

Chapter V

Conclusions and Suggestion

This final chapter contains conclusions and suggestions. Conclusion provides the result of the findings discussion in the previous chapter. In addition, this chapter also presents the suggestion for the improvement of further research.

5.1 Conclusions

This research attempted to investigate the hero development in a *bildungsroman* novel and the roles of the constellation of characters that appear in the novel *Nobody's Boy* written by Hector Malot. Based on the findings and discussion on the previous chapter, it is found that there are some ways in a children's literature that constructed a main character being a hero.

Nikolajeva (2003) stated that the plot in a children's literature usually follow these pattern of home – away – home coming. Through the Campbell's *monomyth* as cited in Nikolajeva (2003), the hero is constructed as the children placed in an extraordinary situation, the character crosses some form of the "threshold", the character quest his or her identity, the character meets friends or an opponent of the opposite sex, atonement with the real parents, and back to an ordinary life. In that long ways of developing the hero character, the main character finds his maturity is improved. As the Bakhtin notion on *Bildungsroman* (cited in Emerson and Holquist, 2004), it is the way how a *Bildungsroman* type

that the character will meet his or her maturity process through the long plot. Hence in the end of the story the main character grows up and improves his maturity in finding his mate of the opponent sex.

Constructing a hero character in a children's literature has long ways. Hence the child character faces many events and meets supporting characters to help him or her in this way. This is the way how the realistic children's literature is always having a message or value for the reader itself, in the point of developing the maturity. In the realistic children's literature, it is by pointing the children's literature plot in a narrative as a real as life it is.

5.2 Suggestions

The writer would like to suggest for English literature students that hopefully, there are more tendencies to use children's literature theoretical frameworks in their papers, since it offers the richness in textual study. The writer found it fascinating and enchanting to say that the children's literature analysis will be different and protrude than the previous analysis that had implemented. For further researches, the writer believes that a realist children's literature has a wide issue which could be analyzed by using many literary frameworks.

For the English literature program, the writer would like to suggest that the lecturer should pump the students' ability up on children's literature frameworks. Also, it is needed to increase the references in the library.

Finally, the writer expects this study to be able to give valuable contribution to literary criticism and to enrich the literary material in English Department.

