CHAPTER IV

FINDING AND DISCUSSION

In this chapter, there searcher would like to explain the finding the observation to answer the research problem. The first finding was taken from students'task and questionnaire obtained from the observation by the researcher in the designated class. The second finding was taken from questionnaire; the result from questionnaires were used to describe the students' perspectives. Finally, the whole data were used to answer the statements of the problem in the chapter one.

4.1 Findings

In this part, the researcher described the implementation as well as the students' perspectivein learning reading of English short story by using reader-response approach on the morning class of first semester students of the 2021 academic year at STKIP PGRI Sidoarjoon three separate meetings that were held on 7th, 14st, and 21th of December 2021. The observation made by the researchers involved around 21 students and one lecturer, who was in charge of Literal Reading course. Following the observation, researcher will conduct an online assessment to discover students' perspective on the use of reader-response approach.

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. Researcher will firther described in detail as follow:

4.1.1.Findings for the implementation of reader-response approach in teaching reading of English short story on the students of STKIP PGRI Sidoarjo.

In aim to address the first problem statement mentioned in chapter one, the researcher will provide the description on how the reader-response approach is being implementedin a scenario of teaching reading of English short story. In this phase, researcher employed a direct observation upon the morning class of STKIP PGRI Sidoarjo students on 7th,14st, and $21^{th}$of December2021. The observation were held on three meetings on three separate days.

The researcher observed the teaching and learning process of reading with the observation sheet technique. In the observation sheet technique, the lecturer explained about the theory of reader-respons in learning reading short story in the reading class. Researchers get the results of student observations and assessments from observing the learning process carried out by lecturer's and students as follows:

Pre-Teaching Activities

Pre-teaching is the beginning of any classroom activities. It generally involves the greeting delivered by the lecturer, followed by checking students' attendance, instilling enthusiasm and motivation to boost students' participation throughout the entire classroom activity, and delivered an outlineor overview for the given lesson, sometimes the lecturer may also give a hint for the learning method or approach that is about to be used in the lesson.

The lecturer then explains the meaning of narrative texts gives a few examples of narrative texts and their types, students then look at some of the narrative texts they know and also their functions narrative texts. The function of the Narrative is a text focusing specific participants. Its social function is to tell story or past events and entertain the readers.

Whilst Teaching Activities

The second part is the part when the lecturer begins to explain the reader-response approach. Students then pay close attention to the explanation from the lecturer.

Reader response theory is best theory which makes the reader and students to be active and to analysis a text by their own

Figure 4.1. Definition

From the picture above, it can be inferred that the reader-response approach is basically applicable on reading classroom, for instance in short story material. The approach, instead of putting an emphasize on a text's author,sets a reader-centric highlight, which involves reader's knowledge, attitudes, emotions, and expressions. This makes learners as the reader feel more involved in the literature sphere, which in turn will make the entire learning experience become enjoyable. Consequently, lecturer may take advantages of reader-responses approach in maximizing the outcome of a learning activity and enhance teaching effectiveness since the readers are encouraged to interpret the text in a various ways depending their personal experiences.
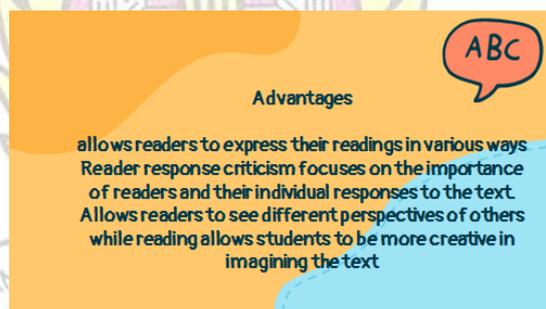

Figure 4.2.Advantages

Following the explanation, the lecturer gave the students a narrative text in a form of a short story entitled "Cinderella". This text is used as the authentic learning material, where the students are tasked to perform reader-response approach on it. To assist them in executing the approach, the lecturer then provided a detailed process on how to properly conduct a reader-response approach
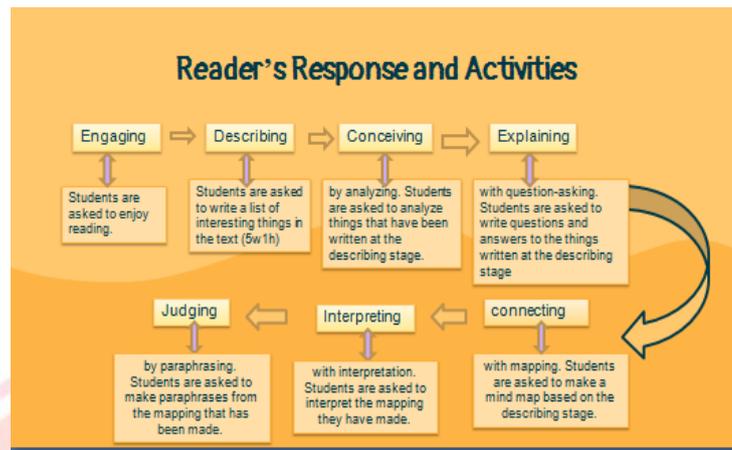
Table 4.3.Reader-Response activities

According to the flowchart shown in Table 4.3., in order to produce a meaningful result, the entire approach of reader-response involves several activities on each step that revolve mainly on the students, which can be detailed into the following points:

1. Engaging; students are asked to read and comprehend the reading.

2. Describing; students then are tasked to write noteworthy points from the text by using the 5W + 1H formula.

3. Conceiving; students are asked to analyze the description the they have written previously.

4. Explaining ;students are suggested to write the questions addressed to the things they have written at the describing stage.

5. Connecting; students are asked to create a mind-map based on their initial description.

6. Interpreting; students are instructed to interpret the mind-map they have created.

7. Judging; finally, the students are asked to make paraphrases from their own mind-map.

Afterward, the lecturer gave the students time and enough chance to read and understand the text The reader-response theory was applied in the form of written activities, which were conducted mostly in the post reading activity. There were four written RRT based activities conducted by the teacher, which would be explained as followed.. Later on, based on theur understanding, the students are tasked to describe all noteworthy things they have found within the text, by the help of 5W + 1H formula. For instance, the question of "who is the antagonist of the story?", "why did that character became the protagonist?", "how did the conflict started initially?", so on and so forth. The said formula basically gives the students various combination to create a question, which later will contribute to the list of note worthy description of the text.

Reading by creating a list. Students are asked to write a list of interesting things in the text (5w1h).
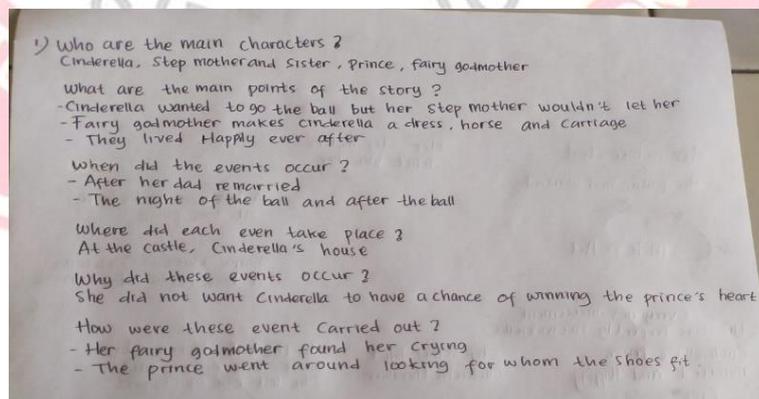

Figure 4.4 Describing

Following their attempt to compose the question to create an adequate, the students are asked to analyze the things that have been written in the describing stage. However, both kinds of questions belong in the queries category. The next type of response is associative response, which is the kind of response that show their personal memories and if they compare the story with other works similar to it, or if they compare people with the characters in the story. Hence this category is divided into personal experiences, literary background, or other works. Later,the students are tasked to write down questions that should be addressed to their own initial description. The teacher asked the students to complete a graphic organization related to the story. The students were asked to write down the graphic structure of the story, the setting, the characters they like and did not like in the story, the language features of the text, the other legends they had read, the other types of story they knew, the moral value of the story, and how much they like the story by giving rating to the story. Only then, the students can finally create a mind-map, which connects the dots from the answer they have obtained beforehand.
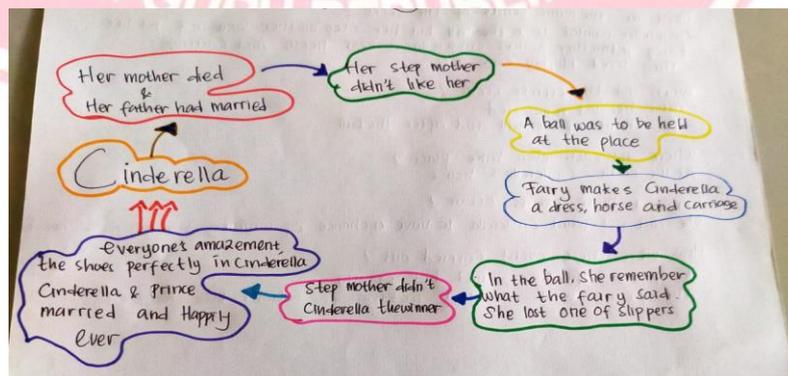
Figure 4.5 Interpreting

After the connection was established in a form of a mind-map, the students are instructed to further interpret their own mapping. This is considered as the crucial part of reader-response approach, where previously, researcher mentioned that the approach facilitates readers' involvement upon a certain literary work. Thus, students' interpretation is the definite proof of their involvement toward the literary work. They are allowed to create the interpretation to a certain degree of freedom.
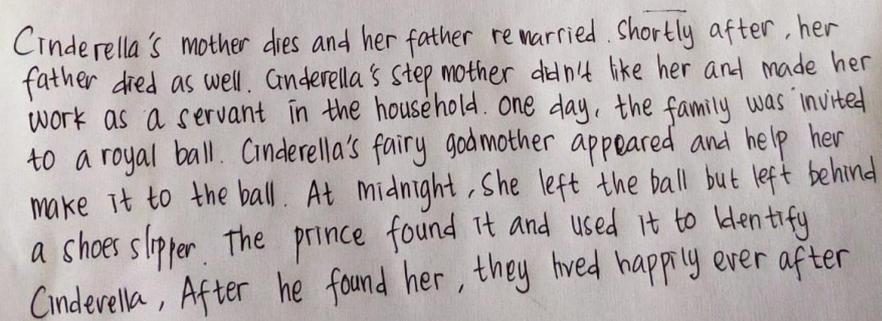
Figure 4.6 Judging

Following the interpretation made by the students, they are instructed to paraphrase the interpretation, so they can finally present the entire analysis as the final product of the reader-response approach. It is worth mentioning that paraphrasing stage requires a higher order thinking level, hence the students might struggle a bit in adjusting their effort to paraphrase their work. However, lecturer may come to assist the students in need, in order to maintain their confidence during this last stage. The final presentation should represent the originality of students' own thought thanks to the paraphrase.

Post-Teaching Activities

Prior to the main teaching phase, the lecturer then gave the students some further feedbacks on how to fully make use of the reader-response approach in most reading materials. These feedbacks can be described as follow:

a) Students need to be aware of the distinction between summarizing and criticizing, since the approach of reader-response relies heavily on learners' critical thinking in discerning a reading material.

b) Read a lot, so each learner possessed an adequate background knowledge that is useful for further analysis on any literary works when used alongside the reader-response theory.

c) As reading works hand-in-hand with writing, the students are encouraged to hone their writing skill, especially in grammatical sense. A good writing is necessary to deliver a great response.

d) Students ought to enrich their vocabulary, knowing that most learners aren't native to English language, the lack of proper vocabularies may hinder one's understanding on a reading material.

e) In technical perspective, the students need to focus on which object that they're going to criticize. Whether it is the author, the

main theme and genre, or the message carried within a reading material.

f) Subjectivism is the unique perk of reader-response approach. So, the students need to be confident in their own judgement when evaluating a certain reading material.

g) Students need to be a bit more assertive, since the key point of reader-response approach is examining, explaining, and defending readers' personal reaction to a given reading material.

h) Always stick to the formula of 5W + 1H whenever the students are confused or lost of thought during the process of examining the given reading material.

Following the end of the entire direct observation sessions, researcher then composed a detailed checklist to track the whole learning progress, which can be seen in the following table:

No	Subject	Pointer(s)	7th of Dec		14st of Dec		21th 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.	√	–	√	–	√	–

No.	Phase	Activity						
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 preparethe 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)

Table 4.1. Observation Checklist

4.1.2.Findings for the students' perception in learning reading of English short story through the use of reader-response approach on the students of STKIP PGRI Sidoarjo.

In accord to the second problem statements, researcher has conducted an online inquiry with the aim of discovering students' perception associated to the use of the reader-response approach in learning reading of English short story. Since the focus of the second objective is the students, hence researcher

took 21 students from the previous observation phase to join as the questionnaire participant. The online assessment was formulated suing 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.

Researcher selected a Strongly Agree-Disagree (close-ended) questionnaire in order to minimize the ambiguity commonly caused by surveys with scales. Hence, the given questionnaire provided more simplified options. Later on, apercentage is averaged to portray the questionnaire results that can uses the following formula:

$$\% = \frac{n}{N} \ x \ 100\%$$

(Harinaldi, 2005)

'N' in above equation signifies the total number of all respondents, whereas 'n' represents the number of an answer selected in the questionnaire.As for the question, there are around 15 in total, which can be displayed in the following table:

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	19	0	1	1	0

	Reader-Response Approach					
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)

Table 4.2 The questionnaire result

1. The first inquiry was about whether the students can understand by reading the text of short story through reader-response approach. Out of 21 respondents, 19 of them answered "Strongly Agree", 1 of them answered "Agree" while the remaining 1 answered "Neutral". It shows that the approach provides the students a better way in understanding the given text.

2. The second inquiry was about whether the students can understand the function of reading a short story text through reader-response approach. Out of 21 respondents, 19 of them answered "Strongly Agree", while the remaining 1 answered "Disagree", 1 answered "Neutral". It means that the approach enables the students in grasping the function of reading short story.

3. The third inquiry was about whether the students know the use of reader-response approach and understand the material of short story. Out of 21 respondents, 17 them answered "Strongly Agree",

while the remaining 4 answered "Disagree". It signifies the prior knowledge the students possessed in regard to the given material and how they can comprehend the use of the approach.

4. The fourth inquiry was about whether the students agree that strategies-based reader-response approach can attract respondents' interest in short story material. Out of 21 respondents, 19 of them answered "Strongly Agree", while the remaining 2 answered "Disagree". It shows that the approach provides a trigger to enhance their interest in learning the given reading material.

5. The fifth inquiry was about whether the student scan easily organize their reading through a reader-response approach. Out of 21 respondents, 18 of them answered "Strongly Agree", while the remaining 3 answered "Disagree". It means that the approach offers an organized method for them to learn a reading material.

6. The sixth inquiry was about whether the students agree that reader-response approach can helps them in knowing the level of reading ability. Out of 21 respondents, 17 of them answered "Strongly Agree", 2 answered "agree" while the remaining 1 answered "Disagree", 1 answered "Neutral". It signifies the approach that assists the students in measuring their reading ability.

7. The seventh inquiry was about the students agree that reader-response approach can access their understanding and reasoning during learning. Out of 21 respondents, 19 of them answered

"Strongly Agree", while the remaining 2 answered "Disagree". It shows that the approach allows Disagree only understanding, but also students' reasoning to play its role in a learning process.

8. The eighth inquiry was about whether the students agree that reader-response approach helps them to learn independently. Out of 21 respondents, 19 of them answered "Strongly Agree", while the remaining 2 or 9% answered "Disagree". It means that the approach enables students' independence in learning a reading material.

9. The ninth inquiry was about whether the students agree that reader-response approach may increase their participation in reading class. Out of 21 respondents, 19 of them answered "Strongly Agree", while the remaining 2 answered "Disagree". It signifies that the approach helped in maintaining their involvement in a learning scenario.

10. The tenth inquiry was about students agree that the approach may improve their performance in the application of reading and understanding short story in everyday life. Out of 21 respondents, 19 of them answered "Strongly Agree", while the remaining 2 or answered "Disagree". It shows that the approach contributes to students' performance in learning reading material.

11. The eleventh inquiry was about students agree that mastering English requires a reading skill. Out of 21 respondents, 18 of them

answered "Strongly Agree" 1 answered "Agree" , while the 2 of them answered "Neutral". It means that all students are aware of the importance in mastering a reading skill.

12. The first inquiry was about students agree that the use of reader-response approach makes them more comfortable and confident in learning reading. Out of 21 respondents, 19 of them answered "Strongly Agree", while the remaining 2 answered "Disagree". It signifies that the approach may boost students' confidence and enhance the overall learning experiences.

13. The first inquiry was about whet her the students agree the strategy can correctly motivate them and makes them understand short story material. Out of 21 respondents, 15 of them answered "Strongly Agree", 5 answered "agree" while the remaining 1 answered "Disagree". It shows that the approach can bolster students' motivation, which later influence their understanding regarding the reading material.

14. The first inquiry was about students can find solutions to improve their reading skills through the use of reader-response approach. Out of 21 respondents, 20 of them answered "Strongly Agree", while the remaining 1 answered "Disagree". It means that the approach provides the students with a room of improvement in term of their reading skill.

15. The first inquiry was about students can understand the concept of reader-response approach, as well as learning purpose and process of studying short story in reading class. Out of 21 respondents, 20 of them answered "Strongly Agree", while the remaining 1 answered "Disagree". It signifies the approach that facilitates them to grasp the goals of a certain learning scenario.

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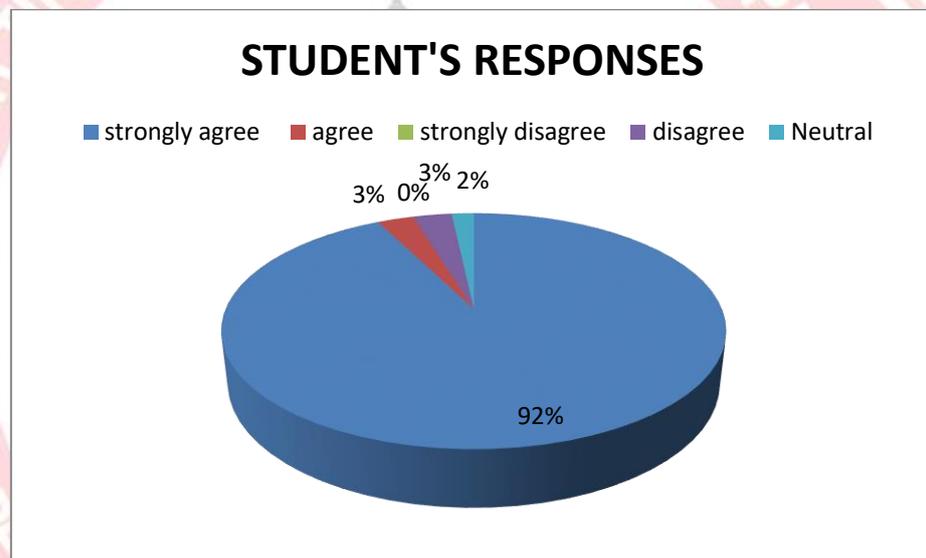
4.2 Discussion

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.

On whilst-teaching, researcher observed the lecturer's effort to implement the reader-response approach into the learning activity, which displayed asignificant chance on the entire learning experience. At first, the lecturer gave the students of reading class Reading class is often associated with an intensive reading class where students have to find the intended information as quickly as possible (Sari,2019) a reading material in form of a narrative short story entitled Cinderella. By doing that, the lecturer allows them to engage the given text, which is an authentic material. Second of all, the students then asked to describe, conceive, and later explain all elements available in the text by using 5W + 1H questions. What sets the reader-response apart from the conventional method of summarizing, is the next steps. On the third step, students are tasked to connect the dots.

Connecting the dots, or often called as mind-mapping, involves students' critical thinking and keen perception. By performing a mapping, the students are encouraged to be responsible on their previous answer regarding the given text. Once the students are able to create the map for their answers, they may proceed into the last stage of reader-response approach. That last stage is imbuing their interpretation into their mapping.

In this part, students are tasked to paraphrase the existed sentences from the text, to explain and summarize their whole understanding.

The second phase is a survey through a questionnaire. 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.