CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, the research problem, the objective of the study, the significant of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

One of the most important skills in learning a language is reading. Reading can be the main pillar that supports the teaching and learning process because by reading someone can get new information and knowledge. Reading also provides opportunities for language learning. Reading is crucial because it can help students learn new language skills, improve their vocabulary, get more comfortable reading and writing in English, and support the process of making plans to study abroad in English-speaking countries (Burt, Peyton, and Adam 2003 cited in Enggar & Wibowo, 2020). According to (Rakhmawati, n.d, 2015) Reading is also essential and important because many aspects of their learning success depends on student's reading proficiency.

Nowadays, the problems may be faced by students in learning English, especially in reading skills. Reading is complicated for some students who don't like to read. The students face some difficulties in reading English text, like difficult to translate a word meaning and also difficult to find the main idea in a text. The most common problem in reading is that students have to struggle with comprehension (Sari, 2019). The students commonly only can read the text without understand the content of the text.

When reading, students will be able to generate meaning by connecting information from the text with their prior knowledge. In this situation, students could

develop ideas from the texts that build up the content information. When students can link what they already know about a topic with details and concepts in the text, they are also using their schema (Nirmaulana & Kasim, 2020). The success of a student in understanding a text by reading depends on the method or strategy used by the teacher in teaching reading.

GIST Strategy is one of teaching reading strategy which can be alternative in teaching reading. According to Forget (2004), GIST Strategy is useful for identifying or producing primary ideas, connecting primary ideas or central ideas, removing unnecessary and incomplete information, and assisting students in understanding what they have read. GIST strategy aims to improve students' understanding of the text and activate their knowledge before, during and after reading. The advantage of the gist strategy is that students can understand a text by summarizing approximately 20 words to understand a text. The GIST Strategy can help students to more easily understand the content of the text and prioritize information.

There are some previous studies which proved that GIST Strategy is effective to improve reading comprehension. Maulina (2019) stated that GIST Strategy is effective to improve reading comprehension in descriptive text. Indari & Atmaja (2021) and Sudrajat & Suryadi (2023) stated that GIST Strategy could improve students' comprehension of narrative text. Chamidah (2021) stated that GIST Strategy could improve students' comprehension of explanantion text. Sari (2019) stated that GIST Strategy improved students' reading comprehension of short functional text. Rahmawati (2020) stated that GIST Strategy is effective in teaching reading comprehension in recount text.

Meanwhile, previous studies have in common discussed the gist strategy on reading comprehension of descriptive text, narrative text, explanation text, short

functional text, and also recount text which is only discussed at regular grade levels in junior high school, senior high school, and college. Previous studies have not discussed gist strategy at non-regular grade levels (excellent class) in recount text.

In order to strengthen the reason that researcher choose excellent class is the Excellent class has more pressure than the regular class, such as: a selection process with more difficult test and more tutoring than the regular class. Meanwhile, the reason that researcher choose recount text is that recount texts offer students a clearer chronological representation of an event, supporting a systematic display of information. In facts that many students cannot make a clearer chronological representation of an event. Al Hafizh (2020) added that students have difficulties in organize idea, lack vocabulary and write the sentence ungrammatically in recount text.

Based on the explanation above, the researcher interest in the implementation of using Gist strategy to teach English recount text for junior high school students at non-regular grade levels (excellent class). The researcher believes that Gist Strategy can be alternate in teaching recount text at non-regular grade levels. Therefore, the researcher entitled **"The Implementation of Gist Strategy in Teaching Recount Text on Eighth Grade of MTSN 2 Kota Kediri".**

B. Problem of the Study

Based on the background of the study explained above, the problem of the study could be formulated as follows:

1) How is the implementation of Gist Strategy in Teaching Recount Text on Eighth Grade of MTSN 2 Kota Kediri?

2) How are the benefits of implementing the Gist strategy in Teaching Recount Text on Eighth Grade of MTSN 2 Kota Kediri?

C. Objective of the Study

Based on the problem of the study mentioned above, this study aims to:

1) To explain the implementation of Gist Strategy in teaching recount text on eighth grade of MTSN 2 Kota Kediri.

2) To investigate the benefits of implementing the Gist Strategy in teaching recount text on eighth grade of MTSN 2 Kota Kediri.

D. Significant of the Study

The findings of the study will be useful both theoretically and practically.

1) Theoretical Significance

This study can be used to give us evidence about implementation theory and the results of this study is expected to enrich theories and can be a reference for future studies related to Gist Strategy.

2) Practical Significance

The result of the study is supposed to be used in education, as follows:

a. For the English teacher

The researcher hopes this research will meaningful, useful, and helpful to inform the teacher about Gist Strategy. Gist Strategy is one of the techniques to solve the problem is teaching reading.

b. For the students

This study is expected to make easier to understand the text by using Gist Strategy.

c. For the next researcher

This study will contribute significantly to use as a reference for who will conduct research about the implementation of Gist Strategy in teaching recount text.

E. Scope and Limitation

The scope of this study is to explain how is the implementation of Gist Strategy in teaching reading recount text on eighth grade of MTSN 2 Kota Kediri and to investigate the benefits of implementing the Gist Strategy in teaching reading recount text on eighth grade of MTSN 2 Kota Kediri.

This study also has some limitations; the limitations will only do research at non-regular class (excellent class) on eighth grade at class VIII C of MTSN 2 Kota Kediri. The next limitation; this research only about teaching in reading recount text.

F. Definition of Key Terms

To avoid misunderstandings of the concept, the researcher will clarify the meaning of the concept stated in the title of this research. There are some key terms such as: Reading Theory, Gist Strategy, and Recount Text.

1) Reading Theory

Reading is a developing ability that is influenced by a pattern of reading habits. This implies that a student's ability to read can be influenced by how frequently they make an effort to develop regular reading habits. In the end, students require techniques to aid in their comprehension and interpretation of written material through reading.

2) Gist Strategy

Gist Strategy helps students understand the material they have read by categorizing, analyzing, and identifying readings. It also helps eliminate unnecessary sentences with irrelevant information.

3) Recount Text

Recount text is a text that tell the experiences or past event. It described how something happened or to tell a story.