

CHAPTER FOUR

CONCLUSION

After analyzing the narrative structure of Roald Dahl's *Jack and the Beanstalk*, I would like to give my personal opinion as well as comments on the findings that have been elaborated in Chapter Three. As an overall conclusion, I find that in spite of the fact that there are different versions, I find Dahl's *Jack and the Beanstalk* version to be the most enthralling version. It is highly compelling and very atypical compared with the other versions.

The first finding I would like to address is the six categories of the narrative structure in *Jack and the Beanstalk*. Out of the six categories, only complicating action, evaluation, resolution, and coda exist, whereas abstract and orientation do not. I find it intriguing as there is no introduction of what the story is going to be about. In addition, the settings and characters are not introduced to the readers. Nonetheless, this is what makes the poem distinct from other versions. The fact that both abstract and orientation are not provided makes the readers not expect the turn of events in the story.

The second finding is when the readers are brought to the complicating actions, they will be captivated by the fact that the story is not as naive as they think it will be considering that this poem is intended for children. Dahl writes this poem in a way that may make the readers find the story to be abhorrent yet intriguing. The fact that this poem is intended for children does not make Dahl follow the common tendency for creating fairytale stories that most probably have the heroic and morally good complicating actions, especially the ones done by the major characters.

The third finding is the use of both external and internal evaluations that have a huge impact on making the readers surprised. Even though Dahl does not use much external evaluation, he is still able to create suspense through the external evaluation, which makes the reading more engaging. In addition, Dahl's use of external evaluation is to build a close relationship between a writer and his or her readers. In my opinion, this is a smart strategy as Dahl's use of external evaluations is not much so that it will not create much interruption in the reading.

In the use of internal evaluation, the intensifying evaluation is found to be the most dominant type in the story. There are thirty data of intensifying evaluation, while there are three data of explicative evaluation, and three data of correlative evaluation. Furthermore, there is no comparator evaluation in the poem. It seems to me that the function of Dahl's use of intensifying evaluation as the most dominant type in *Jack and the Beanstalk* is to get his points well delivered and also entertain children with his witty, uniquely-written poem at the same time.

Moreover, the few use of correlative evaluation and explicative evaluation as well as the absence of comparator evaluation makes the poem less complicated and easy to follow. This is a clever strategy as the poem is intended for children.

In the intensifying evaluation, the most used type is repetition, more specifically the sound repetition. The use of sound repetition is undoubtedly essential in this poem to engage the readers. I think this plays an important part on the readers, especially children, in order not to bore them with a solemn tone.

I would also like to appreciate Dahl's ingenious use of word and structure repetition in the poem in order to deliver his points. Dahl knows how to make his points successfully delivered to the readers, especially children, in an enjoyable way.

In addition, I think that it is also important in order to teach children to read poems in an entertaining way so as not to make them think that poems are colorless and therefore, this might lead the children to discover their fondness for literature, especially poems.

The fourth finding is the twisted ending found in the resolution. The ending of the story astonishes the readers as they finally get to the fact that the ending is far different from the other versions they have read before. I find the ending of the story unpredictable since Jack's unkind mother dies whereas Jack becomes a millionaire and lives happily ever after with the golden leaves he steals from the Giant. In my opinion, this proves that Dahl ingeniously succeeds to deliver an alternative ending of the common fairy tale we know. On top of that, the alternative ending may become the readers' favorite part of the story as Dahl's version is groundbreaking and amusing. Even though some people may consider that this

poem is rather inappropriate for children to read, I personally think this poem is brilliant as well as appropriate for children. In my opinion, *Jack and the Beanstalk* is what children need as it teaches them that fairy tales do not have to always tell about the ideal world. Children need to know the real world as well as be taught early that life is not always going to be easy and there will sometimes be obstacles in life.

The fifth finding is the lesson found in the coda. Another surprise from Dahl's *Jack and the Beanstalk* is the extraordinary message of the poem. Most fairy tales have similar messages to the readers, which is doing good things will lead to good results, while doing bad things will cause karma to find its way to the person. In the poem, Dahl's message has nothing to do with moral. His lesson is that taking a bath is important. The message of the poem may be underestimated by some people but not to Dahl. Dahl makes sure to remind the readers, especially children, that even the smallest thing such as taking a bath is important. The coda has a lighthearted effect on the readers as it is delivered in an amusing and entertaining way. The readers do not have to contemplate to understand the moral lesson for they will instantly get the message while reading and enjoying the witty and ingeniously written poem.

Lastly, I would like to give my comment on the word *gollikins*, which is one of the made up words by Dahl himself, which is found in his collection of new words called *gobblefunk*. I find it interesting that Dahl uses *gollikins* in his poem knowing that the word is made up and people most probably will not understand the meaning of the word. Besides, this is interesting as the poem is intended for children. Children may not be familiar with the word but they most definitely can

guess the meaning of the word based on the context. In my humble opinion, I consider this to be a great method to teach children new words without having to tell them the meaning of the word as they will find out the meaning by themselves.

I do believe that Roald Dahl's *Jack and the Beanstalk* deserves a high appreciation as one of the best children's poems that exist. Dahl's writing style and his use of language, and how he plays with words deserve an attention and appreciation. Although his use of words might be considered a little bit unfriendly for children, we cannot abandon the fact that *Jack and the Beanstalk* is the result of Dahl's ingenuity and that is what makes him different.

I hope that future researchers can study the other five fairy tale poems found in Roald Dahl's *Revolting Rhymes* as they are all unique and very interesting to analyze further. Besides, they can also find other linguistic approaches to analyze Dahl's *Jack and the Beanstalk*.

1,273 words