

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is an important part of how humans communicate with each other.¹ Language as mean of communication is very necessary to be mastered. As an international language, people are required to be proficient in the English language. English is useful for establishing and maintaining the relationship with the people. In addition, English became the agreed language by people all over the world to communicate each other in almost all aspects of life. English also an international language has an official status.² As an International language, English is used both in a global sense for international communication between country. English hold important part in human life and contributes to all aspects, such as; social, politic, culture, technology, economic, education, and so on. So, however the people in the world must be mastered English language to make easy communicate with other.

In the era of globalization, the need of mastering foreign language, especially English as an international language is verry urgent for Indonesia as a development country to communicate with other countries. It is one of the important foreign languages in

¹Lem Kristin, LeahD, Miller and Tenema, *Teaching Reading To English Language Learners*, (New York : The Guilford, 2010), 1

²Sandra Lee Mckay, *Teaching English as an International Language*, (New York : Oxford University Press, 2002), 9

Indonesia that has purpose to absorb and to develop knowledge, technology, and to establish relationship with other nations. Thus, it is essential to learn English to help people's need to get information and knowledge in every aspect of life.

Because of the reasons, our government puts English as a first foreign language. English becomes the first foreign language and the compulsory subject that should be taught in Indonesia school from junior high school up to university level. English as the foreign language is considered difficult to learn by Indonesian students, because they feel that learning English is something new for them. It is caused by the role of mother tongue and spoken in the native language that they used since childhood.

English is consist of four language skill, those are speaking, listening, writing and reading.³ This four language skill are used to respond or create the statement in social life. From the four skill in English, one of the important skill is reading. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading can help students to get information about the general knowledge or the subject of school. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.⁴

³Jeremy Harmer, *How to Teach English (an introductive to the practice of English Language teaching)*, (Pearson : Longman, 1998), 52

⁴Jeremy Harmer, *How to Teach English, New Edition*, (Pearson : Longman, 2007), 99

Reading is a complex process which involves not only the readers ability to read text but also their experience to comprehend it. Because of its complexity, English teacher should have responsibility in establishing the comprehension of reading in the students' mind. Being successful in teaching English is dominant factor that English teacher should pay attention too, especially in teaching reading is very essential in language learning, particularly in teaching English as foreign language were the students are being expected for the better comprehension when they can comprehend a passage, it is mean that they can again a lot of information as much as possible.

Meanwhile, reading comprehension is important for them to get many information that very important for their achievement. Besides, the readers can get knowledge and entertainment from reading. Many kind of reading that can give knowledge and information for readers and it can use as simulation for beginning readers so that the readers' opinion that reading is interested. To get an information and knowledge in reading, the readers can choose the type of text, one of them is exposition text. Through exposition text we will enable secure an information in reading it.

Unfortunately, learning in reading comprehension in school still has some problems of its own. The lack of mastery of the method of reading is one of the obstacles that make the students were only able to read with a reading of all the different styles of discourse. Not that strategies or methods of proper reading this causes the average student only able to read monotonously and

never knew how to practice in reading comprehension. All of these problems also appear in MA Islamiyah Ciomas-Serang.

MA Islamiyah Ciomas is one of the private schools in Ciomas. There are six classes in this school (X.A, X.B, XI.A, XI.B, XII.A, and XII.B). It was founded in 1990 by KH. Sarnaja, this school located on Jl. Raya Palka, Kp. Babakan Sukawangi Ds. Sukadana, Kec. Ciomas, Kab. Serang - Banten.

In addition, referring to the Islamic education system, MA Islamiyah Ciomas also put education based on social, science and technology. So that, MA Islamiyah Ciomas integrating the implementation of general education programs with religious education.

MA Islamiyah Ciomas use Curriculum of 2013 or (K13) for the first and use Based School Curriculum (KTSP) for the second and third grade of MA Islamiyah Ciomas as the education unit curriculum with English as one of the compulsory subjects. In order to improve students' language skill in English, the students of MA Islamiyah Ciomas are required to master four the English proficiency, such as speaking, listening, reading and writing. But in fact, teachers still difficult to realize it because the obstacles that appear in the language learning process, especially in reading aspect.

According to the researcher' observation in MA Islamiyah Ciomas found some problems in language learning process, especially in reading. These problems actually come from the

teachers and students. Some of teachers feel difficult to find an interesting material and teaching technique for students within the context of teaching reading.

The difficulties faced by the second grade students of MA Islamiyah Ciomas more complex. Actually, most of students have the same problems in term of building their reading comprehension ability. Such as, they do not know the meaning of the word, they can not answer of the question in the text, and they do not understand about the main point of the text or paragraph. It causes students cannot comprehend to the reading passage, students cannot comprehend the content of text or paragraph, it is caused by the lack of vocabulary of the students, so that they do not get the meaning of words. Sometimes students also get bored with the monotonous learning condition. All of these problems are considered to be an obstacle for students in order to develop their reading comprehension. Therefore, teachers should have the new ways to solve the existing problems.

Teaching technique is needed by teachers to make student interested in the teaching reading process. The appropriate technique can help teachers to get the goal of teaching reading. The achievement of student in reading comprehension is low because the students' motivation in reading is low too. Thus, the effective technique is required to make student interested and increase students' achievement in comprehension ability.

Associated with the above problems, it would require a series of attempts to overcome these problems, one attempts to do is to introduce a variety of strategies or methods of teaching reading that shape the behavior of reads and be able to develop students' reading comprehension. Therefore, research on reading comprehension with particular method needs to be done. One method of reading that is felt can be used in reading comprehension is a method of GIST (Generating Interaction schemata and Text).

GIST Strategy is a comprehension strategy that is used both during reading and after reading. It is one approach to summarizing a text. When using GIST, students create summaries that are 20 words or less for increasingly large amounts of text.⁵ GIST Strategy could be applied by the teacher in teaching reading to the students as an effective way to generate students' composition ability. The students will read the paragraph (use of a 3-5 paragraph) on the projector and only display the first paragraph, then they write 20-word (20 students) from the paragraph in the white board individually. After that, a student make a summary from the words. Continue this procedure paragraph by paragraph until students have produced a GIST statement (20-word summary) for the entire reading. It can be applied in various ways, such as, through the texts posted on the wall, pictures, and teacher directly. This technique also helps students to enrich their vocabulary mastery, by presenting many new words in its application. By using this

⁵Justine, Trueblood, *GIST Reading Strategy*, N.p, Winter 2007, 20 Jun 2016, <http://Student.Wartburg.edu/trueblood/GISTReadingStrategy.pdf>.

technique, students train to read the important words carefully and try to get the meaning. That's why the researcher would like to carry out the research, because GIST strategy as teaching technique is expected can overcome the problems that appear in the second grade student of MA Islamiyah Ciomas.

Based on the statement above, the writer get the description to elect and definite **“THE EFFECTIVENESS OF USING GIST STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION”** (*An Experimental Research at the Second Grade of MA Islamiyah Ciomas, Kab. Serang*). This study aims to answer the hypothesis, namely Method GIST (Generating Interaction schemata and Text) can effective towards students' reading comprehension at the second grade of MA Islamiyah Ciomas or not. As for the expected benefits, the study can be a feedback for teachers in choosing teaching methods more precise, varied and can be useful, able to increase the interest and motivation of students in participating in learning that ultimately improve their ability in learning Indonesian, especially in learning to read understanding.

B. The Identification of the Problem

Base on the statement above, there are problems face about reading ability like this following:

1. The students can only read with a reading style for all kinds of discourse.
2. Teacher feels difficult to find an interesting teaching technique for students in teaching reading comprehension.
3. The lack of vocabulary, it causes students cannot comprehend to the reading passage.
4. Students always get bored with the monotonous learning atmosphere.

C. Limitation of The Study

Base on the background of the study and the identification of the problem, the researcher limits the focus of research. Thus, the researcher makes the limitation of the study in the effectiveness of GIST Strategy towards students' reading comprehension in MA Islamiyah Ciomas, The limitation of this study only on the exposition text.

D. Statement of The Problem

Related to the background and the focus of the study, the writer formulates the following main problems:

- 1) How is students' reading comprehension at the second grade of MA Islamiyah Ciomas before and after using GIST Strategy?
- 2) How is the effectiveness of using GIST strategy towards students' reading comprehension at the second grade students of MA Islamiyah Ciomas?

E. The Objective of Study

The objectives of this study are going to find out the answer whether the further, the writer hopes that the result of this study will give some users follows:

- 1) To find out Students' reading comprehension at the second grade of MA Islamiyah Ciomas before and after using GIST strategy.
- 2) To know the effectiveness of using GIST Strategy towards students' reading comprehension at the second grade students of MA Islamiyah Ciomas.

F. Significance of the Study

The result of the research is expected has many uses for the researcher, especially and also for several people, the research has two major benefits as follows:

1. Theoretical benefit

- a. The result of the research can be used an input in GIST Strategy on the students' reading comprehension.
- b. The result of the research can be used as reference for who want to conduct this research.

2. Practical Benefit

a. Student

- 1) Through GIST strategy, students can improve their reading comprehension skill as one process and enjoyable activity.
- 2) Can help student understanding the reading material is better.

b. English Teacher

- 1) It can develop a teaching technique more creative, effective and efficient to make students interested in learning reading.
- 2) The teacher can know the teaching technique which can improve students reading comprehension.

G. Hypothesis

Hypothesis defines as the temporary conclusion that must be still tested and verified. In this research, the researcher interested to investigate GIST strategy and it is the effectiveness of students' reading comprehension.

Based on the explanation above, the researcher proposes the hypothesis as follows:

1. H_0 (Null Hypothesis): There is no significant effect of GIST Strategy on students' reading comprehension.
2. H_a (Alternative Hypothesis): There is a significant effect of GIST strategy on students' reading comprehension.

H. Organization of Writing

The first chapter is the introduction which consists of the background of the study, identification of the problem, limitation of the study, statement of the problem, the objectives of study, significance of the study, hypothesis and organization of writing.

The second chapter is theoretical framework which consists of the reading comprehension which explain about the meaning of reading, reason for reading, type of reading, principle of reading, the element of reading, the purpose of reading, skills of reading, the definition of reading comprehension, reading comprehension levels, Teaching Reading Comprehension and The Assessment of Reading Comprehension. Besides, in this chapter also consist about the gist stategy which explain the meaning of gist strategy, the procedure

of GIST strategy, the reasons to use of GIST strategy, and the benefits of GIST strategy.

The third chapter is research methodology which consists of the method of the research, time and place of the research, the population and sample, the research instrument, the technique of data collection, and the technique of data analyzing.

The fourth chapter is result of the study, which is consists of the description of data, the data analysis, the hypothesis testing and the data interpretation.

The fifth chapter is closing which is consists conclusion and suggestion.