

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the writer presents the some theories of what be covered in this study. Those are The Nature of Reading Comprehension, Strategies in Teaching Reading, Descriptive Text, GIST Strategy and Review of Previous Studies. The explanation of them will be stated as followed.

A. The Nature of Reading Comprehension

1. The Definition of reading

Reading is one of the basic language skills to be learned by students'. Through reading they will get a lot of information and knowledge. Reading is a process to get message or information from the writer through printed media. Anthony, Pearson, & Raphael (1993:284) say that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Beside, students not only get information from books, but also through reading various types of written texts such as, magazines, newspapers, articles, journals, and other various types of writing.

According to Carrel (1993, p. 1), "reading is not passive but rather than active process. It is an active cognitive process of interacting print media in which monitory comprehension to build up meaning". Moreover, Rahmatullah (2013) states that reading is the

meaningful interpretation of printed or written verbal symbols. The reader is not only seeing and identifying the symbols, but also understanding the meaning.

Based on the definition, the researcher concludes that reading is an active process to get new information which is needed by readers. Reading is an activity to understand the meaning of written.

2. The Importance of Reading

Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

Reading texts also provide good models for English writing (Harmer, 2003). If the students are familiar with texts' form, teacher will be easier to teach them how to write the texts. The last is reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts (Harmer, 2003).

In a nutshell, when the students read a new text, they will find new vocabulary and different style of writing texts. Because of that, they can enrich their vocabulary includes the ability to use the

appropriate diction. They will learn more about punctuation; strengthen their grammar understanding and know how to construct sentences, paragraph and text correctly.

3. Micro and Macro Skills of Reading

Brown (2003) explains that there are two kinds of skills that the reader should have. They are micro skill and macro skills.

a) Micro skills of reading

Here are some micro skills of reading:

- Discriminating among the distinctive graphemes and orthographic pattern of English.
- Retaining chunks of language of deference lengths in short-term memory.
- Processing writing at an efficient rate of speed to suite the purpose.
- Recognizing a core of word, and interpreting word order patterns and their significance.
- Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- Recognizing that are particular meaning may be expressed in deferent grammatical forms.
- Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses.

b) Macro skills of Reading

Here are some macro skills of reading:

- Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- Recognizing the communicative function of written text, according to form and purpose.
- Inferring context that is not explicit using background knowledge.
- From describe events, ideas, etc., inferring link and connection between events, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, generalization, and exemplification.
- Distinguishing between literal and implied meaning.
- Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.
- Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.

4. Aspect of Reading

In general, there are two important aspects of reading. Those are mechanical skills and comprehension skills.

a. Mechanical Skills

Tarigan (2008, p. 12) states that “characteristic of mechanical skills are considered in lower order”. The aspects are recognizing the letter form, recognizing the elements of linguistic, and recognizing the correlation between syllable and sound, and speed reading to lower rates.

a) Recognizing the letter form

Recognizing the letter form is a capability in knowing the form of letter such pictures, lines, and points in which have good arrangement. Teachers should be able to recognize the letter forms to the learner by introducing the purposes of letter that involves in a text.

b) Recognizing the elements of linguistic

Recognizing the elements of linguistic is a capability in relating the signs in paper such picture in language. It is done in order to comprehend the language because it's impossible to learn reading comprehension without a capability on understanding the language. Based on the elements of linguistic formally, there are some elements of linguistic namely phoneme, word, phrase, sentence, paragraph, chapter or book.

c) Recognizing the correlation between syllable and sound

Teaching students to identify the correlation between syllable and sound is called phonics. Phonics is

based on the systematic teaching of sound and letter's relationships, as well as sound and spelling patterns.

d) The speed reading to lower rates

Students can be fast or slow in reading text. They read fast to find out the information and writer's idea. Then, they will slow in understanding those information and ideas more deeply.

b. Comprehension Skills

Tarigan (2008, p. 12) states that "characteristic of comprehension skills are considered in higher order". The aspects of comprehension skills comprehend the simple meaning, comprehending significance or meaning, evaluation or assessment, and flexibility of reading speed.

a) Comprehending the simple meaning

In understanding a text, students should know about lexical, grammatical, and rhetorical of a language being learning.

b) Comprehending significance or meaning

Reader or learner should know the writer's purposes in the text such as to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. By talking to students about the different

purposes for reading, the students will become more aware of what to focus on the text which they read.

c) Evaluation or assessment

In reading a text, students should know the content and the form of a text. Thereby, evaluation and assessment are needed to know the ability of students in understanding the content and the form of text.

d) Flexibility of reading speed

Flexibility of reading speed means that the learner should manage the time when they read a text. It is based on the situation and condition that they have at the time.

5. Reading Comprehension

According to Hornby (1995, p.235), “comprehension is means and has excessive aimed in improving or testing one’s understands of a language whether written or spoken”. Comprehension is not only need in student’s reading activities, but also to measure the ability of each student in classroom.

Carrel (1993) states that “reading comprehension in general viewed is the result from the four way interaction between readers, text, task, and structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations.

People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information.

6. Assessing Reading

Brown (2003, p. 4) says that "assessment is an ongoing process encompasses a much wider domain whenever a student responds into question, or offers a comment or tries out a new word or structure". It is to know how far students' comprehension in a reading text.

Assessment of basic reading comprehension may be carried out in a number of different ways. This assessment is multiple-choice. Multiple-choice responses are not only a matter of choosing one of five possible answers. It can be form in some other formats. Some of formats which are especially useful at the low levels of reading include synonym-antonym, circle the answer, true-false, choose the letter, and matching format.

Brown (2003) notes that assessment interactive reading task design has combination of form-focused and meaning-focused objective but with more emphasize on meaning. Here, there is possible tasks which can used in assessment. This task is short answer tasks. Short answer tasks is a popular alternative to multiple-choice question reading passage is the age-old short answer format. A reading passage is presented. A test-taker reads question that must be answered in a sentence or two.

B. Strategies in Teaching Reading

A strategy (Yussof, 2012) is viewed as a flexible plan or technique used by readers in the attempt to get information or make meaning from a text. The efficient readers will use selective strategies intentionally to represent the reading process, develop comprehension and facilitate in achieving its objectives. Several researches showed that the efficient students are able to improve their comprehension by using reading strategies. These strategies need to be learned, trained and even become a reading habit. In teaching reading, strategies are important to help students comprehend the text. According to Moreillon (2007) there are seven strategies in teaching reading comprehension, some of them are as followed:

1. Activating or Building Background Knowledge

Activating and building background knowledge refer to helping students to remember what they already know about a topic. Students are filled with ideas and information that will make them curious and then invite them to make connection in order to construct new information.

2. Questioning

Questioning means that students are asking about what they are curious about to help them understand about the text. Questioning for comprehension involves readers in questioning the author and the text, searching for bias and point of view, and determining validity. This focus on questioning can help readers learn more about what it means

to ask meaningful questions.

3. Making Predictions and Drawing Inferences

Students are able to make prediction or draw inference by constructing their background knowledge with the information they find in the text. A reader who draws inferences is engaged in deep comprehension because she is trying to understand the implicit information and searching for deeper meaning.

4. Determining Main Ideas

Main ideas are always a part of something importance in reading comprehension. When students are asked to make notes then they try to determine importance and then distinguish main ideas from supporting details. It will help students to comprehend the whole text

5. Synthesizing

Synthesizing refers to bringing the information together to create new knowledge. Students gather various information and background knowledge in order to make a new knowledge.

During reading, they typically activate relevant prior knowledge, make connections among important ideas, construct and test hypotheses, paraphrase key points, and try to resolve any comprehension difficulties that arise. After reading, they may reread or skim the passage, summarize it, or take a note. Rice (2009: 3) states that good readers often continue to reflect on the meaning of a text long after they have read it and good readers use strategies flexibly depending on the type of text they are reading and their

purpose for reading it. Based on those expert, there are some strategies in teaching reading:

1. **Monitoring Comprehension:** Those includes a variety of instructional techniques for helping students learn to gauge how well they understand a passage and to apply strategies for correcting comprehension problems.
2. **Cooperative Learning:** Cooperative or collaborative learning can be considered both a strategy and a social organization that fosters learning.
3. **Graphic Organizers:** Across many studies, graphic organizers have proven to be useful in helping students visualize relationships among structural elements in a 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, and goals of the characters, action taken, and outcome (Rice, 2009: 4).
5. **Answering and Generating Questions:** According Rice (2009: 4) that 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 is 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. As a strategy perform either during or after reading, summarizing helps students or readers to focus on main ideas or other key skill concepts that have been taught and to disregard less relevant ones.
7. **Multiple Strategies:** this strategy involved a combination of two or more of the above techniques. Palinnear and Brown states that many approaches to multiple strategy instruction such as “reciprocal teaching” include cooperative learning or peer tutoring (Rice, 2009: 5).

From many strategies above, the teacher can apply one of them or mix them to use in learning process. Reader or students need good strategy for their ability to comprehend in reading activity.

C. Descriptive Text

1. The definition of Descriptive Text

According to Gerot Linda (1995:192) descriptive text is a kind of text with purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.

The social function of Descriptive text is to describe a particular person, place, or thing.

On the other hand, Anderson *et al.* (2003) add that descriptive text is different from information reports because they describe a specific subject rather than general group. According to Friedman (2010) descriptive details mean to grab the reader's attention.

2. Kinds of Descriptive Text

The kinds of descriptive text are a place, description of a person, and description of object or thing.

a. Description of person

Description of person explains about factual details such as profession, qualifications, family, or aspects such as daily routine, hobbies, interests, achievements, beliefs, ambitions, future prospects, and others. Information about life, lifestyle, and beliefs gives the reader a clearer idea of what the person's character is like (Evans, 2003:5).

b. Description of place

The description of place may include, factual information (age, size, color, material, and others), details relating to the senses to suggest mood and atmosphere, opinion or impressions of the place or building (Evans, 2003:9)

c. Description of object

Describe objects should give accurate information concerning the size and weight (e.g. big, small, heavy, light), shape (e.g. triangular, oval, square), pattern and decoration (e.g. tartan, striped), color (e.g. red, green), origin (e.g. Chinese, Hungarian) and material (e.g. Woolen, silk, wooden). Descriptions of objects can be found in catalogues, advertisements, leaflets, or as part of letters, reports, articles or stories (Evans, 2003:13)

3. Generic Structure of Descriptive Text

The generic structure of this text focuses on a series of stage that proposed to build information. The stages include:

- a. Identification which identifies phenomenon to be describes. A statement or a short paragraph that identifies object that is going to be described, it is usually interesting and able to provoke the readers to be eager to read the text.
- b. Description which describe parts, quality, and characteristic in the text. Give description about the object as mentioned in the identification part.

4. Language Feature

According to Hammond cited by Mursyid (2011:4) claims that the significant grammatical features of a descriptive text are:

- a. Focus on specific participants, for example: My English teacher
- b. Use of Simple Present Tense

- c. Use of Simple Past Tense if Extinct.
- d. Verbs of being and having 'Relational Processes', for example:
My mum is really cool
- e. Use of descriptive adjectives, for example: strong legs, white fangs.
- f. Use of detailed Noun Phrase to give information about the subject, For example: very beautiful scenery
- g. Use of action verbs 'Material Processes', for example: It eats grass
- h. Use of adverbials to give additional information about behavior, for example: fast, at tree house.
- i. Use of Figurative language, for example: John is as white as chalk

D. Generating Interaction between Schemata and Text (GIST) Strategy

- a. Definition of GIST

GIST is an acronym for Generating Interaction between Schemata and Text. GIST is a reading strategy used to clarify the main idea of text that they have read. This strategy is developed to help students learn to write organized and concise summaries of their reading.

Schemata can be loosely defined as patterns which represent the way experience and knowledge are organized in the mind. Based on Meurer (1985:31) Schemata constitute a powerful means used by

readers in understanding information which is both explicit and implicit in texts.

Schemata are cognitive structures representing generic knowledge. Structures do not contain information about particular entities, instances or events, but rather about general form. The readers use schemata to make sense of events and descriptions by providing default background information for comprehension, as it is rare and often unnecessary for texts to contain all the detail required for them to be fully understood. It means that many or even most of details are omitted, and readers' schemata compensate for any gaps in the text.

There are some definitions of GIST strategy suggested by experts:

- According to Cunningham (1982), GIST can effectively improve students' reading comprehension and summary of writing. The GIST is a strategy for taking notes while we are reading and writing good summaries. This strategy works on many levels. First, it helps to focus on what is important when we read. Second, it allows to check our understanding of the reading by forcing to limit our response in the form of summary. This allows students to put concepts into their own words. So, state from M.A Forget (2004:46) GIST helps the students to comprehend the passage of their reading with

summaries the important information by their own words.

- NBSS (National Behavior Support Service) also assumes according to Cunningham, NBSS quoted is:
- GIST is an acronym for Generating Interactions between Schemata and Texts. It is summarizing strategy. Effective summarizing leads to an increase in student learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarize has significant benefits for comprehending and ultimately retaining and recalling information. ‘Get the Gist’, helps them learn to synthesize information, a high order thinking skill which includes analyzing information and identifying key concept.

From the quoted above, GIST focused on main ideas of a text, with the way focused on the main idea for each paragraphs without omitting key ideas, then summaries it. It means that GIST work well in the form of reading and writing. It is possible what students write can show their reading comprehension ability.

Klinger and Vaughn (1998:38) stated that “get the gist” can improve students’ understanding and memory of what they have learned. The students learn to get the gist by identifying is the most important ideas in a section of text (usually a paragraph). So, in this strategy the writer taught students to restate their own words that the

most important point based on the text or paragraph they have read and make the students understand. The students could improve students' understanding and memory of what they have learned.

From the explanation above, can be concluded that GIST is strategy can be used in teaching reading that could help students to determine the main idea and the important information in the text. The students could learn how to find the main idea and important information with the step eliminate unimportant information in each paragraphs, remove redundancy, highlight the questions 5W+ 1H, and write a brief summary in 20 words or less. In this case, the writer applied the reading passage of descriptive text for the students. It is because descriptive text has no long passage and applied for seventh grade students who still beginner to comprehending the text.

b. The implementation of GIST Strategy

According with the strategy above, Cunningham (1982) recommended the following are steps of get the Gist strategy (*short paragraph version*) in teaching reading. First teacher choose a text which has the main idea or has the important information. Then the teachers make empty boxes fifteen of boxes, and then the teachers ask the students to read the paragraph, and ordered them to write a summary of the fifteen words or more of their own. Next, the teacher ask the students to fill in the empty boxes before, with the words that they think are important, or represent the idea of each paragraph. After

students fill in the boxes in the first paragraph and the second with their words, then the teacher ask to continue in the next paragraph. The last, ask student to continue this procedure, paragraph by paragraph until the students has produced a Gist statement for the entire section being taught.

Based on Adrienne L. Herrel and Michael Jordan (2008:273) stated there are seven steps in implementing GIST Strategy in reading skill learning:

- 1) Identifying appropriate text for GIST.
- 2) Making group
- 3) Demonstrating the strategy
- 4) Discussing summary sentence
- 5) Discussing summary paragraph
- 6) Comparing the summary
- 7) Assessing student progress and understanding

The next about the procedure according Allen (2004) that any five points to use 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

sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.

- 4) 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.
- 5) After modeling the strategy, ask students to apply the strategy to a chapter of their textbook, article, etc. That they are reading currently in class.

GIST strategy can be applied in cooperative groups. But it can be applied if the students already familiar with the process. The steps are here:

- 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 a 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.

From the explanation above GIST strategy is summarizing strategy. Effective summarizing leads to an increase in student learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summaries has significant benefits for comprehending and ultimately retaining and recalling information. Teaching students by using GIST strategy helps them to synthesize information, a higher order thinking skill which includes analyzing information and identifying key concepts.

c. GIST Strategy Worksheet

Example of GIST worksheet

Lembar Kerja G.I.S.T.		
<u>Teks:</u>		
TEKS		
Nama: _____		
Topik teks: _____		
Baca teks di atas dan data serta tuliskan 10 sampai 15 frasa kunci/informasi penting yang terdapat dalam teks:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Buat kalimat berdasarkan frasa kunci yang telah ditemukan:		

E. Review of Previous Studies

Reviewing previous studies are needed to develop this study. According to Syafi'i (2007:122), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point is focused on inform design, found and conclude in the previous research.

The first is research study written by Alfiana (2017) conducted a research entitled "*The Effectiveness Of Gist Strategy To Eighth Grade Students' Reading Comprehension of SMP Prasetia Wiyata Ngasem Kediri In The Academic Year 2016/2017*". The objective of the research, the researcher conducted quasi experimental quantitative research. The research was held through per-test and post-test. The population in this research is consisting of 65 students from two classes. The sample of this research is 20 students in 8-B class of SMP Prasetia Wiyata Ngasem Kediri. The result of the study showed the significant differences between the class who taught by GIST strategy and the class who didn't taught by this strategy. The researcher had concluded that outline activity is effective to be used in teaching reading

The second is thesis written Walugianah (2016) conducted research entitled *The Effectiveness of Using GIST (Generating Interaction between Schemata and Text) Strategy to Teach Students' Reading Comprehension on Narrative Text (An Experimental Research at the Tenth Grade Students of SMA Negeri 13 Semarang in the Academic Year of 2016/2017)*. The study

conducted in quasi experimental. The population in this study consists of two groups (experiment class and control class). The result of the study showed the effectiveness of using GIST in teaching reading comprehension on Narrative text.

Based on the previous studies above about the use of GIST Strategy, here, the writer conducted a research in teaching reading comprehension by using GIST Strategy too. Although in the same strategies on the use GIST Strategy, but it is also has the differences whether on grades of school and different text. The first researcher Alfiana has applied this strategy in Junior High School and the second researcher has applied in Senior High School. All of those research who though the class by the GIST Strategy and without strategy that conducted two class (experimental group and control group). The research showed the significance differences of the result.