

CHAPTER I

INTRODUCTION

1.1. Basic Consideration

Reading is one of four language skills besides listening, speaking, writing, that is important for students. It is a skill which requires regular, systematic practice. It is also a form of communication and of communicating ideas. Through reading, the students can broaden their knowledge about language; it is because that reading text provides opportunities to study language.

Moreover, it is important that students concentrate on messages and ideas on a passage or text rather than on individual words. Then, the students are expected to read with comprehension. With practice, students will become more capable of understanding the global message in the reading passage and literary work.

Based on competency standard at Senior High School, reading is a process of comprehending the ideas or facts and context within simple reading passages related to certain environment. Remember new words and expression in the given passage and the last understand important things (facts or ideas) in the given passage. So, the students are able to comprehend simple English text or passage through reading certain English text or passages.

From the statement above, it is clear that reading is very essential and important skill to be mastered. For students, generally the mastery of the reading text is needed to get and to understand written information from a passage. In

teaching learning activity, most of the students find difficulties to comprehend the reading text. The students did not read a text seriously and they also did not understand topic of reading, the main ideas, topic sentence and the whole of text. They did not understand what the text talks about because of their vocabulary mastering either word by word or from the context. In their mind, to understand the text they must know all the word meaning. When they find it difficult they tend to give up and then give lack of attention to the reading text. So that they were unable of finding implicit and explicit information and answering the questions asked related to the text correctly.

In education, literary work is one of material that should be read by the students. Reading literary work is aimed at giving positive influence to the students. By reading literary work the students can understand about life, because literary work expresses various human experiences, so that they are able to take knowledge from it. Reading literary text also means broaden the students' knowledge about language because the media of language used in it.

Literary response is response of students towards literature or literary work like short story based on the reader's ability in comprehending the text. In this situation, the students will use their critical thinking to comprehend the story. It means that the students can understand the reading text that they have read. Literary responseshows that responding to literature helps students become better readers. With literary response, students respond to materials they have read. As they read, they write their personal response in their reading. They state their feelings as the students read, thoughts reaction, and questions about situation,

ideas, actions, characters, settings, symbol, plot, themes, and any other elements in the story. They can not be wrong in their responses, they take risks and should be honest. They write about what they like and dislike, what seems confusing or unusual to them. They tell what they think something means. They make predictions about what might happen later. They relate their personal experiences which connect with the plot, characters, or setting. They don't just summarize the plot.

Rohrberger and Woods (1971:27) state that short story is one kind of literary work. The author of it creates the short story on the bases of what they have seen in life, what they have experience and then they express it into language. The authors with their imaginative ability try to express the condition of human life or experience in different language. They use language that make the readers feel what the authors have felt and experience. It seems that the readers are being engaged in the story, the readers' emotion is fully involved, it is likely that a reader drops his tears when reading a tragedy story, or sometimes another readers bursting into laugh when reading a comedy one.

So, with literary response the student can understand reading short story that they have read. They can get information from the story based on their ability to comprehend the text. The students can practice their critical thinking to analyze the story through literary response. The reason why I am interested to conduct this research is because when I was following practice teaching 2 at SMA Negeri I Gorontalo, I found that the students prefer short story to other kinds of literary work.

The teacher needs to look for a good way to help students to master reading skill. In addition, the teacher can choose short story text to attract students' attention in teaching and learning process especially in teaching reading. Based on the explanation above, I formulate the title "A Descriptive Study on Students' Literary Response in Reading Short Story".

1.2. Problem of Study

The problem of study of this research is formulated as "How is The Students' Literary Response in Reading Short Story?"

1.3. Reason for Choosing the Topic

1. It is important to know the students' ability to understand reading short story.
2. In teaching reading, some students are interested to read short story. Therefore, to know the students' ability in literary response, short story is chosen by the researcher.

1.4 The Objective of Study

The objective of this study is to describe students' Literary Response in reading short story.

1.5 Scope and Delimitation of Study

There are some kinds of literary work but in this state I limited my study on the students' literary response in reading short story. The indicators of the literary response are: Character, Beginning, Middle, and The End of story.

1.6 Significance of Study

1. This study gives information for English teachers about how students' literary response in reading short story.

2. Through this research, the teacher may use this information to select interesting short story for students in learning English literary work. By providing interesting short story will ease teacher in teaching literary work to students.
3. The result of this research is expected to be a useful resource for the next research.