

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. The Meaning of Reading

English as a foreign language in many other countries in the world have some aspects that should be studied, they are; listening, speaking, reading and writing. English has also become an important subject in the school curriculum and become part of the main and vital in the development of students' communication skill. There are two roles to get information, namely, a reader and a listener. Reading is providing the basis for the successful studying. However, we have to take a lot of practice and exercise to be a good reader, because it can be developed only through practice and exercise.

Before turning to the central of issues, first of all, the writer would like a talk what the definition of reading.

Francoise Grellet define that "Reading is a constant process of guessing, and what one brings to the text is often more important than what one find on it."¹ It is mean that the reader should be taught with what they know to understand contain of reading, whether there is idea in it.

¹Francoise Grellet, *Develop Reading Skill*, (New York: Gambridge, 1981), 7

According to Jeremy Harmer “Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language student.”² It means that some of the language sticks in their minds as part of the process of language acquisition. When the readers read the text surely there is some question in our brain, what is mean of the text? And the answer of the question find in the text too. Like the statement of Jeremy Harmer that *Reading is an act of composition*. When we read, we compare meaning in our mind.³

Reading is an important skill in English language. Because through reading we can improve our vocabulary mastery, pronunciation, our spelling, etc. Reading is useful of language acquisition. Reading has a positive effect on the readers’ vocabulary knowledge, on their spelling, and on their writing.⁴ The commonly, as one of the English skills, reading plays an important role for mostly students, not only for understanding the materials given by the lecturers or teachers, but also for comprehending any informative texts that they find in their daily life.

Ila Amalia said that “Reading is a material process as well as cognitive process. It actually requires the process of

²Jeremy Harmer, *How to Teach English (An Introductory to The Practice of English Language Teaching)*, (Pearson: Longman, 1998), 68

³Harmer, *How to Teach English (An Introductory to The Practice of English Language Teaching)*, 69.

⁴Pamela J Farris, *Teaching Reading A Balanced Approach For Today's Classroom*, (New York: McGraw Hill, 2004), 321

thinking, which activate some parts of the readers' brain."⁵ It means that reading is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. In another definition reading is also associated with comprehension, i.e. Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.⁶

According to Anderson (1999), "Reading is an active, fluent, process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the head of the reader. A synergy occurs in reading which combines the words on the printed page with the readers background knowledge and experiences. Readers move through the printed text with specific purpose in mind to accomplish specific goals. Naf'an Tarihoran and Miftahul Rachmat said that Reading may be defined as an individual's total relationship with symbolic information. Reading is a communication process requiring a series of skills."⁷

⁵Ila Amalia, *Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class*, (Serang: FTK Banten Press &LP2M IAIN SMH Banten, 2014), 9.

⁶Danielle S. McNamara, *Reading Comprehension Strategies Theories, Intervention and Technologies*, (New York: Lawrence Erlbaum Associates, 2006), 3

⁷Naf'an Tarihoran and Miftahul Rachmat, *Reading 1 (Basic Reading Skills)*, (Serang: Loquen Press, 2012), 4.

By virtue of the representation written, than writer gets a description that reading is a form of physical and mental activities, which happen because of a stimulus of curiosity toward meaning of a text content to get information and knowledge from the text.

2. Reason for Reading

There ae many reason why getting student to read English text is an important part of the teacher's job. In the first place, many of them want to be able to read text in English either for careers, for study purposes or simply for pleasure. Grellet state that the reason for reading, like this following:⁸

- a. Reading for pleasure (to make readinng simply and easier and it will be a slower, classer kind of activity).
- b. Reading for information (in order to find out something or in order to do something with the information you get).

Based on the Grellets' explanation above, it can be concluded that there are two reasons for reading that give to students in the process of language learning, especially in teaching reading.

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⁸Francoise Grellet, *Developing Reading Skill, (A Practical Guide To Reading Comprehension Exercise)*, (New York: Cambridge, 1981), 4

able to read texts in English either for their careers, for the study purposes or simply for pleasure. The second, reading is useful for language acquisition. The third, reading texts also provide good models for English writing. We can also use reading material to demonstrate the way we construct sentences, paragraphs, and whole texts. Students then have good models for their own writing. Lastly, reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.⁹

From the Harmer's explanation above, it can be concluded that there are four reasons why reading is important part for students especially to read English texts.

The reasons to read more often according to Naf'an Tarihoran and Miftahul Rachmat occurs in five reasons, they are:¹⁰

- 1) It will improve your vocabulary
- 2) It will improve your reading comprehension
- 3) It will increase your speed reading
- 4) It will broaden your understanding of yourself and others.
- 5) It will introduce you to new information and ideas.

Based on the reasons above, it is known that reading comprehension will be improve if we read more. Then, to

⁹Jeremy Harmer, *How to Teach English, New Edition*, (Pearson : Longman, 2007), 99

¹⁰Naf'an Tarihoran and Miftahul Rachmat, *Reading 1 (Basic Reading Skills)*, (Serang: Loquen Press, 2012), 7

measure reading comprehension ability, the teacher have to do test for the students. If the teacher does not use a good strategy in teaching reading comprehension, he will get low score from his students in the test. Therefore, in order to improve students' reading comprehension skill needs appropriate method or technique. Combining intensive and extensive reading activities for teaching reading in class believed can help students develop their language skills.

3. Type of Reading

There are many way of reading text are suitable for English language students. The greats controversy has centered on whether the text should be authentic or not. That is because people have worried about more traditional language teaching material which tended to look artificial and to use over simplified language. Here are the types of reading.¹¹

- a) Skimming is use to quickly gather the most important information, or 'gist' of it.
- b) Scanning is used on to find a particular pieces of information .
- c) Extensive reading is used to obtain a general understanding of a subject and includes reading longer text pleasure, as well as business books. Extensive reading also is that is a student should be reading material whic h they can understanding.

¹¹Naf'an Tarihoran and Miftahul Rachmat, *Reading 2, Pre-Intermediate Reading Skill*, (Serang:Loquen Press, 2010), 6

- d) Intensive reading is used on shorter text in order to extract specific information. Intensive reading also is in order to get students to read enthusiastically in class, we need to work to create interest in the topic and text.

These different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for.

Jeremy Harmer divide type of reading in two parts. Here are the type of reading.¹²

- a. Extensive reading, the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involved reading for pleasure. This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their reading experiences.
- b. Intensive reading, on the other hand it refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms.

¹²Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson: Longman, 2001), 201.

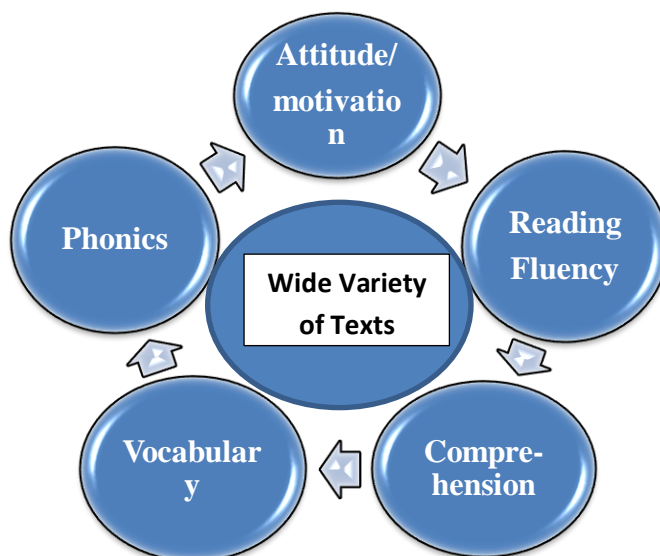
Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genres (that is styles or type of text). Intensive reading is usually accompanied by study activities. We may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities.

Based on the opinions' Harmer above, the researcher conclude that reading comprehension ability for the exposition text involve intensive reading type. It is because this type refers to detailed focus on the construction of reading texts and usually accompanied by study activities. Besides, in this research the writer only focus on reading comprehension especially in exposition text.

4. The Elements of Reading

The reading process is complex and multi-dimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers. The overall schema of elements that influence the reading process can be drawn in the following diagram.

Figure.2.1 The Reading Element



The more comprehensive explanation will be described in the following section.¹³

1) Motivation/ Attitude

Motivation refers to a child's eagerness and willingness to read. Teachers can promote excitement and motivation to read by providing students with: interesting and rich texts, choice of text, authentic purposes for reading, opportunities to explore, interact and experiment with text.

¹³Amalia, *Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class*, 10

2) Reading Fluency

The three key components of reading fluency are:

- a) *Accurate word cognition*: In order to improve reading fluency students should be reading at their instructional reading level i.e. 90%-95% accuracy.
- b) *Automaticity*: This is the ability to read words without conscious decoding. Here the reading process allows the readers to read words fluently so that they can concentrate on comprehending the text. Mental energy is required for decoding meaning therefore very little mental energy may be left for comprehension.
- c) *Rhythm and intonation*: This is also referred to as prosody and concerns the ability to read with some sort of inflection. It often prosody indicates a one's level of understanding about the parts of speech contained in a sentence which is in essence a lower order form of comprehension.

3) Comprehension

The teaching of reading needs to include a range of comprehension strategies. Comprehension strategies can be defined as the mental processes that good readers use to understand text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text. The process of comprehension begins before a reader starts to read and continues even after the reading is finished.

Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make during reading itself. By dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve students' comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage.

4) Vocabulary

Vocabulary development is the enrichment and extension of students' word knowledge and understanding. Vocabulary consists of the words that are understood when people hear or read them (receptive vocabulary) and words people speak or write (expressive vocabulary). A student builds vocabulary by picking up words that he or she reads or hears and through direct instruction from teachers or other professionals.

5) Phonological Awareness/ Phonic

Phonological Awareness can be defined as an ability to recognize, combine and manipulate the different sound units of spoken words. Phonological awareness is a central part of learning to read.

There is strong correlation between vocabulary and reading comprehension. Students who come to pre-school/ junior infants with a rich and varied vocabulary tend to have a better understanding of the texts they read and, as their reading

comprehension increases, their vocabulary knowledge expands accordingly.

Conversely, students who begin school with limited vocabulary knowledge may struggle with reading comprehension which in turn can limit their vocabulary growth. For effective language instruction, teachers need to provide rich and varied language experiences, foster awareness and love of language and words, directly teach individual words and teach word learning strategies.

5. The Purpose of Reading

There are many reasons why people read. People read at least for two reasons; reading for information and reading for pleasure. To get the purpose of reading, there are many ways or techniques that the readers used, there are; skimming (reading fast to get the main idea), scanning (reading to get specific information), extensive reading (reading for pleasure) and intensive reading (reading for detail or accurate reading).

Moreover, the educational background, people read for more specific purpose, they are¹⁴:

- a) Reading to search for information (skimming/scanning)
- b) Reading for quick understanding (skimming)
- c) Reading to learn
- d) Reading to integrate information

¹⁴Amalia, *Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class*, 15

- e) Reading to evaluate, critique, and use information
- f) Reading for general comprehension (reading for interest, to entertain).

It can be concluded that reading is very complex and has specific purposes. Readers use a variety of reading strategies or ways to assist with decoding (to translate symbols into visual representations of speech) and comprehension. Good readers also use context clues to identify the meaning of unknown words. To get the meaning of the text, during the process of reading, readers must integrate the words they have read into their existing framework of knowledge.

6. Skills of Reading

As it has already mentioned before that reading is not a simple activity, in fact it is a complex process that requires many aspects. Besides reading activities also have many purposes depending on the readers. To make the reading process run successfully, the readers should develop some skills in reading. By having reading skills the readers can draw meaning from the text easily, interact and engage with the language and comprehend and analyze the language. There are some skills in reading that are worth to consider:¹⁵

¹⁵Ila Amalia, *Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class*, 16

a) Scanning

It use to find specific information in a reading. Some specific information that can be retrieved through scanning are for examples dates, places, names, and numbers. This technique is used to assess the value and relevance of the reading.

b) Skimming

It is a technique where the readers gloss over an article to see whether or not it contains information that is of interest to them. This technique makes it possible for the reader to quickly evaluate and understand the message of the reading by looking at the main aspects. The main aspects that are usually examined through skimming are: the title/name of the book, the sub-title/names of chapters, the introduction first line of each paragraph, pictures or conclusion. By looking at the main aspects, the readers are able to get a general understanding of what the reading is about.

c) Comprehension

It is a skill that requires the readers to predict what the author is about to say. Reading extensively gives the readers this ability. By doing so, the readers understanding of the text is enhanced and they become familiar with the reading.

d) Critical reading

Critical reading enables the readers to see the relationship of ideas and use these in reading with meaning and fluency. Critical reading means questioning the opinions of the writers. The readers have the right to agree or disagree with the writers' opinions.

e) Vocabulary or Word Attack

It is very important to notice that the more the readers read the more they become familiar with difficult words. In other words, by reading extensively the readers improve their vocabulary.

From the statement above, we have known that comprehension is one of skills in reading. It has the important figure in reading skill. We can not understand content of the text, without good reading comprehension.

Some skills and the technique of reading above, show that comprehension taken important place in reading proces. In this research, the use of GIST strategy as the technique in teaching reading included in the skimming technique, because the purpose and process of skimming technique are reading fast to get the main idea and the most important information, or 'gist' of it.

B. Reading Comprehension

1. The Meaning of Reading Comprehension

Reading is comprehension. The various definition of reading comprehension have been formulated some definition of the given reading comprehension are presented in the following spaces.

- a) Reading comprehension is the process of understanding the message that the author is trying to convey, very simple, it is making meaning from the text at hand.¹⁶
- b) Reading comprehension is draw heavily and simultaneously on multiple source for interpretation including meaning of vocabulary items, content, and formal schemata, situational/contextual information and knowledge of the world.¹⁷
- c) Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible.¹⁸
- d) Reading comprehension is the result of the interaction among the reader's perception of the graphic symbols that

¹⁶Farris, *Teaching Reading A Balanced Approach For Today's Classroom*, .321

¹⁷Jan Frodesen and Christine Holten, *The Power of Context in Language Teaching and Learning*, (New York: Heinle, 2005), 129

¹⁸Grellet, *Develop Reading Skill*, 3

represent language, linguistic skills, cognitive skill, and knowledge of the world.¹⁹

From those definition above, it can be concluded that reading comprehension is an active process where the reader try to gain the information given by the author and understand what actually the purpose of the author, and reading comprehension is important because if the readers do not understand what have they read, they cannot catch the idea of written through reading.

Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics and pragmatics.²⁰ It means proficient reading depends on the ability to recognise words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences.²¹

¹⁹Albert J Harris & Edward R. Sipay, *How to Increase Reading Ability, A Guide to Developmental and Remedial Methods*, (New York:Longman, 1985), 444

²⁰Karen, R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guildford Press, 2007), 3.

²¹Harris and Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, 4.

2. Reading Comprehension Levels

An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Reading comprehension involves two levels of processing, they are:²²

- a) Shallow (low-level) processing. It involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds.
- b) Deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words.

Based on the explanation above, this research will use shallow (low-level) processing. It is because the level of reading comprehension for this research is suitable with the purpose from the level.

²²Charles J. Alderson, *Assessing Reading*, (New York: Cambridge University Press, 2000), 2.

3. Teaching Reading Comprehension

We know that reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency. Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Most readers tend to be unaware of the purpose of reading. They do not realize that reading is an important aid to understanding sentences. Reading comprehension instruction as following a three-step procedure: mentioning, practicing, and assessing.²³ That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully. Instruction was noticeably missing. Perhaps of even greater concern than the quality of comprehension instruction was the dearth of reading instruction observed.

To achieve this goal, students need to know how to read words automatically, without a lot of pauses to decode. Teachers can provide support by teaching reading skills students need to read for comprehension. A few pointers to facilitate reading comprehension include the following:²⁴

²³Harris and Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, 2.

²⁴ Harris and Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, 8.

- a) Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.
- b) Ask students to reread difficult passages.
- c) Ask students to work with peer partners to read and reread passages.
- d) Identify key words and proper nouns and preteach prior to asking students to read text.
- e) Students' fluency increases when they listen to books or text on tape prior to reading independently.
- f) Give opportunities for students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material an effective practice for improving fluency.
- g) Names of people, places, and things are often difficult to read, teach these prior to reading.

There are a number of components that need to be considered in the teaching of reading towards recognizing this complexity:²⁵

²⁵Ila Amalia, *Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class*, (Serang: FTK Banten Press &LP2M IAIN SMH Banten, 2014), 9

- a. The establishment of varied and rich vocabulary
- b. Development of phonological processes
- c. The provision of a framework for teaching comprehension strategies.
- d. A need to ensure that motivation and enjoyment of reading are key aspects of the reading process.
- e. A renewed focus on reading fluency

Each component is an essential ingredient of a multidimensional definition of reading and provides guidance for understanding how the reading process should be taught.

4. The Assessing of Reading Comprehension

Karen and Steve said that “assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking”.²⁶ Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than these. Reading comprehension assessment has different purposes. One of these is to compare students’ comprehension levels to those of students in a norming sample. Another is to find out if students have met preestablished criteria for their grade level. The third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

²⁶Harris and Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, 14.

According to Charles, “levels of understanding frequently merge into a discussion of a reader's ability to understand at certain levels.”²⁷ He said that distinguish levels of comprehension: it is possible to comprehend the words but not the meaning of a sentence, and sentences but not the organisation of the text. Thus, some may distinguish between a literal understanding of text~ an understanding of meanings that are not directly stated in text, or an understanding of the main implications of text. Similarly the distinction between understanding details and understanding the main idea of a text is familiar.

Charles also said that to assessing reading the researchers have frequently attempted to identify reading skills or abilities by giving subjects a series of passages, and asking them questions intended to test different levels of understanding of the passages. Thus 'the ability to make inferences' becomes defined as 'the ability to answer a question relating to meanings not directly stated in text'.

There are two broad approaches available for assessment for those who feel that the view of reading as a series of strategies and activities is correct, or at least relevant to their purposes. They are:²⁸

²⁷Charles J. Alderson, *Assessing Reading*, (New York: Cambridge University Press, 2000), .9

²⁸ Charles J. Alderson, *Assessing Reading*, 16.

- a) The analytic approach: to seek to test whether readers successfully engage in, or master, those aspects of the process which testers consider to be important. Thus, one might seek to devise test items which explore whether a reader can successfully. One might devise tasks that require readers to scan rapidly through a number of headlines in order to identify the ones that are relevant to a particular need or topic.
- b) To recognise that the act of assessing itself risks disturbing parts of the process one is wishing to assess, and to acknowledge that individual readers may well not need to engage in a particular activity in order to read 'successfully' (they may already know the meaning of the word, they may find an irrelevant news story interesting).

Based on the statement above, the researcher use the analytic approach to assess students' reading comprehension. It is because GIST strategy is suitable with this approach. This research will use test to assess and measure the students' reading comprehension. The implication of teaching reading for testing and assessment based on the Charles opinion are like this following:²⁹

²⁹ Charles J. Alderson, *Assessing Reading*, 30.

- a) Reading might be tested within a content-focused battery: texts that carry meaning for readers, that interest them, that relate to their academic background, leisure interests, and intellectual level.
- b) Students should be tested on a range of relevant skills and strategies, with the results possibly being provided in a diagnostic, profile-based format.
- c) Students should be encouraged to read longer texts, rather than short text, and tasks should attempt to get at the degree of enjoyment experienced.
- d) Background knowledge should be recognised as influencing all comprehension, and therefore every attempt should be made to 'allow background knowledge to facilitate performance, rather than allowing its absence to inhibit performance.
- e) Tests should be open to the possibility of multiple interpretations. Test designers should be as open as possible in the range of different interpretations and understandings they accept.
- f) Group tasks might be devised for a discussion of student interpretations of text.
- g) Extensive reading should not be discouraged by the assessment procedures.
- h) The importance of identification skills needs to be explored, and means need to be found of testing them.
- i) Similarly, there will be occasions when integrated testing, say of reading and writing skills.

- j) Exploration is needed of ways in which synthesis and evaluation skill, strategies and metacognitive knowledge and skills monitoring can be tested or assessed.

Above all, perhaps, test designers need to consider to what extent their tests reflect and build upon what recent research into reading suggests about the process, not just the product. In this research, a researcher use curriculum based measurement to assess students' reading comprehension. It is because assessment instrument and procedure is available. (see table 1.1).³⁰

Table 2.1 The Different Types of Comprehension Assessments

Type	Description
Norm-referenced tests	Published tests administered under standardized conditions (e.g., with computerized answer sheets, timed); students' scores are compared with those of a normative sample.
Criterion-referenced tests	
Curriculum-based assessment	Students' test scores are compared with predetermined criterion levels that indicate mastery of a skill or content; informal reading inventories are a type of criterion-referenced test.
Curriculum-based measurement	Tests are based on the actual curriculum used in the classroom, and students are

³⁰Harris and Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, 17.

Interviews and questionnaires	assessed regularly and their progress monitored. Students are assessed frequently with standard, brief tests; scores are monitored over time to assess progress.
Observation	Students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies.
Retelling	Examiners observe students' reading behaviors, using checklists, anecdotal records, or ethnographic note taking.
Think-alouds	Students are prompted to retell or reconstruct what they remember about what they have just finished reading. Students are prompted to voice their thoughts before, during, and after reading

When we assess the ability of reading comprehension, we must know the aspects of reading comprehension assessment in itself. so the researcher could analyze and assess the reading ability of students' reading comprehension correctly. The aspects for assessment in reading comprehension are like this following:

**Table 2.2 The Aspect for Assessment in Reading
Comprehension**

Numb	Rated Aspect	Criteria
1	Understanding the meaning of words and sentences in the context of written discourse	
	Can identify the meaning of words and phrases in context with a very precise and accurate.	Very good
	Can identify the meaning of words and phrases in context with precise and accurate enough.	Enough
	Unable to identify the meaning of words and phrases according to the context	Not good
2	Understand the main idea, supporting and detailed information in written discourse	
	Can identify the main idea, supporting and detailed information in a very precise and accurate.	Very good
	Can identify the main idea, supporting and detailed information to precisely and accurate enough.	Enough
	Unable to identify the main idea, supporting and detailed information.	Not good
3	Draw conclusions and inferences from written discourse	
	Able to draw conclusions and inferences from written discourse with a very precise and accurate.	Very good
	Able to draw conclusions and inferences from written discourse with precise and accurate enough.	Enough
	Unable to draw conclusions circuitly and accurately	Not good
4	Knowing the style and the author's intention to convey ideas in written discourse	
	Can identify the style and the author's intention to convey ideas in written discourse with a very precise and accurate.	Very good

	Can identify the style and the author's intention to convey ideas in written discourse with precise and accurate enough.	Enough
	Unable to identify the style and the author's intention to convey ideas in written discourse.	Not good
5	Explicit question	
	Can identify the specific information that is stated in the passage with a very precise and accurate.	Very good
	Can identify the specific information that is stated in the passage with quite precise and accurate.	Enough
	Can not identify the specific information that is stated in the passage.	Not good

C. GIST (Generating Interaction Schemata and Text) Strategy

1. The Meaning of GIST Strategy

Reading is one of the elements in studying English as a foreign language. Most of students assume that reading is difficult. It actually refers to the teachers' technique or method as well as material that usually bored, and it makes student do not like reading and cannot improve their skill in reading comprehension. Actually student prefers to the fun and active learning activity as well as material that make them interested and entertained.

Teaching techniques are required in order to develop students' language skills in various aspects. In this research, the researcher will attempt to use GIST Strategy in teaching reading, especially reading comprehension.

According to Frichardson “GIST (Generating Interaction Schemata and Text) is a reading strategy that involves summarizing while we read. The GIST strategy helps us comprehend dense text.”³¹ ‘The Gist’ is an acronym for Generating Interactions between Schemata and Texts. It is summarising strategy. Frichardson also explain that effective summarising leads to an increase in student learning. Summarising requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarise has significant benefits for comprehending and ultimately retaining and recalling information. Teaching students summarising strategies, like ‘Get the Gist’, helps them learn to synthesise information, a higher order thinking skill which includes analysing information and identifying key concepts.³²

Moreover Justine define that GIST is a comprehension strategy that is used both during reading and after reading. It is one approach to summarizing a text. When using GIST, students create summaries that are 20 words or less for increasingly large amounts of text.³³

³¹Frichardson, *Get The GIST Reading and Learning Strategy*, 20 June 2016, <http://www.nbss.iesitesdefaultfilespublicationsget-the-gist-comprehension-strategy-0.pdf>.

³²Frichardson, *Get The GIST Reading and Learning Strategy*, 20 June 2016, <http://www.nbss.iesitesdefaultfilespublicationsget-the-gist-comprehension-strategy-0.pdf>.

³³Justine, Trueblood, *GIST Reading Strategy*, 20 June 2016, <http://Student.Wartburg.edu/trueblood/GISTReadingStrategy.pdf>.

Schuder and Jackson said that “GIST (Generating Interaction between Schemata and Text) is a technique for letting students internalize a passage by selecting important words from it and writing a summary using those words.”³⁴ From the definition the writer can conclude that this technique works well with non-fiction text, especially dense, complex text. Thus, the kind of text which choosed by writer is exposition text. It is suitable with the statement of Schuder and Jackson.

From those definition above, it can be concluded that GIST Strategy is a reading strategy tthat help us comprehend what we are reading and show us how to record the information into an organize summary. This strategy is used when reading and after reading to summarizing a text with create 20 words or less in the text.

2. The Procedure of GIST Strategy

GIST strategy as the alternative technique for the teacher in teaching reading, and it has some procedures. According to the procedure of GIST strategy are like this following :

³⁴Schuder, T. Clewell, and Jackson, *"Getting the Gist of Expository Text."* *Children's Comprehension of Text*, New York: International Reading Association, 1989), 224-243.

- a) Select a short passage in a chapter that has an important main idea. Use of 3-5- paragraph passage is best. The paragraphs should be typed on an overhead projector (or another projector.)
- b) Place the reading on the projector you are using and only display the first paragraph. Put 20 blanks on the chalkboard/whiteboard. Have students read the paragraph and have them individually write a 20-word (around 20) summary in their own words.
- c) Once students are finishing up, have them generate a class summary on the board in 20-ish words. *Their individual summaries will aid them in this process.*
- d) Reveal the next paragraph of the text and have students generate a summary of 20 words that encompasses the first two paragraphs.
- e) Continue this procedure paragraph by paragraph, until students have produced a GIST statement (20-word summary) for the entire reading.

According to Frichardson the procedure of GIST Strategy are like this following:³⁵

³⁵Frichardson, *Get The Gist Reading and Learning Strategy*, 20 June, 2016, <http://www.nbss.ie/sites/default/files/publications/get-the-gist-comprehension-strategy-0.pdf>.

Step 1: Choose an informational paragraph from a science, history, etc. textbook. Scan the text pulling out any key ideas from the text features. Read the text. (Pick a textbook piece that contains some trivia, as well as several ideas). Put the text on the overhead or board. Read it aloud to students and demonstrate deleting the trivia, putting a line through the unnecessary text.

Step 2: Continue reading and demonstrate picking out the who, what, when, where, why of the paragraph and related important information.

Step 3: Demonstrate pulling together the above information into a 10/20-word 'gist' or summary.

Step 4: In pairs, guide students in completing a 'Gist' sheet or '*Sum It Up*' sheet. Support students in creating summaries until they can do them independently. The number of words in a 'gist' summary can vary.

Sum It Up is a variation on this strategy. The teacher tells the students to imagine they are going to place an ad in the local newspaper on a specific topic and that each word they use will cost 10 cent. They only have €2.00 to spend, so they can only use 20 words in their summary (or €3.50 and 35 words, etc). An example of this strategy is in this resource.³⁶

³⁶Frichardson, *Get The Gist Reading and Learning Strategy*, 20 June, 2016, <http://www.nbss.ie/sites/default/files/publications/get-the-gist-comprehension-strategy-0.pdf>.

3. The Reasons to use the GIST strategy

According to Justin, there are some reasons to use GIST strategy, like this following:³⁷

- a) By only allowing student summaries to be 20 words or less, the teacher is forcing students to use the three major strategies essential for comprehension and retention of key ideas in any text.
- b) Students delete trivial information, select key ideas, and generalize in their own words.
- c) Students are forced to discard unnecessary and unimportant information so that they may focus on what is significant for them to understand and remember.
- d) To help students learn to write organized and concise summaries of their readings.

³⁷Justine, Trueblood, *GIST Reading Strategy*, 20 Jun 2016, <http://Student.Wartburg.edu/trueblood/GISTReadingStrategy.pdf>.

4. The Benefits of GIST Strategy

GIST Strategy will improve reading comprehension as well as summary writing. When using GIST, students must delete trivial information, select key ideas, and generalize in their own words, which are three major strategies necessary for comprehension and retention. Based on Justin opinion's GIST Strategy can give some benefits for student and teacher. The benefits are :³⁸

- a) Helps the students grasp a better overall understanding of the material they just read.
- b) Provides students with a way to summarize information by discarding unimportant information and focusing on the key words/ideas of the passage.
- c) Effectively improves students' reading comprehension and summary writing.
- d) The teacher is able to recognize if students are grasping the key points/main ideas of the passage.
- e) 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.

³⁸Justine, Trueblood, *GIST Reading Strategy*, 20 June 2016, <http://Student.Wartburg.edu/trueblood/GISTReadingStrategy.pdf>.

