

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reader response theory emerged as a response to new criticism. New criticism regards readers as passive recipients/agents and emphasizes close contact with the text, while reader response theory emphasizes the importance of readers' active participation in the production of textual meaning. Another important The difference between these two theories is that they serve as the focus of reader response theory Shows a reader-centric approach, while the new criticism shows a text-centric approach

The reader response of (Garson, E & Castaneda-Pena,H, 2015) defines the reader response method in the classroom as follows: “The transaction is one where the shape of the gap or entrance in the text is determined by the shape of the reader who enters as well as the text being entered. Essentially, different readers cause the gap to adopt different shapes. Further, what is indeterminate for one reader may not be indeterminate for another.” This means that readers influence literary texts and have the ability to change and interact with them. In other words, as explained, they have a similar role to the author (Justman, 2010): “The reader co-authors the literary text”.

Reader response theory believes that readers are active participants in the entire reading process, and they bring their background information, emotions and mental intelligence, beliefs and attitudes to the reading

behavior. For reader response theorists, it is impossible to produce meaning without the reader's interaction with the text; therefore, the reader must be regarded as valuable and important as the author and the text.

The success of someone in learning is often supported by his willingness to read a lot, based on the statement students really need a material that is simple, easy, authentic, educational, interested, motivated, and enjoyable to learn. (Souhila, Rouai, 2014) “found that students had some difficulties in approaching reading strategies task”. It confirms that reading is a challenging and complex skill because students show that they have a strong understanding of reading, but unfortunately they lack some reading strategies.

In the English teaching and learning processes are taught various skills throughout their academic life. The four basic skills, of course, include speaking, writing, listening and reading. Reading teaching is a way of using certain strategies and skills and certain materials to impart knowledge from teachers to students so as to master the reading itself. Teaching is a complex process. It not only provides teachers with information to students. Reading is a way for students to understand in the teaching-learning process. Integrating reader response applications in the classroom can stimulate students' creativity in literary texts.

There are many types of literary works in teaching, such as poems, plays, novels or short story. The reason for choosing short story as a literary genre as the English language of learning materials. Short story

seem to be the most appropriate option for improving all four skills (Sandhya, K., & Murali Krishna, T, 2015). Most students are able to understand the content and improve their vocabulary skills because of the fluency of the short story. Short story cover a wide range of fields such as language, art, social studies and social issues, science and technology, plants and animals.

In this research, writer is interested in using reader-response approach to measure students' abilities of teaching reading of english short story and measure students' perspective of reading english short story . Therefore, this research title is focusing on "The Implementation on Reader-Response Approach in Teaching English Short Story of Literal Reading".

1.2 Statement of the Problem

★ Based on the background of the study above, the statement of the problem can be formulated as follow:

1. How is implementation of reader-response approach teaching reading of english short story ?
2. How are the students' perception in learning reading of english short story through the use of reader response approach?

1.3 Objective of the Study

According to the problem above, the objective of the study would be as follow :

1. To describe the implementation of reader-response approach in teaching reading of English short story.
2. To illustration students' perception abilites in learning reading short story by using reader response approach

1.4 Significance of the Study

The result of this study will be useful for:

For lecturer

The method that lecturers can use is one of the methods to determine the students' abilites of teaching reading of English short story (McMillan, James. H & Sally Schumacher, 2006)

For students

This method will be an interesting method because the Reader-Response Approach can improve students' ability to teach reading short story in English. Students will see the use of short story, as an effective genre in teaching English

For other researcher

The Other researchers will know how to teach English using one of the good methods. Readers will discover the advantages of using a reader-response based approach to teaching reading. Readers will have new

knowledge about how to teach reading short story with Reader-Response Approach.

1.5 Scope and Limitation of the Study

This research is based on the reader response Approach Teaching English Short Story of Literal Reading. This study is based on a reader-response based approach because students need one approach in teaching English. Reading short story is important for teaching ,short story have several benefits including being an interesting text and can motivate students to learn English, which is adjusted to the level of understanding of the student's English. This research will be conducted on English students of STKIP PGRI Sidoarjo in that semester students get literal reading as a course.

1.6 Assumption of the Study

The assumption of the study is Reader-response Approach can be used in teaching english short story .

1.7 Definition of Key Term

Reader-Response Approach

Reader response approach is constructivist in nature because it emphasizes the active role of the reader in meaning making (tracey&morrow, 2012,p.67)

Teaching Reading

Teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities to practice it (Souhila, 2014)

English Short Story

The reason for choosing the short story as a literary genre used as learning materials English language. Short story seem to be the most suitable choice for enhancing all four skills (Murali Krishna and Sandhya, 2015)

