READERS' RESPONSE TOWARD KATE CHOPIN' SHORT STORY THE STORY OF AN HOUR

Desi Ilham Sianturi[1]
English Literature[1]

sianturiechi@gmail.com

Abstract

In this research, the researcher discusses about the readers responses of English literature student and tutors of "Just Speak Indonesia" towards short story *The Story of an Hour* by Kate Chopin. The objective of this research is to explain the responses from both two groups toward Kate Chopin's short story. The researcher arranged the theoretical framework by discussing about theory and approach. The theories that the researcher applied are the Readers Responses Criticism Seven Strategies by Beach and Marshall. Moreover, this analysis applied descriptive qualitative method to depict clearly about the research question by using the words. The researcher used library and also field research to gain the data. The result of this research is the researcher finds that English Literature student better in part of Enganging and Describing. Meanwhile, the result from tutors of "Just Speak Indonesia", those readers better in part of Connecting and Judging based on the questionnaire sheet related with the short story *The Story of an Hour* by Kate Chopin.

Key words: Readers Responses, Beach and Marshall's Seven Strategies, Just Speak Indonesia.

INTRODUCTION

Readers' response is one of the ways to analyze how deep the readers experience, comprehensions toward the literary work (Kardiansyah & Salam, 2020b), (Kardiansyah & Salam, 2020a), (Kardiansyah & Salam, 2021), (Suprayogi & Novanti, 2021), (Kuswoyo, n.d.). This is important to know the message that want the researcher's delivered to the reader can delivered or not. Function of the literary work to emphasize the message from the researcher. It could be about social condition, culture (Qodriani & Kardiansyah, 2018), (Oktaviani et al., 2020), religion or other things around us. Readers are learner of the literary text, the access to a literary work is predetermined by the amount of contribution the reader provides. Linguistic (Aminatun et al., 2019), (Afrianto & Inayati, 2016), cultural (Ayu, 2020), (Kardiansyah & Salam, 2020c), (Oktaviani & Mandasari, 2020), and literary background as well as personal factors each with a different focus on the reading process implies an enjoyable journey during which meanings are recreated and ideas/messages are interpreted (Dhiona Ayu Nani, 2021). In this research investigate certain issues on student

related with their ability in English literature (Al Falaq et al., 2021), (Rido, Kuswoyo, & Nuansa, 2020), (Rido et al., 2021), (Amelia, 2016), (Rido, Kuswoyo, & Ayu, 2020).

By using reader-response theory, the researcher will find responses of English Literature students and tutors of "Just Speak Indonesia" toward short story *The Story of an Hour*. The researcher wants to establish research to analyze the readers' responses toward Kate Chopin's short story *The Story of an Hour* is being chosen because the story has become one of the Kate Chopin's famous short stories. The story is interesting enough to read, in the end of the story Kate Chopin given unexpected ending. In this research to aims and emphasize on analyzing the responses of the readers. The researcher chooses short story *The Story of an Hour* by Kate Chopin because the short story only consist two pages but this story is one of high level literary work (Kuswoyo, n.d.). This short story has difficult diction and certain issues inside story, such as feminism, psychology, social condition in in 19th century and etc. So, the reader need to comprehension what is the researcher meaning (Pustika, 2015). The researcher also already concerning to choose short story because it less time consuming, less in number of pages that consist only two pages, so the readers will be easy to reading (Pustika, 2015), (Oktaviani & Mandasari, 2019), (Erya & Pustika, 2021), (Pustika, 2018), (Septiyana & Aminatun, 2021).

LITERATURE REVIEW

Engaging

Readers are always trying to engage his feelings to literature they read. Readers immerse themselves into the text, imagine what happened and feel what is perceived by the characters (Amelia, 2021a). The definition above that when reading works of literary readers include not only feelings but also to include the mind and imagination as well as those quoted from the statement "Literature and the arts exist in the curriculum as a means for students to learn to express their emotions, their thought, and their imaginations." readers who are "engaged" with the text, merged with the text in terms of applying Rosenblatt is an aesthetic reading (Amelia, 2016). In aesthetic reading, if the reader into the text and live there in order to understand the behavior of the characters. Thus, readers can respond emotionally with ease so that the understanding reached.

Describing

Describing the readers describe and retell the information given from the text (Z. F. Pratiwi & Ayu, 2020). In this stage readers describe the character, characterization, background of

the story and the plot of the story. It means the reader retell what they have read and describe it. Sanchez stated that describing means:

> During the reading process, the readers already decided which one is important in the literary work. Then, each reader will be have distinct the description of the important event.

From that quotation above, readers back detailing or describing information contained in the text. Readers detailing the characters, characterizations, background story, and story lines (Suprayogi & Novanti, 2021). That is, the reader retells the story he had read and detailing the events that are considered important to understand. When reading a literary text, readers will be found different things in the same text. Students tell the parts that interest them, at least in three sentences. Previously, they can specify all the elements of the building are structurally literary works such as: character, background, and the storyline (Munthe et al., 2018).

Conceiving

Conceiving the readers begin to understand the character, the background of the story and the language used by the characters (Oktaviani et al., 2020). In this stage, the reader used their knowledge in conceiving social and cultural background of the story (D. I. Pratiwi et al., 2020), (Amelia, 2021b). There are six points dealing with connecting. Those are experience, other story, film (Sari, 2017), (Fakhrurozi & Adrian, 2021), (Fakhrurozi & Adrian, 2020), social life, culture and religion. The readers will be asked to connect the story with those six point, the readers can choose one of the six points.

Explaining

In explaining, Black and Seifert found that attitudes toward the act of reading about the behavior of the characters, beliefs, and relationships among the characters involved the ability of the reader in explaining the behavior of characters (Prasetyawan et al., 2018). While Bruce observed that the characteristic tendency of modern literary texts released attributes motives and beliefs of the characters, it positively contributed to learners' difficulties to explain the behavior of story characters. Readers can explained what happened in the literary work such as the character, the plot of the story (Widianingsih & Gulö, 2016).

Connecting

Connecting the readers try to connect their personal experience to the things that happen on the characters. The reader also compared the story to other stories such as the similar story

on the film or novel. Readers connect their experiences with what happens to the characters. Other activities in this strategy are to connect the story with another story or never read or watch movies. Ilustrates as the following example: after reading the works of Charles Dickens Oliver Twist, students can compare it with the film Hanggara Ari.

Interpreting

Readers use the reaction, conception, and the connections they form to articulate the theme. Activities involve the determination of interpreting symbolic meanings, themes, or specific events from a text. In making interpretations, usually under discussion is what the text "express." Interpretation involves a generalization, not a statement made that statement in the text but implicit in the text.

Judging

In judging, the readers will make an interpretation toward the literary work. They can use their opinion to analyze literary work, the author and the plot of the story. In their work, Beach and Marshall explain about judging strategy as cited:

> Evaluating is concerned with "judging quality of one experience with a text". Readers assess, for instance, if the experience in the text are treated with the degree of sensitivity they expect or if they simply satisfy their particular expectations.

From that quotation the readers can give their opinions about the story text, story researcher or storyline. The seventh reader response contains elements that can sharpen cognition (detailing, explain, understand, and interpret) and affection (including, linking, and assess).

METHOD

Research methodology is one of the most important parts in this research, in order to get the complete analysis. Therefore, the researcher needs methodology in conducting the research to get the result of the analysis. Method of research is a scientific way to get data with a specific purpose and usefulness. In doing the research, the researcher designs some steps to enable answering the problem systematically. The researcher uses a field research in order to acquire data and make this research more accurate. The method of field research is a method that is used to find out, develop, and test the truth of knowledge based on the fact and data that is found. The primary data of this research is the result of the questionnaire four readers from English literature student and four readers from tutors of "Just Speak Indonesia" toward short story by Kate Chopin *The Story of an Hour*.

RESULTS AND DISCUSSION

Engaging

The first question related with short story by Kate Chopin is "Can you feel what is felt by the character? What does Mrs. Mallard's fell?". Accrording to seven strategies by Beach and Marshal that question the researcher will analyze how the way the reader engaged their felling related with the short story *The Story of an Hour* by Kate Chopin.

First Reader (datum one)

The first reader can engage Mrs. Mallard's feel inside of the short story. In his questionnaire sheet, he writes down if he can felt what the character felt. First reader thinks if Mrs. Mallard feels sad and painful because of her husband got an accident and he passed away. The first reader can describe emotion of the character Mrs. Mallard.

Second Reader (datum two)

The second reader cannot engage Mrs. Mallard's feel. In the questionnaire sheet, the second reader cannot give a brief explanation. He cannot answers and give the reason why he cannot felt by the character's felt.

Describing

The second question of research questionnaire sheet based on seven strategies by Beach and Marshall is "What do you think of the character of the story? Is she good or bad? Do you like or dislike? Explain your choice". From that question the researcher will describe how the way the readers describe and reader's ability in describing related with the short story *The Story of an Hour* by Kate Chopin.

First Reader (datum one)

The first reader gives his perception toward short story *The Story of an Hour*. He thinks Mrs. Mallard is good because in the first of the story, those character show her through the narration because of the she very loves her husband. According to the first reader, Mrs. Mallard really loves his husband. So, when she got a bad news about her husband, she felt very sad. It is can be seen in the short story *The Story of an Hour* by Kate Chopin. Even, the first reader can good enough give explanation related with his choice why he thinks Mrs. Mallard's character.

Second Reader (datum two)

The second reader gives his perception related with short story *The Story of an Hour* by Kate Chopin that has been read. The second reader thinks if the character's Mrs. Mallard in the short story *The Story of an Hour* is bad. It is bad when someone uncontrollable their

bad felling for other people. The second reader cannot describe more related with character and characterization especially the main character Mrs. Mallard.

Conceiving

The third one of the reader response seven strategies by Beach and Marshall is conceiving. In conceiving the readers try to understand the character, background of the story and language used by the character. In the third question, the researcher decided the question is "Why does the character behave be like what she does?". The researcher will describe reader's knowledge in social background of the story.

First Reader (datum one)

After first reader read *The Story of an Hour,* the first reader thinks Mrs. Mallard character seem as a good woman after heard about the accident that from his husband. The first reader only said that Mrs. Mallard character is good without any kind of more explanation. It means if second reader could not conceive the character enough.

Second Reader (datum two)

The second reader give her perception toward short story *The Story of an Hour* by Kate Chopin. According to the second reader, Mrs. Mallard's character behaves like what she does because she express her felling when she heard a bad news that her husband was passed away by an accident. Unfortunately, the second reader cannot give a clear explanation what is exactly Mrs. Mallard's fell.

Explaining

In this part, the readers explain all the things related with short story *The Story of an Hour* by Kate Chopin. The question of this part Based on the Seven Strategies by Beach and Marshall is "Do you agree or disagree to the character's action? Why?. In this part the readers can explained what happened in the literary work such as character, plot of the story etc.

First Reader (datum one)

The fourth part of the seven strategies by Beach and Marshall is about explaining. In this part the first reader agree with the character's action. He agrees with Mrs. Mallard's action because the first reader thinks what doing by Mrs. Mallard is common and that's how woman used to be. So, Mrs. Mallard doing what should do as a woman and wife.

Second Reader (datum two)

After second reader read short story *The Story of an Hour* by Kate Chopin. Second reader gives his choice related with main character's action inside the short story. The second

reader disagree with Mrs. Mallard's action because second reader thinks Mrs. Mallard's action give bad impact for herself and her life. But,the second reader cannot explain more why Mrs. Mallard's action is bad and influences (Saifuddin Dahlan, 2013), (Ruyani & Matthews, 2017), (Purba et al., 2019) her life later on.

Connecting

Connecting the readers try to connect their personal experience to the things that happen on the characters. The question from this part based on the Seven Strategies by Beach and Marshall is "Can you connect this story to social life? Culture? Religion? How do you connect it?". From that question based on the seven strategies by Beach and Marshall, the reader also can compare the story to other stories, such as from experience, social life, culture and etc.

First Reader (datum one)

After the first reader read *The Story of an Hour* by Kate Chopin. He tried to connect this story with our daily life. The first reader in the questionnaire sheet wrote down short story *The Story of an Hour* probably it connect to religion. Because he thinks the wife, in her Mrs. Mallard have to obedient with her husband for all what happen with her husband. When, she heard news if her husband got an accident as a good wife, she need to still to care with her husband. Even, in her heart she wants to be independent and get her freedom again likes previously before she became a wife.

Second Reader (datum two)

The second reader can connect the short story *The Story of an Hour* by Kate Chopin toward social condition. The second think if we as a human social life. We have to increase our bad feeling for other people. Especially person that we love amd our partner in our life. For example in the short story *The Story of an Hour*, Mrs. Mallard as a man character need to more care with her husband especially when her husband got an accident.

Interpreting

Readers use the reaction, conception, and the connections they form to articulate the theme. In this part the question based on the Beach and Marshall's seven strategies is "In your point of view, what does the story talk about?". The readers will give their opinion toward short story *The Story of an Hour* and then explain more what kind of knowledge that they get from that short story with their own words.

First Reader (datum one)

The first reader gives different point of view toward short story *The Story of an Hour* that has been read before. He personally thought that *The Story of an Hour* talk about love between husband and wife, until death separated them. The first reader think both Mr. Mallard and Mrs. Mallar is a best couple ever. Even, the first reader cannot give more explanation what are how the story running.

Second Reader (datum two)

After the second reader reads short story *The Story of an Hour* by Kate Chopin. The second reader gives his own interpretation as a man toward this short story. He thinks in this short story talk about how people can behave and control their felling which is bad or even good felling. Especially in the main character Mrs. Mallard, the second reader use his reaction if Mrs. Mallard as woman and wife. She need to be wise even in the damage situation. Control herself and do not act something silly that can make she get a bad impact to herself and people surrounding her .

Judging

In judging, the readers will make an interpretation toward the literary work. The question of this part is "Is the story valuable? What values do you get from reading the story?". That question based on the Seven Strategies by Beach and Marshall. The readers can use their opinion to analyze literary work, the author and the plot of the story (Ferdiana, 2020).

First Reader (datum one)

The first reader from English Literature student thinks if short story *The Story of an Hour* by Kate Chopin is valuable. The value is he thinks the value is does not became uncontrollable person. Because it is can make us became sad people. Uncontrollable person in here reflected the action of Mrs. Mallard's character when she got news if her husband passed away because of accident. She cannot control her action and emotion, finally she passed away because her really happy can get her freedom again.

Second Reader (datum two)

The last question from the questionnaire sheet related with short story *The Story of an Hour* by Kate Chopin is about judging from second reader. From that short story we as a reader have to control our felling and we have to know our psychological condition to get balance life in the future.

Tutors of "Just Speak Indonesia"

In this research the researcher chooses four readers from tutors of "Just Speak Indonesia". Those readers are not from English Literature student, but they learning English and

became representative from Indonesia in the national and international scope. There are four readers, the first reader is marked datum one, the second reader is marked datum two, the third reader is marked datum three and the fourth reader is marked datum four.

Engaging

The first question related with short story by Kate Chopin is "Can you feel what is felt by the character? What does Mrs. Mallard's fell?". The question based on the Seven Strategies by Beach and Marshall, from that question the researcher will analyzed how the way the reader engaged their felling related with the short story *The Story of an Hour* by Kate Chopin (Fauzi et al., 2021).

First Reader (datum one)

The first reader is a man, after he read *The Story of an Hour* by Kate Chopin. He answers the question from his perspective as a man. The first reader thinks Mrs. Mallard felt sadness at the beginning which leads by a sudden joy for finally being independent. At the end she felt shocked because of something unexpected appeared. Although, the first reader is not a woman he can engaged Mrs. Mallard felt from that short story, and he explain what is Mrs. Mallard wants. The first reader think if Mrs. Mallard fell bridled and she wants to get he rown freedom like before she got married with Mr. Mallard.

Second Reader (datum two)

The second reader from tutors of "Just Speak Indonesia" is also a man. After he reads short story *The Story of an Hour* by Kate Chopin has feminism issues inside her short story. He thinks if he cannot feel what is Mrs. Mallard's feel. So, he cannot engage feeling related with the Mrs. Mallard's fell as a main character.

Describing

The second question of research questionnaire sheet based on seven strategies by Beach and Marshall is "What do you think of the character of the story? Is she good or bad? Do you like or dislike? Explain your choice". From that question the researcher will analyzed how the way the readers describe and reader's ability in describing related with the short story *The Story of an Hour* by Kate Chopin.

First Reader (datum one)

The first reader thinks, she is not both good and bad. What she felt is something common that could happen for every human. She was sad at the first because it happens naturally when you lose someone. Then she is good because she didn't let her sadness lives longer. Therefore, she took positive thing from her losing by thinking finally she could be independent. Although at the end she was like killed by disappointment seeing an unexpected view.

Second Reader (datum two)

The second reader after read short story *The Story of an Hour* need to give his answer and describing related with the main character in that story. He thinks the character inside that short story has bad character. He does not like Mrs. Mallard's character because it is make herself became uncontrollable person. He describe related with the Mrs. Mallard psychology during the short story running.

Conceiving

The third one of the reader response seven strategies by Beach and Marshall is conceiving. In conceiving the readers try to understand the character, background of the story and language used by the character. In the third question, the researcher decided the question is "Why does the character behave be like what she does?". The researcher will analyze reader's knowledge in social background of the story.

First Reader (datum one)

The first reader thinks if Mrs. Mallard behaves like what she does because she felt that any kind of marriage, happy or sad, makes women lose their independence. According to first reader what Mrs. Mallard's character doing is something common in daily life. After Mrs. Mallard get married with her husband, Mrs. Mallard as a woman even she has a husband. She still want to be independence woman and get freedom to get that she want in the her future.

Second Reader (datum two)

After second reader read short story *The Story of an Hour* by Kate Chopin, he conceive related with the character's action. The second reader think Mrs. Mallard's character behave like what she does because she felt happy with the news about her husband was

passed away. She can get her freedom again and do her activity without treatment of her husband. Because he thinks married was became problem in Mrs. Mallard's life not bring happiness. Mrs. Mallard felt depress and cannot get her freedom anymore, because in her perception her husband over protective.

Explaining

In this part, the readers explain all the things related with short story *The Story of an Hour* by Kate Chopin. The question of this part based on the Seven Strategies by Beach and Marshall is "Do you agree or disagree to the character's action? Why?. In this question the readers can explained what happened in the literary work such as character, plot of the story etc.

First Reader (datum one)

The first reader disagrees because she doesn't show any gratitude for her kind marriage. Because the first reader also she is too selfish. Mrs. Mallard is too selfish because in *The Story of an Hour*, Kate Chopin show the other side of Mrs. Mallard character when she got news if her husband got an accident and passed away. The first reader thinks if she is too selfish, because she felling free and looks like not sad when she know her husband got an accident. She felling happy and cannot control herself again. In the end of the story, she got news if her husband still alive and make her shock.

Second Reader (datum two)

After read short story that consists of two pages entitled *The Story of an Hour* by Kate Chopin. The second reader disagrees with the character's action because the second reader think is very dangerous. Unfortunately, the second reader cannot give deep explanation why Mrs. Mallard's character is dangerous. In this part, the second reader only give simple explanation related with short story that already he read before.

Connecting

Connecting the readers try to connect their personal experience to the things that happen on the characters. The question from this part is "Can you connect this story to social life? Culture? Religion? How do you connect it?". The question based on the Seven Strategies by Beach and Marshall. The reader also compared the story to other stories, such as from experience, social life, culture and etc.

First Reader (datum one)

The first reader answer the question related with the connection of short story and the reality (Sari & Wahyudin, 2019). He connecting what happened in *The Story of an Hour* in our culture. Nowadays, many women still think the same thought as Louise. Most, we as a reader can take it from culture side. For the example in many local ethnic in Indonesia. Most of them think that men are above women. Therefore, all the commands in family are legally from husband, not wife. So, that's why Mrs. Mallard could have those sudden changing feeling between sadness and joy.

Second reader (datum two)

The second reader thinks this short story has correlation with social life and also religion (Septiyana & Aminatun, 2021). After he read *The Story of an Hour*, he argue it is has correlation with social life because when we as a human, we see in social life there is a family life has problem between husband and wife. They always fight each other, and in the religion what character's do is uncontrollable for her life and she does not has belief.

CONCLUSION

This research is aimed to explain the readers responses of English literature student and tutors of "Just Speak Indonesia". Respondents from English Literature student better in Engaging and Describing. The readers from English Literature student can describe what is felt by the character in the short story *The Story of an Hour* and they can explain they choice related with the perception about Mrs. Mallard. But, four readers have weak in the part of Explaining. In their questionnaire sheet they only answer one sentence without any kind of other deep explanation. Respondents from "Just Speak Indonesia" better in Connecting and Judging. The readers can connect the short story *The Story of an Hour* by Kate Chopin in the real life. They give a brief their opinion toward Kate Chopin's short story. Although, the reader of "Just Speak Indonesia" not from English Literature student, they understand what is short story *The Story of an Hour* talking about. Based on the result of the questionnaire sheet, women respondent and "Just Speak Indonesia" better than men respondent to understand short story related with the feminism issues (Suryono et al., n.d.). Women respondent more comprehension, most of them can feel what Mrs. Mallard's feel.

It is about her husband and freedom as women., because commonly happened in the real life.

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