

II. THEORETICAL FRAMEWORK

This chapter deals with the followings points: Review of Previous Research and Review of Related Literature.

2.1. Review of Previous Research

Get the Gist Strategy is one of the strategies which used in cooperative learning and some researcher conduct that. First, Zainotalia (2012) implements *Get the Gist Strategy* in teaching reading using descriptive text at the second year of junior high school. Based on the her result, *Get the Gist Strategy* is an innovative way the students' reading comprehension. She found that *Get the Gist Strategy* can improve students' reading comprehension and a good strategy which can applied in junior high school because the students can summary and understanding the main idea from the text with their own words.

Second, Luh (2012) conducted the research in English education of UndikshaSingaraja which he investegated about the effect *GIST strategy* and the beliefs about language learning on reading comprehension of English Education Department students. The result of his research was the students' reading comprehension test showed that the students who were taught by *GIST (A1)* showed better achievement in reading comprehension than the students who were

taught by conventional reading technique (A2). While the students who had positive beliefs about language learning (B1) showed better achievement than the students who had negative beliefs about language learning (B2). For the students who hold positive beliefs about language learning, GIST group showed higher mean score of reading comprehension than the conventional reading technique. On the other hand, for those who had negative beliefs about language learning, there was no significant difference between the students who were taught by GIST and taught by conventional reading technique.

The last, Putri Ayu (2012) conducted the research at third grade of SMA Dwijendra Bualu which studied the effect of GIST and learning style on the reading comprehension. The results of her research are in general, students who were taught by Gist showed best achievement in reading comprehension and the researcher found that there was significant interaction between kind of strategy and learning style in improving in reading comprehension. The students' learning style has contribution on the kind of strategies.

Owing to the findings of the previous research above, the following can be synthesized:

- 1) *Get the Gist* Strategy could improve to students' reading comprehension achievement significantly.
- 2) *Get the Gist* Strategy maybe a good strategy which can be applied in junior high school.

- 3) *Get the Gist* Strategy may give better achievement in reading comprehension than other reading technique especially for the students who have the positive beliefs about language learning.
- 4) *Get the Gist* Strategy may help the students who are taught by Gist showed best achievement in reading comprehension.
- 5) The students enable to comprehend the meaning of the text easier and they can revised and refined the vocabulary as well by implementing GIST.

However, there was not has the research about *Gist strategy* which investigated the students' opinions and the teacher's opinion on learning process especially in students' problems in terms of macro skills of reading. Therefore, this researcher carried out to study that issue.

2.2. Review of Related Literature

This section described notion of reading comprehension, concept of teaching reading comprehension, recount text, get the gist strategy, get the gist strategy in teaching reading, procedures of teaching reading comprehension through get the gist strategy, the applicability of learning procedures, advantages and disadvantages of get the gist strategy, theoretical assumption, and hypothesis.

2.2.1. Notion of Reading Comprehension

Before discussing the concept of reading comprehension, it was better to know what reading is. *Reading* was a process of comprehending the content of the text. *Reading* was important because from read the text, the readers got information and knowlegde. The readers can read the text silently or loudly.

Hittleman (2003) defined reading is a verbal process interrelated with thinking and with all other communication abilities listening, speaking, and writing. According to the opinion, reading was one of the most important skills in learning English. It was important because this skill became bridge for students to understand the text that they have to read. It was begun by the students listened the teacher said then the students read the text or utterances that the teacher given, after that they applied what they have known in orally (speaking) or written (writing). Reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse (Silberstein, 2004: 12). It mean that reading was a way for students to know and get the meaning from a passage or text. Not only get the meaning from the passage but also the students can 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 reading learning process, so they would get difficulty to understand and finding the meaning of the text. It is relates to Nunan (2003:68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build.

Apparently, reading was the important skill in which the learner needed the information from the texts, then comprehended and constructed the meaning of the text. In other words, reading was the process which the learner tried to understood the meaning from the passage by using his background knowledege.

Comprehension was one of most important should be mastered by the readers. Reading just was not transferring the symbol printed from page to the thinking but the readers have to comprehend the content of the reader's read. Comprehension in reading became important because it made the readers have meaningful in their reading. In other word, their reading was not useless.

Smith (1971) in Mackay *et al* (1979: 6) pointed out that letter-by-letter or word-by-word reading will prove extremely detrimental because the meaning of one word will be forgotten before the next word is built and thus no meaningful relationships will be established between the words. No comprehension will be possible.

Klinger *et al* (2007: 8) pointed out reading comprehension is a multicomponent, highly complex that involves many interactions between readers and what they bring to the text. In other words, the reader can read the text through background knowledge, the strategy which they use in reading passage so the readers can understand what they read. Casper, Cation, and Westfall (1988:1) as quoted by Helwana (2011) asserted that comprehending the content of reading text is the goal of reading. Without comprehension, reading would be empty and meaningless. Thus, comprehension was the most important part of reading. Without comprehension, it was useless and meaningless if readers or students only wanted to look at each letter of alphabet in written texts.

Brown and Johnson (1978:65) as quoted by Helwana (2011) argued that comprehension as product and process. Process is what happens to the readers

as they read and product involves measuring, in some objective ways, the net result of the process.

There were two real elements of reading comprehension and these elements were part of intellectual skills. Intellectual skills are very important for the reader to comprehend a text.

According to Troschitz (2005:4-6), the intellectual skills were divided into two terms and classified as follows:

1. Macro Skills

Macro skills are not only skills, but much more do they define strategies a reader is supposed to develop for reading in the foreign language as well as in the mother tongue. They are including as follows:

- a. Scanning; it is the ability to extract specific information out of a text. In this case, the readers roughly know what they are looking for. They search for details in a text and pay no attention to any kind of other information given. For example, the relevant times on a timetable, items in a directory, or key points in a academic text (Hedge, 2000:195).
- b. Skimming; it is the ability to read quickly through a text and get a general picture of it. This includes being able to determine the main idea of the text, its target group (general public, professional, etc.), type (letter, report, etc.) and purpose (to inform, instruct, persuade, etc.). An example would be previewing a long magazine article by reading rapidly, skipping large chunks of information, and focusing on headings and first line of paragraphs (Hedge, 2000:195).

c. Deep understanding of the text; it is the ability to detect the construction of the discourse or argumentation. The reader concentrates on details concerning structure and content which form the basis for a critical evaluation or interpretation of the text. For example, the readers read a difficult text a second and a third time, considering first readings as approximations or rough. They interact with the text by asking questions, expressing disagreements, linking the text with other readings or with personal experience (Roberts & Roberts: 2008).

d. Recognising the tone of the text and the author's attitude. This incorporates the readers' ability to detect stylistic devices such as irony or sarcasm as well as to understand their function in the text.

According to Hughes (1989:116-117) as quoted by Dewi (2013:19), macro skills directly relate either to needs or to course objectives: (1) scanning text to locate specific information, (2) skimming text to obtain the gist, (3) identifying stages of an argument and (4) identifying examples presented in support of an argument while the underlying of micro skills are: (1) identifying referents of pronouns, etc., (2) using context to guess meaning of unfamiliar words and (3) understanding relations between parts of text by recognising indicators in discourse, especially for the introduction, development, transition and conclusion of ideas.

2. Micro Skills

Micro skills are in contrast to low level skills intellectual operations. They can be subdivision into two groups (Troschitz (2005:4-6), word recognition and syntactical elements:

a. Word recognition; it is an essential part of reading comprehension since it includes all processes which are necessary to give a word of meaning in its context. Word recognition means the ability to understand the meaning of the language items context.

b. The understanding of syntax; includes the identification of syntactical key element such as subject, predicate, etc, the determination of antecedent, which means to find referents of pronouns or to identify the subject of participle constructions.

Macro skills are the ability to obtain several aspects, namely specific information. For example, facts, comparison, analogy cause effect, statistic, gist, main idea, inference, etc. Micro skills are the ability to recognize facts, cohesive devices, mechanics, etc.

Brown (2004:187-188) as quoted by Turi (2013: 10) divided the intellectual skills into two terms that are macro skills and micro skills and they are explained as follows:

1. Macro skills, the skills are as follows:
 - a. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
 - b. Recognizing the communicative functions of written texts, according to form and purpose.

- c. Inferring context that is not explicit by using background knowledge.
 - d. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - e. Distinguishing between literal and implied meanings.
 - f. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
 - g. Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts
2. Micro skills, the skills are used to:
- a. Discriminate of among distinctive graphemes and orthographic patterns of English. Grapheme is a letter or letter pattern that spells aa phoneme (speech sound). English has a complex code in which 1-4 letter graphemes can represent 1 sound. For example, 2 letter grapheme: l ea f. The sound /ee/ is represented by the letters 'ea'. Then, orthographic is the set of symbols used and the rules about how to write these symbols. The example the word *cat* /kæt/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in which ⟨c⟩ represents the sound /k/, ⟨a⟩ the sound /æ/, and ⟨t⟩ the sound /t/.
 - b. Retain chunks of language of different lengths in short term memory. In studies of language acquisition, chunks of language is several words that are customarily used together in a fixed expression, such as "*in my*

opinion," "to make a long story short," "How are you?" or "Know what I mean?"

- c. Recognize a core of words, and interpret word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. The example of core words are: *big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you*
- d. Recognize grammatical word classes (nouns, verb etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- e. Recognize that a particular meaning may be expressed in different grammatical forms. For example, word forms *child, children, child's, children's* have the same lexical meaning and have different grammatical meanings. They constitute a lexeme (About this sound pronunciation). Word-forms *children, boys, men, book* have the same grammatical meaning and have different lexical meanings. They constitute a grammeme (a categorial form, a form class)
- f. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. Here are of cohesive device in synonym, *Myths narrate sacred histories and explain sacred origins. These traditional narratives are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.* In pronouns, *this, that, these, those, he, she, it, they, and we* are useful pronouns for referring back to something previously mentioned, for example: *When scientific*

experiments do not work out as expected, they are often considered failures until some other scientist tries them again. Those that work out better the second time around are the ones that promise the most rewards.

In accordance with explanation above, although in intellectual skill of reading into two terms that are macro skill and micro skill but this research will be focused on macro skills which cover finding main idea, finding specific information, finding inference meaning and author's tone attitude .

2.2.2. Concept of Teaching Reading Comprehension

In the light of insights into the reading process and into how successful readers interact with texts. Hedge (2000: 205) states that any reading component of English language teaching may include a set of learning goals for:

1. The ability to read a range of text in English because one of the goals of reading is to know and get the meaning the content of the text especially in English.
2. Building knowledge of language (e.g. vocabulary, structure) which facilitated development of greater reading ability.
3. Building schematic knowledge in order to interpret texts meaningfully.
4. The ability to adapt the reading technique according to reading purpose by the teacher help the student by applying selecting or creating appropriate texts.
5. Developing an awareness of the structure of written text in English by set up effective classroom procedures.

6. Taking a critical stance to the contents of the texts such as giving a detailed set of questions for the pre-reading phase with students tackling academic texts

It is important to build up the students' ability to adapt the reading technique according to reading purpose as a goal in teaching reading. Alyousef (2005: 1430) as quoted by Helwana (2011) says that in teaching reading, contemporary reading task, unlike traditional materials involves three phase procedures; pre-, while, and post reading stages.

The aim of teaching reading is to develop students' skill that they can read English text efficiently and effectively. To be able to do so the reader should have particular purposes in their mind before they interact with the texts based on their own choice. Therefore, the application of reading silently may be can be a solution to get the effective and efficient reading especially which it makes the readers or students more understand the content of the texts and so it makes they enjoy in reading activity.

Silberstein (1994: 15) states that throughout the subsequent class hour, the teacher have to decide whether and how to repeat or rephrase questions, when to supply further information or summary, and whether and how to respond to students queries.

Harmer (2004:70) states the principles behind the teaching reading:

a. Reading is not Passive Skill

Reading is an incredibly active skill, to do reading successfully. The students have to understand the argument what the words means. As an active skill, reading should be taught in creative ways to make the students comprehend entire the text and be able to respond the text by giving the argument based on the text after they read the text.

Solahudin (2008: 19) states “Reading is not only ability in read, but ability in comprehend the text.” it means that reading is not only read the text word by word but reading is activity where the reader has the purpose in reading to comprehend about the text that they read.

b. Students need to be engaged in what they are reading as with everything in lesson.

Students who are not engaged in reading text assume that reading texts are not beneficial for them. They are really fired up by the topic or the task. Here, the teacher needs to give motivation to the student to reading the text, by telling them about the topic, and the purpose of reading so the student will be interested in the text, and eager to read the text. Robertson and Acklam (2000: 19) state that it is necessary to give students a reason to read. There is little point in asking the students just to read a text.

From the explanation above it can be concluded that before teaching reading the student must be given some motivation to make them interested in the

text. So they will not be disturbed by what they are doing but they all focus on reading.

c. Student should be encouraged to respond to the content of the reading text not the language

It is important for students to study reading text not just they use language. The members of paragraph, they contain and how many times they use relative clause but just as important if the student must give a chance to respond to the message. The student should allow expressing their feelings about the topic.

One of the purposes of reading is to comprehend the text and respond to the text after the readers have read by giving opinion, telling the text material to the other or answer some of question based on the topic of the text. Dallman (1982:23) in Turi (2013: 19) states that reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place.

d. Predicting is a major factor in reading

A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text (Gaither, 2011). When the students read the text they frequently have a good idea of content, book covers give them a hint of

what article are about, and the brain start up to predict what are going to read and the article process of reading is ready to begin. The teacher should give student “hunt” so that they can predict what is coming too.

Harmer as quoted by Turi (2013: 19) states in real life, whenever readers read anything, they know what the context is, they are aware of the situation, the location, the kind of conversation, and example. These factors affect our ability to understand and make sense of what they read. In class, it is necessary to introduce the students to the context before they read. The context can be elicited or prompted from earlier work, the course book, pictures, and discussions and so on. Without “setting the scene” like this, the tasks can become unnecessarily difficult.

e. The teacher should match the task to the topic

The teacher could give students what reading text the student are going to read and need to choose good reading task. The right kinds of question, engaging and useful puzzle etc. the most interesting text can be under mind by asking boring and appropriate questions. The most common place can be made really exciting with imaginative and challenging task.

As Martinez (2002:2) in Turi (2013: 20) notes that they can encourage reading for pleasure, because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of materials to be used in the class.

f. Good teachers exploit reading text to the full

Any reading of text is full of sentences, words, ideas, descriptions etc. good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further task using the language for study and later activities. Authentic material should be prepared by good teacher to exploit reading text to the full. In addition, according to Lee (1995) as quoted by Turi (2013: 20), authentic texts are often regarded as more interesting than textbook materials because they can be more up-to-date, and relate to everyday issues and activities. Martinez (2002: 1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic texts have value for students. Besides containing a lot of information needed by students to increase their language knowledge, these reading texts also helps students in increasing their background knowledge.

Concerning the statement above, it is assumed that in teaching learning activity, the learner must be a critical and active reader. In teaching reading the teacher has to provide the effective reading technique to the students without always giving many materials that make students are bored and lazy. The teacher can give the students a chance to read the text step by step then let the students to improve their comprehending in their own word, so that the students will be interested and motivated in reading.

2.2.3. Reading Strategy

Reading strategies were the mental processes that readers consciously choose to use in accomplishing reading task (Cohen, 1987:133 as quoted by Sutarsyah, 2013:24). These strategies have some characteristics, i.e., planning, competition, conscious manipulation and movement toward a goal.

Wenden and Rubin (1987:52-54) as quoted by Sutarsyah, 2013:24) identified seven reading strategies that were used by good readers. The summary of these strategies was presented below:

- 1) *Flow-charts and hierarchical summaries*. When reading, a learner make a summary by making a chart that can explain the structure of ideas in the text with its components such as topics of the text, supporting evidence, and concluding statement.
- 2) *Titles*. Before reading a learner is a given the title of the text and thinks about the title as a means of building schemata.
- 3) *Embedded headings*. The role of embedded heading is used to build advance organizer which is helpful for a learner before he starts reading. It can also improve a delayed recall because when the learners miss the content they will remember by looking embedded headings.
- 4) *Pre-reading questions*. This effective strategy is very common and mostly recommended because this strategy can focus a learner's attention towards the topic of the text. The learners make some

questions related to the topic of the text and he tries to find the answers to the questions while reading.

- 5) *Story specific schema from general schema*. In this strategy, a learner brainstorms a general problem solving schema for a short story and sets general questions derived from this schemata.
- 6) *Imagery*. The ability to use image is needed in reading because the learners who have high imagery are able to recall and recognize more items of information from a text than low imagery.
- 7) *Perspective*. A learner reads a story from a particular perspective which is important to that perspective. This can also build related schemata that can help him read a text.

Sutarsyah (2013: 25) points out also based on some research, these seven reading strategies have proved effective. It is believed that these good strategies can be taught to second language learners in reading a text.

According to the theories above, *Get the Gist Strategy* which is used by the researcher include in *Flow-charts and hierarchical summaries*.

It relate to the theory from Tierney and Readence (2005) said that Informative text(s) using GIST at their instructional level that can be broken down and summarized in chunks, chart paper or white board.

Sentence strips or index cards or worksheet with lines for 15 words.

2.2.4. Recount Text

Recount text was a text that telling the reader about one story, action or activity. It was important because a recount text has the goal to entertaining or informing the reader. Usually, this text told about someone's experience in the past. The readers could read the recount text from the books, magazine, etc. It was relates Hartono (2005) who pointed out recount text is categorized as "the story genre which functions to retell events for the purpose of informing or entertaining". Anderson & Anderson (2003) as cited by International Education Week (2010) stated that "a recount text is a piece of text retelling past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred". Knapp and Watkins (2005) in International Education Week (2010) emphasized that text such as recount text has a basic form of sequencing units of information.

Meanwhile, Mukartoet *al* (2007) stated that the generic structure or rhetorical features of a recount text consist of three parts, namely:

- a) orientation, it gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how;
- b) list/series of events, it tells a series of events in a chronological order and describes what happened.

c) reorientation, it consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story.

Beside the generic structure or rhetorical features of a recount text, as Anderson & Anderson (2003) stated there are also the language features which are usually found in a recount text, they are: a) proper nouns to identify those involved in the text; b) descriptive words to give details about who, what, when, where, and how; c) the use of the past tense to retell the events, and 4) words that show the order of events or connectors (for example, first, next, then, etc).

Here is the example of recount text for second grade of SMP.

My Holiday in Bali

Orientation	<i>When I was second grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.</i>
List/series of events	<i>Second day, we enjoyed the day on TanjungBenoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyuisland to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them.</i>
Re-orientation	<i>After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.</i>

<http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html>

2.2.5. Get the Gist Strategy

Get the Gist Strategy is one of reading strategies in which the students summarize the text become one sentence that is 20 words or less. It was important because using *Get the Gist Strategy* helped the students to find out the main idea in each paragraph of the text. Finding main idea in a text was one of the important aspects because when the readers read and found main idea or key concept of a text, automatically they would be easier to know about the content of the passage. They could identify key concept or main idea in a text and summarize it in a sentence. Cunningham 1982 (Cecil and Gipe, 2003) proposed one of the strategy that is considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing, and generalizing operation is Generating Interaction Between Schemata and Text (GIST) strategy. This strategy is said useful to identify or generate main ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of material they just read.

Cunningham (1982: 42-47) stated that a summary is a synthesis of important ideas on a text. Summarizing requires determining what is important in what they are reading, to condense this information, and to put it into their own words. The summary is usually limited to no more than fifteen or twenty words. Therefore, the students need to delete non-essential information and use their own words to summarize the main idea or 'the gist' of the selection.

Wright (2011:1) noticed that the word "gist" is defined as "the main essential part of a matter," according to Webster's Dictionary. This activity forces students to squeeze meaning into a tight, precise summary. She said that the goal of GIST is to have students convey the "gist" of what they have read by summarizing the text in 20 words. Extraneous details must be discarded as a clearly defined focus is found. It is best to require a sentence format. Gist was used in teaching reading because Gist was a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text.

Get the Gist Strategy was a teaching reading technique in which the teacher made their students to summarize the content of the text based on the finding out main idea in the text. He encouraged his students to take delight in reading the written texts through applying the *Get the Gist Strategy* in the teaching reading activity in the class. By applying this teaching reading strategy in the class, the teacher could stimulate the students who were lazy to read to be students who were contented to read. As Siddiqui (2007:119) in cited Zainotolia (2012) argued that *Get the Gist Strategy* that is can improve students' understanding and memory of what they have learned so they could get the most important point or the main idea of the passage.

Get the Gist Strategy is an activity which helps the students and the teachers to identify key concept. It means that after identifying key concept and then finding main idea, automatically the students understand and comprehend the meaning of the content of the text. It relates to Klinger (2012: 33) which said that the purpose of the *Get the Gist Strategy* is to determine the most

important ideas about what is read. It means that after the students comprehend about the text, they can make summary with their own words.

2.2.6. Get the Gist Strategy in Teaching Reading

Get the Gist Strategy was a strategy reading in which this strategy can improve the students in reading comprehension especially in summarizing the text. *Get the Gist Strategy* could help the students to find main idea and key concept of the text. Besides that this strategy could help the students and teacher learn the vocabulary as well. It according to Klinger, Vaughn, and Schumm (2010: 110) in Zainotolia (2012) said that that *Get the Gist Strategy* can help students to understand the concept of main idea of the text.

Cunningham (1982) suggested when using Gist it is best to conduct it first as whole class, then in small groups, and finally on an individual basis. It means that the implementation of *Get the Gist Strategy* was started when the teacher models the entire process for the class. Then the teacher divided in small group and asked the students in each group to read the passage silently or loud. Next, the teacher asked each student to get the main idea from the passage. After that, the students asked to summarize the content of the passage based on their own words with some word that have given that are 20 or less. When the students as a group become adept at producing gist statements presented as wholes, they have the students individually produce GIST statements for paragraphs presented as wholes.

Wright (2011:2) explained how gist work is first having the students read the entire first paragraph. Answer the 5Ws and H (Who What When Where Why How), then read the first three paragraphs and complete the G.I.S.T. After that answer the 5Ws and H, the students have to write a 20 word GIST summary. Finally, make sure you only use 20 words and make sure there is no “fluff” in the GIST.

In this teaching reading, the researcher tried to improve students’ reading comprehension not only by summarizing the main idea but also answering the questions which are contain aspects of reading such as finding main idea especially, understanding specific information and understanding the implied meaning of the texts.

2.2.7. Procedures of Teaching Reading Comprehension through Get the Gist Strategy

In the teaching and learning process, the teacher should have the procedures in order to learning process occur properly and effectively. Based on the theory, the researcher gave the treatment to the students by understanding the teaching reading recount text through Get the Gist Strategy using recount text as the materials. The procedures are as follows:

A. Pre reading activity

Pre-activity facilities students to build up their schemata before coming to the topic of the lesson. According to Markstein and Hirasawa (1981: 183) said that if the teacher spends more time in introducing the reading, the result will be better. Careful reading preparation really helped the intermediate level

students which give them benefit to be more receptive to the content. In general, pre-reading activities was conducted in a class as follows: brainstorming, showing picture, and asking question based on the topic.

- Apperception: Greeting, the teacher checked the students' attendance list.
- Brainstorming Ideas: questions and answer related to the theme the theme they just have already heard

Ask the each student about thier activities during holiday.

- Motivation: Explained about what the important the materials were and the competence one the students have.

B. While reading activity

- 1) First of all, the teacher explained about the generic of recount text.
- 2) Then, the teacher asked the students to make several groups and gives each them a short recount text.
- 3) Next, the teacher asked to read article and the students have to make a list of new vocabulary from the text.
- 4) Overview of how to use *Get the Gist Strategy*, consist of; identified the most important who or what in the passage, identified the most important information about who or what, wrote a short complete sentence containing the most important information.
- 5) The teacher gave the text for students to practice *Get the Gist Strategy* which was each student to write a summary of the reading.

- 6) After that, the teacher gave some questions about the text what they have learned (about the main idea, specific information, and inference from the text).

C. Post reading activity

- a. The teacher gave feedback to the students about the materials whether the students have something did not understand.
- b. Closing the activities by giving students the motivation and homework.
- c. At last, the teacher closes the class by greeting.

2.2.8. The Applicability of Learning Procedures

To be clearer, here is the practical of the learning procedures with lesson material of recount text entitle *My Holiday Was Fantastic*.

My Holiday Was Fantastic

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing. The places made me feel at home but I have to go home. Next time I would return to them.

<http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html>

Pre activities

Teacher : Good morning, class. How are you today?

Students : We are fine, thank you. How are you, Miss?

Teacher : I am fine, thanks. Well, I will check your attendance list. Who is absent today?

Students : There is no one, Miss.

Teacher : Good... Well, we will start our lesson but before that can I ask you something? What did you do in holiday last month? Do you have a story? I mean such an experience about you or experience about other people that you know?

Students : Yes, we have, miss.

Teacher : Well, What about you!! How is that? Can you tell us about your story, please?

Student 1 : Yes, I can. I have an experience when my family and I went to the beach. I almost disappeared when I was swimming.

Student 2 : I have an experience with my sister when we do travelling using plane. We are very happy.

Student 3 : I have a story about my friend, Ali must have hospitalized in hospital by car accident.

Teacher : Ouch, I'm sorry to hear that for your friend. But, your story and experience are very amazing. That's very Good. Thank you.

While activities

Teacher : Fine, let's continue our lesson.

I have a story here on my hand that will be discussed. The title is My Holiday was Fantastic.

Students : No, We haven't, Miss..

Teacher : Well, these groups called gist groups. Now, I give piece of The My Holiday was Fantastic's story to every member in a group (teacher give material). Ok, now you read the part that you get.

Students : (Reading)

Teacher : Alright. Now, read again the story carefully and discuss the main idea, difficult vocabulary and tell what the story talking about.

After that, each member in group must remember important ideas from the text.

Students : (start discussion)

25 minutes later.....

Teacher : Class, Have you done your discussion?

Students : Yes, We have, Miss.

Teacher : Alright, after reading the text I'm sure that you know what the story talking about. Now, I ask you to each member in group important ideas from the text and list the word in the paper.

Students :All Right, Miss.(each member from start to write the words).

Teacher :Okay, after making list in the paper.We will discuss and find out the meaning about the difficult words in advance which they have found in the text. (The teacher and the students start to discuss).

Teacher : Now you have found about the meaning of difficult words from the text and automatically, you have found important ideas from each paragraph in the text.Now I ask you to write a summary from each paragraph in the text in which you have to summarize more than 15 words and less 20 words in your own word. Understand, Class?

Students : AlRight, Miss. (start summarize the story)

Teacher : If you have finished, Collect here.

Students : Alright, Miss (collect their work)

Teacher : Now, back to your own seat. I have some questions for you to answer related to story that we have discussed. I'll give 20 minutes answer them. (Theteacher ask the students about the main idea of the text, specific information about the content of the text, inference of the text, and about the author's tone in the text).

Students : (answer the question. after 20 minutes, they disscus the quiz together with the teacher)

Post activities

Teacher : Alright, this is the end of our lesson today. Please, ask your difficulties in this lesson. Just raise your hand.

Teacher : If there is no any question, I think it has been clear for you. As you homework, every group should find out other story, your story more better, and bring it at the next meeting. I'll choose one of

that stories to be discussed in the next meeting. Thank you for your attention today and don't forget to study at home. Good bye, class.

Students : Thank you very much, Miss.

2.2.9. Advantages and Disadvantages of Get the Gist Strategy

There were some main advantages that could be obtained from *Get the Gist Strategy* in the class:

1. By using *Get the Gist Strategy*, it could 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 (Richardson & Morgan: 2000).
2. *Get the Gist Strategy* could activate students' prior knowledge (Zainotolia: 2012). Thus, it was a benefit for each student to comprehend the meaning of the text.
3. This Strategy could help the students in final examination, in which in final examination they have to answer the question based on the text and before they must answer they have to comprehend with the meaning of the text.
4. *Get the Gist Strategy* could revise and refine vocabulary as well.

Besides having some advantages, this teaching reading technique also has one main disadvantage. For the first time the students would not understand what a summary is. So, the teacher must effort to give information as much as it is for information read.

Not only the advantages, but also *Get the Gist Strategy* has disadvantages was the students do not know all of the content of meaning of the text that they read because the students were taught to limit their response to ten words or less, so that their gist conveyed the most important idea(s), but not unnecessary details.

2.2.10. Theoretical Assumption

Referring to the frame of theories, it was assumed that *Get the Gist Strategy* was a good strategy to be used teaching reading because *Get the Gist Strategy* could be one of the reading strategies for improving text comprehension especially in identifying main idea. The students have to be able to identify main idea in various types of the texts. After finding main idea, indirectly the reader or the students knew what the contents of texts were and other aspects reading in the text.

Therefore, it was *Get the Gist Strategy* that has been applied in teaching learning process and the students' reading comprehension achievement, it could be a way for the students to be interested and their skills were better before especially in reading activity. By expressing their ideas, automatically they tried to think creative and got the deep meaning of the story on the text. And also could help to improve the students' ability in reading such as in note taking and summarizing the crucial for better understanding and memorizing.

2.2.11. Hypothesis

In relation to the theoretical assumption; therefore, the hypothesis could be formulated that by using *Get the Gist Strategy* could improve the students' reading comprehension better and significantly.

Those are the content of this chapter, from the description of review of previous research and review of related research.