CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the related literature the reading, narrative text, teaching reading, and the GIST strategy.

A. READING

Reading is one of the most important skills. Reading is a complex cognitive ability that is considered one of the basic language skills which can help students in learning foreign language. Sichomphoo states that reading skill is more important than other skills for learners who is studied English and used it as a second language anywhere in daily life's communication. [6] It is also the skill useful for self-learning activities. In this sense, reading is as a cognitive process which could help readers to create meaning from text.

1. Definition of Reading

Reading is a complex information processing skill in which the reader interacts with text in order to re-create meaningful discourse. It means that reading is a way for students to know and get the meaning from a passage or text. Not only do the student get the meaning from the passage but the students can also re-create the meaning by their own words. In other words, if the students have a good ability in reading learning process, so they can understand about the meaning of the text. But, if they have a poor ability in

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[6] Panida Khruawan & Nutprapha K. Dennis. A Study of English Reading Comprehension Using Content- Based Instruction Approach. (*International Journal of Research –Granthaalayah*, 5 (1) pp. 368-375, 2017), 369.

reading learning process, so they will get difficulty to understand and finding the meaning of the text.

In other hand, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. So we can know that reading not only textual but also understanding the situation or condition about something around us. There are some skills that have correlation to improve reading comprehension about something and absolutely that is still on the same skill about English.

2. Purpose of Reading

In educational system, most of learners have many problems especially in comprehension of written materials when reading. According to them, understanding the meaning of texts can be a great challenge, they able to understand each word and even each sentence, but unfortunately, they fail to achieve the meaning of text as a whole. For that reason, because of most of these students lack the reading strategies that may help them to overcome their reading problems.

There are much evidence that have been shown on the importance of reading strategies and their effective role in enhancing and developing reading comprehension. Mc Namara et al, views that reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading

comprehension.[7] Therefore, the continuous use of reading strategies will lead the readers to become skilled and later they will be able to utilize the reading skills acquired without conscious efforts.

Beatrice S. Mickulecky and Linda Jefferies says that reading is important to improve the general language skills in English. The importance of reading is stated as follows :[8] reading can help us to think in English, reading can enlarge our English vocabularies, reading can help us improve our writing, reading may be a good way to pracrice our English we live in a non-English speaking country, readig helps us prepare to study English speaking country, reading is a good way to find out about new ideas, fact, and experience.

3. Types of Reading Text

a. Intensive Reading

Intensive reading refers to a high degree of comprehension and retention over a long period of time, in other words, it is reading in depth or carefully to comprehend a given text for example; studying it line by line, using the dictionary, comparing, analyzing, translating, and retaining every expression. Beatrice states that intensive reading is an activity in which students (usually in a class group, is being led by teacher) carefully read and examine an essay, short story, or other

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[7] Danielle S. McNamara, et al. *Handbook of Latent Semantic Analysis: Evaluating self-explanations in iSTART: Comparing word based and LSA algorithms*. (Psychology Press, 2009), 3.

[8] Beatrice S.M and Linda Jeffries. *Reading Power* (USA:Addison Wesley Longman, 2005), 1.

reading material assigned by the teacher.[9] In other words, intensive reading is used to gain deep understanding of a text which is important for readers. To reach the comprehension in reading, it is necessary to pay attention of reading accuracy concerning reading text, vocabulary, and organization. So that comprehension of the content may be facilitated.

b. Extensive Reading

Extensive reading is important for practicing reading skills and for developing all areas of language skills. Bamford et al, defines extensive reading is a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text.[10] It is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. So, we can say that extensive reading is connected to student choice and pleasure in reading in order to reach enjoyment.

In other word, intensive reading is different from extensive reading. Intensive reading needs times to comprehend the reading text because it is reading in depth or carefully to comprehend a given text. But in extensive reading, the reader reads as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly.

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[9] Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, (New York: Addison-Weasly Publishing Company, 1996), 292.

[10] Bamford. *Extensive Reading Activities for Teaching Language*. (Cambridge, England:Cambridge Handbooks for Language Teachers, 2004), 232.

4. Reading Comprehension

Reading comprehension takes place not only during the education period but in every field of life. Nowadays, people able to read and comprehend quickly are in demand. The reading comprehension skill, which has a strong relation to the academic success, should be developed since the first years of education.[11]

It is the ability of the readers to understand written materials. The word comprehension refers to the ability to go beyond the words, to understand the ideas conveyed in the entire text. Furthermore, Snow sees that reading comprehension refers to the simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written materials.[12] Besides that, Reading comprehension is the process of extracting meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

In order the readers can do that, many of them use some strategies to get comprehension of the text they read. They are: [13] Skip words they don"t know, predict meaning, guess the meaning of unfamiliar words from the context, do not constantly translate, look for cognates, ask someone what a word means, have knowledge about the topic, draw inferences from the title,

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[11] Basar, M. & Gurbuz, M. Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students. (*International Journal of Instruction*, 10 (2), pp. 131-144 2017), 131.

[12] Snow, C. *Reading for Understanding. Toward an R&D Program in Reading Comprehension.Santa Monica, CA : RAND,7.* Reading. study Group, 2002), 11.

[13] Jerry G. Gebhart, *Teaching English as a Foreign or Second Language*, (Michigan: The University of Michigan Press, 1996), 199.

make use of all information in the paragraph to comprehend unfamiliar words, try to figure out the meaning of a word by the syntax of the sentence, read things of interest, study pictures and illustrations, purposefully reread to check comprehension.

Some people reading with different purposes. There are five main purposes for comprehensive reading:

1). **Reading for Specific Information:** Reading for specific information is a common form of reading used to discover specific or limited information. It is reading at an elementary level through the recognition of simple symbols, words, and sentences. Reading faor this purpose involves looking for specific information and finding it quickly.

2). **Reading for Application:** Reading for applicattion is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

3). **Reading for Pleasure and Entertainment:** Individuals read for many pleasureable reasons. This includes reading popular magazines, newspaper, novels, and other similiar materials. It is slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for the total involvement of the reader.

4). **Reading for Ideas:** This type of reading requires paying special attention to main ideas and concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions

in order to obtain a general idea of the content. Reading for ideas is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

5). **Reading for Understanding:** Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main idea. The reader must observe the assosiations between facts, data, and another details.

B. NARRATIVE TEXT

1. Definition of narrative text

Narrative text is a type of text which has been employed since the very old times throughout the history. It is a text which retells the story or previous experiences. Narrative text presents a story of sequence events which involves characters. It presents an imaginative story. The purpose of the text is to entertain or amuse readers or listeners.

Narrative text type has a unique narration, which is called as "narrative expression". According to Santi V. Buscemi, narration can be divided into two types: fiction and nonfiction. Narrative is the writing used to relate the story of acts or events.[14] Narrative places occurrences in time and tells what happened according to time sequence. Types of narration are short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

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[14] Santi V. Buscemi, *A Reader for Developing Writers*, (New York: Mc Graw-Hill Inc, 2002), 341.

The objective of narrative is to tell a story or relate an event or anecdote. Narrative often builds suspense and reserve a surprise until the end. They may reveal rather than explain, letting the reader interpret the meaning, or they may direct attention to a social or political concern that has universal relevance.

2. Generic Structure

Orientation: sets the scene and introduces the participants (characters) of the story, the time and place where the story happened (who, what, when and where). **Complication**: a crisis arises. A series of events in which the main character attempts to solve the problem. **Resolution**: the crisis is resolved, for better or worse. **Re-orientation**: it is optional. The ending of the story. It sometimes contains the solution.

3. Language features

It usually uses past tense (killed, called), adverb of time (one day, last night, three years ago), time conjunction (when, suddenly, then). specific character not general, direct speech. It is to make lively the story.

4. Kinds of Narrative Text

There are folklore (cerita rakyat), legend (legenda), myth (mitos), fable (fabel), short Story (cerita pendek)

5. Example of Narrative text.

The Legend of Roro Jonggrang

Roro Jonggrang was a very beautiful princess from Javanese kingdom, Prambanan Kingdom hundred years ago. Her famous beauty was

known   throughtout the country, and princes from far adn different land and kingdoms came to propose her. But she refused all their proposal, many princes returned brokenhearted. There was a famous prince, namaaely prince Bandung Bondowoso.

He was famous by his strength, power and good looking. He owned a big kingdom with thousand of soldiers.he heard about Roro Jonggrang's amazing beauty and he wanted to propose her. Having heard that Prince Bandung Bondowoso was coming to marry her, Roro Jonggrang grew worried. She disliked the idea of getting married, however, she knew the consequence if she refused the proposal. Bandung Bondowoso could attack her kingdom if she dissapointed him. So, when Bondowoso arrived and proposed her, she was willing to accept it with one condition.

Bandung Bondowoso had to make her 1000 temples in one night time. If he failed, then Roro Jonggrang would not marry him. He agreed to fullfill Jonggrang's wish and started to work immadiately. He used his power to call all the genies and asked them to help him making a thousand temples in one night. He asked them to keep working to complete the temple until the rooster crowed the next morning. Soon, the temples was almost complete, it made Roro Jonggrang worried. She tried to think any way to fail Bandung Bondowoso.

Finally, she got an idea. She lighted up the candle and carried it to the chicken coop where the rooster slept. When the rooster saw the candle, it thought that it was almost dawn and the sun was going to rise soon. The

rooster quickly got up and in a second, it crowed. The working genies heard the rooster and thought that the morning had come. Instantly, they stopped working and dissapeared leaving the undone temples. There was 999 temples that complete. Bondowoso was disappointed to see that. He was very mad. When he found out that it was the work of roro Jonggrang, he came to her and cursed her into a stone. Until now, It was known as Prambanan Temples.

C. TEACHING READING

Teachers have big responsibility to help students in increasing student's reading comprehension. Because by increasing of students' comprehension can help themselves to find informations easier. According to, Harmer, in teaching reading there are some principles that we have considered. It will explain in these sentences below:[15]

1. Reading is not passive skill

This sentence means reading is a active skill. In reading activities students need to be more active in the process in understanding the text. Students must understand each important part in the text. Students should be familiar with the words, pictures, bold print or italics words in the texts. It helps students to understand the whole purpose of the text and get what they want.

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[15] Ratna Yunita, et al. *Teaching Reading Comprehension Narrative Text By Combining Gist Strategy And Magnet Summary Strategy For Junior High School Students*. Staf Pengajaran Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, Pp. 1-13, 2006, 4.

2. Students need to be engaged with what they are reading.

In this part students should be involved with what they read. So, they can explore contents of text. Then the teachers demand to use an interesting strategy in teaching reading, so they are motivated to read and understand the text.

3. Students should be encouraged to respond content of the text.

This sentence means students not only know the structure of the language but students should be able to understand the contents of text and understand an important part in every paragraph.

4. Prediction is a major factor in reading.

This statement means prior knowledge of students is important to explore the contents of the text that they read. Students will estimate the content of what they read with regard to relevant guidance by paying attention to the title, subtitle and synopsis of the story. Teachers should help students by providing appropriate instructions, so they can predict content of the text easily.

5. Match the task with suitable topic.

Selection of interesting text and more imaginative tasks can help students improve students motivation to comprehend the text. The task that teacher give to the students must be related to the text they are studying.

6. Teachers exploit reading texts to the full.

In every text there is usually a sentence that implied or unimplied, the word, an idea that in pointed out by the author in writing. For this case

the teacher should pose an interesting activity for students to understand the important part of the text.

In addition Davies & Pearse states they are three stages are generally recommended to make reading more realistic and interesting. The three stages will explain below:[16]

a. Pre-reading

This is the first step before reading activity. This stage is to prepare the learners for what they are going to read. In this stage, teacher can give brainstorming to let students think about content of the texts. In other word this statement teachers can invite students to imagine the story that will be presented by the writer through some questions that given by teacher. Therefore students can explore their mind before reading the text.

b. While-reading

This stage is helping the learners to comprehend the text. In other word, this section is the core activities where the teacher presents a text that will be understood by students. In this activity teachers guide students to understand about content of the text. Then teacher can apply appropriate strategy that make students easier comprehend the text.

c. Post-reading

This stage is to help learners to connect what they have read with their own idea and experience. Based on statement above, we can understand in this activity teachers can give test for students to check

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[16] Ibid, 5.

students' understanding of the text that they have read by asking students, comprehending by using relevant question.

Interactive Approaches

Reading is neither a top-down process nor a bottom-up one; it is an interactive compensatory process. In top-down processing the reader gets a general view of the reading passage by, in some way, absorbing the overall picture. This is greatly helped if the reader schemata allow them to have appropriate expectations of what they are going to come across. In bottom-up processing, on the other hand, the reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.[17]

In other words, reading is both a reading problem (as a set of reading strategies) and a language problem. Effective readers possess a set of reading skills and strategies for top-down process, and linguistic competence for bottom-up process and engage in an interactive compensatory process according to texts and situations while reading. Researchers and scholars such as Carrell, working in the area of reading believe that skilled readers constantly shift their mode of processing in order to accommodate the demands of the text and the reading situation.[18]

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[17] Jeremy Harmer. *The Practice of English Language Teaching.* Essex: Pearson Education Limited, 2007, 201.

[18] *S.C. Sood.* Interactive Approaches to Second/Foreign Language Reading and Their Implications. *Journal of Language and Language Teaching,* (4 (1), pp. 41-45, 2015), 41.

D. GIST STRATEGY

The researcher uses *Get the Gist* strategy because this technique is focusing to help the students pull the most important information from a piece of text. It helps students sift through details to find key points in a paragraph which improved comprehension. During this time especially in reading learning process, the students difficult to determine the main idea of the text.

Teaching students to comprehend what they read is another way to improve their overall comprehension of text. Comprehending text is one of the most effevctive comprehension strategies and an effective way to learn from information text. There are two distinct strategies for teaching summarization. They are rule governed approach and an Intuitive approach or GIST. In rule-governed approach summarization, the students are expected to do the following step: deleting unnecessary material, deleting redundant material, replacing a higher term for list of items, replacing a higher term for components of an action, selecting a topic sentence, inventing topic sentence, if unavailable

The Generating Interactions between Schema and Text (GIST) strategy was developed by Cunningham.[19] In order to minimize the problems, the researcher assumes that GIST (generating interaction between schemata and text) strategy can be considered in teaching reading comprehension because it is an effective activity for the students. It shows that teaching students use summarizing strategies helps the readers to get information, a

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[19] Ibid, 106.

higher order thinking skill which includes analyzing information and identifying key concepts.

In the process of GIST, the students activate the schemata on the text because the can build their background knowledge, experience to comprehend the text. It is reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message. It is clearly stated that the schemata which represent the way experience and background knowledge are organized in mind.

The GIST procedure has six steps that gradually lead students to independently produce gist statements. Students begin with paragraphs and move to lengthier passages. The following list is the steps for the GIST procedure. *Step 1* : Select paragraphs with three to five sentences that appear to have a gist and are at an appropriate level of difficulty. *Step 2* : Present the first sentence to students on the chalkboard, overhead, or chart. On the board draw 15 blanks. Have students read the sentence and tell them to summarize the information in their own words in one sentence that uses 15 or fewer words.

Step 3 : When students have finished reading the sentence, cover it from view. Ask students again to retell it in their own words in 15 or fewer words. Writing one word at a time, have the group dictate the statement and edit until complete. Students can view the paragraph again, but must dictate and edit from memory. This step is complete when students feel their statement is an accurate retelling, even if the sentence is an exact duplicate of the original text. The instructor reinforces the guidelines of using 15 or fewer words but

does not evaluate content. Finally students compare their final statement with text.

   Step 4 : Uncover the first and second sentences and erase the first set of blanks. Present 15 new blanks ask them to read the sentences so they can write another statement hat retells the first *two* sentences in their own words using 15 or fewer words. *Step 5 :* After reading the sentences, cover both and remind students that they are to compose a new statement that retells the information in 15 words or less. As a group, use the same means to construct a statement as in step 3.

   Step 6 : Repeat this procedure adding one sentence at a time until students have generated a statement of 15 or fewer words that they feel summarizes the paragraph. Us this strategy as many times as necessary until students are adept at producing statements for the paragraphs as a group. Then uncover an entire paragraph at the beginning of a lesson and have the class generate a statement for the whole paragraph without moving from sentence to sentence. When students are adept at producing statements for paragraphs as a group, ask students to do the procedure independently.