

CHAPTER FIVE

CONCLUSION

This chapter presents the conclusion of my findings that are written in Chapter Four. Besides the conclusion of my research, this chapter consists of my personal comments of my findings, the limitation of my research, and my suggestion for the future researchers who are interested in this subject as well.

Roald Dahl has a unique style of writing that catches my attention; thus, I use one of his novels, *Charlie and the Chocolate Factory*, as my data for this thesis. It is because, in my opinion, *Charlie and the Chocolate Factory* is one of his masterpieces that is worth analysing. From the novel, I intend to find out the narrative structure and the effects of the use of the narrative structure on the readers in Roald Dahl's *Charlie and the Chocolate Factory*. That is why I use the six elements of Labov's narrative structure in order to fulfil my purpose.

The analysis in Chapter Four shows that there are five elements used in the novel; orientation—both the setting of time and the setting of place—complicating action, evaluation—both external evaluation and internal evaluation—resolution, and coda. The novel does not contain any abstracts. In my opinion, the reason why Roald Dahl does not include the abstract in his novel is

that he wants to make the readers curious because he does not give the overall view about the story so that the readers will read the whole novel to find out whether it has a sad ending or a happy ending.

In my opinion, this novel is suitable for older children. It is because the absence of the abstract can help them to develop their way of thinking and imagining things. My opinion that this novel is meant for older children is also supported by the fact that in the orientation, I find that the characters in the novel are not really complicated because they have one particular personality that represents each of the characters. The characterization of the characters helps the children to determine the protagonists and the antagonists of this story. Also, the complicating actions show that the problems in this story are not too complicated either for older children to understand. For those reasons, I personally think that this novel is meant for older children.

The evaluation—both external evaluation and internal evaluation—can also be found in Roald Dahl's *Charlie and the Chocolate Factory*. I believe the external evaluations in this novel are able to help the children as the target readers to imagine the situation of the events in story, which is also supported by the linguistic features found in the internal evaluation. However, the external evaluations that can be found in the story are not as much as the internal evaluations in it. There are only five data of external evaluation throughout this novel. In my opinion, it is because Roald Dahl wants the children who read it not to be distracted by his side comments in the story so that they can have their own opinion about the story without Roald Dahl interfering too much.

The internal evaluation has four subsections, which are comparator evaluation, correlative evaluation, explicative evaluation, and intensifying evaluation. It can be concluded that all of the evaluations have the functions to make the story to be more interesting for the children as the target readers. The internal evaluation is meant to tell the readers about the comparison between the events that happen and the events that do not happen (comparator evaluation), the events that happen at the same time (correlative evaluation), the reasons why those events happen (explicative evaluation), and to highlights some points so that the readers can understand what Roald Dahl wants to deliver (intensifying evaluation). In this research, I only focus on the intensifying evaluation because there are 263 data in this category.

The intensifying evaluation, as the most common evaluation that can be found in Roald Dahl's *Charlie and the Chocolate Factory*, has a purpose to emphasize the important part of the story. This, in my opinion, is done with some purposes. As the target audience is older children, the intensifying evaluations will help jog their imagination. It is also help to make the children aware of the details in the story which may help them in thinking about the possible solutions of the problems faced by the characters. It can also serve as an exercise for the children to develop linguistic awareness and understanding on how language can be used for fun.

In conclusion, I believe that all of the elements of the narrative structures by Labov that can be found in Roald Dahl's *Charlie and the Chocolate Factory*—which are the orientation, complicating action, evaluation, resolution, and coda—have one purpose. The purpose of these elements is to make the story becomes

more understandable, more interesting and more enjoyable for the children as the target readers of this novel.

However, my research is far from perfect because it has several limits. The significant limitation is the time and word limits. This analysis clearly needs more time and space to explain all of the data especially the intensifying evaluation as it has 269 data in total. Also, in order to be able to draw a more general conclusion about Roald Dahl's style of writing, I think the data have to be analysed using another theory or the data from his other works should be used to analyse using the same or different theories in the field of Stylistics.

Thus, I suggest that future researchers who might be interested in finding the writing style of Roald Dahl to do further research. The research can be about this novel, whether to use other theories or just to go straight into the intensifying evaluation. The future researchers can analyse another Roald Dahl's works using this theory or another theory. Roald Dahl has a unique writing style that is worth to be analysed. Hopefully, future researchers can find a lot of new findings that can be helpful to determine the writing style of Roald Dahl.

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