

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching is the process of sharing knowledge and experience to stimulate one's psychological and intellectual growth. It is usually organized in a discipline. Teaching can be conceptualized as a form of problem solving and decision-making that shares many of the same traits as a doctor's job. Teaching reading is a fundamental responsibility of the school. This is a complex task that requires specific and practical teaching strategies.

Grabe & Stoller (2018) define reading as a skill that develops over time and is influenced by reading habits. By reading and understanding the text, the reader can gain new knowledge, English vocabulary and analyze grammar related to the reading content. There are two aspects that are very beneficial including internal include motivation, interests, learning style, personality, type and habits and external aspect that affects the ability to learn is learning from the environment of parents, peers or the wider community . In addition, a very strong external aspect that exists in the classroom is the teaching medium and strategies taught by the teacher.

Reading is a difficult thing for students to do. Harmer (2010) states that most learners lack vocabulary and have difficulty in integrating the knowledge they have into new material. Many students cannot understand the content of the text they read even though they have read it in its entirety. From the results of a survey conducted by The Program for International Students Assessment (PISA)

released by the Organization for Economic Co-operation and Development in 2022, Indonesia is ranked 71 out of 81 countries with low literacy ability. This result proves that students in Indonesia have low reading skills.

An effective reading program should develop a child's ability to understand the meaning of what is being read by teaching them how to analyze a series of ideas and make logical conclusions. Reading activities will be successful if students have understood what the most important point of the text that they read. As stated by Resmi & Juanda (2007) that "one of the purposes of reading is to find and obtain information, include content, and understand the meaning of reading". Because understanding the meaning or intent of information is proof that someone has achieved the purpose of reading.

Reading and understanding the content of a text will be easier if the teacher uses metacognitive strategies. Zhang & Shepo (2018) State that metacognitive strategy are viewed as higher-order thinking skills that utilize knowledge of cognitive processes and consist of efforts to organize one's own learning through planning, monitoring, and assessment. Bouchart (2005:31) classify metacognitive strategy into seven types namely About-point, Think Alouds, Question-Answer Relationship, Generating Interaction between Schemata and Text (GIST), Reading Guide-O-Rama, Question Guides, and Previewing Text.

GIST is a reading strategy that helps with summarizing, informational text reading, and reading comprehension. According to Sofyan (2018) Reading and understanding the content of a text will be easier if the teacher uses Generating Interaction between Schemata and Text (GIST) strategies, GIST strategy in

teaching reading is one of the effective strategies for the students in order to understand the text, so that they can summarize the paragraph and find out the critical information of the text. GIST strategies were created by Cunningham in Margot (2007) to assist students in learning how to select the most significant information from text.

This is supported by previous studied related to the implementation of Generating Interaction between Schemata and Text (GIST) strategies in teaching reading. According to Putri (2018), GIST strategy in teaching reading comprehension is one of the effective strategies for the students in order to understand the text, so that they can summarize the paragraph and find out the critical information of the text. Another research from Octavia & Wilany (2019) stated that the GIST strategy encouraged the students to be more active and motivated in teaching reading, they were used narrative text and the subject of the research was for junior high school. A study conducted by Luh (2010) said that the result of students' reading comprehension test showed that the students who were taught by GIST showed better achievement in reading comprehension than the students who were taught by conventional reading technique. Furthermore, the result was clear that GIST strategy could develop the students' reading comprehension

The Researcher was visiting SMP N 8 Medan to collect preliminary data by observing the learning process of narrative texts taught by grade IX-4 teachers. In the learning process, the teacher explains the narrative text to students in detail starting from the understanding, structure and type of narrative text. After that the

teacher gives the narrative text to the students to understand. The teacher asks students to read the first paragraph and signals to the students that they can only read the first paragraph and then summarizes the paragraph in 30 words where they only write down the key points for a few minutes. After the allotted time is up, the teacher asks students to read the key points from the summary results. When finished, the teacher repeats the steps until the entire paragraph has been summarized and then all students submit the summary results to the teacher for review. Researchers also interviewed teachers about teaching strategies used in teaching comprehension reading of narrative texts. Based on the process of reading and understanding the narrative text, the teacher uses metacognitive strategies the teacher asks the student to make a schematic in their mind and asks the student to make a summary of each paragraph of the narrative text. The teacher uses one of the metacognitive strategies, namely the Generating Interaction between Schemata and Text (GIST) strategy. The teacher said that he used one of the metacognitive strategies, namely Generating Interaction between Schemata and Text (GIST). The teacher explained that this GIST is a very effective strategy to increase students' understanding of the content of the text they read.

In fact, even though teachers use GIST techniques to help students understand key aspects of narrative texts, researcher found that a large number of students in the class were still unable to identify relevant details in the texts they read. Most students still write down elements that are less important because they still find it very difficult to identify key ideas from each paragraph of the material

they read. This occurs due to the incorrect application of the Generating Interaction between Schemata and Text (GIST) technique by the teacher. The procedure for implementing GIST used by the instructor during the lesson is not in accordance with the procedures that must be followed. However, if the teacher uses the GIST technique correctly and in accordance with the implementation procedures, students will more quickly acquire the ability to read and students will more easier to find the key aspect of a text.

From these data, researcher are interested in analyzing the implementation of Generating Interaction between Schemata and Text (GIST) to teach students to read narrative texts so that the students can comprehend the texts' content and get the main point of the text.

1.2 The Problem of the Study

Based on the above background, the researcher formulated research questions: “How is the GIST strategy implemented in teaching reading narrative text?”

1.3 The Objective of the Study

Based on the research questions above, the aims this study is to describe how the GIST strategy was implemented in teaching reading narrative text

1.4 The Scope of the Study

In connection with the problems formulated above, the researcher limits the scope of this study. This study focus on the implementation of Generating Interaction between Schemata and Text (GIST) strategy in teaching Reading Narrative text in eighth grade.

1.5 The Significances of the Study

The findings of this research are expected to contribute to theoretical and practical interests, especially in the English language learning process:

a) Theoretically

In theory, the findings in this research are expected to be useful for enriching theory and new information, especially regarding how teachers use an metacognitive strategy when teaching reading narrative texts in practice.

b) Practically expected research will be

In fact, these findings can be a reference for :

1) Future Researches

The findings of this research will be useful for future researcher who wish to conduct research in the field of Metacognitive strategy, especially in reading narrative texts. Apart from that, it can be useful as a relevant study or consideration in conducting other research for the sake of continuing to improve the teaching and learning process.

2) Teachers

The results of this research can be used as a source of pemantic questions for teachers in class when discussing narrative text. Teachers will obtain factual and actual results from the explanation of the teacher's questions which are supported by research.

3) Students

This research will also help students become more communicative in learning English and make it easier to get the point in narrative texts. Assembling a story with the influence of other stories. Where students will be more active and creative in assembling a narrative text. Collaborate with classmates and teachers to experience more effective narrative text learning by using a GIST strategy.

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