CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will focus to theoretical framework and related study

2.1   Theoretical Framework

2.1.1   Reader Response Theory

Reading can be defined as the most beneficial activity especially for the students. It can help the students to enrich their own knowledges about everything in this world. Reading means to find, collect, and compare the informations easily and it will help the students to achieve good achievements.

It happens to when the students read the literary works, reading literary works will help students to know and understand the literary works around the word. However, every reader has their own interest in choosing literary works. This interest matter is usually based on reader's level age. According to Kiefer in *Children's Literature in the Elementary School*, he states that children have six stages in reading, those are before school/ infancy, preschool and kindergarten, primary, middle elementary, later elementary, and middle school or adult (24)

According to Kiefer's analysis above, the big di difference of way in reading occurs between preschool stage and middle

school. It happens because for the middle school readers are considered as young adult readers. The position of middle school is in the center between children and adult stage. It means that the middle school is more critical in comprehending text (Koeswandi, 2014)

Reader response theory is one of the literature theories that focuses on the readers or audiences and their experiences of literary works.

According to Rosenbiatt, the existing texts are only empty vessels that are ready to be fulfilled by meaning given by the readers when reading the text. The writers do not have any power to define the meaning of texts. A text does not independently make certain meaning (56). Rosenbatt also adds that reader as the one who creates meaning rather than meaning producer (56)

According to Philip Goldsteins, reader response theory maintains the interpretative activities of the readers, rather than the author's intention or the text's structure, explain a text's significance and aesthetic value (1)

In *A Teacher's Introduction to Reader Response Theories*, Richard Beach states that readers may respond to express their emotional reactions, to explore difficulties in understanding, to corroborate or verify their opinions with others, to build a social relationship through sharing response, or to clarify their attitudes

(6). He also continues that reader response theory also gives people the readers ground to acknowledge a steadily widening range of response media, including, for the example role playing, artworks, rewriting texts, or creating new texts (6).

Beach also adds that reader response theory also calls into question the idea of the literary canon as a means to simply position readers as potential members in an elite and cultural club (7).

Beach also states that as one of the reader response theorists who had paid more attention to analyze the social and intuitional influences on reader's response (4).

According to Beach, he has classified the primary theoretical perspective of reader response, they are textual, experiential, psychological, social, and culture (8). The five perspectives of reader response above represent different angles or lenses that illuminate or highlight particular aspects of the reader/ text/ context transactions (8).

Starting from the definitions of textual theorist, it focuses on how readers draw on and deploy their knowledge of text or genre conventions to respond to specific text features. For the example when the readers try to respond to a mystery story, a reader usually applies her knowledge of mystery genre conventions to predict the story outcomes (8).

The second is about experiential theorist. It is about nature of reader's engagement or experiences with the text, for the example, the readers analyze the characters, visualize the images, relates the personal experiences into the texts, or construct the words of the texts (8).

Then is psychological theorist. This perspective focuses on reader's cognitive or subconscious processes and how those processes vary according to both unique individual personality and developmental level (8).

Social theorist is about the influence of the social context on the reader/ transaction. For the example a book club context serves to encourage a lot of open-minded response (8-9).

And the last perspective is cultural theorist. It focuses how the readers's cultural roles, attitudes, and values, as well as the larger cultural, historical context, shape response. For the example is the members of religious sect are socialized to respond to sacred texts according to the cultural values of that sect (9).

Beach adds that each of perspectives is limited by the fact that it illuminates only a particular facet of the reader/ text transaction (9).

Actually, this thesis talks about the influence of the listeners and readers after listening to Gloomy Sunday. According some of the trusted website sources, the listeners finally committed

suicide after listening to the song. Starting from that, the researcher

argues that Gloomy Sunday influences to the listeners's

psychology, and it means that the suitable perspective to analyze

this research is psychological perspective in reader response scope.

2.1.2   Psyhcological Theory of Response

Psychological reader-response theory is a reader's motives

heavily efect how they read, and subsequenty use this reading to

analyze the psychological responses of the reader.

According to Richar Beach, psychological theories of

response assume that reader's responses are shaped by their level of

cognitive or intellectual development, cognitive abilities and

processes, and subconscious forces (71)

There are some developmental psychological theories to

chart the shifts in responses according to different developmental

levels. According to

In Becoming A Reader, J. A. Appleyard states that each

developmental phase serves as a foundation for subsequent phases

(16).

In his model of development of responses, Appleyard defines fiveroles for the reader, each of which represents a different developmentalphase:

1. The reader as player

    In this part, the reader plays as a player. Usually, the reader as a listener, engages in a fantasy world of images, fears, and desires. Usually it happens when the reader is in the preschool and early elemnatry class

2. The reader as hero or heroine

    In this part, the reader tipically indentifies with the idealized heroes or heroines who represent role models of adult competence and virtue. It happens usually when the reader is in elemtary school/ middle school. Appleyard states that the reader usually needs to imagine their self as one of central figure who by competence and initiative can solve the problem of a disordered world (55)

3. The reader as a thinker

    It happens when the reader is in secondary school. In this part, According to Richar Beach, the reader tries to think everything that happens in the literary works. The reader starts to explore what they begin to realize

are underlying meanings or motives associated in with characters's actions (74)

4. The reader as interpreter

   In this phase, the readers are ready to understand and look the meanings of the literary works. It usually happens in the high school and early college years. Beach also states that the readers learn to perceive the text as problematic and as requiring interpretation (74)

5. The reader as pragmatic user of text

   According to Beach, pragmatic use of text entails an ability for adults to voluntarily select texts and consciously respond according to their own adult needs and interests (75). In this part, the readers can compare the texts to the reality because the readers already have respond of 'life's truths' that has been shaped from their own real and adult lives

2.2   Review of Related Studies

Some literary works have connection with this research. The first is taken from the Journal entitled *Gloomy Sunday: Did The Hungarian Suicide Song Really Create A Suicide Epidemic?* Written by Steven Stack, Ph.D., Karolina Krysisnka, Ph.D., and David Lester, Ph.D. This journal talks about the historical of Gloomy Sunday and the influence to the listeners.

Second, the researcher uses the book from Richard Beach entitled *A Teacher's Introduction to Reader Response Theories*. This book tells about the reader response theory that will be used for the teacher to teach the students. In this book, the psychology of reader response theory is also included.

The last, the researcher uses a thesis from Inggrid Natalia from Universitas Pembangunan Nasioanal "Veteran" Jawa Timur, Surabaya in 2012 entitled *Pemaknaan Lirik Gloomy Sunday Karya Rezso Seress (Studi Semiotik Tentang Pemaknaan Lirik Gloomy Sunday Karya Rezso Seress)*. This thesis talks about the meaning of lyrics of Gloomy Sunday and the interpretations of the lyrics itself. Natalia uses semiotic saussure as the theory for this thesis

Furthermore this research there is a similar data of analysis, here means the song, but there is no similar theories. The researcher has different study and purpose to find the influence of listeners using reader response theory