

CHAPTER V

CONCLUSION AND SUGGESTION

There are two parts in this chapter, conclusions and suggestions. In conclusion, the author presents some conclusions concerning the result of the study discussed in the previous chapter. This chapter also gives some suggestions, which contain the views and suggestions of researchers for readers and also for future researchers.

A. Conclusion

After analyzing and discussing the results of the study, then the following conclusions are obtained.

Characterization is how the author describes the character so that the reader can know the nature or behavior of the character. Characteristics can also be seen from appearance, physical depiction, during dialogue, or what has been written by the author. There are two divisions in characterizations. There are direct characterization and indirect characterization. Direct characterization is, when the author has explained how the characteristics of the character are. Like "*He is very polite when he walks in front of his teacher*" the example beside is a direct characterization, because the author has already mentioned that the characteristics of the character are "polite". For indirect characterization, usually need to be analyzed first to find out how the characteristics of the meant character are. Such as "*When the teacher scolds him, he just stays silent*" the example beside needs analyzed first. It is the silence paying attention, ignoring, or even harboring anger.

Amir's characteristics are classified as good if he did not have a selfish and timid nature at that time, maybe the regret experienced would not have happened. Because he is defend of the truth. Amir is a boy who is not like usual. He prefers to stay at home, read books and write stories. It made his father quite disappointed because he expected his son to be tough like him, like boys in general. But because of his hobby of reading, it is not surprising that he became one of the smartest in his school. Then why did Amir feel so bad for his servant Hassan. Amir's feelings of guilt are right on the conflict section of the novel *The Kite Runner*. When Hassan desperately needed help, Amir only dared to look from a distance, closed his eyes and ran away from the tormented Hassan. Because he was afraid of getting hurt, afraid that something similar would happen to him. because of what he did that was why he felt so guilty and remorseful, that feeling of guilt continued to haunt him because he didn't dare admit his guilt to anyone until he grew up.

B. Suggestions

Based on research, discussion, and conclusions about analysis of Amir's characterizations and his regret in the novel *The Kite Runner* by Khaled Hosseini, henceforth some suggestions relating to this research will be put forward.

This research can contribute to all educational institutions to provide an insight into how conversations are really needed, especially for parents who are the first place of education. It is hoped that it will serve as an example when we have a problem to share with our family or maybe to someone we trust, so that there will be no misunderstanding, and maybe get a better solution. Also to avoid lies and even slander, because conversations between families are needed to

avoid unclear and uncontrolled emotions. For a child's skill, for example, Amir has different habits from other children, it's not a difference, but rather the ability he has in reading and writing. So don't bury a child's dream by forbidding him and forcing him to like what he doesn't like. Or even because they don't like something that other boys like, parents are indifferent and don't want to talk to their children, because it will make the child's nature to be evil, selfish, and wants all things that only he can have. And in the story, it is also caused by this, so Amir vents his anger on Hassan, and there is a regret that he will not forget. Hopefully it can be practiced in real life that making children have good characteristics is the main number, compared to chasing the number 100 but ignoring morals.

The benefits of this research for English language education are that teachers can provide reading habits through this novel, add a lot of new vocabulary and can be taught grammatical structure through the novel *The Kite Runner*. Provide moral education for students, because the story of the main character at that time was in accordance with the age of school children. And moral education at the age of 8-12 years is highly prioritized and needed. So this novel is very suitable to accompany teachers in teaching English and giving lessons about attitude. It can also provide motivation by telling the author of the novel *The Kite Runner* that the author is an Afghan for the first time to write his novel using English. So that students can get the message that anyone can speak English and even write very well if there is maximum determination and effort.