

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter is employed as a summary of all chapters that includes conclusions and suggestions. This chapter will be presented in two sections: first, the conclusions in which the conclusive presentation of the entire finding discussion in earlier chapter and how it answers the research question; second, it will recommend the future research suggestions. It is expected to help extending some ideas for the future research in the similar field of research.

#### **5.1. Conclusions**

The research endeavored to study the students' emotions in the narrative reproduction of linear text into multimodal text. The students' emotions were expressed as evidence from the collected and categorized data created from pictorial and written documents and interviews. From the obtained data, it was found the evidence of the student's emotions towards the characters in the narrative text. The stories are selected due to the emotional plot. After analysis the findings, the data is classified into three themes: Subject position emotions as self-discovery: subjects reveal emotion to another character; and subjects immerse the character to sympathize towards other characters.

The students differently illustrated their feelings into their drawing. Some pictures, through the main character, demand empathy from the reader- from the eye gaze, the perspective and distance shot. Some students draw more melancholy face on the supporting character by the facial expression meaning they have sympathy toward others. Some students bring the viewer to view with the character in the scene so the readers can feel the scene with them. There is also a finding where the subject offers the view of feeling down without asking involvement from the reader. Those are based on the visual analysis under the theory mainly from Gunther Kress and Theo van Leeuwen (2006) and some comic analysis by Jonathan Kincade (2013).

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*UNDERSTANDING STUDENTS' EMOTION THROUGH THEIR NARRATIVE REPRODUCTION OF SHORT STORIES*

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Basically, emotions are very personal to every student. They have different level to feel empathy and sympathy towards the characters in the story. Moreover, their personal experience regarding this affect the way the students express their emotions in their narrative reproduction. These findings are justified by the excerpt from the interview of each participant's personal experience in which some have similarity with the protagonist character. This can be justified by the theory from Amirulloh, Hermawan, Moecharam & Riesky (2010) that a student has inclination to position themselves as the protagonist character when they read the story. The art of sympathy in fiction by Howard Sklar (2002) also supports understanding the emotion of the students toward characters in the story. Besides, the narrative inquiry explicitly requires the final justification should the subject sharing their experience

From the findings above, it can be concluded that the narrative reproduction into multimodal text has been given evidence of students' emotions. The implication of the result that students' emotions are expressed in the narrative text provided into a multimodal text encourage the teacher to understand the affective skill of the students and help them to develop their emotions to feel empathy and sympathy for their real life.

## **5.2. Suggestions**

Considering the results of this research, there are three suggestions that present research endeavors to give for future research in the same field of study. The suggestions are as follow:

First, the present research has elucidated the emotions analyzed from theoretical foundations of visual literacy focusing on limited elements. Those elements include in the visual in which it covers the perspective, image gaze, facial expression, size of frame and some comic books element such as emanata, sound effect and sign. For further research, it is suggested to analyze other elements in the multimodal text. For instance, the color and the texture in the drawings. If the students are given freedom to use any media to reproduce their narrative into multimodal text. The analysis can

also focus on the medium the students use to platform their emotions towards the narrative text.

Second, the present research was conducted by aiming at how students' emotions are expressed as evidence in the narrative reproduction into multimodal text. As it has been elucidated in the visual theory that other than emotions, pictorial document can also represent the idea of the image producer regarding identity, gender perspective and perhaps other element that has not been found yet. Further research may want to analyze the raise the issue in how the students' identity is expressed in the narrative reproduction into multimodal text. Therefore identity of students may be expressed when the students do the narrative reproduction.

Third, since the present research was conducted in a senior high school with a high cluster. If the future research is interested in copying the exact method as the present research, the further research possibly can be conducted to investigate the emotions of students in different type of school. For instance, the research endeavored to investigate the student in low cluster high school for the narrative reproduction of less complex narrative story. Moreover, it can also be conducted to young learners. Therefore, it will be able to provide the evidence of children's emotions that can be expressed in their narrative reproduction.