

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research aimed to analyze the representation of women in Cho Namjoo's novel *Kim Jiyoung, Born 1982* using Fairclough's Three-Dimensional Framework and Systemic Functional Linguistics (SFL). The focus was on examining how the selected female characters are represented. Through these characters, *Kim Jiyoung, Born 1982* presents a layered view of how women are represented and treated across different societal roles. The analysis identified themes such as Traditional Motherhood, Patriarchal Expectations, Gendered Restrictions, Institutional Barriers, Career Sacrifices and Benevolent Sexism, each illustrating different dimensions of the social constraints placed on women.

Each character's representation, contextualized within both narrative language and social interactions, illustrates the novel's critique of deep-rooted gender biases that subtly but powerfully affect women's lives. This analysis reinforces previous research on gender representation and shows how language not only reflects but also perpetuates societal expectations. By critiquing these everyday and institutional norms, *Kim Jiyoung, Born 1982* calls for increased awareness of gendered inequalities and the need for societal change in how women's roles and identities are perceived and structured.

5.2 Suggestions

Based on this research, several recommendations are proposed for future studies and relevant stakeholders to enhance the understanding and awareness of gender representation in literature and society:

1. Literary Researchers

Expanding the analysis to include the interpretive and explanatory stages of Fairclough's framework could reveal additional insights into how social ideologies shape gender norms in literature. Comparative studies with novels from different cultures would also help to identify both universal and culturally specific gender biases.

2. Educators and Curriculum Developers

Insights from this study can be used to develop educational materials that encourage students to critically examine gender roles and stereotypes in literature. Integrating discussions on gender bias in classrooms could foster greater awareness and critical thinking among students about societal norms.