# **CHAPTER V**

# CONCLUSION AND SUGGESTION

#### V.1. Conclusion

The research question of this thesis is "What is the dilemma in Bernard Shaw's *the Doctor's Dilemma*?" After analyzing the drama, the writer can now answer the question not only within the scope of the play, but also within the wider scope of the medical profession.

The conflict of the play which triggers the dilemma in *the Doctor's Dilemma* is; when resources are limited and more than one person requires treating, who should the doctor help?

Within the situation of the play, this applies to two of the characters, Louis Dubedat and Dr. Blenkinsop. The resource that is limited in the play is the knowledge of the correct of treatment; there are only "handful" of people who have the knowledge and skills to perform the treatment. So the doctor's dilemma is which of the two characters should be treated. The final decision was made by Ridgeon, but only after he had consulted his colleagues and taken time to get to know the people involved. The views of Ridgeon and his colleagues is that he should save the best

man. Ridgeon chose Blenkinsop. In the end, the final decision was actually influenced by something other than who was the better man; it was the feelings of Ridgeon. It was Ridgeon's feelings towards Louis' wife that influenced his decision to allow Louis to die.

The writer believes that the purpose of the play is to criticise doctors and how they can abuse the power and trust that they have. People trust that the doctors who treat them are the best people to make these decisions, and that they base them purely upon the medical information that is available at the time of the decision. What the play highlights is that doctors are ordinary people too. They do not have a divine sense of judgement that is greater than other people. They still have to battle with their own prejudices and feelings too. If there is a patient or a friend or relative of a patient, he expects doctors to do everything they can to help. In those times he never question whether there are there enough doctors to treat him or if there is someone else requiring the treatment. If there is someone else, it is rare for us to question who is the most deserving. In these cases the decision must be made by the doctor, as they should be unbiased. What the play does emphasize is that although the doctor must make the decision, they also must be accountable for their actions. They must be able to justify why they choose one person or the other. It is for this reason that, although the public have to place some trust in doctors to make these difficult decisions, it can not be relied upon doctors to regulate themselves. Like all other humans, there may

be some that are not as honest as others, and the society must do whatever it can to minimise the damage that these people can cause.

After reading the drama and analysing the characters and the actions of the characters, the writer concludes that being a doctor is more than someone who prescribes medicine. The job of a doctor is to manage life or death decisions. This is more than should expect one person to do perfectly on their own. For this reason, government should regulate what they do, and society should do whatever they can to support doctors and understand that they are just ordinary people too.

### V.2. Suggestions

This thesis is made for all the readers, whether from Widya Mandala University itself or public. The writer just hopes that by reading this thesis, the readers will know a lot about life and how to treat others. Reading drama or literature itself will bring lots of knowledge. The writer also suggests that the readers read lots of literature works because this will be very useful in their life in the future. Furthermore, it contains lots of human values in it. For the teacher and lecturer, they sometimes have dilemma in doing their job, they should be able to control dilemma, and think about it clearly and find the way out to solve it. For the doctors in general, they should help and save everyone's life whether they are from poor family or rich.

They shouldn't differentiate the patient from the social status or how much money that they have. The doctors should be able to treat all the patients nicely without differentiating anything.

### **BIBLIOGRAPHY**

- Anonymous, 1998. "Introduction to reading drama." Nevada University. 28 October, 2004 < http://www.ccsn.nevada.edu/english/lab/CHARACT.htm
- Bary, Raymond W, A.J Wricht. 1966. Literary Terms. California: Chandler Publising Co.
- Carter, RA and Long, MN. 1991. *Teaching literature*. Longman
- Delahoyde, Michael. "Introduction to Literature". 11 September 2004. <a href="http://www.wsu.edu/~delahoyd/crit.intro.html">http://www.wsu.edu/~delahoyd/crit.intro.html</a>
- DiYanni, Robert. 1990. ed. *Literature: Reading Fiction, Poetry, Drama, and the Essay*.

  2nd ed. New York: McGraw-Hill.
- Gale, Thomson. 2001. "Glossary of Literary Terms" Gale group. 22 May, 2004. http://www.galegroup.com/free\_resources/glossary/glossary\_im.htm
- Goodvin, Renee. 1998-2004. "Literary Criticism." 28 November 2004. <a href="http://literaryexplorer.blondelibrarian.net/crit.html">http://literaryexplorer.blondelibrarian.net/crit.html</a>>
- Henny. 2003. *The Question of who is worth saving in Shaw's Drama "The doctor's Dilemma"*. Thesis. Surabaya: Program Studi Pendidikan Bahasa dan Seni Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala.

- Jaffe, Andria and Virgil Scott. 1968. "Conflict", *Studies in the Short Fiction*. New York: Holt Rinehart and Winston, Inc.
- Kennedy, X.J. 1979. *An Introduction to Fiction, Poetry and Drama*. 2<sup>nd</sup> Ed. Boston: Little Brown & Co.
- Lasagna, Louis. 1964. "Hippocratic Oath-Modern Version". Academic Dean of the School of Medicine at Tufts University. 18 March, 2006. <a href="http://www.pbs.org/wgbh/nova/doctors/oath\_modern.html">http://www.pbs.org/wgbh/nova/doctors/oath\_modern.html</a>
- Little, graham. 1966. Approach to Literature: an Introduction to Critical Study of Content and Method in Writing. Marrickville, N.S.W: Science press.
- Morris, William, ed. 1980. *The American Heritage Dictionary of the English Language*:

  New College Edition. Boston: Houghton Mifflin.
- Neuman, W. L. (1997). Social research methods: Qualitative and quantitative approaches (3rd Ed.). Needham Heights, MA: Allyn and Bacon.
- Reinert, Otto. 1964. "Definition of Drama". *Drama: an Introductory Anthology*. Boston: Little Brown & Co.
- Shaw, Bernard. 1960. *The Doctor's Dilemma*. Longmans, Green & Co.
- Shaw, Harry. 1972. A *Hundred Literary Definitions Extracted from Concise Dictionary* of Literary Terms. New York: McGraw Hill, 1976. 28 October 2004. http://people.emich.edu/gcross1/lit\_101.htm

- Sheehan, Mark. 2001. "Literary terms." 8 May, 2004. <a href="http://www.wallingford.k12.ct.us/our\_schools/high\_schools/mark\_t\_sheehan/sear-ch\_departments/english/mr\_robert\_kovi/notes\_and\_handouts/literary\_terms/index.html">http://www.wallingford.k12.ct.us/our\_schools/high\_schools/mark\_t\_sheehan/sear-ch\_departments/english/mr\_robert\_kovi/notes\_and\_handouts/literary\_terms/index.html</a>
- Vtheatre.net. 2005. "Dictionary of Terms." 28 May 2005. http://www.vtheatre.net/thr/dic.html
- W.W.Norton & Company. 2001. ""The Norton Introduction to literature." 22 May, 2004. <a href="http://www.wwnorton.com/college/english/litweb/glossary\_s.htm">http://www.wwnorton.com/college/english/litweb/glossary\_s.htm</a>