

READER-RESPONSE APPROACH IN TEACHING ENGLISH SHORT STORY OF LITERAL READING

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ABSTRACT

Teaching as the process of knowledge transfer relies mostly on teachers' aptitude in utilizing various strategy and approach available to conduct not only a meaningful learning environment, but also a conducive interaction amongst learners as well as between the students and teachers. In English subject, Literal reading is one of the prominent challenges for most non-native learners. Based on the said problem, researcher initiated a study related to an approach named reader-response, in hope to find its usefulness in teaching reading scenario. This study is conducted in qualitative descriptive design by focusing on two major aims, namely the implementation and students' perspective on the approach of reader-response. The researcher took Lecturer and 21 students' of English education program in first semester at STKIP PGRI Sidoarjo as the subject of the study. The researcher gets the data of the research trough observation and questionnaire, the result of observation and questionnaire shows that 82% strongly agree, 2,8% agree, 1,6% neutral, 8,6% disagree, and 0% strongly agree. Based on the acquired data, it is shown that the implementation of reader-response approach yields a positive result in term of learning outcome, as well as leaves positive remarks on students' perspective in learning reading material. Hence, the reader-response approach can be the answer in tackling the problems on teaching English, specifically on reading material.

Keywords : Teaching ,Literal Reading, Reader-Response Approach

ABSTRAK

Pengajaran sebagai proses transfer pengetahuan sebagian besar bergantung pada kemampuan guru dalam memanfaatkan berbagai strategi dan pendekatan yang tersedia untuk melakukan tidak hanya lingkungan belajar yang bermakna, tetapi juga interaksi yang kondusif antara peserta didik serta antara siswa dan guru. .Dalam mata pelajaran bahasa Inggris, membaca adalah salah satu tantangan utama bagi kebanyakan pelajar non-pribumi. Berdasarkan permasalahan tersebut, peneliti melakukan penelitian terkait dengan pendekatan yang diberi nama reader-response, dengan harapan dapat menemukan kegunaannya dalam pengajaran skenario membaca. Penelitian ini dilakukan dengan desain deskriptif kualitatif dengan memfokuskan pada dua tujuan utama, yaitu implementasi dan perspektif siswa pada pendekatan respon pembaca. Peneliti mengambil Dosen dan 21 mahasiswa program studi pendidikan bahasa Inggris semester satu di STKIP PGRI Sidoarjo sebagai subjek penelitian. Peneliti mendapatkan data penelitian melalui observasi dan kuesioner, hasil kuesioner menunjukkan bahwa 82% sangat setuju, 2,8% setuju, 1,6% netral, 8,6% tidak setuju, dan 0% sangat setuju. Berdasarkan data yang diperoleh, terlihat bahwa penerapan pendekatan reader-response memberikan hasil yang positif dalam hal hasil belajar, serta meninggalkan komentar positif pada perspektif siswa dalam pembelajaran bahan bacaan. Oleh karena itu, pendekatan respon pembaca dapat menjadi jawaban dalam mengatasi permasalahan dalam pengajaran bahasa Inggris, khususnya pada bahan bacaan.

Kata Kunci : Pengajaran, Membaca Literal Pendekatan Respons Pembaca,

INTRODUCTION

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. 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.

Based on the background of the study above, the statement of the problem are (1) how the implementation of reader-response approach teaching reading of

english short story is and (2) how are the students' perception in learning reading of english short story through the use of reader response approach are. According to the problem above, the objective of the study would be are (1)To describe the implementation of reader-response approach in teaching reading of English short story and (2) To illustration students' perception abilites in learning reading short story by using reader response approach

RESEARCH METHODOLOGY

A research design shows which individuals will be studied, as well as when, where and in which context (Mc Millan, James. H & Sally Schumacher, 2006)This means that the research design is used as the plan management to keep the research under control. A research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance. (Given, 2008) states that qualitative research is used to gain a qualitative understanding of the underlying reasons and motivations. (Cresswell, J. W. & Plano Clark, V. L., 2007) states that it is appropriate to use qualitative research when a problem or an issue needs to be explored. Qualitative research is approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

In qualitative research, a subject is identified as a number of people who have a similar characteristic (Creswell J. W., 2012). Obtaining valid and trustworthy data of Reader-Response Approach in Teaching English Short Story.According to (Esch, P. V. & Esch, L. J, 2013), says that 15 numbers as the

sample of research are the smallest acceptable number in qualitative research. The subjects of this research are students of the 1st semester students of STKIP PGRI Sidoarjo who are studying Literal Reading. The students are considered conducting the Literal Reading and they need an approach in reading short story. As a result, they may support this study to achieve the data required.

Source of data are the subjects from which data can be obtained by (Zuldafril, 2012). Viewed from the source of the data, then data collection can use primary source and secondary source. Primary sources are direct data sources provide data to data collectors, and secondary sources that do not directly provide data to data collectors (Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, 2009).

The source of data in this research are the entire series of teaching and learning activities in essay writing. Starting from pre-teaching, while-teaching, and post-teaching. The data are teaching and learning activities that apply a Reader-Response Approach . This data isn't available in compiled form or in the form of files. Secondary data is data that refers to information collected from existing sources (Sekaran, 2011). This data is document, notes, internet etc. The primary data in this research are the form of literal reading with Reader-Response Approach .

Data collection instrument are tools that are selected and used by researchers in their activities to collect data that these activities become systematic and facilitated by (Arikunto, 2010). There are many research instruments observation, interview, and questionnaire (Sugiyono, Memahami Penelitian Kualitatif, 2012). In this research, researchers are explaining the researcher instruments used to

obtain data. First, the researcher takes one way to the students' abilities toward reader responses approach in teaching extensiv reading, namely scoring rubric. Secondly, the researcher takes one way to the students' attitude toward reader-response approach in teaching reading namely questionnaire.

FINDING AND DISCUSSIONS

The observation, as the first stage of this study, focuses on all activities carried out by both lecturer and students in the whole teaching and learning process, which lasted until the entire classroom period was over. As for the online assessment form, researcher will compose a set of closed-ended questions, which later will be distributed to all 21 students. Aside from inquiring students' perspective, the online assessment form will be given after all three meetings in aim to validate the implementation of reader-response approach in learning reading of English short story

Table Observation Checklist

No	Subject	Pointer(s)	7 th of Dec		14 st of Dec		21 th of Dec	
			Yes	No	Yes	No	Yes	No
Lecturer's Activities								
01.	Pre-Teaching Activities	Greets the students and check their preparedness to participate.	√	–	√	–	√	–
		Initiates a light talk while checking students' attendance.	√	–	√	–	√	–
		Motivates the students and present the reader-response approach.	√	–	√	–	√	–

		Explains the objectives of the current teaching period.	√	-	√	-	√	-
02.	Whilst-Teaching Activities	Started the course of Literal Reading with a slight overview.	√	-	-	-	-	-
		The approach of reader-response is further explained in details.	-	-	√	-	-	-
		Deliver the task related to the topic of narrative text in short story.	-	-	√	-	√	-
		Requests the students to prepare the given text of literal reading that has been assigned previously.	-	-	√	-	√	-
		Gives time and opportunity for the students to read and understand the content of the text.	-	-	√	-	-	-
		Encourages reflections on how they performed their analysis based on the reader-response approach.	-	-	√	-	-	-
		Provides feedbacks to the students.	-	-	-	-	√	-
03.	Post-Teaching Activities	Reviews the given material and provides clarification if needed.	√	-	√	-	-	-
		Reminds the students to prepare the next meeting and material.	√	-	√	-	√	-
Students' Activities								
		Give response to lecturer's greeting and display the preparedness.	√	-	√	-	√	-
		Following up the light talks and answering the attendance.	√	-	√	-	√	-
		Get to know with the reader-response approach.	√	-	√	-	√	-

		Listen to the learning objectives and be activated by the lecturer.	√	-	√	-	√	-
02	Whilst-Teaching Activities	Listen carefully to the lesson overview given in the beginning.	√	-	-	-	-	-
		Discuss the presented reader-response approach in details.	-	-	√	-	-	-
		Do the assignment related to the narrative text of short story.	-	-	√	-	√	-
		Prepare the text of literal reading that has been requested previously.	-	-	√	-	√	-
		Carefully read and understand the content of the given text.	-	-	√	-	-	-
		Reflect on the performance of completing the given assignment.	-	-	√	-	-	-
		Receive feedbacks for further improvement from the lecturer.	-	-	-	-	√	-
Post-Teaching Activities	Listen and respond to the review of the overall learning process.	√	-	√	-	√	-	
	Respond to the direction to prepare for the next meeting and material.	√	-	√	-	√	-	

(Validation by Burhan Fadhil Pratama, M.Pd & Dr.Lailatul Musyarofah, M.Pd)

The online assessment was formulated using a platform called Google Docs. From there, researcher composed a set of close-ended questions, where participants can vote their answers in regard to the given questions. The questionnaire results will later be processed by the researcher in order to create a cohesion.

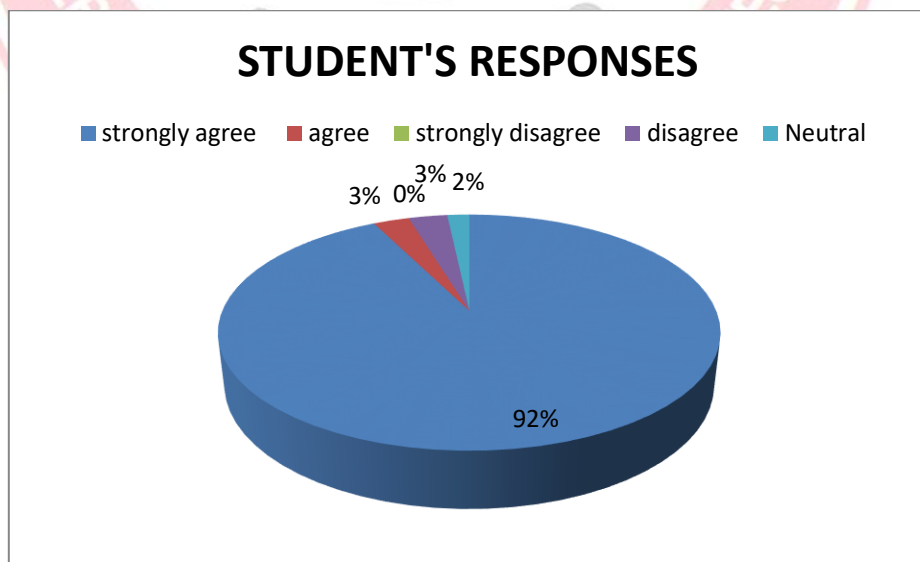
Table The questionnaire

No	Indicator	Responses				
		SA	A	N	D	SD
01	I understand the reading genre short story text through Reader-Response Approach .	19	1	0	1	0
02	I understand the function of reading in the short story text through Reader-Response Approach	19	0	1	1	0
03	Reader-Response Approach can improve My reading	17	0	0	4	0
04	Reader-Response Approach can attract readers' interest in texts, especially short story material	19	0	0	2	0
05	I Can more easily organize my reading through a Reader-Response Approach .	18	0	0	3	0
06	Reader-Response Approach guide helps me to know the level of reading ability	17	2	1	1	0
07	Reader-Response Approach can access my understanding and reasoning during learning	19	0	0	2	0
08	Reader-Response Approach helps me learn independently	19	0	0	2	0
09	Reader-Response Approach increases my participation in reading class	19	0	0	2	0
10	Reader-Response Approach improves my fast reading ability	19	0	0	2	0

11	Mastering English requires reading skills.	18	1	2	0	0
12	Reader-Response Approach makes learning in interpretation and affective reading more comfortable and confident.	19	0	0	1	0
13	Reader-Response Approach can motivate me to learn short story	15	5	0	1	0
14	I can find solutions to improve my reading skills through Reader-Response Approach	20	0	0	1	0
15	I can understand the concept of reader -response approach , purpose and process for studying short story	20	0	0	1	0
Total (n)		277	9	4	24	0
Average (%)		87%	2,8%	1,6%	8,6%	0 %

(Validation by Burhan Fadhil Pratama, M.Pd & Dr.Lailatul Musyarofah, M.Pd)

In overall researcher can visualize the above data into a present table diagram as shown below:



Discussion

This section contains the discussion of the entire finding of this study. As mentioned earlier, this study was conducted in two separate phases. The first one is direct observation, while the second is through a questionnaire assessment. From what researcher has acquired, the first direct observation produces insightful ideas on how a learning process is conducted by the lecturer. As Disagreeted on the table of observation checklist, the entire teaching activity is separated in three parts that were conducted in an orderly manner. The first one is pre-teaching section, which incorporate three focuses namely opening, preparation, and initiation on learning activity. Whereas the second one is whilst-teaching section.

This stage is conducted after the first one. The questionnaire was distributed online through all 21 students from the observation class. The questionnaire was made to discover students' perception regarding the use of reader-response approach. Once distributed, their answer will give the researcher a solid data, which further validate the effect of implementing the said approach. Percentage-wise, the total answer from the students indicates positive feedback for the approach implementation, as much as 92%, which leaves only the remaining 8% as the voice of dissatisfaction or negative feedback for the approach implementation.

Other researchers have also showed a similar result in regard to the implementation of reader-response approach on a reading classroom. Qualitative research conducted by Garzón and Castañeda-Peña (2015), entitled "Applying the

Reader-Response Theory to Literary Texts in EFL-Pre-Service Teachers' Initial Education", showed that the use of reader-response approach facilitates the utilization of learners' critical thinking in processing the given reading materials. It also gives rooms for the students to express their personal thoughts onto the text, which in turn validate the capacity of literary exploration enabled by reader-response approach.

CONCLUSION

According to the previous chapter, researcher concluded the approach of reader-response in teaching reading of English short story into the following are (1) In regard to the implementation of reader-response approach, from researcher's direct observation on the students from the morning class in English Study Program of STKIP, it was revealed that the lecturer was able to successfully conduct a reading classroom activity by using the said reader-response approach in an English short story material and yield a significant result. It is known that students on literal reading class can actively participate in classroom activities; accomplished the given assignment in three separate stages of engaging, connecting, and interpreting the text; as well as reflected on their learning performance for a better future improvement. Thus, the approach of reader-response is appropriate to be used in a reading classroom and (2) In terms of students' perception, researcher has gained an insightful finding that the out of 21 students of English education study program in STKIP PGRI Sidoarjo that were selected in an online assessment form, there are around 87% positive feedbacks on

the use of reader-response approach in in teaching reading of English short story, 2,8 % Agree and while the remaining 8,6% showed their disagreement, 1,6 “Strongly Disagree”. From all 15 questions presented on the participants, each question has significantly larger positive feedback, which showed the optimistic perspective owned by students. Therefore, researcher concluded that the implementation of reader-response approach on a reading classroomleaves quite a positive impression on students’ perception.

Suggestion

As mentioned in this study, reader-response approach relies heavily on students’ prior knowledge as a learner. Therefore, it is crucial for students to be motivated in learning and retain at the very least a basic understanding of what the material for the upcoming lecture is all about. lecturers’ implementation of the said method, in a certain classroom situation. Hence, it is important for lecturer to be knowledge able in various teaching strategy, which in the case of this study, is reader-response approach. After the concluding result of this study, researcher saw a potential of any research that focuses on the discourse of English language teaching by using reader-response approach in another learning material

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