

# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

Reading is one skill in the academic field besides writing, listening, and speaking. Reading can be thought of as taking information from a text and forming interpretations of that information. Reading comprehension is the ability to process the text of reading, understand its meaning, and integrate it with what the reader already knows (Noviyanti et al. 2021). This helps students to gain a lot of information from text.

Reading is also something that is important and indispensable for students because their success in learning depends to a large extent on their reading ability (Hasibuan 2013). Poor reading comprehension is failing their studies, or at least making progress difficult. If they have good reading comprehension, they will probably be successful in their study.

Reading is the process of getting information from the text that has been done by the reader (Pasaribu 2021). After reading, the reader gets increased students' knowledge, for example, is various types of texts. From this definition, the researchers can draw the conclusion that reading is an important ability. When reader reading, the reader must have a good concentration and ability of the text so that the students get information and can understand the text.

Reading is a skill that high school level students must have. To meet reading needs, the government-provided school-based curriculum (K13) for new students sets English, especially reading proficiency standards. This is related to the skill to understand the significance of the text, accurately accepted to read and get the main idea in the text and understand the text; the report, news, descriptive, review, discussion, anecdote, comment, explanation, and others. The researchers focus on descriptive text. In descriptive text, they can depict the overall data of the text, the particular data of text words, references, and reach inferences from the text. This means that students can only do it if they can comprehend the text well.

In view of the researcher's experience Practice in Real Class in Sinar Husni BM Vocational High School Labuhan Deli, it is the schools that has implemented the 2013 School-Based Curriculum (K13). In the syllabus, the student passing score (KKM) is 75, this 75 is for reading lessons. Reading is taught twice a week for 15 minutes. Based

on K13, Vocational High School students need to learn and understand different types of reading texts, for example, is read the description text. The teacher taught the explanation, but the students are still struggling to reach the KKM. Students have a problem with reading comprehension. First, the student still has a hard time identifying the general information in the paragraph, and then the student cannot get the main idea, resulting in students can't read the text well and can't find the purpose of the text. Also, students cannot answer questions. As a result, students can trick their friends into the teaching process.

The implementation of reading comprehension learning at Sinar Husni BM Vocational High School is carried out by giving the assignments and answer text to the understudies rather than understanding or reading texts. Firstly, the teacher gives a talk about data that is viewed as important with what understudies ought to do during the learning process. Reading comprehension activities are carried from start to end, if the students don't get it, reading comprehension is repeated again, then next they will answer some questions that will be given to them. The strategy used in learning is still monotonous and boring for students

In the researchers' experience when conducting teaching practice, the researchers' found some symptoms such as; they cannot identify the elements that will be included in the description text, students find it difficult to classify to text, to find the social function, topic sentence, a topic, generic structure, the main idea, language features, supporting details.

In this case, the teacher could modify the teaching strategies to provide solutions to these problems that is with the GIST strategy. The GIST strategy is type of reading teaching strategy that activates students' schemas to understand and comprehend the content of the text (Yousif et al. 2018). GIST strategy could be implemented for junior high school or senior/vocational high school students with various functional texts that have been used as research materials (Anggara 2021).

GIST is generating interactions between cchemata and text. Brassel and Rasinski (2008) stated that GIST is a summarizing strategy that helps students look for important information, eliminate unimportant information, remove redundancies and write a brief summaries in 20 words or less. Wright (2011:1) notices that GIST was used in teaching reading because GIST was a good strategy for any level reader and the

students develop skills in identifying main ideas and key concepts in the text. This strategy helps improve students' reading comprehension. This strategy provides several steps to understand the text in a paragraph and condense it into a large number of words for each paragraph. Therefore, students will be familiar with this strategy for excluding important information and discarding non-essential information.

The purpose of the GIST strategy is for students' involves summarizing, make some important points and use them to create a summary statement of fifteen words or less. This will increase the reading understanding and writing a summary. When they use GIST, students need to remove unimportant information, pick important information, and generalize their words. These are the three main strategies needed to understand and track. The GIST strategy facilitates comprehension by students to shorten long texts so that they can summarize long texts and insert concepts into them. And after the researcher gave questions to 25 students, the researcher found that 10 students passed / their scores were above the KKM.

In view of the background over, the researchers are keen on doing this research with the title "The Effect of GIST Strategy in Improving Students' Reading Comprehension at Sinar Husni BM Vocational High School Labuhan Deli"

## **1.2. The Problems of Study**

The problem of study is "Does Gist Strategy affect the students' reading comprehension at Sinar Husni BM Vocational High School"?

## **1.3. The Objectives of Study**

Researchers want to know if the application of the GIST strategy at Sinar Husni BM Vocational High School effective and investigate the improvement of students' reading. Moreover, the researcher is also made to know the responses of the students towards the strategy in understanding the text descriptive.

## **1.4 The Scope of Study**

The scope of research should be limited, so the research questions are not too extensive, and research becomes effective. This research limits the students' reading comprehension to track down the important information (main idea) in text. This

research is restricted to showing perusing abilities to understudies with the GIST procedure by perusing and answering texts.

### **1.5. The Significance of Study**

1. For Student

The results of this research can improve student achievement in learning to read student texts by using the GIST strategy.

2. For researchers

Researchers know how to teach with other methods that can be applied to train students' reading skills in English and researchers can gain knowledge and experience in teaching using the GIST method.

3. For readers

Researchers hope to provide more information and knowledge from this research.

4. The other researcher

The researchers hope that the result of this research will contribute knowledge in the form of information that can be useful in further research or simply act as a reference on any other literature work.

### **1.6 Hypothesis**

Based on this theory, the research hypothesis is formulated as:  $H_a$  (alternative hypothesis): see that there is something new or different with a contrast between educating with the GIST system and with the standard strategy.  $H_o$  (no hypothesis): There is no point between the reading comprehension of students conveyed according to the GIST strategy and the reading comprehension of control teaching methods.