

CHAPTER I INTRODUCTION

A. The Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

According to Grabe and Stoller (2002:4), reading can be taught of as a way to draw information from a text and to form an interpretation of that information. It brings reading as one of many ways to recognize everything happened in the world. They also explain that without reading, the opportunities for improving one's life is limited. So people are expected to increase their

interest in reading information and try to develop as much as reading interest is increased to. People are possible to use some reading strategies to make them fluent and interested in reading.

Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read (Westwood 2001:25). So, the students require an active interaction with the text. The students glean the information from the text and what they have already known. It means that the students link to their experience or background knowledge. In addition, Meyer and Ray (2011) state that reading comprehension involves actively constructing new understandings by building relationships among the parts of text and between the text and one's pre-existing knowledge.

Reading is one of the skill which are important in developing students' knowledge. Moreover, reading is one skill that is tested in national examination. Students are expected to be able to comprehend the meaning of both interpersonal and transactional written text formally and informally in the forms of recount, narrative, procedure, descriptive, and report in daily life context. Even in the National Examination which was conducted for the third level of Senior High School, almost about 75% of the test are reading test.

In teaching learning English as the the foreign language, reading comprehension is difficult for the students. In general, some people realize that there are internal and external factors. Internal factors come from the students themselves. It deals with the readers' interest, vocabulary mastery, and life experience. External factors come out the students. It concerns with the teacher

and the teaching learning technique. The teacher must choose the suitable technique of teaching reading. Nowadays, in teaching reading, usually the teacher orients to the students' vocabulary and pronunciation. She teaches them by asking students to read a text and repeat the reading if the pronunciation is false. This activity does not give any opportunities to comprehend a text or it cannot give contribution to make the students read a text effectively; therefore students cannot improve their reading comprehension and be passive in teaching learning process.

In reading skill, students are expected to get knowledge and understand about the context that has explained in the text. Students do not only read the text, but also understand the information from the text that they read. The purpose of reading comprehension is to get some skills in understanding the text. So, it is useless if we do not have reading comprehension because it involves the competence to find some information in reading text.

The reading comprehension problem which is affected by students themselves can be seen from the students' view about reading comprehension class. While doing teaching practice in SMA N 1 Balige, the writer asked the students' opinion about reading class. They said that reading class is boring activity. They must translate the difficult words into Indonesian in order to understand the text.

And the reading comprehension problem which is affected by teacher can be seen from the way of teacher who uses the conventional method. The writer found the same case when she observed how English teacher taught reading in

SMA N 1 Balige. The teacher asked the students to read the passage then, find out the difficult words and translate it into Indonesian language. After that, the teacher asked the students to answer the question related to the passage.

The problems of the students in comprehending a text also happen in SMP N 2 Porsea. Based on the researcher observation at SMP N 2 Porsea, the Minimum Competence Criteria (Kriteria Ketuntasan Minimum) is 68. The data was taken from the students' score in mid semester examination academic year 2013/2014. From 57 students, there were only 28 students got score of Minimum Competence Criteria and 29 students who did not get score of Minimum Competence Criteria. The mean of students' score is 55.70 where it is below of Minimum Competence Criteria. It can be seen as follows.

Table 1.1 The English Score of Eighth Grade Students of SMP N 2 Porsea

Score	Students	Percentage	Mean
≥ 68	28	49,12	55,7
< 68	29	50,87	

The using of conventional method in teaching reading class makes the students feel bored, they have low motivation and have no interest in reading a text. Students who are not interest in reading can't gain information and improve their knowledge. In other hand, people especially students are expected to increase their interest in reading and try to develop their reading comprehension. Reading comprehension can developed when reading interest increase too.

Considering the condition above, the writer is interested in applying Generating Interaction between Schemata and Text (GIST) Strategy to teach

reading comprehension. Generating Interaction between Schemata and Text (GIST) Strategy is an intuitive strategy to restrict students' summaries to 15 blanks. Students are compelled to summarize a small passage into one sentence containing the main gist of the section by using their own words. They must delete the unimportant from the passage. It helps students to organize and concise summarize of the text.

The strength of Generating Interaction between Schemata and Text (GIST) Strategy was proven by Mayasari (2012) who conducted a research in SMK Satria Dharma Perbaungan. It was found that this strategy has significant effect in reading comprehension in narrative text than teaching reading comprehension without applying Generating Interaction between Schemata and Text (GIST) Strategy. The same result of applying Generating Interaction between Schemata and Text (GIST) Strategy is also found by Adnyani (2010) who conducted a research in English Education Departmen Students of Undiksha Singaraja. It was found that Generating Interaction between Schemata and Text (GIST) Strategy gave better contribution to reading comprehension than the conventional reading technique.

Based on the explanation above, the writer is interested in conducting a research on the effect of Generating Interaction between Schemata and Text (GIST) Strategy on students' reading comprehension.

B. The Problem of the Study

Based on the background of the study, the research problem is formulated as follows: “Is there any significant effect of using Generating Interaction between Schemata and Text (GIST) Strategy on students’ reading comprehension?”

C. The Objectives of the Study

In relation to the problem, the objective of the study is to find out the significant effect of Generating Interaction between Schemata and Text (GIST) Strategy in teaching learning process on the students’ achievement in reading comprehension.

D. The Scope of the Study

This study focuses on the Generating Interaction between Schemata and Text (GIST) Strategy to improve students’ reading comprehension in the level of literal and interpretative comprehension.

E. The Significance of the study

The findings of the study are expected to have importance both theoretically and practically in reading comprehension.

1. Theoretically, the findings of this study are expected to enhance the theories of reading comprehension.
2. Practically, the findings of the study are expected to give feedback to:

- a. The teachers to apply this teaching strategy to improve their students' reading comprehension.
- b. The students to improve and increase their reading comprehension by adapting this Generating Interaction between Schemata and Text (GIST) Strategy.
- c. The readers to broaden and update their knowledge and understanding about how to improve reading skill and as a reference for those who are interested in further studies related to this research.