

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter focuses on discussing the result of the research that have been done by the researcher.

A. Findings

In this segment, the researcher shows the results of data analyzed from 36 students as respondents in this research. However, because of the absences, the number of respondents was reduced to 31 students. Although it does not achieve the total number of respondents, this research is still relevant because it focuses on exploring the data in depth. In this research, each response can contain multiple types of response. Since each of the 31 students responds to 10 questions, so there are 310 raw responses to be analyzed.

1. Tenth Grade Students' Responses to the Film *Akeelah and the Bee*

Textual Responses

This response has several indicators that can be used to identify whether a response can be categorized into it or not namely story structure, plot, characters, genre patterns, narrative characteristics. After categorized students' responses into five types of reader response, researcher found 126 (32.73%) responses which categorized as textual response. This type of response appears second most after psychological response. Below are several examples of textual responses:

Q1: What happens in the beginning, middle, and end of the story?

Original Response:

HDM: *"Pada awal cerita, Akeelah adalah seorang gadis pintar yang tinggal di South Los Angeles dan menemukan bakatnya dalam mengeja kata. Di pertengahan*

cerita, ia mengikuti banyak lomba mengeja. Di akhir cerita, Akeelah menjadi lebih percaya diri dan berhasil dalam national spelling bee.”

English Translation:

HDM: “At the beginning of the story, Akeelah is a smart girl who lives in South Los Angeles and discovers her talent for spelling words. In the middle of the story, she joins many spelling competitions. At the end of the story, Akeelah becomes more confident and succeeds in the national spelling bee.”

This response is categorized as textual response because student actively retells the events in the film. The fact that he uses some phrases such as *at the beginning of the story*, *in the middle of the story*, and *at the end of the story* showed that he focusses to explain story structure happens in the film. Not only that, but he also mentions a phrase *a smart girl* which then refers to the Akeelah’s character. This is in line with Beach’s theory which states that textual response focusses on more things such as story structure, characters, and plot. Furthermore, the response shows that student demonstrates critical thinking aspect because he interprets, understands the story, arranges the sequence of events that happens at the beginning, middle, and end, as well as retells the content of the film in his own words.

Q2: What is the main problem faced by Akeelah and how does she solve the problem?

Original Response:

MAL: “*Akeelah memiliki masalah dalam kemampuan mengejanya, tetapi Akeelah bisa menyelesaikan masalahnya dengan usaha dan kerja kerasnya, juga melatih kemampuan mengejanya.* “

English Translation:

MAL: “Akeelah has a problem at her spelling skills, but Akeelah can solve the problem with her effort and hard work, also train her spelling skills.”

This response is also categorized as textual response because student still refers to the story in the film, where the sentence *“Akeelah has a problem at her spelling skill”* and *“Akeelah solves it with hard work”* are the facts. This result is in line with Beach’s theory which states that textual response is not only focus on story structure but also on character and events in the film.

This is supported by interview result as follows:

Original Response:

“Akeelah pada awalnya dia memiliki masalah yaitu malu dan takut akan kegagalan, tapi dia akhirnya dapat menghadapi masalah itu dengan kerja kerasnya dan dukungan orang disekitarnya.”

English Translation:

“Akeelah initially had a problem, which was being shy and afraid of failure, but she eventually managed to overcome that problem through her hard work and the support of the people around her.”

This response shows that student gives a detailed explanation about challenges faced by Akeelah and how she solves them which could not be separated from her hard work and the people around her. Furthermore, this finding indicates that student focusses on the character’s conflict and resolution, which are important elements of the story. Additionally, student analyzes and identifies the relationship between problem faced by Akeelah and the way she solves them. It means that student demonstrates one of critical thinking indicators.

Q8: How do her family and friends support her?

Original Response:

CAS: *“Keluarganya membantunya belajar di rumah, temannya di lingkungannya menilai dia saat dia lompat tali, dan seluruh komunitas bersatu untuk menyediakan dukungan finansial dan moral yang ia butuhkan untuk sampai ke final.”*

English Translation:

CAS: “Her family helps her study at home, her friends in the neighborhood quiz her while she jumps rope, and the entire community rallies together to provide the financial and moral support she needs to get to the finals.”

That answer can be categorized as textual response because she focusses on retelling actions and events happen in the film. She explains how Akeelah’s family, friends, and community support her in various ways. Through this response, it shows that she understands the relationship between characters and events happen in the film. In addition, the student demonstrates one of critical thinking aspect. She interprets and understands the information in the film, identify support forms accepted by Akeelah, and retells the story with her own words.

Experiential Response

There are several indicators so that a response can be categorized as experiential such as identifying themselves with the characters, visualizing scenes or events, relating personal experiences to the text, and building their own understanding of the textual world. After analyzing the data, there are 57 (14.81%) experiential responses that appear among students’ responses. Below are several examples of experiential responses:

Q3: Have you ever experienced a similar thing like Akeelah? Please explain!

Original Response:

MFAB: “*Ya, pernah. Saat waktu saya mengikuti lomba taekwondo saat SMP, saya tidak pernah menyerah dalam latihan dan mengikuti lalu menang dan mendapat sabuk merah.*”

English Translation:

MFAB: “Yes, I have. When I join a taekwondo competition in junior high school, I never gave up during training or the competition. Then, I won and received a red belt.”

Original Response:

ZNI: *“Saya belum pernah mengalami hal seperti Akeelah”*

English Translation:

ZNI: “I have never experienced anything like Akeelah.”

The responses above present two different situations in responding to question number 3. MFAB’s response shows that he connects events in the film with his life experience. He retells the moment when he participated in a taekwondo competition when he was in junior high school. Just like Akeelah, he tried his best and won the competition. This is in line with the experiential category proposed by Beach where readers connect the text to their life experiences. Furthermore, MFAB’s reaction reflects on one of critical thinking aspect. He interprets and understands Akeelah’s experiences and connects them to a similar situation in his life. Meanwhile ZNI’s response shows that she has never experienced a similar thing like Akeelah, however her response is still considered as an experiential response because she compares her own life history with Akeelah’s situation. According to Beach, this type of response happens because readers try to look back at their own lives to understand the story.

Q4: What would you do if you were in Akeelah's situation?

Original Response:

RDI: *"Saya akan tetap fokus pada tujuan-tujuan saya, mengabaikan buli, dan mencari seorang mentor untuk membantu saya meningkatkan skill saya."*

English Translation:

RDI: "I would stay focused on my goals, ignore the bullies, and find a mentor to help me improve my skills"

RDI's answer shows a strong connection to Akeelah, the main character in the film. This response indicates that she tries to visualize herself if she were in the Akeelah's situation by giving a detailed explanation about the efforts that she would do to win the competition. She mentions a situation where she will stay focused by ignoring things that will bother her and finding any help for better skill improvement. Although she does not describe a personal experience similar to Akeelah, however she tries to identify with the main character and engages with the film by considering what she would respond to it. Therefore, this response reflects the characteristics of an experiential response. Furthermore, RDI demonstrates one of the critical thinking aspects, particularly inference. She develops ideas from the given information where she takes information from Akeelah's situation in the film, then develops idea about what she would do if she were in a similar situation. She also predicts the action that she would do in the future.

Psychological Response

This type of response has several indicators so that a response can be classified as a psychology category. This includes the indicators such as cognitive process (reasoning, concluding, comparing, making interpretations, understanding cause

and effect), readers' thoughts, the character's emotion and feelings, motivations, inner conflicts, and psychological reactions toward characters in the film. According to the data, this type of response is the most dominant type among students responses with 154 occurrence (40.00%). Below are several examples of psychological responses:

Q5. How does Akeelah feel during the competition?

Original Response:

SAP: *"Dia merasa gugup dan tertekan pada awalnya, namun perlahan ia merasa bangga dan bersemangat seiring dengan keberhasilannya."*

English Translation:

SAP: "She felt nervous and seemed under the pressure at first, but gradually she became proud and excited as she experienced success."

This response is categorized as a psychological response because the student demonstrates one cognitive process, particularly comparing. She compares Akeelah's mental condition, which was initially nervous and full of pressure, then feeling proud and excited over time. This response also reflects how student understands the character's emotion and the psychological condition that changes during the competition. Furthermore, student analyzes and identifies the character development and the factor that caused it. It indicates that student demonstrates one of critical thinking indicators.

Q6: Do you think Akeelah becomes more confident? Why?

Original Response:

DA: *"Ya, karena berhasil membuktikan kemampuannya kepada dirinya sendiri dan orang lain, serta mendapat dukungan besar dari orang sekitar."*

English Translation:

DA: “Yes, because she successfully proved her abilities to herself and others, and she received a big support from the people around her.”

Original Response:

NWS: *“Ya, karena ia terus berlatih, mendapat dukungan dari guru dan keluarganya, serta berhasil membuktikan kemampuannya dalam lomba mengeja.”*

English Translation:

NWS: “Yes, because she kept practicing, received support from her teacher and family, also successfully proved her ability in spelling competition.”

Both responses above can be categorized as psychological responses because they show one cognitive process, particularly understanding cause and effect. Students give detailed explanation about the causes of why Akeelah becomes more confident over time. Furthermore, students demonstrate one critical thinking aspect because they analyze and identify the relationship between Akeelah’s confidence and the factor that contributes to it. This is in line with theory by Facione (1990) who states that analysis is a skill that recognizes the connection among ideas or information.

Q7: How do people around Akeelah influence her journey?**Original Response:**

SAP: *“Sangat berpengaruh, sementara keluarga dan komunitas memberi kekuatan moral yang membuatnya tidak merasa sendirian.”*

English Translation:

SAP: “It greatly influenced her, while her family and community provided moral support that made her feel less alone.”

SAP’s response also can be categorized as psychological response. While responding to the film, she plays with her cognition, understands the cause and

effect between the support Akeelah received from her family and community with Akeelah's feeling. This is in line with reader response theory by Beach who explains that psychological response includes cognitive processes such as reasoning, concluding, comparing, making interpretations, understanding cause and effect. In addition, she demonstrates one aspect of critical thinking because she analyzes and identifies the relationship between moral support that Akeelah's received and Akeelah's feeling.

Social Response

There are several indicators in this response, including readers attention to social aspects such as community perspective, attitudes, or values presented in the story, discussion sessions, interaction with other readers, or the change of opinion after being involved in the social discussion that discuss about the related text. When the response matches with one of those indicators, so the response can be categorized as a social response. The result of the data analysis shows that social response appears 9 times (2.34%). Here are several examples of social responses found among students' responses.

Q9: How is education viewed in Akeelah's community in the film?

Original Response:

RS: *"Awalnya dianggap kurang penting dan banyak orang kurang percaya pada kemampuan anak-anak, namun Akeelah berhasil, pendidikan mulai terlihat sebagai hal yang penting dan bisa membawa masa depan lebih baik."*

English Translation:

RS: "At first, considered unimportant and many people do not really believe at children's ability, but Akeelah succeeded, and education started to be seen as something important that can lead to a better future."

Original Response:

DA: *“Awalnya dianggap remeh "sok pintar" namun akhirnya menjadi simbol kebanggaan dan harapan bagi seluruh komunitas. “*

English Translation:

DA: “At first, it was underestimated and considered “know it all”, but eventually it became a symbol of pride and hope for the entire community.”

Both responses can be categorized as social responses because they identify how Akeelah and academic achievement are perceived by the people around her. The phrases *considered unimportant* and *underestimated and considered “know it all”* show social judgments and community behavior towards educational success. Furthermore, both students demonstrate critical thinking aspects. RS demonstrates interpretation and inference because she interprets the meaning of education in the community, she also makes a conclusion of how Akeelah’s success shows that education is important for changing the future and it can also change the way the community perceives the children’s potential or ability. Meanwhile, DA shows three aspects such as interpretation, inference, and analysis. She interprets the change in society’s perception of Akeelah, who was at the first considered “a know-it-all” but later became a “symbol of pride”. She also makes conclusion about society’s perception towards Akeelah and analyzes the relationship cause and effect as well as social changes.

Cultural Response

This type of response has several parameters in determining whether a response can be categorized as a cultural response or not. These includes cultural values, beliefs and religion, moral values, social norms, historical background, and

educational background. The result of the data analysis found 39 (10.13%) cultural responses among students' responses. Below are the examples of cultural responses:

Q9: How is education viewed in Akeelah's community in the film?

Original Response:

RSG: "*Pendidikan dipandang beban sosial dan alat pemberdayaan bagi siswa.*"

English Translation:

RSG: "Education is viewed as a social burden and a tool of empowerment for students."

Original Response:

AAP: "*Pendidikan dilihat baik oleh masyarakat sekitar Akeelah.*"

English translation:

AAP: "Education is seen positively by the community around Akeelah."

Those responses above highlight how education is viewed in Akeelah's community. RSG explains that education in the film is seen as a social burden and an empowerment tool, while AAP states that education is seen positively by the people around Akeelah. These responses can be categorized as cultural responses because students focus on the community's beliefs and attitudes towards education. Their responses indicate that cultural values influence how education is perceived in the community. In addition, both students demonstrate critical thinking indicator because they interpret and explain the meaning of education for the community based on their understanding of the film content.

Q10: How does Akeelah's background influence her succeed?

Original Response:

KAP: *"Keterbatasan ekonomi membuatnya harus berjuang lebih keras, namun hal itu justru membentuk mentalnya menjadi lebih kuat dan tangguh."*

English Translation:

KAP: "Economic limitations made her struggle harder, but they also helped to shape her into a stronger more resilient person."

Original Response:

CAS: *"Latar belakangnya yang sederhana memberinya 'ketangguhan' dan tekad yang unik. Perjuangan bersama di lingkungan tempat tinggalnya menjadi motivasinya. Dia tidak hanya mengeja untuk dirinya sendiri; dia mengeja untuk semua orang yang pernah diberitahu bahwa mereka tidak bisa berhasil."*

English Translation:

CAS: "Her humble background gives her a unique "grit" and determination. The collective struggle of her neighborhood becomes her motivation. She isn't just spelling for herself; she is spelling for everyone who was told they couldn't succeed."

Both responses above are categorized as cultural responses. This is because when responding to question number ten, students focus on how Akeelah's social and economic background as well as her life circumstance, influence her success. KAP highlights how Akeelah's economic background shapes her into strong and resilient person, while CAS highlights how Akeelah's humble background and the collective struggle of her community become her motivation to succeed. Furthermore, KAP interprets and understands Akeelah's condition who has economic limitations and life struggle, she also makes conclusion about how Akeelah's condition made her into a stronger more resilient person. Meanwhile, CAS interprets and understands Akeelah's humble background and struggle, she also makes conclusion that Akeelah's conditions make her more motivated. Those

indicate that they demonstrate critical thinking indicators, particularly interpretation and inference.

2. The Most Dominant Types of Students' Responses to the Film *Akeelah and the Bee*

To answer the second research question, the researcher distributed the data and then analyzed it. After that, the researcher displays the number total of each response and its percentage in the table 4.1 below:

Table 4. 1 Types of Reader Response

No	Students' Response	Type of Responses	Type of Responses	
			Number	Percentage
1	310	Textual Response	126	32.73 %
2		Experiential Response	57	14.81%
3		Psychological Response	154	40.00%
4		Social Response	9	2.34%
5		Cultural Response	39	10.13%
Total			385	100%

The data in the table above shows that from 310 responses, there are 385 types of responses found among students. It also shows that the most dominant type of responses among students is psychological response with 154 occurrences (40.00%), followed by textual 126 occurrences (32.73%), experiential 57 occurrences (14,81%), cultural 39 occurrences (10.13%) and social 9 occurrences (2.34%).

B. Discussion

According to the findings, there are five types of responses that appear among tenth grade students at MAN 1 Grobogan namely textual, experiential, psychological, social, and cultural. The most dominant type is psychological response followed by textual, experiential, cultural, and social. Further explanations are presented below:

1. Psychological Response

Psychological response becomes the most dominant type with 154 occurrences (40.00%). The dominance of psychological response indicates that students tend to focus on Akeelah's emotions, motivations and psychological development through the film. This includes personal things about the character such as the challenges faced by Akeelah and the way she solves them. In responding to the questions, students often demonstrate cognitive processes such as connecting cause and effect, reasoning, and comparing different situations. Furthermore, they also understand Akeelah's feelings and the factor that influenced her success. This finding may be influenced by the film itself. Through the story, *Akeelah and the Bee* film depicts Akeelah's character development through her struggle when joining the competition and how her emotions are shown in the film through the dialog, facial expressions, gesture, and the various situations she faces. These elements help students to pay attention to her personal feelings more clearly. As a result, students may be engaged with psychological elements rather than other issues presented in the film. This result is in line with Beach (1993) who states that psychological

response focuses on more the character's emotion, motivations, and inner conflicts.

2. Textual Response

This response becomes the second most dominant type among students with 126 occurrences (32,73%). This finding indicates that students pay attention to textual elements in the film. They can mention the sequence of the events, understand the role of each characters, and explain how those characters contribute to the Akeelah's journey. This suggests that students not only watch the film, but they also engage with the narrative elements. It can be seen from their ability to understand the story structure and the relationship between characters and events. The result is in line with Beach (1993) who states that textual response focuses on reader's attention towards elements in the film such as plot, characters, and events.

3. Experiential Response

Experiential response is the third type of response that appears the most with 57 occurrences (14.81%). This finding indicates that students tend to focus on connecting personal experiences with the situations, feelings, or emotions of Akeelah's character. This can be seen through students' answers to question number 3, where most of them relate their emotional and physical experiences to Akeelah's situation. Some of them write that they have experienced similar things to Akeelah, while others may just feel the same emotions as Akeelah, and there are some students who state that they have never experienced things similar to Akeelah. Although not all responses indicate similar to the character's

experience, students use their thoughts to connect their answers with the events they have experienced before. This type of response may be influenced by the Akeelah's character, since she is also a student who struggles with her life and passion. Furthermore, this finding is in line with Beach (1993), which states that experiential responses occur when readers connect the story in the literary text to their own life experiences.

4. Cultural Response

Cultural response appears with 39 occurrences (10.13%). This finding shows that most of students engage with cultural values and social norms when responding to the film. Most of them explain how education is viewed in Akeelah's community and how Akeelah's background becomes her motivation to succeed. From their responses, it can be seen that students are not only seeing at the character individually, but also at how cultural values and community attitudes shape her life. This type of response may be influenced by the film itself, since *Akeelah and the Bee* film presents a cultural context such as economic struggle, community support and attitudes towards education. These aspects help students to understand that Akeelah's success is not only about personal effort but is also influenced by the community around her. This is in line with Beach (1993), who states that a cultural response focuses more on cultural values and beliefs.

5. Social Response

This response appears 9 occurrences (2.34%). This amount is the smallest among other types of response. This finding shows that students rarely

focus on social context and community perspectives in the film. Most of them highlight how people around Akeelah perceive her achievement, especially the change of attitude from underestimating Akeelah's ability to finally supporting her. This indicates that students produced social response less frequently rather than psychological and textual responses. This may be influenced by how the film focuses more on Akeelah's journey than on the social context surrounding her. In addition, this finding is still consistent with Beach's (1993) theory, which explains that readers may respond to the social aspects such as social attitudes and community perspectives.

Overall, the findings show that students mostly focus on psychological aspects when responding to the film *Akeelah and the Bee*, followed by textual and experiential. Meanwhile, cultural and social responses appear less commonly. This indicates that students tend to pay more attention to Akeelah's feelings, story structure, and her experiences rather than the social and cultural context. It can be seen that the film *Akeelah and the Bee*, which presents a strong journey of Akeelah, influences how students respond or interpret the story.