

CHAPTER V

CONCLUSION, IMPLICATION, SUGGESTION

This chapter contains conclusion of the research, implication, and suggestion for future research. This includes the explanation of research conclusion, implication for researcher, students, and teacher based on the finding, and suggestion for the future researcher who wants to conduct the similar topic or research.

A. Conclusion

Based on the data analysis, the researcher found five types of Reader-response among tenth grade students namely psychological as the most dominant type with 154 occurrences (40.00%), textual 126 occurrences (32.73%), experiential 57 occurrences (14.81%), cultural 39 occurrences (10.13%) and social 9 occurrences (2.34%). Psychological responses are mostly about students' responses towards Akeelah's emotional journey, indicating that students tend to focus on Akeelah's emotion, motivation, challenges, and personal development. Meanwhile, textual response shows that students are able to understand plot, story structure, and other textual elements in the film. Furthermore, experiential response indicates that students connected the film with their personal experiences. Moreover, cultural and social response appears less frequently, it indicates that students responded less to social and cultural aspects than to psychological and textual aspects.

In addition, students also demonstrate several indicators of critical thinking skill, particularly interpretation, analysis, and inference. It is also found that

students are able to get points from story of the film, interpret some scenes to draw their meaning, identify cause and effect occurrences and make conclusion. The finding shows an important role of literature in stimulating and shaping students' critical thinking. Overall, film *Akeelah and the Bee* present valuable story that encourage students to response to the text, engage with various reader-response type and critical thinking skills. The film about Akeelah's struggle and journey development influenced students to respond and interpret to the story.

B. Implication

1. Theoretical Implication

The theoretical implication of this research support the reader response theory by Beach (1993) which explain that readers may produce different type of response when they interact with the text. The finding shows that student demonstrate five types of reader-response namely psychological, textual, experiential, cultural, and social responses after watching film *Akeelah and the Bee*. The dominance of psychological response indicates that students tend to engage more on character's emotion, psychological condition, motivations, and personal development.

2. Practical Implication

a. Teacher

Since the findings show that students engage and actively respond to the story in the film, teacher can use film as one of alternative medium to teach literature. Teacher may also use film to create fun and interactive

literature learning and motivate students to participate actively in interpreting the story and developing their critical thinking skills.

b. Student

This research show that when students responding to the story in the film, they have opportunities to express their feeling and share their personal experiences, which may also help them develop their critical thinking skills. By engaging with film as literary text through reader response activities, students can become more active and reflective readers or viewers.

c. Future Researcher

This research can be a reference for future research who are interested in reader-response theory, especially in exploring students responses toward film as literary text. It also helps future researchers understand different type of reader response that students may produce when responding to the film. This understanding can be useful to conduct the similar studies in different educational level or different literary works.

C. Suggestion

a. Suggestion for the Teachers

Based on the findings, teachers can use film as one of alternative medium to teach literature in the classroom. Teachers can also provide open-ended questionnaires so that students can express their own interpretations, thoughts, and experiences. In this way, students may be more active and engage in responding to literary work and develop their critical thinking through it.

b. Suggestion for the Students

According to the findings of this research, students are expected to be more active when responding to literary text. They may construct their own interpretation when reading or watching literary work. Through this way, it is hoped that they can express their opinion, build emotional awareness, develop their critical thinking, and understand that different responses are possible and normal when respond to the literary text.

c. Suggestion for Future Researchers

For future researcher, they can conduct similar research with different literary work, educational context, and participation. They can use different theory or combine it with other relevant theory to provide a broad understanding of students' responses to literary work.