

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the legitimate and simplified understanding which arranged in the form of conclusion. There is also denotes the suggestion in regard the sake of the continuation of this subject research and the attention into the object.

5.1 Conclusion

This study aimed to analyze the forms of focalization employed in Anthony Reynolds' *Ruination* using Mieke Bal's theory of focalization and to examine how focalization contributes to the portrayal of negative childism through Elisabeth Young-Bruehl's theory of childism.

Regarding the first research objective, the findings demonstrate that *Ruination* employs two primary forms of focalization: internal focalization and external focalization. Internal focalization is the dominant narrative technique throughout the novel, with Kalista functioning as the principal focalizer. Through her thoughts, emotions, judgments, and reflections, readers gain privileged access to the narrative world and interpret the actions of other characters, particularly Viego, from her subjective perspective. This narrative strategy allows the novel to reveal psychological conflicts, political concerns, and moral evaluations while simultaneously limiting readers' understanding to Kalista's consciousness. In contrast, external focalization appears in scenes emphasizing observable actions and physical behavior. Rather than revealing characters' inner thoughts, the narrator presents events objectively through visible movements, gestures, and interactions, encouraging readers to infer characters' emotional states independently. The combination of internal and external focalization creates a balanced narrative structure that alternates between psychological intimacy and observational distance.

Regarding the second research objective, the analysis reveals that focalization plays a significant role in constructing the representation of negative childism in the novel. Through internal focalization, readers repeatedly experience Viego's character through Kalista's perceptions, which consistently portray him as emotionally unstable, inexperienced, impulsive, and dependent upon adult guidance. This perspective reinforces adult-centered assumptions that Viego lacks sufficient competence to govern independently and therefore requires continuous supervision. Meanwhile, external focalization supports these representations by depicting Viego's actions from an observational perspective without granting direct access to his internal consciousness, allowing adult interpretations of his behavior to dominate readers' understanding.

Furthermore, the findings indicate that two forms of negative childism identified by Young-Bruehl narcissistic childism and obsessive childism are consistently represented throughout the novel. Narcissistic childism is reflected in adult characters' tendency to define Viego's identity, leadership potential, and future according to their own expectations and political interests, thereby limiting his autonomy and treating him as an extension of adult responsibility. Obsessive childism is manifested through continuous supervision, guidance, and control exercised by adult authority figures, particularly Kalista, who internalizes the dying king's command to guide, protect, and regulate Viego. Although these actions are motivated by care and responsibility, they ultimately reinforce unequal power relations that deny Viego the opportunity to develop independent judgment and self-determination.

Therefore, this study demonstrates that focalization functions not merely as a narrative technique but also as an ideological mechanism that shapes readers' perceptions of childhood, authority, and autonomy. By privileging Kalista's perspective, *Ruination* constructs Viego primarily through adult interpretations, illustrating how narrative perspective can reproduce childist assumptions about young people's competence and agency. Consequently, the novel suggests that prejudice against children does not always emerge through explicit hostility but may also operate through seemingly benevolent forms of protection, guidance, and

responsibility that ultimately restrict children's independence. These findings confirm that Bal's theory of focalization and Young-Bruehl's theory of childism complement one another in revealing how narrative perspective contributes to the construction of power relations between adults and children in literary texts.

5.2 Suggestions

Based on the findings of this study, several suggestions are proposed for future research and literary studies.

First, future researchers are encouraged to explore *Ruination* using different narratological approaches, such as Gérard Genette's narrative discourse, Seymour Chatman's narrative communication, or Wayne C. Booth's implied author theory. These approaches may provide broader insights into the novel's narrative structure, characterization, and ideological construction beyond focalization.

Second, future studies may further investigate the representation of childism in literary works by examining other categories proposed by Elisabeth Young-Bruehl, such as hysterical childism or obsessional childism, or by comparing childism across different literary genres and cultural contexts. Comparative studies involving fantasy novels, young adult fiction, or historical fiction could enrich the understanding of how adult-child power relations are represented in literature.

Third, researchers are encouraged to analyze *Ruination* from other literary perspectives, such as psychoanalytic criticism, feminism, trauma theory, postcolonialism, or discourse analysis. Such approaches may reveal additional dimensions of the novel that were beyond the scope of this study, particularly regarding identity formation, political authority, grief, and social hierarchy.

Finally, this study is expected to contribute to the development of literary criticism by demonstrating that narrative perspective is not merely a stylistic element but also an important mechanism for constructing ideological meanings. Readers and literary scholars are encouraged to critically examine how focalization influences the representation of characters and shapes perceptions of authority, childhood, and autonomy. By recognizing these narrative strategies, readers can

develop a more critical understanding of how literary texts construct power relations and social values.

