

CHAPTER V

CONCLUSION AND SUGGESTION

It is within this chapter that the conclusion of the study and some suggestions for future studies reside. The findings discussed in the previous chapter will be summarized and concluded. Then, some recommendations for future studies will be presented.

5.1 Conclusion

The analyses of the students' response poems have been focused on the tone, mood, diction and the figurative language to pinpoint the underlying theme or meaning of the response poems. These themes relate to a range of emotions that are felt throughout each poem. Within the variety of emotions present in each response poem, this study serves to highlight the journey of human emotions. Thus, showcasing humanity at its rawest form. Poetry has become a sort of space for these students to talk about what they feel about the classroom and its circumstances. Conveyed by the students' choice of diction, there are some who are emphatic towards the anguish of a teacher who is riddled with students who miss the class and rather just ask if they missed anything. However, the opposite is also true. Thus, through the analysis of the themes present within the students' poems this study has understood how the students make meaning towards their classroom experiences or more specifically their stance towards skipping class. Within the confines of this study, it has been revealed that some students feel the need to validate their absence or the need to break free from the shackles of the classroom, just because they see it as constraining them. There are also some who connect with Wayman's poem by showcasing their inner thoughts and dilemma as they contemplate on whether they will go to class, or they will slough away. The difference between these responses seem to lie in the difference of their experiences and attitude towards the classroom.

On that note, this study has showed the effectiveness of aesthetic reading and Rosenblatt's (1982) theory on reader-response that centers around the transaction of a reader and a text when it comes to interpretation. This theory advocate readers to connect with the text on a more personal level and this in turn will make reader be able to self-reflect and be more self-critical as they make their understanding. This process of reasoning and concluding will help immensely with their critical thinking. Finally, it can be concluded that reader-response theory stimulates self-growth as the reader is thrust head first to explore their world and the world around them through literature.

5.2 Suggestion

While writing this study, there are several impediments that was encountered. Mainly concerning the lack of references and previous studies that take the emotions conveyed in a text to be focus of analysis. There are also minimal studies that uses poetry as their chosen literary medium. Henceforth, it is advised that in the future, more researchers will be willing to analyze the emotions captured within the lines of literature and the emotions felt by the interpretations of readers. This is so that there will be more references to see how literature is able to shape a reader's identity and how literature is able to impact the world around it.