

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading

Reading is one of the skills that should be mastered by the students. It is an important subject in teaching and learning process. According to Caroline (2005:69), reading is a set of skills that involves making sense and deriving meaning from the printed word. Besides, Peter (2008:14) states that reading involves two main processes of identifying words and comprehending connected text. It means that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately. So if we want to know the meaning from printed words, we should be able to understand the printed words and also comprehend what we read.

Another definition comes from Smith (2003:2), he states that the word "reading" is properly employed for all manners of activities when we endeavor to make sense of circumstances; its original meaning is "interpretation". Reading is not only referring to interpretation of a piece of writing, but also interpreting experience. If someone talks about reading, it is always related to reading skill. Reading is a process to get comprehension. By reading, the reader will know what they read and be challenged to response the ideas of the author. Reading is an activity with the goals. When we read, sometimes we read to get the main idea, to get new information, for enjoyment, etc.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

William (2009:187) says that students learn to read for multiple purposes, including at least: reading to search for information, for general comprehension, to learn new information, and to synthesize and evaluate information. Reading has many purposes. By knowing the real purpose of reading, it can help the students reach the goal of understanding. To reach the goal of understanding a passage, the students must be able to understand the meaning of each word.

Based on the explanation above, it can be inferred that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately. Grabe (2009:8) states that several purposes of reading are namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, and reading for general comprehension (in many cases reading for interest or reading to entertain). It means that, a people read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read.

The statements above show that by reading, we can get new information and knowledge from the text that we read. By reading, the reader will know what they read and feel challenged to response the ideas of the author.

2.2 Reading Comprehension

Comprehension is a thinking process in which a reader constructs meaning to get a deeper understanding of concepts and information in a text. Comprehension is the essence of reading because the goal of written language is

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the communication of messages (Gerald, 2009:14). It means that if we cannot comprehend the message or information, we are not reading. Reading comprehends. If readers can read the words of a text, but do not understand what they are reading, they are not reading.

According to Janette.et.al (2007:2) Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency. Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking, and writing). Reading comprehension is the application of a skill that is evolved for other purposes (listening or oral comprehension) to a new form of input (text). In reading comprehension the reader interacts with the message encoded in the text to generate an understanding of an author's message. So, reading comprehension is an interaction between the writer and the reader. Comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to grasp meaning in a text and also the writer's idea. It is not guaranteed that students have known the meaning of the words, they can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get a better understanding. The readers' knowledge are influence the ability of the readers in comprehending what they read. The readers have to be able to use their prior knowledge in order to help them to comprehend the texts that they read. If they do not have background knowledge or information

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

about the materials that they read, they will face some difficulties in understanding the texts or they have to work hard to understand it.

Catherine Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension is a constructive process in which students create meaning based on their background knowledge (Thomas G. Gunning, 2010:1). In addition, comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (Danielle S. McNamara, 2007:1). Reading comprehension is an interactive process between the reader and the reading material. The readers also need to understand about the materials that they read because it is one of the purposes of reading activity. In other words, the readers must be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

1. Influencing Factors of Reading Comprehension

Torgesen in Peter (2001:23) states that a reader's understanding of the text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting details, and an appreciation of text structure.

In addition, Tankersley (2005:108-109) states that reading comprehension is influenced by four main factors: (1) Command on the linguistic structure of the



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

text, (2) Adequate vocabulary in content areas, (3) Degree of metacognitive control of the text and (4) Adequate domain knowledge. Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.

In conclusion, reading comprehension is generally influenced by the readers linguistic structure, vocabulary, metacognitive, and knowledge. By improving these factors the readers can diminish the problems through their individual factors in reading such as, lack of vocabulary, fluency and familiarity of the subject, and weaknesses in verbal reasoning, processing information and recalling information.

2. The Ways of Improving Reading Comprehension

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique (Donald Martin, 1991:7)

Here are some suggestions in order to improve reading comprehension:

- a. Develop a broad background

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

- b. Know the structure of paragraphs

Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

- c. Identify the type of reasoning

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking?

- d. Anticipate and predict

Really smart readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments quickly.

- e. Look for the method of organization

Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical? See section 10 for more examples on the organization.

- f. Create motivation and interest

Preview material, ask questions, and discuss ideas with classmates.

The stronger you are interested, the greater you are comprehensible.

- g. Pay attention for supporting cues

Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- h. Highlight, summarize and review

Just reading a book once is not enough. To develop a deeper understanding, you have to highlight, summarize and review important ideas.

- i. Build a good vocabulary

For most educated people, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

- j. Use a systematic reading technique

Develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include Survey, Question, Read, Recite and Review.

- k. Monitor effectiveness

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they've missed an idea and backup to reread it.

Based on some suggestions above, the ways to improve reading comprehension are to develop a broad background, know the structure, paragraph, identify the type of reasoning, anticipate and predict, look for the method of organization, create motivation and interest, pay attention to supporting cues,

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

highlight, summarize and review, build a good vocabulary, use a systematic reading technique, and monitor effectiveness. The students should pay attention to these ways to improve their comprehension.

In addition, reading is a very crucial skill that must be mastered by the readers. The purposes and the ways of reading are various. According to Grellet (1981:4), there are four main ways of reading. They are as follows:

- a. Skimming: Quickly running one's eyes over a text to get the gist of it.
- b. Scanning: Quickly going through a text to find a particular piece of information.
- c. Extensive reading: Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive reading: Reading shorter text, to extract specific information. This is more an accurate activity involving reading for details.

Reading also involves the variety of skills. The main ones are listed below:

- a. Recognizing the script of the language
- b. Deducing the meaning and use of unfamiliar lexical item
- c. Understanding explicitly stated information
- d. Understanding information when not explicitly stated

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- e. Understanding conceptual meaning
- f. Understanding the communicative value of sentences and utterances
- g. Understanding the relation within the sentence
- h. Understanding the relation between parts of a text through the lexicon cohesion device
- i. Understanding cohesion between parts of a text through the grammatical cohesion device
- j. Interpreting text by going outside it
- k. Recognizing indicators in discourse
- l. Identifying the main point of the piece of discourse
- m. Distinguishing the main idea from supporting details
- n. Basic reference skill
- o. Skimming
- p. Scanning

Based on the explanations of reading ways above, the writer concludes that to become a good reader, the students should understand the ways and skills in reading, so they can organize and read the reading text accurately.

Hak Cipta Diindungi Undang-Undang

2.3 Teaching Reading

In teaching reading, there are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer (2001:70-71) there are six principles of teaching reading; the first, reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures, and arguments. The second, the students need to be engaged with what they are reading: the students who do not engage with the text will not have any interest to the text. So, they need to be engaged with the material they read. The third, students should be encouraged to respond to the content of a reading text, not just the language. It is important to let the students respond to the meaning of the message of the reading text. The fourth, prediction is the major factor in reading. The prediction may help the students to comprehend about the text. The fifth, match the task to the topic. The reader should choose the reading task which is suitable to the reading topic. The last or the sixth, good teacher exploits, reading text to the full: Good teacher integrate the reading text into interesting class sequences.

There are a lot of principles of teaching reading that can help students to improve their reading comprehension. From the explanation above, to become a good teacher in teaching reading, the teacher should pay attention to these principles that guide the teacher in the process of teaching reading. Besides, the

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

teacher should pay attention to their method, technique or strategy of teaching reading in the classroom.

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence (Rebecca. L. Oxford: 1991). In addition, learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Rebecca states that there are two majors of strategies, as follows:

1. Direct strategies are language learning strategies that directly involve the target language. Direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation.
2. Indirect strategies for general management of learning. This class is made up of metacognitive strategies for coordinating the learning process, effective strategies for regulating emotions, and social strategies for learning with others. However, the subdivision of this strategy is metacognitive, affective, and social.

Dealing with these strategies used in this research, GIST and Group Mapping strategies are indirect strategy because the student is the center of the process in learning in the classroom.

Hak Cipta Diindungi Undang-Undang

2.4 DESCRIPTIVE TEXT

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing (<http://understanding text.blogspot.com>). Other version about descriptive text is a text which presents information about something specifically. The purpose of descriptive text: to describe a particular person or thing or place specifically. For example the generic structure of descriptive text: 1) Identification: introduce a particular person or thing or place, 2) Description: describing physical appearance, quality, behavior, etc. (<http://surviverenglish.blogspot.com>). Gerot and Wignel (1994:208) also emphasize that the term description is concerned with the aspect of describing a particular person, place or thing in social function of the text.

From the three viewpoints presented above, it can be stated that the concept of descriptive text focused on describing information about specific thing in the text. The specific thing possibly deals with describing a physical performance of different objects such as personality, places, event or thing any other things that one who admirers.

In relation to the idea of descriptive text, Wishon and Burks (1980:379) state that description procedures the way things look, smell, taste, feel or sound it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of times day, times of day, or seasons. It may be used also to describe more than the outward appearance of

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

states that GIST is a summarizing strategy to help students pull out the most important information. When using GIST, students create summaries that are 25 words or less for increasingly large amounts of text. It will improve reading comprehension as well as summary writing. When using GIST, students generalize in their own words.

Cunningham in Herrel (2012) states that GIST is a strategy for supporting comprehension of informational text. GIST especially helpful when students required to read long texts that contain a significant amount of new information. GIST is a summarization strategy that will improve students' abilities to comprehend and summarize the gist or main idea of paragraphs. GIST an acronym for Generating Interaction between Schemata and Text. GIST is a summarizing strategy to use to assist students' comprehension and summary writing skills. Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words, therefore the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection.

In addition, the advantages of GIST strategy are as follows:

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

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Adrienne in Cuningham (1982:272) some procedures of GIST strategy are as follows:

1. The teacher prepares of text to be read.
2. Students work operative groups and read sections of the text silently.
3. After each short section is read silently.
4. Members of the group work collaboratively to generate one sentence that summarizes the “group” passages.
5. In some very dense text, this summary sentence is generated paragraph by paragraph once sentence is generated; members of the group write it on their own papers so that each member ends up with a concise summary of the text.
6. The teacher circulates among the groups facilitate and provide support.

2.6 GROUP MAPPING ACTIVITY STRATEGY

Group Mapping Activity strategy is a strategy to build comprehension of the text by creating a graphic representation that illustrates their interpretation of the relationships between story, characters and plot, or between ideas and concepts in their material. This representation takes the form of a map or diagram with labels based on student’s personal understandings (Joyce Nelson, 2002:1). It means that students easy to find main ideas and concept about the material, because after the student read, the student makes summarize the main ideas from the text. This activity encourages the students to think in new ways about what

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

they have read. Moreover, after the students comprehend the process in which one sign system is a visual representation in mapping.

In addition, the purpose of the Group Mapping Activity strategy is to help students remember details as well as summarize the main idea from the manuscript or a text (Davidson, 1982). Maps can be done individually or with small groups of students. While designing the visual representation of the content, students are encouraged to discuss the reading with classmates. Students can use nonlinguistic representations, words, or a combination of words and symbols to complete the map.

The advantages of Group Mapping Activity strategy. Every strategy has its own procedures to be applied. The procedures will bring the user of the strategy receive the advantages. It is the same as “Group Mapping Activity” strategy, it also has the advantages. According to (Davidson, 1982), some advantages of Group Mapping Activity strategy, namely: Easily implemented, Encourages cooperation among classmates, Provides a framework for discussion of text, Facilitates a deeper understanding of the text, Encourages visual imagery. It means that this strategy is really good strategy to be applied in a descriptive paragraph.

The Group Mapping Activity strategy is strategy can help students to comprehend the reading text. Judy Tilton Brunner (2011:61) state that some procedures of using Group Mapping Activity strategy are as follows:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Activate the students' prior knowledge of the topic.
2. Tell students the purpose for reading is to create a representation of the information. Representations can include the main idea, as well as more detailed information. If the product is to be displayed or shared with others, students should understand that this is part of the assignment.
3. Students read the text.
4. After completion of the reading, tell students to work individually or with a small group to create a visual representation of the text. Student groups should remain small to ensure active participation from everyone. If the visual image is to be shared with the class or displayed in some manner, large paper should be used.
5. When each group has completed the task, ask students to display each map and be ready to provide an explanation of its content to the whole class.

2.7 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, and find the conclusion of the previous researches, as follows:

- a. Elizabeth A. Horton (2014) carried out a research entitled "The Effects of the Modified Gist Strategy on the Reading Comprehension of English Language Learners with Disabilities". The purpose of the study was to determine if students with limited English proficiency and disabilities were

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

able to increase in their ability to summarize expository text. Another focus of the study was to determine if the students' motivation to read changed following instruction in the intervention. A single-subject multiple-probe multiple-baseline study was designed to investigate the effects of the Modified GIST Strategy on the summarizing skills of five English language learners with disabilities between the ages of 15 and 17 years old. The five participants were in grades nine through 11 and were enrolled in both an English class as well as a reading remediation class. The data were analyzed using visual analysis, PND, descriptive and nonparametric statistical procedures. Procedural fidelity was measured, and two observers completed fidelity checklists for between 33% and 50% of the sessions across all participants and phases. Procedural fidelity was averaged to be 98.76%. Inter observer agreement was completed for the scoring of the Modified GIST Strategy Rubric by two independent observers and was averaged to be 95.02%. Limitations of the present study, as well as recommendations for researchers and practitioners were discussed to support further investigation of the use of the Modified GIST Strategy on improving summarizing skills of English language learners and students with disabilities.

- b. Ayu Dian Puspayani S. Putri (2012) carried a research entitled "The Effect of Gist and Learning Style on Reading Comprehension of Grade XI Students at SMA Dwijendra Bualu in Academic Year 2011/2012. In this study, the researcher took the XI grade students in academic year

2011/2012 at SMA Dwijendra Bualu as the population. Individuals in this population shared at least one characteristic in common that they were in the same grade. The population consisted of six classes of grade XI students of SMA Dwijendra Bualu. Three classes are science classes and the rests are social classes. The total number of this population was 272 students. This study was designed as an experimental study which aimed at investigating the difference of reading comprehension of the XI grade students of SMA Dwijendra Bualu in the academic year 2011/2012, taught by using Generating Interaction between Schemata and Text (GIST) and conventional reading technique, considering learning style. Generally, students who were taught by GIST showed a better achievement than those who were taught by conventional reading technique. Therefore, it was concluded that GIST was better than conventional reading technique. In term of students' learning style, it was found that there was a significant difference on students' reading comprehension among the students who were taught by GIST and Conventional Reading Technique. In this study the result was shown that the students of grade XI at SMA Dwijendra Bualu in academic year 2011/2012 achieved the best achievement in reading comprehension when they hold read-write learning style (B3). The students with Aural category (B2) had the lowest achievement in reading comprehension. The last, it found that there was significant interaction between kind of strategy and learning style in improving the reading

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comprehension. Students' learning style had contribution to the kind of strategies.

- c. Silmarnita (2013) carried out a research entitled "Teaching Reading Narrative Text by Combining Directed Reading Thinking Activity (DRTA) And Group Mapping Activity (GMA) Strategies at the Grade Eight Students of Junior High School. This research is intended to Directed Reading Thinking Activity (DRTA) And Group Mapping Activity (GMA) in understanding a text that the main attraction for students in reading. In this paper, the author discusses how to teach reading by combining the two strategies, namely Directed Reading Thinking Activity (DRTA) and Group Mapping Activity (GMA) strategies. In application, the teacher activates students' prior knowledge of the topic. And then, the teacher tells students the purpose for reading is to create a representation of the information include the main idea, and detail information. After that, the students read the text. The teacher tells students to read the title and make prediction about story contents. The fourth, after students have finished the designed text, the teacher asks questions. The teacher tells students to work individually or small group to create a visual representation of the text and students need a cover sheet. Sixth, when the each group has completed the task, ask students to display each map. The last, the students make predictions; ask for "evidence" supporting their belief that their predictions are correct. The author said by using this strategy the students would be easier in comprehending a text or

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a paragraph, and the students are also able to make predictions from a text. It also can develop their thinking and ideas about a story.

- d. Novi Riani, et al. (2014) carried out a research entitled “The Effect of Using Gist (Generating Interaction between Schemata and Text) and Students’ Reading Interest toward Students’ Reading Comprehension at Fifth Semester STKIP YPM Bangko”. The population of this study was the fifth semester STKIP YPM Bangko year 2013-2014. There were three classes. The total number of the population was 92 students. Two classes were taken to be a sample of the research. These classes were chosen based on the result of the students’ reading scores from all classes at the fifth semester of STKIP YPM Bangko. This study was an experimental study. The findings of the research based on the statistical analysis of post-test are: firstly, the students who were taught by GIST strategy had better reading comprehension than the students who were taught by questioning strategy. From the result, $t_{\text{observed}} = 2.87$ and $t_{\text{table}} = 1.645$. It can be seen that $t_{\text{observed}} > t_{\text{table}}$. It means that, H_0 is rejected. Secondly, the students with higher interest taught by GIST strategy have better reading comprehension than those with higher interest taught by questioning strategy. From the result, the $t_{\text{observed}} = 7.54$ and $t_{\text{table}} = 1.761$. It can be concluded that H_0 is rejected because $t_{\text{observed}} > t_{\text{table}}$. Thirdly, the students with low interest that were taught by GIST strategy was higher than students’ reading comprehension that have low interest that taught by questioning strategy. From the result, the $t_{\text{observed}} = 2.45$ and t_{table} .

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1.761, it can be seen that $t_{\text{observed}} > t_{\text{table}}$. It means that H_0 was rejected. Lastly, there is no interaction between both strategies of teaching and students' reading interest toward students' reading comprehension. From the result of ANOVA two ways, $F_{\text{observed}} 2.94$ and $F_{\text{table}} 4.2$. It can be concluded that there is no interaction between both strategies and reading interest on students' reading comprehension because $F_{\text{observed}} < F_{\text{table}}$.

Therefore, the researcher interested in examining this strategy, because it gives benefit to the students, the students can practice their reading comprehension with their friends more. It is suggested that the lecturers apply this strategy because it gives the benefit of the students; the students can understand the text by working in groups. As a result, the students' interest in reading comprehension will increase.

- e. Atiya Mahmud Hana, et al (2015) carried out a research entitled "The Effectiveness of Gist (Generating Interactions between Schemata and Text) and Kwl (Know, Want, and Learned) Strategies to Improve Reading Achievement of Male and Female Students. This study is an experimental research with a factorial design which aimed to find out the effectiveness of GIST and KWL strategies to improve reading achievement of male and female students. The population of this research is the eleventh graders of senior high school 2 Demak. Two classes are chosen as the samples. They are XI IPA 4 and XI IPA 5. GIST strategy is used to teach XI IPA 4 as the first experimental group, while KWL strategy is used to teach XI IPA 5 as the second experimental group. To answer research questions, T-test was

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

used. While two-ways ANOVA with F-test at the 5% (0.05) level of significance was used to answer the questions. The result of this study showed that GIST and KWL strategies were effective to improve reading achievement of male and female students. In addition, there was no significant difference of the use of GIST and KWL strategies to improve reading achievement of male and female students. Furthermore, there was no significant difference of gender in using GIST and KWL strategies to improve reading achievement. Finally, there was no interaction among GIST, and KWL strategies, reading achievement, and gender.

- f. Indra Johari, et al (2013) carried out a research entitled “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 purposes of the study were the first, to find out whether GIST strategy gives the significant effect on students’ reading comprehension of hortatory exposition text or not, the second, to find out the high motivated students who were taught through GIST obtained better result in reading comprehension of hortatory exposition text or not, the third was to find out the low motivated students who were taught through GIST get better result in reading comprehension of hortatory exposition text or not, finally to find out an interaction between strategies used and students’ motivation toward students’ reading comprehension of hortatory exposition text or not. The population of the study was the grade XI students of SMAN 3 Padang 2012 /2013 academic years. This research

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

was a quasi-experimental research, involving an experimental and control groups. Those groups were assigned through cluster random sampling, and at the end of the treatment, a post-test was conducted to each group and the result was measured in order to reveal whether there was different achievement between the two groups. The result of this research showed that the students who were taught through GIST strategy (B1) showed better than the students who were taught through conventional strategy (B2). GIST strategy gave a significant contribution on students' reading comprehension of hortatory exposition text.

Based on the related studies above, there are some similarities and differences with this research. The first, second, third, fifth and sixth of related studies use Generating Interaction between Schemata and Text (GIST). The fourth of related studies is by using Group Mapping Activity (GMA) strategy. Then, the first, second, third, fifth and sixth have three variables and the fourth of related studies had two variables. The techniques of data analysis of the first, third, fourth, fifth and sixth are by using an experimental research. While, the second of related studies uses visual analysis PND, descriptive and nonparametric statistical procedures.

- g. Thomas W. Bean and Fren L. Steen (2014) carried out a research entitled "The Effect of Three Form of Summarization Instruction on Sixth Genders" Summary Writing and Comprehension". Sixth grade students in three classes from a suburban district in Southern California participated in the study. Students were randomly assigned by class to one of three groups

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

for summarization instruction: (a) rule-governed, (b) GIST, and (c) control. They conclude that instructional strategies in summarization based on a text linguistic model of reading comprehension combined with a direct instruction model of learning are excellent alternatives to trial-and-error practice.

Thomas W. Bean and Fern L. Steen used GIST as one summarization instruction. The similarity has used the same strategy; however, they have the difference of a research objective. From that, it can use one strategy as the variable would affect the students' reading comprehension.

- h. Yulia Agustina Putri, Ujang Suparman, Basturi Hasan (2014) carried out a research entitled "The implementation of getting the GIST in improving students' reading achievement. The population of the research was students of the second year SMPN 13 Bandar Lampung in the second semester of academic year 2013/2014 which consisted of nine classes consisting of 35 students in each class. Based on the data, some conclusions were taken, there was a significant difference of the students' reading comprehension achievement after being taught through get the GIST strategy, there was an improvement of the students' reading comprehension achievement after being taught through get the GIST Strategy and there were some problems that the students faced in learning macro skills of reading comprehension through get the GIST strategy.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The similarity of the research is GIST Strategy (X) and Reading Comprehension (Y). However, the difference of the study is their study faced macro skills of reading comprehension, whereas this study would face the reading comprehension. This study used two strategies and tried to find out the effect of those strategies on students' reading comprehension.

- i. Nuri Ati Ningsih and Arri Kurniawan (2014) carried out a research entitled "Teaching Reading by Using GIST Strategy Viewed from the Students' Cognitive Aspect on Extensive Level of English Department Students IKIP PGRI Madiun". The method used in this study was a descriptive qualitative research. It was used because the researchers wanted to portray the real conditions on the implementation of GIST strategies in teaching reading, the positive impact arising from the implementation of GIST, as well as weaknesses that arise from the implementation of GIST strategy. The result of the research showed that GIST has been implemented maximally by the lecturer based on the characteristics of this teaching strategy. To dig up the students' cognitive aspects, the lecturer provided the specific worksheet which represented the students' character in a good manner, such as; active, responsible and confident. They also learnt how to work in a team; and some weaknesses found in this research are; it needs a long time to create the instrument to support the implementation of GIST and Evaluation must be done by combining both cognitive level and the level of reading ability.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The similarity of the study is the study used GIST strategy (X) and difference of the study is that the study used GIST strategy to View from the Students' Cognitive Aspect on Extensive Level of English Department Students whereas this study used GIST strategy (X) as one of the strategies on students' reading comprehension. That research was a descriptive qualitative research, whereas this research was an experimental research.

- j. Nuri Ati Ningsih (2011) carried a research entitled "The Effectiveness of Generating Interaction between Schemata and Text (GIST) to teach writing viewed from Students' Intelligence". The research method was a quasi experimental research by using simple factorial design 2x2. The population in this research was the second grade students of the English Teaching Department of IKIP PGRI Madiun. The result of the research was (1) GIST was more effective than DI for teaching writing; (2) The students having high intelligence had better writing skill than the students having low intelligence; and (3) There was an interaction between teaching strategies and students' intelligence in teaching writing. The effect of teaching strategies on the students' writing skill depended on the students' intelligence.

The similarity of the research is GIST strategy as variable X. However the difference of the study is Nuri's research used writing skill to be variable Y. Whereas this research used reading comprehension as the

Hak Cipta Diindungi Undang-Undang

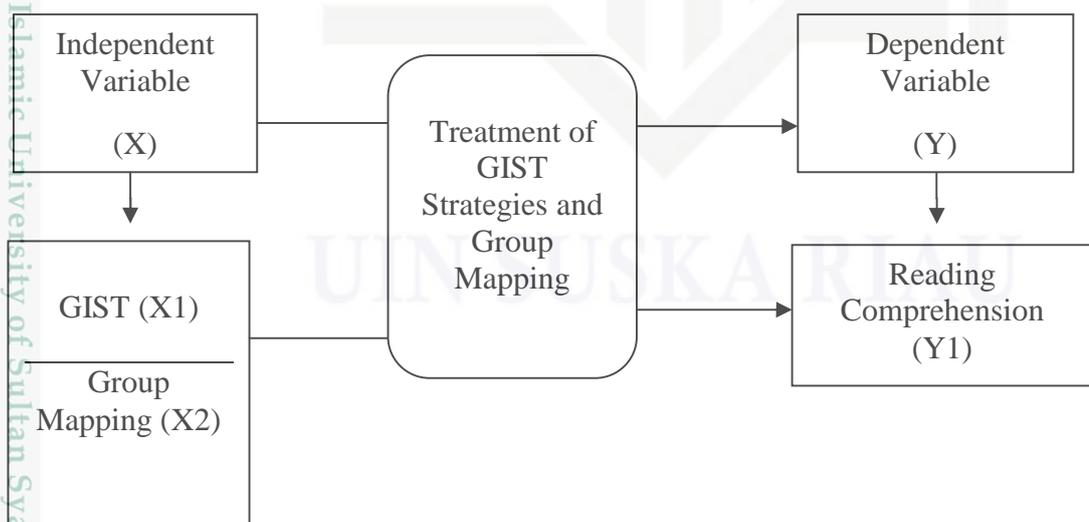
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

variable Y. Nuri's research design was a quasi experimental research, whereas this research design was causal comparative research.

2.8 Operational Concept

To avoid misunderstanding and to give guidance in collecting data in this research, this part would be expressed into the operational concept. It is an important element in scientific study, because it is still operating in an abstract form of the research, planning, which must be the particular word in order to be easy to measure empirically and clarify briefly the variable used in this research. Since this is a survey research, there are three variables in this research: they are variable X that is GIST Strategy and Group Mapping Activity strategy and variable Y that is students' reading comprehension, especially of the eight years at State Junior High School 40 Pekanbaru.

The operational concept in this research can be seen on the chart below:



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.8.1 Indicators

a. **Generating Interactions between Schemata and Text (GIST) Strategy;**

1. The teacher prepares of text to be read.
2. The teacher asks the students to work operative groups and read sections of the text silently.
3. The teacher asks members of the group collaboratively to generate one sentence that summarizes the “group” passages.
4. Teacher asks students summarize the sentence generated paragraph by paragraph once sentence is generated.
5. The teacher asks the members of the group write it on their own papers so that each member ends up with a concise summary of the text.
6. The teacher asks the student circulates among the groups facilitate and provide support.

b. **Group Mapping Activity (GMA) Strategy;**

1. The teacher activates the students’ prior knowledge of the topic.
2. The teacher explains about the purpose of the reading to get information, idea, and more detail information.
3. The teacher asks students to read the text.
4. The teacher asks the students to read the text completion after students know about the purpose of the text.
5. The teacher asks students to work individually or small group to create a visual representation of the text.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. The teacher asks students to make groups should remain small to ensure active participation from everyone.
7. Teacher asks students to do the task in the group after they read the text.
8. Teacher asks students to display their task on each map and be ready to provide an explanation of its content to the whole class.

c. Reading Comprehension;

1. The students' ability to identify the main idea in descriptive text.
2. The students' ability to find out factual information/ details of descriptive text.
3. The students' ability to identify the meaning of unfamiliar words of descriptive text.
4. The students' ability to identify inference from the descriptive text.
5. The students' ability to identify the generic structure of the descriptive text.

2.9 Assumption and Hypothesis**2.9.1 Assumption**

In this research, it is known that there are many strategies which the teacher can use in teaching learning process to build the students' capability in English. It is assumed that using GIST and Group Mapping Activity are suitable strategies to teach a reading for the students and to increase their capability in reading comprehension.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.9.2 Hypothesis

The hypothesis is researchers' tentative prediction of the results of the research findings" (Gay, 2009: 71). The hypotheses are formulated as follows:

- H₀1 : There is no a significant difference on students' reading comprehension pre-test between an experimental group 1 by using GIST strategy and an experimental 2 by using Group Mapping Activity strategy.
- H_a2 : There is a significant difference between pre-test and post-test on students' reading comprehension in the experimental group 1 by using GIST strategy.
- H_a3 : There is a significant difference between pre-test and post-test on students' reading comprehension in the experimental group 2 by using Group Mapping Activity strategy.
- H_a4 : There is a significant difference on students' reading comprehension post-test between an experimental group 1 by using GIST strategy and an experimental group 2 by using Group Mapping Activity strategy.