

CHAPTER II

REVIEW OF RELATED TO LITERATURE

This chapter discusses some topics related to Definition of reading, the principle in teaching reading, definition of reading comprehension, the purposes of reading comprehension, the levels of comprehension, reading comprehension strategies, narrative text, and Generating Interaction between Schemata and Text (GIST) strategy.

2.1 Reading

2.1.1 The Definition of Reading

Since reading has an important role in the teaching and learning process, many definitions of reading are explained by some specialists and some of them are complementary to one another. By reading, one can relax, interact with feelings and thoughts, obtain information, and improve the scientific knowledge. According to Harris (2000) reading is the process of meaningful interpretation of printed writing or symbols. It is the process of decoding written symbols and reconstructing the writer's mind. Therefore, it can be said that in the reading process, the reader has to understand about the writer's message by decoding or interpreting the printed writing or symbols. Lado (1999) says that reading in foreign language consists of grasping the meaning in that language through its written representation. He also added that in a foreign language, reading involves grasping of linguistic meaning and common experience of the culture in which language is written. Clark as cited in Gloria (1997) said that reading is a complex

and active process. Reading is an active process of interaction with printed writing and monitoring comprehension to establish meaning.

Based on the definition above, it can be seen that reading is not a passive activity. When a reader reads a text, automatically he or she tries to recognize the various written symbols. The readers also must have background of knowledge and comprehension to recognize the symbols. Thus, the readers must be careful in understanding of various written symbols when they are reading an English test.

Another opinion comes from Brinley (2001) he stated that reading is not confined to print in a book. It explains whether the process of decoding and constructing meaning is not only for written language or printed text, but readers can also recover some information of the world of each phenomenon around them.

The statement above is also supported by Harley (2002), he explains that reading is not only the process to draw meaning from printed page but also to determine the activity as a complex area. *“Reading is much more than decoding of black marks upon a page: It is a quest for meaning and one which requires the reader to be inactive participant. It is a prerequisite of successful teaching of reading that whenever techniques are taught, or book is chosen for children’s use, meaning should always be in the foreground.”*

It means that reading is always connected to background knowledge of the readers. There is an active cognitive process to convey the meaning based on the writer’s point of view. Therefore, when the readers read a text or book they have to understand the message and the idea of the writer or author.

Furthermore, reading can also be defined as a private and mental process involving a reader in trying to follow and respond information from a writer (Davies, 2001). Hodges (2003) also explains that reading is an intentional thinking during which meaning is constructed through interactions between text and reader.

Thus, based on some definitions of reading by some specialists above, the researcher concludes that reading is an activity to get information, increasing perception through written text and also interpreting and analyzing text. Moreover, reading deals with the ability of the reader to interpret the message of the writer or author. By reading, the reader will know what they read and motivate the reader to respond the idea of the writer.

2.1.2 The Principle in Teaching Reading

There is a linguist who stated that teaching reading has principles. Harmer (1997: 70) claims that there are six principles behind teaching reading. Those are (1) reading is not a passive skill, (2) students need to be engaged with what they are reading, (3) students should be encouraged to respond to the content of a reading text, not just to the language, (4) prediction is a major prediction in reading, (5) match the task to the topic, (6) exploit to the full version of reading text:

2.1.2.1 Reading is not a passive skill

To make reading activity becomes active activity, readers have to understand what words mean, understand the arguments and the meaning of the

writer, so they can interpret their ideas and respond to the information based on the background knowledge.

2.1.2.2 Students need to be engaged with what they are reading

Students who are not engaged with the reading text are not actively interested in what they are doing during the reading activity. Thus, the teacher must be more active to encourage them to involve effectively in the reading activity. If the students are really fired up by the topic or the text which they read, they will get more information from it and they can understand the message of the writer easily.

2.1.2.3 Students should be encouraged to respond the content of a reading text, not just to the language

The meaning of the message in the text is very important to be understood by the students to get the main point and idea of what the writer. Therefore, the teacher must give the students a chance to respond to what message that they can get when they are reading a text. Moreover, they should be allowed to express their feeling and idea about the topic and the content of the text based on their own opinion.

2.1.2.4 Prediction is a major factor in reading

The students can start predicting their idea of the book that they read based on the book cover, picture and the headline. This activity can lead them to be active readers in making expectation of what they read, so they can guess the content of the book easily.

2.1.2.5 Match the task to the topic

The teacher should choose an appropriate text and match the task with the topic for the students in order to make them more interested during the reading process. The most interesting text can increase their motivation to be an active reader by asking some question to the teacher, so it is hoped that they can answer the task correctly.

2.1.2.6 Exploit to the full version of reading text

The teacher should be a good model for his/her students, so s/he just becomes the facilitator rather than the source of all information in the classroom. As facilitator, a good teacher should be more interactive to exploit the text in many ways in order to make the students understand the content of the text easily.

By applying these principles above regularly, it is expected that the students can be active readers and they can solve the difficulties when they are reading English texts. Meanwhile, the teacher also has an important role in conducting the reading activity to become more interesting and fun. Therefore, the teacher should be encouraged to create cheerful atmosphere in his reading class, so the students can feel comfortable to express their thoughts, perception and feelings. The researcher also suggests that the teachers' role in the classroom is to facilitate rather than become a source of all information, thus the teacher and the students should be like partners to reach the success during the reading activity in the classroom.

2.2 Reading Comprehension

2.2.1 The Definition of Reading Comprehension

Comprehension is the process of generating meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Klingner (2007) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. Therefore, it can be said that comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Readers have to focus on how readers use their knowledge and reasoning to comprehend texts. Readers can be categorized as successful readers when they can comprehend texts, because the goal of reading is comprehension (Nunan, 2003). Similarly, Urquhan and Weir (1998) also stated that comprehension is the goal of reading process.

Alexander (1988) says that successful comprehension involves the reader's process of discovering the meaning which is needed to achieve the particular purposes set for or by him. It may be in the form of finding a particular piece of information, solving a problem through reading, working to understand an idea, or following a set of directions.

It can be concluded that reading comprehension is not only to comprehend or understand the text, but also constructing the word, word knowledge, and fluencies of text, therefore good readers are aware of how well they understand a text while they are reading. Good readers also should take active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension in the use of information.

2.2.2 The Purposes of Reading Comprehension

The concern of the purposes of reading comprehension which stated by White (1981), are:

2.2.2.1 Reading for factual information

Reading for factual information means reads the reference materials in order to obtain the right of instructions on how to use a piece of equipment.

2.2.2.2 Reading for intellectual purposes

Reading for intellectual purposes refers to reading an appropriate text for obtaining cognitive information and for developing one's intellectual skills so that readers can manipulate ideas more effectively.

2.2.2.3 Reading for emotional gratification or spiritual enlightenment

People may read affective materials like novels, poems only for pleasure or self-improvement.

Concerning on some statements above, it can be concluded that reading comprehension is about understanding written text. It is a complex activity that

involves both perception and thought. In addition, comprehension is the process of making sense of words, sentences and connected text. Also, better comprehension is done when the students comprehend and see the intentions of content in the text, then relate them to the prior knowledge and relate the real situation in the fact as a new knowledge or information.

2.2.3 The Levels of Comprehension

Furthermore Burns (1984) explain that there are four types of comprehension. Those are:

2.2.3.1 Literal Reading

Burns (1984:177) stated that reading for literal comprehension which involves acquiring information that is directly stated in a selection is an important component of it and is also a prerequisite for higher-level understanding. Examples of the skill involved are the ability to follow direction and the ability to restate the author's material. This activity should be succeeded in recognizing the main ideas, details, cause and effects and sequences which are the basic essence of reading and understanding the vocabulary, sentence meaning, and paragraph meaning.

2.2.3.2 Interpretive Reading

Burns (1984:177) said that interpretive reading involves reading between the line or making inferences. It is the purpose of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: inferring main idea of the passage in which the main idea is not directly stated, inferring cause-

and effect relationship when they are not directly stated, inferring referent of pronouns, inferring referent of adverbs, inferring omitted words, detecting mood, detecting the author's purpose in writing and drawing conclusions.

2.2.3.3 Critical Reading

Burn (1984:177) said that critical reading is an evaluation of written materials comparing the idea discovered in the materials with knowing the standards and drawing conclusion about the accuracy, appropriateness, and time. The critical readers must be active readers, questioning and searching for facts, and suspending judgment until he or she has considered all of the materials. Critical reading, which implies idea is important.

2.2.3.4 Creative Reading

Burn (1984:177) stated that creative reading involves going beyond the material presented by the author. It requires readers to think when they read, just as the critical reading does, and it also requires them to use their imagination, it is concerned with the production of new insight, fresh approach, and original construction. The teacher must carefully educate a creative reading, trying not to encourage the diverse process characteristic of creative reading.

2.2.4 Reading Comprehension Strategies

There are many strategies for reading comprehension based on Rice (2009). Those are:

2.2.4.1 Monitoring Comprehension

This strategy includes a variety of instructional techniques for helping students to gauge their understanding about a passage and to apply strategies for correcting comprehension problems.

2.2.4.2 Cooperative Learning

It can be considered both a strategy and a social organization that fosters learning.

2.2.4.3 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.

2.2.4.4 Story Structure

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

2.2.4.5 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.

2.2.4.6 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. As a strategy performed either during or after reading, summarizing helps students or readers to focus on main idea or other key skill concept that have been taught and also to disregard relevant ones.

2.2.4.7 Multiple Strategies

This strategy involved a combination of two or more of the above techniques. Palinnear and Brown stated that there are many approaches of multiple strategy instructions such as “reciprocal teaching” include cooperative learning or peer tutoring.

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

2.3 Narrative Text

2.3.1 The Definition of Narrative Text

Narrative text is one of the genre text types that must be learned and mastered by the students in order to accomplish their common goals in the teaching and learning process. Narrative texts tell a story or relay a sequence of events. Generally, these events are told in chronological order that is the order in

which they happened. However, a narrative most often tells a story in order to illustrate or demonstrate a point. Parkins (2005) stated that narrative is a kind of text which is from story of fairy tale that has purpose to amuse the readers. The narrative is also a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. Besides, the function of narrative text is not only to amuse the readers but also to entertain and deal with actual or vicarious experiences in different ways. It always deals with the series of problematic events which lead to a crisis or turning point, which in turn finds a resolution. The event can be true or imaginary. It means that the story of the text is not entirely factual and most of them are imaginative (Gloria, 1997). In addition, Branner and Sedley (1999) stated that short stories, novels, poems, stage plays, and drama can be categorized as narrative.

Meanwhile, Breton also stated that narration demands chronological order, the order in which events happen. Moreover, the narrative should tell about the sequence of events as Labov and Fansel cited in Feagant and Farrar, (1998), he stated that:

“Narrative as one means of representing past experiences by a sequence of ordered sentences that present the temporal sequences of these events by that order. A narrative event is not the kind of experience that is captured easily in a single sentence, and a turn at speaking that embodies a narrative means that speaker will hold the floor for more than one sentence”.

Based on the definition above, the researcher can conclude that narrative text is a text which contains a story like fiction, nonfiction, fairy tales, folktales,

fables, and myths. Moreover, narrative always deals with problematic events which leads to a crisis or climax of the story then ended by resolution. Besides, the purpose of narrative text is to amuse the readers with actual or vicarious past experience in different ways.

2.3.2 Purposes of Narrative Text

Basically, a narrative is scribed to amuse the readers. So, the readers will be expected to enjoy the text while reading it. It is horizontal with Anderson (1997) narrative's objectives are to present a view of the world that entertains or informs the listener or the reader. In addition, the aim of narrative other than to provide entertainment, it also can make the reader or the listener think about an issue, teach them a lesson, or explicit their emotions. In summary, narrative is linked to amusement, entertainment, and deal with actual or reflect experience in different ways.

2.3.3 Types of Narrative Text

According to Anderson (1998), there are several types of narrative text. It can be imaginary, factual or a combination of both. Types of narrative text can be categorized as fiction and nonfiction. Fiction refers to any literary work that contains factual information made up by the author's imagination (Gloria, 1997). They may include fairy tales, legends, and fables. In addition, fiction is known as the opposite of fact, because it tells about an imagination of the writer's, while nonfiction has always dealt with the fact and the truth of a real event. Nonfiction includes informational books and biographies which present concepts,

generalization, and facts about a specific topic or information rather than telling a story.

In short, there are two types of narrative text, the first is fiction. There are several types of fiction of a narrative text such as fairy tales, fable, legend, and myth. Therefore all types of the examples of fiction can be called as an imaginative story. While, for the second type of narrative text is nonfiction. Nonfiction always deals with a fact or truth of a real event, such as a biography and informational book.

However, in this study the researcher chooses a fiction narrative text. The researcher conducts this study in the junior high school and Meyers (2005) states that narrative is one of the most powerful ways of communicating with others.

2.3.4 The Generic Structure of Narrative Text

The generic structures of narrative text are:

2.3.4.1 Orientation

Introducing the participants and informing the time and place.

2.3.4.2 Complication

It describes the crisis which the participants have to deal with.

2.3.4.3 Resolution

Showing the way of participant to solve the crisis, it can be better or worse.

Based on the explanation above, the researcher can conclude that the characteristic of narrative always deals with problematic events in its story and always uses past tense for the time signal. While for the orientation or an introduction in narrative tells about the characters, setting and time of the story. Then, complication or problem usually involves in the main character and it tells about the problem that happened in the story. Moreover, the resolution is needed to show the way of each character solve the problem.

2.4 GIST Strategy

GIST (Generating Interactions between Schemata and Text) strategy is a strategy that lets students internalizes a passage by selecting the keywords from the paragraph and summarizing paragraph using those words (Cunningham, 1982). Schuder (1989) stated that GIST is a strategy that can improve students' ability to predict the message by using their prior knowledge while reading the text. According to Harrell (2000) GIST is a strategy used for supporting comprehension of informational text.

GIST asks the students to summarize the message of the text by using their own word, therefore the students will more understand about the text that they read. Cunningham (2001) stated that summary is a synthesis of the important ideas of a text. Summarizing requires the students to determine the important things that they read to condense the information and put in their own word. Cunningham suggested that when using GIST, it is best to conduct it as a whole class, then in small groups, and finally on an individual basis. Supported by Braxton (2009) implementing GIST, the students do not need to learn the specific

rule, but they can delete, generalize, and substitute the section of the text. GIST also improves students' ability in summarizing the section of the text.

It is helpful when students are required to read long text containing a significant amount of new information. Moreover, it is helpful for the teacher to use when students fail to read the information carefully before attempting to solve them. The task is to summarize the important information on the main idea of each paragraph. The words capture the "gist" of the information.

This strategy provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of the reading. It also facilitates an understanding to the "parts" that fit together to make the "whole" (Bouchard, 2005). It also shows how to distinguish between important and less important pieces of information and how to group similar ideas together.

This process of the strategy can greatly assist the students in comprehending narrative text (Bourchard, 2005). When face with reading an extended text which contains multiple information, they can be overwhelmed with the information and lost in recognizing important part from varying degrees of details. In this strategy, the students might work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement. It can provide an opportunity to verbally discuss the content material and vocabulary and clarify the meaning.

Herel and Jordan stated that it is a strategy for supporting comprehension of informational text. Both of them recognize GIST Strategy acquainted by

Cunningham. Besides, they added that GIST Strategy is especially helpful when students are required to read long texts containing a significant amount of new information. They explained clearly that on GIST strategy implementation, students work in cooperative groups and read sections of the text silently. After each short section is read silently, the member of group work collaboratively to generate one sentence that summarizes the GIST of the passage, this summary sentence is generated paragraph by paragraph. Member of the group writes one generated sentence on their own papers so that each group member ends up with a brief summary of the text. Then, the teacher circulates among the groups to facilitate and give support. The group members have a chance to discuss and clarify meaning as they decide on the best summary sentence in the section or paragraph. At the end, the teacher corrects the answer, gets down to the GIST of passage and gives feedback.

GIST is one of way of developing critical reading and GIST is included as an activity in summarizing and outlining. It is similar, but not exactly the same, as summarizing. This finds the most important ideas and put them together into a short statement, but GIST has asystematic check of understanding through list the main idea with generating text through WH questions to comprehend the text. In other word, GIST Strategy is not an evaluative filter, but it is monitoring comprehension in small chunks of text.

GIST implementation in the learning process has a positive impact on reading, including: first, the output learning process looks real: students must be academically active during the process. Second, the ability to work in teams increases. Third, there will be the emergence of responsible character and

confidence. Weaknesses that arise from the implementation of this GIST are: students feel that the implementation of sustainable GIST is very serious and it caused a bit of boredom and reference to the preparation of the implementation of GIST takes time.

2.4.1 The Procedure of GIST Strategy

GIST (Generating Interaction between Schemata and Text) is summarizing strategy that helps the students to find out the most important information from the text. Based on Adrienne L. Herrel and Michael Jordan, there are seven stages in implementing the GIST Strategy in reading comprehension ability:

1) Identifying appropriate text for GIST

In identifying text sometimes it may cause some difficulties for the students. So, it is important for teachers to decide whether the text must be read and summarized paragraph by paragraph or section by section and to determine logical stopping or summarizing points.

2) Making group

The students decide the class into cooperative groups and identifying a leader for each group. Besides, the teacher should make sure that each group contains a strong English speaker and reader.

3) Demonstrating GIST strategy

The teacher must demonstrate the strategy by discussing background knowledge and informing the students that they worked in groups to create a summary of the material to be read. Then, posting the summary points, the points here means points in the reading at which each group is to stop, then discuss and summarize. In addition, teachers also should instruct the students to read the

passage silently to the first summary point, then stop and write a one-sentence summary of what they read.

4) Discussing summary sentences

After the students have completed their summary sentence, the teacher discusses summary sentences by asking one of the students to share his/hers with the class and adding details that the class thinks enhance the sentence. It is important also to instruct students to write the summary sentence on their papers. Here, the teacher serves as facilitator and quality controller, teacher make sure that the summary sentences capture the gist of the paragraphs. The author adds to attend that the quality control be done in a supportive manner through questioning and supporting of the students' understanding of the text.

5) Discussing summary paragraph

In this step, the teacher reads and summarizes paragraph by paragraph, then explains to the class that they read the entire selection in this step. They read all too each summary point. Students in this step should be thinking of the main points in the section and formulating a summary sentence in their minds, maybe by writing it on a scrap piece of paper. At that time, the group should discuss the section and negotiate the best summary sentence they can write. Once the group has decided on a summary sentence, each member of the group writes the sentence on his/her own paper and the process begins again.

6) Comparing the summary

While comparing summary sentences, once the selection has been completed, the groups read and compare their summary sentences. The authors

state this step provides an effective review of the passage and give an opportunity to correct any misconceptions.

7) Assessing student progress and understanding

The authors believe in the group work time of this strategy is a perfect opportunity for the teacher to circulate around the room and listen, then taking anecdotal records, documenting student interactions and writing language sample for inclusion in the student portfolios. Beside, teacher can create checklists for documenting specific behaviors exhibited by the students.

2.5 Previous Study

There was previous study related to GIST strategy. It was conducted by Luh Diah Surya Adnyani (2010) entitled “The Effect of Generating Interaction between Schemata and Text and Beliefs about Language Learning on Reading Comprehension of English Education Department Students of Undiksha Singaraja in The Academic Year 2009/2010”. The purpose of this study is to investigate the relationship between the use of GIST, conventional reading strategy and belief about language learning. The finding showed that there are was significant interaction between kind of strategy and belief about language learning in improving the students’ reading comprehension and students who were taught by GIST showed a better reading comprehension than students who were taught by conventional reading strategy.

The differences between this study and which has been Luh Dian Surya Adnyani are on the focus and subject of the study. The focus of the latest study was the difference between students who are taught using GIST strategy and those

who were taught without using strategy, while this strategy focuses on the significant effect using GIST strategy toward students' reading narrative text comprehension ability. The subject of the study is also different. The subject of latest study was the university students, while the subject of this study is the eighth grade of junior high school. Both these studies use GIST strategy in teaching and learning reading activity.

The second previous study about GIST strategy has been conducted by Novi Riani, Anas Yasin and M. Zaim entitled "The Effect of Using GIST (Generating Interaction between Schemata and Text) and Students' Reading Interest toward Students' Reading Comprehension at Fifth Semester STKIP YPM Bangko". The objective of the study is to find out the influence of GIST strategy and the interest of students' reading comprehension. Based on the research findings and discussion, the students who were taught by strategy have better reading comprehension than students' who were taught by questioning strategy. The students with higher interest taught by GIST strategy have better reading comprehension than those with higher interest taught by questioning strategy. The students with low interest that were taught by GIST strategy had higher achievement than students' reading comprehension that have low interest that taught by questioning strategy.

The similarities of the writer research the independent variable is GIST strategy and experimental research design. The different from the writer's research that the focus and the subject. They focused on the influence of GIST strategy and the interest of students' reading comprehension. The latest study conducted

research at university students, while this object of study is students at junior high school.

The next research was conducted by Indra Johari entitled “The Effect of GIST (Generating Interaction between Schemata and Text) Strategy and Motivation on Students’ Reading Comprehension of Hortatory Exposition Text at SMA 3 Padang”. This study is a quasi-experimental study that aims to determine the effect of GIST strategy and students’ motivation towards reading comprehension and see whether there is interaction between learning strategy and motivation on learning towards reading comprehension at SMAN 3 Padang. These results indicate that students who are taught through GIST strategy generated better results in reading comprehension than students taught through conventional strategy, as well as the lack of interaction between strategies used with students’ motivation. This is shown by students with low motivation on reading comprehension not exceed reading comprehension of students who were highly motivated. This means that GIST strategy able to increase the students’ reading comprehension. The similarity from between the writer and him is on the reading comprehension using GIST strategy and the different from the writer’s research that the subject and he used hortatory exposition text.

After the researcher read some journals above, the researcher knows that GIST strategy has significant difference between participants in reading comprehension performance before treatment and after the instruction. So, the researcher chooses GIST strategy to test this strategy in reading comprehension at MTS NU Trate Gresik students.

2.6 Research Hypothesis

The previous studies on the GIST strategies were varied on the purposes, focuses, subjects and reading materials. The research from Luh Diah Surya Adnyani has the result that the GIST strategy give significant different to the students' reading comprehension. Then the second previous study above from Novi Riani about the effect of GIST in the students' interest showed that the students gave higher interest in the reading activity when they used GIST strategy. And the last previous study about GIST strategy and students' motivation showed that the students got higher comprehension in the reading activity.

From the previous studies above, it shows that the GIST strategy give significant effect on students' comprehension in reading activity, this study has a purpose to investigate whether the GIST strategy has significant effect in the reading activity for Junior High School students. The following hypothesis is formulated: The GIST strategy has significant effect on the Junior High School students in reading narrative text activity.