CHAPTER I

INTRODUCTION

The chapter presents: (1) background; (2) problem of the study; (3) objective of the study; and (4) significances of the study.

1.1. Background

The main role of English as an international language is to enable people around the world to communicate and interact. Richards (2006) states that "English is the globalization language for, international communication , commerce and trade, the media and pop culture, different motivation for learning it comes in to play" (p. 2). Then, Harmer states that "English is a worldwide language spoken throughout all parts of life such as in the arts, sciences, human sciences, travel and the social science" (as cited in Astrid, 2011, p. 176). It can be concluded that English is important to communicate to each other because the role of English is a universal language.

In English, there are four basic language skills, namely listening, speaking, reading and writing. Zhang (2013) states that "the four skills (reading, writing, listening and speaking) naturally appear together in every English class, even in EFL context" (p. 834). Among the four skills of English, Alyousef (2005) states that:

Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used:

linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing)" (p. 144). Then, Kyzykeeva (2006) states that "reading is the most important academic language skill for foreign language" (as cited in Holandyah & Utami, 2016, p. 13). Therefore, reading refers to the students' skill to understand the informations from the texts.

Reading comprehension is the ability to understand and get meaning from written language. According to Brown "reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies" (as cited in Resolusi, 2015, p. 135). Then, Khruawan & Dennis (2017) state that "Reading Comprehension refers to the ability which the students are able to read accurately and effectively; to get the maximum knowledge and information from the text with the least misunderstand" (p. 371). In brief, reading comprehension is ability to get the meaning and understanding of the text, and to integrate it with what the reader already knows.

There are many kinds of text in reading, two of them are narrative and recount text. Narrative text is one popular and common form of writing. In narratives, stories are told and plots unfold. Narratives have characters and plot with a sequence of events.Narratives are written according to forms, or story grammars. Story grammar is similar to sentence grammar in that it attempts to explain the various components in a story and how they function. The story grammar includes characters, a setting, events, and a conclusion.

This conclusion illuminates the theme of the story. Gibbon states that "narrative text is writing in which story is told; the details may be fictional or based on fact, and each event in the story leads to another tries to reach a goal or solve a problem. He also states that the primary purpose of narrative is to certain" (as cited in Pratiwi, 2016, p. 150). It can be concluded that narrative is an imaginative story that happened in the past.

Recount text is a text that important to be learned by the students. It containts events, stories or facts happened in the past time.Recount text is a text that tells the sequence of events in the past in a chronological order style. Mukarto, Sujatmiko, Murwani & Kiswara (2007) state that "recount text as a means to inform by retelling past event" (as cited in Yusthi, 2016, p. 133). Then, Rodiyah and Bachtiar (2013) state that "recount is one of text type, that retells the sequence event or experience in past" (p.1). It can be concluded that recount text is the text about story in the past.

There are at least two reasons for teaching reading. Firstly, it is fundamental skill of language like listening, speaking and reading. Secondly, it is obviously related to other subjects. Most of the materials given by the teacher in English or other subjects are presented in written form, for example in handbook, handout, reading book, exercise book and so forth. It means that to understand the materials, the students must have a good ability to get the meaning of vocabulary and written text. Because of that, reading is very important to be taught to the students.

Practically, there are difficulties in teaching reading. The difficulties wererelated on the writer's informal interview to the teacher of English of the eighth grade stutents of SMPN 46 Palembang. First, most of students were unable to comprehend what thenarrative and recount text wasabout.Second, the students lackedof vocabulary so that they haddifficulty to find the meaning from the sentence. Third,some of the studentslackof motivation in learning reading skill. These problems made themost of students learn narrative reading reluctantly. Last, the teachers did notapply any strategies in teachingreading. They only askedthe studentsto read text aloud or answerthe questions of the text.

Facing the phenomena above, teachers still have possible strategies in teaching reading in the EFL class. One of the conventional strategies used in teaching reading is calledpresentation strategy, students read the whole passage, find the difficult words, translate the text in to Indonesia, get the information from the text, and answer the questions that are given by the teacher. This strategydemands much time in learning. The students will comprehend the text if the teacher gives some questions to evaluate them. Moreover, the students will ignore the text if teaching and learning process is not continuedby giving some questions.

Considering that the teaching and learning strategy is very important to make students comprehend the text, Generating Interaction between Schemata and Text (GIST) can be used in teaching reading. Cunningham, (1982) states that "GIST has been exploring a more intuitive strategy under

the acronym "GIST" (Generating Interactions between Schemata and Text)".
It shows that teaching students using summarizing strategies helps the readers
to get information, a higher order thinking skill which includes analyzing
information and identifying key concepts. In the process of GIST, the
students activate the schemata on the text because they can build their
background knowledge, experience to comprehend the text.

After I saw the teaching strategy applied by the teacher of English at
SMPN 46 of the eighth grade students, I found the weakness of the teacher's
strategy. The students could not comprehend and understand the text, they
only comprehend word by word from the text they red. Furthermore, I used
GIST strategy to cover the weakness of the teacher's strategy. GIST strategy
has some clear and precise prosedure that can make the students comprehend
the text not only word by word. So, GIST strategy can improve the students'
reading comprehension in teaching reading.

In this study, I take review of related study from another study as a
comparison that use GIST strategy in the research, entitled " the use of
generating interaction schemata and text (GIST) stratetegy toward students'
reading comprehension at the eighth grade students of MTS Aswaja
Tengaran" written by Lailatul muntafi'ah in 2016.The result of this research
was the majority of the students' improved their reading comprehension
through the GIST strategy. GIST strategy gives benefit for the students who
were taught by this strategy. The students got more opportunities to

understand and comprehend the text. They also had more chance to share their ideas when read and comprehend the text in group by making summary.

Considering the facts on students' problems and previous related study in teaching reading comprehension above, I am interested in conducting experimental research entitled "teaching reading comprehension by using GIST (generating interaction between schemata and text) strategy to the eighth grade students of SMPN 46 Palembang".

1.2. Problems of the Study

Based on the background above, the problems of the study are formulated into the following questions:

1. Was there any significant difference on the eighth grade students' reading comprehension between those who are taught by using GIST strategy than those who are not atSMPN 46 Palembang?

2. Were there any significant differences on the eighth grade students' reading comprehension in poor, average, good and excellent categories who are taught by using GIST strategy than those who are not at SMPN 46 Palembang?

1.3. Objectives of Study

Based on the research problems of the study, the objectives of the study are to find out:.

1. whether or not there wassignificant differenceon the eighth grade students' reading comprehension between those who were taught by using GIST strategy than who were not atSMPN 46 Palembang.

2. whether or not there were significant differences on the eighth grade students' reading comprehension in poor, average, good and excellent categories who were taught by using GIST strategy than those were not at SMPN 46 Palembang.

1.4. Significance of the Study

This study is useful as a prospective teacher of English in which can develop motivation and learning process especially in reading and hopefuly this study can give some experiences then it can make more creative in finding an interesting strategy to the teaching ofreading.

For students, hopefully this studycan improve the students' reading comprehension and they will have more motivation in learning English.

For the teachers especially the teacher of English at SMPN 46 Palembang, it is hoped that it can enlarge their knowledge and they can use GIST as one of strategy in the teaching of reading.

For the next researchers, it will be guidance for them to do an investigation in the next time.