

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Reading

###### a. 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. Gony Schellings (2006), reading is constructing the meaning of the text. It is active and strategic process. 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 11 active occupation. So, to get a successfully the students should understand about what the words mean. 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 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.

## **b. Aspect Reading**

The aspect of reading are important, it might never be bought together to be a coherent and comprehensive account that we do when we read. There are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follows:

### **a. Identifying Main idea**

When reading it is important to find main idea. In reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The main idea is important to a reader, because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.

### **b. Identifying Information details**

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big

picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

c. Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

1. Think about the type of information the teacher is giving.
2. Think about how the topic of the text relates to own life or the experiences of students have had

d. Understanding Vocabulary

The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in

vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

e. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text.

**c. 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.

a. 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.

b. 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.

c. 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.

d. 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, andanything 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.

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. 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 topdown. When the reader is getting a reading comprehension, he/she is developing understanding which comes from interaction between the reader and intended the author.



## **b. The Reading of Effective Reading Comprehension**

Reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. Most of what we know has been learned since 1975. Why have we been able to make so much progress so fast? We believe that far of the reason behind this steep learning curve has been the lack of controversy about teaching comprehension. Unlike decoding, oral reading and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other aspects of reading.

As it should be, much work on the process of reading comprehension has been grounded in studies of good readers. We know a great deal about what good readers do when they:

1. Good readers are active readers.
2. From the outset they have clear goals in mind for their reading. They

constantly evaluate whether the text, and their reading of it, is meeting their goals.

3. Good readers typically look over the text before they read, noting such things as the structure of the text and text section that might be most relevant to their reading goals.
4. As they read, good readers frequently make predictions about what is to come.
5. Good readers construct, revise, and question the meaning they make as they read

### **c. Kinds of teaching strategies for reading comprehension**

Teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey.

Some of the kinds of the teaching strategies are:

1. Problem solving activities
2. Using technology to practice learning strategies

3. Enquiry discovery learning
4. Expository learning, mastery learning, and humanistic learning.

### **3. Generating Interaction Schemata and Text**

#### **a. The Definition of GIST**

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.

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. 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

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.

## **b. Design of GIST Strategy**

Gist force students to eliminate extraneous details and determine what is important in the reading. The purposes of GIST strategy are as follows:

1. This strategy will help students learn to write organized and concise summaries of their reading,
2. Help teacher and students to identify key concepts,
3. Reflect on the content of the lesson, and
4. Differentiate between essential and non essential information

According to Cunningham the role of materials in Gist Strategy as follows: in the paragraph version of the GIST a paragraph of three or five sentences is used.

The paragraph must have a gist, or main idea. Working with the teacher, students read one sentence at a time and summarize that sentence in 15 or fewer words.

They then read the second sentence and summarize it, incorporating summarization, of the second sentence into the first and making adjustments to the original sentence, but using no more than 15 words.

Students continue in this fashion, sentence

by sentence, continually incorporating sentence summaries into the 15-word limit.

There are some roles of teacher in Gist Strategy, as follows:

1. Ask the students to identify the main idea points of the passage and write these on the board or a transparency.
2. Ask them to list the supporting details or statements to complete a prewriting outline.
3. Instruct students to use the class outline to write summary of no more than 20 words and edit and revise it, as good writers do, and
4. Put students in group of no more than four to share their paragraph and receive feedback, which they can use to revise and edit the summarizes.

In applying Gist strategy, there are some roles of students in learning process, namely. Students generalize details and lists by using broad categories that encompass the details and items on the list, They locate the topic sentences of each paragraph or create their own topic sentences in order to convey of information of each paragraphs,

They also use key words and phrases to rely the information to the reader, and Good summarizes are also revised so that they sound natural.

The assignment of GIST strategy, during reading, students get the gist by focusing on one paragraph or subsection of text at time and identify the main idea in 10 words or less. Getting the gist is actually a summarization strategy. Summarizing is the identification of the most important idea(s) in the passage or text; it is brief and to the point. Retelling and finding the main idea are precursors to summarizing. Summarizing a lengthy text requires identifying and recalling the main idea of several paragraphs or passages and then combining that information into a summary of the entire selection. In my opinion is Strategic gist for students helps them to identify the main ideas in a reading where the strategy gist aims for students to be able to find the essence of a reading after they read a few paragraphs of reading to find the main concepts or main ideas in a reading by being able to distinguish which information is important and what is not important from the reading that has been read and make a list or details or supporting statements

to complete the previous sentence to be used in summarizing a long text by identifying supporting sentences or main ideas in a reading

### **c. Procedure of GIST Strategy**

There are some procedures in using Gist strategy on teaching reading, as follows:

1. Identify a text you want students to summarize (not too long).
2. Decide on natural break points, especially major points, where summarization should occur
3. Chunk the text into smaller segments of 1-2 paragraphs each
4. Have students read the entire text first to understand the article globally
5. Model summarizing for students by thinking aloud about how you compose a single sentence that addresses the main idea of the segment. Repeat the modeling exercise for each of the segments.
6. Reread your Gist sentences aloud for students and make any revisions necessary to smooth out the text you've written, and



7. Guide the student they apply the gist strategy to another piece of the text.

#### **d. Advantage of GIST Strategy**

There are some advantage of the use of Giststrategy in teaching reading, as following:

1. Easier to prediction the main idea of the passage.
2. Easier to understanding message of the text.
3. Stimulus the brain in processing of understand the passage quickly.

#### **B. Previous Studies**

1. APA Citation: Pebriani, M. R., Thamrin, N. R., Darsih, E., & Fadhly, F. Z. (2022). conducted research entitled “The effect of using GIST (Generating Interaction between Schemata and Text) strategy on students’ reading comprehension”, This research focused on GIST (Generating Interaction between Schemata and Text) strategy in increasing students’ reading comprehension. The objective of the research is to find out the significant effect on students’ reading

comprehension after applying the GIST (Generating Interactions between schemata and text) strategy. This research used a quasi-experimental design. The sample consists of 60 students which were from two classes. This research used test instrument (pre-test and post-test) with multiple choice questions. The hypothesis was calculated by using t-test in which the analysis result obtained  $t_{count} = 4.33 > t_{table} = 2.00$  with  $\alpha = 0.05$ . From the result, it can be concluded that GIST strategy can improve students' reading comprehension in narrative text

2. Anggara, S. (2021). Conducted research entitled "The Implementation of Gist Strategy to Teach Reading Comprehension In Senior High School"

In order to teach students in reading comprehension, the teachers should choose the right way to achieve their goal in students' reading achievement by understanding content of the text well. The purpose of this study is to find out the implementation of GIS strategy and the result after using GIST strategy during teaching and learning processes. The data of this study

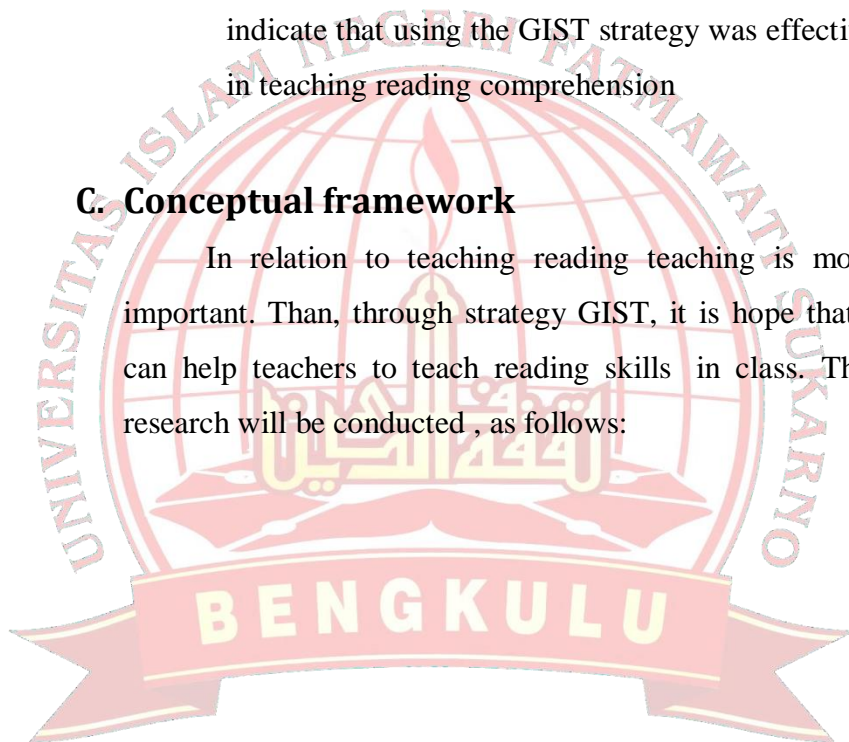
were gained through observation toward 36 participants of senior high school students in one of school in Tuban. The result showed that the implementation of GIST strategy in explanation reading text help the students in comprehending explanation reading text well. It can be seen in the student's reading task result as the result after applying GIST strategy

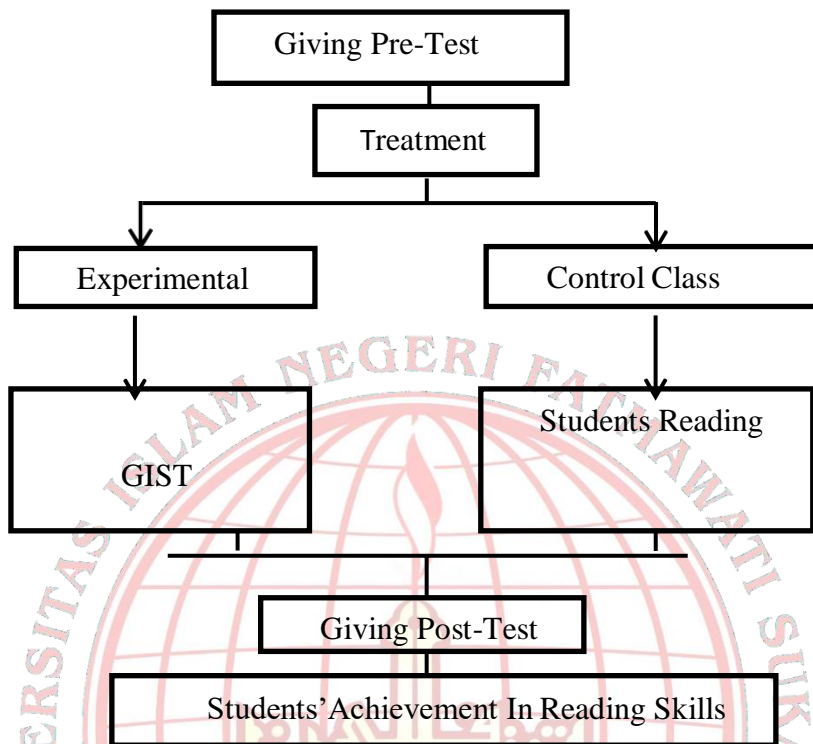
3. Na'imatul Husni., Menik Irawati(2023) this research was the lack of students' reading skills, especially in the method they use, so that many students were only able to read with one reading style for all discourses. The result of these conditions that students' reading ability and interest in reading are still low. This study aims to determine the level of effectiveness of the experience-oriented GIST strategy in learning reading comprehension. This research used a quantitative method in the form of an experimental method with a pretest-posttest research design. The theory underlying this research was the GIST strategy. Experience-oriented learning and reading comprehension. The data from this

study were in the form of test results for students in the experimental class and control class before and after being given treatment in the form of objective text with 30 questions for the pretest and 30 questions for the post test. Based on the research data collected, the results of this study indicate that using the GIST strategy was effective in teaching reading comprehension

### **C. Conceptual framework**

In relation to teaching reading teaching is more important. Than, through strategy GIST, it is hope that it can help teachers to teach reading skills in class. This research will be conducted , as follows:





#### D. Hypothesis

There are two hypothesis that must be known: The alternative hypothesis (H1) and the null hypothesis (Ho). The alternative hypothesis predict that there differences between groups (Geoffrey, 2019) and the null hypothesis predict that there is no difference between the groups studied. From this assumption, the research hypothesis is formulate :

1. Ho (Null Hypothesis)

There is no effect of increasing students' English reading skills in using the GIST method at SMPN 13 Bengkulu City.

2. Hi (Hypothesis Alternative)

There is an effect of increasing students' English reading skills using the GIST method at SMPN 13 Bengkulu City.

