

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### IV.1 Conclusion

From the presentation and analysis of the data, the writer concludes that Vladimir Propp's theory can be applied to *Child of All Nations*. From 31 functions proposed by Propp, 26 functions appear in the novel. Five functions do not emerge in this novel. The lists of functions that emerge and do not emerge in the novel are written in III.2.3 The Way the Functions Develop the Plot of *Child of All Nations*. It is the writer's assumption that functions which do not emerge in this novel may emerge in the third and fourth volume of *The Buru Quartet*.

Vladimir Propp applied his own theory to Russian folk tales. While Roland Barthes applied the theory to a Bible pericope and Arthur Asa Berger applied it to a television series. This study proves that Propp's functions can also be applied to a novel. So, the functions might also be applied in other kinds of texts. It might be applied to dramas, parables, wayang performances, short stories, operas, etc. Vladimir Propp had, indeed, established a universal pattern.

In this study, some interesting results appear. Since this novel, *Child of All Nations*, is the second volume of *The Buru Quartet* written by Pramoedya Ananta Toer, the story does not contain the introduction of the characters as usually found in other stories. The introduction is stated in the first volume. The first function of

this novel is **Absentation**, which is presented by the departure of one of the novel's characters, **Annelies**, to the Netherlands.

The story also does not contain a happy or satisfying ending. The writer believes it is because there are still two volumes following *Child of All Nations*. Two functions emerge in the novel, **Struggle** and **Villain Defeated (Victory)**. The struggle that can be seen in the last event is unfinished. The resolution may appear in the third volume, or even, maybe, in the fourth volume. That is why the writer assumes that the villain is only partially defeated. In the next volume, maybe, the hero can win the struggle against the villain or vice versa.

**Lack**, a function that has to emerge in a narrative text, indeed emerges in *Child of All Nations*. This function emerges more than one time. **Lack** has to be followed by **Lack Liquidated (Liquidation)**. This study finds that there are **Lacks** that are fulfilled. Those **Lacks** are: Minke's attempt in giving the diamond ring back to the Suurhofs, Minke's attempt of being enrolled as a student of Stovia Medical School and Minke's effort in writing articles in Malay. This study also finds **Lack** that is not fulfilled. It is Minke's attempt in publishing his first article written in Malay.

In order to liquidate **Lack**, a character must do a number of acts or retrieve a number of objects. This signifies that people have to struggle in order to fulfill their needs. Here are two examples that show how *Child of All Nations* seems to meet the requirement. The other examples are listed in III.2.3 **The Way the Functions Develop the Plot of *Child of All Nations***.

1. Before Minke gave the diamond ring back to the Suurhofs, he met his former classmates who asked him to avoid the Suurhofs and was being rejected by Mr. Suurhof. Minke did not give up because of that. He tried another way that was giving the diamond ring to the police. Minke fulfilled his need, keeping the ring away from him, by giving the diamond ring to the police.
2. Minke was asked by Nyai Ontosoroh to live at her house to remain her son. Minke had to think over and over again about it. Finally he decided to stay at Nyai Ontosoroh's house.

Fascinating results also emerge in the case of *dramatis personae*. There are only six *dramatis personae* that are present in the story. The last categorization, *false hero*, does not appear. The real hero of the story is Minke. Nyai Ontosoroh, Surati and Khouw Ah Soe, in their first appearance, seem to be heroes too. Later it becomes clear that they are not real heroes. In some events, they turn out to be a donor, a helper, or a dispatcher to Minke. Meanwhile, Minke always plays his role as a hero. From the beginning until the end of the story, he becomes the one who fights against the villain and searches something.

From the way the functions develop the story, the writer concludes that *Child of All Nations* signifies something. It signifies Minke's attempt in finding his self-identity.

## IV.2 Suggestion

This study finds that it is easier to analyze a folk tale or a short story than a novel when Vladimir Propp's theory of function is used in the analysis. Folk tales

or short stories usually have simple narrative structures. Meanwhile, novels have complex settings, characters, or themes so that it is rather difficult to analyze and describe their narrative structures. It is the writer's suggestion that this theory should be applied in analyzing short stories rather than long stories.

This study also finds that when a researcher conducts research on semiotic field, it is better for him to make a comparative study. It is easier to compare the structure of two different kinds of texts than trying to find out the structure of one kind of text. Researchers may start with comparing the narrative structure of Russian folk tales to the narrative structure of Indonesian folk tales, or comparing the structure of telenovela to the structure of radio drama.

Further research of syntagmatic semiotic analysis can also bring other interesting results. Researchers who construct a deeper analysis on this subject may know the ideology of the text's creator. Researchers can understand which ideologies are used by the creators. That result is closely related to literary criticism. That is why the writer thinks that those who want to compose a criticism on a piece of literature could use the syntagmatic semiotic analysis as an alternative theory.

It is also the writer's hope that semiotics can be taught to the linguistic class of the English Department of Airlangga University. This subject can be taught to the senior students who have already taken subjects that belong to pure linguistics since semiotics can be considered as applied linguistics.

# BIBLIOGRAPHY