

## Chapter V: Conclusion and Suggestion

This chapter consists of conclusion and suggestion based on the research.

### Conclusion

Character and characterization are important since they are the intermediary of literary work. Indirect characterization is the author shows the reader things that show the personality of the character without explain it directly. Juan Villegas is one of the characters which has indirect characterization in the *Maria Concepcion* short story created by Katherine Anne Porter. The difference of readers' response in analyzing the characterization of Juan Villegas appears since the author only shows the characterization without explains it directly. Because of the indeterminate meaning, it appears some variation of them in responding the characterization of Juan Villegas. Iser (as cited in Ward, 2006), states that "Aesthetic response is to be analyzed in terms of a dialectic relationship between text, reader and reader interaction". The text that Iser means is work of fictions that do not "spell everything out" or call as gap for the reader, requiring the reader of the text to decide their own meaning of it. This study is designed to investigate the way of male and female reader filling the gaps of Juan Villegas characterization in *Maria Concepcion* short story by Kath Anne Porter. Based on prior findings, it shows that how male and female readers' response the characteristic of Juan Villegas is varying but the main point is similar since they are read the same text. The finding shows that most of male and female readers as the

participant can fill the gap by responses the questionnaire based on their feeling, ideas, imagination and comprehension. The difference of male and female's brain and the difference of gender characteristic influences the participants to response the literary work. The study found that female is multi-tasking; they are link everything; relationship, emotion, information together when explain something, as an example, how they response the characterization of Juan Villegas is by relating it with Maria Rose and Maria Concepcion's character. Most of them also bring their feeling in deciding the characteristic of Juan Villegas. While some of male readers, focus on one task only. The evidence is most of male participants focus to describe the characterization of Juan Villegas without put the other characters on their responses. Further, most of female readers are using their emotional, while it finds that some of male readers are more logic in responding the characterization of Juan Villegas. It shows from the result that most of female readers give negative response toward Juan Villegas characterization while male readers are more tolerance in responding the characterization of Juan Villegas.

It can be concluded that role of reader in interpreting literary works is really important. Readers have a right to go into the story, fill the missing parts or called as gap, and decide the characterization of every character; also can play their imagination to make the story alive. The differences of reader; male and female reader in responses literary work is make sense since they are have different way in thinking, feeling, experiencing, and imagine something. The meaning that the readers

put into the literary works can be different but not the main idea, it is because the text that the readers read is the same.

### **Suggestion**

Based on the conclusion above, this study wants to give several suggestions.

The suggestions are:

First is the suggestion for the students. Since the participants of this study are the students in university. It asks the students to improve their ability in reading and writing literary work. It is because the results of this study found that the participants still lack of explanation thus it expected to ask the students to be more critical in responses literary work. Second is suggestion for the teacher or lecturer to find some strategy in order to improve the ability of students in writing and responses the literary work. Finally, this research is still lack of perfection. It asks the further researcher to continue this study by bring the background life of the reader, and then the responses will be more vary.

## References

Edwards, K. , McIntyre, A & Glabb, F. (n.d).Advantages & disadvantages. Retrieved from <http://readerresponsecriticism.weebly.com/advantagesdisadvantages.html>

Ervin, W. T. (n.d). Direct vs. Indirect characterization. Retrieved from [www.fictionfactor.com/guests/characterization.html](http://www.fictionfactor.com/guests/characterization.html)

FitBrains.Rosetta Stone. (2012). Retrieved from [www.fitbrains.com/blog/women-men-brains](http://www.fitbrains.com/blog/women-men-brains)

Gove, J., Watt, S. (2004).Questioning identity. In K. Woodward (Ed.), Identity and gender (pp.44-54): Psychology Press. Retrieved from <http://Is.muni.cz/el/1423/podzim2015/gen125/um/5977716/woodward-chapter-2.pdf>

Gap. (n.d). Retrieved from [https:// www.merriam-webster.com/dictionary/gap](https://www.merriam-webster.com/dictionary/gap)

Harun, P. A. (2015). Reader response analysis on the other Boleyn girl movie. Retrieved from [Kim.ung.ac.id/index.php/KIMFSB/article/view/7467/7357](http://Kim.ung.ac.id/index.php/KIMFSB/article/view/7467/7357)

Iser, W. (1978). The act of reading : A theory of aesthetic response. Baltimore, MD: The John Hopkins university press

Jantz, G. L. (2014). Brain differences between gender : *Do you ever wonder why men and women think so differently?*. Psychology today. Retrieved from <http://www.psychologytoday.com/blog/hope/relationships/201402/>

Jensen, L. (2015). 13 Real differences between male and female brains. Retrieved from <http://thoughtcatalog.com/lorenzo-jensen-iii/2015/06/13/13-real-differences-between-male-and-female-brains>

Katleman, M. B.(2012). The differences between male and female brain. Retrieved from <http://www.psychologytoday.com/blog/hope/relationships/>

Nobelius, A. M. (2014). *What is the difference between sex and gender?*. Monash University. Victoria, Australia. Retrieved from [www.med.monash.edu.au/genderned/sexandgender.html](http://www.med.monash.edu.au/genderned/sexandgender.html)

Patton, M. Q, Cochran, M. (2002). A guide to using qualitative research methodology. In N, Bricki (eds.) *what is qualitative research? Aims, uses, and ethical issues*. UK: Retrieved from [http://evaluation.msf.org/sites/evaluation/files/a\\_guide\\_to\\_using\\_qualitative\\_research\\_methodology.pdf](http://evaluation.msf.org/sites/evaluation/files/a_guide_to_using_qualitative_research_methodology.pdf).

Porter, K. A. (1979). *The Judas Flowering & other stories. Maria Concepcion.* (Eds.).*The collected stories by Katherine Anne Porter (pp.3-21)*. New York, NY: HBJ Publisher.

Rizlia, R , Musthafa, B. (2015). Children's responses to Cinderella and Snow White.

Retrieved from [repository.up.edu/1932812/S-ING-1002705.pdf](http://repository.up.edu/1932812/S-ING-1002705.pdf)

Ruslan, I.F. (2013). Respons pembaca anak terhadap puisi dalam buku teks.

Retrieved from [repository.upi.edu/3604/1/S\\_IND\\_0902523.html](http://repository.upi.edu/3604/1/S_IND_0902523.html).

Selden, R & Widdowson, P. (1993). A reader's guide to contemporary literary theory.

(3ed). Reader-Oriented theories. (p.57). Kentucky, Lexington.

Shmoop Editorial Team. (2008). Wolfgang Iser Quotes. Retrieved from [http://](http://www.shmoop.com/reader-response-theory-wolfgang-iser-quotes.html)

[www.shmoop.com/reader-response-theory-wolfgang-iser-quotes.html](http://www.shmoop.com/reader-response-theory-wolfgang-iser-quotes.html)

Shi, Y. (2013). Review of Wolfgang Iser and his reception theory. (Thesis, University of Shanghai, China). Retrieved from

[www.academypublication.com/issues/past/tpls/vol03/06/17.pdf](http://www.academypublication.com/issues/past/tpls/vol03/06/17.pdf)

Stets, J. E. , Burke, P. J. (n.d). Femininity/Masculinity. (Pp. 997-1005). In. F. Edgar.

Bogatta & Rhonda, J.V, Montogonery. (Eds.), Encyclopedia of sociology,

Revised edition. New York; NY: Macmillan. Retrieved from

<http://wat2146.ucr.edu/Papers/00b.pdf>

University of Maryland. (2015). Katherine Anne Porter: A guide to Katherine Anne

Porter and to the university of Maryland libraries Katherine Anne porter col.

Maryland, US.

Utari, A .T. (2010). The reader responses to O’Henry’s selected short stories (Degree of sarjana thesis, Andalas university, Padang). Retrieved from [repository.unand.ac.id/141431/1/IMG/.pdf](http://repository.unand.ac.id/141431/1/IMG/.pdf)

Ward, N. (2006). Iser’s Aesthetic Response theory viewed in the context of collaborative hyperfictions (Undergraduate research, University of Pennsylvania). Retrieved from [repository.upenn.edu/cgi/viewcontent.cgi?article=1049&context=curej](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1049&context=curej)

Wardan, A. (2013). Reader response. Retrieved from [www.slideshare.net/annisawardani1/makalah-reader-response.html](http://www.slideshare.net/annisawardani1/makalah-reader-response.html)

Wishart, C.(2010). You complete me. Retrieved from Reader response theory: [www.easyliteracy.com/readerresponsetheory.ppt](http://www.easyliteracy.com/readerresponsetheory.ppt)