

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of this study and some suggestions for future studies. The findings discussed in the previous chapter are summarized in the conclusion part, and specific recommendations are outlined in the latter part of this chapter.

5.1. Conclusion

Analyses of the students' response poems, which focused on the tone, mood and the figurative language, pointed to a range of emotions: anger, denial, disappointment, grief, hopelessness, relief, acceptance, and hope. The vast range of emotions contained in the students' poems, in which I view as a 'journey of emotions', reflects humanity at its finest. The poems have provided them with a space to talk about the pandemic at a more personal level, conveyed through the subjective word choices and the use of figurative language. Some students agreed with O'Meara's poem, while some others disagreed. The differences seem to have been caused by the students differing experiences and attitudes towards the pandemic, which has affected not only their personal lives but also their academic world.

On a final note, poetry is language with feelings, put by the poet and sensed by the reader. The language in a poem is carefully chosen and arranged to reflect the complexity and subtlety of realities. Poetry communicates ideas and thoughts to stir the innermost core of humanity with precise and profound words. Ergo, poetry is the best possible tool to evoke emotions both on the part of the writer and reader.

Further, this study has also shown the usefulness of Rosenblatt's (1982) reader-centered stance in responding to literary work, the aesthetic reading. It encourages the readers to 'visualize' the text in their mind and connect it with their lived-through experience to enable a more self-critical analysis. The self-reflecting, reasoning, and concluding ability during the understanding and interpreting process indicate the readers' critical thinking, as proposed by Bobkina and Stefanova

(2016). Hence, reader-response theory promotes self-growth as the readers explore more about themselves and the world.

5.2. Suggestion

In conducting this study, I encountered some difficulties, which mainly concerned with finding previous related studies. There are not many studies that focus on the emotions presented in literary works, especially poems. Therefore, it is advised for future researchers to analyze emotions and readers' interpretation of other literary works to see how literature can shape readers' identities and reflect their subjective worlds.

Hopefully, this study can contribute as a point of reference and support further studies in analyzing emotions presented in poems. Additionally, this study can become useful in a classroom context, for instance, in analyzing and comparing poems or other literary works of similar nature, studying poem and reader-response theory, and engaging in comparative literature study to explore the relationship between literature and other forms of cultural expression, especially in the English Language and Literature Study Program, Indonesia University of Education.