

CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter is divided into two parts. The first part deals with the conclusion in which the writer concludes the analysis in the fourth chapter as the answer of the problem stated in the first chapter. The second part deals with some suggestions to the readers concerning with the result of this study.

5.1 Conclusion

This study is intended to find out the negative character changes of the boys or the refugees on a certain island in Golding's *Lord of the Flies* and some aspects that motivate them to undergo the changes. To get the answers of the problems, the writer analyzes the data through three elements of novel; they are plot, character, and setting. In the plot analysis, the writer analyzes the causal relationship of the boy's behavior since the first day until the arrival of the naval officer. In the character analysis, she analyzes the character development of the boys. Third, she analyzes the effect of the background to the boys' negative character changes through the analysis of setting.

The boys of the island's community show some positive qualities at the beginning. After facing some conflicts, they show some negative character changes. As schoolboys, they know how to behave and act properly. However, as children, they show immaturity in much of their behavior. In addition, they are also human beings who possess some defects such as the tendency to hurt others,

to do something destructive, and to be fearful of something unknown. They also have ego of which they struggle upon everything. The island's condition also take part to the process of changes. From the analyses of plot, character, and setting, the writer finds out the following negative character changes.

First, they become irresponsible. They neglect the fire because they do not understand the importance of rescue. Moreover, the daily routine make them forget their position on the island.

Second, they become disorganized. They begin to despise the rules because they cannot clarify everything about the beast. They do not understand that they would be like animal without rules. They talk out of turn and leave the assembly randomly.

Third, they become disobedient. They will not come for meeting because they think that the discussion and the chief is useless. They part themselves away from the chief's authority and begin their new tribe with their own ways of solving problem.

Fourth, they become irrational. They are too fearful to prove themselves that the beast is nothing. Moreover they keep on growing their imagination on the beast.

Fifth, they degrade to a primitive life. In order to find self-security, they sacrifice the pig's head with the hope that the beast will stay in its place. They come from a scientific world but fail to act reasonably.

Sixth, they become safe from self-consciousness. They kill the sow mercilessly, cut its throat, and spill the blood. With the mask, they do not feel hesitate anymore in killing.

Seventh, they become suspicious to others. They grow the fear of beast become the fear of others. Since they always fail to kill the beast, they turn to be fear of others. They suspect the chief and his followers as if they are dangerous.

Eighth, they become destructive. They break down the conch and set the whole island into fire. They do not have any discussion anymore. They obey their new chief without knowing if the decision is right or wrong.

Ninth, they become bloodthirsty. Their preference in hunting, make them accustomed to see the blood. As they suspect others, they think if they do not kill, they will be killed. They solve the problem with deadly result.

Tenth, everybody become selfish. They do not care anymore with others. They forget the fire and rescue and struggle for their own rescue.

Physically, they have changed their appearances into a group of savages with long hair, painted faces and spears because they feel safer wearing them. They also have lived improperly, so they become unhealthy and very dirty.

From all those findings above, the writer concludes that the capacity to do evil is not the only aspect that motivate the boys to experience the negative character changes; instead the difficult situation also takes part to force them to undergo the changes. In this case, the heredity is not the only cause of the changes because the analysis also proves that the boys are also the products of the environment.

5.2 Suggestions

In real life, children have the same capacity to experience negative character changes as pictured by the boys in the analysis above. The reasons of changes can be inherited and learned. Realizing this, the writer points out the following suggestions.

Children should be prepared to face real life's challenges by giving them both science and moral education. The education could be started at family as their first community. The education is used as a mean to teach them finding solution to their problems they may face in the future.

Children may have some negative interests. In order to keep up positive qualities, they should be given a place and guidance to express the negative interests to be positive things. In this case, parents have the important role to change the negative interests to be the positive ones.

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