

**THE INFLUENCE OF GIST STRATEGY ON STUDENT'S READING
ABILITY IN COMPREHENDING NARRATIVE TEXT
(AN EXPERIMENTAL STUDY ON SECOND GRADE OF MAS NURUL
ISLAM)**

THESIS

Submitted by

DITIA MUARA INTAN

Student of Faculty of Education and Teacher Training

Department of English Language Teaching

Reg. No: 231324265



**FACULTY OF EDUCATION AND TEACHER TRAINING
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By:

DITIA MUARA INTAN

**Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324265**

Approved by:

Main Supervisor,



Abdul Manar, M.Hum

NIP.196906051998031005

Co-Supervisor,



Yuni Setianingsih, M.Ag

NIP.197906172003122002

It has been defended in *Munaqasyah* in front of the council of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana Degree S-1 on Teacher Education*

On:
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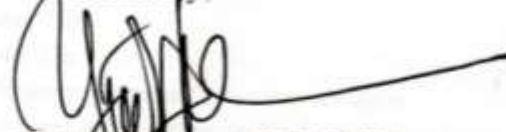
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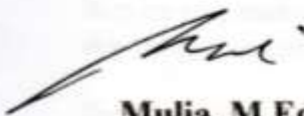
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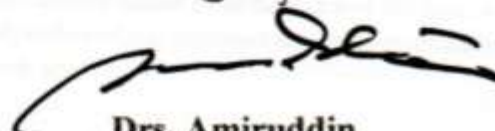
Yuliar Masna, M.TESOL

Member,



Mulia, M.Ed

Member,



Drs. Amiruddin

Certified by:

The Dean of Faculty of Education and Teacher
Training Ar-raniry State Islamic University



Dr. Muhiburrahman, M.Ag

NIP 197109082001121001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh AbdurRauf Kopelma Darussalam Banda Aceh
Email: pbi.fbk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Ditia Muara Intan
NIM : 231324265
Tempat/Tgl. Lahir : Aceh Tengah 06 Desember 1996
Alamat : Darussalam Lr. Jambu No. 12a
Judul Skripsi : The Influence of GIST Strategy on Student's Reading Ability in
Comprehending Narrative Text (An Experimental Study on Second Grade
of MAS Nurul Islam)

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Ditia Muara Intan

ABSTRACT

The purposes of this research are to find out the differences score of students before and after the application of GIST strategy, and to find out the students perception of using GIST strategy in teaching English narrative text. The subjects of this research were 36 students of the second grade of MAS Nurul Islam in the academic year of 2016/2017. This research used quantitative approach. The researcher used two research instruments. There were tests and questionnaire. Based on the results of test the researcher concludes that the mean score of post-test is higher than pre-test (75,44 > 48,69). While the result of t-test was 4,04, the critical value was 0.05 and degree of freedom (df) = $N-1 = 36-1 = 35$ is 2.03. The obtained t-score was 4,04. So the t-score was higher than t-table ($t_{\text{score}} = 4,04 > t_{\text{table}} = 2.03$). It means that there was a significant difference of achievement in the test result before and after applying this method. The result of the questionnaire proved that most of the students were interested in using GIST Strategy.

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The researcher

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CHAPTER 1

INTRODUCTION

A. Background of Study

The purpose of teaching English language at school is to develop students' language skills. There are four major skills that should be mastered by student in learning English, namely listening, speaking, reading and writing. These four skills should be included by teacher in process of teaching and learning in class room. (Harmer, 1983). One of the skills that cannot be neglected is reading skill because the success of student's study depends on the greater part of their ability to read. Therefore, reading is essential not only to get information but also to comprehend the text. There are several texts that are commonly used in teaching reading namely, descriptive text, report text, recount text, and narrative text (Hyde, 1998).

Reading is about understanding and comprehending written texts. Reading skill is one of the important aspects in learning English. Reading also has an influence in teaching and learning process. Building the reading habit should be started as early as possible. If students want to read, they will understand the lesson easily. Many students dislike reading event though reading can support other English learning activities. By reading, the students are demanded to get the knowledge of other skills in teaching English. The term of reading has many interpretations. Goodman (1998) states that reading is receptive language process. It is a psycholinguistic process in that it stars with a linguistic surface representation encoded by a writer and ends with meaning the reader construct. In other hands, there

is an interaction between language and thought in reading. The writer puts thought as language in printed form and the reader analyzes language to thought. From the process, the reader receives the message that the writer conveys.

As described also by Nunan (1989), reading is a complex cognitive process of decoding symbols in order to construct or derives meaning. In addition, reading is the most crucial thing in increasing some knowledges through print out materials. Jean Osborn (1984) says that comprehension occurs when the reader actives or constructs a schema that explains the events and objects describe in a text.

According to Sejtnost and thiese (2010) narrative text include any type of writing that relates a series of events and include both fiction (novel, short stories foems) and nonfiction (memoirs, biographies, new stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphor and symbols. Students need to know how narrative text work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to gain hold a reader's interest. Student need to learn the purpose and methods of narrative in order to understand the framework and to eliminate frustration when they read. When students know the narrative elements, they can more easily follow the story line and make successful predictions.

In this study, the researcher chose the second grade students of MAS Nurul Islam at in academic years 2016-2017 for the experimental of this study. The writer chose Senior High School because firstly, this strategy is difficult to be applied by Elementary and Junior High School, this strategy should be comprehended both

during and after reading. Secondly, the writer chose this level because related to Senior High School syllaby. So the writer decided to choose Senior High School level in conducting this research. The writer chose narrative text because related to Senior High School sillaby. At the past, students get bored to learn reading, especially narrative reading text because of the length of passage and variety of vocabulary used.

Based on the writer observation on the teacher of MAS Nurul Islam, The teacher found that students have difficulties in comprehending their reading text. When the teacher taught the class, The teacher thought that students were ready to study. Then The teacher directly asked student to open the book without reviewing the previous material. The teacher read the text and asked the student to find difficult word and translated them into Indonesian. Finally, they answered the available questions related to the text. The teacher sometimes called the students one by one to read aloud. They only read the text aloud without any comprehension. Therefore, the students got difficulty in comprehending the text. They also get bored in reading. Therefore, they need a new approach to improve their reading comprehension and encourage them to be ready and enjoy the learning process.

Teaching reading is necessary for students. However in teaching reading process, the teacher faces difficulty and obstruction. Therefore, the teacher must be patient and creative in teaching. The teacher is an important component in learning should understand about how to conduct the learning process well. He is responsible for guiding learners to have motivation in learning.

Based on the fact above, it can be concluded that students understanding in reading a text is very poor. To solve the problem of reading comprehension, the researcher would like to use Generating Interaction between Schemata and Text (GIST) strategy. GIST strategy (Cunningham, 1982) is an acronym for Generating Interactions between Schemata and Texts. It is summarizing strategy. Effective summarizing leads to an increase in student learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarize has significant benefits for comprehending and ultimately retaining and recalling information. Teaching students summarizing strategies, like 'Get the Gist', helps them learn to synthesize information, a higher order thinking skill which includes analyzing information and identifying key concepts.

This strategy can help students to understand the content of the text easier and prioritize the information in a way that relates directly how they are asked to use information. GIST strategy works especially with narrative text.

B Research Question

Concerning the background of study above, there are three research questions formulated as follows:

1. How is the score of students before and after the application of GIST strategy?
2. What do students perception on using GIST strategy in teaching English narrative text?

B. The Aim of Study

Based on the problems above, the aims of this study are:

1. To find out the differences score of students before and after the treatment of GIST strategy.
2. To find the students perception of using GIST strategy in teaching English narrative text.

C. Significance of study

There are two significance of this research in theory and practice.

1. Theoretically

This study provides the students to study English through GIST strategy as a learning method. This study is expected to make the students more interested in engaging teaching and learning process in summarize narrative text. The result of the research hopefully can be dedicated for English learning and teaching. Action research can be a worthwhile pursuit for educators for a number of reasons.

2. Practically**a. The School.**

The results of this research are expected to useful in school especially in MAS Nurul Islam then this research are expected to suggest the teachers' how important to use variation method to increase the quality in learning process also to find out research culture for analysis the problem in learning process and find the solution for the problem in the school and It can be apply in the classroom.

b. The Teacher

Teachers can use this strategy as their strategy when they want to improve their ability and get more varied strategies in teaching reading especially in reading comprehension of narrative text. Therefore the teacher can develop and improve the ability of the learners in narrative reading comprehension.

c. The Student.

This strategy can make students build up their reading habit and also solve their difficulties in reading especially in reading comprehension of narrative text. They can pay more attention in learning reading and understand the text intrinsically and extrinsically. These researches are expected can improve student ability in reading comprehension. Then it also to broaden students' knowledge GIST strategy reading skills in teaching reading.

d. The writer

This study will give the other researchers a source or reference of the strategy that can be used for improving or developing students' comprehension about the complex issues and also expand the general knowledge and helping them as the guidance in developing their researches in the same field. They will also recognize teaching English surrounding the current problems and solve the problems. Also the writer can get new knowledge about the other reading strategy and new experience in teaching reading comprehension by using GIST strategy.

D. Terminology

1. Influence

The effect that has on the way a person thinks or behaves or on the way that works or develops Hornby (2010).

According to researcher Influence something is has effect to use whither its good or bad.

2. Gist Strategy

According to Clark (1982) GIST strategy is to help students get the “gist” of the science text in order to write a clear, concise summary in 20 words or less. It make the students clearly understand what will they read with the important information from the summarizing the text with 20 words or less. Schoob and Stout (2008) explains that GIST are summarizing strategy, middle and high school students need to explain the “GIST” of a piece of text by summarizes it in a few words. They look for important information, remove redundancies, and write a brief summary of 20 words or less.

3. Reading Ability

Reading ability is the ability to read text, process it, and understand its meaning.

Kintsch and Yarbrough (1882) for instance distinguish levels of comprehension it is possible to comprehend the words but not the meaning of a sentence, and sentences but not the organization of the text.

In researcher definition student's reading ability is students can read the English narrative text, know the words of text than understand the meaning of text and could retell the story through orally and written.

4. Narrative Text

The definition of narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

CHAPTER II

LITERATURE REVIEW

E. Previous Related Studies.

The writer found out some previous studies which are related to the Generating between Schemata and Text. The first was written by Novi Mega Listiwi (2012) graduated from Universitas Muhammadiyah Ponorogo. The objectives of this research are to describe and to know the Implementation of Generating between Schemata and Text (GIST) strategy to improve students' reading comprehension.

This research was conducted in two cycles. The researcher used three research instrument. There are observation check list, questionnaire and test. The result of test in cycle I show that there were 10 students did not reach the criteria of success. The criteria of success is 70. But after the researcher made improvement in cycle 2, all of the students got score above 70. The result of the questionnaire proved that most of the students were interested in using GIST strategy.

The differences between the present and the previous studies are the population, sample, and location. Beside the similarities are using Implementation of Generating between Schemata and Text (GIST) strategy and both of studies is use experimental.

The second was written by Trisnawati (2016) graduated from Universitas Islam Negeri Raden Fatah Palembang. The objectives of this research are to describe the significant improvement on the eleventh grade students' reading comprehension

achievement taught by using Generating Interaction between Schemata and Text (GIST) strategy at SMA Nurul Iman Palembang. The researcher used a research instrument. There is test. The result of test shows that GIST strategy improved student's reading achievement and most of the students were interested in using GIST strategy.

The differences between present and the previous studies are the population, sample, and location. The similarities are both of studies using Implementation of Generating between Schemata and Text (GIST) strategy and both of studies using experimental teaching.

F. The Concept of Reading

Reading is complex cognitive process of decoding symbols in order to construct of drive meaning and typically and individual activity, although on occasion a person will read out loud for the benefit of other listener Hyde (1998). Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear Harmer(2001). Rivers (1992) defines that reading is the most important activity in any language class. Not only as a source of information and pleasurable activity but also a means of consolidating and extending one' knowledge of the language. Reading is interaction with language that has been coded into printed. It means the students do the communicative about the written and information. And (Suzanne)

pointed out that “our reading is based on comprehension because our needs to understand drive our desire to read”. If someone reads a text but he does not comprehend the meaning of it. It means that he does not read but only spells out the words.

1. General Concept of Reading

Reading has many definitions given by linguists. Grabe and Stoller (2002) define reading is the ability to draw meaning from the printed page and interpret this information appropriately. Therefore, reading seems difficult skill for students who use English as a second language and foreign language because they have to transfer their mother language to the foreign language in comprehending the text.

Based on the point of view above, generally reading is a complex process of human’s activity. As they are reading, they use their eyes and brain to get the meaning of the authors message. Aeberson (1997) reading is what happens when people look at a text and assign meaning to the written symbols in that text. It means that in activity of reading there is an interaction between what the reader looks of the text and what the author writes into printed symbols.

2. Kinds of Reading

Nuttal (2005) describes reading into two approaches, They are:

a. Intensive Reading

Intensive reading involves approaching in text under the close guidance of teacher or under the guidance of a task, which force the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed

understanding of the text not only of what it means, but also how the meaning is produced. For example, student read a text and spending an hour to analyze grammar point and difficult vocabularies. In this activity, the teacher and the students work together to explain the meaning of the text to analyze words and grammatical.

b. Extensive reading

Extensive reading on the other side is reading program that will actively promote reading out class. This activity is reading a longer text and skipping or guessing unknown words. It carries out to achieve a general understanding of a text. For example student read a book, such as novel, fairy tales, biographic or essays based on their interest and their level, and spending an hour for reading whole text book. Extensive can make student enjoy in reading.

In other hand, Broughton et al (2003) identifies kinds of reading, such as:

a. Reading Aloud

The most important characteristic in reading aloud is oral matter, including pronunciation, tone, speed, and pauses. Other activity that improved in reading aloud is conversation. For people are required to read aloud as matter of daily routine, radio newscasters, clergymen, and even actor.

b. Silent Reading

The aim of silent reading is understanding. While doing silent reading, there is no oral expression. In silent reading, the readers use their ability to understand the meaning of the written sign.

c. Purpose of Reading.

When people read something, they have their own purpose. For example when they read a newspaper the purpose is to get information. When they read a comic the purpose is to get the pleasure.

Some linguists have explanation about the purpose of reading. Nuttall (2005) said the main purpose of reading is to get the meaning of the message from a text. In addition, William (1984) usefully classifies reading into:

- a. Getting general information from the text.
- b. Getting specific information from the text.
- c. For pleasure or for interest.

Meanwhile, (Harmer) stated that reading has some purpose:

a. Identifying the topic

In indentifying the topic of the text, they get the topic by relating their own schemata, It will help them to get the idea about the text quickly and effectively.

b. Predicting and Guessing

The readers sometimes guess in order to try and understand what the text is about, especially if they have first identified the topic. They try to predict what is coming and make assumptions about the content of the text. Then they try to relate their schemata with the text that they read.

c. General understanding

The readers do not have to understand the text specifically, but they just understand the general idea of the text and they do not need to focus on detail

information. It is called as skimming. It means running your eyes over the text to get a quick of the gist of a text.

d. Specific information

The reader needs the specific detail that include in the text. It is called as scanning. For example the readers want to find the name or director or movies stars in a film review.

e. Detailed information

Sometimes the readers read in order to understand everything in details information. It is usually in written instructions or directions or description of scientific procedures. For example if someone writes an address and telephone number.

f. Interpreting text

The readers are able to get the meaning of the passage, using a variety of clues to understand what the writer is implying. The readers will be success in interpretation if they have schemata.

3. Reading Comprehension

Reading is defined as the act of examining and understanding written material. Barchers (1998) reader share ideas and information, communicate and communicate and acquire language through this activity. In addition, comprehension is the process of extracting or constructing meaning (building a new meaning and integrating new with old information) from words once they have been identified.

4. Student's Reading Ability

The ability of student to comprehending the text and also summarizing the text. Kintsch and Yarbrough (1882) for instance distinguish levels of comprehension : it is possible to comprehend the words but not the meaning of a sentence, and sentences but not the organization of the text.

G. The Concept of Narrative Text

Narrative text in one of genre that focus on telling stories either fiction or nonfiction. According to Wyrick (1996) there are two kind of these stories that most often used. First the extended narrative. It is a long episode that by itself to illustrates or support an essay's thesis. And the second one is the brief narrative. It is a shorter incident that is often used in body paragraph. Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods use to communicate the narrative through a process narration.

According to Pratyasto (2011) narrative is type of text that is proposed to amuse and deal with actual and vicarious experience in the different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

1. The Characteristics of Narrative Text

According to Zaida (2009) a narrative mainly used past tense. However, present tense can also be used within dialogues. also states that there are seven language features of narrative text. They are:

- a) Use of nouns, for example : stepsisters, housework, etc.

- b) Use of adjectives to form noun phrases, for example: long black hair, two red apples, etc.
- c) Use of time connectives to order the events, for example: then, before that, soon, etc.
- d) Use of adverbs and adverbial phrases, for example: here, in the mountain, happily ever after, etc.
- e) Use of action verbs in past tense, for example: stayed, climbed, etc.
- f) Use of saying verbs in past tense, for example : said, told, promised, etc.
- g) Use of thinking verbs in past tense, for example: though, understood, felt, etc.

2 . The Purpose of Narrative Text

The aim of narrative, other than providing entertainment, it can also make the audience think about the issue, teach them a lesson, or excite their emotion Mark Anderson (1998)

Its purpose is to present a view of the world that entertains or informs the reader or listener. Rudi Hartono (2005) said the social function of narrative text is to amuse and to deal with actual or various experience in different ways.

3. Schematic Structures of Narrative Text

Generally, narrative text has a schematic structure, there are:

a. Orientation

In this paragraph, the narrator tell the audience who is in the story, when it is happening, where it is happening, and what is going on.

b. Complication

This is the part of the story where the narrator tell about something that will begin in a chain of events. These events will affect one or more of the characters. The complication is the trigger.

c. Sequence of event

This is where the narrator tells how the characters react to the complication. It includes their felling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution

In this part of the narrative the complication is sorted out or problem is solved.

e. Coda

The narrator includes a coda if there is a moral or message to be learned from the story.

H. Concept of GIST Strategy

In accordance with Rice (2012) GIST is an acronym for Generating Interactions between Schemata and Text. This strategy was developed to help student learn to write organized and concise summaries of their reading. The task is to write a summarize of the problem in 20 word or less. The student indentifies the 12 most important words needed to solve the problem and capture the "gist" of problem.

According to Forget (2004) a strategy called GIST as cited from Cuningham (1982) that denotes “Generating Interactions between Schemata and Text,” can effectively improve student’s reading comprehension and summary writing. The GIST is a strategy for taking notes while the students are reading and writing good summaries. This strategy works on many levels. First, it helps focus on what is important when the students read. Second, it allows to check their understanding of the reading by forcing to limit their response in the form of a summary. This allows students to put concepts into their own words. GIST works well with narrative text. This activity helps teachers and student to identify key concept.

Shelby (2010) argues that the purpose of teaching Generating Interaction between Schemata and Text (GIST) strategy are to reflect on the content of the lesson, summarize the text and differentiate between essential and non-essential information.

This strategy teaches students to use prediction as a comprehension aid when reading expository or narrative text. The ability to predict what a passage will be about is often based on prior knowledge. Tapping this background knowledge can effectively increase the students’ comprehension of the text to be read.

I. Teaching Procedures by Using GIST Strategy.

Generating Interaction between Schemata and Text (GIST) is summarizing strategy to help students pull out the most important information. According to

Sethna (2011,16), there are some procedures that help the teacher to present GIST strategy as follows:

- a. Divide class into small groups and show the class the first paragraph. Have student look at the first sentence of a paragraph of text and identify the most important or key concepts.
- b. Choose a paragraph section from a text and place in on the overhead. The teacher selects a paragraph from a narrative text to model the GIST strategy. For modeling this strategy to the students, find a short paragraph that present a concept, event,, time period problem, sequential instructions and many more.
- c. Each student reads the paragraph silently and writes a summary of the paragraph in 20 words or less.
- d. Repeat with the second paragraph but summary must include information from first and second paragraph and the teacher asks students to summary both sentence in fifteen words or less.
- e. Repeat with the next new paragraphs. The students should end up with a 25 word summary of the entire passage at the end.
- f. Student share their summarize and write a group summarize based on all their ideas. The teacher writes this on the overhead or chalkboard.
- g. Write a class summary.

This teacher should observe and guide students with these summaries. These can be done individually or in small groups. Student can share their summaries with

the whole class. Students should be given opportunities to practice and use the GIST summary strategy. Summarization can be tricky and on going practice that can help reinforce this skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Description of Research Location

The school that the researcher observed is MAS Nurul Islam and it is located in Bener Meriah. It is boarding school that emphasizes the use of Arabic and English language in social interaction and communication.

B. Research Design

In this research the writer uses quantitative research. According to Creswell (2012) in quantitative research there are three designs: experimental, correlation and survey. The writer uses experimental designs. Experimental is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. Also it establishes possible cause and effect between independent and dependent variables. The kind of experimental is Pre Experimental with one group pre-test/post-test design. The writer conducted the experimental teaching at MAS Nurul Islam. The object of this research was the second year students of senior high school. In this experimental teaching, the writer took one class as participant who is divided to experimental and control class. In the experimental class, the writer taught reading by using GIST strategy. The writer did the experimental teaching to find whether the students' reading comprehension improved by using GIST strategy. The writer uses some techniques for collecting data.

C. Population and Sample

1. Population

Best and Kahn (2006) say that population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. According to Fraenkel, et.al. (2012) the population is the group of the interest to the researcher, the group whom the researcher would like to generalize the result of the study. Population of this research was 37 of the second year students at MAS Nurul Islam 2016-2017. There were two classes for the second grade, namely: class VIII-A was 31 students, class VIII-B was 36 students.

2. Sample

Sugiyono (2012) sample is part of the number and characteristic possessed by the population. Creswell (2012) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing sampling. In this research, the writer used Purposive Sampling method to select the sample. According to Fraenkel, et.al (2012) Purposive Sampling is different from convenient sampling in that researcher do not simply study who ever is available but rather use their judgment to select a sample that they believe based on prior information, will provide the data they need. From two classes included in the population, the writer only chose one class that is class VIII-B consist 36 students as experimental class. The writer chose that class because the class had good average ability.

D. Research Instrument

To gather the data, the researcher design instrument which were tests and questioners.

1. Test

The researcher also provides test, including pre-test and post-test. The writer holds a pre-test before the experimental is started. Pre-test is used to measure students' prior knowledge, then the writer hold post-test after applying the treatment (GIST strategy) .

a. Pre test.

The writer gave the student a text about narrative text and ask them to summarize the text before the writer teach them about GIST strategy, the writer would see how the student's reading ability.

b. Post Test.

After the writer taught them with GIST strategy, the writer gave them the other text about Narrative text, and then asked them to summarize the text using GIST strategy.

2. Questionnaire

Questioner is a number of written questions used to get information from respondent. Questioner was given in the last meeting in order to investigate student's perception about using GIST strategy in reading narrative text. There were ten questions offer to the students which were related to the use of GIST strategy in reading class. The questioner would be designed the four usual degrees (strongly

agree, agree, disagree, strongly disagree) in the questioner may it would be easier for student to pick up the answer given and they would answer in the classroom.

E. Data collection Procedure

In collecting the data, the researcher conducted the data in three meetings.

1. The First Meeting

For the first meeting, the researcher began the class by introducing herself along with the explanation about the research including the title. Before starting the pre test, the researcher checked the attendance list and continued by giving the pre test for the student by giving them a narrative text and ask them to summarize the text. The purpose of this pre test was to know their ability in comprehending the reading text before the researcher applied the treatment. After 45 minute for pre-test, the researcher will explain them about GIST strategy than give them another text about narrative and try to summarize it together using GIST strategy .

2. The Second Meeting

For the second meeting, the researcher review about GIST strategy in last meeting than researcher will make them in small group give them a narrative text and ask them to summarize using GIST strategy and then they will tell their summarize in front of class.

3. The third meeting.

For the third meeting, the researcher gave them post test of narrative text and ask them to summarize using GIST strategy. Then, the researcher distributed the questionnaire to the student.

F. Technique of Analyzing Research Data.

1. Test

In analyzing the test results, the writer uses several formulas. The formulas are necessary for finding out the mean score, standard deviation, and t-score.

a. Mean

Mean is used to find out the average of whole sample. In order to know the mean, the researcher used formula suggested by Arikunto (2010). The mean is the average or arithmetic mean or often abbreviated to mean Fathor (2015).

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} : Mean

$\sum X$: The sum of the scores

N : Total students

b. Standard Deviation

Steven (2007) argues that **standard deviation** is a statistic that describes the total of variation in a measured process characteristic. Specifically, it counts how much an individual measurement should be expected to deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion there is in the process data.

The formula of standard deviation is as follows:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

Where :

- SD : Standard deviation
- $\sum f$: The sum of frequency
- \bar{X} : Mean
- $\sum X^2$: The sum of score squared
- N : The number of sample

c. T-score

The writer used *t*-score to find out whether pre-test and post-test have a significant difference. The formula for *t*-score was taken from Sudijono (2011).

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Where:

- t : T-Score
- \bar{x}_1 : Mean of the Post-test
- \bar{x}_2 : Mean of the Pre-test
- SD₁ : Standard Deviation of Post-test
- SD₂ : Standard Deviation of Pre-test
- N : Total students

2. Questionnaire

According to Sudjono (2008), the result of questionnaire would be analyzed by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Remarks:

P = Percentage

F = Number of students choose every choice of
Answer for each statement

N = Total number of student

100% = Constant Value

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Brief Description Of Islamic Senior High School (MAS) Nurul Islam

Nurul Islam is located in Blang Rakal Bener Meriah Km.45 . MAS Nurul Islam build on 1999 by Yayasan Pengembangan Sumber Daya Insani (YPSDI). Currently, MAS Nurul Islam has 16 teachers and staff. There are 16 permanent teachers that come from different educational background and levels of education. Especially for English teachers its have only one teacher.

The teachers' data of the Islamic High School (MAS Nurul Islam), as following

Table 4.1 The Structure of MAS Nurul Islam

NO	NAME	POSITION/ CLASS
1.	Yuni Nurlaili, S.Pd.I	Headmaster
2.	Nia Herawati, S.Pd	Vice of Headmaster,
3.	Qalbina, S.Pd	Treasurer, Homeroom teacher Xa
4.	Ulfa Pratiwi, S.Pd.I	Counselor
5.	Saefullah	Homeroom teacher Xia1
6.	Lafizan Ramadhan, S.Pd	Homeroom teacher Xia2
7.	Maulida, S.Pd.I	Homeroom teacher XIb1
8.	Cut Maulinda, S.Pd.I	Homeroom teacher XIb2
9.	Heri Heriawan, S.Pd	Homeroom teacher XIIa
10.	Juliana,, S.Pd.I	Homeroom teacher XIIb
11.	Arief Rahman Hakim S.Si	Homeroom teacher Xc
12.	Husni S.Kom.I	School Administration

Moreover, the school has 226 students consisting of 91 male students and 135 female students. For class *XI* consist of two classes, for class *XI_a* consist of 24 students, *XI_b* consist of 36 students.

The school has good facilities that can support teaching learning process. It consists of classroom, principal room, teacher room, library, UKS' room, canteen, sport field, storeroom and toilets. It also has computer room and administration room.

The study was conducted at MAS Nurul Islam , From April 23th-25th 2017 to find out the influence of GIST strategy on student's reading ability in comprehending narrative text .There is one class of the second year students as sample, there is *XI_b* which consisted 36 female students. The experimental class was held in three meetings. The following instruments were used in the research; test that consist of pre-test and post-test in an experimental class to get students' score before and after teaching learning process.

C. The Analysis of Test Result

The obtained data from both pre-test and post-test were statistically calculated in order to identify the mean of the scores and to analyze whether there was a significant difference between pre-test and post-test. The first step of calculating the data is tabulating the result of both pre-test and post-test as in the following table.

Table 4.2 Students' Pre-test and Post-test

NO	Name	Pre-Test	Post-Test
1	AL	65	78
2	AK	40	57
3	DP	35	72
4	H	70	79
5	H	70	95
6	HH	60	93
7	HI	100	100
8	LRP	85	94
9	ILF	20	84
10	IPS	70	75
11	K	20	70
12	KH	40	57
13	MS	20	55
14	MD	40	55
15	ML	60	80
16	MK	95	90
17	MY	60	68
18	NH	50	78
19	NH	45	65
20	RW	60	98
21	RY	45	63
22	RMS	60	78
23	RSG	55	76
24	RAR	60	82
25	RW	65	98
26	RM	85	96
27	SW	30	53
28	SF	50	87
29	SM	75	85
30	UA	60	76
31	WD	55	75
32	WSFG	85	95
33	YS	55	72
34	GW	65	84
35	FO	30	68
36	NM	20	50

Based on the table presented above, it could be seen that the highest score for the pre-test was 100 and the lowest one was 20. Whereas, the highest score for post-test was 100 and the lowest one was 50. Although both pre-test and post-test

have similar rate for the highest score, the different between the lowest score of each test is quite big.

The following part shows further statistical analysis of each test result, pre-test and post-test.

1. Result of Pre-Test

In order to calculate the mean of the pre-test score, it is required to arrange the score from the lowest up to the highest as follows:

20	20	20	20	20
30	30	35	40	40
40	45	45	50	50
55	55	55	60	60
60	60	60	60	65
65	65	70	70	70
75	75	75	85	85
100				

Then the writer determined the range of pre-test presented above by using the following formula:

$$\begin{aligned}
 R &= Hs-Ls \\
 &= 100-20 \\
 &= 80
 \end{aligned}$$

After finding the range score, the writer find out the number of interval, and the result is:

$$\begin{aligned}
 K &= 1+3.3 \text{ Log } n \\
 &= 1+ 3.3 \text{ Log } 36
 \end{aligned}$$

$$= 1 + 3.3 (1.55)$$

$$= 1 + 5.11$$

$$= 6.11 \text{ (taken 6)}$$

So, the length of interval is 6. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{80}{6}$$

$$= 13,3 \text{ (taken 13)}$$

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.3 The Frequency Distribution of Students' Pre-test Score

No	Students' Score	f_1	X_1	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f_1[X_1 - \bar{X}]^2$
1	20-32	7	26	-22,69	514,83	3603,81
2	33-45	6	39	-9,69	93,89	563,34
3	46-58	5	52	3,31	10,95	54,75
4	59-72	12	65	16,31	266,01	3192,12
5	73-85	4	79	30,31	918,69	3674,76
6	86-98	1	92	43,31	1875,75	1875,75
7	99-111	1	105	56,31	3170,81	3170,81
	Total Score	36	458	-	-	16135,34

Moreover, in order to calculate the mean of pre-test the following formula is used.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{(20 \times 7) + (33 \times 6) + (46 \times 5) + (59 \times 12) + (73 \times 4) + (86 \times 1) + (99 \times 1)}{36}$$

$$\bar{X} = \frac{1753}{36}$$

$$\bar{X} = 48,69$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n(n-1)}$$

$$SD^2 = \frac{16135,34}{36-1}$$

$$SD^2 = \frac{16135,34}{35}$$

$$SD^2 = 461$$

$$SD = \sqrt{461}$$

$$SD = 21,47$$

2. Result of Post-Test

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

50	53	55	55	57
57	63	65	68	68
72	72	70	75	75
76	76	78	78	78
79	80	82	84	84
85	87	90	93	94
95	95	96	98	98

100

Then the writer determined the range of post-test presented above by using the following formula:

$$\begin{aligned}
 R &= Hs-Ls \\
 &= 100-50 \\
 &= 50
 \end{aligned}$$

After finding the range score, the writer find out the number of interval, and the result is:

$$\begin{aligned}
 K &= 1+3.3 \text{ Log } n \\
 &= 1+ 3.3 \text{ Log } 36 \\
 &= 1 + 3.3 (1.55) \\
 &= 1+ 5.11 \\
 &= 6.11 \text{ (taken 6)}
 \end{aligned}$$

So, the length of interval is 6. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{50}{6}$$

$$= 8,3 \text{ (taken 8)}$$

Based on the calculated data, the frequency distribution of post-test can be formulated as follows:

Table 4.4 The Frequency Distribution of Students' Post-test Score

No	Students' Score	f_1	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$	$f_1[X_i - \bar{X}]^2$
1	50-57	6	53,5	-21,94	481,36	2888,16
2	58-65	2	61,5	-13,94	194,32	388,64
3	66-73	5	69,5	-5,94	35,28	176,4
4	74-81	9	77,5	2,06	4,24	38,19
5	82-89	5	85,5	10,06	101,20	506,01
6	90-97	6	93,5	18,06	326,16	1956,98
7	98-105	3	101,5	26,06	679,12	2037,37
Total Score		36	542,5	-	-	7991,75

Moreover, in order to calculate the mean of post-test the following formula is used:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{(50 \times 6) + (58 \times 2) + (66 \times 5) + (74 \times 9) + (82 \times 5) + (90 \times 6) + (98 \times 3)}{36}$$

$$\bar{X} = \frac{2716}{36}$$

$$\bar{X} = 75,44$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to

deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n(n-1)}$$

$$SD^2 = \frac{7991,75}{36-1}$$

$$SD^2 = \frac{7991,75}{35}$$

$$SD^2 = 228,33$$

$$SD = \sqrt{228,33}$$

$$SD = 15,11$$

3. T-score Calculation

The writer used *t*-score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$t - score = \frac{75,44 - 48,69}{\sqrt{\left(\frac{228,33}{36}\right) + \left(\frac{461}{36}\right)}}$$

$$t - score = \frac{17,69}{\sqrt{6,34 + 12,80}}$$

$$t - score = \frac{17,69}{\sqrt{19,14}}$$

$$t - score = \frac{17,69}{4,37}$$

$$t - score = 4,04$$

D. Analysis of questionnaire

Questionnaire will be analyzed by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Remarks:

P = Percentage

F = Number of students choose every choice of

Answer for each statement

N = Total number of student

100% = Constant Value

The result of the questionnaires are calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

The questionnaires was give by the researcher to the student of VIIIb MAS Nurul Islam in order to obtain the necessary data in this research. The following are student's responses toward the questionnaires given:

Table 4.5 Study Reading using GIST Strategy interesting to me.

	Options	Frequency (F)	Percentage (%)
Q.1	Strongly agree	18	50%
	Agree	18	50%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	36	100%

Based on the table above, it shows that 50% of the students stated that using GIST strategy in study reading is very interesting and the 50% of the students chose that they agree study reading using GIST strategy is interesting. However it can easily be concluded that the Student of *XI_b* MAS Nurul Islam were interested in study reading using GIST strategy.

Table 4.6 Study Reading using GIST Strategy make the time that I use more efficient.

	Options	Frequency (F)	Percentage (%)
Q.2	Strongly agree	21	58,33%
	Agree	15	41,67%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	36	100%

It can be seen from the table above that the percentage of the students who strongly agree that by using GIST strategy make their time more efficient in study reading at 58,33% and 41,67% of student stated that they agree by using GIST strategy make their time more efficient in study reading.

Table 4.7 Study Reading using GIST Strategy motivated me to more active to read English text.

	Options	Frequency (F)	Percentage (%)
Q.3	Strongly agree	13	36,11%
	Agree	22	61,12%
	Disagree	1	2,77%
	Strongly disagree	0	0%
	Total	36	100%

From the table we know that all of students agree that GIST Strategy motivated me to more active to read English text. About 36,11% strongly agree and 61,12% with it. Only one student on the class has difference opinion with others than it shows 2,77%.

Table 4.8 In my opinion summarize the text using GIST strategy give a new knowledge.

	Options	Frequency (F)	Percentage (%)
Q.4	Strongly agree	14	33,88%
	Agree	22	61,12%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	36	100%

The fact shows that 33,88% of the students strongly agree that GIST strategy give them a new knowledge and the rest at 61,12% stated agree. It means no one disagree or strongly disagree with it. It can be inferred that all students get new knowledge in summarize text using GIST strategy.

Table 4.9 Study using GIST strategy increase my ability in reading English text.

	Options	Frequency (F)	Percentage (%)
Q.5	Strongly agree	18	50%
	Agree	18	50%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	36	100%

Having looked to the table above, 50% of the students strongly agree that GIST strategy helping them to improve their reading ability than 50% of the students chose agree with that statement. It is conclude that GIST strategy can help them in improving their ability in reading.

Table 4.10 I don't find difficulty in understanding English text by using GIST strategy.

	Options	Frequency (F)	Percentage (%)
Q.6	Strongly agree	10	27,77%
	Agree	19	52,78%
	Disagree	7	19,45%
	Strongly disagree	0	0%
	Total	36	100%

From the table above it shows, several of the students about 19,45% still find difficulty in understanding English text while Using GIST strategy. On the other hand, the highest percentage appeared at 52,78% student claimed that they don't find difficulty in understanding English text while Using GIST strategy than the rest with 27,77% declared that they absolutely don't find any difficulty in understanding English text while Using GIST strategy.

Table 4.11 I get many knowledge from using GIST strategy as reading method.

	Options	Frequency (F)	Percentage (%)
Q.7	Strongly agree	17	47,23%
	Agree	19	52,77%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	36	100%

From the table above we know that 52,77% are agree that Using GIST strategy as reading method give them many knowledge, than 47,23% are strongly agree that they get many knowledge from using GITS strategy as reading method.

It can be conclude that all students get knowledge from using GIST strategy as reading method.

Table 4.12 I happier study reading using a other method than using GIST strategy.

	Options	Frequency (F)	Percentage (%)
Q.8	Strongly agree	1	2,77%
	Agree	9	25%
	Disagree	16	72,23%
	Strongly disagree	1	0%
	Total	36	100%

The fact above shows that one student strongly agree that is more happy to study reading using other method than using GIST strategy while 25% of student also agree with their statement. The highest percentage with 72,23% claim that they happier study reading using GIST strategy than other method.

Table 4.13 Using GIST strategy make me easier in comprehending reading text

	Options	Frequency (F)	Percentage (%)
Q.9	Strongly agree	15	41,66%
	Agree	21	58,34%
	Disagree	0	0
	Strongly disagree	0	0%
	Total	36	100%

The table above shows that 41,66% of student strongly agree that GIST strategy make them easier in comprehending reading text and the rest at 58,34% stated agree, it means no one disagree or strongly disagree with it. It can be inferred that all student agree that GIST strategy help them in comprehending narrative text.

Table 4.14 Study using GITS strategy make me more spirit in study reading

	Options	Frequency (F)	Percentage (%)
Q.10	Strongly agree	18	50%
	Agree	18	50%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	36	100%

The data in the table shows the percentage of the students who stated strongly agree that GIST Strategy motivated them to study reading hard is about 50% meanwhile 50% of student argue with the statement. It can be inferred that GIST strategy has positive influence for them in studing reading.

F. Discussion

After analyzing all of the data that are collected from the experimental group by using statistical formula, it was found that this study supported the alternative hypothesis. Moreover, it was necessary to discuss the results of this research.

Based on the data obtained during the research, the writer will answer the research questions. The first reseach question is “How does the differences score of students before and after the treatment of GIST strategy? ” According to the data, there is a significant score between and after the treatment. In pre test the low score is 20 and the higher is 100 with the mean is 48,69 while in post test the low score is 50 and the higher score is 100 with the mean is 75,44.

The second research question is “What do students perception of using GIST strategy in teaching English narrative text? According to the data of questionnaire the researcher found that almost student fell interested study reading

using GIST strategy, and said that GIST strategy help them increase their reading ability.

According to the questionnaire there were some reason why GIST strategy is influenced their reading ability, the reasons are in the following explanation:

1. All students said Using GIST strategy make them easier to comprehend English text.
2. GIST strategy motivated them to more active to read English text argued by 97,23% student.
3. All student think that using GIST strategy make them use time more efficient.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study was conducted at MAS Nurul Islam. It took 36 students of the XIb as the samples. The samples consist of 36 students. This experiment was taught by using GIST strategy in Communicative Approach. After conducting the experiment by implementing it in teaching reading (narrative text), it was found that the students' achievement in reading could be improved.

Based on the research results and discussions, the writer concludes that the use of GIST strategy helps students in reading. It is proven by the improvement of students' reading. The mean score of post-test is higher than pre-test (75,44 > 48,69). It indicates that there is a significant difference in score between the two means. It can be concluded that the students get improvement in reading. While the result of t-test was 4,04, the critical value was 0.05 and degree of freedom (df) = $N-1 = 36-1 = 35$ is 2.03. The obtained t-score was 4,04. So the t-score was higher than t-table ($t_{\text{score}} = 4,04 > t_{\text{table}} = 2.03$).

Students have positive responses on using GIST Strategy in Teaching Narrative Text which 100% of them said that studying reading using GIST strategy is interesting to them. Then 80,55% felt that they don't find difficulty in understanding English text by using GIST strategy. And 100% of students were agree that they get many knowledge from using GIST strategy as reading method.

B. Suggestion

In this study, to support the success of teaching learning process and education, the writer would like to give some suggestions to the teachers and researchers.

1. Teachers

For the teacher, the writer expects that the use of GIST strategy can help the students improve their reading ability. In order to make the reading class interesting, one of the techniques that teachers can apply in teaching reading is GIST strategy. By using this technique, the students will be motivated in learning without feeling bored. By using this technique, the teacher can train the students in reading skill. In other words, the teacher should make all students involved in learning. One of many ways to make all students involved in teaching reading process is using GIST strategy.

2. Students

For the students, the writer expected that students can develop their reading ability. They have to practice more in reading in order to improve their ability. So, they can solve their problem in understand the English text.

3. Reader

This study was expected to give useful information toward the readers about GIST strategy which used to improve student's reading ability. It could be used as reference of research which related to this study.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : UN.08/PTK/PP.00.9/79/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapi Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2016
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|----------------------------|----------------------------|
| 1. Abdul Manar, M.Hum | Sebagai Pembimbing Pertama |
| 2. Yuni Setianingsih, M.Ag | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Ditia Muara Intan
 NIM : 231324265
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Influence of GIST Strategy on Student's Reading Ability in Comprehending Narrative Text
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segalis sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 10 Januari 2017

An. Rektor
 Dekan,

 Dr. Muilburrahman, M.Ag
 NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 3954 /Un.08/TU-FTK/ TL.00/04/2017

19 April 2017

Lamp : -
 Hal : Mohon izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Ditia Muara Intan
N I M	: 231 324 265
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A i a m a t	: Darussalam

Untuk mengumpulkan data pada:

MAS Nurul Islam Biang Rakai Kab. Bener Meriah

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of GIST Strategy on Student's Reading Ability in Comprehending Narrative Text (An Experimtal Study on the Second Grade MAS Nurul Islam)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.


 An. Dekan,
 Kepala Bagian Tata Usaha,

 M. Saif Farzah Ali

Kode 6673



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BENER MERIAH
MADRASAH ALIYAH SWASTA (MAS) NURUL ISLAM

Jln. Birauen-Takengon, Blang Rakal Kec. Pintu Rime Gayo, Kab. Bener Meriah, Kode Pos 24553

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

No : MA 01.21.03/KP.01.2/IV/105/2017

Berdasarkan surat permohonan Dekan Fakultas Tarbiyah da Keguruan (FTK) UIN Ar- Raniry Darussalam Banda Aceh nomor : B- 3954 /Un. 06/ TU-FTK/TL.00/04/2017 tentang pengumpulan data menyusun skripsi yang berjudul " **The Influence of GIST Strategy on student's Reading Ability in Comprehending Narrative Text** " maka yang bertanda tangan dibawah ini, kepala Madrasah Aliyah Swasta (MAS) Nurul Islam Blang Rakal Kecamatan Pintu Rime Gayo Kabupaten Bener Meriah Provinsi Aceh menerangkan:

Nama	: DITIA MUARA INTAN
Tempat/tanggal lahir	: Aceh Tengah, 06 Desember 1996
NIM	: 231 324 265
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Darussalam

Benar nama diatas telah melakukan penelitian untuk mendapatkan informasi dan data-data pembuatan judul skripsi "The Influence of GIST Strategy on student's Reading Ability in Comprehending Narrative Text." Dengan jumlah jam pertemuan sebanyak 6 X 45 menit pada kelas XI B.

Demikianlah Surat Keterangan Telah Melakukan Penelitian ini kami buat dengan sebenarnya, agar dapat dipergunakan seperfunya dan terima kasih.

Blang Rakal, 26 April 2017
 Kepala MAS Nurul Islam Blang Rakal

YUNI NURLAILI S.Pd I
 NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MAS Nurul Islam
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 2
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Pertemuan	: I

I. KOMPETENSI INTI

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

II. KOMPETENSI DASAR

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.

III. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca
2. Memprediksikan informasi dari teks fungsional pendek
3. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca
4. Merangkum dari teks fungsional yang dibaca

IV. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca
2. Memprediksikan informasi dari teks fungsional pendek
3. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca

Materi Ajar:

- Teks berbentuk narrative

Metode Pembelajaran :

- GIST Strategy

V. MATERI PELAJARAN

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of Narrative text :

a. **Orientation :**

It set the scene and introduce the participants (it answers the question : who, when, what, and where).

b. **Complication :**

Tells the problems of the story and how the main characters solve them.

c. **Resolution :**

The crisis is resolved, for better or worse.

d. **Re-orientation :**

The ending of the story.

e. **Evaluation :**

The stepping back to evaluate the story or the moral message of the story

VI. ALOKASI WAKTU

2 x 45 (1 x pertemuan)

VII. SRATEGI PEMBELAJARAN

- a. Model : Communicative Approach
- b. Metode: : GIST Strategy
- c. Pendekatan : Communicative Approach

VIII. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama

Kegiatan	Deskriptif Kegiatan	Alokasi waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran. 5. Guru memperkenalkan diri dan menyampaikan tujuan dan langkah-langkah selama proses penelitian. 6. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung. 	5 menit
Pre test	<ul style="list-style-type: none"> • Membagikan kepada siswa soal pre test • Meminta siswa menjawab siswa untuk menjawab pertanyaan-pertanyaan pre-test yang telah dibagikan. • Guru meminta siswa untuk mengumpulkan lembar jawaban yang telah dikerjakan. 	35 Menit
Inti	<ul style="list-style-type: none"> • Guru menanyakan terlebih dulu kepada siswa tentang pengetahuan yang sudah mereka dapatkan mengenai narrative text. • Kemudian guru menuliskan dipapan tulis materi mengenai narrative text. • Guru memperkenalkan kepada siswa tentang GIST Strategy 	45 Menit

	<ul style="list-style-type: none"> • Kemudian Guru menuliskan dipapan tulis tentang pengertian GIST strategy dan bagaimana langkah-langkah dalam menggunakan GIST Strategy. • Guru meminta kepada beberapa siswa untuk merangkum pembelajaran hari ini. • Kemudian guru menyimpulkan materi dan 	
Penutup	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit

Pertemuan Kedua

Kegiatan	Deskriptip Kegiatan	Alokasi waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. Guru mengkondisikan kelas dalam keadaan kondusif untuk berlangsungnya pembelajaran. 5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran. 	5 menit
Inti	<ul style="list-style-type: none"> • Guru mengulang kembali materi Narrative Text dan GIST strategy • Guru membagikan sebuah Text narrative text kepada tiap siswa. • Guru meminta kepada beberapa siswa untuk membaca text tersebut. 	35 Menit

	<ul style="list-style-type: none"> • Kemudian guru menanyakan tentang isi text menurut pemahaman siwa. • Guru menggambarkan sebuah form dalam merangkum text menggunakan GIST strategy. • Guru membimbing siswa untuk merangkum text tersebut menggunakan metode GIST Strategy. • Guru mulai bertanya kepada siswa tentang poin 5W+1H dalam text. • Siswa menjawab tiap poin 5W+1H dari text, guru mencoba menuliskan tiap poin dalam form yang terletak dipapan tulis. • Setelah menemukan semua poin 5W+1H dalam text, guru membimbing siswa untuk membuat poin tersebut menjadi ringkasan dalam bentuk kalimat menggunakan sekitar 20 kata. • Guru mencoba menanyakan pada beberapa siswa tentang ringkasa yang mereka dapatkan dari text. • Guru juga menanyakan kesulitan yang masih belum dipahami oleh siswa. <p><i>Teams</i></p> <ul style="list-style-type: none"> • Guru membagikan siswa menjadi 7 kelompok terdiri atas 5 siswa. • Guru membagikan text narrative kepada siswa dalam tiap kelompok. • Guru meminta siswa untuk membaca dan memahami teks dengan anggota kelompok masing-masing. • Guru meminta siswa untuk 	45 menit
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	<p>bekerjasama dengan kelompok masing-masing dalam memahami text.</p> <ul style="list-style-type: none"> • Guru mengawasi siswa untuk aktif bekerja sama dan berdiskusi dalam memahami text. • Setelah belajar dalam kelompok. Guru meminta setiap kelompok untuk merangkum text bacaan menggunakan metode GIST strategy. • Guru mengawasi dan mencoba membantu kesulitan siswa didalam merangkum text. • Setelah selesai meringkas text dalam setiap kelompok. Guru menyuruh tiap kelompok untuk memaparkan apa yang sudah mereka ringkas dalam kelompok tersebut. • Guru mengumpulkan tiap ringkasan dari kelompok dan memeriksa nilai dari tiap kelompok. • Guru memberikan penghargaan kepada kelompok yang mendapatkan nilai tertinggi. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat kesimpulan pembelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit

Pertemuan ketiga

Kegiatan	Deskriptip Kegiatan	Alokasi waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1 Salam 2 Berdoa 3 Mengecek kehadiran siswa 4 Guru mengkondisikan kelas dalam keadaan kondusif untuk berlangsungnya pembelajaran. 5 Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran. 	5 menit
Inti	<p><i>Post Test</i></p> <ul style="list-style-type: none"> • Guru membagikan kepada siswa soal post test yang telah dipersiapkan. • Guru meminta siswa untuk menjawab soal post test secara individu. • Guru meminta siswa untuk mengumpulkan lembar jawaban siswa yang telah dikerjakan. <p><i>Kuestioner</i></p> <ul style="list-style-type: none"> • Guru membagikan kepada siswa lembar kuestioner yang sudah disiapkan. • Guru menjelaskan kepada siswa tentang bagaimana cara mengisi kuestioner tersebut. • Guru meminta kepada siswa untuk menjawab tiap poin kuestioner tergantung kepada pendapat tiap individu. • Guru meminta siswa untuk mengumpulkan lembar kuestioner yang sudah dijawab. 	50 Menit 30 menit

Penutup	<ul style="list-style-type: none">• Guru menanyakan kesan siswa terhadap pembelajaran selama ini.• Guru mengucapkan terima kasih kepada siswa atas partisipasi mereka selama proses belajar mengajar berlangsung.• Guru mengakhiri pembelajaran dan mengucapkan salam.	5 Menit
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Pre-Test

Please summarize the text above in your own words

STORY OF RABBIT AND BEAR

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows.

The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after. However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house.

In this way, the poor rabbit would get his meal.

QUEEN OF ARABIA AND THREE SHEIKS

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

KUESTIONER RESPON SISWA TERHADAP PENGGUNAAN GIST STRATEGY

Nama:

Kelas:

Jawablah pertanyaan di bawah ini dengan menggunakan tanda silang (X) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Belajar Reading dengan menggunakan GIST strategy menarik untuk saya.				
2.	Belajar Reading dengan menggunakan GIST strategy menjadi waktu yang saya gunakan lebih efisien.				
3.	Belajar Reading dengan menggunakan GIST strategy memotivasi saya untuk lebih giat membaca text berbahasa inggris.				
4.	Menurut saya belajar merangkum text menggunakan GIST strategy memberikan pengetahuan baru.				
5.	Belajar dengan menggunakan GIST strategy meningkatkan kemampuan saya membaca text berbahasa inggris.				
6.	Saya tidak menemukan kesulitan dalam memahami text bahasa inggris dengan menggunakan GIST strategy.				
7.	Saya mendapatkan banyak pengetahuan baru dari penggunaan GIST strategy				

	sebagai metode reading.				
8.	Saya lebih senang belajar reading menggunakan metode yang lain daripada menggunakan GIST strategy.				
9.	Penggunaan GIST strategy mempermudah saya dalam memahami reading text.				
10.	Belajar dengan menggunakan GIST strategy membuat saya lebih semangat dalam belajar reading.				

AUTOBIOGRAPHY

1. Name :Ditia Muara Intan
2. Date of Birth : Aceh Tengah December, 06th 1996
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia/ Karonese
6. Status : Single
7. Address : Rembele Kec. Bukit Kab. Bener Meriah
- Email : ditiamuaraintan@gmail.com
8. SID : 231 324 265
9. Parent
 - a. Father's Name : Martin Tarigan
 - b. Mother's Name :Siti Fatimah HS
10. Education Background
 - a. Elementary School : SDN Rembele (2002-2007)
 - b. Junior High School : MTsS Nurul Islam (2007-2010)
 - c. Senior High School : MAS Nurul Islam (2010-2013)
 - d. University : UIN Ar-Raniry (2013-2018)