries to strengthen herself like the following quote.

Maybe when I'm twelve, people will finally take more notice of me. I push the old woman's cryptic words out of my head, exhale, and say, "Me too." (Mass 2010, p. 10)

Rory, who still not know what good and bad manners are, tries to get rid of the words that spoil his mind about what he will face at the age of twelve. The still innocent Rory was sure that she would get more attention. He responds to the topic of friends as usual without making a fuss about Annabelle's action.

3.3 The way Rory solves her problem

This part of the research explains the way Rory tries to solve her problem.

Rory's ability to solve her problem depends on the experiences she gets when she reaches twelve and how she anticipates and learns from the problems.

3.3.1 Understanding the Cause and Effect of the Problem

In this section talk about the way solve from the explaination at the first of this thesis. The way solve the problem with knowing the cause and effect of the problem. Here some quotations that showing the point.

3.3.1.1 Return the Bunny and thinking about the risks that would endanger her brother

After knew that the cutest bunny can kill her. Rory think to return the bunny.

Rory did it all for the safety of her and her brother. Rory was worried that the rabbit might also hurt her sister someday.

The next morning, Rory comes to the pet shop to return the rabbit and explain the problem to the manager. The manager tells Rory about the rabbit behavior. The rabbit is name is Kyler, and when Rory tried to pronounce the name, it sounds like a killer. Rory is really mad, and the manager replaces it with a goldfish that does not try to kill her (127).

Rory feels upset because she lost the rabbit. Losing the one that she wanted for long is a bit heartbreaking. However, Rory thinks of other impacts, like what if the rabbit does a bad thing to her little brother, Sawyer.

He stays quiet the rest of the way upstairs, which I am thankful for. My bedroom feels empty without Bunny, and I worry for a second that I did the wrong thing by returning him. Then I remember the near-death experience and decide that I did what I had to do, for my own safety and that of my loved ones I mean, what if he hopped his way into Sawyer's room and went after him next? Who knows what he had planned in his devious little mind. (Mass 2010, p.133)

In this case, Rory learns that having a rabbit is not always a good thing. In her thinking, perhaps the rabbit, which is the cutest pet in the world, could kill someone. Rory also gives more attention to her lovely brother. So, Rory is on the step-in good act to solve her problem by considering the problem's effect.

3.3.1.2 Treat wounds caused by shaving without worring her mom

The quotation before explain that Rory got problem while doing shaving her leg and this is Rory solve the problem caused by her. In this matter, Rory should

ask her mother for help because her mother is nearby. However, Rory preferred to ask Annabelle, who was not in the same place.—Rory is more comfortable dealing with problems with peers because she thought that she would not be judged. When Rory realized that everything was out of control and she could not handle the bleeding by herself, she finally asks her mother to help, "Swallowing my pride and summoning my strength, I yell, "Mom!" (99). Rory's mother knew that something happens with her and come upstairs to see all the mess (99). Rory's mother scolded her for "traumatizing" her brother but then help her to clean the injured leg, "C'mon, let's bandage up that leg," she orders, helping me shuffle back into the bathroom." (Mass 2010, p. 99).

The situation above shows that Rory wants to solve the mess by herself. However, she did not realize that she was still inexperienced in many things. Rory needs to understand that she still needs her parents' guidance to help her get through her early teen life.

At the end of this case, Rory convinced herself that Annabelle did not intentionally hurt her, "She's your best friend, I tell myself as I let the phone flop out of my hand onto the bed. She didn't mean to stick you with the bad stuff." (Mass 2010, p. 99). Even though Rory was in big bad trouble because of her best friend, she still had good thoughts about her. Rory's situation can imply that the peer group may have an impact on adolescent life.

3.3.2 Choosing the Right Thing Avoid the kissing game

Another situation that shows Rory's way of solving her problem is when

She hurried out and called her mother using Sari's phone. Disappointment and discomfort surrounded Rory.

While waiting for her mother to pick up, Rory saw a dog she had caught with his employer, which belongs to the little girl she had met at a ballet audition (145). The girl offered Rory to stop by her house while waiting. The girl thanked Rory for help,

"she says, 'I never got to really thank you for what you did. I couldn't believe it when I saw you standing on that table! How did you ever think to turn the clock back?'...' I never would have made it into the program otherwise.' 'You made it! That is great!' She takes the leash off Bandit and he jumps onto the couch and instantly closes his eyes. 'I know! I am so excited!' 'I am really happy for you.' And I am. Even though I do not know her at all. (Mass, 2010, p146).

The dialogue shows that Rory has a noble heart and does what she thinks is right regardless of the girl's background. The girl's situation was very different from Natalie's party atmosphere (146). There are many boxes that look like they just moved. Rory felt frightened when Sasha, the little girl's name, is cooking for dinner. Rory alone cannot make coffee. Sasha explained that she learned from a very young age. Because of Sasha's mother works (147).

Rory and Sasha's conversation continued when Sasha asked about Rory's first party. Sasha was curious that there would be many boys who fell in love with Rory, and Rory answered that she was not noticed by everyone (147). At that time, Sasha's family returned, and Rory was introduced to them. Rory was surprised that they all knew her,

"All talking instantly halts. 'You!' a teenage boy exclaims. 'You are the girl with the dollar at the pet store!' I stare at him, shocked, as the memory floats back to me. 'No!' a younger boy declares,

pushing to the front of the group. 'She's the girl who helped me find my class the first day of school when no one else would!' 'Rory found Green Eggs and Ham for me!" the littlest boy says. The grandmother smiles. 'This is the young lady who caught Bandit when he got away from me.'...Then her mom steps forward. "You helped me get my job at the bookstore..."Well, Rory," Sasha says, her eyes bright. "What was that you were saying about not making an impression on people?" (Mass 2010, p 148)

Refuse to invite other friends to join in the kissing game. Then She met Sasha. Rory knew there was something more comfortable than a party. Meet Sasha and see an independent girl taking care of dinner. It made Rory feel touched and right about her decision to refuse to kiss the game. It **proved that** Rory was right in choosing not to do it. There Rory learns that She still has limited with parental supervision, and Rory knows that this is not what children of their age should do. Even though she was given freedom at the party, Rory was still able to control herself.

3.3.3 Learning from the Previous Problem

Rory learned from her problems before and be more understanding before acting. After up and down Rory journey in her twelve years old. At the end of the story Rory meets the entire Sasa family and there is Kira who is Sasa's cousin. Rory also meets Angelina who saves Rory when she is trapped in the drainpipe.

"You know Auntie Angelina, too?" Kira says, hurrying to sit next to me. "You must have done something great for her, too, like you did for the rest of us!" Angelina smiles and sits down in a chair opposite me. "Actually, I was the one to rescue Rory. From a drainpipe, if memory serves." (Mass 2010, p.149)

When Rory got trapped in drainpipe Angelina told Rory about something that Rory need. Now at this moment Rory able to ask what the Agelina mean. Then Angelina explain her word,

"Lots of people can look at a situation, but you *see* it."

"And looking is different than seeing," I hear myself say.

Angelina claps her hands. "Exactly! Truly being able to see the needs of others around you, that is a rare gift. Only when you embrace it will you start to learn who you are, and begin going after what you really want." "But what do I really want?" She shrugs. "That's for you to figure out as you go along." She leans forward and whispers, "You're already on your way." (Mass 2010, p. 149)

From Angelina and Rory's conversation. Rory finally recalls the events that she had been through, such as giving other people the opportunity to kiss Jake without having to fight (150). Rory did not feel heavy-hearted. Even for the party that day (150). Rory chose to leave what was in her most awaited dream list. Because according to Rory, it is not really what she was doing. She does these things just because children at her age also do that. At that moment, Rory realized how many times she would think of doing it.

"I think about the chance to kiss Jake, and how I gave it to someone else without fighting for it because I couldn't even admit to myself that I didn't feel ready to do it. And then today at the party. Normally I would never have turned away from something I was finally allowed to do, something my friends were doing. But I did. I did turn away. And it led me here. How many of the things on my list had I really wanted to do, and how many did I just think I was supposed to do because I was now a certain age? And once I'd done them, how many did I really want to do again? I have a lot to think about." (Mass 2010, p 150)

In the statement above that was discussed earlier about Rory who was desperate to shave her own legs for her friend's trust. However, again Rory got into trouble by injuring her leg. The trivial incident about the rabbit teaches Rory that small things can also hurt her family, especially her younger brother Sawyer. Rory realized what he had done. She should have thought more before she acted and thought about the consequences. Rory thanked aunt Angelina. Because from the sentence she said Rory realized that everything she was doing was too hasty and she still needed to improvise himself in the future. Rory learns about responsibility and learns to start thinking about the risks that affect her and not cause concern to others. "Clearly I've got a lot of selfimprovement yet to go. I take it from her and clear my throat. "I just wanted to, um, thank you for, you know, everything." (Mass 2010, p 150).

Rory's mother finally came to pick Rory and Rory said goodbye to the

Rory's mother finally came to pick Rory and Rory said goodbye to the Sasa family. During the trip, Rory borrowed his mother's cellphone. Rory calls Annabelle who has been worried about Rory's condition. When otu Rory asked Annabelle why she wanted to make Rory her best friend (151). Annabelle replied,

"I take a deep breath. "I wanted to ask you why you're friends with me. I mean, like, why you'd want me as your best friend." She doesn't hesitate before replying. "That's easy. I like myself better when I'm around you. It's like you see into me and I can't hide anything." I lean into the seat and smile. "Thanks."

From Annabelle's answer, that being a teenager is not something that requires changing our personalities to be like other people. But make yourself more able to be wise and also improve yourself for the better. Rory's mother asks about the

party night that Rory went through. The thing that happened tonight was like an inverted rollercoaster. Rory just smiled. At the end of the story, Rory realizes that he needs to build a more fort to protect herself from being careless. Rory will also not hope anymore for now, everything she has learned from experience will make her become better. Like in this quotation.

Mom says, "I thought tonight was upsidedown roller coaster night." I smile and shake my head. "I was thinking of building a fort instead." Without taking her eyes off the road, she nods and whispers, almost to herself, "There is more to life than increasing its speed." ...I settle back in my seat, feeling like a weight has been lifted off my shoulders. I don't plan to wish for anything for a while. I don't plan to chart out the future, at least not right away. Things are pretty good right now, right where I am. (Mass 2010, p.151)

CHAPTER IV CONCLUSION

Novel Finally, by Wendy mess tells about a little girl journey who went to early adulthood. Changes in the character of the girl named Rory from before she was twelve to twelve. The researcher conducted this research because of the novel that no one has researched before. However, many studies have utilized adolescent development in applying theories related to the changing character of adolescent life who are still in their infancy.

The result of the research is the main character Rory, who is waiting for her twelfth birthday. The age considered responsible for herself. However, it was not easy for Rory to get permission. She wants to do what her older children were doing because she had overprotective parents. Rory feels jealous of peers who freely do what they want. Thus, making her ambitious about her to-do list when she is twelve. When with her friends, she feels left behind and is far from her friends in socializing. Even if Rory turned twelve years old and received permission from her parents to be wise in interact without being watched. Rory felt comfortable with it because she could experience the same many new things with her other friends. The character of Rory's maturity here is also starting to show. Rory feels more sensitive and sympathetic to others and understands other people's conditions better than herself.

The second is about the problems Rory faced at the age of twelve.

Problems faced like pet attacks. There are problems also come from peer influence. Rory joins at the party then there is a game for kissing. Rory invited by Annabelle to participate in the game, but Rory felt it was too much because

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.

REFERENCES

- Af'idah, C. M. (2016). The World View of Adolescents and Their Finding of Self Identities through Dillard Character in Jeff Zentner's "The Serpent King." Skripsi. Surabaya: Universitas Airlangga Surabaya. Retrieved on 30th June 2020 from http://repository.unair.ac.id/81686/
- Afriani, N. (2009). A Study of Frankie's Identity Formation in Her Adolescence as Seen in McCullers' The Member of the Wedding. Skripsi. Yogyakarta: UniversitasSanata Dharma Yogyakarta. Retrieved on 30th June 2020 from https://repository.usd.ac.id/26470/
- Banerjee I, Clayton P. (2007) *The genetic basis for the timing of human puberty*. J Neuroendocrinol.19: 831–838. DOI: 10.1111/j.13652826.2007.01598.x.
- Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall.
- Bertens, H. (2001). The Basic Literary Theory, New York: Routledge.
- Dishion TJ, Nelson SE, Winter CE, Bullock BM. Adolescent friendship as a dynamic system: entropy and deviance in the etiology and course of male antisocial behavior. Journal of Abnormal Child Psychology. 2004b;32(6):651–663
- DiYanni, R. (2001) *Literature: Reading Poetry, Prose, and Drama*, compact edition. Singapore: McGraw-Hill, Print.
- D'Zurilla, T.J. (1986) Problem-Solving Therapy, New York: Springe
- Erford, T. Bradley, and Mayorga, J. (n.y). *Developmental Characteristics of Teens TIP SHEET*, Stevenson Avenue, Alexandria: American Counseling Associtation.
- Holman, C. H., and Harmon W. (1986). *A Handbook to Literature*. New York: Mac Millan.
- Jacquelyn H. G. and Campbell M. (2002). *Developing Adolescents*. New York: American Psychological Association.
- Kloep, M., Hendry, B., L., Taylor, R., &Stuart-Hamilton, I. (2016). Development from Adolescence to Early Adulthood. New York: Psychology Press. Taylor & Francis group

- Lacourse E, Coté S, Nagin DS, Vitaro F, Brendgen M, Tremblay RE. A longitudinal–experimental approach to testing theories of antisocial behavior development. Development and Psychopathology. 2002;14(4):909–924
- Mass, W. (2010). Finally.NY: Scholastic Press.
- Murphy, M. J.(1972) *Understanding Unseen*. London: George Allen and Unwin Ltd.
- Nelson, P. A., Thorne, A., and Shapiro, L. A. (2011). *I am outgoing and she's reserved: the reciprocal dynamics of personality in close friendships in young adulthood.* Journal of Personality 79 (5), 1113–1147. DOI: http://dx.doi. org/10.1111/j.1467–6494.2011.00719.x
- Nicholson, D., & Ayers, H. (2004). Adolescent problems: A practical guide for parents, teachers and counsellors. London: David Fulton.
- Paper. Unit XVI. *New Criticism*. Retrieved on 30th June 2020 from https://ddceutkal.ac.in/Syllabus/MA English/Paper 16.pdf
- Paikoff RL, Brooks-Gunn J. Do parent-child relationships change during puberty? Psychological Bulletin. 1991;110(1):47–66.
- Parker, J. G., and Gottman, J. M. (1989). Social and emotional development in a relational context: friendship interaction from early childhood to adolescence. In T. J. Berndt and G. W. Ladd (eds), Peer relationships in child development (pp. 95–131). Oxford: John Wiley and Sons
- Periods of Human Development(n.d.). Retrieved 27 December 2020 from https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/periods-of-human-development/
- Revee, C. (1785). The Progress of Romance.
- Searle, L (n.d.) New Criticism. Retrieved 7th July 2020, from http://ekladata.com/C5BR0BB5KhPzyqRLS1xDelx9dhg/new=criticism
- Spellings, M. (2005) *Helping Your Child through Early Adolescence*. Washington, D.C: Education Publications Center
- Staff, H. (2018). *Growth and Development, Ages 11 To 14 Years*. Retrieved 11th January 2020, from https://www.healthlinkbc.ca/health-topics/te7233 https://www.healthlinkbc.ca/health-topics/te7233

Steinberg, L. (2014). Age of opportunity: Lessons from the new science of adolescence. Boston, MA: Houghton Mifflin Harcourt

Subur. (2017). Early Chilhood, Characteristic and Creative-Social Development. State Institute on Islamic Studies Purwokerto. Journal Vol.2, Number 1.

Taylor, R., and Gozna, L.F. (2010). Deception: a young person's life skill? Abingdon: Psychology Press.

Ulfaturroifah. (2019). *The Charwoman's Daughter, a novel by James Stephens. Skripsi*. Semarang: Universitas Diponegoro Semarang. Retrieved on 30th June 2020 from http://eprints.undip.ac.id/77107/1/SKRIPSI

