

# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Study**

Writing is one of the skill in learning English. Writing is difficult skills, after reading, listening, and speaking. Because writing is the result of reading, listening, and speaking. Writing is a skill pouring ideas or thoughts into a writing that can be understood by the reader. Writing in English not only pay attention to how the grammar is written, but how the written idea can be conveyed to the reader, so that the reader understands the core or the main idea to be submitted by the author.

In writing students should know about grammar, vocabulary, sentence structure and structure connection but students should also be able to connect between the schemata of the author with what will be written. With the development of the scheme, the writer will be easy to understand how to rewrite the idea or the main idea that will be written.

In fact that many students have difficulty in writing because it does not connect the scheme there is a text to be written. In English Teacher writing only emphasizes the use of vocabulary, tenses, without inviting students to connect the scheme with the text to be written.

This happened at MA Tahfizhil Qur'an-Medan in writing narrative text. Before entering the second year grade XI , there is a set of tests that should be passed by the students. In learning writing their interest is very low, because they do not know in connecting the scheme with what will be written. As

evidenced by the value of writing the English language can not reach the minimal Achievement Criteria.

In learning to write English, in fact English Teachers only emphasize on the use of tenses without helping students how the strategy in writing ideas or the main idea back to the writing. So, that the students are able to write in the language but not conveyed the idea or the main idea in the writing. In this case, the English Teachers should be able to find strategies to make students more motivated and interesting to write especially in writing narrative text.

Narrative text is consisted by the generic structure of orientation, evaluation, complication, resolution and reorientation. But in fact the students did know about the generic structure of the narrative text. So that, they are write the text not follow it.

And when the students start to write narrative text, they are lack to generate the their ideas in their mind to written, and finally their written is not coherent and unity. And also the students difficult to change their oral culture to written culture, finally there written is not good.

Based on the problem above, so applying Generating Interaction Between Schemata and Text (GIST) is choosen. It is summarizing strategy that is appropriate for both narrative and exposition text. This activity help English Teacher and students to synthesize information, a higher thinking level order thinking skill which includes analyzing information and identifying key concepts. It is the process when students activate the schemata on the text, they construct new insight from their background knowledge to comprehend the text. And finally the students can write the text well.

Generating Interaction between Schemata and Text (GIST) is one of the strategy instruction process between one exist knowledge (schemata) and the content of the text. Cunningham State that GIST is strategy exist for teaching studentss summarize text effectively. In other words that GIST is strategy summary, that is mean students focus on the main ideas of a text and to decide what is important without anything key ideas.

Based on the explanation , the research focuses on describing the **Generating Interaction Between Schemata and Text (GIST) Strategy on Students' Achievement in Writing Narrative Text.**

#### **B. Statement of the Problem**

1. The students writing is low, because they are had a very limited vocabulary mastery of English.
2. The students had same ability in pouring the ideas when they write. But they do not have interest in studying writing skills.
3. The students have difficulty in writing because it does not connect the scheme there is a text to be written.
4. GIST strategy spends much time in that aplication.
5. Class management when using Generating Interaction Between Schemata and Text (GIST) strategy to the whole students is more difficult.

#### **C. Research Questions**

Based on the background of the study , the research problem of the study Is there any significance Effect of Generating Interaction between Schemata and Text (GIST) strategy on students' achievement in writing narrative text?

#### **D. Purpose of the Study**

The objective of the study is find out a significant effect of Generating Interaction Between Schemata and Text (GIST) strategy on students' achievement in writing narrative text.

#### **E. The Significances of the Study**

The result of the study was expected to give contribution to the teaching of writing for students and exactly the aim of education can be achieved as well, especially in writing text. The significances of the study can be described as follows:

##### **1. Theoritically**

- a. It is useful for English learners to add new information toward the way to improve their writing achievement in narrative text.
- b. It is useful for English English Teachers to find a new theory to increase student's interest, motivation and skills in writing.

##### **2. Practically**

- a. It is useful for English learners to improve their writing achievement in narrative text by applying Generating Interaction Between Schemata and Text (GIST) strategy.

- b. It is useful for English Teachers to apply Generating Interaction Between Schemata and Text (GIST) strategy to improve students achievement in writing narrative text.
- c. It is useful for other researchers who will conduct related research.

#### **F. Limitation of the Study**

There are many strategies in teaching writing comprehension. But this study is limited only the contribution of Generating Interaction Between Schemata and Text (GIST) students' writing achievement in narrative text.