

## Chapter 5: Conclusion and Suggestions

In this chapter, the researcher presents conclusion and suggestions. The conclusion presents the summary of the research findings related to the formulation and objective of the research. The suggestions give particular matter to next researcher.

### Conclusion

Based on the study of male and female diction in English Department students' poetry, it can be concluded that the language used by men and women in poetry is functioned to form and express the poet's emotions and ideas which cannot be separated from genderistic issues circulating in society. In using diction, students used 3 types of use of diction, namely connotation and denotation meaning, general and specific meaning and figurative language. From all the poems created by male and female students, the using of diction mostly was found in all poems.

Both male and female students of English Department used diction in various types and aspects. Female students' connotation and denotation words involved "feelings" that associate to love and sadness at the same time, while connotation and denotation words by male students include less emotion and dominated by "rigidity". The researcher concluded that in choosing words, male students mostly used "assertive" form while female students used "emotive" form.

However, male and female students have similarities in context of general and specific words. They usually used diction that related to object cases, but in

context of specific words, researcher didn't find any specific words in female students' poems unlike male students do. Also, they are quite difference in choosing topics, male students' topics are usually about men things like duty and pain which build masculinity and female students usually talk about women things like love and relationship.

In addition, the researcher concludes that imagery and figurative language are used in this poem to give good effect in building the atmosphere, and also emphasize and reinforce the meaning of the theme. There are five kinds of figurative language that used in all poems. They are simile, metaphor, personification, hyperbole and irony. Imagery in those poems also has a significant contribution to build the atmosphere, whether its happiness or sadness, and to the situation in each poem. These contributions support the theme of the poems, which covering the individual imagination, as the main aspect to create an idea of the poet.

Male students mostly used visual imagery to compare two things. They compared the characteristics of someone with the thing related with its characteristics. For example, metaphor is important part to convey something that means more than what it is. In "Red Spider Lily", the poets compared "she" with "a flower". The poets see the person as "flower" because "flower" is a symbol of love and beauty, which mark as pride, honor, respect, admiration etc.

While female students mostly used their feelings that related with inner sensation. The imagery used by female students related to psychology, they used

the figurative language to express restlessness indirectly. For example, simile, which is a specific comparison by means of the words “like” or “as”. In “True Love”, the poets compare her future as “the piece of paper **like** a puzzle”, to describe that future is a complex thing like a puzzle, future can be difficult and needs cooperating pieces that fit together.

It has meaning as word choice made by the poet to describe or reflect their fluctuation feelings. In addition, with the use of proper diction will be able to reflect the space, time, philosophy, message, effects, and tone of a poem. Thus, the role of diction in a poem is very meaningful.

### **Suggestion**

For the next research, another researcher can analyze the language aspects in English Department students' poems. The researcher give recommendation to another researcher to put attention in lack of meaning and the parallelism between one words to the other words in poem, so the reader didn't confused in catch the meaning of the poem. Poetry is personal but good poem should be understandable because a poem is demands precision. The poet's job is to create a picture along in the mind and an emotion in the heart. Every single word counts. Inappropriate word choice with the wrong connotation can spoils all the works.

The researcher also suggest to the another researcher to observe more about English Department students' poems, because it can be an object of research with more potential. The role of lecturers in guiding to make poetry must be optimized in order to produce good quality poems.

The reader and other researcher who wants to improve their knowledge in knowing and interpreting the used of diction in poems, especially in English Department students' poetry, they suggested to understand the meaning of diction.

### References

- Asriyati. (2008), *Figure of Speech Analysis of T.S Eliot and Emily Dickinson's poem*. Thesis. Jakarta: State Islamic University Syarif Hidayatullah.
- Coulmas, F. (2005). *Sociolinguistics, The Study of Speakers Choices*. New York: Cambridge University Press.
- Crawford, M. 1995. *Talking Difference: On Gender and Language*. London: Sage Publication.
- Creswell, J.W. (1998), *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. California: SAGE Publications, Inc.
- Dictionary, M. W. (2002). Merriam-webster. On-line at <http://www.mw.com/home.htm>, 8.
- Ehrlich, S., Meyerhoff, M., & Holmes, J. (Eds.). (1991). *The handbook of language, gender, and sexuality*. John Wiley & Sons.
- Endraswara, S. (2003), *Metodologi Penelitian Sastra*. Yogyakarta: Pustaka Widyatama.
- Giroux, James A. & Williston, Glenn R. 1974. *Appreciation of Literary Forms*. Rhode Island: Jamestown Publishers.
- Gray, J., & Gray, J. (1993). *Men are from Mars, women are from Venus*. Harper Audio.
- Halliday, M. A. K., & Martin, J. R. (2003). *Writing science: Literacy and discursive power*. Taylor & Francis.
- Hart, R. P., & Carroll, C. (2011). DICTION: The text-analysis program.
- Hwia, G. (2017). "Diksi Laki-laki dan Perempuan" Dalam Puisi Mutahir Indonesia. SUSASTRA. Jurnal Ilmu Sastra dan Budaya, 4(2).

- Ingalhalikar, M., Smith, A., Parker, D., Satterthwaite, T. D., Elliott, M. A., Ruparel, K., ... & Verma, R. (2014). Sex differences in the structural connectome of the human brain. *Proceedings of the National Academy of Sciences*, 111(2), 823-828.
- Kennedy, X.J. (1991), *Literature: An Introduction to Fiction, Poetry, and Drama*. Fifth Edition. New York: Harper Collins Publisher.
- Keraf, Gorys. 2007. *Diksi dan Gaya Bahasa*. Jakarta : PT Gramedia Pustaka Utama
- Klarer, M. (2004). *In Introduction to Liteary Studies. Second Edition*. New York: Routledge, Taylor and Francis Group.
- Kuntjara, E. 2004. *Gender, Bahasa, dan Kekuasaan*. Jakarta: BPK Gunung Mulia.
- Lakoff, R. (1973). *Language and woman's place*. *Language in society*, 2(1), 45-79.
- Lexy, J.M. (2007), *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya Offset.
- Lindayani, L. R., Masri, F. A., Idul, R., & Sawali, L. (2018). A metaphorical analysis of Kabhanti Modero to show Munanese social relations. *International journal of linguistics, literature and culture*, 4(2), 72-80.
- Miller, R. and Greenberg, R.A. (1986), *Poetry: An Introduction*. New York: Macmillan Education Ltd.
- Mulcahy, G. A. (1973). Sex differences in patterns of self-disclosure among adolescents: A developmental perspective. *Journal of Youth and Adolescence*, 2(4), 343-356.

- Oakley, A. (1998, March). Science, gender, and women's liberation: An argument against postmodernism. *In Women's Studies International Forum* (Vol. 21, No. 2, pp. 133-146). Pergamon.
- Pradopo, Rahmat Djoko. (2010). *Pengkajian Puisi*. Yogyakarta; Gadjah Mada University Press
- Sarwari, A. Q., & Abdul Wahab, M. N. (2017). Study of the relationship between intercultural sensitivity and intercultural communication competence among international postgraduate students: A case study at University Malaysia Pahang. *Cogent Social Sciences*, 3(1), 1310479.
- Sayuti, Suminto A. 2010. *Berkenalan Dengan Puisi*. Yogyakarta: Gama Media
- Scott, A.F. (1983), *Current Literary Terms: A Concise Dictionary of Their Origin and Use*. London: Macmillan Press.
- Suhaeb, L. A. S., & Asri, W. K. (2009). Bias jender dalam perbedaan penggunaan bahasa oleh pria dan wanita. *Linguistik Indonesia*, 27(2), 247-255.
- Susilowati, E. (2012). *Diksi Dan Gaya Bahasa Pada Puisi Karangan Siswa Kelas Viii Smp Negeri 2 Cawas* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Tannen, D. (1991). *You just don't understand: Women and men in conversation* (p. 352). London: Virago.
- Tarigan, H.G. (2009), *Pengajaran Gaya Bahasa*. Bandung: Angkasa.
- Wardhaugh, Ronald. 1998. *An Introduction to Sociolinguistics* (3th Ed). Malden, MA: Blackwell Publishers
- Wellek, R., & Warren, A. (1956). *Theory of Literature Third Edition*. New York: A Harvest Book Harcourt, Brace and World.

<https://dictionary.cambridge.org/dictionary/english/slake>