

# **CHAPTER I**

## **INTRODUCTION**

In this chapter presented the introduction of research. It covered background of the study, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms.

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

In teaching English there are four skills in delivering language such as speaking, listening, reading, and writing. Students are required to master them. One of the English basic skills that should be mastered by the students is reading. By reading, students get the information and new knowledge in their learning. Students can find out information in variety of text written or printed information it can be newspaper, magazines, announcement, brochure, descriptive text, narrative text, hortatory exposition, etc. Moreillon (2007:10) states that reading is a complex activity. In reading activity, the students not only read a whole text, but also they have to know the components of reading itself such as vocabulary, main idea, topic sentence, inference, fact, etc. Reading is the process of reconstruction of writer's idea written in a text based on the reader's background of knowledge and experience. Patel and Jain (2008:113) state that reading is the most useful and important skill in English. This skill is more important than speaking and writing. By reading, students get a source of joys and provide them pleasure

and profit. Reading is the most important activity in any language. In reading the students have to activate their prior knowledge in order they understand what the writer tells about.

Reading comprehension is among the most complex human activities. According to Perfetti and Stafurra (2014), in understanding the text students have to know the components of reading itself. If the students know about these components automatically they are easy to understand the text. According to Paula, Emma, Charles, and Margaret (2014:2), only part of the task of reading comprehension is situated within the text itself. A developed understanding comes from the interaction between text and the reader who response to it ( prior knowledge ). Models of reading comprehension can help us to understand the different skills and processes involved in interpreting text. According to The RAND Reading Study Group (2002:11), reading comprehension as the process of simultaneously extract and construct meaning through interaction and involvement with written language. In reading a text, the students should use their ability to pronounce and read the combining information from a text and own background knowledge to build the meaning. Sometimes, the students forget about activating their background knowledge or schemata. It causes them get difficulty in understanding the text and get low motivation in reading. Harmer (2004) says that teaching reading for students should provide them to understand the text more they read. It means that in reading comprehension, students are required

to create their own interpretation related to the text they have read about to get the meaning.

Block and Israel (2005) state that being a good reader, learners should set a goal for their reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. So, the students should activate their schemata. Schema refers to the prior knowledge which has already been kept in someone's memory. In activating schemata the teachers should give the strategy which can connect students' comprehension and the text itself. There are many methods to activate schemata. It can be the preview of reading text, vocabulary words, picture, or authentic materials. Usually the problem of students in reading is lack of vocabulary. Students do not understand the text because they do not have much vocabulary. They can not grasp information if they do not know about the word meanings. Whereas reading without comprehension is useless, they do not know about the text tells about.

One of teaching strategies which can help students in reading comprehension and which involves students' prior knowledge, synthesizes and generalizes cognitive operation is GIST (Generating Interaction between Schemata and Text). It is proposed by Cunningham (1982) in Bouchard (2005:40), GIST provides students' opportunity to identify important vocabulary and make a summary statement by synthesizing important pieces of information to show the 'gist' of reading. Cunningham (1982) also states that GIST is the summarising strategy. Summarizing requires students to

focus on main idea of the text and to decide what is important of the text without skipping key ideas. Knowing main idea is important for students because by discovering the main idea students can understand the text easily.

According to Schuder et.al (1989: 33) GIST is the alternative strategy to improve students' ability in predicting the message of the text by using prior knowledge while they are reading the text. GIST is one of the teaching strategies which can be implemented in the learning process because of the simple way applies in this strategy. The researcher wants to see whether GIST is effective to use as the teaching strategy which be applied in MAN 1 Tulungagung. Especially, she wants to know how effective this strategy in reading hortatory exposition.

So far, there are many studies about strategy for teaching reading comprehension which have been conducted by some researchers. First study was conducted by Junanto (2014), In his research he proved that using GIST in teaching reading descriptive text can improve students' reading comprehension. Second study is conducted by Lestari (2017). In her research GIST strategy was effective to teach reading comprehension in descriptive text. The third study is Indra, Mukhaiyar, Yenni (2013) in Jurnal English Language Teaching (ELT) which conclude that GIST gives the opportunities to the students to work cooperatively, stimulate students' creativity, and background knowledge as well as schemata, giving the chance to share their idea and feeling in reading hortatory exposition. The last study is from

Elmizar (2018) proves that GIST strategy was effective to teach reading in narrative text toward students in Junior High School.

This study is different from the previous research because it is applied in different grade and also the materials. In the previous study almost the researchers apply this strategy in Junior High School and the materials are descriptive text and narrative text. But here I will make difference in my research. I am going to apply this strategy to teach reading for hortatory exposition text at second grade of Senior High School. This strategy is chosen because it provides students' opportunity to identify the important vocabulary, make a list to get the 'gist', and also summarising from the important vocabulary and synthesize the pieces of important information. Therefore, based on the reason above, the researcher carries out a study entitled "The Effectiveness of Using Generating Interaction Between Schemata and Text (GIST) Toward Students' Reading Comprehension at The Second Grade Students' Man Tulungagung 1".

## **B. Research Problem**

Formulation of research problem is very important to focus on the specific problem to avoid broader problem. The formulated research problems in this research are : Is there any significant difference score of the students' reading comprehension before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy?

## **C. Objectives of The Research**

Based on the formulation of the problem, this research is directed:

To know whether there is any significant different scores of the students' reading comprehension before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy.

#### **D. Research Hypothesis**

The statement of hypothesis can be stated on the following hypothesis:

##### 1. Alternative Hypothesis (Ha)

There is significance difference between the student's reading comprehension before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the second grade students at MAN 1 Tulungagung.

##### 2. Null Hypothesis (Ho)

There is no significant different score of the students' reading comprehension before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the second grade students at MAN 1 Tulungagung.

#### **E. Significance of the Research**

It is expected that the research finding on the study can give contribution for the writer, the teacher, and the students.

##### 1. For the researcher

This research is important research because the research gives some experience to the researcher. This research offers a good way to teach reading comprehension especially in hortatory exposition by using Genereting Interaction between Schemata and Text. This research also help

the researcher understand to teach reading comprehension easily and explain the main idea.

## 2. For the English teachers

The teacher can use this strategy to teach reading comprehension because it is simple way to apply. This strategy also motivated students in getting reading a text. Teaching learning process will be more interesting because it work cooperatively.

## 3. For the students

This study may be helpful to the students, because using Generating Interaction between Schemata and Text can make students more understanding in reading text. This strategy also develop students' ability in deciding main idea.

### **F. Scope and Limitation of The Research**

The scope of this research is conducted at MAN 1 Tulungagung, and focus on the effectiveness of using Generating Interaction between Schemata and Text (GIST) Strategy on reading hortatory exposition at the Eleventh grade of MAN 1 Tulungagung.

### **G. Definition of Key Terms**

#### 1. Reading

Reading is the most useful and important skill in English. This skill is more important than speaking and writing. By reading, exactly the students, they get a source of joys and provide them pleasure and profit. Reading is the most important activity in any language. In reading the

students have to activate their prior knowledge in order they understand what the writer tells about (Patel and Jain : 2008)

## 2. Reading Comprehension for Hortatory Exposition Text

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In reading a text the students should use their ability to pronounce and read the combining information from a text and own background knowledge to build the meaning. Reading comprehension also means a complex process in getting the meaning of the context. As well as reading comprehension for hortatory exposition text, students read all of the content by knowing the components of reading such as main ideas, topic sentence, vocabularies, etc. They will get the whole meaning about cases which provides on hortatory exposition through reading comprehension.

## 3. Generating Interaction between Schemata and Text (GIST)

According to Cunningham (1982) also states that GIST is the summarising strategy. Summarising requires students to focus on main idea of the text and to decide what is important of the text without skipping key ideas. Knowing main idea is important for students because by discovering the main idea students can understand the text easily.

## 4. Hortatory Exposition Text

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen



or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be the case. Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.