

CHAPTER I

INTRODUCTION

A. Background of Study

English holds significant importance as a global language due to its widespread use in various fields such as academia, business, technology, and international communication. Mastery of English opens doors to countless opportunities, facilitating access to a wealth of knowledge, fostering cross-cultural understanding, and enhancing employability prospects in a globalized world.¹ In an English course, mastering the four language skills such as reading, writing, listening, and speaking is paramount. Among these skills, reading in English deserves special emphasis. Proficiency in reading English allows individuals to comprehend complex texts, access a wide range of information sources, and develop critical thinking skills. Moreover, reading English materials enhances vocabulary acquisition and language fluency, contributing significantly to overall language proficiency.²

Reading comprehension is a fundamental skill that is pivotal to a student's academic success and lifelong learning.³ Proficient reading comprehension allows individuals to access, interpret, and apply information from various texts, fostering critical thinking and knowledge acquisition. In the context of senior high school education, where students are expected to engage with complex texts across different subjects, the ability to comprehend what they read becomes even more crucial. However, numerous challenges are associated with reading comprehension in senior high school settings. Students often struggle with understanding the main ideas, summarizing key points, and

¹ David Crystal, *English as a Global Language* (Cambridge University Press, 2003).

² William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (Third Edition. | New York: Routledge, 2019. | Series: Applied linguistics in action | "Second edition published by Routledge 2011"—T.p. verso.: Routledge, 2019).

³ Louise Mariz Antoinette G. Nobles and Ruth Ortega-Dela Cruz, "Making Connections: A Metacognitive Teaching Strategy in Enhancing Students' Reading Comprehension," *Journal of English Education* 5, no. 1 (June 16, 2020): 49–61.

making connections between different pieces of information within a text. These challenges can hinder their academic progress and overall achievement.

The GIST (Generating Interactions Between Schemata and Texts) strategy is a promising instructional approach to address these challenges.⁴ The GIST strategy is a structured reading comprehension technique that encourages students to generate concise summaries or "GISTs" of what they have read.⁵ These GISTs typically consist of a few sentences that capture a text's main ideas and essential details. By employing the GIST strategy, students are prompted to actively engage with the material, enhance their comprehension, and develop valuable summarization skills. While there is a growing body of research on the effectiveness of the GIST strategy in improving reading comprehension, the majority of these studies have been conducted in elementary or middle school settings. There is a notable gap in the literature regarding the application and impact of the GIST strategy in the context of senior high school education.

The senior high school environment presents distinct challenges and opportunities for reading comprehension instruction. Students encounter a wider range of subject matter and more demanding texts, making it essential to investigate whether the GIST strategy is equally beneficial in this setting. MA Mathlaul Anwar in Barengkok was chosen as the research setting due to several compelling reasons. Firstly, By conducting the research in MA Mathlaul Anwar, we can effectively assess the applicability and effectiveness of the GIST strategy in a real-world educational setting. Furthermore, as students in senior high school are often preparing for standardized tests and college entrance exams, effective reading comprehension strategies can have a

⁴ Satria Adi Pradana and Aniswatun Khasanah, "The Influence of Using Gist Strategy Towards Students' Reading Comprehension at The Eighth Grade Junior High School," *English Education: Jurnal Tadris Bahasa Inggris* 15, no. 2 (December 5, 2022): 348–361.

⁵ Pradana and Khasanah, "The Influence of Using Gist Strategy Towards Students' Reading Comprehension at The Eighth Grade Junior High School."

significant impact on their academic performance and future prospects.⁶ Therefore, understanding the effectiveness of the GIST strategy in enhancing reading comprehension among senior high school students is crucial for improving their overall academic achievement and preparing them for future academic endeavors. By conducting the research at MA Mathlaul Anwar, we aim to gather valuable insights into the implementation of the GIST strategy in a senior high school context, thereby contributing to the development of evidence-based reading comprehension instruction practices tailored to the needs of students in this crucial stage of their academic journey.

This study seeks to bridge the existing gap in research by examining the impact of implementing the GIST strategy on student achievement in reading comprehension at senior high school. By conducting a rigorous investigation, the researcher aim to assess whether the GIST strategy can effectively enhance reading comprehension skills, improve academic performance, and prepare students for the demands of higher education. The findings of this research will not only contribute to the existing body of knowledge on reading comprehension strategies but also offer valuable insights and recommendations for educators, curriculum designers, and policymakers seeking to enhance the quality of education at the senior high school level. Based on this background of the study the researcher will seek “The Impact of Using GIST Strategy on Student Achievement in Reading Comprehension at Senior High School”.

Effective reading comprehension empower students to become independent learners. By evaluating the GIST strategy's impact, this research seeks to provide students with a valuable tool that can boost their confidence, critical thinking skills, and overall academic performance. In summary, the researcher is motivated to explore the impact of the GIST strategy on student achievement in reading comprehension at senior high school because of its

⁶ Indra Yoga Prawiro, “The Effectiveness of Generating Interactions between Schemata and Text (Gist) Strategy towards the Students’ Writing Skill in Indramayu,” *Journal of Research on English and Language Learning (J-REaLL)* 2, no. 1 (January 27, 2021): 178.

educational significance, the need to address research gaps, the potential to improve academic outcomes, its instructional implications, policy considerations, and the goal of empowering students with effective learning tools.

B. Identifications of Problem

Based on the background of the study provided above, it can be determined that several issues have emerged, which can serve as the basis for formulating the research problem in this study.

1. Low Reading Comprehension Proficiency
2. Limited Engagement with Text
3. Ineffectiveness of Current Instructional Approaches
4. Variability in Student Achievement

C. Limitation of The Study

This study examines the impact of the GIST strategy on narrative text comprehension among second-grade students at Mathlaul Anwar Senior High School Barengkok. Limitations include a narrow focus on narrative text, small sample size, and potential contextual influences on strategy effectiveness.

D. Statements of Problem

Based on the identified problems above, the researcher formulates several main issues that serve as the foundation for conducting this study. Some of the research problems include:

1. How is the students reading comprehension skill at the Senior High School?
2. How is the influence of GIST strategy in learning reading comprehension skills at senior high school?

E. The Purpose of Study

Based on the research problems above, the researcher formulates several research objectives that serve as the foundation for addressing the research questions. Some of the research objectives include

1. To find out the student's reading comprehension at the Senior High School.
2. To find out the influence of the GIST strategy in reading comprehension at senior high school.

F. Previous Study

By reviewing existing studies, the researcher gain a better understanding of the current state of research on the GIST strategy's effectiveness in senior high school settings and identify potential research opportunities or areas for further investigation.

The *first* among the previous studies is from Ayu Indah Nur Chamidah titled "Empowering Students' Reading Comprehension On Explanation Text Through Gist Strategy."⁷ This research aimed to assess the impact of using the GIST (Generating Interactions between Schemata and Text) strategy on students' comprehension of explanation texts. It sought to elucidate the application of the GIST strategy, as well as gauge students' reactions to its use in teaching explanation texts. Besides, this study also used qualitative method to explain the implementation of GIST strategy and students' responses. There were 22 students of XI IPA 1 who participated in this study. The researcher employed a combination of tests, observations, and interviews to gather data for the study. The data collected were subsequently analyzed using the Statistical Package for the Social Sciences (SPSS) to ascertain any

⁷ Ayu Indah Nur Chamidah, "Empowering Students' Reading Comprehension On Explanation Text Through Gist Strategy," Universitas Negeri Surabaya 09 (2021): 58–67.

enhancements in students' comprehension scores. The research findings demonstrated a noteworthy improvement resulting from the implementation of the GIST strategy in the context of students' reading comprehension. This improvement was substantiated by the t-test, wherein students' scores surpassed the critical t-table value ($5.524 > 2.074$). Furthermore, the mean score of the pre-test, initially at 72.27, exhibited an enhancement, reaching 89.77 in the post-test assessment.

The *second* previous study is titled "The Implementation Of Gist Strategy To Teach Reading Comprehension In Senior High School."⁸ This research aimed to accomplish several key objectives, including identifying the main ideas within the reading materials, fostering critical thinking skills in students during reading, and assessing their ability to produce summaries of the text they had read. The data of this study were gained through observation toward 36 participants of senior high school students in one of school in Tuban. The research findings indicated that the implementation of the GIST strategy, particularly in explanation reading texts, significantly contributed to students' enhanced comprehension of these texts. This improvement was discernible in the results of students' reading tasks, which were evaluated using the ESL Composition Profile. These tasks required students to generate summaries in their own words based on the reading material, demonstrating the strategy's positive impact on their reading comprehension and summarization skills.

The last previous study is titled "The Effect of Gist Strategy on Students' Achievement in Reading Comprehension Universitas Prima Indonesia."⁹ This research aimed to assess the influence of the GIST strategy on the reading comprehension skills of students at SMK Sinar Husni BM Labuhan Deli and

⁸ Selvilya Anggara, "The Implementation Of Gist Strategy To Teach Reading Comprehension In Senior High School," *EDUKATIF : Jurnal Ilmu Pendidikan* 3, no. 4 (June 15, 2021): 1101–1111, <https://edukatif.org/index.php/edukatif/article/view/495>.

⁹ Agape Sinuraya et al., "The Effect of Gist Strategy on Students' Achievement in Reading Comprehension Universitas Prima Indonesia," *Print) Journal of English Language and Education* 6, no. 2 (2021): 2021.

to determine the extent of improvement in their reading comprehension through fundamental strategies. The design of experiments was used in this study. The author taught two different classes at SMK Sinar Husni BM Labuhan Deli. They were a control class and an experimental class. The population of this study is 50 students consisting of two classes. Data is collected through reading comprehension tests. The author uses two tests. By employing the experimentally guided GIST strategy, the research found a notable enhancement in students' reading comprehension following the treatment. The study's outcomes clearly demonstrate the positive effect of the GIST strategy in enhancing students' reading comprehension skills. Therefore, the application of the GIST Strategy in reading instruction has proven to be effective.

The differences and similarity of this research is While the GIST strategy has been studied in various educational contexts, its specific application and impact on senior high school students' reading comprehension have not been extensively explored. This research contributes to the understanding of how the GIST strategy can benefit students at this educational level. The study's primary focus is on reading comprehension, which is a fundamental skill for academic success. By concentrating on this crucial aspect, the research addresses a specific area of educational concern.