

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents an overview of the definition of reading, teaching reading, the purpose of reading, teaching reading in Junior High School, the definition of descriptive text, Social Function and Language Feature, The Example of Descriptive Text, GIST (Generating Interaction between Schemata and Text) and previous study.

A. Reading

1. Definition of Reading

In learning English, they are four skills that should be mattered, such as listening, writing, speaking and reading. Among the four skills, reading is the most important skill to be learnt. This argument is supported by Patel and Jain (2008:113-114),” reading is important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects. They can catch what texts tell about.

Reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know what when they read, what they read supposed to make sense. They monitor their understanding, and what they lose the meaning of what they are

reading, they often unconsciously select and use a reading strategy (asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

To achieve reading comprehension, the reader should do some strategies. May (2001: 116) propose seven strategies to achieve comprehension; A reader should: (1) predict the next words, (2) confirming his/her prediction, (3) changing his/her prediction if necessary, (4) correcting his/her own miscues, (5) using substitution that get us closer to the author's meaning, (6) using omissions and insertions to make the author's language sound more like to his/her language, and (7) stalling for think time by representing words or phrases. Those seven strategies the reader can predicting plays an important role in achieving reading comprehension. Prediction is important since it can activate schemata, experiences or any related knowledge that a reader has already had in mind (Nuttall, 2000: 13). Making prediction activates readers' prior knowledge about the text and help them make connection between new information and what they already know. By making prediction about the text before, during and after reading, reader use what they already know as well as what they suppose might happen to make connection to the text.

2. The Purpose of Reading

The reader's purpose plays important part in determining the kind of reading they do. Different persons may read the same book is different, because their purposes vary. The readers establish their purposes by thinking and by asking question about what the plan to read. Comprehension and speed vary according to the reader's purpose.

It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks on the reader is to find out what the writer said.

There are two basic purpose of reading ability:

- a. Reading for information. It is reading for to study for goal such as to obtain factual information and solve problem.
- b. Reading pleasure. It is reading for enjoyment which may vary in to follow our favorite: sport, comics, article, fairy tale and movie program (Effort, 2000: 1).

3. Teaching Reading

Kimby and Garmezy in Brown (2000:7) define that teaching is activities to show or help someone to learn how to do something, give instruction, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge. Brown (2000:7) also says that "teaching cannot be defined apart from

learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge from the definitions above, the researcher can define teaching as helping, facilitating, and giving instruction how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students get or acquire the second language that is English.

4. Teaching Reading in Junior High School

Teaching reading in junior high school is not easy for teacher, because the teacher should introduce English to the students. Although in elementary school the students has been introduces to English, but it is only learn basic of English. They are introduced in English vocabularies not the skills.

In junior high school, the students' hope that they have the skills of English especially in reading because reading is important one among four English skills.

Teaching material is one of the components to succeed teaching learning process. Related to teaching reading, here are the materials used in teaching reading in junior high school.

a. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The

Purpose of Narrative Text is to amuse or to entertain the reader with a story.

b. Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

c. Procedure text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

d. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, we can say that the descriptive text is the text that describes what kind of person or an object described good shape, properties, number and others in particular.

B. Descriptive text

1. The definition of Descriptive Text

Descriptive text is factual description which describes a particular person, place, and thing. The purpose is to tell the subject by describing its feature without including personal opinion. Descriptions are word picture. You tell how something looks, feels, smells tastes and sounds. You need to become observer and notice many small details so that you can write a good picture (Hogue, 2008:95). So, descriptive text is text which describe about the feature and characteristics of a certain thing in a detail (person, animals or thing)

2. Generic Structure

The generic structure of descriptive text consists of Identification and Description.

a. Identification (introduction of subject)

In this part, the researcher should explain about the subject.

Researcher can explain the subject in generally.

b. Description

In this part, researcher explains the characteristic of subject very clearly.

3. Social Function and Language Feature

The social function of this paragraph is to describe a particular person, place or thing. Meanwhile, the language features are as follows.

1. Has certain subject or thing.

Example:

- My bag
- My house
- My new car

2. Using simple Present Tense

Subject + Verb 1 + They / We I / You

Subject + Verb s-es + He / She It

Example:

- I have a rose flower
- My rose flower is very beautiful
- The color of my rose flower is red, white, and yellow

3. Using action verbs.

Example:

- My cat can runs quickly

4. Using many times of adjectives which describing and numbering the subject, thing or object.

Example:

- My cat has two ears and do not has horn
- My rabbit has black fur and the color is black and white.

5. Using “thinking” verb and “feeing” verbs.

Example:

- My cat always runs to me

4. The Example of Descriptive Text

The researcher gives example of descriptive text which describe about animal.

The Elephant

Identification:

The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

Description:

The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via tha knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

C. GIST (Generating Interaction between Schemata and Text)

1. The definition of GIST

GIST stands for Generating Interaction between Schemata and Text. A Cunningham (1982) state that GIST is summarizing strategy to use to assists students' comprehension and summary writing skills. In GIST, students create summaries of 15 or fewer words for increasingly large amounts of text, beginning with single sentences and working too hard to an entire paragraph. Students use higher-order thinking skills to analyze and synthesize what they have read. The students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection.

From the explanation GIST strategy is summarizing strategy to focus on the main idea of text and summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content.

2. The step in using GIST

Allen (2004) explains that, there are some steps to make GIST strategy in the class as follow:

1. Find a short paragraph about descriptive text.
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 currently reading in class.

3. The benefit of GIST

a. Student benefit:

- Helps students grasp a better overall understanding of the material they read.
- Provides students with a way to summarize information by discarding unimportant information and focusing on the key words/ideas of the passage.
- Effectively improves students' reading comprehension and summary writing

b. Teacher benefit:

- The teacher can effectively teach students to summarize in a way they have never seen before. The visual aspect of the blanks may help certain students.

D. Previous Study

There are two previous studies written by students of English department, the first thesis written by Adnyani a research entitled “*The Effect of Generating interaction between Schemata and Text and beliefs about Language Learning on Reading Comprehension of Language Education Department students of Undiksha Singaraja in the Academic Year 2009/2010*”. The study has similarity and difference to the present study. The similarity is both talks about the GIST strategy in reading comprehension. The difference is that the researcher in the present study only tries to find out the effect of the GIST strategy towards the second semester of students ability in reading descriptive text. Whereas Adnyani’s thesis tries to find out the effect of GIST and beliefs about language learning on reading comprehension, and to investigate the relationship between the use of GIST, conventional reading techniques and beliefs about language learning faced by second semester students of English Education Department Undiksha Singaraja.

The second written by Junanto conducted a research entitled “*The Effectiveness of Generating Interaction between Schemata and Text (GIST)*”

Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade Students at MTs Al Huda Kedungwaru". This study has similarity and difference to the present study. The similarity is both talks about the GIST strategy in reading comprehension. The difference is that the researcher in the present study to increase the effective of GIST strategy in language learning to read understanding and influence on the learners and this study the sample of the research also difference.

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