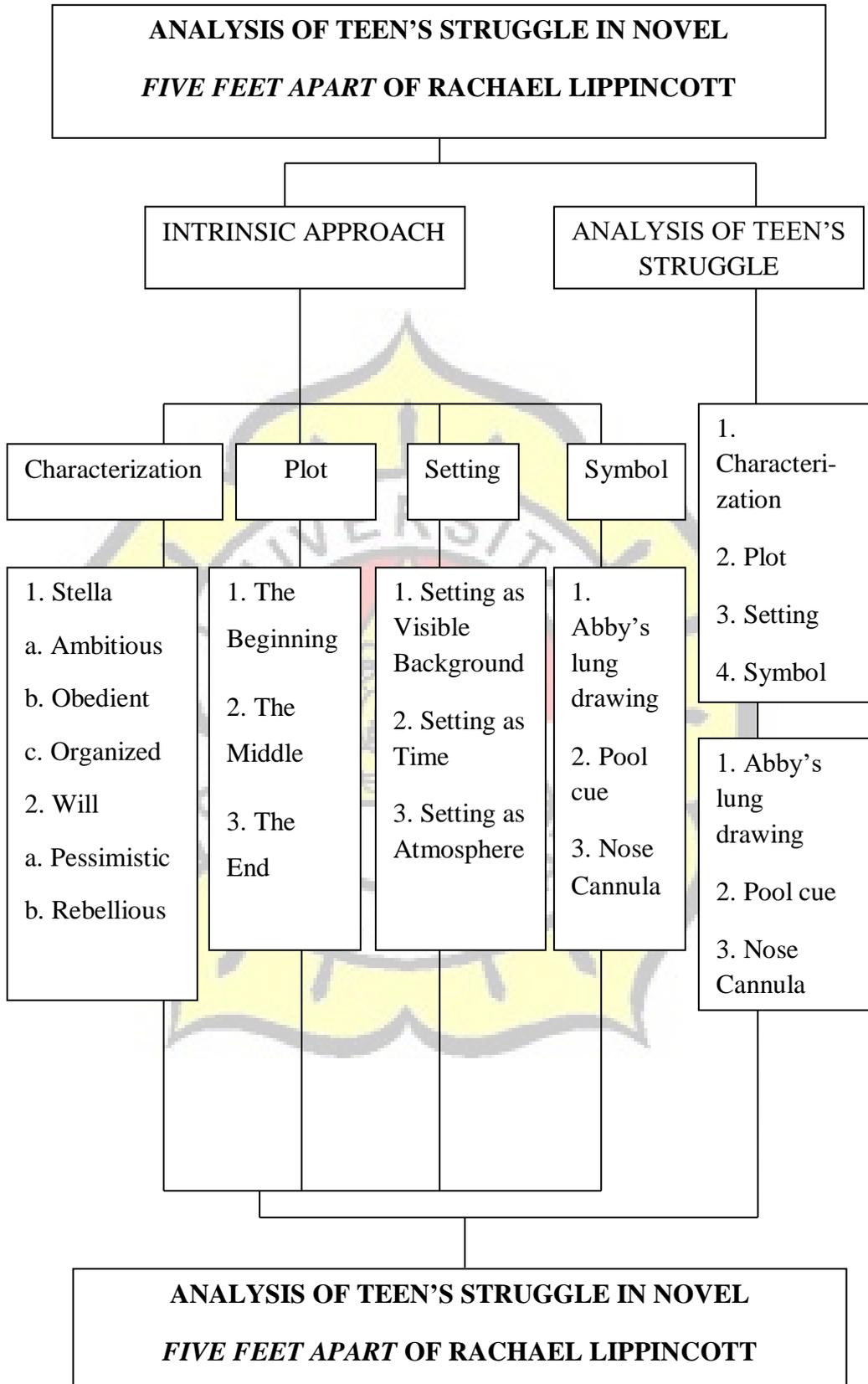


SCHEME OF THE RESEARCH



POSTER OF THE RESEARCH



ANALYSIS OF TEEN'S STRUGGLE IN NOVEL *FIVE FEET APART* OF RACHAEL LIPPINCOTT

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BACKGROUND

There are various themes in the novel, such as betrayal, struggle, romance, etc. In analyzing the novel especially the theme, we must know the intrinsic elements in the novel. Through the intrinsic elements, we can find out the theme of the novel.

BENEFITS

This research is expected to support the intrinsic theory of Robert Stanton. This research is expected to help interested people to know more about the intrinsic elements and can help other researchers who want to analyze themes in novel.

METHODS

To analyze this research, I used qualitative methods. I used an intrinsic approach, such as character, plot, setting, and symbol. I will analyze the intrinsic elements and the theme of teen's struggle through character, plot, setting, and also identifies the symbols in the novel *Five Feet Apart*.

RESEARCH FINDINGS

The novel *Five Feet Apart* has a theme of teen's struggle, it can be seen in the characters Stella and Will in the novel *Five Feet Apart*, Stella and Will struggling to recover from Cystic Fibrosis.

CONCLUSION

Based on the analysis through an intrinsic approach which consisting of character, plot, setting, and symbols, I conclude that the novel has the theme of the teen's struggle suffering from Cystic Fibrosis who is struggling for their recovery. The theme of the teen's struggle can be seen from the characters, plot, setting, and symbols in the novel *Five Feet Apart*.

CURRICULUM VITAE

PERSONAL DATA

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2014 - 2017 : Senior High School of SMAN 10 BEKASI
2017 - Present : Strata (S1) of English Language and Culture Department
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ATTACHMENTS

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Dosen Pembimbing II : Agustinus Hariyana, S. S, M. Si.

Judul Skripsi : Analysis of Teen's Struggle in Novel
Five Feet Apart of Rachael Lippincott

Mulai Bimbingan : 17 Oktober 2020

Tahun Akademik : 2020/2021

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Sabtu, 17-10-2020	Bimbingan format bab 1 dengan pembimbing 1	
2.	Rabu, 21-10-2020	Bimbingan identifikasi masalah dengan pembimbing 1	
3.	Jumat, 23-10-2020	Bimbingan penulisan skripsi dengan pembimbing 2	

4.	Senin, 2-11-2020	Revisi bab1 : identification, limitation, formulation, objective, & systematic of the research oleh pembimbing 1	
5.	Jumat, 13-11-2020	Revisi bab 1 : limitation, & method of the research oleh pembimbing 1	
6.	Senin, 7-12-2020	Revisi bab 1 : formulation of the research Revisi bab 2 : literature review oleh pembimbing 1	
7.	Jumat, 11-12-2020	Revisi cover, judul, bab 1, 2, & 3 oleh pembimbing 1	
8.	Senin, 4-1-2021	Revisi references oleh pembimbing 1	

9.	Senin, 4-1-2021	Revisi bab 1, bab 2, & bab 3 oleh pembimbing 2	
10.	Senin, 11-1-2021	Revisi abstract, grammar, & references oleh pembimbing 2	

Menyetujui :

Pembimbing I

Pembimbing II




(Drs. Rusydi M. Yusuf, M. Si.)

(Agustinus Hariyana, S. S, M. Si.)

Mengetahui :

Pembimbing Akademik

**Ketua Program Studi Bahasa dan
Kebudayaan Inggris**




(Agustinus Hariyana, S. S, M. Si.)

(Dr. Yoga Pratama, M. Pd.)

**LEMBAR REVISI UJIAN SIDANG SKRIPSI
PROGRAM STUDI BAHASA DAN KEBUDAYAAN INGGRIS**

Judul Skripsi : Analysis of Teen's Struggle in Novel *Five Feet Apart* of Rachael Lippincott
 Nama : Thalia Permata Sevira
 NIM : 2017130074
 Pembimbing I : Drs. Rusydi M. Yusuf, M. Si.
 Pembimbing II : Agustinus Hariyana, S. S, M. Si.
 Tanggal Ujian : 13 Februari 2021

No	KETUA SIDANG/PEMBIMBING I/PEMBIMBING II	SARAN	HALAMAN	BUKTI REVISI	TANDA TANGAN	Tanggal
1.	Ketua sidang (Juliansyah, M. Pd.)	Judul, rumusan masalah, teori, karakteristik, tema, dan simbol.	3,6,9,12,18, 20,23,37,42	Telah direvisi sesuai dengan saran		19 Februari 2021
2	Pembimbing I (Drs. Rusydi M. Yusuf, M. Si.)			Telah direvisi sesuai dengan saran		22 Februari 2021
3	Pembimbing II (Agustinus Hariyana, S. S, M.Si.)	Latar belakang & metode penelitian.	1 & 3	Telah direvisi sesuai dengan saran		19 Februari 2021



ANALYSIS OF TEEN'S STRUGGLE IN NOVEL *FIVE FEET APART* OF RACHAEL LIPPINCOTT

THALIA PERMATA SEVIRA
2017130074



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PERSADA

Page 1

BACKGROUND OF THE PROBLEMS



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FORMULATION OF THE PROBLEMS

1. What is the characterization of the characters in novel *Five Feet Apart*?

2. What are the plot and setting in novel *Five Feet Apart*?

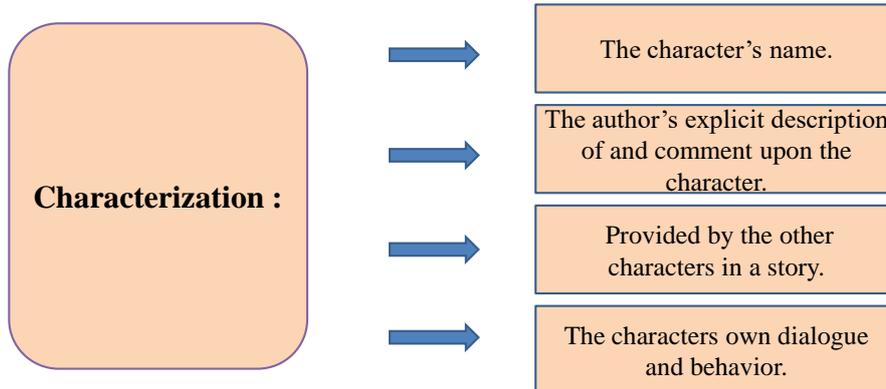
4. What are the symbols that support the novel's title?

3. What are the struggle through plot, character, and setting?

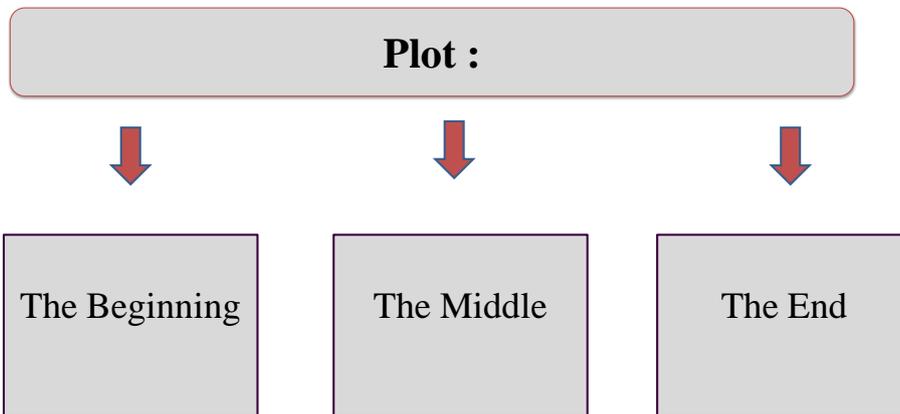
Page 3



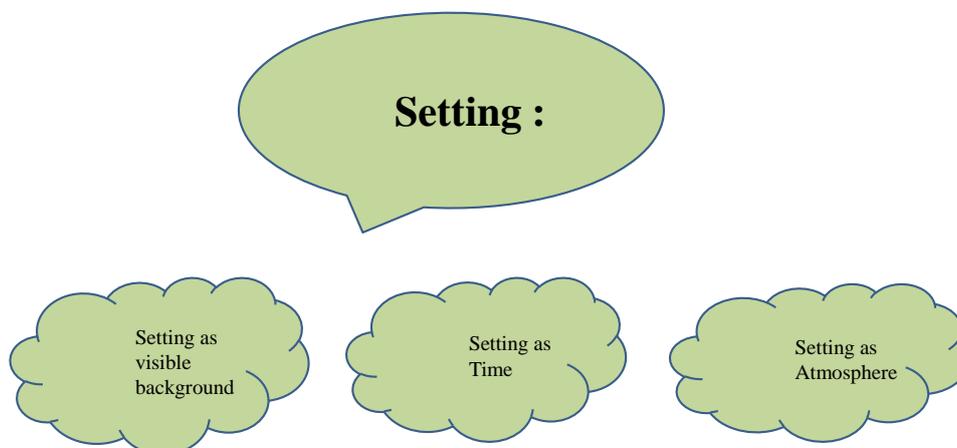
FRAMEWORK OF THEORIES



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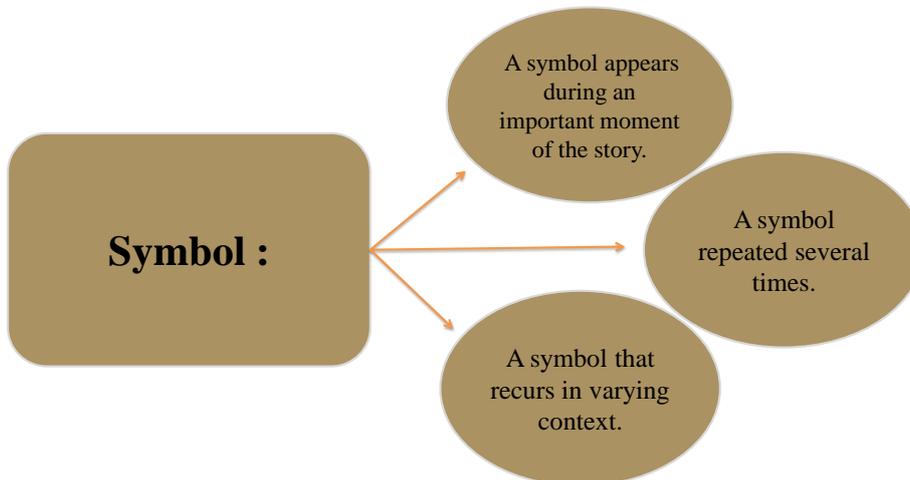
Interpretation should account for every prominent detail in the story.

Interpretations that must not conflict with any details of the story.

Interpretation should not be based on evidence that the story is not clearly stated or implied.

Interpretation must be immediately suggested by the story.

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CONCLUSION

The novel *Five Feet Apart* has the theme of the teen's struggle suffering from Cystic Fibrosis who is struggling for their recovery. The theme of the teen's struggle in novel *Five Feet Apart* can be seen from the characters, plot, setting, and symbol in the novel *Five Feet Apart*.

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KNOW ENGLISH. KNOW SUCCESS.
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Name Thalia Permata Sevira		LISTENING Your score 380 5 ————— 495	TOTAL SCORE 680
Identification Number 2017130074	Date of Birth (yyyy/mm/dd) 1999/09/10		
Test Date (yyyy/mm/dd) 2021/01/23	Valid Until (yyyy/mm/dd) 2023/01/23	READING Your score 300 5 ————— 495	

Client/Institution Name: **Putra Pratama Raya, PT**

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav. 47, Jakarta, Indonesia, 12936

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LISTENING	READING		
<p>Your scaled score is close to 400. Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict. • They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text. • They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used. • They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present. <p>To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.</p>	<p>Your scaled score is between 250 and 350. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can make simple inferences based on a limited amount of text. • They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text. • They can sometimes connect information within one or two sentences. • They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary. • They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present. <p>To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table. If your performance is closer to 350, you should also review the descriptors for test takers who score around 350.</p>		
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	75	0% ————— 100%	Can make inferences based on information in written texts	62	0% ————— 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	78	0% ————— 100%	Can locate and understand specific information in written texts	64	0% ————— 100%
Can understand details in short spoken texts	87	0% ————— 100%	Can connect information across multiple sentences in a single written text, and across texts	55	0% ————— 100%
Can understand details in extended spoken texts	70	0% ————— 100%	Can understand vocabulary in written texts	70	0% ————— 100%
			Can understand grammar in written texts	75	0% ————— 100%

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

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.