

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study was made to analyze the main character's character signs of courage and the factors that make her courageous. In order to do so, the writer analyzed the literature using one of the critical theories: the objective theory. Accordingly, the writer also analyzed the other intrinsic elements of fiction—setting, character and theme and the elements of autobiography—information about birth, family, and childhood, major events, and achievements. The writer used formalistic theory to interpret all of those elements.

After several reading and taking down notes, the answers of the problem statements are found. The writer finds the sign of Malala's courage; in terms of belonging, she was encouraged by her father and mother to pursue education, she was helped by her teachers in answering questions when she had her first interview, and she was promoted by the media in Swat Valley through articles and interviews that positively wrote about her campaign. In terms of mastery, she shows her competence by leading the class to learn Urdu, being the top in her class, enrolling herself in various activities, and helping her class fellows. While in terms of independence, Malala shows her ability to make decision in daily life like when she decided not to cover her face and set her goal to help girls getting education. Last, in terms of generosity, her generous personality can be seen from how she was moved when she saw the scavenger girl, she donated her money to help Kausar afford the school trip although she was in a humble situation, and she even donated some of her money by starting an educational foundation and building school laboratory and library at her school.

Then, the writer finds the answer of her second problem statement. Through Bandura's Reciprocal Determinism, the writer finds out the factors that make Malala courageous. The first factor is environmental factor. There are four environmental factors that shape Malala's courage, they are Pashtunwali, poverty,

Taliban, and her parents. While, the last factor or the second factor in shaping Malala's courage, is cognitive factor. In cognitive factor, the factor is Malala herself. After all environmental factors that affect how Malala can act so courageously, it is Malala herself that decides her action. Malala's belief that education is a human right for both boys and girls, has made Malala willing to do anything in her power to help those who cannot go to school because of poverty, social norms, and war.

Beside her belief, her wish to see peace in every home, every village, every street, and every country, so that girls do not have to worry to pursue education, drives her to be courageous to fight for the right of education.

5.2 Suggestions

There are four suggestions that the writer has—to the English Department students of the Widya Mandala University, to the university itself, to other researchers who want to study *I am Malala* further and to parents and teachers who want to raise their children or students to have courage.

First, to the students of English Department of Widya Mandala University, the writer would like to say that literature is one of the windows to knowledge. It is through literature that one can learn from someone else's mistake, it is through literature that one can understand the process of someone else's achievements, it is through literature that one can comprehend someone else's feeling, and it is through literature that one can live thousands of lives and learn from the lives that one experience through reading. The experience of reading is a journey through time and place without having to move. Moreover, when the book is written in English, the readers can learn new vocabulary and culture. Since English books can be pricey, the writer suggests that the students of Widya Mandala visit the library. It has a lot of great collection of literature, especially the classic ones, with beautiful cover that you can hardly find outside the library.

Second, the writer would like to suggest the English Department of Widya Mandala University to make a compulsory literature discussion class. It will give the English students a chance to enhance their language skills. It will hopefully also cultivate a love of reading to some.

Third, to other researchers who want to study I am Malala, the writer realizes that in this study, the writer only limits her analysis into intrinsic elements of autobiography and the courage of Malala. The writer hopes and suggests that it is more likely for the other researchers to broaden the scope of the study regarding this autobiography of Malala Yousafzai, I am Malala, into analysis through the extrinsic elements or through the other qualities that can be found in Malala.

Fourth, to parents and teachers, the writer suggests that the values found from from Malala and her family is worth to be learned. The strong bond in Malala's family has helped Malala through difficult times and their freedom to give Malala's independence has shaped Malala to have courage and be responsible for the act she does. The writer hopes that parents and teacher can learn from both Malala's father and mother.

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