

CHAPTER I

1.1 The Background

INTRODUCTION

Reading is a necessary skill for success in all element of life. as a resource for knowledge and entertainment (Roe, Smith, and Burn, 2005:25). Reading can be described as a process in which information from the readers' collective knowledge develops meaning. The interaction between the reader and the text constitutes the reading process. While reading, a reader does a lot of things, including not only looking at the print but also making notes on the page and understanding the content of the chapter. As they read, readers consider what they are reading, what it means, and how it links to previous readings, knowledge, and what they anticipate will happen next in the text (Anderson, 2002:20). In conclusion, reading is a difficult activity that requires the reader to understand what is written both within and outside of the lines.

They should be proficient in reading, writing, speaking, and listening in English. The oral mode's receptive skill is listening comprehension. When we say listen, we mean to pay attention and comprehend what is being said. In the oral approach, speaking is a useful ability. It is more difficult than it initially appears to be and entails more than just word pronunciation, just like the other skills. The receptive skill in the written mode is reading. Although it can develop separately from speaking and listening abilities, it frequently does so as well, especially in nations with a strong literary past. Reading can aid in the development of vocabulary that mostly aids hearing comprehension later on. Writing is a useful talent when used in written form. Even for native speakers of a language, it

frequently appears to be the most difficult of the talents since it entails not only the graphic depiction of speech but also the formulation and orderly presentation of thoughts. It is also more complex than it initially looks.

Students must strengthen their reading skills in order to succeed. They use reading not only to fulfill their educational needs but also as a way to deepen their understanding of their main subject. Students in SMAN 1 Beringin will have to study a lot of books in order to keep coming up with new innovations, discoveries, and ideas. They must identify the writings' key concepts and specifics in order to understand the texts' meaning. Students must use efficient reading techniques in this situation to locate the essential concepts and points as rapidly as feasible.

Understanding what you read and deriving meaning from it is the goal of reading. Learn more about what the study has to say about how good readers intentionally use comprehension strategies and the active process of creating meaning. Reading is a painful, fruitless game of word calling without comprehension. Reading is the process of learning from any literary material and deriving meaning from it. It is encouraged for readers to actively create meaning as they read. The development of the knowledge, abilities, and experience that students need in order to become effective and enthusiastic readers is one of the main objectives of reading comprehension education. Understanding the text allows readers to understand the author's points, messages, or facts. Readers should relate any facts they learn from the text to their own experience or prior knowledge.

Unfortunately, reality is different from what is predicted. The majority of students struggle to read. Students sometimes struggle with reading comprehension due to inadequate language structure comprehension and a lack of vocabulary. Their poor score indicates that they are unable to recognize the paragraph's major idea and overall topic. In addition, the kids lack drive and don't actively engage in any of the activities carried out in class.

Lower student performance in English classes at school might be attributed to a number of causes. According to the researcher's observations of SMAN 1 Beringin students, reading proficiency in English is still a problem for these students. It occurs because the student lacks reading motivation, has a poor grasp of the text, and the teacher is not using strategies specifically designed to increase the students' reading comprehension. The majority of them struggle to read and understand English text clearly. Many children have outstanding word reading skills but struggle to respond to inquiries. They can speak the words, but they are unable to understand what they imply. Reading materials are challenging for them to understand. The author also noted that the teacher merely required the pupils to read before posing a question, with no prior explanation of the text required. Therefore, the reading was not understood by the kids. They were unable to fully respond to the inquiry as a result.

However, techniques for speed reading are frequently taught to help students find the answers to their questions in the book. Faster reading does not necessarily indicate that the kids have fully understood the text. Reading is a set of skills that involve understanding the relationship between each word and deriving meaning from the text, according to Peregoy and Boyle (2004:54). Reading,

according to Brassel and Rasinski (2008:45), is the capacity to understand or interpret content from a textbook. It implies that in order to comprehend the passage, pupils must strive. If the children do not learn it, the reading process is not finished. In order to accomplish the reading's intended goal, comprehension is a prerequisite. To examine the students' reading comprehension issues, a survey of students was done informally by the research. It brought up the fact that some students reread the texts to gain a clearer understanding of the authors' aim, core idea, and/or issue. Students may find a means to fully understand what they read, and some may refer to strategies for reading comprehension for their educational needs.

Students must use the GIST Strategy in order to overcome reading comprehension obstacles and advance their reading skills. Nurfaedah (2012:02) claims that the GIST (Generating Interaction between Schemata and Text) strategy is an effective method for assisting students in comprehending and synthesizing the material they are reading as well as preparing them for future study. GIST, according to Richardson and Morgan (2000:75), is a comprehension technique used both before and after reading to determine the main concept of the text. As a result, we can draw the conclusion that GIST is a type of teaching reading technique that engages students' schemata for reading comprehension. Generating Interaction Between Schemata and Text (GIST) strategy is one instructional strategy that is thought to be helpful for enhancing students' reading comprehension and combines prior knowledge, synthesis, and generalizing cognitive activity. The primary ideas are identified or generated, the central concepts are connected, superfluous and extraneous information is removed,

pupils are helped to remember what they read, and a summary of the readings is recorded using this technique.

In light of the explanation provided above, the author is considering performing a study on the impact of using the GIST strategy on students' reading comprehension. The research revealed that the approach was beneficial to pupils even when they required a translation of the content. The pupils were able to make good progress utilizing the new technique to acquire reading even if they found it difficult to put it into practice. The researcher suggests the GIST technique as one of the reference strategies to understand the texts and teach reading comprehension because of the difficulties students have with it. The goal of this study is to ascertain whether first-year students who use the GIST approach have improved reading comprehension.

Table 1.1 Preliminary Research

No	Name of Student	Score
1.	Student 1	15
2.	Student 2	25
3.	Student 3	25
4.	Student 4	10
5.	Student 5	15
6.	Student 6	20
7.	Student 7	25
8.	Student 8	25
9.	Student 9	15
10.	Student 10	10
11.	Student 11	10
12.	Student 12	20
13.	Student 13	10
14.	Student 14	15
15.	Student 15	25
16.	Student 16	10
17.	Student 17	15
18.	Student 18	20
19.	Student 19	35
20.	Student 20	10

21.	Student 21	15
22.	Student 22	35
23.	Student 23	15
24.	Student 24	30
25.	Student 25	10
26.	Student 26	20
27.	Student 27	30
28.	Student 28	30
29.	Student 29	20
30.	Student 30	10

1.2 The Problem of the Study

Based on the background above, the writer formulates problem statement and focus the research to answer the questions as follow: Is there any significant effect of using GIST strategy toward students' reading comprehension at the first year of SMAN 1 Beringin?

1.3 The Objective of the Research

To find out if there is any effect of using GIST strategy toward students' reading comprehension at the first year of SMAN 1 Beringin.

1.4 The Scope of the Study

The scope of this research is limited on the study to improve the students' reading comprehension in literal comprehension through the effect of using GIST strategy toward students' reading comprehension. Which is the indicator of literal comprehension is covered in main idea.

1.5 The Significance of the Research

After completing this research, it is expected the findings of the study will be helpful theoretically and practically for:

1.5.1 Theoritically

The results of this research can be used as a reference for developing studies that the GIST strategy can use for students' reading comprehension.

1.5.2 Practically

1. For the teacher, the research findings are to give information about the effect of using the GIST strategy to improve the student's reading comprehension.
2. For the readers, to give an understanding and knowledge about the problem that will investigate.
3. For the research, to fulfill one of the requirements to complete her undergraduate Study Program (S1) in the English education department of education and teacher training faculty of Nommensen HKBP University.

1.6 The Hypothesis

Ho: There is no significant effect of using GIST strategy toward the first year students' reading comprehension at SMAN 1 Beringin.

Ha: There is a significant effect of using GIST strategy toward the first year students' reading comprehension at SMAN 1 Beringin.

CHAPTER II

LITERATURE REVIEW

2.1 The Theoretical Framework

In this chapter, the author discusses this study which contains several theories that discuss this research process. In addition, the conceptual framework for the analysis of this research is also provided by the author.

2.2 The Concept of GIST Strategy

2.2.1 Definition of GIST Strategy

Generating Interaction between Schemata and Text GIST is a summarizing strategy to assist students' comprehension and summary of what they have read. This strategy teaches students to use prediction as a comprehension aid when reading expository text. Tapping this background knowledge can effectively increase the student's comprehension of the text to be read. Students use higher thinking skills to analyze ways to delete non-essential information and use their own words to summarize their main idea or "the gist" of the selection (Scuder, T., Clewell, S., and Jackson, N. 1989:35).

GIST is the abbreviation of Generating Interaction between Schemata and Text, which is one of the reading strategies used to clarify the main idea of a text. Generate means to produce, while interaction means a mutual or reciprocal action or influence. According to the Merriam-Webster dictionary, Schemata is a mental codification of experience that includes a particular organized way of perceiving cognitively and responding to a complex situation or set of stimuli. In other words, schemata mean a prior experience or prior knowledge of someone. Text, in

Merriam Webster dictionary, is a source of information or authority, which also means a passage or verse as a source of information.

In conclusion, GIST is a strategy that conducts the interaction between the reader's prior knowledge or experience and the text that has been read. Therefore, the readers can relate the text's information with their thoughts to understand or comprehend the text thoroughly. Cunningham (Cecil and Gipe, 2003:45) offers one helpful strategy to improve comprehension and involves students' prior knowledge, synthesizing, and generalizing operation: Generating Interaction between Schemata and Text GIST strategy.

This strategy can help the students focus on a text's main ideas and decide what is essential without omitting key concepts. When using GIST, students write summaries consisting of 20 words or less. By only allowing the students to summarize this long, students delete trivial information, select critical ideas, and generalize their terms. Students are forced to discard unnecessary and unimportant information so that they may focus on what is significant for them to understand and remember.

2.2.2 Purpose of GIST Strategy

Cunningham developed the GIST Strategy (Generating Interaction between Schemata and Text) to improve student abilities to comprehend the gist of a paragraph by providing a prescription for reading from group sentences-by-sentences gist production to individual whole-paragraph gist production.

Cunningham in Nurfaedah (2010:06) claims that the Generating Interaction between Schemata Text GIST strategy was an effective instructional tool for guiding student summary writing and improving their learning from text.

The procedure had its roots in three sets of studies. First, Cunningham argues for a strategy that engages a reader's background knowledge while using cues from the text in the order in which they were presented. Second, in which students who wrote summaries following each paragraph increased their learning from the text. Third, generate the instructional procedures for guiding students' use of the system. The technique represents a teacher-directed, small-group strategy that takes students from writing sentence summary statements to generating gist statements for paragraphs.

Generating Interaction between Schemata and Text GIST is a strategy that will help students to summarize from sentences to paragraphs to the entire passage and can be used to improve the student's abilities to comprehend. Based on Housel (2002:51) stated that GIST is finding the main idea and supporting details. The goal of GIST is to make a summary of 20 words or less. The GIST Strategy is one of all effective strategies for summarizing the text.

2.2.3 Procedure of GIST Strategy

According to Cunningham in Nurfaedah (2010:07), there are two versions of the procedure a paragraph version and a short passage version. The steps involved in each are outlined as follows:

1. Paragraph Version

In the paragraph version, students are asked to generate summary statements of no longer than fifteen words as they read a paragraph sentence- by sentence. After reading the first sentences, they are expected to summarize what the text states. Then as each additional sentence of a paragraph is exposed,

students are expected to incorporate the additional information into a new statement of no more than fifteen words.

2. *Short Passage Version*

The short version parallels the paragraph version. The procedure of GIST strategy based on Fleener, Morgan, and Richardson (2009:378) stated that steps of GIST as follow:

1. Select a short passage in a chapter that has an essential main idea. A gallery containing from three to five paragraphs works best.
2. Place the transparency on the projector but display only the first paragraph (cover the other). Put 20 blanks on the chalkboard.
3. Have students generate a class summary on the board in 30 or fewer words; their resumes will function as a guide for this process.
4. Reveal the next paragraph of the text and have students generate a summary of 30 or fewer words that encompasses the first two paragraphs.
5. Continue this procedure paragraph by paragraph until students produce a GIST statement of the entire passage being taught.

2.3 The Concept of Reading

2.3.1 Definition of Reading

According to Nunan in Ade Media Saputra (2003:68), reading is a fluent process of readers combining information from the text and their background knowledge to build meaning. According to Harmer (2007:99), reading is helpful for language acquisition, providing that students more or less understand what they read; the more they read, the better they get it.

2.3.2 Purpose of Reading

According to Paul S. Anderson in Ikah (2006:16), there are seven aims of reading, reading for details and facts, reading for main ideas, reading for sequence or organization, reading for influence, reading for classifying; and reading for evaluating reading and for comparing of the contest.

2.4 The Concept of Reading Comprehension

2.4.1 Definition of Reading Comprehension

Reading is one of the essential skills in the teaching-learning process. Reading is not about how to pronounce the words or explain them, but the most important thing is how the students understand the meaning of the text and what the writer talks about. Evelin (2003:75) stated that reading is not only a process of getting a sense from printed words. The printed symbols meant that, in some mysterious ways, are carried to the reader's mind. The meaning already in the reader's mind is related to their experience. Furthermore, Nunan (2003:55) explained that reading is a process of combining information from text and background knowledge to produce meaning.

As Alderson (2000:45) clearly defines reading comprehension as an activity of comprehending involving one's knowledge of words. Thus, we can conclude that reading is a way of learning a text to get meaning through transferring ideas. Lems, Miller, and Soro (2009:65) also stated that reading comprehension is about understanding written texts. It is a complete activity that involves both seeing and thinking. Briefly, the writer concludes that reading comprehension is a process of understanding the meaning and getting information

from the text. The reader needs basic knowledge that involves perception and thought in comprehending.

2.4.2 The Aspect of Reading Comprehension

There are some aspects that students have to master in reading comprehension. According to Rose, Smith, and Burns (2005:45), there are five (5) aspects of reading comprehension as follow:

2.4.2.1 Main Idea

The main idea is the most critical piece of information the author wants the reader to know about the overall idea of a paragraph or section of a text. Kirn and Hartmann (2007:60) confirmed that the main idea tells the main point or idea about the topic, expressed directly or implied in the text. It is always a general idea that focuses on a particular subject. It is usually found in the first sentence of a paragraph or sometimes in the middle or at the end of the paragraph. In conclusion, my main idea is the central thought of the text, which tells about the overall idea of the text and is usually expressed either explicitly or implicitly in the topic sentence.

2.4.2.2 Detailed Information

Roe, Smith, and Burns (2005:70) stated that detailed information refers to the facts and explicitly supports the text's details. Recognizing said information is the basis of literal comprehension. The details on which main ideas and references are built are expressly stated parts of a paragraph or passage that contain the essential information. That means detailed information is the information that is displayed directly in the text to support the main idea of the text as well as build the implicit and reference information. Furthermore, detailed information requires

students to scan through the text to get factual information about the text (King and Stanley, 2009:90).

Students may need some guidance on the types of details signaled by specific questions to locate information effectively. For example, a *who* question asks for the name or identification of a person or sometimes an animal; a *what* question asks for a thing or an event; a *how* question asks for the way something is or was accomplished; a *when* question asks for a time; and a *why* question asks for the reasons of something.

2.4.2.3 Inference

The inference is a skill in which the readers are intended to be able to read between guessing. In other words, making inferences about a text is a complex process by connecting information in the passage to a preliminary report during the reading process. Thus, the students must look for clues and try to guess what the course is about. Inferring also expands the understanding by helping the reader discover what is implied but not explicitly stated by the author.

2.4.2.4 Reference

Reference is a relationship between objects in which one thing designates or acts as a means to connect to or link to another entity (Brian, 2006:41). Usually, we will find this reference section at the end of the page or the end of a book. The factual report will find a reference at the bottom of the text. This reference is the source of information used in the accurate description. The purpose of reference writing is to honor the originator or original author. And shows that what we write is not a personal argument. Reference to factual reports

refers to using the information as facts at the sources listed because the actual message is a fact, not an argument.

2.4.2.5 Vocabulary

Vocabulary in context is the words used in a text. The meaning of vocabulary is usually based on the whole selection purpose depending on the text's concern. Vocabulary knowledge is a fundamental aspect of reading comprehension, which affects students' understanding. Students reading comprehension relies on the knowledge of the words they are reading. The more words they can recognize and understand in a text, the better their awareness will be (Mickulecky & Jeffries, 2007:89).

2.4.3 Factors Affecting of Reading Comprehension

Anderson in Muhammad Arif (2006:16) described the factors affecting reading comprehension. In this opinion, it means to reside in the text itself. Meaning is reached when the reader integrates the personal background knowledge, purpose for reading strategies, and text to get a definition. The description above implies that one should monitor some internal or external factors to get a perfect comprehension of the reading process.

2.5 Previous Research

The research reports using several techniques to increase the students' reading comprehension. Some research findings are as follows:

Muntafi'ah (2016:61) researched "The Effect of Using GIST Strategy Towards Students' Reading Comprehension" the objective of the study is to find out whether the GIST Strategy improves the student's reading comprehension and to find out the significant improvement in the students' reading comprehension

after being taught by using GIST Strategy. In this research, the researcher acted as an observer. There were two cycles in this research, in each process comprised two meetings. It proved to be a significant difference in the students' reading comprehension after being taught the GIST strategy.

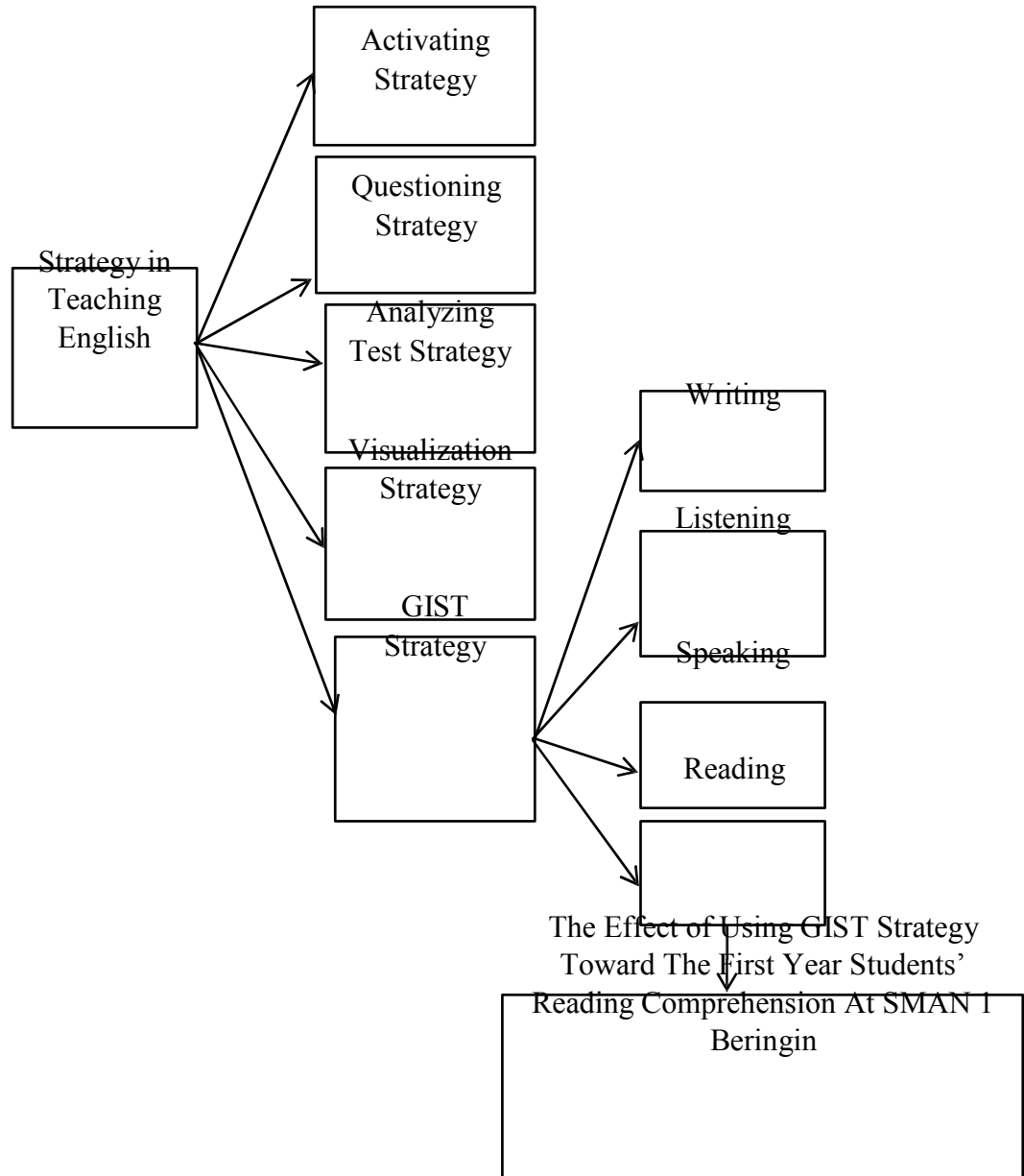
Yuniar Nita Alfiana (2017:17) researched "The Effectiveness of Using GIST Strategy to Eight Grade Students' Reading Comprehension of SMP Prasetya Wiyata Ngasem Kediri in the academic year 2016/2017. This research aimed to determine whether using the GIST Strategy is effective for the eight grade students' reading comprehension at SMP Prasetya Wiyata Ngasem Kediri and to describe the students' response when the GIST Strategy is applied to teaching reading comprehension. The researcher conducted quasi-experimental quantitative research.

The research entitled "The Effect of Using GIST and Students' Reading Interest toward Students' Reading Comprehension at Fifth Semester STKIP YPM Bangko" was written by Novi Riani, Anas Yasin (2014: 40), State University of Padang. This research was conducted by experimental design. The study's subjects were students in the fifth semester of STKIP YPM Bangko. The study's objective was to determine the effect of using GIST and students' reading interests on students' reading comprehension. This research shows that the GIST Strategy positively contributes to the students.

According to the previous research findings above, reading was essential to be improved because the students can get information through reading. Can use so many strategies to enhance the students reading comprehension. Concerning that, this research will try out the effect of using the GIST strategy on students'

reading comprehension to teach reading and will use experimental quantitative analysis.

2.6 Conceptual Framework



CHAPTER III
RESEARCH METHOD

3.1 Research Design

The design of this research was experimental quantitative. The quantitative method is empirical research in which the data is in the form of something that can calculate. The quantitative approach pays attention to collecting and analyzing data in numerical form. The quantitative method is a statistic that describes or provides an overview of the object under study through sample data or population as it is without analyzing and drawing conclusions generally applicable. This technique is used to analyze data quantitatively.

In this design, the researcher used two groups as a sample; the control group and the experimental group. Did not choose those groups randomly. The experimental group is one of the treatments; another treatment is not done. The experimental group was treated by using the GIST strategy, while the control group was treated without using the GIST strategy. Both groups got a pretest and post-test. Only the experimental group received the treatment. The comparison between the pretest and post-test scores depends on the success of the treatment. The design was:

Table 3.1

Pre Test	Treatment	Post- Test
O1	X	O2

Note:

O1 = The result of the student's pre-test

X = The treatment by the application of the GIST Strategy

O2 = The result of the student's post-test

3.2 The Source of Data

Data are the things that are analyzed in this study, while the source is where we can take from the written data. The data of this study are the utterance used by students at SMAN 1 Beringin. Took the data sources for this study from the tenth grade at SMAN 1 Beringin. The total of students at SMAN 1 Beringin was 260 students.

3.3 The Instrument of Collecting Data

The instrument of the research was a reading test. The best form was questions from the text that asked about the main idea of each paragraph in the text. The teacher gave a pretest, treatment, and post-test to find out "The improvement of the students reading comprehension in terms of literal understanding through the effect using the GIST Strategy. The pretest gave to the students for the first time, treatment gave by using this strategy, and the post-test gave after treatment to measure the student's achievement in reading comprehension through the effect using the GIST Strategy.

3.4 The Technique of Collecting Data

3.4.1 Pre-test

Before the treatment, the students were given a pretest to know their achievement in reading. In this pretest, the researchers asked the students to answer the questions from the text about the main idea without applying the GIST Strategy. The student used 2×40 minutes.

3.4.2 Treatment

After giving the pretest, the students were treated by applying the GIST Strategy. Some steps of treatment are:

1. Selected and used a short passage with an important main idea; 3-5 paragraph passages work best.
2. Reading the first paragraph. Write a summary of this paragraph in 20 words or less.
3. Reading the second paragraph. Generate a summary of 20 or fewer words encompassing the first two paragraphs.
4. Continued this procedure paragraph by paragraph until produced a GIST statement of 20 words or less for the entire passage.

3.4.3 Post-test

After the treatment, the post-test will be conducted to determine the student's reading comprehension by applying the GIST Strategy. It is used to check the result of medicines; it was also helpful to know whether applying the GIST Strategy was practical to stimulate the student's reading comprehension. The test was the same as a pretest.

3.5 The Technique of Data Analysis

1. Rubric assessment of reading comprehension by using this formula

Maximum score = 4

Score = _____

(Sudijono in Yuli Fitriani, 2012:33)

2. Data Analysis
 - a. Calculating the mean score of the students reading comprehension test by using the following formula:

$\bar{y} = \frac{\sum y}{n}$

Note:

\bar{Y} = mean score

$\sum x$ = the sum of all score

N = a number of students

(Gay: 1981:81)

b. Calculating the percentage of the student's activity in the learning process using the formula:

$P = \frac{F}{N} \times 100\%$

Note:

P = percentage

F = frequency

N = total number of the students

(Gay in Yuli Fitriani, 2005:34)

c. Calculating the percentage of the student's English Progress in reading comprehension will be identified by using the formula:

Progress = $\frac{X_2 - X_1}{X_2} \times 100\%$

Note:

% = the percentage of the student's progress

X1 = the mean score of the pre-test

X2 = the mean score of the post-test

d. Interpretation of the study is:

T-test	T- table	H1: Accepted
T-test	T- table	H2: Denied

After tabulating and analyzing the data, the result was classified into seven classifications and standard evaluation as given below:

Table 3.1 Scoring Classification

No.	Score	Classification
1.	96 – 100	Excellent
2.	86 – 95	Very good
3.	76 – 85	Good
4.	66 – 75	Fairly good
5.	56 – 65	Fair
6.	36 – 55	Fairly poor
7.	10 – 35	Poor