CHAPTER II
THEORETICAL BASES

A. Reading

a) Definition of Reading

Reading is a process of transferring information from the writer to the reader through written language. The writer delivers message which is written on text, and then the reader tries to understand what is being written so that they can get the message. In other words reading is a process which done by the reader in order to get the message that the writer delivers.

Reading as language process is concerned with the syntactic information, the word order, word categories, and pattern of sentence”. It means reading refers to the language competence. Reading is decoding. It means reading is the ability to translating the written words into sound.

Reading is a psycholinguistic guessing game. It involves on interaction between thought and language. According Johnston in mikulecky (1990:2), “reading is more than an interaction between reader and text”. In most cases, especially in academic settings, a reader expects a text to make sense; hence, for the purposes of this book, which is intend for teachers, we are not interested in non-meaningful reading. Harmer in the Practice of English Language Testing (1985:153), reading is an exercise dominated by the eyes and the brain. Reading is a process of decoding written symbols, working from smaller units (individual letters) to larges ones (words, clauses and sentences)”.
b) Reading Purposes

There are some purposes for reading according to Paris and Stahl (2005: 47) namely reading for literary experience, reading for information, and reading to perform a task. Reading for literary experience means that the readers has an aim to understand something by reading books, article or journal. Meanwhile, reading for information means that someone reads books or article to look for information through what they read such as looking for job. Reading to perform a task is usually done by students. It means that they only read when they are asked to do some task by their teacher.

In addition, many people do this activity with different purposes. For example, there is someone like reading novel to have a pleasure. The other purposes of reading are gaining information about something, understanding the meaning of something and etc. Thus, reading activity cannot be separated from our life.

c) Aspects of Reading

1) Skimming

Readers are supposed to be able to recognize the main idea of what they read quickly. They entail to ignore unimportant information. They tend to focus on the author’s idea; what the authors want to share to readers. It is called as skimming process where the readers only look for the general idea of an article or passage (Mickulecky and Jefries, 2007: 170). And the purposes of skimming are: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material.
Thus, in skimming the text, a reader needs to practice in order the students can learn the key words and phrases which can cover all the material the students is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2) Scanning

Scanning is quickly reading to find the specific information. Brown (2001:308) stated that, scanning is quickly searching for some particular piece or pieces of information in a text. By scanning, a reader mean glancing rapidly through a text either to search a specific piece of information (e, g, name, date) or to get an initial impression of whether the text is suitable for a given purpose”.

When the reader scans the reading, they will look for the specific information. To unable the student to scan effectively, the student should know what kinds of information their needs also, they should have the strong believe where the students will find such information needed from the text.

d) Reading Comprehension

Diller (2007: 36) said that comprehension is the way the readers understand the text by using their thinking process. It shows that there is an interaction happens between the person who reads and the words.

Snow (2002: 11) defined “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” Refer to the definition from Snow; reading not only means we extract the meaning of the text but also from reading we can
gain the new information and it will be constructed on our mind. It is the same as we interact with what we read.

Comprehension according to Snow covers:

a) The *reader* who is doing the comprehending

b) The *text* that is to be comprehended

c) The *activity* in which comprehension is a part.

As can be seen from the elements of comprehension, activity is either one. Reading activity has been done for many purposes (Snow, 2002: 15). Most people like reading for having a pleasure or gaining some new information. Meanwhile, learners do a reading activity when their teacher assigned them to do a task.

In a conjunction with Snow’s explanation, reading comprehension requires the readers’ prior knowledge. When the readers are able to connect their knowledge to what they read, it will be easy to comprehend the reading. Hence, it is the complex one to do (Izzan, 2008:80). However, by reading we also can expand our knowledge about something.

B. Short Story

Short story is the one of literary works. In addition, short story usually talks about human life. Moreover, the short story is the most recent literature genre coming into existence as a separate from of fiction early in the nineteenth century, unlike the novel which a rose from the realistic movement in romantic tradition in fairly tales, myths and legends.

Furthermore, short story is a kind of literary work which is shorter than the novel. The short story is written in narrative from that tries to present all in
authors imagination as though it were real. It is usually written based on phenomenon of human life and human experience by giving the interesting spice and good phrase so that the reader is interested in reading.

According to Penny (1984), the short story is a literary genre of fiction such as novellas (in the modern of the term) and novel. Short stories have their origins in oral short story-telling traditional and the prose anecdote, a swiftly-sketched situation that comes rapidly to its point.

C. Literary Response

According to O’malley & Valdez-Pierce (1996:111), literary response is response of the students in literary work. Short story is one of literary work, we will know students ability to understand. It means that they can response the content of the story. Research shows that responding to literature helps students become better readers. The students can practice their critical thinking, especially in short story. It meansthat the students have different comprehension about the story and then they can share what they think about the story based on what they understand. In addition to providing an opportunity for students to respond literature with personal experiences, other activities geared toward responding to specific parts of the text are also included in the first few weeks of instruction. In a longitudinal study the development of literary response of students in upper secondary education is investigated. Literary response involves complex relationships among the reader, the literary work, and the situation of reading.
A response essay to a literary work is not based in evidence or fact. Instead, it is largely based on personal reaction to the literary work. It contains personal ideas and opinions. Unlike most other essays, a response essay is mostly subjective rather than objective. However, even though the essay is built around someone’s opinions, he or she still needs to use examples to back up his or her points and arguments. The introduction of a response essay starts from a clear topic sentence which announces what will be the subject of the following critique. The author and title of the book in question should be named. It is very important to give some details about its content such as themes, genre, as well as social or historical background.

Response to literature can provide both teacher and students to communicate using the language. The teacher should be prepared to accept a wide range of response which sometimes will possibly be far different from what he has already expected, and should also continuously encourage his students to express themselves, exploiting both available information in the text and their ability to use both their imagination and reasoning. The teacher has a difficult task to do but the result will be rewarding. Literary response and reading comprehension are closely related, although they are not specifically the same skills. Mature readers understand the material and are able to relate it to their own experiences or to other information that they have. Reading comprehension, then, is the key to literacy.
1. **Character**

A character is the representation of a person in a narrative or dramatic work of art (such as a novel, play, or film). Character, particularly when enacted by an actor in the theatre or cinema, involves the illusion of being a human person. In literature, characters guide readers through their stories, helping them to understand plots and ponder themes. In character has been used to describe an effective impersonation by an actor. A character who stands as a representative of a particular class or group of people is known as a type. Types include both stock characters and those that are more fully individualised. The study of a character requires an analysis of its relations with all of the other characters in the work.

Some people read fiction at least because they are interested in what happens to people. The readers do not ask that the people in the story necessarily be like themselves, but they do ask that people in the story be believable, and that these characters be consistent. To be believable or convincing, characterization must observe at least three principles:

a) The characters must be consistent in their behaviour.

b) The characters must clearly be motivated in whatever they do, especially when there is any change in their behaviour.

c) The characters must be plausible or lifelike, credible, realistic, probable.

Refer to the previous explanation, it can be summarized that character is a depiction of people in a story that makes the story more interesting especially when there is conflict between the characters.
2. Beginning

Beginning is the event consisting of the start of something. It is certainly true that every story must have a beginning, in the sense of a first sentence with a capital letter, but the beginning of a modern literary story is not likely to do all the things that the books on writing say a beginning ought to do.

Reading the first sentence of a short story, the reader must be prepared to accept the inevitability of the action which follows. It is clear that even from the beginning sentence. For the beginning, there are seven aims:

a) The beginning must be placed in time as close to the ending as possible.
b) If the complication itself is not immediately presented, a minor problem leading to the complication must be given.
c) The scene must be set.
d) The principal characters must be introduced with an indication of the approximate ages, and the point of view must be established.
e) The tone of the prose must let the reader know what type of story he is reading.
f) The beginning must imply what ending is desired.
g) The reader must be trapped into reading the story through the use of a narrative hook.

Therefore, it can be concluded that the beginning of a story is an orientation about the story where in the beginning, there is also an introduction where the story happens, who are the characters in the story.
3. Middle

Middle is the point or part equally distant from the extremities or exterior limits, as of a line, a surface, or a solid; an intervening point or part in space, time, or order of series. Complication and development are two terms related to the role of the middle of the story. As we already mentioned before, terms used in the theory of prose fiction are mostly inherited from the theory of drama, so is the term complication, and this term is used here to refer to the plot, not to the theme. In a short story, unlike in a novel the term has little relevance, because the plot of a short story is seldom complicated, and it certainly should not.

For the middle, there are five requirements:

a) The middle must give the background of circumstance that produced the complication.

b) The middle must present a series of efforts (usually three) in which the protagonist attempts to solve the complication only to meet with failure.

c) The middle must present, therefore, a situation of anteclimax in which it appears that the protagonist will finally solve the complication, only to meet with such disastrous failure that is leaves the reader convinced that there is no hope of a satisfactory solution.

d) The middle must force the protagonist to make an agonizing decision that will point to the solution of the complication.

Based on the explanation above, it can be concluded that the middle of a story is a part of story where the conflict occurs between the characters and the protagonist one tries to solve the problem.
4. The End

The ending of a modern short story does not require a long summary of what happened after the complication has been resolved. The contemporary short story writer needs to make no more explanations in his endings than in this beginnings, still he must avoid being obscure. The contemporary novel certainly does not go in for this much, but the reader feels somehow that it should. After hundreds of pages with these characters, he feels he has the right to know the outcome in full, the details of what happened to them finally.

As a conclusion, the end of a story is a part of story where the solution of the conflict between characters appears. In this part, the conflict usually can be resolved.

D. Review of Related Study

Before conducting my research, I reviewed previous research. I found two study that has relation to my research. First, Buana Cahyani Jusuf (2009) research entitled “study on students’ ability in writing book report”. (A Research Conducted to the Fourth Semester Students of English Department 2008/2009 Academic Year). According to her observation, book report can be a writing practice in order to improve the students’ writing ability and the students’ critical thinking. Furthermore, by write book report, students will stimulate to read more books. Her research is different with this research. This research focused on students’ literary response in reading short story. Second, Rosdiyana Bahtika (2008) research entitled “A study on the students’ ability in making inferences in reading short story”. (A research conducted at the students of six semester of
English department, in 2007/2008 academic year). According to her observation, making inferences is the difficult one in reading comprehension. It depends on the students’ ability to interpret the authors’ implied idea in the appropriate meaning base on the clues provided by the writer, the students, own experience and logic. The ability to make inferences is much needed in understanding the authors’ implied idea, so that they can understand the whole text that they read. Unlike her research, this research had an aim to describe students’ literary response in reading short story.