

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is aimed to explain two parts, conclusion and suggestion. The conclusion is explained based on the research finding and discussion. Then, the suggestion is to lead the further researcher on the same field.

A. Conclusion

The research has been conducted to analyze episodic plot elements by applying Jarvis's Major Dramatic Curve (2014), and to discover motifs by using Thompson's Motif-Index of Folk-Literature (1955) in novel *Alice's Adventures in Wonderland* by Lewis Carroll (1866). Based on the findings I, chapter I "Down the Rabbit-hole" is the one that employs seven important plot elements of Major Dramatic Curve, while chapter XII "Alice's Evidence" is the chapter with the less of plot elements. The chapter only has two plot elements; the climax and the new resting period or resolution. The most plot elements that occur in each chapter are inciting incident, rising action, and climax, while the less plot elements that occur in each chapter are crisis point and new resting period or resolution. It can be concluded that most chapters of *Alice's Adventures in Wonderland* as Carroll's work do not have sequential plot elements.

Furthermore, finding II shows that there are fourteen motifs that have been discovered as long the story. Those motifs are curiosity with the motif number is W137, magic underground journey with the motif number is D2131.1, person becomes magically smaller with the motif number is D55.2, person magically larger with the motif number is D55.1, person does not know himself with the motif number is J2012, absurd of lack of logic with the motif number is J2200, transformation by eating or drinking with the motif number is D550, riddles with 'none' as answer with the motif number is H881, rude retorts with the motif number is J1350, injustice punished with the motif number is Q296, punishment: beheading with the motif number is Q421, school of animals with the motif number is B234, senseless judicial decisions with the motif number is M1, and journey to

other world as dream or vision with the motif number is F1. From fourteen motifs, motif “transformation” and “absurd” are the most recurring motif as long the story. In addition, the class D (Magic) and the Class J (The Wise and Fool) are also dominant class of motif in the story Thus, Alice’s Adventures in Wonderland’ is story that contains many fantasy motifs and theme of absurdity

The occurrence of the motif of fantasy and absurdity are integral to the creation and development of the plot that bring Alice to the new adventure by encountering talking animals or strange creatures and their absurd ideas that are filled by imagination or fantasy. Fantasy constructs a surreal world in Wonderland that allows for a narrative unbounded by reality, while absurdity injects a sense of unpredictability. Together, these motifs create a unique and engaging narrative that has captivated readers. The interplay between these motifs and episodic structure of the plot ensures that Alice’s Adventures in Wonderland remain a profound exploration of human experience and imagination.

B. Suggestion

The research is not only conducted to conclude its immediate findings; but also sets the stage for continued exploration and application, thereby enriching the academic and practical landscape surrounding Lewis Carroll’s work. Therefore, the researcher suggest for future research could compare the episodic plot elements and motifs in Alice’s Adventures in Wonderland with those in other works of fantasy novels. This could provide deeper insights into how different authors utilize similar motifs and structures.

In addition, the research has limitation in identifying motifs, where it focuses on motif number, motif title, sub-type motif number, and sub-type motif title based on motif-index entry in Motif-Index of Folk-Literature. The motif-index entry that has not been discussed are culture in which the motif found, relative motifs, and tale type. Thus, for the next researcher hopefully could give deeper understanding towards those aspects.

For educational use, the research findings can be used to develop educational material that help students understand complex literary concepts. The educators can use the finding of this research to develop interactive and engaging teaching materials that highlight the episodic structure and motifs in Alice's Adventures in Wonderland.