CHAPTER 1

INTRODUCTION

This section includes background of the study, problem of study, objective of the study, significance of the study, scope and limitation of the study and hypothesis. Each of these items is discussed clearly as follows.

A. Background of the study

English as a foreign language and language study have four skills to be mastered by learning language students. One of four skills that students learning language have to be mastered is reading. Having good skill in reading is very important for the students. Through reading, it can help the students to get a lot of information and ideas from books, newspaper, journal, article and others which they need to know and also students can improve their own language experience.

Reading is a complex activity. Based in Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The students can build their knowledge by reading. This activity is an important tool for academic success. Its mean students not only read for answering what is the text about. It can be used to build a concept, develop vocabulary and help to understand the content or problem of the text.

In addition, reading is communication between reader and writer. According Anthony, Pearson, and Raphael (1993:284) say reading is the

process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Those activity not only reading the whole passage that they read, but also know the components in reading its self such as main idea, vocabulary, inference, details, fact, and so forth. To get the entire important particular put on the text, the reader must comprehend on what they have read.

In general, reading without comprehension is nothing.Those statement supported by Boss and Vaughn (1991:144) whostates comprehension is the goal of the reading process. The purpose of reading is to comprehend the ideas in the material in which the students' comprehension is truly needed. So, in this study the writer is focusing on reading comprehension in printed material as a main topic to be explained

Based on reading, comprehension is an important thing to complete reading skill. State by Boss and Vaughn (1991:144) reading comprehension is a process constructing meaning by integrating the information provided by the author and the reader's background knowledge. By mastering in reading comprehension the students can get a lot of information from the text. And hopefully in the ends of the study, students can success in their study. State by David Nunan (2003:69) that reading should be superior skill in order to succeed in learning English.

Furthermore, the result ofan International reading association, 2012 state that a successful student must be able to read and understand

informational text from a variety of sources including traditional print text and digital text. This why reading skill cannot be neglected because the success of students study depends on the greater part of their ability to read. Therefore, reading is essential not only to get information but also to comprehend the text.

As an important skill in students learning activity, a great effort should been given to develop reading comprehension skill. This is a condition were the importance of reading strategies comes in so as to facilitate the reading process and give students a clear sense of what they are reading. There are any type of strategies in teaching reading but to apply the suitable strategy it must analyze the students conditions to make sure the strategy is suitable or not. However, when strategy is readily available, the students become easily frustrated and bored because the not understand what they are reading. But when the strategy is readily available, it will give a lot of advantages for students and teacher in teaching learning process.

However teaching English language as a foreign language study in Junior High School is not easy. According to Ningsih (2014:2) because students are in the junior high school who just graduated from elementary school. Students are in this level are students are in the transition level from elementary school which basically are young learners. So, the teacher's role in teaching will take important part in the process of motivating the students to get a lot of information about the language its self. Because of it, the teacher need to be creative in correlating the main topic to real situation and

student can learn the linguistic features automatically in teaching students in Junior high school.

There were some facts that many students are difficulties to comprehend the text. Based on the writer's observation and interview the English teacher of seventh grader class in MTs Aswaja, students were not interest in reading English. They became frustrated when they had difficulties in reading the target language. There were some problems which caused the students low reading comprehension. Some difficulties are faced the students in studying English such as: First, English is not their language acquisition so they have no accustomed. It show, when they cannot read the text aloud in correct pronunciation and alsothe students still lack or limited of vocabulary. It make the students did not know the meaning of many words that appeared in the text. Its mean that students still do not have background knowledge about the materials so, they got difficulties to active the schemata in reading. Second, the students have difficulty in comprehend the text, identifying main idea in the text, supporting details and factual information's of the text. Third, the students do not have good motivation to read because the text is not interesting and text is difficult for them. Low attention of the students during reading lesson when teaching learning process conducted. Students feel bored because they have to read again and again to understand and answer the question from the passage. Because, the teacher gives a text for students to read, they show laziness and sleepiness. Teacher also did not give a list of difficult words to the students, teacher

only inform when students asked about it. In the result of learning process give effect to the students score when they did not know the text tell about and also they cannot conclude the content the content of the text entirely.

In the other case,after the writer seek information in learning process in teaching and learning by the teacher and students, the writer got the pointthat the problem not only came from the students only beside with their lack and limit in study but the teacher also. According to Brosh (1996:125) effective EFL teacher are those who focus on comprehension, are in command of the language, prepare interesting lesson, help students to be independent, and deal with students fairly. Its mean, that a teacher has to be creative in teaching by preparing interesting lesson. They must have a lot of strategies to solve any problem in teaching but in fact, some of teachers who teach reading still use an old strategy and method. The teacher used lecturing method, reading aloud, translation and monolog method in their teaching process. It make student feel bored and didn't pay attention during learning process. Their teaching style is teacher centered learning. And also their classroom environment was not interesting. All those reasons can make the learning process is monotone. Those conditions make students unmotivated in learning reading skill.Its mean that there is no teaching innovation strategythat use by the teacher especially in teaching reading.

Applying a suitable strategy and taking fast responsibility to solve the problem is needed. Because according with As Obelholzer (2005) state that difficulty with reading can have an increasingly negative effect on the

students school work and tertiary education, as reading requirements'
become greater and more extensive. Those notes below show the worst
thing that can happen in the study when students not comprehend. Like a
bad dream, it can be cause effect in the result of study such as the students
got bad score but here, the writer didn't accuse the EFL teacher fully
mistake. As a learning process, all of the problems that happen in teaching
learning not only come from the teacher at all. But those case to remind us
that the teacher as an important one who controlling person and role model
in the classroom must be creative. Bell (2005:38) states that effective EFL
teacher normally use communicative approaches, arrange small groups for
discussion, and adopt effective strategies in their teaching. So, by the
situation the specific teaching strategy that focused in teaching reading
comprehension is needed

Based on GIST strategy, GIST stand for "Generating Interactions
between Schemata and Text. Cunningham (1982) state that 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 materials they just read. Frey,
Fisher and Hernandez (2003) GIST summaries require students to pare
down information into a thirty word summary. The process help students
better comprehend content material. And Richardson, Morgan and Fleener
(2009) say GIST is a great tool for scaffolding the difficult skill of
summarizing. From those expert statements, it means that this strategy is

helpful when the students read a text, they can identify the main idea. When they have some difficult to summarizing text it can be helpful for them. So, it can be used to improve the students understanding and memory of what they have read.

To prove that this strategy is effective to use, it can be seen from the previous studies. The first a study written by Alfiana (2017) conducted a research entitled *"The Effectiveness Of Gist Strategy To Eighth Grade Students' Reading Comprehension of SMP Prasetia Wiyata Ngasem Kediri In The Academic Year 2016/2017"*. The objective of the research, the researcher conducted quasi experimental quantitative research. The research was held through per-test and post-test. The population in this research is consisting of 65 students from two classes. The sample of this research is 20 students in 8 -B class of SMP Prasetia Wiyata Ngasem Kediri. The result of the study showed the significant differences between the class who taught by GIST strategy and the class who didn't taught by this strategy. The researcher had concluded that outline activity is effective to be used in teaching reading

The second a study written Walugianah (2016) conducted research entitled *The Effectiveness of Using GIST (Generating Interaction between Schemata and Text) Strategy to Teach Students' Reading Comprehension on Narrative Text (An Experimental Research at the Tenth Grade Students of SMA Negeri 13 Semarang in the Academic Year of 2016/2017)*. The study conducted in quasi experimental. The population in this study

consists of two groups (experiment class and control class). The result of the study showed the effectiveness of using GIST in teaching reading comprehension on Narrative text.

Based on the previous studies above, it can be concluded that GIST Strategy is effective to be used in teaching and learning process, especially in reading comprehension. In relation the condition above, the writer has the motivation to conduct the research, entitled The Effectiveness Of GIST Strategy (Generating Information between Schemata and Text) On Students' Reading Comprehension Ability in Descriptive text of The Seventh Grader Of MTs Aswaja Tunggangri In Academic Year 2018/2019.

B. Formulation of the Research Problem

Based on the background above, the researcher formulated the research problem as follow: Is there any significant different score between the students those taught by using GIST Strategy and those taught without using GIST Strategyat the seventh grade of MTs Aswaja Tunggangri?

C. The Objectives of The Research

Based on the formulation of the problem above, the objective of the research are: To find out whether there is significant different score between the students those taught by using GIST Strategy and those taught without using GIST Strategyat the seventh grade of MTs Aswaja Tunggangri.

D. Research Hypothesis

The researcher purposes null hypothesis and alternative hypothesis. Those are explained as follows:

1. Null hypothesis (Ho): there is no significant difference score on students' reading comprehension achievement taught with and without using GIST Strategy.

2. Alternative hypothesis (Ha): there is significant difference score on students' reading comprehension achievement taught with and without using GIST Strategy.

E. Significance of the Study

By conducting this study, the writer hopes that the results of this study will give significant contributions to:

1. For School

   The research can give information and improvement to the institutions about the effectiveness of using GIST strategy toward students' reading comprehension ability in understanding Descriptive text.

2. The teacher

   Teachers know the level of students' ability in reading comprehension. The result can become an input to determine the step and strategy for teaching reading comprehension. So the teacher can reach the maximum teaching as a feedback to improve the quality of

English teaching reading comprehension and it can be as important information in using GIST strategy to improve the quality of teaching reading comprehension.

3. Other Researchers

    The research can give a concept in their strategy in teaching reading comprehension because it will give some knowledge about GIST. Therefore, the researcher knows the benefit of teaching reading comprehension by using GIST strategy optimally. The researcher gets useful experience in reading comprehension by using GIST strategy.

4. The English Students

    The English Students can improve the ability of reading comprehension, and this strategy can give motivation in reading comprehension.

F. Scope and Limitationof the Research

There are many kinds of teaching reading strategy but the researcher only used GIST Strategy in teaching reading. In learning process, students have to find the important words or sentences (main idea) in every paragraph as keywords as a tool to know the purpose of the text.

This research is only conducted to the seventh grader of MTs Aswaja Tunggangri which sample are two classes that included of 25 students (VII A) and 22 students (VIIB). Meanwhile, material the researcher used only about descriptive text to teach them.

G. The Definition of the Key Terms

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follows:

1. GIST Strategy (Generating Information between Schemata and Text)

    GIST stand for "Generating Interactions between Schemata and Text. Cunningham (1982) state that 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 materials they just read.

2. Reading Comprehension

    Reading is the action of the person who reads or attempts to make ameaning from what an author has written. According to Ricahrd (2010: 483), the understanding resulted through the process by which the meaning of a written text is understood. In this study, reading comprehension is the capability of the seventh grade students of MTs Aswaja Tunggangri in understanding the reading text (Descriptive Text).

3. Reading achievement

    Reading achievement is students' score of reading comprehension. According Woolley (2002) the goal, therefore, the result after gained an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

4. Effectiveness

The capability of producing a desired result or the ability to produce desired output. Based on Macceca (2007:202) When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.