

CCHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, purpose of the study, scope and limitation of the study, the significance of the study, the hypothesis of the study and definition of key terms.

1.1 Background of the Study

Reading is one of the English basic skills that should be mastered by the students at all levels. Reading skill is needed by the students to improve their knowledge and other components of English skills. Rivers (1981) stated that reading is the most important skills in which learners get information and consolidate other areas of language in any language class. By reading, the students get the information and new knowledge in their learning. Reading activity is not only to read the whole passage that they read, but also to know the components in reading such as main idea, vocabulary, inference, details, facts, and so on.

Since reading is considered as a basic tool of language which means that every aspect of learning is used as a major component, the students are expected to become effective readers. They do not only require decoding the printed word but also comprehending the text. On the contrary, Moraillon (2004) said that many students consider if reading is a tiring and difficult activity. The students have to read the text, but they also have to activate their prior knowledge and match them with the information they get in order to achieve comprehension. Thus, it is

important to note that without comprehension, reading is just an activity to decode printed materials without understanding the text.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. Grabe and Stoller (2002) stated reading is also the comprehension process in which comprehension process is the coordination of ideas from a text that represent the main idea and supporting ideas to form a meaning representation of a text. The students have ability to read if they are judged by the speed of reading and the understanding of the content. In other word comprehension has a main control in reading.

Comprehension is part of life (Mikulecky and Jeffries, 2003). The information we receive, our brain interprets it, sort it and save it. If the connection found, the new information becomes of your long term memory. But, if the new information is not connected, it is usually forgotten. The process happens with reading comprehension; we make the connection between what we read and what we already know. But sometimes the connection happens by itself, especially when the information is important or interesting to us.

Moreover, it is clear that comprehending a text when reading is very important. The students should learn to read, but not only read, they should know the information from the text and the teacher has a responsibility to teach them to read well. The good teacher is not only identifying students who have difficulties in reading, but also choose the best and efficient strategy to improve.

Reading activity at Junior High schools in Indonesia is an activity to read texts like narrative text, recount text, descriptive text and procedure text. Then the standard of reading competence in syllabus in the first semester of eighth grade is

to learn the simple meaning of interaction and interpersonal skill from the texts, in a formal and informal situation.

The researcher used narrative text as reading comprehension material because it is related to the Junior High Schools syllabus in the eighth grade. In the past, students had difficulties to understand reading text, especially narrative reading text because the length of the passage and the variety of vocabularies. Sejnost and Thiese (2010) stated that the narrative text includes any types of writing that relates a series of events and includes both fiction and nonfiction. Narrative text has kinds of story models like folktale, fairy tales, fable, legend and myth. Students need to know how narrative text design work and how to read them, because the story is used for many important purposes. The purposes of narrative text are to entertain, to gain and hold a reader's interest. Students need to learn the purposes and methods of narrative in order to understand the framework and to eliminate frustration when they read. When students know the narrative elements, they can follow the story line easily and make successful predictions about when it was occurring.

In relation to primary observation, there is also an interview with the teacher to study the background problem in MTS NU Trate Gresik. Then the researcher found that there is a teacher used the GIST strategy to teach reading comprehension. But he stated that GIST strategy does not give significant effect on the students' reading comprehension. But then during observation in the classroom, the teacher did not give the complete stage of the GIST strategy. The teacher gave texts for the students to read then asked them to answer question and to make summary of the text. The students read and answered without using

dictionary. The teacher also did not give the difficult word lists so the students had difficulties in understanding the meaning.

What the teacher did was only controlling around the class to check that the students were not cheating, not to ensure that the students understand. The students did not pay attention to comprehend the text; they read the whole text without any comprehension because of the lack of vocabularies. Then we could see that the missing parts of the GIST strategy stage where the students should break down the meaning of the paragraph or section and discuss with the other students. This situation could probably become the reason that the application of the GIST strategy in MTS NU Trate Gresik does not give significant effect. By those explanations the researcher chose the school to do the research to investigate the effect of the GIST strategy in students' reading comprehension when the correct stages are applied in the strategy.

According to Cunningham (1982) GIST (Generating Interaction between Schemata and Text) is a strategy for letting the students internalizes a passage by selecting the keywords from paragraph and write a summary of a paragraph using those words. The students summarize the message of the text by using their own words, therefore the students will be more understand about the text that they read. Cunningham (1982) also states that a summary is a synthesis of the important ideas of a text. Summarizing requires the students to determine the important one that they read to compress the information and put in their own word.

Braxton (2009) stated that by implementing GIST, the students do not need to learn the specific rule, but they can delete, generalize, and substitute the part of

the text. Forget (2004) also stated that GIST strategy is useful to identify the main ideas, connect the main idea, and eliminate redundancy and needless information, and students will be easier to remember what they have read. GIST strategy can help the students to comprehend the content of the text easier and prioritize the information in a way that relates directly to how they are asked to use the information. Students will benefit from knowing why GIST strategy is helpful.

Based on the previous studies that have been done by Novi Riani, Anas Yasin, M. Zaim, (2014) with the title *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 researchers used quasi experimental design. This study was intended to investigate the effects of GIST strategy and students' interest in reading comprehension. The researchers used two classes; they were experimental group and control group. This research used treatment factorial design by block (2x2) design which showed the effect of the variables. This research consisted of three variables, independent variables were GIST (generating interaction between schemata and text) strategy and questioning strategy and the dependent variable was reading comprehension. The results of the pretest and posttest are analyzed through statistical procedure using One-Way ANNOVA to confirm the superiority of the experimental group to the control group. The different from the researcher's research is the variable, the previous researchers focused on three variables; GIST strategy, questioning strategy and reading comprehension and the researcher just focus on GIST strategy. The previous researchers and the researcher have similarities in quantitative design but the previous researchers used two groups from students'

score where experimental group use different treatment task and individual basis on treatment and control group received traditional training. The researcher uses quantitative design where experimental group used GIST strategy and uses cooperative learning and control group used questioning strategy. Then, the objects of the previous research were 60 students at fifth semester of STKIP YPM Bangko. The participants were male and female. Meanwhile, this research has the participants of 80 students from 220 students in the eighth grade at MTS NU Trate Gresik. Participants were male and female.

The next previous study is adopted from e-journal of UNESA by Danny Dwi Arianto, Fauris Zuhri, and Esti Kurniasih entitled “The Implementation of Gist Strategy to Comprehend Analytical Exposition Text for Eleventh Graders of SMA Wachid Hasyim 2 Tama”. This study was descriptive qualitative which described how the eleventh graders of SMA Wachid Hasyim 2 Taman implemented GIST strategy to comprehend analytical exposition text. This study also was carried out on first semester of XI language class in SMA Wachid Hasyim 2 Taman. Based on the writers, they assume that GIST strategy had good effect in teaching learning process. It seems after the implementation the strategy, students’ reading task showed good progress from the first task to the second one. In this study, the researcher uses quantitative research by using quasi-experimental design. The subject of the study is eighth grade in Junior High School level. The researcher implements GIST strategy in reading comprehension narrative text.

According to those facts above, the researcher wants to know whether GIST strategy is effective or not, and tries to implement this strategy in teaching reading comprehension. The researcher conducts GIST strategy in students at

Junior High School level, uses quasi experimental design, and makes group in the treatments. In this study, the researcher tries to conduct this research in MTS NU Trate Gresik. Therefore, the researcher will observe about **“The Effect of GIST (Generating Interaction between Schemata and Text) toward Students’ Reading Comprehension at the Eighth Grade of MTS NU Trate Gresik”**.

1.2 Statement of the Problem

Is there any significant effect of GIST (Generating Interaction between Schemata and Text) Strategy toward Students’ Reading Comprehension at the eighth grade of MTS NU Trate Gresik?

1.3 Objective of the Study

Based on the problem above, the purpose of the research is:

To know the significant effect of GIST (Generating Interaction between Schemata and Text) strategy toward students’ reading comprehension at the eighth grade of MTS NU Trate Gresik.

1.4 Scope and Limitation of the Study

In teaching reading there are many techniques used by the teachers to improve students’ achievement in reading comprehension. This study is focused on GIST (Generating Interaction between Schemata and Text) strategy and the limitation topic is about reading narrative text. The subject is students at the eighth grade of MTS NU Trate Gresik.

1.5 Significance of the Study

1.5.1 Theoretically

This study can be useful for the readers and educators to help them provide information about teaching reading and to serve alternative strategies teaching reading that can be used in Junior High School and it is also expected to give benefit to the students and it will be useful and effective way in English classes. It also can be a reference for further researchers, especially a research about improving students' reading comprehension ability.

1.5.2 Practically

Furthermore for practical significances, the research results are expected to give contribution for:

The English teacher

This study is expected to give contribution for the English teacher of Junior High School in teaching and learning process on reading narrative text comprehension by using GIST strategy. The GIST strategy can make and create an interesting atmosphere on reading comprehension, especially narrative text.

The Students

It is hoped that it can help students to solve their problems in reading. The students will be able to improve their understanding about materials especially in reading comprehension.

1.6 Hypothesis

Based on the problem presented above, the hypothesis is formulated as follow:

There is a significant effect of GIST (Generating Interaction between Schemata and Text) strategy toward students' reading comprehension at the eighth grade of MTS NU Trate Gresik.

1.7 Definition of Key Terms

GIST (Generating Interaction between Schemata and Text) strategy is a summarizing strategy to assist reading comprehension of eight grade students in MTS NU Trate Gresik. The strategy is useful to improve students' reading comprehension and involves students' prior knowledge, in this research GIST is used as the treatment in the experiment to find out its effect on reading comprehension of narrative text.

Reading Comprehension is the process to take meaningful information from narrative text and demonstrates knowledge in it. As the researcher explains above, GIST will be used as the treatment for reading comprehension activity.

Narrative Text tells a story relaying a sequence of events. The researcher utilized three kinds of narrative text; they are fable, fairy tales, and legend. The researcher will use narrative text to be combined with GIST then to see the result of the strategy with the material, whether it can affect the result or not.