I. INTRODUCTION

This chapter describes the background of the problem which includes the reason for conducting the research, the problems in teaching reading comprehension, and suitable teaching technique which is needed in improving the students' reading achievement. This chapter also describes the formulation of the problem, limitation of the problems, objectives of the research, significancesof the research, and definition of terms.

1.1. Background of the Problems

Language is a system of communication that enables humans to cooperate. Peitro (1990) said that language is one of the most useful tools we have as human. It can be deduced that without language we can not express our feeling clearly to other people even engaging in their activities.

Reading means understanding the ideas conveyed in a text. In teaching and learning English, reading is very important skill beside listening, speaking, and writing. Reading is one of language skills that use the critical thinking of the learners. The learners should have wide ability to connect the writer and the teacher.

According to the pre-observation in SMP Negeri 13 Bandar Lampung on 2nd December 2013, it was found that some students have low ability in reading. It can be seen from students' result test. The result of observation was consolidated by the statement one of English teachers of SMP Negeri 13 Bandar Lampung saying that the the students have difficulty in comprehending an English reading text. In accordance with the the score data which the researcher get from him, it was found that some students gainedthe minimum standard score in the test and examination.

The students sometimes felt shy when they were asked to read the text in front of the class because they did not know to pronounce the word well. They never have heard and learned how to spell the words from the their teacher. They just asked to do the exercises in the textbooks in written. It can be seen from their final examination scores. The scoreswere still under minimum achievement. The students just study English to get the score. The students felt bored, because they have to read and read again to understand and answer the question from the passage. Finally, they tended to belazy and just guess. If there was no examination or evaluation, they would not study.

Moreover, related to the previous research which was conducted by Azhar and Hartanto (2009), it was found that the main factors that make the students having difficulty and low motivation in reading are their limited knowledge of English vocabulary, and their lack understanding of reading skills such as: skimming, making inferences, finding topic sentence and finding main idea.

Get the Gist Strategy was a strategy that can be used to improve students' reading comprehension and they made summary from their understanding of the main idea of the text. One of the goals the students read the English text is to get information from the text. To know the information, the students have to find out the main idea of a paragraph which tells the topic. Identifying main idea is also found in reading test.

But, in the fact, the teacher still used conventional technique whereas the teacher can be more creative. The teacher only focused on giving many texts to the students and asked them to answer the questions without seeing that whether the students were really able to do it or not. The teacher focused on grammar drills, vocabulary and the meaning of word by word. Thus, it was not enough for the students to grasp and understand the content of text. The students know most of the words in a paragraph but still have difficulty to catch its main idea.

That method makes the students who are taught through this method was boring. The students tended to be passive in reading class because the activitywas dominated by the teacher (teacher-centered).

In line with the fact, there should be a learning strategy suitable in teaching reading in order to motivate and help the students enjoy reading the textsso they can get the information fully and easily. It related to Oxford (1990: 8) as quoted by Sutarsyah (2013: 24) says a learning strategy is any attempt used by a learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Reading strategies

indicated how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand (Block, 1986) as quoted by Song (1998: 1).

The *Get the Gist* Strategy is intended to be used in improving students' comprehension achievement. *Get the Gist* Strategy was a strategy that can be used to improve students' reading comprehension and they make summary from their understanding of the main idea of the text. The researcher uses*Get the Gist* Strategy because this technique focusesthis technique focused to help the students pull the most important information from a piece of text. Doing this help students sift through details to find key points in a paragraph which improved comprehension. During this time especially in reading learning process, the students difficult to determine the main idea of the text.

Therefore, based on the explanation above, the researcher wants to apply the *Get the Gist* Strategy in teaching reading. By using this *Get the Gist* Strategy, it was hoped that teaching reading through *Get the Gist* Strategy not only will increase students' achievement but also in this research. To analyze the improvement of the students' reading comprehension achievement through *Get the Gist* Strategy and to find out the problems the students faced in learning macro skills of reading comprehension achievement through *Get the Gist* Strategy which were the main focus of this research.

1.2.Identifications of the Problems

The identifications of the problems in this research are;

a. The students felt bored when they are studying reading because they have to read and read again to understand the text from the passage.

b. The students have difficulty in interpreting new vocabulary.

c. The students' score were still under minimum achievement.

d. The teacher only focused on giving many texts to the students and asked them to answer the question without seeing that whether the students are really able to do it or not.

e. There were still conventional method and technique which are used by the teacher.

f. The students have difficulty and low motivation in reading were their limited knowledge of English vocabulary, and their lack understanding of reading skills such as: skimming, making inferences, finding topic sentence and finding main idea.

1.3. Limitation of the Problems

According to the identification of the problems above, the focus of the research wasteaching reading comprehension using *Get the Gist* Strategy. The decision was taken by considering the importance of *Get the Gist* Strategywas one of learning strategieswhich is*Get the Gist* Strategy was an appropriate technique for the teacher in teaching reading and it wasuseful to increase students' reading comprehension achievement, and knowing the problems that most of

second grade students at SMP Negeri 13 Bandar Lampung still got lowscores for reading test and low motivation in reading.

1.4. Formulation of the Problems

Based on background of the problems mentioned previously, the formulation of the problems was as follows:

1. Is there any significant difference of students' reading comprehension achievement before being taught through*Get the GistStrategy*and afterbeing taught through *Get the GistStrategy* in teaching reading ofrecount text at the second year students of SMPN 13 Bandar Lampung?

2. Is there any significant improvement of students' reading comprehension achievementafterimplementing*Get the GistStrategy* in teaching reading ofrecount text at the second year students of SMPN 13 Bandar Lampung?

3. Specifically, what problems do the students face in terms of learning macro skills of reading comprehension through Get the Gist Strategy?

1.5. Research Objectives

The objectives of this research are:

1) To find out whether there is difference of the students' reading comprehension achievement before being taught through*Get the GistStrategy*and after being taught through *Get the Gist Strategy.*

2) To find out whether there isan improvement of the students' reading comprehension achievement after being taught through *Get the Gist Strategy.*

3) To investigate the problems the students face in learning macro skills of reading comprehension through *Get the Gist Strategy.*

1.6. Significance of the Research

The significances of this research are:

1) Theoretically, the results of this research are expected to support the existing theory of reading strategy.

2) Practically, the result of this research can be used as an alternative consideration for next researcher who will choose the appropriate teaching reading techniquein teaching reading activity and can give information to the readers, English teachers, textbooks writers, other practitioners that this technique in this research more effective in improving of the students' reading comprehension achievement.

1.7. Definition of Terms

Definition of terms presented basically at avoiding misunderstanding about the terms in the research. The definitions of terms are:

● Reading is the ability to understand and comprehend the written texts, or read the texts to get information and to able answer the question from the content of texts in terms of macro and micro skills.

- Get the Gist Strategy is one of reading strategies in which the students to be able to summarize a text into one sentence no more 20 words without omitting key ideas.

- Reading Comprehension is the ability to grasp and to comprehend the content and information from the texts in terms of identifying main idea, identifying specific information, making inferences, and author's tone attitude.

- Achievement is the result of study which is achieved by the students in achieving learning objectives after comprehending the materials.

- Recount Text is a text which tells about story, action, or activity in the past.

In this chapter, the following issues have the describing: background of the problems, formulation of the problems, objectives of the research, significances of the research, and definition of terms.