CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of skill in English learning that need sources to get informations and processed to be new knowledges for the reader. Different from researcher, Erick Abraham simplifies to define reading is reviewing note.[1] Beside, other experts as Paul E. Dennison and N√SW (New South Wales) Department of School Education Sydney define reading in other views. Paul states reading is a guess game eruditely mind anticipates what happen then waiting for ensuring the guess is right. He adds that reading is not an introduction of letter and word. He defines it as rewriting text actively where reader collectively analyze words and listen her/him self to tell.[2] Whereas NSW Department of School Education Sydney defines reading as the process of constructing meaning from written text.[3] This is supported by other expert, Clay M, the author of book entitled *Becoming Literate The Construction of Inner Control-*. Clay states:

> "*I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practised. My definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from*
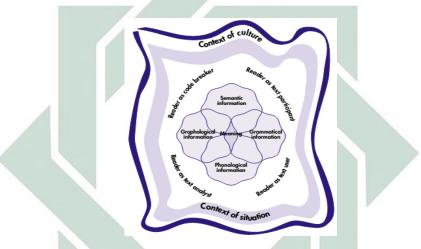
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[1] Erick Abraham. *3 Minutes Update! For Your Words!*. (Yogyakarta:Pelangi Edukasi, 2012), 279.

[2] Paul E. Dennison, 2008 "Brain Gym dan Aku: Merasakan Kembali Kenikmatan Belajar". Translated, (Jakarta: PT GramediaWidiasarana Indonesia, 2008), 29. See also: *Brain Gym and Me: Reclaiming The Pleasure of Learning*, (Jakarta: PT Grasindo, 2006)

[3] NSW Department of School Education, Curriculum Directorate, *Teaching Reading:A K-6 Framework* (Sydney: Curriculum Directorate, 1997), 6.

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cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message."[4]

NSW Departement of School Education also defines reading as an essential part of literacy. NSW also shows a diagram that explains clearly the model of reading, and how context, language, information also the role of reader can relate each other. (see picture 1.1)

Picture 1.1 Elements of Reading in Social Context

Picture 1.1 NSW states that in any discussion of reading, it must take place in the context of what it means to be literate in today's society. [5] NSW Departement of School Education also explains more that the model of reading is actually a complex process that involves interaction between the reader, the language and ideas of the text. Reading involves readers in drawing upon their existing knowledge of the world, language and the written code in order to attend

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[4]Ibid.

[5]Ibid.

to the visual information of the text. In using and integrating these four complementary sources of information in learning reading, the role of teacher in succeding is the most important. According to Jeremy, he assumes that getting students to read English texts is an important role of teacher's job.Teacher's main functions when training students to read is not only to persuade them of skimming and scanning but also to make them see that the way they read is vitally important.[6]

Based on reality, researcher can assume that teaching is not quiet easy because teacher also has problems in teaching,[7] especially teaching reading. Moreover, LouAnne Johnson asserts that reading is the only one of common obstacle in education success.[8] There are not still maximal reading learning yet. Researcher often finds, teacher gives a text for students to read, they show their laziness and sleepiness. Among of students read and answer the question in the text without using dictionary at all. Teacher also does not give a list of difficult words to the students, teacher informs when students asked about it. Teacher just

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[6] Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching.* (England: Pearson Education Longman Limited, 1998), 68-69.

[7] As Baharuddin stated according to Zuhairini that teacher's problems in teaching are: the difference of student's IQ, characteristics and background. Then, determining exact material for students, determining appropriate method or strategy and the difficulty in evaluation either in most of time or less time. See: Prof Dr. H. Baharuddin. M.Pd.I., *Pendidikan dan Psikologi Perkembangan.* (Jogjakarta: Ar-Ruzz Media, 2010), 198. It is quoted from Zuhairini, for further explanation see also: Zuhairini, et.al., *Metodik Khusus Agama Islam.* (Surabaya: Usaha Nasional, 1983).

[8] LouAnne Johnson, *Teaching Outside The Box: How To Grab Your Students By Their Brain.* (PT.Indeks, 2009), 263-264.

goes around controlling students not to chcek student's work but to ensure students do not cheating each other. The classroom situation becomes silent and there is no form of communication between teacher and students. After the time of doing the task finished, teacher appoints one of students to read their answer alternately and teacher corrects it only, she or he does not discuss how the process to know the correct answer. Beside, another factors effect the process of learning strategy, some are: in student health wise, the classroom atmosphere, teacher's mood, student's feeling and readiness to get the lesson. The matters above indicate that teacher as an influential one for students, teacher can start to turn opportunities into success by preparing an appropriate strategy in teaching reading.

In learning process, there are some effective strategy in teaching reading for example: Cue the "ABCs" strategy, the 3-2-1 Strategy, Precis Strategy and GIST Strategy. But, based on consideration of descriptions above, researcher plans to implement GIST (Generating Interaction between Schemata and Text) Strategy in increasing student reading comprehension in exploring descriptive text in second grade of SMPN 4 Surabaya.

GIST is a strategy used in reading skill. Usage of GIST Strategy is a sort of summarizing. The difference is GIST Strategy more focus on generating a text

by 5W 1H question to get informations. In addition, GIST Strategy is especially helpful when students are required to read long texts containing a significant amount of new information. Therefore, to increase students reading comprehension in exploring descriptive text, researcher intends to implement GIST Strategy in reading skill learning in second grade of SMPN 4 Surabaya.

B. Reseach Question

1. How is student reading comprehension in exploring descriptive text?

2. How effective is the implementation of GIST Strategy on student reading comprehension in exploring descriptive text in second grade of SMPN 4 Surabaya?

C. Objective of the Research

1. To know student reading comprehension in exploring descriptive text.

2. To know the effectiveness of GIST Strategy for reading learning on student reading comprehension in exploring descriptive text in second grade of SMPN 4 Surabaya.

D. Hypothesis

H_a : Implementation of GIST Strategy is effective to increase student reading comprehension in exploring descriptive text.

E. Significance of the Research

Below are the advantages of conducting this study:

1. Theoritically, this study result hoped to develop teaching and learning process especially in teaching reading skill.

2. Practically, this study result hoped to be contribution:

   a. The advantage for the students: they enjoy the process of increasing their reading comprehension in exploring descriptive text and it is hoped helping students to understand and to intent whole text well.

   b. The advantage for the teachers:they can implement GIST Strategy in increasing student reading comprehension.

   c. The advantage for the reader: they can get informations about implementing GIST Strategy and its effectiveness to increase student reading comprehension.

F. Scope and Limits of The Research

This study focuses on the implementation of GIST Strategy on student reading comprehension in exploring descriptive text. Reading comprehension that tested is a reading achievement which related to student's mean score in exploring descriptive text. This study also answers only how far the effectiveness of GIST Strategy implementation using SPSS result.

G. Definition of Key Terms

a. Effectiveness: as Sharon Friesen stated that effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.[9] This research meant for effectiveness as an achievement of action or treatment goal.

b. Increasing student reading comprehension: In making improvement of student reading comprehension, Trelease Jim supports that is important to consider side factors in reading comprehension. He adds there are really only two efficient ways to get words into a person's brain: either through the eye or through the ear. It needs to give attention to : (1) condition the child's brain, (2) create background knowledge, (3) build vocabulary, (4) provide a reading role model.[10] Then increasing reading comprehension in this case is to make better or improvement in students reading comprehension.

c. Reading Comprehension: According to Dr. Richard Paul and Dr. Linda Elder, it is better for a reader to connect each sentence with the purpose of the written piece in understanding a text. They beleieve, in reading section, reader must be careful, because such as finding key paragraphs consists of fiding the ideas or questions that are the driving force within the text. They also add that structural reading is an important means by which we locate key paragraphs. All

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[9] Sharon Friesen. *What Did You Do In School Today? Teaching Effectiveness: A Framework and Rubric.* Canada: CEA, 2009. 4-6

[10] Trelease Jim, *The Read-Aloud Handbook*. (America: Penguin Books, 2006), 4.

paragraphs within a written piece should connect to every other paragraph so that reader can see logical connections between ideas. It means what teacher can do is to prepare appropriate strategy to teach reading, because student reading comprehension is a teacher's main goal in teaching reading.[11] Reading comprehension measured is reading achievement to get information, understand and analyze the content of the text.

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[11] Richard Paul - Linda Elder, *How to Read a Paragraph; The Art of Close Reading* (The Foundation for Critical Thinking), 12-13.