

The Use of Reader-Response Theory to Teach Reading Narrative Text for Tenth Graders of Senior High School

Citra Hardiyanti Ningrum

English Language Teaching, Language and Art Faculty, State University of Surabaya

citraningrum@mhs.unesa.ac.id

Abstract

This research was aimed to describe the use of reader-response theory to teach reading narrative text and to describe the students' responses toward the text. This research was conducted qualitatively. This research used some instruments, which are observation checklist, field notes, transcription, and document. The observation checklist and the field notes were used to know how the reader-response theory was used to teach reading narrative text in the classroom, which was conducted in three meetings. In addition, to know the type of the students responses toward the text during the reading process based on the reader-response theory, the researcher used the transcription and the document of the students' works. From this research, it could be said that the reader-response theory was used in the form of spoken and written activities. The teacher also had applied the Engaging, Describing, Conceiving, Explaining, Connecting, Interpreting, and Judging strategies during the teaching and learning process. Furthermore, the students made Interpretive, Affective, Reflective, Associative, and Queries response toward the text when they were involved in the RRT-based reading process.

Keywords: *Reading, Narrative Text, Reader-Response Theory.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan *reader-response theory* untuk membaca teks naratif dan untuk mendeskripsikan tanggapan siswa terhadap teks tersebut. Penelitian ini dilakukan secara kualitatif. Penelitian ini menggunakan beberapa instrumen, seperti daftar kriteria pengamatan, catatan lapangan, transkripsi, dan dokumen. Daftar kriteria pengamatan dan catatan lapangan digunakan untuk mengetahui bagaimana *reader-response theory* digunakan dalam pembelajaran membaca teks naratif di kelas, yang dilaksanakan dalam tiga pertemuan. Sebagai tambahan, untuk mengetahui jenis tanggapan siswa terhadap teks selama proses membaca yang berdasar pada *reader-response theory* dilaksanakan, peneliti menggunakan transkripsi dan dokumen dari lembar kerja siswa. Dari penelitian ini, dapat dikatakan bahwa *reader-response theory* diterapkan dalam bentuk aktivitas-aktivitas oral dan tulis. Guru juga telah mengaplikasikan strategi Menarik, Menggambarkan, Memahami, Menjelaskan, Menghubungkan, Menginterpretasikan, dan Menilai selama proses belajar-mengajar. Selain itu, para siswa memberi tanggapan Interpretatif, Afektif, Reflektif, Asosiatif, dan tanggapan yang berupa pertanyaan terhadap teks ketika mereka terlibat dalam proses membaca yang berdasar pada *reader-response theory*.

Kata kunci: *Membaca, Teks Naratif, Reader-Response Theory.*

INTRODUCTION

English is one of compulsory subjects in senior high school in Indonesia. There are four skills in English, which are listening, speaking, reading, and creating. Amongst those skills, reading is an important skill which has an important contribution to the success of learning language. We achieve the knowledge in life

mostly by reading, that is why reading is essential (Kemendikbud, 2016). Westwood (2016) states that readers who understand what they are reading can more easily predict, conclude, and make connections of the text or the information on the page.

However, it seems that the reading skills of Indonesian students are still low. The data from the International Association for the Evaluation of

Educational Achievement (IEA) as cited in Kemendikbud (2016) shows that Indonesia is in the forty-fifth position of the forty-eighth participants country in International Results in Reading in 2011, which is an international reading comprehension test conducted on every five years by Progress in International Reading Literacy Study (PIRLS). Moreover, Kemendikbud (2016) also shows the data from Organization for Economic Cooperation and Development (OECD) in 2012 that Indonesia ranks sixty-fourth from sixty-five participant countries in an international literacy evaluation conducted by Programme for International Student Assessment (PISA). Both data shows that Indonesian students' reading skills are still low, especially in understanding the passage. Consequently, the government launches a program called "Gerakan Literasi Sekolah" or "Literacy Program" as a compulsory program in the 2013 curriculum. In this program, the students have to read any book they like in school at least thrice a week before the lesson starts in order to enhance the students' reading skills and increase their motivation to read. Thus, the schools are required to provide the students with literary books aside from the lesson books for the students to read.

Nevertheless, based on the researcher's observation in the teaching practice program "Program Pengelolaan Pembelajaran" (PPP), providing the student with literary books does not guarantee that the students will want to read more let alone enhance their reading skills. In fact most of students admit that they are reluctant to read because they do not see the importance and the fun in doing it. In this case, the teacher's role is needed to enhance their motivation to read, which is best by invite them to read for pleasure. According to Clark and Rumbold (2006) besides reading for pleasure influences the reading achievement of the students, it also gives good side effects toward some important aspects such as the process of decision making, the process of being aware on what happens within the culture, the process of how to get involved within the society and the process of having greater perception on some issues. Reading for pleasure in this case means reading with enjoyment, and reading with enjoyment can most probably be taught by teaching narrative text.

There are many kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. Based on the researcher's observation during the teaching practice program, narrative is the students' most favorite text genre. In the process of learning, the three aspects of meaningful, interesting and motivating can be

related to each other in such a way through a story (Garvie, 1990). Narrative has various types and themes such as love, comedy, science fiction, horror, and many more. Feez & Joyce (2000) defined that narrative has the aim to present a story in which it gives either the readers or the audiences a way out of problems and it also brings the story alive by reflecting the three values of social, cultural and moral from the story to the real life.

However, the reading narrative in school reality is not as enjoyable as it should be. As a matter of fact, when learning narrative, the students usually secretly translate the text in google and browse the answer without reading the whole text let alone enjoying the reading and trying to understand the text. There is little or no critical thinking involved; students are very rarely to be encouraged to think or react for themselves. Consequently, the students as the readers cannot be really connected with what they read. Thus, it is necessary to make the students to be more engaged with the text by activating their feelings, opinions, and background knowledge as readers to increase their enjoyment in reading. Therefore, the researcher conducted a research about the implementation of Reader-Response Theory (RRT) to teach narrative text in senior high school.

Reader-Response Theory (RRT) is one of the literary criticism theories in which the readers can involve their personal opinions, feelings, and background knowledge to create meanings of the text. Moreover, RRT helps the students' reading comprehension by giving response of what they read. Al-Bulushi (2011) states that the students in the experimental group who are taught a short story with the RRT does better on the comprehension test than those in the control groups. An action research conducted by Iskhak (2015) about applying Reader-Response Theory to enhance student teachers' affective and linguistic growth also shows that RRT improves the student teachers' boldness and self-confidence in expressing ideas, classroom participation, and writing skill. In addition, he states that the studies on application of Reader-Response Theory are still rare in the EFL teacher education setting. Hence, the researcher wanted to conduct further study concerning with Reader-Response Theory to answer the research questions as follows.

1. How is the Reader-Response Theory (RRT) used in teaching reading narrative text for tenth grade students?
2. What types of responses are made by the students toward the narrative text when they are involved in the reading process based on RRT?

Reader-response theory is one of literary criticism theories in which the students are required to criticize the text based on their personal experience, feelings, and opinions by quoting verbatim as proof to support the critics and text accordance. Reader-Response theory values the readers' role the most. According to Rosenblatt as cited in Iskhak (2015), reader-response theory usually leads to the esthetic reading, in which it is the reading process that the readers play an active role to create meanings of the text by connecting their experience and emotional competence. Tomkins as cited in Lovstuhagen (2012) states that reader-response theory is simply a term to associate the criticism of a text particularly related to the readers' responses as the valued interpretation. My Van (2009) also supports the notion by stating that a work, or a text, may be interpreted differently because each reader has distinctive feelings and experience. It means that reader-response theory accepts that a text can be interpreted differently, so long as there is proof to support the relevance of said interpretation with the text.

There are some benefits in using the reader-response theory or RRT. The students will be more confident in expressing their opinions and feelings. Iskhak (2015) finds that RRT improves the confidence of the students in expressing their ideas and improves their writing. The improvement in writing can be caused by the students' comfort because they can write something that is connected to them. Reader-response theory also promotes critical thinking development and encourage the students to be an independent thinker.

Garzon and Castaneda-Pena (2015) finds that RRT does improve the students' level of thinking. In addition, Rosenblatt as cited in Yilmaz (2013) contends that the teacher should accept "multiple interpretations" to a text rather than just a "correct interpretation" because it allows creative and critical thinking to take place in the class. In other words, using Reader-Response theory also teaches the students to appreciate different views, motivate them to speak up and engage in discussion, and train them as a creative and imaginative thinker.

Beach and Marshall in Iskhak (2015) put forward the reader response strategy consists of seven strategies are: to engage, describe, explain, conceive, interpret, connect, and judge. To be more detailed, Beach and Marshall in Sari and Inderawati (2014) put the explanation of each strategy along with its example of activities. The explanation mentioned can be read in the table below.

Furthermore, according to Garzón and Castañeda-Peña's (2015), there are six types of responses

made by the students' toward the passage when they are involved in RRT based reading process. Firstly, the responses that involve the students' expression of their feelings towards the passage or the reading process are

Table 1. Reader's Response and Activities

Reader-Response	Activities
<p>Engaging Readers are in the process of experiencing in which their emotions are involved within the text.</p>	<p>Free Writing Think-alouds</p>
<p>Describing Readers describe the text based on what the author states in the text in which they use their own words.</p>	<p>Jotting Listing</p>
<p>Conceiving The students go beyond the information that is described in the text in which the information is extracted to get the meaning out of it.</p>	<p>Author's Chair Discussion</p>
<p>Explaining The students explain everything they know toward the action of each character.</p>	<p>Journals Question-asking</p>
<p>Connecting The students try to relate what they have read to the text in.</p>	<p>Treeing Conferences</p>
<p>Interpreting The students try to interpret every single important aspect within the text.</p>	<p>Oral Interpretation Mapping</p>
<p>Judging They students involve their personal thoughts toward all the characters within the story.</p>	<p>Role-play</p>

affective responses. Then, there are responses that are in the form of questions. These questions that are related to the text may be emerged because the students do not understand some parts of the story, or that they want to clarify some meanings of the text. 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. The fourth type of response is reflective response, in which if the students' responses reflect their experiences or attitudes in accordance with some of the actions or ideas in the text and their reading process. Thus, it is divided into two subcategories, which are personal beliefs, and literature and reading process.

RESEARCH METHODS

The research was descriptive qualitative. The researcher acted as an observer. The researcher only uses basic qualitative analysis as research design. Basic qualitative research provides descriptive explanation that is aimed to understanding a phenomenon, a process, or a certain point of view from the viewpoint of involved partakers (Ary, 2010). Thus, it described how the participants can perceive the event, the process, and the activity.

The subject of this research was the English teacher and the students of X/8 of the science program of Senior High School 1 in Pandaan, Pasuruan. The researcher chose the English teacher who has utilized reader-response theory in the classroom. At the time, the teacher applied it in the twelfth grade students based on KTSP curriculum. Yet, in this research, the researcher focused on the implementation of Reader-Response Theory in teaching reading narrative text which will be conducted based on 2013 curriculum in tenth grade students.

The class chosen consisted of 36 students. The class was selected based on the teacher's assessment on the students' English proficiency and interest. According to the teacher, the students' English proficiency was balanced and average. Moreover, the students had very little interest in the subject of English and the narrative text about legends.

There were two research questions and four instruments in this study. For the first research question, the researcher used observation checklist and field notes to collect the data. Meanwhile, the transcriptions and the documents were used to answer the second research question. There were two data of this study, which were the reading activities and the teacher's RRT related questions. The first research question dealt with how the teacher used Reader-Response Theory to teach narrative text for the tenth grade. Then, the source of data for the first research question was the teacher's and students' activities, actions, behavior, and speech during the application of Reader-Response Theory in the classroom. The second research question was concerning with the students' responses toward the text during the implementation of Reader-Response Theory in teaching narrative. Thus, the data would be the students' written comments and opinions (in students' worksheet) and their spoken responses regarding the text during the teaching and learning process. Hence, the source of data was the students' of X/8 of the science program of SMAN 1 Pandaan.

In this study, the researcher used two ways of collecting data, which were observation and documentation. First, the researcher conducted the observation while the Reader-Response theory was conducted in the classroom. After that, the data for the second research questions was collected by collecting and documenting the students' works to obtain the information about the students' written response toward the text during the RRT based reading process. Furthermore, the data analysis used for this research was based on Ary (2010). According to Ary (2010), there are three stages in analyzing the data. The first is familiarizing and organizing. The second is coding and reducing. And the third is interpreting and representing. The data of this study were analyzed by adapting to those stages.

FINDINGS AND DISCUSSION

The Use of Reader-Response Theory in Teaching Reading Narrative Text

Based on the result, the Reader-Response Theory was used in the form of activities. There were several reader-response theory based activities conducted by the teacher, which could be divided in the form of written and spoken. Those activities could be known in the explanation below.

• Written

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.

• Question-asking

In post reading stage, the teacher usually asked the students some questions regarding to the story in the form of worksheet. After orally asking the students some questions, the teacher instructed the students to answer some questions about the text they had read. These questions were related to the students' feeling about the story, their imagination, agreement towards the character's action, their experience, and their understanding regarding to the information in the text. The teacher applied this activity in each meeting during the implementation of RRT.

• Mapping

In the first meeting, 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 stories they knew, the moral value of the story, and how much they like the story by giving rating to the story.

- Think-alouds

In the second meeting, the teacher asked the students of what they were thinking when they were told that they would read a story about a knight. They were asked to predict what kind of story they would get and why they predicted it to be so. The teacher instructed the students to write it down in the column in the worksheet. This activity was of course conducted in the pre-reading activity.

- Free Writing

The teacher conducted this activity only in the third meeting. In the third meeting, the teacher instructed the students to collaboratively write a simple letter after they read the second passage. The teacher asked the students to imagine themselves as one of the characters in the story. The students were required to think, feel, and put themselves in the character's shoes. After that, they had to write down a letter which represented how they would deal with a certain problem if they were the character.

- Spoken

- Question-asking

The teacher conducted this activity in the first, second, and the third meeting. The difference from the written form was that these question-asking activities were conducted orally. In whilst reading stage or post reading stage, the teacher usually asked the students some questions related to the text after reading the passage. However, it also conducted in pre reading stage. For example in the first meeting, the teacher asked the students whether they like the story, the characters, what they think about the title, then she asked their answers regarding to the two questions she gave before giving the text, which was concerning to the connection of the story they had read with another story in post reading stage.

In the second meeting, the teacher asked the students whether they like the story and the main character in it. The teacher also asked the same question after they read the second passage. Meanwhile in whilst reading stage she mainly asked about the students' understanding about some parts of the story. However, in the third meeting, the teacher asked the students some questions regarding to the details of the story, whether they liked it, why they did and did not, and what they

think about the moral value of the story in post reading stage.

- Listing

In the first and the second meeting, the teacher would ask the students to describe the setting, the characters, the characterization, and the language features of the text in the whilst-reading and post reading stage. Then, the students would mention some adjectives to describe the characters and the setting of the story. Usually, the teacher then asked them to mention the part of the story that supported their answer. However, in the third meeting, the teacher applied this activity only in post-reading stage due to the silent reading activity, which required the students to read the passage by themselves.

- Free Writing

- Oral Interpretation

This kind of activity was conducted in each meeting. In oral interpretation, the teacher would ask the students' opinion regarding with some parts of the story after they read it. This might seem similar to the question-asking activity. However, oral interpretation particularly dealt with the students' opinion or interpretation.

- Think-alouds

The teacher usually asked what the students think when they heard the title of the story they were going to read or something that was related to the story. Different from the second meeting, in the first meeting, the teacher orally questioned the students to describe what a unicorn might look like. Then, to make it clearer and more interesting, she asked some students to draw their version of a unicorn in front of the class. This activity had successfully made the class more alive and got the students' interested to read the story.

The Types of Responses Made by the Students toward the Narrative Text on the RRT-based Reading Process

Based on the result, there were five responses made by the students towards the narrative text. They were affective responses, queries, associative responses, reflective responses, and interpretive responses.

- Interpretive response

This kind of response was the most responses the students made. They made interpretive responses orally and by written. In spoken interpretive response, the students made interpretive responses when the teacher asked them some questions related to the stories mostly in the post reading activity. The teacher almost

always made the students to support their answer by quoting what was stated in the text.

Meanwhile, in written interpretive response, the students made such responses when they answered the exercises given by the teacher.

• Affective response

The next response made by the students was affective response. Here, the students gave response to the passage by expressing their feelings about it. This kind of response was done orally and written. In oral, the students gave this kind of response when the teacher asked them about their feelings toward some things related to the passage directly, which happened usually in the post reading activity. Meanwhile in written, the students gave this kind of response in the written exercise.

• Queries response

In this kind of response, all the questions the students asked that were related to the story, whether it was because the students did not understand some parts of the story or they wanted to clarify meaning, were included. This kind of response was found done in oral only. The students mostly asked the teacher during discussions in the post reading activity.

• Associative response

This kind of response was found both in orally and in written. In oral, the students briefly mentioned their personal memories that were brought back when they discussed some parts of the story and also briefly about their literary background. In written, the students were found mentioning about their personal experience that was related to some particular part of the story.

• Reflective response

There were quite a few who made this kind of response. In oral, the students briefly mentioned their personal beliefs that were brought back when they discussed some parts of the story. However in written, it was found that they mentioned their literary background briefly.

In line with the findings explained, the details of the students' response could be seen in the table as follows.

Table 2. The Students' Spoken and Written Response

Type of Response	Form	Excerpt/Transcription
Interpretive	Written	"He is frightful, line 40..." "Bad guy, line 45..." "I think The Green Knight was very brave and incredible..." "Yes. Because she didn't prevent her husband when he

		killed the tiger." "...I think The Husband's character is suspicious easily and careless."
	Spoken	"I think he... eh, itu, keras kepala? Iya, stubborn. Because he don't... didn't give the unicorns to Shem." "Stealing them.. I yes, I agree. Because The Bearded Man don't give the unicorn." "Sir Gawain brave, because he keep his promise."
Affective	Written	"I feel nothing because the story is so flat." "I feel entertained, because the story is interesting." "I like him because I loved to see people challenge someone." "...I feel pity with the tiger because the obedient tiger was killed."
	Spoken	"No, I don't like. Because sad ending." "I feel sad because Shem unsuccessful." "I love it. Sir Gawain is brave and ada kayak rintangan2 gitu ceritanya." "No. Because sad story. I don't like Loreng was killed."
Queries	Spoken	"Desa Panyalahan itu dimana, Bu?" "Lho berarti Shem's father is Noah nabi Nuh itu ta?"
Associative	Written	"...I haven't read it yet I don't believe it." "...Yes I ever heard the story and I believe it." "No. It's just a myth." "I know someone has a unique name..." "...I do apologize for someone and don't repeat my mistake."
	Spoken	"I think unicorns fiction." "Yes, I believe because Noah story so maybe it's true." "Yes. Itu bu, kakak kelas ada yang namanya Demokrasi." "Yes, I did. I ever ng.. salah nuluh? Yes, accused someone. After that I regret and said sorry."
Reflective	Written	"...I learn about the brave and I learn about someone who wont to break his promise." "When The Green Knight strike Sir Gawain. I am afraid Sir Gawain will die." "...I must keep a promise that I

		made.”
	Spoken	<p>“No. The story is difficult... iya, vocabnya agak susah.”</p> <p>“I disagree. Because stealing is bad. Shem should not try to steal the unicorn... ya meskipun kepepet ya ndak boleh.. hehe”</p> <p>“No. Different. Usually there is princess in the knight story.”</p>

Discussion

After the data were collected and analyzed. Here, the researcher discussed about what strategies applied by the teacher when conducting RRT-based reading process and how the students’ responses reflected their feelings, opinions, and background knowledge.

Based on the observation checklist adapted from Beach and Marshall cited in Sari and Inderawati (2014), it could be said that the teacher conducted seven strategies, which are Engaging, Describing, Conceiving, Explaining, Connecting, Interpreting, and Judging.

The teacher used the engaging strategy to draw the students’ interest toward the story. She did it by playing games and asking questions toward the students. She often made the students predict what was going to happen next in the story to keep them engaged with the text. After that, describing strategy was used by asking the students to describe the characters and the setting in the story. This was usually done by listing the adjectives used to describe the characters, the time, or the places in the story. The teacher also asked some questions regarding to the information that was not explicitly showed in the story, for example, The famous Noah’s Big Ark and The Big Flood disaster that were connected to the story of The Last Unicorn, The Green Knight that disguised as Lord Westfall, and why Loreng the tiger’s mouth was bloody. In this case, the teacher had applied the conceiving strategy. Next, the connecting strategy was applied when the teacher asked the students to connect what they read with their own background knowledge, like whether the Unicorn was described in the story matched with what they usually see on TV or comic books. The interpreting strategy was used by the teacher whenever she asked the students about their thoughts or opinions about the events in the story, like what they would do if they were Shem, what they think about Sir Gawain’s action, and what their opinions about parents letting a tiger to look after their baby. Lastly, the teacher used the judging strategy to make the students decide whether the story was good or not by asking them

about the moral values within or by analyzing the plot to know whether the story was interesting and whether the students liked what they had read.

However, the strategies that the teacher had applied was not usually did in the form of the activities showed in Beach and Marshall cited in Sari and Inderawati (2014). For example, in the table, the connecting strategy was done in the form of Treeing or Conferences. However, here the teacher applied the strategy in the form of Question-Asking activity. The teacher did not change the connecting strategy’s principle but she changed the activity. It shows that the activities could be changed adapting to the teacher’s need.

The second finding indicated that the students have generated interpretive, affective, associative, reflective and queries response. In Picture 1, the teacher asked, “What do you feel about the story” and “Why do you feel like that?”. Then, a student answered, “I feel nothing because the story is so flat”. In another picture (Picture 3), another student answered, “I feel entertained, because the story is interesting”. From the example, it could be known that the students were able to involve their feelings in the reading process. Therefore, this kind of responses belong to the affective type of response.

In Picture 8, the teacher questioned, “Do you think the Wife was guilty of Loreng’s death too? Why?”. And a student answered, “Yes, because she didn’t prevent her husband when he killed the tiger.” Another example, in the spoken form, the teacher asked, “Why do you think Sir Gawain refused Lady Westall’s offer?” A student answered, “Because Sir Gawain did not want to break his promise to the Green Knight.” These kinds of responses belong to the interpretive type of response because, from the example, it could be seen that the students were able to interpret the characters in the story and the events happening in the story.

In Picture 1, the teacher questioned, “Have you ever heard the story about Noah and his big wooden ark to save the people and the animals from the Big Flood? Do you believe it?” Then a student answered, “...I haven’t read it yet I don’t believe it” Yet, in Picture 2, another student answered, “Yes, I ever heard the story and I believe it.” These kinds of responses belong to the associative type of response, because they associate their literary background with the story. Hence, the subcategory is literary background. Moreover, in Picture 8, the teacher asked, “Did you ever wrongly accuse an animal or someone for something they did nt do? What did you do after that?” then the student answered, “...I do apologize for someone and [I] don’t repeat my mistake.”

Here, the student associated her or his personal experience with the story. Hence, the subcategory is personal experience. Furthermore, in spoken form, when the teacher asked, "Did you ever read a similar story like this? Or a story that has similar character...?" (referring to A Legend of the Knights of the Round Table story), the student answered, "Yes, I know the same character like Sir Gawain in Timun Mas: Buto Ijo. They [are] both green." The answer indicated the association to another work, hence the subcategory is other works. Thus, from the examples, it could be said that the students were able to associate the story with their personal experiences, other works, and literary background.

In Picture 7, the teacher questioned, "What is the tensest event in the story for you? Why?" the student answered, "When the Green Knight [struck] Sir Gawain. I [was] afraid Sir Gawain [would] die." This answer reflected the student's reading process. Hence, the subcategory is reading process. Moreover, when the teacher orally asked, "Was the story similar to the story about knights that you have read before?", the student answered, "No, [it is] different. Usually there is princess in the knight story." This kind of answer reflected their role as a reader of literature. Therefore, the subcategory is literature. Furthermore, when the teacher asked, "Do you agree about Shem stealing the unicorns?", the student answered, "I disagree. Because stealing is bad. Shem should not [have tried] to steal the unicorn [even though it was for urgent matter]." This answer indicated the student's belief that stealing is bad, even though it was done for good purpose. Hence, the subcategory of this response is personal belief. Meanwhile, all the examples of the students' response above belong to the reflective type of response because it reflected the students' literature, personal belief, and reading process.

Then, one time, a student orally asked the teacher, "Where is Panyalahan [village], [Ma'am]?" This question indicated the student's curiosity regarding to the story they read. Moreover, another one asked, "[So does that mean] Shem's father is Noah [the Messenger]?" Different from the previous example, this one indicated that the student wanted to confirm his or her understanding regarding to the text. These kinds of responses belong to the queries type of response.

However, according to Garzón and Castañeda-Peña's (2015), there are six types of responses in the RRT based reading process. The sixth response, which is inferential response was not found. In inferential response, the students are required to analyze the literature aspects of the text, such as dictions, themes,

symbolisms, tones, et cetera. With the consideration of the grade and the students' English proficiency level compared to the other subjects in other researches regarding to RRT application in EFL, it was possible that the teacher did not ask the students those aspects regarding to the said reasons. Nevertheless, it is encouraged that the students accept different interpretations in Reader-Response reading process (Rosenblatt as cited in Yilmaz 2013). The examples of the students' response above indicate that they had different opinions and thoughts about the story and they accepted the varied interpretation about it. Furthermore, according to My Van (2009), it is also eminent that the responses of the students involve the readers' feelings, experiences, and background knowledges. This could also be seen in the explanation about the students' responses above, particularly in the affective type response.

It is encouraged that the students accept different interpretations in Reader-Response reading process (Rosenblatt as cited in Yilmaz 2013). The examples of the students' response above indicate that they had different opinions and thoughts about the story and they accepted the varied interpretation about it. Furthermore, according to My Van (2009), it is also eminent that the responses of the students involve the readers' feelings, experiences, and background knowledges, in which it could be seen in the students' responses.

Suggestion

Besides the activities explained in the findings, the teacher may use other activities to conduct RRT based reading process, such as Journals or Role-play. However, the teacher should consider the suitability of the text with the students' English proficiency and the best way to draw the students' response toward the text. Furthermore, for the next researchers who want to conduct the research about the implementation of reader-response theory, it is suggested to conduct another researcher in another skill with different material.

REFERENCES

- Abbott, G., et al. (1981). *The teaching of English as an international language*. Glasgow: William Collins Sons and Co. Ltd.
- Al-Bulushi, Y. (2011). Teaching Short Stories in the Omani Context: The Use of the Reader-Response Theory. *Literacy Information and Computer Education Journal (LICEJ)*, 2(3).
- Alderson, J. C. (2000). *Assessing Reading*. United Kingdom: Cambridge University Press.

- Amer, A. A. (2012). *Using Literature in Reading English as Second/Foreign Language*. Tanta University, Egypt.
- Anderson, M. (2003). *Text types in English*. Macmillan Education Australia PTY LTD.
- Ary, D. (2010). *Introduction to Research in Education*. USA: Wadsworth, Cengage Learning.
- Babae, R., & Yahya, W. R. B. W. (2014). Significance of Literature in Foreign Language Teaching *International Education Studies*, 7(4).
- Becker, R. R. (1999). Reader response: Students develop text understanding. *Reading Horizons*, 40(2).
- Bennett, A. &. (2004). *An Introduction to Literature, Criticism and Theory*. Great Britain: Pearson Education Limited.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman.
- Carlisle, A. (2000). Reading logs: an application of readerresponse theory in ELT. *ELT Journal*, 54(1).
- Clark, C., & Rumbold, K. (2006). Reading for Pleasure. *National Literacy Trust*
- Duke, N. K., & Pearson, P. D. (2001). Effective Practices for Developing Reading Comprehension.
- Dymock, S. (2007). Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness. *The Reading Teacher*, 61(2), 161-167. doi: 10.1598/rt.61.2.6
- Floris, F. D. (2004). *The Power of Literature in EFL Classrooms*. Surabaya-Indonesia: Petra Christian University.
- Flynn, N., & Stainthorp, R. (2006). *The learning and teaching of reading and writing*. England: Whurr Publishers Limited.
- Garro, L. (2014). *The importance of reading fiction*. University of Central Missouri, Warrensburg, Missouri.
- Garvie, E. (1990). *Story as vehicle: Teaching English to young children*. Clevedon: Multicultural Matters, Ltd.
- Garzón, E., & Castañeda-Peña, H. (2015). Applying the Reader-Response Theory to Literary Texts in EFL-Pre-Service Teachers' Initial Education *English Language Teaching*, 8(8).
- Ghaith, G. M., & Madi, M. S. (2008). Reader Response versus New Criticism: Effects on Orientations to Literary Reading. *TESL Reporter*, 41(2).
- Ghandehari, S. (2013). Definition of reader, as a relative concept, in reader- response theories *Procedia - Social and Behavioral Sciences*, 70, 1381 – 1388.
- Ghasemi, P. (2011). Teaching the short story to improve L2 reading and writing skills: approaches and strategies. *International Journal of Arts & Sciences*, 4(18), 265–273.
- Harfitt, G., & Chu, B. (2001). Actualizing Reader-Response Theory on L2 Teacher Training Programs. *Revue TESL du Canada*, 29(1).
- Inderawati, R. (2013). The application of literature for all and literature across curriculum concept by responding literary works to the enlightenment of character education in Indonesia context. *Journal of Teaching and Education*, 13–24 .
- Iskhak. (2015). The Application of Reader-response Theory in Enhancing Student Teachers' Affective and Linguistic Growth: A Classroom Action Research in EFL Teacher Education in Indonesia. *The English Teacher*, XLIV(2).
- Joyce, H., & Feez, S. (2000). *Writing skills: Narrative and non-fiction text types*. Sydney: Phoenix Education Pty Ltd.
- Kemendikbud. (2016). *Panduan Gerakan Literasi di Sekolah Dasar*. Jakarta: Direktorat Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- Liu, F. (2010). Reading Abilities and Strategies: A Short Introduction *International Education Studies*, 3(3).
- Løvstuhagen, A. T. (2012). *Teaching literature in lower secondary school*. Norway: University of Oslo.
- Marzban, A., & Raeisi, M. R. (2013). The impact of personal life experiences on the recall and retention of vocabulary in reading comprehension of upperintermediate EFL Iranian learners *Procedia - Social and Behavioral Sciences*, 70, 956 – 959
- Mitchell, D. (1993). Reader Response Theory: Some Practical Applications for the High School Literature Classroom. *Language Arts Journal of Michigan*, 9(1).
- Ozgun, B., & Griffiths, C. (2013). Second language motivation *Procedia - Social and Behavioral Sciences* 70, 1109 – 1114
- Pang, E., et al. (2003). *Teaching reading*. Switzerland: International Bureau of Education.
- Probst, R. E. (1994). Reader-Response Theory and the English Curriculum. *The English Journal*, 37-44.
- Rudy, R. I. (2007). Web-Based Literature: Displaying Students' Response to Short Story. *International Conference of TEFLIN*.
- Sari, F. S. (2014). The Application of Cultural Literacy Model to Enhance Speaking Ability through Legends for Advance Students in ELT Classroom. *IPEDR*.
- Shelton, K. Y. (1994). *Reader Response Theory in the High School English Classroom.*, Wake Forest University, Orlando.
- Sutrianto, Rahmawan, N., Hadi, S., & Fitriano, H. (2014). *Konsep dan Implementasi Kurikulum 2013*. Jakarta.
- Van, T. T. M. (2009). The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom. *English Teaching Forum*, 3.
- Westwood, P. S. (2016). *Reading and learning difficulties : approaches to teaching and assessment*. Camberwell: Victoria ACER Press, an imprint of Australian Council for Educational Research Ltd.
- Yılmaz, C. (2013). Literature Instruction Through Readerresponse Approach: Does It Foster Reading Comprehension? *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 3(4).