|  |
| --- |
| **READERS’ RESPONSE TO MAMAN SUHERMAN’S *RE***  **MURNI AZURA1, AMRIN SARAGIH2, SRI MINDA MURNI3**  **123UNIVERSITAS NEGERI MEDAN** |
| **Abstract** |
| *The topic of the research is Readers' Reactions to Maman Suherman's Re: The study's goals were to look at the readers' reactions to the plot components in Maman Suherman's Re: and the reasons for their reactions to Maman Suherman's Re: The descriptive qualitative method was used in this study's investigation. The readers' responses to the novel's questionnaire served as the study's data. The information was gathered from readers who had completed the novel in its entirety. The outcome revealed how readers reacted to Maman Suherman's Re: Beach, and Marshall's theory was used to examine the data. The reader liked the story elements in Maman Suherman's Re: the reader liked the story elements in Maman Suherman's Re: the reader liked the story elements in Maman Suherman's Re: the reader liked the story elements in Maman Suherman's Re: the reader liked the story elements in Maman Suherman's Re: the reader liked the story elements in Maman Suherman's Re*  ***Keywords :*** *Reader’s Response* |

## INTRODUCTION

Reading has long been thought of as communication between the author, the text, and the reader. A text is written to be read, and therefore there must be a reader who gives a specific meaning to the text and identity once they read it. However, the reader's role is even ignored by traditional literary criticism, while without him /her, a text fails to get its proper position and finally becomes a literary text that displays interpretation and difference paraphrasing throughout the reading process. Furthermore, each reader is different from the other readers in their background, knowledge, personality, and insight, only to mention several factors influencing their perception of a text.

For the most part, reader-response theory suggests that readers engage in various responses depending on goals, texts, and situations (Beach, 1993). Reader response criticism explores how different people see the exact text differently. It emphasizes how religious, cultural, and social value influences how we read and respond to works of fiction. Of course, no two people read the text the same way whether they agree with the meaning. Instead of declaring an interpretation of the other right and wrong, reader-response criticism acknowledges that different insights cannot be avoided. Instead, trying to ignore or reconcile contradictions, it explores them. The reader-response criticism overlaps with gender criticism exploring how men and women read the exact text with different assumptions.

Reader response tries to describe what happens in the mind of a temporary reader interpreting the work of fiction. This type of literary criticism recognizes that reading is a creative process, like writing. The reader criticism- response believes that no text gives independent meaning; literary texts do not have meaning independently of the reader's interpretation. Until it is read and interpreted, a text is incomplete.

## THEORETICAL FRAMEWORK

## Literary criticism is not an abstract academic endeavor but a natural human response to literature. Consequently, according to Barr (1991) in his book, the Handbook of Reading Research, some academics have focused their research on the reader's response.

## Beach and Marshall (1990) proposed seven responses called reader response strategies. This response appears in literature because criticism from some experts who value literature cannot only identify intrinsic and extrinsic values of fictional elements but also respond aesthetically by exploring deeply what is in literature by describing, explaining, understanding, interpreting, pulling, connecting, and judging. By describing, readers can identify whether the character is good or bad, whether they like or dislike the character and give reasons for their choice, whether they like the arrangements or plot or not, and give reasons. The readers also explain why characters behave this way and understand what happened to the characters. Readers also have to relate story content to their own experiences, other stories, films, books, culture, social life, and religion. They relate what happens to the character to their feelings, imagination, and thoughts and assess whether they get the story's moral value.

## READER’S RESPONSE

## A text is written to be read; it needs a reader who gives a specific meaning and identity after reading it. Reading and responding to literature not only functions on entertaining but also gives morality values to influence student behavior and strengthen character formation and personality. Reader-response theory acknowledges the reader as an agent who plays the vital role of assigning meaning and experiencing the text (Padley, 2006; Davis & Womack, 2002; Tompkins, 1980). This includes approaches and techniques which involve studying how readers respond to literature. Because this discusses the strategy adopted by literary text readers, the implication is that the teacher must make the reader better and allow the possibility of more than one response to text (Rosenblatt, 1978).

## According to Richard Beach in the Introduction to a Teacher's Reader -Response Theories (1993), there are five types of readers’s response, they are: textual, experience, psychological, social and cultural. Textual Reader Response Theory where the response is driven by the text itself. Textual theorists focus on how readers draw and spread their knowledge about texts or genre conventions to respond to certain text features (Beach, 1993: 08).

## RESEARCH METHODOLOGY

## This research will be conducted by using the descriptive qualitative method. Descriptive research is a type of study that focuses on describing the features of the population or issue under investigation. The methodology focuses more on the "what" of the research subject than the "why" of the research subject. In other words, it explains the research topic without explaining "why" it occurs. Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. The qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses, where the interviewer/researcher also tries to understand their motivation and feelings.

## In this research, the descriptive qualitative method will be applied because the researcher will describe how readers respond to Maman Suherman's Re: then the respondents will also be questioned in this research.

## FINDINGS AND DISCUSSIONS

### The analysis of Readers’ Response to Maman Suherman’s Re: was done by answering the questionnaires by the readers. After analyzing the data, the reseacrh findings were found to answer the research questions, such as: How are the readers’ response of the elements of the story in Maman Suherman’s Re:?, why are the readers’ response are realized in the way they are? The readers’ answer had been categorized as follows:

### Table 4.1 Perception to the character

|  |  |  |  |
| --- | --- | --- | --- |
| No |  | Answer |  |
|  | Yes |  | No |
| 1 | Yes |  |  |
| 2 | Yes |  |  |
| 3 | Yes |  |  |
| 4 | Yes |  |  |
| 5 |  |  | No |
| 6 | Yes |  |  |
| 7 | Yes |  |  |
| 8 | Yes |  |  |
| 9 |  |  | No |
| 10 | Yes |  |  |
| 11 |  |  | No |
| 12 |  |  | No |
| 13 | Yes |  |  |
| 14 | Yes |  |  |
| 15 | Yes |  |  |
| 16 | Yes |  |  |
| 17 | Yes |  |  |
| 18 |  |  | No |
| 19 | Yes |  |  |
| 20 | Yes |  |  |

|  |  |  |
| --- | --- | --- |
| 21 | Yes |  |
| 22 |  | No |
| 23 | Yes |  |
| 24 |  | No |
| 25 | Yes |  |
| Total | 18 | 7 |

### Table 4.2 Reason of Perception to the character

|  |  |  |
| --- | --- | --- |
| No | Reasom | Number |
| 1 | Helpful | 2 |
| 2 | Responsible | 2 |
| 3 | Careful | 2 |
| 4 | Tough | 8 |
| 5 | Not strong minded | 1 |
| 6 | Making a bad decision | 4 |
| 7 | Never give up | 1 |
| 8 | Trying to change her life | 2 |
| 9 | Kind | 1 |
| 10 | Not trying to change her life | 2 |
| Total |  | 25 |

### Concerning the response on question number 1 which is “Do you like the main character?”, 18 repondents (72%) answered yes, they liked the main character, while 7 respondents (28%) answered no, they didnt like it. To support their answer they gave the reasons. The terms used by those who considered they liked the character were Tough (32%), careful (8%), helpful (8%), responsible (8%), trying to change her life (8%), never give up (4%), and kind (4%). While the terms used by those who considered they didnt like the character were: making a bad decision (16%), not trying to change her life (8%), and not strong minded person (4%). So from the data for question number 1 we can see that the answer “yes” got the highest percentage with the term tough was used more than other terms.

### Table 4.3 Perception to the plot

|  |  |  |  |
| --- | --- | --- | --- |
| No |  | Answer |  |
|  | Yes |  | No |
| 1 | Yes |  |  |
| 2 | Yes |  |  |
| 3 | Yes |  |  |
| 4 | Yes |  |  |
| 5 | Yes |  |  |
| 6 | Yes |  |  |
| 7 | Yes |  |  |
| 8 |  |  | No |
| 9 | Yes |  |  |
| 10 | Yes |  |  |
| 11 | Yes |  |  |
| 12 | Yes |  |  |
| 13 | Yes |  |  |
| 14 | Yes |  |  |
| 15 | Yes |  |  |
| 16 | Yes |  |  |
| 17 | Yes |  |  |
| 18 | Yes |  |  |
| 19 | Yes |  |  |
| 20 | Yes |  |  |
| 21 | Yes |  |  |
| 22 | Yes |  |  |
| 23 | Yes |  |  |
| 24 | Yes |  |  |
| 25 | Yes |  |  |
| Total | 24 |  | 1 |

### Table 4.4 Reason of Perception to the plot

### No Reason Number

|  |  |  |
| --- | --- | --- |
| 1 | True story | 3 |
| 2 | Unique | 2 |
| 3 | Easy to understand | 5 |
| 4 | Confusing | 1 |
| 5 | Interesting | 2 |
| 6 | Entertaining | 3 |
| 7 | Not boring story | 3 |
| 8 | Giving information about theworld of prostitution | 3 |
| 9 | Rlated to social life nowadays | 3 |
| Total |  | 25 |

### Concerning the response on question number 2 which is “ Do you like the plot?” 24 respondents (96%) of the respondents answered yes, while one repondent (4%) answered no. To support their answer, the repondents gave the reason. The terms used for those who liked the plot were: easy to understood (20%), true story (12%), related to social life noawadays (12%), giving information about the world of prostitution (12%), entertaining (12%), not boring story (12%), unique (8%), and interesting (8%). While the term used by those who didnt like the plot was: confusing (4%). So from the data we can see that the answer “yes” got the highest percentage with the term easy to understand was used more than other terms.

### Table 4.5 Perception of why the character keep obeying Mami Lani

|  |  |  |
| --- | --- | --- |
| No | Reason | Number |
| 1 | Afraid of being killed | 9 |
| 2 | Mami Lani is the one who helped herwhen she didn’t have anything | 7 |
| 3 | She still has debt to Mami Lani | 6 |
| 4 | Mami Lani is cruel | 2 |
| 5 | She wants to support her daughter’slife | 1 |
|  | Total | 25 |

### Concerning the response on question number 3 which is why Re keeps obeying Mami Lani, 9 respondents (36%) answered afraid of being killed, 7 respondents (28%) answered Mami Lani is the one who helped her when she didnt have anything, 7 respondents (28%) answered Re still has debt to Mami Lani, and 2 respondents (8%) answered Mami Lani is cruel. So from the data we can see that the term afraid of being killed was used more than other terms, and the term Mami Lani is cruel is the least.

### Table 4.6 Perception of why the character chooses as a prostitute

|  |  |  |
| --- | --- | --- |
| No | Reason | Number |
| 1 | Life enforcement | 6 |
| 2 | Homeless | 3 |
| 3 | Doesnt have anything or anyone | 2 |
| 4 | Mami Lani tricks her | 3 |
| 5 | She thinks it will be difficult for her asillegitimate child to live in the good way | 2 |
| 6 | Has no another choice | 4 |
| 7 | To support her daughter’s life | 2 |
| 8 | To support her own life | 2 |
| 9 | She owes to Mami Lani | 1 |
|  | Total | 25 |

### Concerning the response on question number 4 which is why Re chooses her life to be a prostitute, 6 respondents (24%) answered life enforcementc, 4 respondents (16%) answered she has no another choice, 3 respondents (12%) answered she was homeless, 3 respondents (12%) answered Mami Lani tricks her, 2 respondents (8%) answered she doesnt have anything or anyone, 2 respondents (8%) answered she thinks it will be difficult for her as illegitimate child to live in the good way, 2 respondents (8%) answered he needs to support her daughter’s life, 2 respondents (8%) answered she needs to support her own life, and one respondent (4%) answered she owes to Mami Lani. So from the data we can see that the term life enforcement was used more than other terms, and the term she owes to Mami Lani was the least.

### Table 4.7 Perception to the theme

|  |  |  |
| --- | --- | --- |
| No | Theme | Number |
| 1 | Another side of the world of prostitution | 4 |
| 2 | Life of a prostitute | 16 |
| 3 | Life struggle | 3 |
| 4 | A student who is working on his thesis requireshimself to enter the world of prostitution | 2 |
|  | Total | 25 |

### Concerning the response on question number 5 which is what the novel talks about, 16 respondents (64%) answered life of a prostitute, 4 respondents (16%) answered another side of world of prostitution, 3 respondents (12%) answered life struggle, and 2 respondents (8%) answered a student who is working on his thesis requires himself to enter the world of prostitution. So from the data we can see that the term life of a prostitute was used more than other terms, while the term a student who is working on his thesis requires himself to enter the world of prostitution was the least.

### Table 4.8 Perception to the character’s feeling

|  |  |  |  |
| --- | --- | --- | --- |
| No |  | Answer |  |
|  | Yes |  | No |
| 1 | Yes |  |  |
| 2 | Yes |  |  |
| 3 | Yes |  |  |
| 4 | Yes |  |  |
| 5 | Yes |  |  |
| 6 | Yes |  |  |
| 7 | Yes |  |  |
| 8 | Yes |  |  |
| 9 | Yes |  |  |
| 10 | Yes |  |  |
| 11 | Yes |  |  |

|  |  |  |
| --- | --- | --- |
| 12 | Yes |  |
| 13 | Yes |  |
| 14 | Yes |  |
| 15 | Yes |  |
| 16 | Yes |  |
| 17 | Yes |  |
| 18 | Yes |  |
| 19 | Yes |  |
| 20 | Yes |  |
| 21 | Yes |  |
| 22 | Yes |  |
| 23 | Yes |  |
| 24 | Yes |  |
| 25 | Yes |  |
| Total | 25 | 0 |

### Table 4.9 Perception to the character’s feeling

|  |  |  |
| --- | --- | --- |
| No | Chracter’s feeling | Number |
| 1 | Frustrated | 5 |
| 2 | Feel pressured | 3 |
| 3 | Empty | 4 |
| 4 | Affection to daughter | 1 |
| 5 | Sad | 8 |
| 6 | Suffer | 4 |
|  | Total | 25 |

### Concerning the response on question number 6 “Can you feel what is felt by Re?”, all respondents answered yes, they can feel what is felt by Re. And for the question “what does she feel?”, 8 respondents (32) considered them to be sad, frustrated (20%), empty (16%), suffer (16%), feel pressured (12%), and affection to daughter (4%). So from the data we can see that the term sad was used more than other terms, and the term affection was the least.

### Table 4.10 Relation of the strory to readers’ experience

|  |  |  |  |
| --- | --- | --- | --- |
| No |  | Answer |  |
|  | Yes |  | No |
| 1 |  |  | No |
| 2 |  |  | No |
| 3 |  |  | No |
| 4 |  |  | No |
| 5 |  |  | No |
| 6 |  |  | No |
| 7 |  |  | No |
| 8 |  |  | No |
| 9 |  |  | No |
| 10 |  |  | No |
| 11 |  |  | No |
| 12 |  |  | No |
| 13 |  |  | No |
| 14 |  |  | No |
| 15 |  |  | No |
| 16 |  |  | No |
| 17 |  |  | No |
| 18 |  |  | No |
| 19 |  |  | No |
| 20 |  |  | No |
| 21 |  |  | No |
| 22 |  |  | No |
| 23 |  |  | No |
| 24 |  |  | No |
| 25 |  |  | No |
| Total | 0 |  | 25 |

### Concerning the response on question number 7 “Do you have the same experince with the character? If yes, who?”, all respondents (100%) answered No. So from the data we can see that the story cant relate to most of readers’ experience.

### Table 4.11 Perception to the Moral value

|  |  |  |  |
| --- | --- | --- | --- |
| No |  | Answer |  |
|  | Yes |  | No |
| 1 | Yes |  |  |
| 2 | Yes |  |  |
| 3 | Yes |  |  |
| 4 | Yes |  |  |
| 5 | Yes |  |  |
| 6 | Yes |  |  |
| 7 | Yes |  |  |
| 8 | Yes |  |  |
| 9 | Yes |  |  |
| 10 | Yes |  |  |
| 11 | Yes |  |  |
| 12 | Yes |  |  |
| 13 | Yes |  |  |
| 14 | Yes |  |  |
| 15 | Yes |  |  |
| 16 | Yes |  |  |
| 17 | Yes |  |  |
| 18 | Yes |  |  |
| 19 | Yes |  |  |
| 20 | Yes |  |  |
| 21 | Yes |  |  |
| 22 | Yes |  |  |
| 23 | Yes |  |  |
| 24 | Yes |  |  |
| 25 | Yes |  |  |
| Total | 25 |  | 0 |

Table 4.12 Perception to the moral value

|  |  |  |
| --- | --- | --- |
|  |  |  |
| No | **Moral Value** | **Number** |
| 1 | Everyone has their own story | 4 |
| 2 | Mom’s affection to daughter | 3 |
| 3 | Dont judge the book from its cover | 3 |
| 4 | Keeping responsibility | 2 |
| 5 | Don’t be rash in deciding something | 2 |
| 6 | Teaching how to treat other people | 1 |
| 7 | Family is precious | 1 |
| 8 | Eeryone’s life is precious | 1 |
| 9 | Dark life is not the ending of our life | 1 |
| 10 | Dont make a bad decision like the character decides | 1 |
| 11 | Seeing something in different point of view | 1 |
| 12 | Never give up | 1 |
| 13 | Everyone has right in determining their own life | 1 |
| 14 | Respecting each other | 2 |
| 15 | People’s judgement influences our life | 1 |
|  | **Total** | 25 |

### Concerning the response on question number 8 “Is the story valuable? What values do you get from the story?”, all respondents asnwered yes, the story is valuable. The moral value varied. 4 respondents (16%) answered everyone has their own story, dont judge the book from its cover (12%), mom’s affection to her daughter (12%), dont be raash in deciding something (8%), keeping responsibility (8%), respecting each other (8%), teaching how to treat other, especially women (4%), family is precious (4%), people’s judgement influences our life (4%), dark life is not the ending of our life (4%), everyone’s life is precious (4%), seeing something in different point of view (4%), dont make a bad decision like the character decides (4%), everyone has right in determining their own life (4%) , and never give up (4%).

## CONCLUSIONS

## After analyzing the data, conclusions are drawn as the following:

## According to findings and discussions in previous chapter, the researcher concludes that the readers like the elements of the story in Maman Suherman’s Re:.

## The readers also give their reason in why they like the elements of the story in Maman Suherman’s Re

## REFERENCES

Beach, R. (2000). *Critical Issues: Reading And Responding To Literature At The Level Of Activity.*

Beach, Richard. (1993). *Teachers’ Introduction to Reader-Response Theories*. Bennet, Andrew; Royle, Nicholas. *Introduction to Literature, Criticm, and Theory.*

Darmawanto, Andi. (2018). *An Analysis Of Feminism Issues In Veronica Roth's Divergent: A Reader Response Study*. Tell Journal.

Eriksson, Katarina. *Life and Fiction.*

Ghandehari, S. (2012). *Definition of reader, as a relative concept, in reader- response*. Procedia.

Inderawati, Rita. (2012). *A Response To Tolstoy's God Sees The Truth, But Waits For Character Building Of English Study Program Stusents Of Sriwijaya University*. Palembang: Journal of Teaching and Education.

Inderawati, Rita.*The Application of Reader Response Approach towars ocal Literature To Develop Students' Critical Thinking and Cultural Awareness.* Palembang.

Lasari, Nadia. (2015). *Analyzing Motivated Readers: A Reader-Response Study On A Fuadi's The Land Of Five Towers*. Brawijaya University.

Sipe, Lawrence. (2011). *Children’s Response to Literature: Author, Text, Reader, Context, Author.* Taylor & Francis Group.

Safitri, Linda. (2015). *American Call For War: Cultural Reader Response To Ridley Scott's Black Hawk Dawn Movie*. Muhammadiyah University of Surakarta.

Soiferman, Karen; Stanley. (2016). *Reader Response to Literature In Early, Middle, and Senior High Classrooms*.

# Tyson, Lois. *Critical Theory Today*