

CHAPTER I

INTRODUCTION

This chapter consists of Background of the Study, Reasons for Choosing the Topic, Research Question, Objectives of the Study, Hypotheses, Limitation of the Study, Significance of the Study, Definition of the Key Terms, Outline of the Research.

1.1 Background of the Study

In this 21st century, people are required to be literate and dealing with language literacy, people must be familiar with reading various text. Reading is one of the four language skills in addition to listening, speaking, and writing. To fulfill the basic competence of reading skill especially English, students need to improve their knowledges 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, brochures and etc. It is a complex process both on teaching and learning. Reading is also 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.

Furthermore, Burhan (2012: 9) states that reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. It says mental activity because perception and memory

as parts of thought are involved in it. Therefore, reading is basically not just a passive process that only receives information from reading material that has been read, but reading is an active process involving various activities to be able to know the meaning or information contained in the reading.

In conclusion, when viewed from any aspect, it cannot be denied that reading has a crucial role and should be part of human life. Unfortunately, the culture of reading in Indonesia society is still weak. Many people think that reading is not as important as other skills. Radio and television in particular have taken over many of the functions previously employed by printed works (Adler and Doren, 2007: 3). The statement indicates that people now prefer to hear rather than read, so the public's interest for reading would be slowly reduced.

The issue of low reading interest in Indonesia society is not just the issue. There are several studies that prove the hypothesis. One of the studies is a study conducted by PISA (Program for International Student Assessment) in 2012 about the children reading comprehension ability including Indonesian children to understand the reading passage. The reading interest of 15-year-old students showed surprising facts result. It found out that from 65 countries of total research subject, Indonesia is ranked 61st out of those 65 countries sampled research conducted by PISA. The research result indicates that Indonesia children are lack of reading interest.

There are several factors that influence reading interest in the society. According to Maslakhah (2010: 1) there are three factors that affect the society to have lower reading interest. First, there is not a passion for reading books

exemplified by the society including parents and educators yet. Second is the lack of availability of reading materials sufficient to growing up reading interest. Thirdly, the lack of education in reading interest development which is probably due to the lack of a reading habit in the society.

Enthusiasm of society, especially students, to love reading will have a positive impact for the country. Many countries are advancing because their people are love to read. Probably, it is no excessive to say that the reading level of the community, especially the students, also determines the progress of the future of the nation and state.

Keep in mind that the importance of reading skill for anyone who likes to read, especially students, is just on the increase of effectiveness and efficiency in the achievement of understanding. That is, with the technique or reading skills are quite adequate and qualified, a reader will get maximum knowledge. Therefore, it is necessary that the knowledge and learning of effective and efficient reading techniques is in order to respond positively to the reading texts (Nuriadi, 2008: 4). It is expected that with the techniques that can be applied in learning, especially learning reading comprehension, it can help learners in understanding the text of reading. In addition, it can also increase the learners passion in learning because the learning process will not be monotonous anymore.

There are a lot of strategies and technique which can be apply in learning reading comprehension. One of them is a strategy called GIST (Generating Interactions between Schemata and Text) strategy. GIST is a teaching strategy used to teach expository and narrative texts. It provides students with a way to

summarize information by discarding unimportant information and focusing on the key words or ideas of the passage. In addition, it helps students grab a better overall understanding of the material they just read. Cunningham (2004) stated that a GIST is a summarizing strategy used to assist students' comprehension and summary writing skills.

Since 2013, there was a changing of learning in curriculum from KTSP (School Based Curriculum) to Kurtilas (2013 Curriculum) that based on text, in which learning comprehension reading is not mentioned specifically in (SK) Competency Standards. Various types of texts are taught to learners in the 2013 curriculum, start from narrative to argument text. However, this study does not discuss the whole text but only focus on the narrative text.

Considering all of the reasons above, this study had a purpose to find out the effectiveness of using GIST strategy in teaching reading of narrative text for grade X of SMAN 1 Juwana in academic year of 2017/2018. The result of this study may help English teacher as an input to vary strategies used in teaching reading class especially in teaching narrative and exposition text.

1.2 Reasons for Choosing the Topic

The following reasons are the consideration in choosing the topic for this study. They are as follows:

1. To know the students achievement in the learning process especially reading
2. To evaluate the learning to be better especially with GIST strategy
3. The issue of lack of interest in reading

4. To increase students' learning about summarizing text

1.3 Research Question

The problem of this study is formulated as follows: Is the use of GIST strategy effective to improve the 10th graders' reading narrative text at SMAN 1 Juwana in the academic year of 2017/2018?

1.4 Objective of the Study

The objective of the study is to know whether the use of GIST strategy is effective or not to improve the 10th graders' reading narrative text achievement at SMAN 1 Juwana in the academic year of 2017/2018.

1.5 Hypotheses

According to Arikunto (2008: 71), there are two kinds of hypotheses, namely H_0 and H_1 in which H_0 is hypothesis which has no difference or zero difference with the actual hypothesis, while H_1 is a statement which contradicts with the null hypothesis. In this study, the hypothesis is formulated as follows:

H_1 : There is a significant difference in the 10th graders' reading narrative text achievement between students who were taught by using GIST strategy and those who were taught by using traditional strategy.

H_0 : There is no significant difference in the 10th graders' reading narrative text achievement between students who were taught by using GIST strategy and those who were taught by using traditional strategy.

1.6 Limitation of the Study

The study focus on some points:

1. Focus on GIST strategy
2. Reading especially on comprehension
3. The research subject of experiment would be students of class X MIPA1 as experiment class and X MIPA 3 as Control Class at SMAN 1 Juwana in the academic year 2017/2018.

1.7 Significance of the Study

This study has some significances to some aspects as follows:

a. The Teacher

The result of this study is hoped to make the teacher get more various teaching strategies in teaching reading and this strategy helped their students in achieving the best result.

b. The Students

After experiencing learning English by using this strategy, hopefully the students' mindset will change that learning English reading especially summarizing is not difficult. This strategy might help them in improving their summarizing ability in more enjoyable ways which lead to the improvement of the school teaching learning process.

c. The School

It is expected to improve the quality of learning and improve the competence of the teachers in teaching learning activities. Finally, it

would give a valuable contribution in improving the classroom environment which leads to the improvement of school in teaching learning process.

d. Next Researcher

This research gives insight to the next researchers more references in using GIST strategy to improve reading skill.

1.8 Definition of the Key Terms

To make this study easily to be understood, it presents the definition of the terms are presented as follows:

1. Reading comprehension

According to Wolley (2011:15) reading comprehension is the process of making meaning from text. It means that reading comprehension is the ability to taking information from written text and doing something with it in the way that demonstrates knowledge or understanding of that information. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

2. GIST strategy

Duke and Pearson (2004) states that a GIST (Generating Interactions between Schemata and Text) is a summarizing strategy used to assist students' comprehension and summary writing skills. It provides students with a way to summarize information by discarding unimportant information and focusing on the key words or ideas of the

passage. In addition, it helps students grab a better overall understanding of the material they just read.

3. Narrative text

Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

1.9 Outline of the Research

This final project is divided into 5 chapters:

Chapter I about introduction, Background of the Study, Reason for Choosing the Topic, Research Question, Objectives of the Study, Hypotheses, Limitation of the Study, Significance of the Study, Definition of the Key Terms, Outline of the Research.

Chapter II is Review of Related Literature. It is discuss the theories used as the bases of this study.

Chapter III is Research Method. It consists of Design of the Research, Subject of the Research, Variables of the Research, Instruments of the Research, Validity and Reliability, Procedures of the Research, Technique of the Data Collection, and Technique of the Data Analysis.

Chapter IV is Result and Discussion. It is consists of Description of the School, Description of the Respondents, Validity and the Reliability of the

Research Instrument, Pre-test Data Analysis , Treatment activities, Post-test Data Analysis, and Discussion of the Research Finding.

Chapter V is about conclusion of what have been discussed in the previous chapters and suggestion that are proposed to support the teaching and learning process especially in reading comprehension.