CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

- 1. Theoretical Foundation
- a. Learning Strategy

Learning strategies, according to Yvonne Kesseli, are specific actions, steps, or techniques used by students to enhance their own learning. He believes that strategy can be beneficial for students when it fits the particular student's learning style preference to one degree or another. Learning strategy is an important aspect in teaching and learning proces. Kelly McGonigal, Ph.D assumes that no matter the way teacher to teach, will face the challenge of bringing students from point A — what students currently know—to point B—the learning goals of a course. In many cases, the distance between points A and B is huge, and the path is not obvious. In this case, students must not only acquire new skills and information, but they also radically transform their approach to thinking and learning. Therefore, the content of teaching process

¹ Yvonne Kesseli, PHZH, "Primary English Community", (http://educanet2.ch/pec/.ws_gen/57/Learning_strategies.pdf, retrieved on January 08th, 2016). Additional information, adopted from Oxford, R. L. (1990) *Language Learning Strategies: What Every Teacher Should Know*. Harper and Row, New York. nclrc.org/retrieved December 2006.

can be necessarily make some strategies more suitable than others.² The strategies determined teacher in bringing students in point A to point B. Rae L. Lan, a Doctor of Philosophy in University of Maryland states³ which cited from Oxford that provides one of the most comprehensive definitions, thus is:

"[Language learning strategies are] operations employed by the learner to aid the acquisition, storage, retrieval, and use of information...; specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"⁴.

Beside, other expert assumes to agreed descriptions above that when reading text, student often feels nervous. It is possible, they may find difficult words or stuctural problems. Hence, in this case teacher has to have great technique or appropriate strategy in presenting text.⁵

²Kelly McGonigal,Ph.D, "Speaking of Teaching. Teaching for Transformation: From Learning theory to Teaching Strategies". The center of Teaching and Learning. Stanford University. Vol.14 No.2, 2005, retrieved on December, 30th 2015 07:30.

http://web.stanford.edu/dept/CTL/Newsletter/transformation.pdf,

³RaeL. Lan, Dissertation: "Language Learning Strategies Profiles of EFL Elementary School Students in Taiwan". (Oxford: University of Maryland, College Park, 2005), 15.

http://drum.lib.umd.edu/bitstream/handle/1903/2480/umi-umd2352.pdf;jsessionid=D718936A3BE 672204D28479C1A15EA13?sequence=1, retrieved on December 30th, 2015 07:3. An additional information directed by: Professor Rebecca L. Oxford Departement of Curriculum and Instruction.

⁴Ibid. This cited by Rae L, see: Oxford, R. L, *Language Learning Strategies: What Teacher Should Know* (Boston: Heinle&Heinle,1990),8.

⁵Slamet Riyanto, *The Practice of Teaching English: Pandun Praktis Terampil Mengajar Bahasa Inggris Dengan Kreatif di Sekolah.* (Yogyakarta: C.V Andi Offset, 2015),30.

b. GIST

GIST as Herel and Jordan states is a strategy for supporting comprehension of informational text. Both of them recognize GIST Strategy at first time is acquinted by Cunningham. Besides, they add that GIST Strategy is especially helpful when students are required to read long texts containing a significant amount of new information. They explain clear that in GIST atrategy 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 summarizing the GIST of the passage, this summary sentence is generated paragraph by paragraph. Member of the group write 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 of members have a chance to discuss and clarify meaning as they decide on the best summary sentence for the section or paragraph. At the end, teacher corrects the answer, gets down to the GIST of passage and gives feedback. 6 NBSS also supports and assumes according to Cunningham, NBSS states:

GIST is an acronym for Generating Interactions between Schemata and Texts. It is summarising strategy. 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

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⁶Adrienne L. Herrel - Michael Jordan, *50 Strategies for Teaching English Language Learner*, Third Edition (Columbus: Pearson Merrill Prentice Hall, 2008), 272.

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 higherorder thinking skill which includes analysing information and identifying key concept.⁷

The implementation of GIST Strategy its self is according to Adrienne L.

Herrel and Michael Jordan, there are seven steps in implementing GIST

Strategy in reading skill learning⁸:

1) Identifying appropriate text for GIST.

In identifying text sometimes may cause some difficulty for the students. So, it is important for teacher to decide wether 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

Making group the students by dividing the class into cooperative groups and identifying a leader for each group. Beside, teacher should make sure that each group contains a strong English speaker and reader.

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http://www.nbss.ie/sites/default/files/publications/get the gist comprehension strategy 0.pdf

⁷National Behaviour Support Service, *Get The GIST Reading and Learning Strategy*, retrieved on June, 03 2016 10:00

⁸Adrienne L. Herrel - Michael Jordan, *50 Strategies for Teaching English Language Learner*, Third Edition (Columbus: Pearson Merrill Prentice Hall, 2008), 273-274.

3) Demonstrating the strategy

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, teacher 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, 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, teacher reads and summarizes paragraph by paragraph then explains to the class that they read the entire selection in this step. They read all to 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, may be 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 read 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 a checklists for documenting specific behaviors exhibited by the students.

Different with Adrienne L. Herrel and Michael Jordan, NBSS (National Behaviour Support Service) simplifies to get the GIST or implementation GIST Strategy⁹, NBSS also states clear that GIST Strategy is different with summing text up.

Based on NBSS, to get the GIST, readers must do these four steps:

- 1. Previewing the text by looking at headings, subheading, pictures, etc.
- 2. Readers must read the selection carefully.
- 3. Readers also should highlight the who, what, when, where, why, and how of the text as a main idea.
- 4. The last step is by writing a 20 words "GIST" summary using the information, in this section is the best way to dig student critical thinking or comprehension about text through the anwer sheet.

In reading learning process, it is indeed that student not only read a text to increase their reading skill, but also do several activities to develop critical reading ability. According to Salisbury University academics, there are seven critical reading strategies to encourage and develop student critical reading ability, these are:

 Previewing, in this activity student identify the text before reading it closely by reading the title, abstract, heading, subheading even skim-reading the introduction or conclusion.

http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf

⁹National Behaviour Support Service, *Get The GIST Reading and Learning Strategy*, retrieved on June, 03 2016 10:00

- 2) Contextualizing or placing a text in its historical, biographical, and cultural contexts. In other word, when reading a text, student relate it to their own experience or compare what student have already known with the text and guess the author's background process of writing the text.
- Questioning to understand and remember, teacher asks questions about the content of text.
- 4) Reflecting on challenges to beliefs and values is the fourth one, it means students examine their personal responses by asking themselves which is intersting or confusing, still do not understand, and also the challenging one in the text. This exercise is a great combination of reading, thinking and writing, and it helps students learn how to write in their own words about their own learning journey.
- 5) Outlining and Summarizing, where students identify the main ideas and restate in their own words. Those are especially helpful strategies for understanding the content and structure of a reading selection. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas also the examples. Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. It showed how reading critically can lead to deeper understanding of any text.

- 6) Evaluating an argument by testing the logic of a text as well as its credibility and emotional impact.
- 7) Comparing and contrasting related reading: such as exploring likenesses and differences between texts to understand them better. ¹⁰

Explanation above proves that reading is a skill which not only reading text but also comprehending in varying ways. In some conditions, to ensure students in comprehending text, teacher can dig student reading comprehension through answering question, fill the blank question, or quiz. Therefore, to know student reading ability, teacher does not only test them to read but also to write. This because reading and writing is skill which relate each other. As Jeremy states that writing as one of four skills; listening, speaking, reading, writing, always become part of syllabus in English learning. Hence, it is possible what students write can show their reading ability. It applies equally to implementation of GIST strategy.

GIST is one of a way of developing critical reading and GIST is included an activity in kind of summary and outline. It is similar, but not exactly the same, as summarizing. This because summarizing finds the most important ideas and put them together into a short statement, but GIST has systematic

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¹⁰Salisbury University Academics.2009. 7 Critical Reading Strategies and Activities to do with Students to Encourage and Develop Critical Reading Ability, 1-5. For further information; retrieved on June 03rd 2016 10:43 http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html

¹¹Slamet Riyanto. 2015. *The Practice of Teaching English: Pandun Praktis Terampil Mengajar Bahasa Inggris Dengan Kreatif di Sekolah.* (Yogyakarta: C.V Andi Offset), 34. for further information, see also: *How to Teach Writing* by Jeremy Harmer.

check of understanding through list the main idea with generating text through WH question to comprehend the text. In other word, GIST Strategy is not an evaluative filter but it is monitoring comprehension in small chunks of text. Based on descriptions before, teacher scores students with rubric writing because what they generate is what they understand. And the GIST Strategy that implemented by researcher is according to NBSS, because researcher wants to be focus on individual work not group work.

c. Reading Comprehension

Based on Jeremy Harmer in book entitled 'How to Teach English', He states that in teaching reading there are some principles that we have to pay attention. Those are:

- 1) Reading is not a passive skill but it is an active skill. This is because, in reading activities, students need to be more active in the process of 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.
- 2) Students need to be engaged with what they are reading. In this case, 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, in order they are motivated to read and try to understand the text.
- 3) Students should try to respond content of the text. It means students do not only know the structure of the language but students should understand the important part in every paragraph.
- 4) Prediction is a major factor in reading. Because, prior knowledge of students is important to explore the contents of the text that they read. Students estimated the content of text with regard to relevant guidance by paying attention to the title, subtitle and synopsis of the story. In this case, role of teachers is to help students by providing appropriate instructions, so they can predict content of the text easily.
- 5) Matching the task with suitable topic. Selection of interesting text and more imaginative tasks can help students to improve student's motivation in comprehending the text. The task that given to the students must be related to the text they are reading.
- 6) Teachers exploit reading texts to the full. In each 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 matter, teacher should pose an interesting activity for students to understand the important part of the text¹²

¹²Jeremy Harmer, *How to Teach English*. (Malaysia: Addison Wesley Longman Limited, 1998), 70-71.

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Different from Jeremy Harmer, Davies and Pearse recommended these three steps to make reading more realistic and interesting:

First step is Pre-reading. In this first step or before reading activity, is to prepare students for what they are going to read. Teacher here can give brainstorming to let students think about content of the texts. It means that teacher here can invite students to imagine the story that presented by the writer through some questions that given by teacher. Therefore students can explore their mind before reading the text. It is a warm-up in reading section.

Second step is While-reading. This step is the core activities that the teacher here presents a text learned by students and it helps students to comprehend the text. Teachers also guide students to understand about the content of text. Then teacher can apply appropriate strategy to make students comprehend the text easier.

The last step is Post-reading. Post reading step can help students to connect what they have read with their own idea and experience. So, from those steps, teachers can give test for students to check students' understanding of the text by asking students, comprehending by using relevant question. And in teaching reading, the teachers can give best strategy for students to enable

students in analyzing what they read then collect and combine the important points from the texts so the students can find meaning of the text correctly. 13

In other hand, reading is not easy, students must be careful to get the main idea even the detail informations. According to Dr. Richard Paul and Dr. Linda Elder from *The Foundation for Critical Thinking*, they inspire people to connect each sentence with the purpose of the written piece in understanding a text. They believe that by taking a sentence out of context can pose problems because sentences read in isolation from the sentences that precede or follow them often overstate a point. The sentences that precede or follow usually clarify the author's true meaning, or bring it in line with supporting facts.

From descriptions above, the reader can continue to read a paragraph. The reader must be careful in reading a paragraph, because finding key paragraphs consists of fiding the ideas or questions that are the driving force within the text. They also add that structural reading is an important means by which we locate key paragraphs. All paragraphs within a written piece should connect to every other paragraph so that reader can see logical connections between ideas. They have a great suggest how all ideas should form a system of meanings, when the reader move from paragraph to paragraph, reader can ask by themselves: What is the most important idea in this paragraph? How do

¹³Davies and Eric Pearese, *Success in English Teaching*. (New York: Oxford University Press, 2000), 92-93.

the ideas in this paragraph relate to the ideas in previous paragraphs? How are the important ideas in the text connected?, then reader can look for paragraphs that focus on signifiant ideas or questions by connecting those ideas, to situations and experiences that are meaningful in life. ¹⁴ Explanations above can be concluded that teacher has to prepare appropriate strategy to teach reading, because student reading comprehension is a teacher's main goal in teaching reading.

d. Student Reading Comprehension

In making improvement of student reading comprehension, it is important to consider side factors in reading comprehension. Brain, condition, mood, are some. Lumber is the primary support for building a house, words are the primary structure for learning. There are really only two efficient ways to get words into a person's brain: either through the eye or through the ear. It needs to give attention to: (1) condition the child's brain, (2) create background knowledge, (3) build vocabulary, (4) provide a reading role model. There are two basic reading facts of life according to Jim; Firstly, Human beings are pleasure centered and Secondly, Reading is an accrued skill. ¹⁵It supports by Jim that:

¹⁴Richard Paul - Linda Elder, *How to Read a Paragraph; The Art of Close Reading* (The Foundation for Critical Thinking), 12-13.

¹⁵Trelease Jim, *The Read-Aloud Handbook*. (America: Penguin Books, 2006), 4.

"The more you read, the better you get at it, the better you get at it, the more you like it; and the more you like it, the more you do it. The more you read, the more you know; and the more you know, the smarter you grow."16

Unfortunately, outboard of descriptions above, students study to read fast when they are ready. ¹⁷ Because, there are some student's (about 6-51 years old) reason to be anti-reading: Firstly, reading makes them headache and blood shot. Secondly, they believe that they feel embarrassed because teacher likes to force them to read aloud and other students laugh and wretchedly teacher joins in laughing. Thirdly, the material that students read is not interesting for them. Fourthly, students finish the text to read in the class, it is long, difficult, and boring. Fifthly, reading is a burden that tested students on the subject of what they read. It is not an effort to get informations or entertainment. Beside, students are often misguided in reading because of the unequal basic reading. After that, catching up in reading is wasted away eventhough they try again. Also, lastly, students are asked their opinion about the book they read and they pretend enjoying it.¹⁸

It is relieving to know that LouAanne calms down by giving suggestions about problems above. She states clear that to make a means reading section, teacher can do these: LouAnne suggest teacher to search interesting article or

¹⁶ Ibid., 3.

¹⁷LouAnne Johnson, Teaching Outside The Box: How To Grab Your Students By Their Brain. (PT.Indeks, 2009), 265.

¹⁸Ibid., 271.

magazine, and essay about controversial subject as the reading material in nonfiction such as; bumblebee, dinosaur, car race, computer, dragon, outer-space craft, romance. She also proposes to ask students, why do they loathe reading the text? Is there any difficult words? Is it too complex and long? Do they loathe the characters of story? Is a plot of story not realistic? Do they agree with the ending? In addition, it is better for teacher to mention three adjectives to describe the actor. Meanwhile, teacher can explain that when reading, a reader creates a mental image of what to read. The more reader adds details, the image is clearer or changing as new or different information. If reader feels confusing, reader can stop over until getting the image again. In this case, LouAnne assumes explicitly that rehearsal can be success and more than a matter of asking to know student reading comprehension after reading a chosen text. In addition, rehearsal does not make perfect but it is obvious to make an upgraded training. 22

¹⁹Johnson. *Teaching Outside The Box: How To Grab Your Students By Their Brain*, 276-277. See also Ibid., p.304 about references to get theme learning such as; www.lpl.org/div/kidspace/storyhour (general library internet access of Michigan University), www.thelyrics.com (song), www.readinglady.com (anthology and drama), www.utne.com (magazine).

²⁰Ibid.,278.

²¹Ibid.,282-283.

²²Ibid.,285. The mentioned training is a way to make students enjoy reading and make them happy to read. Making students happy means teacher gives a fresh multivitamin that can give positive energy and being provision It is not to reach happy success and not a poisonous success as stated by Barnawi, author of book, *Be A Great Teacher: 46 Rahasia Sukses Menjadi Guru Hebat*, an additional information, (Jogjakarta:Ar.Ruzz Media,2012). It is also a RST (Recollection Smart Teaching) which

e. Text

According to experts; Halliday and R. Hasan states text is language that is functional, means language that is doing job in some context.²³ BBC adds that a text can come in any form and be any kind of writing. Letters, adverts, user-guides, emails, postcards, notes and magazine articles are all different types of text. When reading something, it helps to know what type of text it is. It also helps to know why it has been written.²⁴ In addition, any instance of living language that is playing some parts in context of situation, it is called a text. It may be either spoken or written. Based on the participant there are spoken and written texts.

- a) Spoken refers to language interaction, including a conversation orally, between two persons or more which their text has a purpose.
- b) Moreover, the written text refers to language text, including abstract reflection on causes and effects of distance events.

is a tool to turn up your own method, uniqueness and strength. For further information about RST, see also, Agung Webe, *Smart Teaching: 5 Metode Efektif Lejitkan Prestasi Anak Didik* (Yogyakarta: Jogja Bangkit Publisher, 2010), 21.

²³Halliday, M. A. K., and Hasan, R. *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*. (London: Oxford University Press, 1985),6.

²⁴BBC. Skillswise. Rt/E3.2. 2011. bbc.co.uk/skillswise, retrieved on April, 21st 2016 08.55 http://downloads.bbc.co.uk/skillswise/english/en03text/factsheet/en03text-e3-f-different-types-of-text.pdf

Hammond reassumes;

"There is no clear deviding the between spoken and written language." ²⁵

In addition, about the text, as stated by JoAnne Schudt Caldwell, PhD, a Professor at Cardinal Stritch University in Milwaukee, Wisconsin, that many factors make a text easy or difficult. Familiarity with the topic of the text is closely allied to the vocabulary load of the selection. Vocabulary difficulty is a powerful predictor of text comprehension. Another factor that can increase text difficulty is the syntax of the text or how phrases are organized into sentences. Sentence with complex syntax may present comprehension problems or a high load on working memory. For example, sentences with clauses and phrases that occur before the main verb tend to be more difficult. Sentences that contain many clauses and numerous adjectives and adverbs modifying the main noun and verb can also pose difficulty. That is only a few view of how syntax can impede comprehension.²⁶ Text has several types, there are some genres texts: Spoof/Recount text, Report text, Analytical Exposition text, Narrative text, Procedure text, Descriptive text, Hortatory Exposition text and so on. 27 Distinctive generic structure and major grammatical pattern through social

²⁵Hammond, Jenny. *English for Social Purposes, A Handbook for Teachers of Adults Literacy*. (Sydney: Australian Print Group,1992),5.

²⁶Schudt JoAnne. *Comprehension Assessment A Classroom Guide*. (New York: The Guilford Press, 2008),16-17.

²⁷Hammond, Jenny. *English for Social Purposes, A Handbook for Teachers of Adults Literacy*. (Sydney: Australian Print Group,1992),75.

function of the genre is realized characterization in each type. In this study, the researcher discuss about descriptive text because it is the text used in this study.

According to BBC, a descriptive text tells what something is like. BBC adds that the writer is trying to help the reader imagine or 'see' a person, place or thing. 28 it is supported by Hammond that the social function of descriptive text is "to describe a particular person, place, or thing. 29 Gerot and Wignell also say that its social function is "to describe a particular person, person, or things. 40 Descriptive text is characterized by the steps of rhetorical development which presents identification and description. It identifies a person, place, or thing and also describes parts, qualities, and characteristics. The processes types usually use verbs of being and having. The verbs are in present tense. Frequently, it uses some descriptive adjectives to build up long nominal group. NSW Departement of Education and Communities breaks down descriptive text in the tabel below 31:

²⁸BBC. Skillswise. Rt/E3.2. 2011. bbc.co.uk/skillswise. retrieved on April, 21st 2016 08.55 http://downloads.bbc.co.uk/skillswise/english/en03text/factsheet/en03text-e3-f-different-types-of-text.pdf

²⁹Hammond, Jenny. *English for Social Purposes, A Handbook for Teachers of Adults Literacy*. (Sidney: Australian Print Group,1992),78.

³⁰Gerot, L. and Wignell, P. *Making Sense of Functional Grammar*. (Sydney: Antipodian Educational Enterprise Inc (AEE),1994),208.

³¹State of NSW through the Department of Education and Communities 2011, retrieved on April, 21st 2016 08.50 https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf. NSW

Tabel 2.1 Descriptive Text Type

Factual text	Purpose	Features	Example
type			
factual	describes a place	begins with an	Landscape
description	or thing using	introductory	description
	facts	statement	
		systematically	
		describes different	
		aspects of the	
		subject	
		may end with a	
		concluding	
- 21		statement	
Literary	Pur <mark>po</mark> se	F <mark>eat</mark> ures	Examples
text type			
literary	describe <mark>s people,</mark>	describes	Description of a
description	characte <mark>rs,</mark>	characteristic	character or setting
	places, events	features of the	within a story
	and things in an	subject, eg physical	
	imaginative way	appearance,	
		behaviour	
		often forms part of	
		other pieces of	
		writing	

Discussing about GIST, it is a certain kind of strategy to generate text by 5W 1H question, but this strategy has specific steps to get the gist. It means at least the text should be able to be generated. From those texts, researcher

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chooses text to be generated is a descriptive text. The reasons of mentioned texts is that the text believed to make easy for students to get the GIST from this text and it can be an effective and attractive text for Junior High School exactly for second grade in GIST Strategy implementation, because descriptive text has been learnt before by the students and it is a simple and well-enable text.

f. Effectiveness

Based on Sharon Friesen, there are five principles of effective teaching practice: Principle 1 – *Teachers are designers of learning*. Effective teaching practice begins with the thoughtful and intentional design of learning engaging students intellectually and academically. To design learning for academic and intellectual engagement, there are three particularly important considerations when: starting with students' prior knowledge, organizing and using knowledge conceptually, and building assessment into the fabric of study. Principle 2 – *Work students are asked to undertake is worth their time and attention*. It means, the work that students are asked to undertake is precious of their time and attention, or personally relevant which connected to the world in which they live. To develop competence in an area of inquiry or study, students must: firstly, have a deep foundation of factual knowledge. Then, understand facts and ideas in the context of a conceptual framework. And organize knowledge in ways that facilitate retrieval and application.

Principle 3 – Assessment practices improve students learning and guide teaching. Assessment practices are focused on improving student learning and guiding teaching decisions and actions. As identified by British Assessment Reform Group, Sharon has explained seven characteristics of assessment that promote learning: firstly, assessment is embedded in the design of the teaching and learning, then students know the learning goals, students recognize the standards of aim, students are involved in self-assessment, fifth, feedback provided enables students to take their next steps, teachers hold the belief that every student can improve and the last, assessment involves both teacher and students reviewing and reflecting on the assessment data.

Principle 4 – *Teachers foster a variety of interdependent relationships*. Teachers foster a variety of interdependent relationships in classroom that promote learning and create a strong culture around learning. The importance of relationships of various kinds cannot be overlooked in considering contemporary ideas about effective teaching practices. Relationships are critical in educating students not only for skills needed in the work place, but also in building social combination and producing minds that thirst to build knowledge throughout the course of their lives. Principle 5 – *Teachers improve their practice in the company of their peers*. Teachers also need to improve their practice. It is critical for teachers to have a familiarity with one another's work that comes with frequent conversations of a professional nature centered on the work, access to each other's

classrooms, and collaborative planning time. It is also very clear that as self-reflective as a teacher may be, receiving constructive feedback from one's peers is a must in order to improve teaching.³²

Point to highlighting a number of broad principles from an extensive research review on successful professional learning and much of advice which translated to observation and feedback routines or programmes in general. Robert Coe simplifies the effective, strategies: (1) Must focus on and be measured against student outcomes. (2) Encourage 'self-regulation' among teachers who need to embrace the experience as independent learners and sustain the techniques. (3) Require some input from school leaders. (4) Involve, ideally, collaboration with peers. (5) Be a genuine challenge.³³

Different with Robert Coe, Watkins recognises that effective learning today is likely to be different from what it would have been a century ago, or in another era of the history of classrooms. He states the connections between effective learning and effective learner as tabel below³⁴,

³² Sharon Friesen. What Did You Do In School Today? Teaching Effectiveness: A Framework and Rubric. Canada: CEA, 2009. 4-6

³³ Coe, Robert et.al, What Makes Great Teaching? Durham University, 2014. 40-41.

³⁴ Watkins, Chirs et.al. *Effective Learning In Classroom*. London: Paul Chapman, 2007. 18-19.

Tabel 2.2 Effective learning and learners

Effective learning is	An effective learner	
An activity of construction	Is active and strategic	
Handled with (or in the context of) others driven by the learner	Is skilled in collaboration	
The monitoring and review of the effectiveness of approaches and strategies for the goals and context	Understands her/his learning and plans, monitors and reflects on their learning	
	Takes responsibility for their learning	

Some experts suggest variations in teaching and learning as a testimony of effective strategy. There is a variety of tasks that operated to promote learning in classrooms (reading, writing, listening and so on) for exaample in active reading category. To be an effective learner when reading, a learner might need to go much further than the dominant idea that reading is 'getting this text in my head'. A richer experience with the text, generating richer meaning as a result, is likely if someone engages actively with a text through strategies such as:

- a. Scanning (before reading identify what's the theme, how is the text structured?)
- b. Questioning (what do I already know, what do I want to know more about?)
- c. Reading (small steps at a time, stopping at regular intervals)
- d. Reviewing (what is being said, what do I think of it?)
- e. Recollecting (what are the main messages, what are the key ideas?)

Such strategies are mentioned as possibilities, but some readers will be active and effective without necessarily using these: the main strategy of an active reader is the monitoring of how their reading is going, so that they never meet the situation of reaching the end of a page and saying to themselves "nothing has gone in." To make clearly, the tabel below confers learning modalities which strategies best support for reading or writing learning preference. ³⁶

Tabel 2.3 Reading Learning Preference

Reading/ Writing	In class	Use lists, headings
		Write out lists and definitions
		Use handouts and textbooks
	When studying	Write out the words
		Reread notes silently
		Rewrite ideas in other words
		Use lecture notes/read
	For exams / test	practice with multiple choice questions
		write paragraphs, beginnings, endings
		organize diagrams into statements

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³⁵ Watkins, Chirs et.al. *Effective Learning In Classroom*. London: Paul Chapman, 2007. 74.

³⁶ Martha J. Bradshaw, *Effective Learning: What Teachers Need To Know*. Barlett Learning. 15

2. Operational Framework

This research is conducted to know the effectiveness of GIST Strategy to improve student reading comprehension. G.I.S.T. is an acronym that stands for Generating Interactions Between Schemata and Text. The name of the strategy is a useful reminder of its purpose. GIST is often related to summarizing, but actually the case that GIST Strategy is a systematic check of understanding and monitoring comprehension in small chunks of text. it is similar, but not exactly the same, as summarizing. Summarizing is finding the most important ideas and putting them together into a short statement, but GIST Strategy does not require an evaluative filter. GIST Strategy used in this research is as NBSS way to get the GIST. This is because NBSS focus on individual work and Adrienne Herrel more on group work. The researcher maximises time and student attention to increase student reading comprehension.

Reading comprehension in this case is an achievement attained in exploring descriptive text. Certainly this matter is related to scores got in exploring descriptive text. Whereas the effectiveness is measured by the test. This method is also compared with control group where both groups are tested that the first ability result is same through equal-test. The design is quasi-experimental design. This design is chosen because all populations or subject taken in this study to be chosen as a contol group and an experimental group. In this research, researcher conducted equal-test (to take two classes have

similar achievement in exploring descritive text), pre-test (to know control and experimental group achievement before getting treatment), and post-test (to know the difference of control and experimental group achievement after getting treatment and to know wether the GIST Strategy is effective to increase student reading comprehension in exploring descriptive text or not). Beside, each classes is taught by same teacher and got the same text type to reinforce the result of this research.

B. Review of Previous Studies

The first previous study is where researcher found research journal that focus on reading comprehension, but this research journal attention is titled "The Effects of Jigsaw and GTM on The Reading Comprehension Achievement on The Second Grade of Senior High School Students". The study is to compare the effectiveness of Jigsaw and GTM on the second grade of senior high school student's reading achievement. The Meanwhile, researcher focus on reading skill strategy through implementation of GIST Strategy to deep student reading comprehension in exploring descriptive text in second grade of SMPN 4 Surabaya. So, the strategy is different to deep reading comprehension.

The second previous study is presented by Putu Ayu Paramita

Dharmayanti and Dewa Ayu Ari Wiryadi Joni in English Education Program

³⁷Magister Scientiae. Ed, No.27 Maret. UK Petra Library Collection, 2010.

University Mahasaraswati Denpasar which focus on improving the students' reading comprehension by implementing Modified Collaborative Strategic Reading (MCSR) technique. The subject was grade eleven students of SMA (SLUA) Saraswati 1 Denpasar³⁸, in which the subject is in different level with researcher and besides, the technique used is also different although same in reading comprehension.

The third previous study is about a reciprocal teaching technique in improving reading comprehension on narrative text that presented by Widyati, Bambang Wijaya and Eni Rosnija. The author wants to know how well Reciprocal Teaching technique in improving reading comprehension (word meaning, reference and information) on narrative text to the students grade XI of SMA Negeri 5 Pontianak. The method of this research is Classroom Action Research. ³⁹ It seems clear the differences are in the technique and the research design. In other words, researcher used descriptive text but this study used narative text.

The fourth previous study has a same focus with the third previous study.

The title is "Improving Reading Comprehension through Reciprocal Teaching

TechniqueA Classroom Action Research at First Year of Mts. Hidayatul

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³⁸Prof.Dr.Sang Putu Kaler Surata, MS. *Jurnal SANTI AJI Pendidikan (JSP*). Vol.2 No.2, Fakultas Keguruan dan Ilmu Pendidikan Universitas Mahasaraswati Denpasar 2014. 81-87.

³⁹Bambang Wijaya Widyati - Eni Rosnija. *Improving Readiing Comprehension Narative Text Through Reciprocal Teaching Technique*. Vol.2 No.8, 2013, retrieved on December 30, 2015 07:50. http://jurnal.untan.ac.id/index.php/jpdpb/article/view/2952

Ummam, Cinere, Depok."⁴⁰ This research has same technique that is reciprocal technique in improving student reading comprehension and although conducted for Junior High School, but the author used descriptive text in this research.

The fifth previous study is adopted from research journal entitled "The Effectiveness of FRESH Technique to Teach Descriptive Paragraph" which presented by Faisal⁴¹ and Krisna Suwandita.⁴² This research was aimed to know the effectiveness of FRESH technique in teaching descriptive paragraph. The method of this study was quasi-experimental method that conducted at one of the state madrasah aliyah in academic year 2012/2013.⁴³ The researcher has a different technique with this research, researcher uses GIST Strategy but this research used Fresh Technique. The research design is same to use quasi-experimental method, but researcher conducts on SMPN 4 Surabaya. Beside, the researcher does not only plan to use descriptive paragraph but as GIST

⁴⁰Nurulia Dwi Pebriani, Undergraduated Thesis: "Improving Reading Comprehension Through Reciprocal Teaching Technique: A Classroom Action Research at First Year of MTs. Hidayatul Ummam, Cinere, Depok)", (Jakarta: UIN Syarif Hidayatullah Jakarta, Fakutas Ilmu Tarbiyah dan Keguruan, 2011), retrieved on http://repository.uinjkt.ac.id/dspace/handle/123456789/1827, retrieved on December 30, 2015 07:49.

⁴¹ He is English Education Departement student, Faculty of Teacher Training and Education, Muhammadiyah University of Purwokerto. His e-mail is faisal_aulia@yahoo.com . Additional information, Faisal - Krisna Suwandita," *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*", Journal of Education Learning. Vol.7 No.4, 2013. 239-248.

⁴²Ibid. He is English Education Departement, Faculty of Teacher Training and Education student, Muhammadiyah University of Purwokerto. His e-mail is krizna_suwandita@yahoo.co.id.

⁴³Ibid.

instruction, researcher uses form of GIST in WH questions, form to summarize each passage of descriptive text but also a form of GIST in whole text.

The sixth previous study has same strategy with researcher, but this research focuses on GIST which oriented learning experiences in reading comprehension. The design is quantitative in form of quasi-experimental method with pretest-posttest study design control group to second grade of SMPN 9 Bandung in academic year 2012/2013). The writer is Raswati, Faculty of Indonesian Education and Literature in UPI. The writer wants to determine the effectiveness of GIST oriented learning experiences in reading comprehension, unfortunately, the text type is not mentioned by the writer. 44 Whereas the researcher wants to dig the effectiveness of GIST Strategy in descriptive text type.

The seventh previous study is about "The Effect of Generating Interaction Between Schemata And Text (GIST) Strategy and Motivation on Students' Reading Comprehension of Hortatory Exposition Text At SMA 3 PADANG". The author are Indra Johari, Mukhaiyar, and Yenni Rozimela, Postgraduated students of University Negeri Padang. This study is a quasy-experimental design in form of factorial 2x2, either to know the effect of GIST

⁴⁴Retrieved on June 03rd 2016 10:48

 $[\]label{lem:https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiI5-Po-IrNAhWLtRQKHTxtDIYQFggkMAA&url=http%3A%2F%2Fejournal.upi.edu%2Findex.php%2FPSPSI%2Farticle%2Fdownload%2F468%2F347&usg=AFQjCNFLde0ZqA54NMSq7y_8IA6TiSy8bg&sig2=F85n2ybsk8VbgXE2fLnaqg&cad=rja$

Strategy and student's motivation, author also wants to dig whether there is a reaction or not between learning strategy and learning motivation of SMAN 3 Padang students. This study used cluster random sampling to determine sample. Different with researcher, that used descriptive text to implement GIST Strategy, and researcher does not fasten upon student's motivation in reading comprehension and effect of GIST Strategy.

The author of eighth previous study is Rizka Rizkia, Permana Zaski Sulianta, and Laili Hibatin Wafiroh, students of STKIP PGRI Sidoarjo. This study entitled "Know-Want-Learn Strategy in teaching reading descriptive text" which attempted to describe Know-Want-Learn Strategy (What I Know, What I Want to know, What I learn) in teaching reading comprehension descriptive text in second F Grade students in the first semester of 2012/2013 academic year. The design used is descriptive qualitative included observation, field note and checklist guide. 46 In this study used the same text type with researcher, that is descriptive text. but the difference with researcher is either from the used strategy implementation and also the design.

⁴⁵Retrieved on June 03rd 2016 10:50 http://ejournal.unp.ac.id/index.php/elt/article/viewFile/4550/3595

⁴⁶Retrieved on June 03rd 2016 10:49, for further explanation: It is adopted from: JournE Volume 1 Number 2, English Education Departement http://lppm.stkippgri-sidoarjo.ac.id/files/KNOW-WANT-LEARN-DALAM-PELAJARAN-MEMBACA-TEKS-DESKRIPTIF%29.pdf

The next previous study is adopted from e-journal of UNESA by Danny Dwi Arianto, Fauris Zuhri, and Esti Kurniasih entitled "The Implementation of Gist Strategy to Comprehend Analytical Exposition Text for Eleventh Graders of SMA Wachid Hasyim 2 Tama". This study was descriptive qualitative which described how the eleventh graders of SMA Wachid Hasyim 2 Taman implemented GIST strategy to comprehend analytical exposition text. This study also was carried out on first semester of XI language class in SMA Wachid Hasyim 2 Taman. Based on the writers, they assume that GIST strategy had good effect in teaching learning process. It seems after the implementation the strategy, students' reading task showed good progress from the first task to the second one. 47

The last previous study is conducted by Nuri Ati Ningsih and Arri Kurniawan. The title of this study is "Teaching Reading by Using GIST Strategy Viewed from The Students' Cognitive Aspect on The Extensive Level of English Department Students IKIP PGRI Madiun". Based on writers state, this study aimed at (1) describing the implementation of GIST strategy in the process of teaching reading viewed from the cognitif aspect having by the students; (2) finding the positif aspects of the implementation of GIST strategy; (3) knowing the weaknesses of the implementation of GIST strategy in the

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⁴⁷Adopted from e-journal of UNESA named RETAIN Vol 1 No.2 (2013) retrieved on June, 01st 2016 14:20 http://ejournal.unesa.ac.id/index.php/retain/article/view/2640

process of teaching reading viewed from the cognitive aspect. The method used in this study was descriptive qualitative. Although the strategy is same with researcher, the view and students level is different, beside the design and how to conduct the research is different. ⁴⁸



⁴⁸Adopted from e-journal of ETJ IKIP PGRI Madiun Vol 3, No 2 (2015) retrieved on June, 01st 2016 14:22. http://e-journal.ikippgrimadiun.ac.id/index.php/ETJ/article/view/758