

CHAPTER I

INTRODUCTION

A. The Background of the Study

Silberstein (2004) describes in the English language teaching, there are four languages skill, which are considered for the students to master, namely; listening, reading, speaking, and writing. There are two kinds of language skills that include of productive and receptive. Productive skills consist of speaking and writing ability while receptive skills consist of listening and reading ability. Reading is one of the receptive language skills that has correlation with the readers' understanding in the message of the reading. Reading has an important position to get many information from the writer. From the process of reading English text, the reader can get English vocabulary, analyze the grammar and new knowledge that related to the content of the reading.

Furthermore, comprehension is always a part of reading. Grabe and Stoller (2013) define reading as a skill that develops through time and is influenced by reading habits. It means that how often students make an attempt to develop a reading habit has an impact on their reading abilities. In order to have the ability to read well, there are many aspects that are very profitable. It includes of internal and external aspect. Internal aspects that affect reading include of motivation, interest, learning style, personality type and learning habits. While, external aspects that affects the ability to learn externally comes from the good environment of parents, peers or the wider community. In addition, a very powerful external aspect that exists in the classroom is the teaching medium and strategy taught by the teacher.

According to Marashi and Rahmati (2017), reading is both a conscious and unconscious activity, in which the reader might employ a variety of tactics to rebuild the meaning. Reading, according to the argument, is the process of transferring information from someone's writing. This suggests that a reading comprehension strategy is a process that incorporates several ways of processing material depending on the nature of the text, the reader's objective, and the environment. Reading comprehension is defined as the capacity to recognize words, phrases, and paragraphs and make sense of the overall meaning, as well as the ability to summarize the entire text.

Hartono (2005) identifies fourteen distinct genres of writing, including recount, narrative, news story, anecdote, spoof, procedure, explanation, report, analytical exposition, discussion, description, review, and commentary. This study focuses on recount text. Djuharie (2008) defines recall writing as a reenactment of a former event. The recount text begins by describing who was involved, what occurred, where the incident occurred, and when it occurred. The sequence of events is then described in some manner, for example, chronologically. A recount's generic structure consists of three components: the context or orientation, the events, and the conclusion.

However, reading comprehensively is still difficult to do by the learners. According to Harmer (2010), most learners lack vocabularies and have difficulty integrating their existing knowledge to their new material. Based on the content they read, they were unable to locate the proper information. Most students may encounter some new terms when reading; as a result, the instructor must devise an

exercise to promote students' capacity to comprehend and analyze information in a book, as well as to expand their vocabulary.

The explanation above is supported with the fact from a survey conducted by The Program for International Student Assessment (PISA) released by Organization for Economic Co-operation and Development (OECD) in 2019. Indonesia ranks 62 out of 70 countries with low literacy levels. One of the reasons of low literacy levels is the habit of reading. Students need to create a good habit to increase their mood in reading. The habit can start from their home or their neighbourhood with their friends.

Other than that, Pandemic situation also be one of the reasons students have low ability in reading comprehension. Pandemic situation makes school from home and the activity of learning is centered to the students and parents. School from home require gadget and other electronic device to support their learning activity. The access of gadget and internet for students is expected to explore their school materials or any useful information. But sometimes, students misused this privilege to access other things like game or surfing on social media.

To strength the explanation above, the researcher observed SMA Swasta Angkasa 1 Medan in their reading comprehension activity. The researcher observed the English teacher in online class. First, the teacher read the student's attendance list out loud. The teacher make sure all the students entered the class before the class started. Then, the teacher started instructing the students to open the book on reading section. The teacher started the lesson by asking a students to read a paragraph out loud then the other pay attention to her. After that, the teacher ask the

students to answer the question related to the paragraph. The question is about finding the main idea or the purpose of the text. The activity keep on repeat until the last question of the text.

The researcher notice that students were passive doing the learning activity. The students were afraid to be asked to read a paragraph out loud because of their bad pronunciation. One of the students rejected when being asked by the teacher to read aout loud a text and point out his friends instead. The researcher notice that teacher always correct student's pronunciation than correct the ability of students understanding the paragraph. The output of correcting pronunciation is good but to reach the goals of reading comprehensively is not enough. One of the output of reading comprehensively is able to find out the main idea of the paragraph or understand the purpose of the paragraph. From the learning activity, students still have difficulties in answering the questions.

The researcher also interviewed the teacher about the difficulties in teaching reading activity especially in this Pandemic situation. The teacher said that it was very difficult to keep up with the technology and adapt the new normal of teaching using e-learning platform. The interest of reading among students already low before the pandemic and now having a high decrease during pandemic. The teacher said that they already give their best by giving the students independent assignment and interactive video. But the teacher can't guarantee that all of their assignment fully done by the students. The teacher also fully realize that they need new strategy to increase students' interest in reading. Something fun and simple that can keep their students focus in reading.

The teacher decided to use new strategy called GIST. It is stand for Generating Interaction between Schemata and text. This activity taught students how to utilize prediction to help them understand what they're reading. In other words, it's an approach for condensing information. This strategy's goal is to assist students in identifying important concepts while they read, increasing the likelihood that they will comprehend the literature.

Recent study about GIST strategy was in 2020 conducted by Destiani Rahmawati. The author sought to determine the influence of the GIST technique on students' reading comprehension at Asy-syukriyyah College by employing Recount material. Students' reading comprehension improved following treatment with the GIST method used in the experiment class. As evidenced by the acquisition of the experimental class's post-test findings.

There are three procedures in implementing GIST strategy based on the theory of Cunningham (1982) that quotes in Richardson, Morgan, and Fleener research in 2009. The procedures are expected to be useful and helpful in implementing the GIST strategy. Despite the fact that many previous research studies have provided a thorough description of reading comprehension teaching techniques, the researcher believes it is necessary to learn more about the teacher's strategy and the students' reactions to their teacher's strategy.

B. The Problems of the Study

There are two questions concerning the background of the study above, they are:

1. How is the implementation of GIST strategy to student's ability in reading comprehension on recount text?
2. What are teacher's difficulties in implementing the GIST strategy?

C. The Objectives of the Study

After formulating the problem of the study, the objectives of the study are:

1. To analyze the implementation of GIST strategy on student's ability in reading comprehension on recount text.
2. To find out teacher's difficulties in implementing the GIST strategy.

D. The Scope of the Study

In order to gain research goals, the writer limits the problem on the following terms:

Theory of the implementation of GIST strategy by Cunningham (1982) that quotes in Richardson, Morgan, and Fleener research in 2009 will be the parameter of how the teacher implement the strategy. Based on the identification of the study, the researcher limits the study into two problems. First is about the implementation of GIST strategy and second is about the difficulties that teacher's face during the implementation of GIST strategy. The researcher also limits the research only in Senior High School's students grade X of SMA Swasta Angkasa 1 Medan.

E. The Significance of the Study

The research's significance may be classified into two groups. There are theoretical as well as practical implications. The importance of the research study in the creation of theory is connected to theoretical relevance. This study is designed to assist or provide insight to the educational community regarding the GIST approach. Furthermore, practical importance is defined as the number of persons that will benefit from the research work.

The significances of the research are dedicated into:

1. The students

This strategy will build up student's reading habit and also solve their difficulties in reading especially in reading comprehension on recount text.

2. The English teachers

Teachers can use this strategy when they want to get more vary strategies in teaching reading comprehension. Therefore the teacher can develop and improve the ability of the learners in reading comprehension on recount text.

3. The School.

The results of this research will be useful in school. Then the headmaster of the school can suggest the teachers to use variation strategies to increase the quality in learning process.