

# CHAPTER I

## INTRODUCTION

The researcher presents introduction that consist of research context, research focus, research objective, significance of the study, definition of keyterms, and previous study.

### **A. Research Context**

Reading comprehension is understanding what is read in a text. Kintsch and van Dijk define reading comprehension as creating meaning from a textbook<sup>1</sup>. According to Haerazi and Ari Irawan, reading activities allow students to learn the language and then build sentences, paragraphs, and texts<sup>2</sup>. This is because, in the context of language learning, reading is an effective way to develop language skills, including expanding vocabulary, improving grammar understanding, and developing writing skills. Therefore, through reading activities, students can learn languages, grow language skills, and develop abilities in constructing sentences, paragraphs, and texts properly. The above shows how important it is to learn and master reading comprehension.

However, this is inversely proportional to the reality in schools where many students find it challenging to learn and master reading comprehension due to various obstacles, for example, the limited vocabulary they have, the boredom that students feel because they don't

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<sup>1</sup> Abbas Pour hosein Gilakjani, Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skills?", *Journal of Studies in Education* 6, no 2 (2016), 10.5296/jse.v6i2.9201

<sup>2</sup> Haerazi, Ari Irawan, "The Effectiveness ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy", *iJET* 1, no.15 (2020): 62 , <https://doi.org/10.3991/ijet.v15i01>.

understand the contents of the text, the difficulty in concentrating on reading English texts, not understanding good grammar, and so on.

One of the strategies for teaching reading comprehension teachers can use is GIST (generating interaction schemata and text). With the following implementation steps, according to Ati Ningsih: (1) the teacher guides students to make several groups, (2) the teacher shows the GIST strategy, and (3) the teacher instructs students to write the main idea of the reading text in 20 words, (4) the teacher and students together discuss the summary that has been made (5) students summarize the first and last paragraphs in 20 words, (6) the teacher compares one summary with another, and (7) the teacher assesses and evaluates their understanding and progress.

This strategy is considered effective for increasing students' understanding of reading texts. Besides that, this strategy can also help students make conclusions from the text they read using their language so that students can more easily understand the meaning of the text. This strategy aims to help students understand the essence of paragraphs and make a summary of the entire contents of the reading material. Thus, the purpose of learning reading comprehension will be achieved<sup>3</sup>. Teachers can use the GIST strategy to help students develop critical reading comprehension skills, such as identifying main ideas, summarizing information, and recognizing the nature of text. By applying the GIST

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<sup>3</sup> Ida Rosida, Kurniawati, "Meningkatkan Kemampuan Membaca Pemahaman Dengan Menggunakan Metode Generating Interaction Between Schemata and Text (Gist) Melalui Media Teks Cerita Anak", *Antologi UPI* 5, no 1 (Agustus 2017),

strategy, students can develop their understanding of whole texts, identify critical information, and compile concise yet informative summaries.

The use of GIST strategies in reading comprehension is a strategy that teachers can use for students to improve reading comprehension, as has been done by Detiani Rahmawati in her research entitled "The Effect of Using GIST Strategy Through Recount Text on Students' Reading Comprehension at As-Syukriyah College" in her research she said that at Asy-Syukriyyah Tangerang Higher Education, many students paid little attention to reading lessons, students felt bored with class situations, and presentations also the ability of students who are assessed in reading is still lacking, lack of vocabulary possessed by students, and students do not have the habit of expressing English in class, that can make the situation in teaching learning activity more active the researcher is using the GIST strategy through recounting text toward students' reading comprehension.<sup>4</sup>.

The GIST strategy is a reading comprehension strategy widely used in higher levels of education, such as senior high school, junior high school, and college. This strategy helps students identify the main ideas as they read and improves their text comprehension. However, in this study, the GIST strategy was applied by teachers in elementary schools where students still have limited knowledge in understanding texts. The researcher wanted to know how the GIST strategy is implemented in elementary school and whether the steps are the same as those in junior high school and senior high school. Overall, implementing the GIST

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<sup>4</sup> Destiani Rahmawati, "The Effect of Gist Strategy Through Recount Text on Students' Reading Compehension at As-Syukriyah College", *Jurnal As-Syukriyah* 21, no.2, (oktober, 2020),p. 226

strategy in elementary school is an essential area of research that can contribute to developing teaching strategies adapted to the needs of primary school students. By knowing how the GIST strategy is implemented in elementary schools, the researcher can provide knowledge about effective teaching strategies to improve reading comprehension among students of all ages. Based on the phenomena above, the researcher wants to research “The Implementation of GIST Strategy In Teaching English Descriptive Text In Reading Comprehension For 4th Grade Students Of SDN Bandaran 3 Pamekasan” because grade 4th students are an essential age group for developing reading skills. The topic is interesting for learning to add a vision for teachers who want to teach students in reading comprehension.

## **B. Research Focus**

According to Creswell, a research problem is an issue or concern that needs to be addressed. The problem comes from a void in the literature, conflict in research results in the literature, topics that have been neglected in the literature, a need to lift the voice of marginalized participants, and “real life” problems found in the workplace, the home the community, and so forth.<sup>5</sup> Based on research context above, the statement of research focus is formulated as follow:

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<sup>5</sup> John W. Creswell, Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4<sup>th</sup> ed(Boston;Pearson,2012)

1. How is the implementation of the GIST strategy in teaching English descriptive text in reading comprehension for grade 4<sup>th</sup> at SDN Bandaran 3 Pamekasan?
2. What are the strengths and weaknesses of implementation GIST strategy in teaching English descriptive text in reading comprehension for grade 4<sup>th</sup> students at SDN Bandaran 3 Pamekasan?

### **C. Research Objective**

The aim statement is a statement that advances the overall direction or focus of the study.<sup>6</sup> Based on the researcher's focus, the researcher has the goal of this study as follows:

1. To describe the implementation of the GIST strategy in teaching English descriptive text in reading comprehension for grade 4<sup>th</sup> at SDN Bandaran 3 Pamekasan
2. To know the strengths and weaknesses of implementation GIST strategy in teaching English descriptive text in reading comprehension for grade 4<sup>th</sup> students at SDN Bandaran 3 Pamekasan?

### **D. Significances of Study**

The results of this research are expected to give some beneficial contributions:

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<sup>6</sup> John W. Creswell, Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4<sup>th</sup> ed(Boston;Pearson,2012)p.110

## **1. Theoretically Significance**

The results of this research is to learn about the strategies implemented by English teacher in English descriptive text lessons in reading comprehension for 4<sup>th</sup> grade students of SDN Bandaran 3 Pamekasan.

## **2. Practical Significances**

### **a. The Reader**

This research would give an explanation to the reader about the strategies implemented by English teachers in English descriptive text lessons in reading comprehension for 4<sup>th</sup> grade students of SDN Bandaran 3 Pamekasan.

### **b. The Teacher**

This research is expected to be reviewed by an English teacher. Therefore, teachers can improve and optimize the best strategies in teaching English for reading comprehension.

### **c. The Student**

This research can teach students the strategies English teachers use for reading comprehension in teaching and learning.

### **d. For Researcher**

As a teacher candidate, the results of this study provide knowledge on strategies that can be used in teaching reading comprehension in the teaching and learning process.

### **e. For Further Researcher**

This research can be a guide or reference for future researchers who desire to research teaching strategies in reading comprehension. It is also hoped that future researchers can use forms of text other than the text already used by the researcher.

## **E. Definition of Key terms**

Defining key terms is needed to avoid differences in understanding or unclear meaning. The terms required to explain are those concerned with the central concept in a thesis.<sup>7</sup>

From this definition, the researcher wants to discuss understanding that states the information such as:

### **1. GIST Strategy**

GIST (Generating Interaction Schemata and Text) is a strategy that effectively improves students' reading comprehension. This strategy is to make conclusions from texts read using their language, which can help students and make it easier to understand texts.

### **2. Descriptive Text**

Descriptive text in English explains or describes something in detail so that the reader understands the object of information conveyed in the text. For example, a person, place, thing, or event.

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<sup>7</sup> John W.Cresswell, Educational Research, (Boston: Pearson Education,2012), page.82

### **3. Reading Comprehension**

Reading comprehension is a skill or ability to understand the text that is read. Learning reading comprehension takes maximum effort because it aims to gain an in-depth understanding.

#### **F. Previous Study**

In this part, the researcher will clarify some differences between the research and the previous studies. This research is familiar, but some research has been done before.

The first research on the previous research by Selvilya Anggara was entitled "The Implementation of GIST Strategy to Teach Reading Comprehension In Senior High School." This study shows that applying the GIST strategy in the explanatory text helps students understand the reading text well. This can be seen from the results of students' reading assignments after applying the GIST strategy and the data analyzed using the ESL Composition Profile with the consideration that the assignment is in the form of a summary based on their own words of the reading text.

This study and the previous research will be similar to the GIST strategy to teach reading comprehension. Both research used a qualitative approach. The difference is that the previous study used senior high school students as the object of research using explanation text, while this research is on elementary school students using descriptive text.

The second research in the previous research was conducted by Rejoice Agape Sinuray, Pandoyo Situmorang, Robinson Pangihutan



Sihombing, Rodolfo Josafat Gultom, and Kartina Rahmadhani Rambe's research discusses "The Effect of GIST Strategy on Students' Achievement in Reading Comprehension." This research aims to find ways to improve students' reading comprehension through basic strategies and the results of this study show the effect of the GIST strategy in improving students' reading comprehension. The similarity of the research that the researchers will do is that the same research is GIST Strategy on Students' achievement in reading comprehension. Meanwhile, the differences from previous research are taught in two classes at SMK Sinar Husni BM Labuhan Deli. They were a control class and an experimental class. The population of this study is 50 students, consisting of two classes, and experiments were designed and used in this research. Still, this research only uses one class, namely 4th grade, and uses the qualitative method.

The third previous study from Fiki Setiawan and Yuni Awalaturrohmah Solihah is "Strategies for Teaching Reading to Students with High and Low Vocabularies: Emphasizing GIST and Graphic Organizers." They explain the effectiveness of GIST and Graphic Organizers in teaching reading to students with different levels of vocabulary proficiency,. The result is that in teaching reading comprehension, the GIST method was adequate for students with a high vocabulary competency. At the same time, graphics organizers were adequate for learners with low vocabulary proficiency. The similarity at the study the researchers are going to do about strategy in reading comprehension is gist strategy. Meanwhile, the difference from the

previous study is that it uses two strategies in data collection, namely GIST and graphic organizers, but this research only uses the GIST strategy.