

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, the research problem, the objective of the study, the significance of the study, the hypothesis of the research, the scope and the limitation, and the key terms of the study.

### **A. Background of the Study**

Nowadays, learning English is as important as opening every door of opportunity along our journey of finding success. English, as a language, is an essential tool to communicate. English can bring good relations and cooperations with people in various countries.<sup>1</sup> It has also helped to develop learners to understand themselves and others better. Moreover, English is an important medium as we learn other areas of study such as Mathematics, Sciences, Computer Sciences and the like, which require learning Basic English Education throughout the course of study.

For the knowledge, an individual will use their advanced cognitive skills since their early age. An individual may learn to use these skills during the reading and comprehension education provided within the mother tongue education. One of the most effective skill areas of the comprehension

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<sup>1</sup> Panida Khruawan & Nutprapha K. Dennis. A Study of English Reading Comprehension Using Content- Based Instruction Approach. (*International Journal Of Research –Granthaalayah*, 5 (1) pp. 368-375, 2017), 368.

education is reading. Comprehension can be developed by completing and correcting acquisition of basic language skills.<sup>2</sup>

Reading is a complex information processing skill in which the reader interacts with text in order to re-create meaningful discourse. It means that reading is a way for students to know and get the meaning from a passage or text. Not only do the students get the meaning from the passage but the students can also 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 will get difficulty to understand and to find the meaning of the text.

Reading comprehension takes place not only during the education period but in every field of life. Nowadays, people able to read and comprehend quickly are in demand. The reading comprehension skill, which has a strong relation to the academic success, should be developed since the first years of education.<sup>3</sup>

Nowdays, many students have less motivation in reading. The main cause of this matter is indicated that the teaching-learning method that is used by the teachers is not accurate. This also causes a difficulty when students are facing UAN, where many of the questions are in a text form or reading

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<sup>2</sup> Basar, M. & Gurbuz, M. Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students. (*International Journal of Instruction*, 10 (2), pp. 131-144, 2017), 131.

<sup>3</sup> Ibid 132

comprehension form. So, students have to analyze the main idea and the information from the text.

The researcher finds that the students have many problems in reading comprehension. Those problems come from the teacher and the students itself, also the method or strategy is used in teaching reading comprehension. This methods make students bored in reading the text. The researcher offers a several methods and strategies to the teacher to be used in teaching reading. Finally, the teacher chooses a Generating Interaction Between Schemata And Text GIST strategy to teach reading comprehension. The reasons why the researcher chooses this strategy is the researcher wants to help students comprehend in reading text. Hopefully, by this strategy the students can improve their ability in comprehending the text.

The difficulties above also faced by Lailatul Muntafi'ah, a student of State Islamic Institute (IAIN) of Salatiga as the previous study at the eight students of MTS Aswaja Tenggara. Her research title is : "*The Use Of Generating Interactions Between Schemata And Text (Gist) Strategy Towards Students' Reading Comprehension*". The result showed that there was a significant different between the result of the pre-test and post-test score. And it could be concluded that the GIST strategy was effective used in teaching reading narrative text comprehension.<sup>4</sup>

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<sup>4</sup> Lailatul Muntafi'ah. *The Use Of Generating Interactions Between Schemata And Text (Gist) Strategy Towards Students' Reading Comprehension*. English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga. (Salatiga: 2015/2016).

Cunningham states that GIST (Generating Interactions between Schemata and Text) shows that teaching students use comprehending strategies help the readers to get information, a higher order thinking skill which includes analyzing information and identifying key concepts.<sup>5</sup> In order that, researcher has produced various strategies since the past to present days in order to develop this skill. This technique vary in terms of being applied before reading, during reading, after reading and throughout the process of reading. The GIST technique is used during this study between the technique to implement throughout the whole process of reading. This strategy is useful to identify or generate main ideas, help students remember what they read, and record a summary of material they just read.

## **B. The Research Problem**

Based on the illustration above, the researcher formulates the research problem, “How can the GIST (*Generating Interactions Between Schemata and Text*) strategy be used to significantly improve the reading comprehension skill of the tenth grade students of SMAN 1 Plemahan?”

## **C. The Objective of the Study**

The purpose of this study is to improve the students’ reading comprehension skill after being taught by using the GIST (*Generating Interactions between schemata and text*) strategy at the tenth grade of Senior High School.

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<sup>5</sup> Novi Riani, et al. 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. (*Journal English Language Teaching (ELT)*, 2 (1), pp. 104-112, 2014), 106.

#### **D. The Significances of the Study**

This study hopefully can give positive contributions to the English learning context and will be beneficial for many sides, such as, for students, for teachers, and for the next researchers.

1. For students, this strategy can motivate students in learning English. So, their skill can be improved. And students' reading comprehension will be better than before by understanding the GIST strategy.
2. For teacher, the teacher can apply this strategy in the next teaching and learning process. So, the teacher will be able to do the action research in the class and it can help to solve the class' problem.
3. For researcher, the result of research can be used as the reference for those who want to conduct a research in English teaching to build students' reading comprehension.

#### **E. The Scope and Limitation of the Research**

In this study, the researcher concerns only on the GIST strategy use in teaching reading comprehension. Expecially, on the narrative text. The subject of this study is students at the tenth grade of Senior High School.

#### **F. The Keys Terms of the Study**

The researcher would like to explain about the meaning of Key Terms to make this research understandable. They are as follow:

1. Reading Comprehension

Reading is a complex information processing skill in which the reader interacts with text in order to re-create meaningful discourse. It means that

reading is a way for students to know and get the meaning from a passage or text. Reading is a complex cognitive ability that is considered one of the basic language skills which can help students in learning foreign language. Besides that, Reading Comprehension is the process of extracting meaning from text.

## 2. Teaching Reading

Teachers have big responsibility to help students in increasing student's reading comprehension. Because by increasing of students' comprehension can help themselves to find informations easier. According to, Harmer, in teaching reading there are some principles that we have considered. They are reading is not passive skill, students need to be engaged with what they are reading, students should be encouraged to respond content of the text, prediction is a major factor in reading, match the task with suitable topic, and teachers exploit reading texts to the full.

## 3. The GIST (Generating Interactions between schemata and text) strategy.

GIST (generating interaction between schemata and text) is the strategy to make the students activate the schemata on the text, so they can build their background knowledge, experience to comprehend the text. It is reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message. It is clearly stated that the schemata which represent the way experience and background knowledge are organized in mind.