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## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

In Indonesia, English is the first foreign language taught from primary schools up to university levels. It is only communicated in English classroom and the students do not use it outside of the classroom. This condition makes English difficult for Indonesian students. They have limited time to practice the language. A foreign language, like an active language, requires a lot of practice. In order to master a language, the students should use it in everyday activities, through a real practice. Brown (2001:232) states that there are four skills in English that should be mastered. They are speaking, listening, writing, and reading. Reading is one of the four language skills that can support the students in English.

Since English in Indonesia is a foreign language, most of the students at any levels of education get difficulty in reading English texts. More researchers indicated that the ability of Indonesian students to read English texts was very low. Most university graduates are not able to read English with complete comprehension. The Indonesian students need help with reading comprehension (Syatriana, 1998; and Hamra, 1993). For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course.

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Reading is one of the important language skills. It is one of the common ways to get information, pleasure or interest. Karen Tankersley (2005:10) states that reading is a complex brain activity. It is a complex skill requiring many things, including specification, ability, and certain skills for the students. So, the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Judi (2007:10) states that reading is making meaning from print and from visual information. It means that to get knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Many people can read, but not all can understand what they have read. The problems of students in English learning also happen in reading comprehension.

Learning to read refers to reading for meaning or comprehension. According to Janette K. Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that the students need to understand about the materials that they read because it is one of the purposes of reading activity.

Reading is taught at school and it is supported by School Based Curriculum (KTSP). In School Based Curriculum, there are two competences

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namely standard competence and basic competence which need to be mastered by the students, and these competencies are stated in syllabus as a guidance for teachers in arranging teaching and learning design or lesson plan. At junior high school, the standard competence is to understand the meaning short essay of various genres. Based on the School Based Curriculum (KTSP), the students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative, recount, etc, which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006:31).

One of the reading genres that is familiar and taught at the eighth grade of Junior High School 40 Pekanbaru is descriptive text. Since the students always face reading comprehension through genre, they must know the types of text, and automatically they are able to comprehend a text. In this research, it just focuses on descriptive text.

State Junior High School 40 Pekanbaru is one of the schools that also uses School Based Curriculum (KTSP) in teaching English. School Based Curriculum (KTSP), reading must be learned by the students. At State Junior High School 40 Pekanbaru, reading is taught and learned in all grades, from the first grade to the third grade. Reading is taught twice in a week with duration of time 80 minutes for one meeting. Although this school has done a lot of efforts to improve the students' English competence in reading subject. But in fact, the students do not seem good in English and many students still have difficulties in reading. Meanwhile, this school has a program to improve English, which the teacher has been using the Competence Based Curriculum in teaching and learning process,

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but the technique that teacher uses is not successful enough in teaching reading yet.

Based on preliminary study at Junior High School 40 Pekanbaru on February 2016, the students in majority faced difficulties in reading comprehension of descriptive text. Firstly, the students were not able to find out the main idea in reading descriptive text. Secondly, the students were not able to identify the meaning of unfamiliar words. Thirdly, the students were not able to get factual information of the descriptive text. Fourthly, the students were not able to identify the generic structure in descriptive text. Finally, the students were not able to find out inference of the descriptive text.

Then, the problems of teacher's side, the teacher still used conventional teaching technique in teaching reading. The teacher used the three phase technique. There were three activities, namely beginning activity, the main activity, and the last activity. At the beginning activity, the teacher asked the students' knowledge about the text. At the main activity, the teacher asked the students to read the text individually and the last activity, the teacher asked the students to answer the questions about the text, and the teacher collected the students' tasks. These made students became bored with teaching and learning process.

From the explanation above, the students still had many problems in term of reading. Their reading skill was still far from expectation of the curriculum. The problem indicated that they had a problem in getting their own minimum criteria of passing grade. The passing grade of learning English, especially in

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reading is 75. However, based on the interview to one of English teacher at Junior High School 40 Pekanbaru showed that there were only 12 students from 30 students who could pass the passing grade (KKM). It means that 18 students could not pass passing grade (KKM).

As the reader, we have to comprehend reading materials by using a good strategy/technique/method. It is supported by Jannete (2007:8) who has said that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use). To improve students' ability in comprehending the text, the teacher needs to apply an appropriate technique or strategy to help them solve their problem.

Realizing on the phenomenon mentioned, there are two strategies in learning English that can help students to comprehend reading text, especially in descriptive text. Two particular strategies, namely GIST strategy and Group Mapping Activity strategy are both strategies to solve these problems. GIST is a strategy for supporting comprehension of informational text. GIST is especially helpful when the students quired to read long texts containing a significant amount of new information (Cunningham 1982). It means that the students are able to comprehend a text from informational text and new information that they have read.

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Joyce Nelson (2002:1) states that group mapping activity strategy is a strategy to build comprehension of the text by creating a graphic representation that illustrates their interpretation of the relationships between story characters and plot, or between ideas and concepts in their material. This representation takes the form of a map or diagram with labels based on student's personal understandings. It means that students easy to find main ideas and concept about the material, because after the student read, the student makes the summary of the main ideas from the text.

It is really impressive that in the reading process of comprehending the text is easy to get the meaning and to find the ideas from the text by using maps. Therefore, the students should be able to explore their ideas during their reading comprehend especially in a descriptive paragraph. In other words, the teacher uses two strategies; those are GIST strategy and Group Mapping Activity strategy. By using these strategies they seem that it is the most interested and influenced by the students in reading comprehension in descriptive text. Based on the explanation and the problems mentioned, it is necessary to conduct a research entitled **“A Comparison between the Effect of Using Generating Interactions Schemata and Text (GIST) and Group Mapping Activity (GMA) Strategies on Students' Reading Comprehension at State Junior High School 40 Pekanbaru”**.

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## 1.2. Statement of the Problem

Regarding to the background of the problems above, the problems deal with students reading comprehension in the teaching - learning process, especially in descriptive text. The problems might mostly come from the students. However, those problems are needed to solve immediately. The students are not able to find out the main idea in reading descriptive text. The students are not able to identify the meaning of unfamiliar words. The students are not able to get factual information of the descriptive text. Further, the students are not able to identify the generic structure in descriptive text. They also are not able to find out inference of the descriptive text.

It has been recognized that the students of State Junior High School 40 Pekanbaru still face the problems in reading comprehension, especially in a descriptive paragraph. Some questions need to be addressed. Why are the students not able to find out the main idea in reading descriptive text? Why are the students not able to identify the meaning of unfamiliar words? What do the students get difficulties to find out the generic structure of the text? Why are the students not able to get factual information of the descriptive text? Why are the students not able to find out inference of the descriptive text? How is the influence of reading strategy to their reading comprehension by analyzing Group Mapping and GIST strategies? Is the teaching strategy appropriate in improving the students' reading comprehension in descriptive paragraph? Which strategy gives better result either Group Mapping and GIST strategies on reading comprehension?

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The other problems come from the teachers themselves. It is difficult for the teachers to find and choose an interesting strategy for reading skill. The teachers still use inappropriate strategy in teaching reading. Furthermore, the teacher does not pay attention to her appropriate strategy in teaching and learning process of reading and the teacher still also implements teacher center instruction. There two strategies that can help the students in reading comprehension, there were GIST strategy and Group Mapping Activity strategy.

GIST is a strategy for supporting comprehension of informational text (Andrienne L. Herrel, 2008). Further, Cunningham in Jose Marelllo (2009) state that GIST is a strategy to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help the students remember what they read, and record a summary of the material they just read. Then, Group Mapping Activity strategy is a strategy to build comprehension of the text by creating a graphic representation that illustrates their interpretation of the relationships between story characters and plot, or between ideas and concepts in their material. This representation takes the form of a map or diagram with labels based on student's personal understandings (Joyce Nelson, 2002:1).

### 1.3. Limitation of the Problem

Based on the statement of the problems above, it could be known that many problems are found. Therefore, they should be limited. The problem of this study is limited as the following:

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- a. This study aims to find out the difference between students' reading comprehension in using GIST and Group Mapping Activity Strategies.
- b. Reading focuses on reading comprehension in descriptive text.
- c. The study is conducted to the eight year students of SMPN 40 Pekanbaru.

#### **1.4. Purpose and Objectives the Study**

The purpose of this study is to compare the use of Group Mapping Activity and GIST strategies on students' reading comprehension in descriptive text at State Junior High School 40 Pekanbaru.

The objectives of this study can be stated as follows:

1. To find out a significant difference on students' reading comprehension before being given a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental 2.
2. To find out a significant difference on students' reading comprehension before and after being given a treatment by using GIST strategy for an experimental group 1.
3. To find out a significant difference on students' reading comprehension before and after being given a treatment by using Group Mapping Activity strategy for an experimental 2.
4. To find out a significant difference on students' reading comprehension after being given a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental group 2.



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## 1.5. The Research Questions

1. Is there any significant difference on students' reading comprehension before being given a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental group 2?
2. Is there any significant difference on students' reading comprehension before and after being given a treatment by using GIST strategy for an experimental group 1?
3. Is there any significant difference on students' reading comprehension before and after being given a treatment by using Group Mapping Activity strategy for an experimental 2?
4. Is there any significant difference on students' reading comprehension after being given a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental 2?

## 1.6. Significance of the Study

The study aims to improve a new strategy in teaching English to students, especially in reading comprehension. It was expected that GIST and Group Mapping Activity strategies would be generated for future research. Besides, this study can be used to give positive contribution to students at State Junior High School 40 Pekanbaru in improving students' reading comprehension in descriptive text. For the teachers in this study was hoped to help the English teachers at State Junior High School 40 Pekanbaru as the designer in teaching learning process. So, the English teachers are able to develop their strategies or



technique in teaching or learning process in reading comprehension especially in descriptive text.

### 1.7. The Rationale of the Study

Reading is one of the important skills in learning English. Students should master and comprehend in reading text. To make them comprehend in reading text, the teacher should help them by implementing an effective strategy in the teaching process. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

The success of teaching and learning process depends on the teacher's effort which is given by using GIST and Group Mapping Activity strategies. So the learners can be easy to appreciate their capability in product of teaching activities. However, it was a hard work and hopes that the strategy would be useful not only for teachers, but also for students in the teaching and learning process. The significant product would be used for one way for a teacher in the teaching process. GIST and Group Mapping Activity strategies would be able to give significant difference in order to improve the students' reading comprehension.

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### 1.8. Definition of Key Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to explain the definition of terms as follows:

#### 1. Comparison

Richard (2004) indicates that comparison is describing the similarity or differences between two items. However, in this research, the term of comparison refers to comparing two different things or population. They are between reading comprehension taught by using Generating Interaction between Schemata and Text (GIST) Strategy and Group Mapping Activity (GMA) Strategy.

#### 2. Effect

The effect is a measurement of the strength of one variable's effect on another or the relationship between two or more variables (Jack C Richards , 2002:75). In this research, an effect is defined as the result of teaching reading by using GIST and Group Mapping Activity strategies.

#### 3. Generating Interaction between Schemata and Text (GIST) Strategy

GIST is a strategy for supporting comprehension of informational text. Cunningham in Andrienne (2008) state that GIST is a strategy to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help the students remember what they read, and record a summary of the material they just read.

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#### 4. Group Mapping Activity (GMA) Strategy

Group mapping activity strategy is a strategy to build comprehension of the text by creating a graphic representation that illustrates their interpretation of the relationships between story, characters and plot, or between ideas and concepts in their material. This representation takes the form of a map or diagram with labels based on student's personal understandings (Joyce Nelson, 2002:1).

#### 5. Reading Comprehension

Reading comprehension is the active process of constructing meaning from text (Jenette 2007 : 8). In other words, reading comprehension is an ability to understand a text in a term of finding the meaning of the story, identify the main idea, identifying explicit and implicit information of the text. Reading comprehension especially in descriptive text.