

CHAPTER I INTRODUCTION

A. The Background of The Study

English is very important in the era of globalization. It is not only as an international language but also as a second language that is used in many countries. As a social human who always interact each other, we really need English and have to know how to use it. For example: in order to fulfill the needs of requirement in workforce, we need it to get information, to communicate, to compete and to defend.

In the end of 2015 we will face MEA (Asean Economic Society) that will contribute big challenge and competitions in applying jobs. MEA is the realization of the region's end goal of economic integration. It envisions Asean as a single market and production base, a highly competitive region, with equitable economic development, and fully integrated into the global economy. It absolutely requires people with great ability, especially in communication. The way on how appears with good communication only could be approached if the speaker is qualified enough in using English. This is because of all the interaction and communication process must be in English.

For Indonesian, English is a foreign language which is taught and learnt at school, from primary until university level. One of the most important skills in learning language is reading. Reading is a language process which requires the understanding of written language. The reading process is a dynamic one, requiring active, meaningful communication between the author and the reader.

Thorndike in Heilman (1981: 238) states that reading of a paragraph involved the same sort of organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem-solving behavior, selection, inference, organization, comparison of data, determination of relationship and critical evaluation of what is read. It also includes attention, association, abstraction, generalization, comprehension, concentration and deduction.

Students at Junior high school are expected to comprehend some types of text in reading. One of the genre that is taught is narrative. Pardiyono (2010:93) states that narrative is the text which is to amuse or entertain and also to give moral lesson which containing problematic experiences and resolution. School-based curriculum 2006 states students at junior high school have to comprehend this kind of text. That's why it is important to make sure that students at this level are good in comprehending narrative text.

Based on the writer's experiences observing students' ability in reading comprehension at SMPN 6 Tanjungbalai, when students learn English as a foreign language, they have found some difficulties. Most of the students faced same difficulties in reading comprehension. When they are given the reading material, they just read it but they even do not understand what the text is about. These conditions may be caused by having no attention, no good grammatical knowledge or no logical thinking, so that they have no good comprehension of the text given. They just have to translate the text and answer for some questions but they don't grasp the main idea of the text. Finally, they have no interest in reading.

In teaching reading, the teachers do not only have to find the best strategy to solve students' problem in reading comprehension but also construct the way on how students have motivation and interest in reading so that they can approach good or even high point in study. In this case, in order to help students to comprehend the text and make the process of reading be more interesting, applying GIST (Generating Interaction between Schemata and Text) is chosen. Cunningham (1982) states that GIST is an acronym for Generating Interaction between Schemata and Text. It is summarizing strategy that is appropriate for both narrative and exposition text. This activity helps teacher and students to synthesize information, a higher level order thinking skill which includes analyzing information and identifying key concepts. It is the process when students activate the schemata on the text; they construct new insight from their background knowledge to comprehend the text.

Anderson (1998) states that "reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message". It means that background knowledge and experiences are used in making sense to comprehend the text. By applying this strategy, the students can get better comprehension and motivation in reading. They are going to practice to organize idea, get main point and summarize the text given which are as the process of GIST strategy. The summarization goes into one sentence containing the main of the section.

Richardson & Morgan (2000) state that when students using GIST strategy, they must delete trivial information, select keys idea and generalize in

their own word, which are three major strategies necessary for comprehension. This strategy also helps students to use prediction as a comprehension aid when reading a text. The ability to predict what text tells about is based on prior knowledge.

Based on that explanation, the research focuses on describing the effect of GIST strategy on students' achievement in reading narrative text.

B. The Problem of the Study

The problem of the study is formulated as follows: "is there any significant effect of GIST (Generating Interaction between Schemata and Text) strategy on students' achievement in reading narrative text?"

C. The Objective of the Study

In relation to the problem, the objective of the study is to find out whether GIST (Generating Interaction between Schemata and Text) strategy significantly affects students' achievement in reading narrative text.

D. The Scope of the Study

There are many strategies in teaching reading comprehension. But this study is limited only the contribution of GIST strategy on students' achievement in reading narrative text.

E. The Significance of The Study

The result of this study is expected to contribute either the theories or practices for:

1. Theoretically
 - a. It is useful for English learners to add new information toward the way to improve reading achievement in narrative text
 - b. It is useful for English teachers to find a new theory to increase students' interest, motivation and skills in reading
2. Practically:
 - a. It is useful for English learners to improve their reading achievement in narrative text by applying GIST strategy
 - b. It is useful for English teachers to apply GIST strategy to improve students' achievement in reading narrative text
 - c. It is useful for other researchers who will conduct related research.