

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of the study, which consists of two parts. The first part puts forward conclusions of the analysis and discussions in the previous chapters. The second part puts forward suggestion expected to give valuable and meaningful inputs generally to readers who are interested in literature.

#### 5.1 Conclusions

Sigmund Freud's psychoanalytical perspective of the id, the ego, and the superego found in Lintang's personality is analyzed to portray his character, conflicts he face, and also interpretation derived from the analysis. Based on his id, Lintang is portrayed as the smartest child who is very eager to learn and search for knowledge, especially in school. His id leads him to face any obstacle to arrive and learn at his school, Muhammadiyah Elementary School. Despite the vast distance from his house to school, he always comes early almost everyday. There is nothing can stop him from going to school. Even a giant crocodile can not make it. Facing the crocodile, in spite of going back to his house, he keeps on waiting to go to school although it is too late for him to be there. His id forces him to obtain the pleasure of learning by going to school.

Dealing with his ego, Lintang is portrayed as a child who is able to rationally think, make decisions, and take actions in his life contrasting with his id's drives. It can be seen obviously when he faces a big giant crocodile which blocks his way to school. His rational ego succeeds to control his id in which he decides to wait until it leaves the way, instead of going to school immediately. The other evidence is when he decides to discontinue his education after his father passed away. His logical ego leads him to think that his desire to learn at school resists reality in his life after the death of his father. He has to face the reality that no one can handle his poor family's life but him. As a result, he makes decision and takes action to discontinue his education and earn a living for his poor family.

Based on his superego, Lintang is portrayed in three different roles in society: as a child who becomes a model son for his parents; a model student for his teacher and school; and a model friend for his friends in *Laskar Pelangi*. As a model son for his parents, his superego has internalized general ideals of society that he should help his parents and be a pride for them. Lintang always helps his parents after going back from school as a part-timer in mine. He does it as compensation for he can learn at school and not going fishing to the sea with his father. Furthermore, Lintang has internalized the ideal of society that he should be a pride for his parents as a good thing a child can do. As the smartest student in his school, Lintang wins inter-school quiz competition as the first winner. He has given his parents something that makes them proud of and happy in the middle of their poverty.

As a model student for his teacher and school, Lintang becomes the pride for his teacher and school in inter-school quiz competition. He and his partners win that competition as the first winner. It is very special since their school is the first village school which wins this competition. Moreover, they win it with an absolute winning. Besides that, Lintang also becomes a model

friend for his friend in *Laskar Pelangi* who always helps them in facing difficulties in learning. His superego has internalized ideal of society that a good friend should be useful and helpful for the others. He always helps and motivates his friends to learn. His superego portrays him as an ideal child for his parents, a model for his teachers, school, and also his friends in *Laskar Pelangi*.

Dealing with Lintang's conflict, there are two major conflicts appear between his id and his ego. The first one is when a big giant crocodile blocks his way to school. His id's drive of getting education forces him to arrive at school immediately. But, it resists reality where there is a big crocodile blocking him in the middle of street. If he keeps on passing the street, the crocodile will surely attack and eat him. Solving this problem, his logical ego controls his id's drive from passing the way immediately. His logical ego leads him to make the safest decision to wait until it leaves the way. The second is when he has to discontinue his education since his father passed away. His id's drive of getting education has to be controlled and stopped by his ego because it resists reality where there is no one can handle his family's life but him. His ego leads him to think rationally and make decision to stop learning at school and earn a living for his family although it leaves pain in his heart to let his desire of learning go.

From the portrayal of Lintang and his conflicts, it reveals the internal conflicts in most people. It is most unfortunate for people like Lintang who has to face bitter reality. Lintang tries very hard to continue his education, but then reality forces him to burn down his desire of getting education because of the death of his father. But, he is satisfied, still, for succeeding to fulfill his father's desire that he does not become a fisherman.

People make an effort, but God decide it; let us do our best, but let God decide what the best for us will be. Like the life Lintang lives, he does his best effort to get education. He faces every single obstacle courageously to learn at school. But, in the end, when the bitter reality forces him to discontinue his education, he bravely faces it and makes an important decision to leave the school and earn a living for his poor family.

## 5.2 Suggestions

In writer's opinion, teaching and learning not only consider the extrinsic factors such as lesson plan and teaching method, but also the intrinsic value that comes from the heart leading the students to realize their purpose of learning, that is, to reach their goal. If this intrinsic value, such as, motivation, has been gained by students, they will learn independently and seriously because they realize the importance of learning. The writer believes that English teachers can motivate their students to read between the lines of text. Using literature such as *Laskar Pelangi* serves one way to motivate them.

Besides, this research paper may be one of the sources to enrich knowledge about using psychoanalysis in literally portraying characters and their conflicts. Applying Sigmund Freud's psychoanalysis, character of Lintang and his conflicts can be clearly portrayed. Interpretation from the analysis of Lintang's character can also be derived. Teachers can use these results of analysis to motivate students to be eager in learning because getting education in school is a valuable chance that not all people can afford. Therefore, having the chance of learning at school, they should use it wisely.

This research paper may not give deep explanation about the portrayal of Lintang and his conflicts based on Sigmund Freud's psychoanalytical perspective due to the limitation of

knowledge the writer has. Consequently, the writer suggests lecturers give more focused lectures on using Freudian psychoanalysis in analyzing different kinds of novel since it is challenging and interesting to apply this theory in literature. For the other researchers, the writer suggests to use Freudian psychoanalysis in analyzing different kinds of novel.

