

## CHAPTER 5

### CONCLUSION AND SUGGESTION

In this chapter, the writer comes to the final part of her thesis. The writer will present the conclusion of the study that she has done. The conclusion is taken from the answers of the research questions. The writer will also give some suggestions related to the novel and for future studies.

#### **5.1 Conclusion**

In the conclusion, the writer briefly answers the research questions, which are formulated in the previous chapter. The research questions are (1) in what ways does Atticus Finch demonstrate his non-discriminating character to the others in *To Kill A Mockingbird* novel, (2) what factors influence Atticus Finch to have a non-discriminating character.

Other citizens, Mrs. Henry Lafayette Dubose, Mr. Cunningham, Boo Radley, and Tom Robinson, and are the people who are treated in non-discriminating ways by Atticus Finch. First, people in the Maycomb County do not like Atticus' decision that defends a black man, Tom Robinson. People in Maycomb County give a lot of pressure to Atticus but he still considers them as friends. He wants to show to the people that what he has done is the reflection of his beliefs; all men are created equal and black people have the same opportunities as white people.

Second, Mrs. Henry Lafayette Dubose is an old woman and sick. She is one of the people in the Maycomb County who does not agree Atticus' decision. Atticus lets his children go to Mrs. Dubose because he wants them to see what the real courage is; she tries as hard as she can to get out from morphine addict, and her body really suffers a lot.

Third, Mr. Cunningham is a farmer and poor. It happens because of America's Great Depression; that hits the farmer hardest. He lets Mr.

Cunningham pay the services with what he can do. Atticus decision confuses his children. He wants his children to accept other people although they are different from them and asks them not to easily judge someone because he or she cannot walk on that their path and feel it by themselves. One night, Mr. Cunningham joins in a mob that asks Atticus not to defend a black man. He is not angry to Mr. Cunningham and still regards Mr. Cunningham as a good person and a friend. What Mr. Cunningham has done is just a part of Southern habit.

Fourth, Boo Radley is the victim of alienation of the people in the Maycomb County. Atticus wants to show to his children that no one has the right to judge someone because no one can be sure of the main reason why he or she does that. Boo Radley wants to stay inside his house because he avoids the ignorance and intolerance between the white and black people. Although how kind that person is, if he or she is black, there is no difference. White people always think that they are superior to black people.

Fifth, Tom Robinson is Atticus' client; he decides to defend a black man, Tom Robinson. Atticus believes that Tom Robinson is not guilty, and if he does not help Tom Robinson, Atticus disproves the truth. It is about the essence of a man's conscience. Moreover, he has the same belief as Thomas Jefferson that *all men are created equal* in this life; liberty, property, and right to pursue happiness belong to the people. Atticus emphasizes that a court is human institution that makes all the people are created equal before the law, whether he or she is black. Through this trial, Atticus wants to teach his children about equality; although, he or she is white or black, they have to appreciate it.

Atticus' decision is influenced by the values that he believes; non-discriminating character. Several factors that influence him are heredity, family, and society. Atticus Finch families never joined the war between the

British and the Colonies. It means this family does not have a trace of violence. Atticus Finch has one brother and one sister. When this family faces a problem, they still sit and talk together, and then they admit what they have done. Last, Maycomb County as a rural society also gives influence toward Atticus decision. In this town, pride and prejudice between the white and black people can be felt under the skin. When Atticus chooses to defend a black man, Tom Robinson, almost all the people in the people mock him. However, he is firm that what he has done is right. It is about the essence of a man's conscience.

## **5.2 Suggestions**

*To Kill A Mockingbird* is a novel that teaches the readers about equality and diversity. This novel contains a lot of social aspects and character(s) that are interesting to be analyzed. In this study, the writer only focuses on non-discriminating character of Atticus Finch as a white lawyer in a small town, Mayomb County.

### **5.2.1 Suggestion for the Readers of the Novel**

As a branch of literature, a novel has function to entertain or to teach or both of them to the readers. After doing the research, the writer hopes that the readers will apply non-discriminating value toward others, the same as Atticus Finch has done. The result of applying this value toward different people in the different places will be different. Through this value, the sense of humanity becomes more sensitive and enables one to help people who get troubles without thinking who they are. Last, this value also influences the readers to accept diversity around him or her, where it cannot be denied.

### **5.2.2 Suggestion for Teaching Literature**

The writer finds it very interesting to analyze a piece of literary work, especially non-discriminating character which is taken from the psychological or individual value of someone. The writer realizes that only a few questions about non-discriminating character, the writer goes deeply into analyzing the setting and character; she investigates the way Atticus Finch demonstrated non-discriminating character, and the factors that influence Atticus Finch to have non-discriminating character. In teaching literature, the teacher may ask more to the students to relate the novel either to the reality, give the real examples that have connection with the novel, and the purpose of the writer. From these kinds of activities, the students get more understanding rather than answering comprehension questions about the story.

### **5.2.3 Suggestion for Further Study**

The writer realizes that in this study, the writer only limits her analysis into the way Atticus Finch demonstrated non-discriminating character, and the factors that influence Atticus Finch to have non-discriminating character. In *To Kill A Mockingbird* novel, there are many aspects which can be analyzed. The writer hopes and suggests for other researchers to analyze the novel from Jean Louise Finch (Scout's) point of view as the narrator, or the effect of Atticus Finch decision to defend a black man toward his children, or setting in the novel influences the character, or the relevance of the novel towards the reality.

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