

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter presents the related literature of the research. This chapter covers the definition of reading, type of reading, the definition of reading comprehension, the definition of teaching reading comprehension, GIST ( Generating Interaction between Schemata and Text )

#### **A. Reading**

##### **1. Definition of Reading**

Reading as an activity which can't be separated with daily life. Wherever people in public place they always read anything there. Likewise in education, students should be mastered in reading. Because of reading is the activity that can enlarge their insight. By reading students can get the knowledge and new information. Reading is the most useful for language acquisition. The more students read the better they get it at all. Reading also has positive effect on students' vocabulary knowledge, on their spelling, on their writing According to Patel and Jain (2008:113) state that reading is the most useful and important skill for people especially students. Reading itself means to understand the meaning of printed words. Reading as important tool for academic success. It means that reading should be paid attention in order students' reading skill more increase and also they can understand the text easily. Indirectly, it can influence in academic purposeful.

Reading is an interactive process between the reader and text which involve background knowledge. According to Harmer reading is an incredibly

active occupation. So, to get a successfully the students should understand about what the words mean. Gonny Schellings (2006), reading is constructing the meaning of the text. It is active and strategic process. When the readers connect their skill and knowledge interact with the characteristic of the text such as genre, word, and structure of the text. While the readers are reading a text they use several strategies to construct the meaning like as writing inferences, elaborating by using prior knowledge, solving problems and monitoring their comprehensions.

Based on the explanation above reading is the construction of the meaning of text. It is the process of receiving and understanding the information of the text involving the prior knowledge to get the main ideas or information intended by the author.

## **2. Types of Reading**

According to Brown there are four types of reading performance that have identified and as organizers of various assessment task. They are perceptive reading, selective reading, interactive reading, and extensive reading.

### **1. Perceptive reading**

According to Brown (2003:189) Perceptive reading is a task which noticing the letters, words, punctuation, vocabulary, and other graphemic symbols to get the meaning. So, in this case students read by translating one by one vocabulary or it called bottom-up processing.

### **2. Selective reading**

According to Brown (2003:189) Selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language. Some of typical tasks are served such as multiple choice, true/false, matching, picture-cued, etc. So, in this case students do not read all the content. They read only the important information. Combining bottom-up and top-down processing are applied in this reading text.

### 3. Interactive reading

According to Brown (2003:189) Interactive reading is a process of negotiating the meaning, the reader brings to the text a set of schemata for understanding it and takes the product of that interaction. So, in this case students read several paragraph when the students have to interact with the text by activating the schemata or prior knowledge in order they get the meaning. It focuses on interaction the students and the text itself.

### 4. Extensive reading

According to Brown (2003:189) Extensive reading is a process when the reader read and discuss some books, articles, essays, technical report, short stories, and anything that encompass a text more than one page. The purposes of assessment usually are to tap into a learner's global understanding of a text. So, in this case the students read more one page of text to get understanding a whole of text by using their prior knowledge or schemata. It focuses on using top-down processing because they read more than one page.

## **B. Reading Comprehension**

### **1. Definition of Reading Comprehension**

According to Durkin (1993) in Moore state that comprehension is the process of constructing meaning from the text. Reading comprehension is a complex process of making the meaning from text. Reading comprehension itself requires cognitive skills, constructive process and stored memory or it called prior knowledge. Integrating information from text by activating prior knowledge it uses inferential process. In reading comprehension to come up the interaction between the reader and text using two processes bottom-up and top-down. When the reader is getting a reading comprehension, he/she is developing understanding which comes from interaction between the reader and intended the author. Tankersley (2003 : 90) states that making connection is the key to comprehend the text means. Students do not comprehend unless they can make connections and get to process the words that they read at the thinking level. Comprehension needs three elements :

- 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

According to Brown (2003:206) the comprehension skills categories are cumulative, in that one is built on the others. There are some criteria commonly used in measuring students' reading comprehension ability, they are :

1. Main idea (topic)
2. Expressions/idioms/phrases in content

3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea(s)
8. Vocabulary in context

Based on the explanation above reading comprehension is a complex process of interpreting, understanding and gaining information of the text. When the processes itself the reader should have an ability to take information from the text that deals with main idea, detail, inference, vocabulary, supporting ideas, topic sentence, grammatical feature, etc.

## **2. Testing Reading Comprehension**

In giving a measurement of students' mastery of the instructional objectives is needed a test. Likewise in reading comprehension there are many tests which can be conducted based on the principles of test. According to Brown (2007:190), there are many tests which conducted in measure reading comprehension such as in perceptive reading there are four tests: reading aloud, written response, multiple choice, picture-cued items. In selective reading there are five test: multiple choice, matching task, editing task, picture-cued task, gap-filling task. In interactive reading there are many seven tests: cloze task, editing longer task, impromptu reading plus comprehension strategies, short-answer task, scanning, ordering task, information graphics. In extensive

reading there are many three tests: skimming task, summarizing and responding, note-taking and outlining.

According to Alderson (2000), based on the among methods no one the best method for testing reading. No single test method can fulfil the reading purposes which teacher conducts a test. Although he mentions that multiple choice items are common device for testing students' comprehension in reading text. Test makers are allowed to control range of possible answers to comprehend the questions and to control the students' thought processes when they are responding. The question are related to the main idea, expressions/idiom/phases in context, conclusion, detail, vocabulary in context, etc.

Multiple choice is generally recognized as the most widely applicable and an useful type of objective test items, Gronlund and Linn (1990). A multiple choice test usually has many questions or "items". For each question the test-taker is supposed to select the correct choice among a set of four or five options. So far, the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly and accurately. Marshall and Hales (1972), the strengths of this test are flexible and versatile of all selection type of examination, scoring of multiple choice is not influenced by all outside performances. Besides, it has the weaknesses they are constructing multiple choice item requires considerable skill and time to

prepare, multiple choice items can not be used to measure all objectives at all levels of cognitive domain.

### **3. The Definition of Teaching Reading Comprehension**

According to Brown (2000:7), teaching can not be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. It means that teaching is a process of gaining information from the students learning activity. In the teaching learning process teacher should facilitate the students' learning and make the learning process more fun and comfortable. So that the students easy to receive the knowledge. According to Harmer (1998:68), teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good things for English students. In other word, teaching reading is an important tool for academic success. It is needed by the students. Teaching reading activity can make students understand about the text. It help students to run well in reading comprehension. Students will be more understand easily by teaching reading. Therefore, teaching reading must be upgraded nowadays in order the students can understand in any text. They can interpret, receive, and give a feedback what they have read. Students can give a feedback in writing form. Afer they read they will write down what they have read. It practices their understanding about the text. In teaching reading activity the students gain a new knowledge. They can activate their background knowledge, get a main ideas, vocabularies, etc.

According to Harmer (1998:70) states that teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

1. Reading is not passive skill
2. Students need to be engaged with what they are reading
3. Student should to be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teacher exploit reading texts to the full

Based on the explanation above, teaching reading is important and useful for students' learning activity. The teachers should pay attention on it. Making students understand in a text is the purpose of reading comprehension. Beside, teachers also have some principles in teaching reading so that the teaching English learning process achieved.

#### **4. Kinds of Teaching Strategies for Reading Comprehension**

Duke and Pearson (2002:63), effective teachers of reading comprehension help their students develop the understanding and become an active readers. Although many teachers teach comprehension strategies one at a time, spending several week focused on each strategy. In addition, teaching students to read strategically has been shown to significantly increase students' comprehension of texts. Duke and Pearson (2002:64), the list of strategies that



research indicates are worth teaching, they improve reading comprehension. It is a varies strategies from one research review to another as follow:

1. Setting purposes for reading
2. Previewing and predicting
3. Activating prior knowledge
4. Monitoring, clarifying, and fixing
5. Visualizing and creating visual representations
6. Drawing inferences
7. Self-questioning and thinking aloud
8. Summarizing and retelling

In addition to these, there are strategies worth teaching for only some genres. Rice (2009:4), there are many strategies for reading comprehension, they are Monitoring Comprehension, Cooperative Learning, Graphic Organizers, Story Structure, Answering and Generating Questions, Summarizing and Multiple Strategies.

1. Monitoring Comprehension

Includes a variety of instructional techniques for helping students learn to measure how good they understand a text and to apply strategies for solving comprehension problems.

2. Cooperative Learning

Cooperative learning can be conducted both a strategy and make the students active in a group.

3. Graphic Organizers

Based on many studies, graphic organizers have proven to be useful in helping students comprehend in any elements of text. Graphic organizers are known by a number of names, including story maps, concept maps, or semantic organizers.

#### 4. Story Structure

These strategies have typically involved training children to ask themselves questions about the basic components of stories as they read: characters, setting, goals of the characters, action taken, and outcome (Rice, 2009 : 4).

#### 5. Answering and Generating Questions:

Many studies of strategy instruction have focused on teaching children strategies for answering questions or generating questions of their own before, during, or after reading. Questions help students actively engage with a text, check their comprehension, and construct memory representations.

#### 6. Summarizing

Summarizing involves identifying the main idea in a paragraph or composing a concise statement of the central concepts from a longer passage, either orally or in writing. Summarizing is a complex activity that involves paraphrasing and reorganizing text information. Summarizing performs either during or after reading. It focuses on main ideas and ignore unimportant information.

#### 7. Multiple Strategies

Involving a combination of two or more of the above techniques. Palinnar and Brown states that many approaches to multiple strategy instruction such as “reciprocal teaching” include cooperative learning or peer tutoring.

### **C. Hortatory Exposition Text**

#### **1. The Definition of Hortatory Exposition Text**

Hortatory exposition text is one kind of non-fiction text. It also focuses on generic human and non-human participants; It is include in persuasive text in form of exposition. According to Butt (2000:241) states that exposition is a factual text that is used to persuade people to particular point of view. Exposition is divided into two types they are hortatory exposition and analytical exposition. Both of them are similar, the differences are in the last paragraph. In the analytical exposition the last paragraph contains of reiteration, meanwhile in the hortatory exposition contain recommendation for the students. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer’s opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments.

Hortatory exposition text presents argument or reason to support the opinion. Hortatory exposition text usually discusses the current issue surround us, it is represent the attempt of the writer. The aim of hortatory exposition text is to persuade the reader that something should or should not be the case. According to Husein and Anni (2017) Hortatory exposition text can be found

in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory exposition are popular among science, academic community and educated people. It means that the text states something to the readers by giving supporting statement and evidence to convince it. To make the persuasion stronger, the speaker or writer gives some arguments or opinions as the essential reasons why something is the case. It can be fact or theory.

## **2. The Generic Structure of Hortatory Exposition Text**

The Generic Structure of Hortatory Exposition consist of three elements, they are:

### **1. Thesis**

Thesis is a beginning of paragraph which consists of introduction of main idea that will be discussed.

### **2. Argument**

Argument is supporting details of the text. It supports the thesis which consists of argumentations, opinion, and reason to concern.

### **3. Recommendation**

Recommendation is the last paragraph which consists of statement of what something should or should not be the case. The writer give suggestion on this paragraph.

## **3. The Language Features of Hortatory Exposition Text**

### **1. Focusing on Writer**

In Hortatory Exposition topic comes from the writer. So, it focuses on writer's opinion.

#### 2. Using Abstract Noun

Hortatory Exposition has the characteristics and one of them is using abstract noun like as culture, policy, etc.

#### 3. Using Action Verb

In Hortatory Exposition the writer uses action verb. It shows something can do like as run, drink, talk, etc.

#### 4. Using Modal Adverbs

To make people is attractive to the topic writer may use modal adverbs such as surely, certainly, etc.

#### 5. Using Temporal Connective

In Hortatory Exposition to make one argument and another argument are connected the writer may use temporal connective. It can be firstly, secondly, thirdly, etc.

#### 6. Using Evaluative Word

To give a resume in the last statement the writer may use evaluative word such as importantly, valuably, etc.

#### 7. Using Passive Voice and Simple Present Tense

In Hortatory Exposition usually passive voice and simple present tense are used in this text.

### **4. The Example of Hortatory Exposition Text**

#### **The Importance of Reading**

Thesis

I personally think that reading is a very important activity in our life. Why do I say so?

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Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc. Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed. The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

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From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

## D. Generating Interaction Between Schemata and Text ( GIST ) Strategy

### 1. The Definition of GIST Strategy

According to Duke and Pearson (2011:64) states that one of effective teaching reading comprehension is summarizing strategy. It is a worthwhile strategy to teach students' reading comprehension. Just like GIST strategy

students enhance to summarize the text through their own important list vocabularies. GIST strategy also provides students to make prediction about the text, when they are reading a text they activate their prior knowledge then they make a prediction about the text. They write down into a summary. GIST not only improves students' ability in summarizing a text but also their overall comprehension of the content. According to Cunningham (1982) GIST is a summarizing strategy to assist students' comprehension and writing skill. By summarizing students are able to understand about the text which they have read. Also they focus on the main idea of a text and discard unimportant information. Students use higher-order thinking skills to analyze and synthesize what they have read.

Based on theory, GIST is one of teaching strategy that is considered useful to improve students' reading comprehension. This strategy is useful to identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, help students remember what they read, and record a summary of the material they just read. In the process of GIST, the students activate the schemata on the text because it can build their background knowledge, experience to comprehend the text. The term schema (the plural is schemata or schemas) can be defined as a kind of storage cabinet in our brains with file folders containing different information. It can be called readers store past knowledge in their memories

## **2. The Steps in Using GIST Strategy**

As Cunningham describes it, GIST is conducted first as a whole class, then in small groups, and finally on an individual basis. The procedure is as follows:

1. Selecting appropriate passages. The teacher selects short passages of an appropriate difficulty level, each with a gist, and three to five paragraphs in length. The passage is placed on an overhead.
2. Reading the paragraph. All the paragraphs are covered over but the first one. Fifteen blank spaces are placed on a chalkboard, and the students are directed to read the paragraph so they can retell it in their own words in one statement of fifteen or less words. Students generate summaries. When students have finished reading the paragraph, the overhead transparency is removed and students are asked as a group to start their summaries. Writing one word each blank, students dictate and edit the statement until it is complete. Students may review the paragraph at any time, but they are expected to dictate and edit from memory. When students feel that their statement is an accurate summary of the paragraph, the step is complete.
3. Students read and summarize subsequent paragraphs. The chalkboard is erased, and the students proceed to read and summarize the first two paragraphs in no more than twenty words. The same procedures are used for leading them through the entire passage.
4. Generating summaries for whole passages and developing independence. Once students have had many opportunities to practice GIST first in



paragraphs then in short passages they will be ready to move to generating summaries for entire texts. Continued practice and reinforcement will help students to refine their ability to summarize.

According to Allen (2004) that any five points to using the GIST strategy in the class:

1. Find a short paragraph that presents a concept, event, time period, description, problem, sequential instructions, etc.
2. Read the first sentence to the class, then ask students to work together to write a summary of the contents of the first sentence in fifteen words or less.
3. Write the group summary on the board. Then, read the second
4. sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.
5. Write the group summary on the board and read the next one or two sentences in the paragraph. Continue until the paragraph is read and then ask students to write a summary of the entire paragraph in fifteen words or less.
6. After modeling the strategy, ask students to apply the strategy to a chapter of their textbook, article, etc. That they are currently reading in class

The next about the procedure according to Bouchard (2005:41) explains that there are some steps to make GIST strategy apply in a class. It can be done as cooperative group strategy as follow:

1. Assign a section of text for students to read
2. Form groups and assign a group leader
3. Students read the text silently (or group member can read it aloud)

4. The group collaboratively identifies important vocabulary and concepts
5. The group develops the summary statement identifying the gist of the reading
6. Each member of the group writes the summary statement on a piece of paper
7. The group reads the next portion of text and repeats the process
8. Move from group to group observing and providing support when needed
9. Each group presents its summary statement(s)
10. Discuss as a class and compare