

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the study, the research questions, the purpose of the study, the significance of study, the scope and limitation of study, and definition of key term.

#### **1.1 Background of Study**

English is the language that taught in the every level of education in Indonesia. There are four basic language skills: reading, speaking, writing, and listening. Writing is one of the skills taught in the junior high school. Based on the syllabus of SMP teaching writing has the goal to enable the students to write the simple text. Summary writing is the crucial skill that has to master by the all students level. It has two benefits not only writing skill but also reading skill. It is because the students have read the texts before write them into the summary. As mentioned by Braxton (2009: 5) learning to summarize can have multiple benefits for students such as improving reading comprehension, enhancing the quality of written summaries, and helping them retain knowledge gained in content areas such as social studies and science.

Summary writing will make the student more understand the contents of text. It will make the students' habit to make the summary from the text or the thing that students heard when they feel it important to write down. Graham and Perin (2007: 16) said, the summarization approaches studied ranged from explicitly teaching

summarization strategies to enhancing summarization by progressively “fading” models of a good summary. In fact, students can learn to write better summaries from either a rule-governed or a more intuitive approach.

Moreover, Wichadee (2013: 107) stated, summarizing is the best way to see whether students understand the whole reading passage or not since they have to use their own words to display the main ideas. Even if the ability to summarize information is an essential skill, there are not many students can do well in summary writing. The students always get the difficulty when they ask to write the summary from the text. They think that get the summary from the text is difficult. Sometimes the students are not easy to determine which part of text that important to write and combine become a summary.

The purposes of summary writing are to give an accurate, objective representation of something or to get the main ideas of the texts. Bazerman (1985: 67) revealed that, summary can be used for many purposes: to help you understand the main points and structure of an author’s argument, to convey that understanding to others, to present background information quickly, or to refer to another writer’s ideas in the course of making your own original statement.

GIST is one of the summary writing strategy that enable students easier to make a summary from the text. As mentioned by Richardson, Morgan and Fleener (2009: 378) one strategy for teaching students to summarize text effectively is called GIST. It has been found to improve students’ reading comprehension and summary writing. Braxton (2009: 8) by implementing GIST, the students do not need to learn

the specific rule but they can delete, generalize, and substitute the section of the text. GIST also improves students' ability in summarizing the section of the text.

Based on the explanation above, the research will be conducted under the title "The Effectiveness of GIST (Generating Interaction between Schemata and Text) Strategy on The Student's Summary Writing Skill at 8<sup>th</sup> Grade Students of SMPN 5 Ponorogo".

### **1.2 The Research Question**

Based on the background of study, the research questions are:

1. Does the GIST strategy affect students' summary writing skill at 8<sup>th</sup> grade students of SMPN 5 Ponorogo in the academic year 2015/2016?
2. How far is the effectiveness of GIST strategy on the students' summary writing skill at 8<sup>th</sup> grade students of SMPN 5 Ponorogo in the academic year 2015/2016?
3. Is there any significant result of the students' ability in summary writing after giving Gist strategy at 8<sup>th</sup> grade students of SMPN 5 Ponorogo in the academic year 2015/2016?

### **1.3 The Purpose of the study**

Based on the research questions above, the purposes of the study are:

1. To find out whether using GIST strategy is effective on students' summary writing skill at 8<sup>th</sup> grade students of SMPN 5 Ponorogo in the academic year 2015/2016.
2. To measure how far is the effectiveness of GIST strategy on the student's summary writing skill at 8<sup>th</sup> grade students of SMPN 5 Ponorogo in the academic year 2015/2016.



3. To measure the students' ability in summary writing after giving Gist strategy at 8<sup>th</sup> grade students of SMP N5 Ponorogo in the academic year 2015/2016.

#### **1.4 The Significant of the study**

The result of this study is expected to be useful for:

1. The Students

GIST strategy will help the students easier to make a summary from the text and it will make the students more understand the contents of text.

2. The Teacher

The teacher can use GIST strategy effectively to teach summary writing as well as to enrich and enlarge his or her strategy in teaching.

3. The School

The result of the research is hoped to be additional advance for the school.

4. The researcher

By conducting this research, the researcher will get the experience and experiment to implement GIST strategy in teaching writing.

5. The Reader

The reader will know about the effectiveness of GIST strategy in teaching writing, especially summary writing.

#### **1.5 Scope and Limitation of the study**

1. Scope of the study:

The study is focused on the GIST (Generating Interaction between Schemata and Text) strategy in teaching summary writing.

## 2. Limitation of the Study:

The writer limits this study only about teaching summary writing by using GIST strategy and focuses at the Eighth grade students of SMPN 5 Ponorogo.

### 1.6 Definition Of Key term

To avert misunderstanding the writer needs to define the following terms which helps in defining the terms that used in this study:

**GIST** : is a summarizing strategy to use to assist students' comprehension and summary writing skill. Students use higher order thinking skills to analyze and synthesize what they have read. The summary is usually limit to no more than fifteen words; therefore, the student must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection. (Cunningham in Iowa department of education, 2004: 34)

**Summary writing skill** : is the ability to make shortened passage from the text which retains the essential information of the original text. It is fairly brief restatement in the writer own words of a passage/text contents.