

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE RESEARCH

Reading skill is needed by students to improve their knowledge and other English skills and components. Reading enables people to find out information from a variety of texts, written or printed information in the forms of newspapers, magazines, advertisements, and brochures. Reading is a complex process both on its teaching and learning. Reading is one of the language skills which is important for academic success. Reading is the process of reconstructing the writer's idea written in a text or printed symbols based on the reader's background knowledge and experience.

Reading comprehension is an active process to construct the meaning and the understanding about the text, Schramm (2008:231). In reading activity, we are not only reading the text, but also trying to understand what we are reading. Moreover we do not only want to get some information or knowledge but also an enjoyment. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a text message is not easy, especially in English. It can be seen from the students' reading comprehension that is still far from what is expected. Now, students are not able to understand the text when they encounter words that actually have been taught or told to them.

Based on Kurikulum Tingkat Satuan Pendidikan/KTSP (2006) "*KD 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat,*

lancar dan berterima yang berkaitan dengan lingkungan sekitar". It means that the students are expected to be able to construct the meaning and the understanding about the narrative text. They can get the purpose or meaning and comprehend some text types in teaching of reading.

According to Harmer (1998: 69), students need to be able to do a number of things with a reading text. They need to be able to scan text for particular bits of information they are searching for. So when they met some references, they know what they refer to.

Based on researcher's observation at MTs SA Asshiddiqi Glenmore, it was found that the score of eighth grade student's reading comprehension was low. It was proven that only 36% students got 70 which is the minimum score for all English skills set by teachers. This score is based on the data from English teacher of MTs SA Asshiddiqi Glenmore. Based on score analysis, there are some problems in teaching reading comprehension. Most of students got difficulties in comprehending the text. The students did not know the meanings of many words that appeared in text. It means that the students did not have background knowledge about the materials, so they got difficulty to activate the schemata in reading. They had limited prior knowledge with the text discussed in the class. The lecturer also did not give more practice for reading the text. As a result, they did not comprehend the content of the text. Therefore, student's reading comprehension was low.

According to the English teacher of MTs SA Asshiddiqi Glenmore, students still faced some difficulties in comprehension of reading text, especially in the form of narrative when they worked alone. The students often got confusion

toward word meaning of the unfamiliar word. Besides that, when they met some references, they did not know what they refer to. Furthermore, they did not get the information which are actually stated and implied of the text.

As the result from the observation above, to solve the problem of students' reading ability, the teacher must have an appropriate strategy of teaching to help the students learn English, especially in reading and to make the teaching learning process more interesting. One of the teaching strategies that is considered useful and it involves students' prior knowledge, synthesizing and generalizing cognitive operation is Generating Interaction between Schemata and Text (GIST) strategy. GIST strategy is useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read. In this strategy there are ways to get the gist of the text, there are skimming and scanning, Brown (2000;308) said that skimming and scanning gives the readers the advantages of being able to predict the purpose of the passage, main topic or message that possibly developing or supporting the ideas.

Cunningham (in Riani, 2014) stated that a GIST is a summarizing strategy used 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. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words. Thus, the meaning may be varying

from one reader to another. It is believed that by having a good strategy in reading the students are facilitated to meet their own individual needs and they are given more chances to actively construct their own meaning. Many problems in reading comprehension exactly in narrative text, then the GIST strategy is necessary applied to the students.

1.2 PROBLEM OF THE RESEARCH

Related to the background of the study, the problem of the study is formulated as follows: How can GIST strategy improve the eighth grade student's reading comprehension narrative text at MTs SA Asshiddiqi Glenmore?

1.3 OBJECTIVES OF THE RESEARCH

In line with the problem of the research, the objective of this research is to find out how GIST strategy can improve the eighth grade students reading comprehension narrative text at MTs SA Asshiddiqi Glenmore.

1.4 THE OPERATIONAL DEFINITION OF VARIABLES

1.4.1 Reading Comprehension

Reading comprehension is the ability to take information from written text and able to described what the text talking about.

1.4.2 Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

1.4.3 GIST Strategy

Generating Interaction between Schemata and Text (GIST) strategy is summarizing strategy by picking out the W+H questions (*who, what, when, where, why and how*) of the paragraph related important information and put the information into a 10/20-words 'GIST' or summary.

1.5 THE SIGNIFICANCE OF THE RESEARCH

The finding of the study is hoped and expected to be useful for:

- a. English teachers to maximize the students' achievement in reading comprehension by using gist strategy
- b. Students to improve their reading comprehension.
- c. Other researchers who are interested in conducting further study or research related to the improvement of students' reading comprehension.

1.6 SCOPE OF THE RESEARCH

Scope of this research is the implementation of GIST strategy to improve the eighth grade students' reading comprehension. This research will be conducted for the eighth grade student of MTs SA Asshiddiqi Glenmore in the 2015-2016 academic years.