

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws conclusion of the discussion in the previous chapter. This collects the essence of result analysis and construes them in concluding remark for further researches concerning with middle school readers' response. This section ends with recommendation for future studies.

5.1 Conclusions

This study was designed to investigate the way middle school readers made meaning on Jeff Kinney's *Diary of A Wimpy Kid*. Through this way, this study also investigated what categories of readers they were and meaning behind the categorizations. Several findings have been figured out to answer the questions and the most prominent one is concluded below.

In terms of making meaning, this study formulated that six middle school readers of Jeff Kinney's *Diary of A Wimpy Kid* made meaning in each Langer's (1991) stages with different ways. However, only half of readers who successfully survived and followed first stage until fourth stage of Langer's (1991) making meaning process. The other half failed in the last stage of Langer's (1991) making meaning process which dealt with objectifying and evaluating process.

Meanwhile, in terms of categories of readers, six middle school readers were in the continuum of proficient and less-proficient. There was only a reader who was categorized as the most proficient readers while four readers were in the middle of continuum and another reader was categorized as the least of proficient reader. What makes them in different categorization was the way they survived in both evocation and reflection. The most proficient reader succeeded to evocate and to reflect on the text by staying the text. On the other hand, the least proficient readers failed in both evocative and reflective because he left the text and slipped to his personal comment instead of going deeper to the text. Furthermore, this study reported that there were four readers who categorized as readers in the middle of continuum of proficient and less-proficient readers. This study revealed that they were in an

inconsistent situation. In evocating and reflecting on the text, their responses were in a form of inconsistent because at one time they survived but on the other times they failed.

By considering the explanation above, this study concludes that the six middle school readers of *Wimpy Kid Indonesia* have not been able to articulate their feeling, idea and thought on the story yet. However the six middle school readers are potential readers. Potential in this context means that they have the ability to make evaluation on the story and to categorize as proficient readers however, they still need to practice more to reflect on their reading. Since middle school readers are considered as a starting age of young adult readers, apparently they have a good chance to succeed in following first until last stage of Langer's (1991) making meaning process by reading text more frequently. Thus, when they are getting older, it is possible that they are able to fulfill all Langer's (1991) making meaning stage and Garrison and Hynds (1991) evocative and reflective reading transaction.

Learning from these findings, there are three issues relating to proficient reading. First, it turns out that a proficient reader employs an aesthetic reading strategy which is supported by a good quality of reading. Second, Jeff Kinney's *Diary of A Wimpy Kid* is a young adult novel that can be read by using aesthetic reading strategy because it evokes the emotional experience of middle school readers. Finally, middle school readers do not show expected response even though they are the implied readers of Jeff Kinney's *Diary of A Wimpy Kid*.

5.3 Recommendations

For a better future research, this study recommends two points. First, it is recommended to involve more elements, such as types of books and types of readers. It recommends to use books such as comic, fiction or science fiction or to involve elementary school readers, senior high school readers, and collage readers or comparing readers who are in a fan site and who are not concluded as a fan. It will enrich and expand the data useful for any further researcher on this topic.

Second, seeing the middle school readers have not been able to articulate their thought and feeling on reading, this study recommends to involve other related parties such as teachers in middle school in Indonesia especially West Java. It will be beneficial both for the writer and teachers of middle school if further studies about Langer's (1991) making meaning

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process and Garrison and Hynds' (1991) readers' categorization can focus on finding a good method to encourage students in articulating their idea, thought and feeling on texts.

The conclusions and recommendations have been drawn and provided above. Hopefully, this study will give beneficial impacts both for the present writer and future writers interested in related topic. The writer also hopes that any further studies can be conducted to fill in the gaps occurring in this study. Thus, a more real and expended contribution both for writer her/herself and middle school environment can be achieved.