

CHAPTER FIVE

CONCLUSION

In this chapter, I will provide a conclusion of my findings which I have discussed in Chapter Four. This chapter consists of the summary of my findings, my personal comment about the findings, limitations of my study and last I will provide suggestions for future research.

After analyzing “Little Red Riding Hood and the Wolf” by Roald Dahl using Labov’s six elements of narrative structure, I come to a conclusion that Dahl’s version of *Little Red Riding Hood* has successfully interested the target readers who are particularly children. It is due to the fact that there are some differences that I find in Dahl’s version of *Little Red Riding Hood* compared to the other versions. One of them is the unexpected twist at the end of the story.

The first thing I would like to discuss is the six elements of the narrative structure that I find in “Little Red Riding Hood and The Wolf”. From the six elements, I only manage to find four out of the six elements. The elements that I find in the story are participants, setting of time and place (which is part of orientation), complicating action, external evaluation, internal evaluation, and resolution. The elements that are absent from the story are abstract and coda. In my opinion, the absence of abstract as a summary of the story in this poem is used

to make children as the target readers curious to continue reading the story. Other than that, it is also used as an element of surprise. At first, the children may think that this poem is basically the same as the original and later on they will be surprised when they find out that there are unexpected things about this poem. For the absence of a coda in this story, it may suggest that Dahl wants his target readers who particularly are children to think critically in order to find the moral of the story in the poem. It is in line with the fact that Dahl does not provide them with an implicit coda in this poem.

The second thing I would like to discuss is the seven complicating actions in which the unexpected things happen in the poem. The story differs from the original story in the seventh complicating action. It is where Little Red Riding Hood manages to kill the wolf by herself. It can be seen that Dahl successfully makes his own version by adding an unexpected twist to the ending. It is in line with the fact that Dahl is a writer who is famous for writing unexpected twist and deathly tales. I think the twist ending is also used as a coda since it carries an implied meaning of the moral of the story. It is used to teach young children as the target readers to be brave just like Little Red Riding Hood who manages to kill the wolf by herself.

The next finding is the use of both external evaluation and internal evaluation which play a role to make the story interesting to read. Dahl only sets three external evaluation in this poem. Two of them are used as an element of emphasis and the other one is used as an element of humour. In my opinion Dahl only sets three external evaluation in this poem as not to make children as the target readers get interrupted while reading the story. Dahl only sets three external

evaluation to make the children focus more on the story itself instead of his comment regarding the events in the story. It is in line with the fact that external evaluation is in the form of author's comment regarding the story and it is not a part from the story itself. Moreover, Dahl uses external evaluation as an element of humour in order to make the story more enjoyable to read. It is because the external evaluation will create a humourous effect to the story.

For the internal evaluation I find 22 data of internal evaluation from seven complicating actions in the poem. From the twenty-two data, the most dominant type of internal evaluation that I find is intensifying evaluation which has twenty-one data. The other one is comparator evaluation which only has one data. The type of internal evaluation which I do not find in this poem is explicative and correlative evaluation. The absence of explicative and correlative evaluation in this poem may suggest that Dahl wants this story to be simpler since the target reader of this poem is children.

Moreover, In my opinion, Dahl mainly uses intensifying evaluation in this poem as his strategy to make the poem interesting for the target reader who particularly are children. It is due to the fact that intensifying evaluation is used as an element to add vividness in the story and it is very useful to build visual imagery in children's mind. It helps them to develop their reading skill as well as developing their ability to imagine certain events in the story.

In the intensifying evaluation, the most dominant type that I find is the repetition of sound. There are 17 rhyming couplets and one onomatopoeia sound that I find in the poem. It seems to me that Dahl has successfully engaged the target reader of this poem who are particularly children by using repetition of

sound as the tool to make the story interesting. It is because the repetition of sound creates pleasant effect when the story being read out loud

Although, I have analyzed all the elements of the six narrative structure. My study is still limited due to some factors such as the amount of time given to me to do the analysis, or the fact that I only use one theory which is Labov's narrative structure to analyze the particular poem. I am also unable to make a generalization about Roald Dahl's style in writing for children because he has written so many children stories with different types.

For future researchers who want to analyze a narrative using Labov's narrative structure. I suggest that they should have more time to analyze an author's writing style using Labov's six elements of narrative structure. Furthermore, we can also use another theories about narrative structure, or we can compare Labov's theory on the narrative structure with another linguists' theory about the narrative structure. In addition, this topic is still open to be discussed since there are so many stories out there which can be analyze using the narrative structure. It is also possible if we want to use Roald Dahl's work for your research since Roald Dahl has written so many stories that are absolutely worth analyzing using the narrative structure.

(1, 114 words)