

CHAPTER II

GIVE ONE GET ONE STRATEGY IN TEACHING READING COMPREHENSION

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is one of the important skills that should be mastered well by the students. The students will get the benefit of reading if they read much and comprehend it well. Woolley (2011: 15) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to Savage (1997: 29), reading comprehension is cognitive process, the ability to derive meaning and understanding from printed language. In other word, reading comprehension is the readers' ability to derive and understand meaning from printed or written language.

In addition, Klingner (2007: 8) states that reading comprehension is a multi component, highly complex process that involves many interaction between readers and what they brings to the text (previous knowledge, strategy use and skill) as well as variable related to the text its self (interest in text, understanding of text type). It means that reading comprehension is interaction between readers with the text and readers also relate the idea from the text to prior experience and their knowledge.

Based on the theories, it can be summed up that reading comprehension is the ability to derive and understand information from the text. In reading comprehension, the readers also relate the idea from the text to prior experience and their knowledge.

2. Aspects of Reading Comprehension

The researcher provide some aspects of reading comprehension from some expert, as Brown (2003: 206) states that there are some aspects that commonly used in measuring student's reading comprehension, they are:

- a. Main idea (topic sentence)
- b. Expression/ idioms/phrase in context
- c. Inference (implied detail)
- d. Grammatical feature
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated detail)
- g. Supporting idea
- h. Vocabulary in context.

Meanwhile, Mcnamara (2007: 49) states that there are three aspect in reading comprehension.

a. Inference-Making

Inference-Making is essential to ensure good understanding of text. The writer does not necessarily state every little detail: That would result in text that was lengthy and possibly boring. Instead, the reader is left to fill in details that are not explicitly stated in the text, either by

integrating statements within the text or by incorporating general knowledge with textual information.

b. Comprehension Monitoring

The ability to monitor one's understanding of a text is an important skill for constructing meaning. Comprehension monitoring is often assessed by requiring readers to detect inconsistencies in text, such as scrambled sentences, contradictory sentences, or statements that conflict with readily available general knowledge.

c. Understanding Text Structure

Explicit awareness about text structure and the expectations engendered by certain common features of text may be useful aids for readers, helping them to invoke relevant background information and schemas to facilitate their construction of a meaning-based representation.

In addition, Gunning (2010: 24) mentions that there are 4 elements in reading comprehension, as follows:

a. Main Idea

The main idea is a summary statement that includes the detail or ideas in a selection. The main idea is more specific than the topic. Whereas, the topic is the subject, the main idea is the general idea that is expressed about the topic.

b. Supporting Details

Supporting details is additional information that explains, defines or proves the main idea. In text, that can be found supporting detail to answer the question who, why, when, where, what and how. There are explicit and implicit in supporting detail. Explicit is something that is clearly expressed or stated in text, moreover, implicit is something that is implied indirectly without being directly expressed in the text.

c. Inferring

Inferring, which includes predicting and concluding, is an essential comprehension skill and lends itself to instruction,

d. Fact and Opinions

Fact can be verified by empirical, analytical means as accurate or inaccurate by counting, measuring, weighing, touching, hearing, observing, or analyzing. Whereas, opinion are statements that express an attitude or a value and cannot be proved.

Based on the aspects of reading comprehension stated by some expert, the researcher conclude that the students can achieve the aim of reading comprehension if the students understand all of the aspect reading comprehension. In this research, the researcher will use four aspects, there are main idea, inference-making, supporting detail and vocabulary.

3. Types of Reading

There are many ways to read a textbook, the students may read the text by silent or aloud reading. According Jain and Patel (2008: 117), four types of reading are follows:

a. Intensive reading

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. There are few characteristics of intensive reading:

- 1) This reading helps learner to develop active vocabulary.
- 2) Teacher plays main role in this reading.
- 3) Linguistic items are developed.
- 4) This reading aims at active use of language.
- 5) Intensive reading is reading aloud.
- 6) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should read with their attention on the meaning of the text rather than on learning the language features of the text. Extensive reading can be made as the basis for oral reports to the rest of the class or full class discussion. It may be the source for written compositions in

which students deal with specific issues arising from the material in the book. There are few characteristics of extensive reading they are:

- 1) It helps learner to develop to active vocabulary.
- 2) Extensive reading is silent reading.
- 3) In extensive reading, the subject matter is emphasized.
- 4) In the extensive reading, the learners play main role because they have to ask for measures.
- 5) In extensive reading the idea can be developed.
- 6) The aim of extensive reading is to enrich learners' knowledge.
- 7) Through extensive reading, the good reading habit can be developed.

c. Reading aloud

Reading aloud is activity that must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

d. Silent reading

Silent reading is done to acquire a lot of information. Teacher has to make the students read silently as and when they are able to read without any difficulties. Silent reading given at secondary level because the students do not need aid the teachers to correct their pronunciation.

From the explanation, the researcher will use silent reading to apply the strategy in the classroom. Silent reading will help the students to get a lot information of the text.

B. Give One Get One Strategy

1. The Nature of Give One Get One Strategy

In teaching process, the teacher should apply interesting strategies that can make students interested to learn. One of those strategies is Give One Get One Strategy. Give one get one strategy is a strategy which can build background knowledge for a text. It is similar to a brainstorm session but has more communicative twist (Zwiers, 2004: 74). It means that Give One Get One strategy is a kind of strategy which can build background knowledge through social way.

Meanwhile, Commander (1997: 4) states that Give One Get One strategy is a strategy used to initiate physical movement to promote students to think differently and to generate many ideas quickly. It means, the students not only read the text but also move to share and collect information to other students to get new information. Thus, students will get many ideas quickly. In addition, according to Guillaume in Chersia (2015: 3) give one get one strategy invite the learners move around the room in sharing an idea and collecting it from the peers.

Based on some explanation from experts, the researcher concludes that Give One Get One strategy is a strategy that allows students to work with others and get the information from other students in classroom, then share their ideas to the whole class. Thus, the students can get many ideas from the text easily.

2. Procedures of Give One Get One Strategy

Give one get one strategy can get every students to participate in learning process, this strategy allows students to engage in structure academic discussion with peers in classroom. According to Commander (1997: 4) there are the procedures of Give One Get One strategy:

- a. Teacher poses a question.
- b. Students generate two ideas.
- c. Teacher established a goal (number of ideas and time limit- time to collect ideas).
- d. Students stand up and “connect” with another students only to give an idea and get a new idea.
- e. If they both have similar ideas, they need to brainstorm together to generate a new idea.
- f. Students return to their seats (they can share ideas in small groups and try to generate two or three additional new ideas).
- g. Teacher collects and records ideas to be examined and explored.

Meanwhile, Zwiers (2004: 79) states the procedures of Give One Get one strategy as follows:

- a. Teacher generate a topic idea from the text and put it on the board.
- b. Students fold a piece of paper in half horizontally and number 1 through 4 above the fold and 5 through 8 below.
- c. Students write down ideas related to the topic.

- d. Students circulate throughout the room and exchange their ideas for at least three different ideas from other students, which go on line 5 through 8. They need to get the student's name for each corresponding idea and write it in the "from" column.
- e. After several minutes, students regroup and share with the class the ideas they heard from others students.
- f. Students have to use academic language such as " Julie had a similar thought", "Manuel predicts that..." or "Katia differs in opinion because she..."
- g. Discuss all the responses and then introduce the text.

The researcher modified the procedures of Give One Get One strategy based on experts' explanation. The procedures were modified in order to make the students easier to get the information from text using Give One Get One strategy. The procedures are:

- a. The students are divided into some groups that each group consist of 4-5 students.
- b. The teacher gives a worksheet and text for each group, then poses questions with possible multiple answers and give a time limit.
- c. The teacher ask students to list as many things as they know in the "Give One" column.
- d. After making the list, the teacher ask students to stand up and circulate through the room and find partner to exchange their answers.

- e. After finding new partner, each groups give one and get one answer. Write the answer they got in the “Get One” column of their worksheet.
- f. The pairs separate, students raise hand, find new partner and repeat step e-f.
- g. When students have complete giving one and getting one, the teacher asks them to return to their seats.
- h. The teacher asks students randomly from different groups, to share with the class the answer they give and get from other students.

3. Advantages and Disadvantages of Give One Get One Strategy

Give One Get One strategy is a strategy which can make learning easier. However, there are some the advantages and disadvantages of using Give One Get One strategy, they are as follows:

a. The Advantages of Give One Get One Strategy

The general advantages of Give One Get One strategy are to motivate students and to make students interacting with other students because students has to work together doing activities.

According to Prezler (2005: 22) Give One Get One allows struggling students to gather new knowledge and information about a content topic. Since students share information and question each other, all students in the classroom regardless of ability levels can reap positive rewards from this strategy. Zwiers (2004: 80) states that Give One Get One strategy has advantages to make the students to be able to share each other what they already know about a certain topic. Thus,

from the theories, the researcher includes that the advantages of Give One Get One are:

- 1) Help students to make interaction with other students because the students has to work together doing activities.
- 2) The students can find information from text quickly
- 3) The students can find information and learn from other students.
- 4) Help in activate students' prior knowledge.

b. The Disadvantages of Give One Get One strategy

Commander (1997:4) implies some disadvantages of using Give One Get One strategy are:

- 1) Give One Get One strategy needs more time for discussion.
- 2) Division of the group in pairs and sharing between students making less conducive.

From the disadvantages, the researcher minimized those disadvantages as follows:

- 1) The teacher can set the time for students to discuss with others, so, the class more conducive and the students will be more enthusiast with the lesson.
- 2) The teacher controls the class with circulate around the room and provide information or ideas to those struggling to come up with any of their own.

C. Review of Related Study

To avoid the same title used in the research, then the researcher finds the relevant research that related to the application of Give One Get one strategy which is done by some researchers. First, the research conducted by Rizki Amalia (2017), entitled “The Influence of Using Give One-Get One Strategy Towards Studets’ Reading Comprehension at the First Semester of The Eight Grade of SMP Negeri 20 Bandar Lampung in the Academic Year Of 2016/2017”. This was quasi-experimental study. The study was aimed to find out the effect of Give One Get One strategy on students’ reading comprehension. Rizki Amalia found that there was a significant influence of using Give One Get one strategy towards students’ reading comprehension.

Second, it was a research that conducted by Chersia, Radjab and Refnaldi (2015). The title is “The Effect of Give One Get One Strategy and Motivation on Students’ Reading Comprehension of Narrative Text. The research is quasi-experimental reasearch that was conducted at the tenth grade of SMA 7 Padang in the academic year of 2014/2015. The result of this research showed that Give One Get one strategy gave significant effect on students’ reading comprehension.

The last, Kelvin Arbiansyah (2014) did a research entitled “The Effect of Using Give One Get One Strategy on Students’ Reading Comprehension in Narrative Text of the Second Year at SMAN 12 Pekanbaru”. The objectives of this research, were to find out the students’ reading comprehension on narrative text taught and without taught by using Give One Get One strategy. The

research was conducted at the second year students of SMA N 12 Pekanbaru. In his research he found that the students' reading comprehension that taught by using Give One Get One strategy was better than reading comprehension of students taught without using Give One Get One strategy.