

CHAPTER I

INTRODUCTION

In this chapter, the writer presents introductions that contain: background of the study, problem of the study, objective of the study, significance of the study, hypothesis of the study, scope and limitation on the study, definition key of terms, and organization of the research.

A. Background of the study

In teaching-learning English, there are four skills in English language teaching that students are required to master; they are listening, speaking, writing and reading. These language skills cannot separate each other. One of them is reading, according to Patel and Jain (2008: 113) reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his or her knowledge.

However, in reading class most of the reading activities are focused in reading for comprehension. Reading comprehension is the ability to read text, process it and understand its meaning. Wilhelm (2008:2) in Agustiani (2010:2) states, "Reading comprehension is the degree to which we understand what we read. It is the ultimate end-goal of reading that if we don't read to understand, we'll read for nothing and comprehension requires

the reader to be an active constructor of meaning. It means that in reading comprehension, students are hopefully able to create their own interpretation actively to get the meaning from the text.

Schema theory is general theory of knowledge. Understanding the concept of schemata will help those interested in reading comprehension to understand how readers can acquire new knowledge and also how we might help readers in this work. We should not forget, however, that they reading are a multi-faceted process and schema utilization is just one aspect of the set of interacting processes involved in comprehension.

The students' problem in reading when they study at school can be caused by their motivation in studying especially in reading. Here, students' motivation in studying especially reading is low. Since the motivation is low so they have some difficulties in reading comprehension. They cannot comprehend the content of the text well. They cannot grasp the information of the text they read. Since they cannot grasp the information of the text, so they are not able to get the main idea of each paragraph they read. It means that by the difficulties of students' reading comprehension stated above, the students need more time allocation in reading since they cannot read fast and need more time to finish the text and comprehend the meaning of what they read. Chaniago, Badusah, Embi (2011) stated that there are some caused the students have low motivation in reading. They are: a) both parents and teacher are giving less motivation to read, b) society interested in reading is low, c) the school and the teacher are less creating a conducive situation to

the development of reading interest, d) inadequate library, e) television programs are so interesting and various, so much of students' time are useless.

Based on the problems described above, it also causes the other problems. Such as, (a) they would get difficulties or even they cannot answer the question related the text they read, (b) they cannot retell other people about what text tell about, (c) they will not be able to comprehend the implicit meaning of the text.

One of the strategies that can be used to help student in reading is Generating Interaction between Schemata and Text (GIST). Johari et.al (2013) proposes that Generating Interaction between Schemata and Text (GIST) can be used as the alternative in teaching reading. GIST in this research is a strategy that can be used to increase students reading interest. This strategy is helpful for student who like thinking in visual way (Langan, 2005: 27). Flower and Hayes in O'Malley explain that generating ideas is one of the important sub-processes that contribute to planning in writing. Brainstorming, making a list, semantic maps, collaborating with peers, and elaborating on key ideas with personal information are useful retrieval strategy. GIST is one of the strategies which can be implemented in teaching and learning process because of the simple way applies this strategy. That is way, he researcher choose GIST to be applied in SMPN 5 Tulungagung to know how effective this strategy in reading descriptive text because of

English teacher in those school not apply this strategy in support students reading descriptive text.

GIST strategy contributes to help student's reading ability in reading descriptive texts in the terms of organizing ideas. Besides that, GIST is simple way to apply for student and teacher in reading and one of reading's students can be better.

Cunningham in Junanto (2014:3) stated that a GIST (Generating Interactions between Schemata and Text) 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. It is believe that by having a good strategy in reading the students are given more chances to actively construct their own meaning and they are facilitated to meet their own individual needs.

Based on the explanation about GIST, the researcher consider that the strategy suitable for teaching reading. In teaching descriptive text, GIST can be used as strategy to make students understanding text easily. The teacher asks the students to read first then find fifteen words or less, after that

the students make summary. Its purpose is to improve their understanding of what they read.

The prove that, this strategy is effective to be used can be seen from the previous studies. The first is thesis by Adnyani. The study is about the Effect of Generating Interactions between Schemata and Text and Beliefs about Language Learning on Reading Comprehension of Language Education Department Students of Undiksha Singaraja in the Academic Year 2009/2010. The study has similarity and difference to the present study. The similarity is both talks about the GIST strategy in reading comprehension. The difference is that the researcher in the present study only tries to find out the effect of the GIST strategy towards the second semester of students ability in reading descriptive text. Whereas Adnyani's thesis tries to find out the effect of GIST and beliefs about language learning on reading comprehension, and to investigate the relationship between the use of GIST, conventional reading techniques and beliefs about language learning faced by second semester students of English Education Department Undiksha Singaraja.

The second written by Junanto (2014). This study has similarity and difference to the present study. The similarity is both talks about the GIST strategy in reading comprehension. The difference is that the researcher in the present study to increase the effective of GIST strategy in language learning to read understanding and influence on the learners and this study the subject of the research also difference.

Knowing problem in teaching reading skill, the writer is interested in using Generating Interaction between Schemata and Text (GIST) in teaching reading comprehension. On the title “*The Effectiveness of using Generating Interaction between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade of SMPN 5 Tulungagung.*”

B. Problem of the Study

Based on the description above, the writer formulates the problem statements as follows:

“Is there any significant difference score of the students’ reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy?”

C. Objective of the Study

The objective of the research is “To know whether there is any significant difference scores of the students’ reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy.”

D. Significance of the study

1. For the students

This study may be helpful to the students, because using Generating Interaction between Schemata and Text (GIST) strategy especially in descriptive text in order to help student understanding, developing and explain main idea of the text.

2. For the teachers

Teacher can uses this technique to support when teaches reading skill use the simple way. Teacher will be easier to teach reading descriptive text. In order students will more interesting and motivated in teaching learning process.

E. Hypothesis of the study

The researcher formulates two kinds of hypothesis to be tested; they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a).

1. Null Hypothesis (H_0)

There is no significant difference score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at SMPN 5 Tulungagung.

2. Alternative Hypothesis (H_a)

There is significant difference score of the students' reading descriptive text comprehension ability before and after being taught by

using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at SMPN 5 Tulungagung.

F. Scope and Limitation on the Study

The scope of this research is conducted at SMPN 5 Tulungagung, and focus on the effectiveness of using Generating Interaction between Schemata and Text (GIST) Strategy in reading descriptive text.

The limitation of this research is that the subjects of this research are H class at SMPN 5 Tulungagung. The researcher chose H class because of the instruction of vice chairman of curriculum in SMPN 5 Tulungagung. Vice chairman of curriculum believes that H class could give sufficient information that the researcher want to gain.

G. Definitions of key terms

Definitions of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation.

The key terms using in this study are defined as follows:

1. Effectiveness

Effective is producing the result that is wanted or intended (Oxford learners' pocket Dictionary, 2003:138). Effectiveness in this research is significant increase of students' score after being taught by using Generating Interaction between Schemata and Text (GIST) in reading comprehension.

2. Reading Comprehension

Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible (Grellet, 2010: 3). In reading comprehension, the students need to read a text then comprehend and construct the meaning from the text.

3. GIST Strategy

GIST is a summarizing strategy used to assist students' comprehension and summary writing skills. This strategy first time introduced by Cunningham.

H. Organization of the Study

Organization of the research paper is given in order to make the readers understand the content of the paper.

Chapter I is introduction, it deals with background of the study, problem of the study, objective of the study, significance of the study, hypothesis of the study, scope and limitation on the study, definition key of terms, and organization of the research.

Chapter II is reviews of literature. It consist of underling theories that include of the definition of reading, teaching reading, the purpose of reading, teaching reading in Junior High School, the definition of descriptive text, Social Function and Language Feature, The Example of Descriptive Text, GIST (Generating Interaction between Schemata and Text) and previous study.

Chapter III is research method, It consists of research design, population, and sample, research variable, research instrument, validity and reliability testing, data collection method, research procedure and data analysis.

Chapter IV is research finding and discussion, it is describe about finding that include the significant difference, the description of data, hypothesis of data, hypothesis testing and discussion.

Chapter V is conclusion and suggestion, the conclusions of the study and several suggestions related to the results of the study