CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading can be said to be the most basic activity carried out by students in understanding the subject, but sometimes students do not get a good understanding of what they have read. Reading is the process of obtaining information from a coherent sentence structure arranged into writing. According to Pearson (1978, p.1), reading can be called a human activity in obtaining and storing written information or text. These activities we usually call the human cognitive process. Reading has a big impact on developing student knowledge. But a few students lack motivation to understand English texts because they feel bored quickly or think the content of the text is too much. This is also supported by teachers who do not change the learning model to be more interesting for students. In addition, most students nowadays lack awareness of the benefits of reading.

Understanding various English texts, it must be supported by good reading skills. Reading is not just reciting, but also requires good reading comprehension. For that reason, students' reading comprehension needs to be trained. Reading comprehension is the ability to process information or understand the entire content in a text. Jannah (2019, p.9) states that reading comprehension is an ability possessed by someone who is useful in the aspect of recognizing and understanding written texts and is supported by high

interest for the purpose of easier understanding. Reading comprehension is the relationship between the reader and text that makes the reader able to understand accurately not just ordinary reading.

Based on the internship experience conducted by researcher at SMA Muhammadiyah 3 Jember, many students were still lacking in their reading comprehension. For example, when reading an English text and being asked to explain briefly about the content of the text, students have difficulty to state their understanding. This shows that they do not understand the text well. They can read, but unable to grasp what they have actually read. They usually also face difficulties in trying to figure out some of the vocabulary in the text. So, there needs to be a strategy in changing the way students read comprehension.

GIST (Generating Interaction between Schemata and Text) is the strategy chosen by researchers to be experimented to help student reading comprehension. GIST is one of the strategies in an effort to facilitate student reading comprehension with technique of summarizing in the form of a schemata that makes it easier for students to express the main idea of each paragraph. GIST strategy is a way of summarizing to find main ideas which are also useful for students in obtaining information or messages from text (Albantany, 2018, p.16). According to Nur (2018, p.36) states that the GIST strategy is an effective strategy for teaching students' comprehension, especially in understanding long texts as a whole which are also subject matter in English.

Several studies were conducted to examine the results of the GIST strategy in reading comprehension, first from Salsabila (2022, p.17) with quasi

experimental study at ninth grade state that students can identify key concepts or main idea in the text by using the GIST technique. According to Octavia and Wilany (2018, pp.20-21) with quasi experimental in junior high school state that GIST strategy is felt to be able to make students more active and effective to be applied by teachers because students managed to get good achievements in reading comprehension. Research from Albantany (2018, p.49) with classroom action research at eighth grade, GIST strategy was successful in increasing students' achievement in reading comprehension with the acquisition of good scores.

Based on the previous explanation, researchers would conduct research to find out how the significant effect of the GIST strategy in facilitate students' reading comprehension at SMA Muhammadiyah 3 Jember, especially for eleventh grade with pre-experimental design. In contrast to most prior studies that examined the GIST strategy for junior high school with quasi-experimental and classroom action research. The title of this research is **"The Effect of GIST Strategy on Students' Reading Comprehension at Eleventh Grade Students of SMA Muhammadiyah 3 Jember"**.

1.2 Problem of the Research

Based on the background of the study above, the writer formulated the problem of the research as follows:

Is there any significant effect of applying GIST (Generating Interaction between Schemata and Text) on students' reading comprehension?

1.3 Purpose of the Research

The purpose of this study is to determine whether there is significant effect of applying GIST on students' reading comprehension at the eleventh grade of SMA Muhammadiyah 3 Jember in 2022/2023 academic year.

1.4 Operational Definition

a. Reading Comprehension

Reading comprehension is the activity of reading and understanding important points of the content from the text. It covers main idea, expressions/idioms/phrases, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabular in context.

b. GIST Strategy

GIST is a reading strategy while simultaneously carrying out summarizing activities from a written text to gain a more detailed understanding in the form of a schemata which could consist of 5W+1H and by using your own words consisting of 15-25 words representing the contents of the text.

1.5 Significance of the Research

a. Theoretical

The result of this research can provide a theoretical description of a reading strategy in supporting and facilitating reading comprehension of a text.

b. Practical

The learning outcomes with the GIST strategy are expected to be an effective way of learning for students in developing their reading skills.

1.6 Scope of the Research

This research focused on the effect of GIST strategy for students' reading comprehension to find the main idea or important information from the text. The research was conducted with experimental research design. The research is conducted to the eleventh grade of SMA Muhammadiyah 3 Jember in 2022/2023 academic year.