THE USE OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

THESIS

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The Use of Generating Interaction between Schemata and Text Strategy to Improve Students' Reading Comprehension

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahandan kekeliruan di dalamnya maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 Juni 2023
Saya yang membuat surat pernyataan,

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ABSTRACT

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Title	:	The Use of Generating between Schemata and Text Strategy to Improve Students' Reading Comprehension
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The Use of Generating Interaction between Schemata and Text Strategy to Improve Students' Reading Comprehension. The aim of this research is to figure out about the use of GIST (generating interactions between schemata and texts) strategy to improve students' reading comprehension, on narrative text whether there was any significant effect on students' reading comprehension or not. The population of this research was all of students of the eighth grade of MTSs Tgk. Oemar Diyan, Indrapuri, Aceh Besar. The researcher took sample using the purposive sampling, the sample were students VIII B as the experimental class which consist of 34 students and class VIII A which consist of 36 students as a control class of MTSs Tgk. Oemar Diyan, Indrapuri, Aceh Besar academic year 2022/2023. The data were collected using through two comprehension tests; pre-test and post-test and applying two techniques; experimental teaching and test. The test of the pre-test and post-test consisted of 15 multiple choice questions. The result of this study was analyzed using T-test on SPSS program and a statistic formula. The result of the pre-test in control and experimental class on Sig. (2-tailed) column was 0,07 which is more than 5% or 0,05 and this mean that the students were at the same level. After the treatment of GIST strategy and the post-test in control and experimental class, the result showed that Sig. (2-tailed) column was 0,03 which is less than 5% or 0,05. According to the result of SPSS program showed that there was an improvement in reading comprehension on narrative text in the experimental class.

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is the first foreign language taught as an essential subject in schools. English is taught in playgroups until collage. As stated in UU No. 20 Tahun 2003, "Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaanya dalam pergaulan global". This means that English is a very important international language used in global society. One of the skills that students must master is reading.

Reading comprehension is the most important skill in language learning because everyone needs to improve their reading skills. Reading comprehension occupies a very important and early position compared to other language skills, as it is the first entry point for understanding various knowledge concepts in all aspects of human life (Rachmat, Muliastuti, Waskandar, 2021). Reading comprehension is required for all students around the world. Without reading comprehension, students cannot fully absorb information and knowledge to develop academically. Reading can be viewed as a method of extracting information from texts and interpreting that information. The primary purpose of reading is to understand. However, some learners who are not very interested in learning English find it difficult to understand the reading tips and read comprehensively.

As stated to Harmer (2010), most learners have lack on vocabulary and find it difficult to connect prior knowledge. They couldn't find the correct information based on the text they read. Similarly, the main purpose of reading was for students to form an image of what they read, to develop critical thinking during reading, and also to create their own summaries for reading texts. Furthermore, reading requires not only reading the entire text, but also understanding the content of the text. Reading comprehension, therefore, is not just about guessing texts and sentences, it is also well about the ability to guess fate and understand words based on their meaning.

Therefore, reading comprehension also requires a student's background knowledge. Brown (2011) found that background knowledge and artistic experience evoke interpretation in learners. The sentences were difficult to interpret unless the learner had a plan from the textbook. To develop reading comprehension, learners need to keep reading. In some cases, continuing to read can tire learners and make them unsure if they understand what they are reading. Such an effect is called unconscious reading. Most learners have difficulty recalling information they read, especially long texts such as descriptive, analytical, and narrative texts.

Based on the 2013 syllabus, story text materials should correspond to the difficulty level of the 8th semester. According to Rebecca (2003), a narrative text is a text that tells a series of logically and chronologically related events caused or experienced by factors. Moreover, Anderson and Anderson

(2003) point out that the narrative text tells the story and thereby entertains the audience. It has characters, settings, and action.

Learning English in junior high school was not easy, especially for students who were not interested in English. The students found it difficult to understand the meaning of the sentences. They still lack the vocabulary they can understand. Students had difficulty understanding what they read. Their lack of comprehension is demonstrated by the fact that they do not understand what they read. Most of the students could read the text, but they could not understand the content. They also find it difficult to find the main idea of the sentence. According to Syahabuddin et al. (2019), the reason why students are still unable to read is that the vocabulary of some students is still very limited, missing key ideas and specific information in the text. This may be due to the fact that they are not familiar with the language and that they do not recognize the language and do not understand its meaning. People who can't understand sentences correctly.

Another issue affecting student reading comprehension was the supervised learning process. Some reading teachers still use the old system. It's like the education system in the process of tutoring. As a result, students become sleepy and careless while learning. The tutoring style was teacher-center learning. The classroom grounds were unattractive. All these reasons can make the learning process monotonous. If this situation continues, students will lose motivation to learn to read. Based on the above themes, teachers should adopt student-friendly strategies to facilitate reading instruction.

According to experts, one of the strategies for teaching reading comprehension was GIST strategy.

According to Cunningham (1982), GIST is an acronym for Generating Interactions Between Schemata and Texts. That is the outline of the strategy. Effective summaries improve student learning success rates. When summarizing, students should focus on the main ideas of the text and determine what is important without forgetting important core ideas. The ability to summarize has great advantages in understanding, and ultimately retaining and recalling information.

Teaching students summarization strategies such as GIST assists in information synthesis, a higher-order reasoning skill (HOTS) that analyses information and connects important generalities to key concepts. A previous study by Ningsih and Kurniawan (2015) found positive aspects to the implementation of the GIST strategy. The GIST strategy shapes the student's personality in positive ways such as: Active, responsible and confident. Students also learned how to work in teams. Given the above description, the researchers became interested in conducting a study titled "The Use of Generating Interaction between Schemata and Text Strategy to Improve Students' Reading Comprehension". A limitation of this study was the narrative text (An Experimental Research at the Eighth Grade Students of MTSs Tgk. Chiek Oemar Diyan for the 2022/2023 academic year).

B. Research Question

Based on the background above, this study was formulated to problem statement and focuses the research to answer the question as follow: "Does the students' reading comprehension on narrative text improve through the application of Generating Interaction between Schemata and Text (GIST) strategy at the second semester of eighth grade students of MTSs Tgk. Chiek Oemar Diyan?"

C. The Aim of The Study

Based on the problem above, the researcher wants to figure out about the use of GIST (generating interactions between schemata and texts) strategy to improve students' reading comprehension, on narrative text whether there was any significant effect on students' reading comprehension or not.

D. Significance of Study

The results of the study were expected to give some benefits, either theoretically or practically.

1. Theoretically

This research was a valuable reference for those who are interested in teaching and learning Reading Comprehension, so they are better in that skill.

2. Practically

The result of this study was useful:

1) Students; Its purpose was to improve their achievement in understanding English reading texts and to be more active in learning English, especially reading skills.
2) Teacher; This helped the teacher to get another alternative teaching method, especially in teaching literacy, so that they could encourage their students to be more actively motivated in learning.
3) Other researchers; This encourages other researchers to do further research, especially on narrative text.

E. Terminology

There are several words chosen for this research which need further explanation. They include the GIST strategy, reading comprehension, and narrative text.

1) GIST Strategy

GIST created an interaction between schemata and text. Brassel and Rasinski (2008) state that GIST is a summarization strategy that helps students find important information, remove irrelevant information, eliminate redundancies, and write short summaries of up to 20 words. Wright (2011) argued that GIST is an excellent strategy for readers of all levels and that GIST is an integral part of reading instruction because it enables students to develop

the skills to identify key ideas and concepts in texts. This strategy helps students improve their reading comprehension. This strategy includes several steps to understand the text in paragraphs and summarize with many words per paragraph. The research goal of the GIST strategy was to have students summarize, highlight a few key points, and write a summary sentence of no more than 20 words. This improved my reading comprehension and summarizing skills. Students are therefore familiar with this strategy of filtering out important information and discarding unimportant information.

2) Narrative text

According to the Indonesian Dictionary of the Indonesian Language (KBBI) online dictionary, narrative refers to "a characteristic story or description (such as an explanation)". According to Abbott (2010), the definition of narrative is story, and generally meaning is telling a story. The narrative usually includes one or more events occurring in chronological order and is told through multiple media. An event is considered a story if it has changed from its original state. Another definition of narrative by Nielsen (2008). "A narrative can be outline as a sequence of events. Its basic components are: “The chronology of the events themselves (the story), their verbal and visual representations (the text), and the act of speaking or writing (the narrative).”

Nielsen (2008) also states that story and plot are technically narrative elements. Based in part on the definitions above, a narrative is an

event that can lead to another situation, and is not limited to a single event, but leads to multiple events occurring simultaneously or in succession. Therefore, what researchers mean here by narrative is short story or story as usual.

F. Scope and Limitation of Research

Regarding the researcher's ability, time, and finding this research, the researcher needs to limit the problems. As mentioned before, this research was intended on the use of GIST strategy. The researcher would try this strategy to find out the effect of using GIST strategy toward students' reading comprehension on narrative text. The research conducted for the Eighth's grade students of academic year 2022/2023 of MTsS Tgk. Chiek Oemar Diyan, Indrapuri, Aceh Besar.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension

Reading was to visually see and understand the content of the words presented by the author. Tarigan (2008) makes it clear that reading is a process that the reader performs and uses to receive the message that the writer wants to convey through words and writing. Waskandarwassid and Sunendar (2008) explained that reading is understanding what is written in a text. In addition, Dalman (2014) added that reading is an activity or cognitive process to find different information contained in texts. Klien (2007) suggests that reading is a process, reading is a strategy, and reading is interactive. Reading is a process, and knowing the text and knowing the reader play an important role in the meaning of the form. Reading was also a strategy. In other words, readers effectively use a variety of reading strategies to match text and context and construct meaning while reading.

Reading is interactive. In other words, the text read by the reader must be comprehensible in order to create an interaction between the reader and the text. The main purpose of reading was to get information about reading. Waskandarwassid and Sunendar (2008) stated that common reading goals include: 1) Recognizing the written text of the language; 2) Interpreting and uses foreign vocabulary; 3) Understanding directly and indirectly presented information. 4) Understanding the conceptual meaning of the sentence; 5)

Understanding the communicative value of the sentence; 6) Understanding connections within sentences, between sentences and between paragraphs; 7) Interpreting the reading; 8) Identifying key information in the conversation; 9) Differentiating between main and secondary ideas; 10) Deciding what is important to your abstract; 11) Peeling; 12) Scanning and entering the required information.

According to Anderson (2014), the purpose of reading activity, namely: a) Reading facts and details (reading details or facts); b) Reading the main ideas (reading the main ideas); c) Reading to find out the structure or order of the essay (reading the rubric or organization); d) Reading to conclusion (reading to conclude); e) Reading for categorization or categorization (categorization); f) Reading to evaluate, evaluating (reading to evaluate); g) Reading for comparison or contrast (reading for comparison or contrast). Based on several of the above opinions, the researcher assumes that the purpose of reading was to obtain information and understand the message conveyed by the author.

Literacy was the ability to understand the information or discourse conveyed by the author through writing. Reading comprehension (reading for comprehension) was a type of reading aimed at understanding literary norms or standards, critical reviews, written plays, and fictional models (Tarigan 2008). According to Somadayo (2011), reading comprehension was a process of acquiring meaning in which the already existing knowledge and experiences of the reader related to the reading content were actively involved. Reading

comprehension has three important parts. a) Existing knowledge and experience on this subject; b) Combine knowledge and experience with read texts; c) The process of acquiring an active meaning according to dominant points of view.

Based on the above expert opinion, researchers assume that text comprehension is reading that leads to a thorough understanding of the text or reading content. Reading comprehension is reading for comprehension. It has been said that a person can understand a reading well if he understands the meaning of the words and expressions used by the author, understands their direct and indirect meaning and draws conclusions. This is consistent with Waskandarwassi (2008). Waskandarwassid states that reading is very important for the development of knowledge because most of the transfer of knowledge is done through reading. According to Somadayo (2011), all domains of literacy can already belong to highly literate readers. However, this level of understanding was naturally limited. That is, it failed to accurately describe what the author intended.

According to McLaughlin and Allen (2007), the reading principles that influence reading comprehension are:

a) Understanding was a social constructivist process.

b) Literacy Balance was a curricular framework that helped develop understanding.

c) Professional (good) reading teachers influence student learning.

d) Good Readers play a strategic and active role in the reading process.

e) Reading should be in a meaningful context.

f) Students discover reading benefits from different texts at different grade levels.

g) Vocabulary development and learning affects reading comprehension.

h) Be able to teach strategy and reading skills;

i) Dynamic assessment provides information on reading comprehension.

Reading Comprehension Techniques in comprehending reading material should use several techniques to understand what they read. According to Dalman (2014), several reading techniques are used to efficiently find focused information, including:

a) Selected Readings: Readers select readings or portions of readings that they consider relevant, or that contain specific and important information.

b) Jump Reading: The reader tries to find relevant reading sections by overtaking or skipping other parts.

c) Fast/skimming: Quick reading to check the general content of what is read.

d) Scan Reading, read quickly and concentrate attention to find sentences containing specified focal information

B. Strategy of Reading

Students read the text and understand it. Students do not need to know the meaning of every word found in the text. It also wastes the student's time trying to figure out what each word means. Students need reading

strategies when reading texts. When reading, readers must clearly recognize and master reading strategies. That is, reading strategies are tools that help readers understand the meaning of a text. Here are some reading strategies recommended by Brown (2001). (A). Explore the purpose of reading. (B). Supports bottom-up decoding using graphical rules and patterns. (C). Find the main idea in the text. (D). Look for specific information in the text. (E). If you're not sure, make a guess. (F). Analyze the vocabulary. (G). Distinguish between direct and indirect meanings. (H). Use Discourse Maker to process relationships.

Some of the reading strategies above can help students read clearly. Students can choose different techniques according to their reading goals. Each technique is suitable for all student abilities. But with frequent practice, students can master all of these strategies. According to Amini, M., Zahabi, A., Hosseini, S., (2020) stated that there are many of reading strategies for reading comprehension namely:

1) Bottom-up strategies; this strategy emphasize on text-based processing whereby letters are put together to form word, words are constructed to form sentences and sentences are linked to form ideas.
2) Top-down strategy; the role of the reader as indispensable participant in the reading comprehension process. However one of the disadvantages of the top-down model is that for many written texts, readers have insufficient knowledge of the topic to generate assumptions.

3) Interactive models; this model focuses on the reader with four interactive function of "composer", "monitor", "planner", and "editor".

Based on the above theory, the researchers concluded that there are the following reading strategies. Set reading goals, scan, analyze vocabulary and distinguish between direct and indirect meanings. However in this thesis the researcher is focused on GIST strategy, according to Cunningham (1982) stated that GIST is the abbreviation of generating interaction between schemata and text strategy. The GIST strategy has brought several important benefits to the classroom.

1) You can improve your reading comprehension and summarizing skills by using the GIST strategy. Using GIST, students must erase trivial information, select important ideas, and generalize them in their own words. These are his three main strategies necessary for understanding and retention (Richardson and Morgan, 2000).

2) GIST strategies can activate students' prior knowledge (Zainotalia, 2012). Therefore, understanding the meaning of the text was beneficial for each student.

3) This strategy is useful for final exam students who need to answer questions in the text and understand the meaning of the text before answering.

However the disadvantage of GIST strategy that allows revision and refinement of the vocabulary. A drawback of the GIST strategy is that the student cannot comprehend the full content and meaning of the text they are

reading because they are taught to limit responses to 20 words or less to convey the main idea of her GIST. It wasn't but omit unnecessary details.

C. The Concept of Narrative Text

The definition of a narrative text is simply called a story. The incidents and events in the story are in chronological order. Some characters have contradictions in this case. Events, characters and conflicts are the main elements of his story. When the elements are combined, the three elements are called graphs or charts. In other words, a story is a story that is presented based on a plot. Stories can contain fact or fiction. Stories containing facts are called nominal stories and stories containing fiction are called suggestive stories. There are several explanations of the meaning of the narrative essay by various linguists, especially Keraf (1981), who argues that the primary purpose of a narrative essay is action embedded in and related to events. It is a form of discourse that occurs in individual time units of an event. Lia Remini (2007) expresses a shorter and similar opinion. In other words, a story is a form of dialogue or writing that aims to convey or narrate a sequence of events or human experiences as they unfold. Narrative sentence that contains part of the story. There are illustrations to complete the story, but the whole sentence was a story.

The narrative text was an essay that told a sequence of events in chronological order. Therefore, the story was an essay based on the chronology

of events. According to Semi (2003), a story was a speech or written form intended to convey or narrate a sequence of events or human experiences based on their development. From the comments above, it is clear that there are a number of issues related to the story. It is organized systematically according to chronological development in the form of stories and narratives, with an emphasis on authors.

D. The Concept of Generating Interaction between Schemata and Texts (GIST) Strategy

GIST is the general meaning of complex information in everyday activities such as reading new stories, listening to medical information, learning to use new equipment, watching movies, making financial decisions and writing job descriptions. defined as the ability to understand and communicate. Cunningham (1982) developed a GIST strategy to help students summarize passages (Horton, 2014). This was a reading strategy that teachers used to teach students about short summary statements. The general term of GIST refers to the nature of text or speech. Text summarization strategies involve systematically reducing text ideas and important details to a predetermined number of words 15, 20 or 25, depending on the length of the text to be compressed. For example, if a paragraph consists of four sentences, the first sentence is summarized within the specified word limits, and after reading the second sentence, the original summary is modified to retain the main points. Remove less important information and start adding new

information. Defined word limits. A formula is a data structure used for reading comprehension.

A formula is a general understanding of a set of similar interrelated concepts. In other words, schema theory describes how documents are understood. This research has been previously discussed in several topics. Anggara (2021) first conducted a study on the topic of "Implementing GIST Strategies in Secondary Education". The purpose of this study was to find main ideas about what students read, develop critical thinking while reading, and also write their own summaries for reading. After analyzing the data, the researchers found that applying his GIST strategy to descriptive text helped students understand it better.

This was reflected in the results of the students' reading tasks, which were based on the results analyzed using the GIST strategy and the ESL Attitude Profile, as the tasks were summaries based on the student's own words. it was done. sentences Sinuraya, Situmorang, Sihombing et al... (2021), titled "The effect of GIST strategy on student reading comprehension". The purpose of this study was to find ways to improve students' reading skills using basic strategies. The results of this study showed that his use of an experimentally induced GIST strategy improved students' reading comprehension after therapy. The results of this study show that the GIST strategy improves students' reading comprehension. Jannah (2019) also conducted a study titled Improving Student Reading Skills through Generating Interaction between Schemata and Text (GIST) Strategies.

In this study, the researchers tried to investigate the improvement in students' reading comprehension by applying his GIST strategy. This study was conducted in two cycles that he conducted with studies on classroom behavior. The subjects of this study were 8th grade students of SMP Asahan Jaya Medan and their English teachers in the academic year 2019/2020. The researchers found that students' reading performance improved in the pretest (47.14), cycle I (63.21) and cycle II (78.92).

Previous studies had some similarities to this study in terms of their goal of improving reading comprehension. But in this study, the author focused on reading the story to his 8th grade students of MTSs Tgk. Chiek Oemar Diyan, Indrapuri, Aceh Besar, 2022/2023 academic year. This study also aimed to investigate whether the GIST strategy can improve students' ability to identify the main purpose of a narrative sentence to complete reading tasks.

E. The Procedure of GIST Strategy

The instructions for the GIST procedure follow Cunningham's (1982) original examination procedure. However, the data has just been published and covers the curriculum subjects of his eight grades in the school district where the study was conducted. See materials for sample pieces and summary statements. GIST process consists of six steps (Cunningham, 1982) which allow the student to gradually create his own GIST sentences. Students

begin with paragraphs and progress to longer sentences. The following list contains instructions for the GIST procedure.

These have been paraphrased for brevity, but fit Dromsky's (2011) theory of Cunningham. Step 1: Choose 3-5 sentences that you think contain GIST and are of appropriate difficulty. Step 2: Mark the student's first sentence on the board. Draw 15 squares on the board. Ask students to read the sentence and summarize it in their own words into a sentence of up to 15 words. Step 3: After the student reads the sentence, cover the sentence. Ask the students to say it again in their own language within 15 words. Write it one word at a time and ask the group to dictate the sentence and work on it until it is finished. Students can revise the passage, but they must write it down and revise it from memory. This stage ended when the student felt that his statement was an exact copy, even if the sentence was an exact copy of the original text. Step 4: Unfold the first sentence and its second sentence and remove the space from the first. You can provide 15 new blanks, ask him to read the sentences and write another sentence that repeats his first two sentences in his own words within his 15 words. Step 5: After reading the sentence, ask the student to create a new sentence that includes both and summarizes the information in up to 15 words. As a group, create expressions in the same way as in step 3. Step 6. Repeat this activity, adding her sentences one at a time, until the student can come up with a sentence of up to 15 words that seems to summarize the passage. Use this strategy as many times as necessary until students can form paragraph sentences as a group. Then, at the beginning of the lesson, open a whole passage

and ask them to make a statement about the whole passage without going from one sentence to another. When students can create a paragraph sentence as a group, have them complete the process independently.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

A research design is a systematic arrangement for collecting, analyzing and interpreting data based on quantitative or qualitative research (Creswell, 2012). It can be concluded that research design is a guide for researchers, including the planning and analysis of pilot studies. In this current study, researcher used quantitative studies with the aim of obtaining accurate results. Quantitative therefore refers to the definition of a research category that uses statistical analysis of numerical data as a measure to test hypotheses (Sugishirono, 2016). In summary, researcher applied quantitative design throughout their experimental studies to match research questions and research objectives. According to Sugiono (2016), an experimental study is one designed to determine how one particular treatment works better than another under controlled conditions. It's a way.

The experimental study consists of two groups, an experimental group (X) and a control group (Y). According to Ally et al. (2010), an experimental study was a scientific study in which a researcher manipulated and constructed her one or more independent variables and observed the dependent variable. Experimental studies were classified into pre-experimental design, actual experimental and quasi-experimental studies. In this study, the authors used a quasi-experimental design. Although quasi-experiments include

assignments, there is no random assignment of participants to groups because the experimenter cannot artificially create groups for the experiment. For this study, researchers chose her two classes. The first was the experimental class (X) and the second was the control class (Y).

The experimental class was the class that received treatment based on the GIST strategy. Control classes, on the other hand, were taught according to the model normally used by teachers. The draft was presented as follows:

Table 3.1.

The model of Experimental and Control Class

X	Experimental Class	Pre-Test	Treatment	Post-test
Y	Control Class	Pre-Test	No Treatment	Post-test

B. Hypothesis

Hypothesis was temporary answer of problems in research until proved from the data which collected. It was kind of predictive statements. In conducting the research, the researcher proposed the working hypotheses was; (Ha) GIST was effective to teach narrative text on reading comprehension. It was because there was a significant difference of the improvement in reading comprehension on narrative text who are being taught using GIST and students who are not being taught using GIST. It means that the use of GIST Strategy to improve students' reading comprehension was effective. (Ho) GIST was not effective to teach narrative text on reading comprehension. It was because there was no significant difference of the improvement in reading comprehension on

narrative text. It means that the students have similar comprehension on narrative text whether they were taught using GIST strategy or not.

C. Population and Sampling

1. Population

According to Garalka and Darmanah (2019), a population is a generalized domain consisting of the above objects/objects with specific properties and characteristics determined by the researcher under study and from which conclusions are drawn. Therefore, the population consisted not only of people, but also of things and other natural objects. Population is not just the number of objects or subjects, but includes all the characteristics that the objects or subjects exhibit. The population consisted only of those of interest to the researchers. This means that the study population should be relevant to what the researcher was studying. Therefore, the population of this study consisted only students in eighth grade of MTsS Tgk. Chiek Oemar Diyan, Indrapuri, Aceh Besar, School Year 2022/2023. Oemar Diyan's eighth grade consisted of five classes, each with 30 to 40 students in her class, and over 150 students in the class.

2. Sampling

According to Garalka and Darmanah (2019), the sample was part of the number and characteristics owned by this population. If the population was large and the researcher it was impossible to study everything in the population,

because it has limited funds, manpower and time, then the researcher can use samples taken from the population to represent it.

In this research, the researcher used purposive sampling technique. According to Arikunto (2006) purposive sampling techniques means that the technique of taking samples was not based on random, area or strata, but based on considerations that focus on certain goals. The researcher selected two groups of students from the population as sample of research. There were two classes as a sample. In this case, the researcher took sample from the eighth grade of students VIII B as the experimental class which consist of 34 students and class VIII A which consist of 36 students as a control class of MTSs Tgk. Chiek Oemar Diyan, Indrapuri, Aceh Besar academic year 2022/2023. The reason of purposive sampling was based on the researcher discussion with the teacher, the teacher considered that:

1. The students are active students
2. The students are cooperative students

D. Data Collection

In this research, the data collected by using test including pre-test and post-test and documentation method.

1. Test

Test in ELT, refers to a process of measuring learners' know-how or skill in a specific issue through a few oral or written processes. It was a way to show

both the students and the teacher how lots the inexperienced persons have learnt in the course of a path. Assessments may be used to show the energy and weaknesses of the teaching process and assist the trainer enhance it. Oxford Advanced Learner's Dictionary defines test as: "…an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to perform". In this research, test was given to try out class, experimental class and control class. Test were used to measure students' reading comprehension skill and were administered twice, they are pre-test and post- test.

1) Pre-test

Before the researcher taught new material with the GIST strategy, the researcher will deliver the test to the students. Pre-test was given to the experimental class and control class in the same way. The questions of pre-test are multiple choices. Pre-test was given to know students' reading comprehension on narrative text.

2) Post-test

The post-test will be given to the experimental class after receiving treatment and control class. The questions of post-test are multiple choices. Post-test was given to measure the students' understanding on narrative text after giving treatment by using GIST strategy (experimental class), and without using GIST strategy (control class). In collecting the data in the test

the researcher used multiple choices. The choice of multiple choices type was based on the following considerations:

1) It was consistent and easy
2) It was economical because the number of items can be answered in a short period of testing time
3) It was easy to calculate

The item of tests consisted of some reading passage and some multiple choices reading comprehension questions followed in reading passage. To assess the test, the researcher calculated the correct answer are score 1 and wrong answer are score 0. The questions consist of 15 items with time allocation was 40 minutes. The score of students' achievement can be calculated by using this formula:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{Total item}} \times 100\ \%$$

2. Experimental Teaching

In this research, the researcher conducted:

a) At the first meeting, the researcher gave a pre-test for control and experimental class in the same way to know their reading comprehension on narrative text.
b) After knowing their ability, the researcher conducted a treatment for experimental class for three times.

c) At the first and second treatment, the researcher taught students the material using GIST strategy, and in the last meeting the researcher asked the teacher to teach the material using GIST strategy for experimental class.

d) Finally, after the experimental class was taught by the researcher and the teacher, the researcher gave a post-test to measure the students' understanding on narrative text after giving treatment by using GIST strategy (experimental class), and without using GIST strategy (control class).

E. Data Analysis

1. Analysis of pre-test and post-test

To analyze the data, the researcher used T-test. The whole process of calculating use the SPSS program. The T-test was intended to test whether there was significant difference on students' reading comprehension achievement taught by GIST strategy between the experimental class and control class and the experimental class. To analyze the score, the researcher use formula:

$$\sum = \frac{N}{\overline{X}} \times 100$$

Where:

$\sum$: Standard score

X : Raw score

N : Maximum score

Table 3.2.

The Classification Score of the Tests

SCORE	CLASSIFICATION
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very poor

To know the mean of the students' score of assessment be given in each treatment, the researcher applied the following formula:

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

Where:

X = the mean of students' score

∑× = the total score

N = the number of students

2. Hypothesis test

Hypothesis test was used to conclude whether the hypothesis was accepted or rejected. The statistical used t-test.

Ho: μ1 = μ2

Ha: μ1 ≠ μ2

Where:

μ1: average data of experimental class

μ2: average data of control class

And the formula was:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Where:

$\bar{x}_1$ = The mean score of experimental group

$\bar{x}_2$ = The mean score of control group

n_1 = The number of experimental group

n_2 = The number of control group

s_1^2 = The deviation standard of experimental group

s_2^2 = The deviation standard of control group.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the research finding and discussion that was discussed by the researcher. It deals with the research result, data analysis and hypothesis test, discussion of research findings and the limitation of the research.

A. Research Finding

This study was conducted at MTsS Tgk. Chiek Oemar Diyan. The study population included all 8th grade students of 200 students in 6 classes. The samples in this study were divided into two classes, a control class (VIII A) and an experimental class (VIII B). There were 35 students in the control class and his 34 in the experimental class. The study began on May 6, 2023 in the control class and May 6-18, 2023 in the experimental class. The researcher and students had five classroom meetings, including before and after the test.

The control class pre-test was held on Saturday 6 May 2023 and the post-test on Thursday 18 May 2023. The pre-test for the experimental class took place on Saturday, May 6, 2023, and the teaching process took place from Wednesday, May 8 to 17, 2023. The final post-test was held on Thursday, May 18, 2023.

In order to arrange and calculate the data systematically, the researcher analyzes the data by using SPSS program. Moreover, the

explanation of the results of the research was presented in the following section.

1. The Result of Students Pre-Test and Post-Test Score in Control Class

Researchers used two types of tests to collect data. pre-test and post-test. The following statements are the results of the students' pre- and post-tests and the mean scores of the control classes from Table 1. Students in control classes are referred to as "control 1, control 2, etc."

Table 4.1.

The result of students' pre-test and post-test in control class.

No	Name	Control Class	
		Pre-Test	Post-Test
1	Control 1	39,6	52,8
2	Control 2	33	52,8
3	Control 3	26,4	46,2
4	Control 4	33	33
5	Control 5	59,4	59,4
6	Control 6	26,4	26,4
7	Control 7	33	33
8	Control 8	19,8	39,6
9	Control 9	33	52,8
10	Control 10	26,4	46,2
11	Control 11	52,8	59,4
12	Control 12	33	52,8
13	Control 13	26,4	52,8
14	Control 14	33	46,2
15	Control 15	19,8	26,4

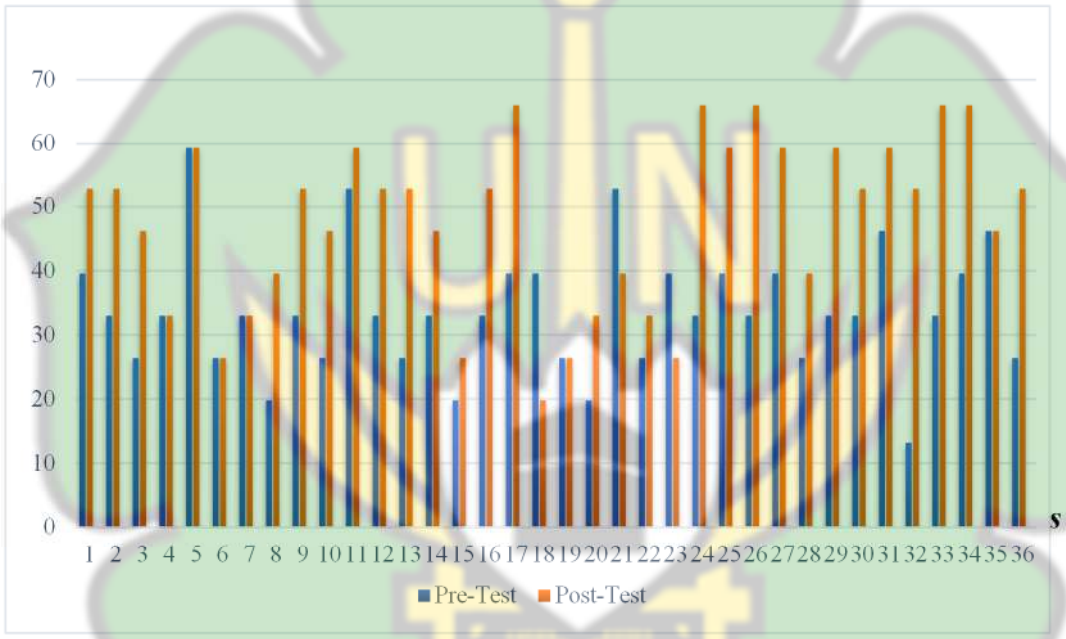
16	Control 16	33	52,8
17	Control 17	39,6	66
18	Control 18	39,6	19,8
19	Control 19	26,4	26,4
20	Control 20	19,8	33
21	Control 21	52,8	39,6
22	Control 22	26,4	33
23	Control 23	39,6	26,4
24	Control 24	33	66
25	Control 25	39,6	59,4
26	Control 26	33	66
27	Control 27	39,6	59,4
28	Control 28	26,4	39,6
29	Control 29	33	59,4
30	Control 30	33	52,8
31	Control 31	46,2	59,4
32	Control 32	13,2	52,8
33	Control 33	33	66
34	Control 34	39,6	66
35	Control 35	46,2	46,2
36	Control 36	26,4	52,8
	Mean Score	33,73	47,85

The result above showed that the mean score of student's pre-test in the control class was 33,73 and the mean score for post-test was 47,85. If these both means were compared, it can be concluded that the difference between each test was 14,48. The students of control class were taught by the researcher for three times without any treatment of GIST strategy, the result of pre-test

and post-test of the students has actually increased when the post-test was held, however the result of the control class was not significantly increased as the experimental class students results. The result of the test of the control class would be served by the following chart.

Chart 1.

The Difference between Pre-test and Post-test in Control Class.



B. The Result of Students Pre-Test and Post-test Score in Experimental Class

The researcher used two tests in collecting the data; pre-test and post-test. The pre-test was given to the students in the first meeting before the researcher implemented the strategy and method, while the post-test was given after the treatments of GIST strategy were given by the researcher and the teacher itself. The treatment for experimental class was held three times, two times were taught by the researcher and once by the subject teacher by using

GIST strategy. The following explanation is the result of pre-test, post-test, and the mean score of experimental class on the table 2.

Table 4.2.

The Experimental Class Score for Pre-Test and Post-Test

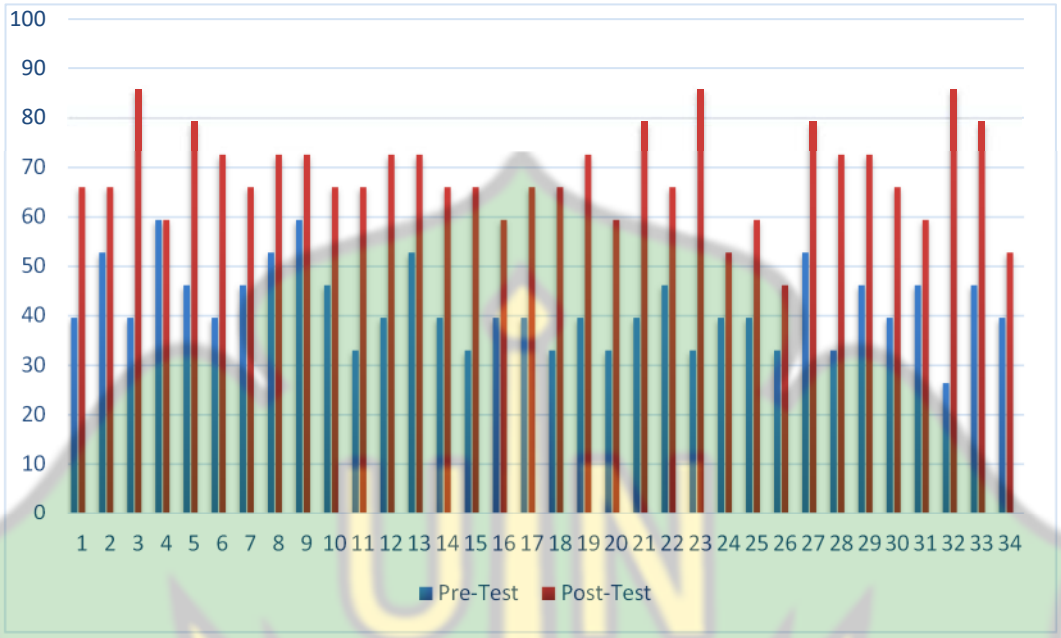
No	Name	Experimental Class	
		Pre-Test	Post-Test
1	Experimental-1	39,6	66
2	Experimental-2	52,8	66
3	Experimental-3	39,6	85,8
4	Experimental-4	59,4	59,4
5	Experimental-5	46,2	79,2
6	Experimental-6	39,6	72,6
7	Experimental-7	46,2	66
8	Experimental-8	52,8	72,6
9	Experimental-9	59,4	72,6
10	Experimental-10	46,2	66
11	Experimental-11	33	66
12	Experimental-12	39,6	72,6
13	Experimental-13	52,8	72,6
14	Experimental-14	39,6	66
15	Experimental-15	33	66
16	Experimental-16	39,6	59,4
17	Experimental-17	39,6	66
18	Experimental-18	33	66
19	Experimental-19	39,6	72,6
20	Experimental-20	33	59,4
21	Experimental-21	39,6	79,2

22	Experimental-22	46,2	66
23	Experimental-23	33	85,8
24	Experimental-24	39,6	52,8
25	Experimental-25	39,6	59,4
26	Experimental-26	33	46,2
27	Experimental-27	52,8	79,2
28	Experimental-28	33	72,6
29	Experimental-29	46,2	72,6
30	Experimental-30	39,6	66
31	Experimental-31	46,2	59,4
32	Experimental-32	26,4	85,8
33	Experimental-33	46,2	79,2
34	Experimental-34	39,6	52,8
MEAN		**41,93**	**68,52**

The result above showed that the mean score of student's pre-test in the experimental class was 41,93 and the mean score for post-test was 68,52. If these both means were compared, it can be concluded that the difference between each test was 26,59. This means showed that the result of the experimental class students were significantly increased compared to control class result. The result of the test was served by the following chart.

Chart 2.

The Difference between Pre-test and Post-test in Experimental Class.



C. The T-Test's Result of Pre-Test and Post-test in Control and Experimental Class

The researcher used T-test on SPSS program to see whether there is a significant difference between pre-test and post-test in both classes or not. Therefore, this is the T-test's result of pre-test and post-test of both classes. The researcher compared the result between control and experimental class score on the following table.

Table 4.3.

The Control and Experimental Class Score for Pre-Test.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Score	Control Class	36	238.3333	176.94035	29.49006
	Experimental Class	34	358.1471	180.04093	30.87676

Table 4.4.

The T-test's Result of Pre-test in Control and Experimental Class.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-Test Score	Equal variances assumed	.173	.679	-2.808	68	.007	-119.81	42.67	-204.97	-34.65

	Equal variances not assumed	-2.806	67.6	.007	-119.81	42.69	-205.02	-34.60

The data above shows the result of pre-test in control and experimental class. It tells the value of Sig. 2 tailed column is 0,07 which is more than 5% or 0,05. According to Sugiyono (2018), if the T-test result is more than 5% mean that both classes are homogen, therefore Ho is accepted. It means that students' comprehension on Narrative text in the control and experimental class did not have a significant difference. In the other word, both classes are at the same level in terms of comprehending Narrative text. Next following table is pos-test score in control and experimental class which will be explained in the following table.

Table 4.5.

The Control and Experimental Class Score for Post-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Control Class	36	363.0000	210.49167	35.08194
	Experimental Class	34	493.0588	313.90145	53.83365

Table 4.6.

The T-test's Result of Post-test in Control and Experimental Class.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test Score	Equal variances assumed	10.825	.002	-2.046	68	.045	-130.05882	63.5523	-256.8754	-3.24218
	Equal variances not assumed			-2.024	57.246	.048	-130.05882	64.2557	-258.7168	-1.40082

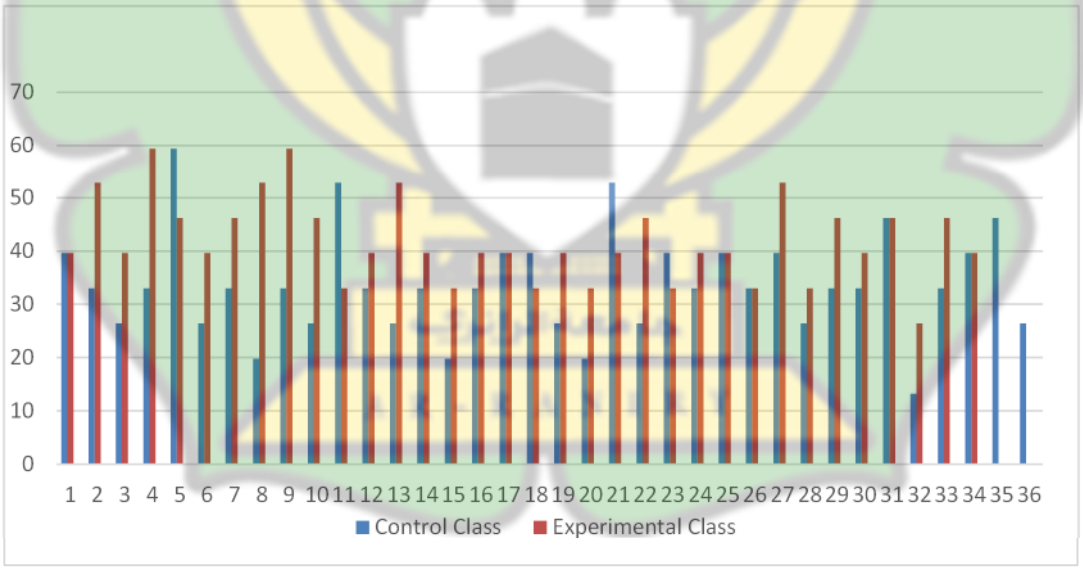
The data above shows the result of post-test in control and experimental class. It tells the value of Sig. (2-tailed) column is 0,04 which is less than 5% or 0,05 therefore Ho is rejected and Ha is accepted. It means that students' comprehension on Narrative text in the control and experimental class had a significant difference compared to pre-test score. However, if it was compared to the result of mean score of both classes, where the experimental class got 134,9117 and the control class got 124,6667 so that scores comparison was 10,245. This comparison showed that the experimental class showed more 10% significant progress on comprehending narrative text post-test than control class on the result of SPSS program.

This shows that GIST strategy treatment could be a successful strategy to enhance students' comprehension on Narrative text. Therefore, (Ha) GIST was effective to teach narrative text on reading comprehension. It was because there was a significant difference of the improvement in reading comprehension on narrative text who are being taught using GIST and students who are not being taught using GIST. It means that the use of GIST Strategy to improve students' reading comprehension was effective.

Then, the pre-test score of the control and experimental class would be compared in the following chart.

Chart 3.

The comparison of Pre-Test in Control and Experimental Class

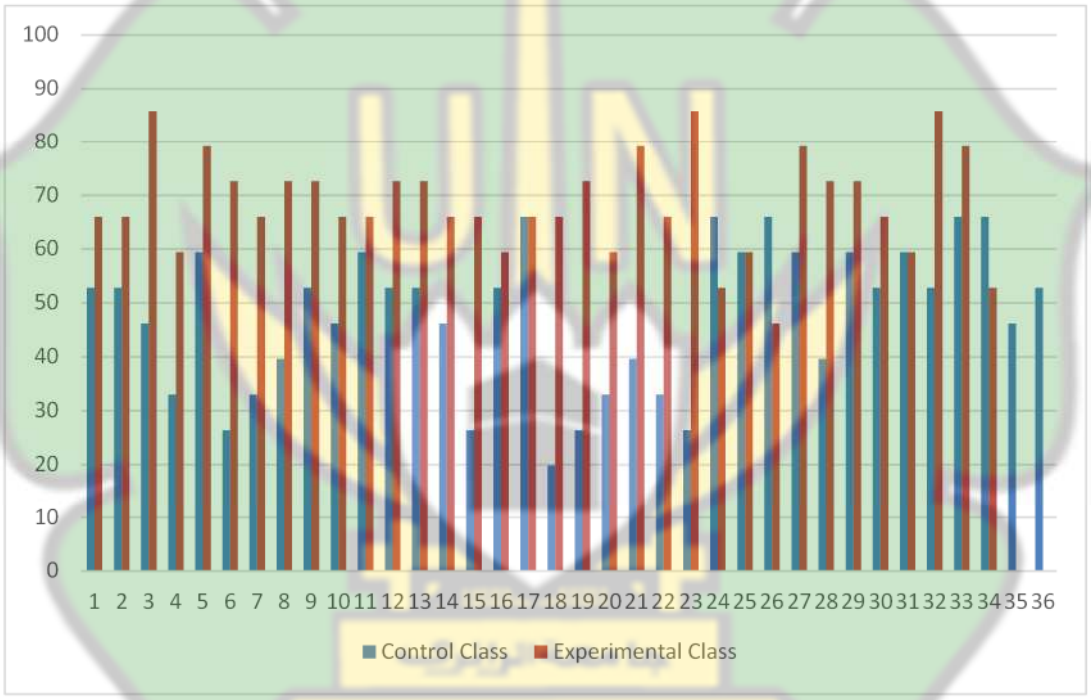


It showed that the result of pre-test of both classes were not significantly different, based on the finding of SPSS program that was more than 5% significant different namely 0.07, which meant the control and experimental class were in the same level in terms of reading comprehension

on Narrative text. However, the experimental class were then taught by using GIST strategy three times, including two times with the researcher and once with their teacher. Furthermore, the post-test score of the control and experimental class would be compared in the following chart.

Chart 4.

The Comparison of Post-Test in Control and Experimental Class



It showed in the chart that there was a significant different between the control and experimental class in the post-test. The control class was not taught by GIST strategy while the experimental class was taught using GIST strategy. Therefore, according to the chart that Ha is accepted due to there was less than 5% namely 0,03 the value of significant tailed two.

B. Discussion

The discussion part aims to answer research questions such as: "If this second semester of his 8th grade at MTsS Oemar Diyan will applying the GIST (Generation of Schema-Text Interaction) strategy improve students' reading comprehension of narrative texts?" says MTsS Oemar Diyan. Previous research has shown that GIST strategies can influence students' reading comprehension and improve reading outcomes. There was also a large difference in reading comprehension between students taught using the GIST strategy and those taught without the GIST strategy.

This result is consistent with a previous study by her Walagianah (2017) who found that Semarang's mean scores improved after the introduction of the GIST strategy. Another study by Henti (2019) found that test averages improved after applying her GIST strategy in Bengkulu. According to Octavia and Wilany (2018), one of his schools in Semarang found that the GIST strategy could help students improve their reading comprehension. Furthermore, the GIST strategy was able to promote student motivation and activate student knowledge when learning to read. This is consistent with this study that the introduction of the GIST strategy improved and improved students' reading comprehension.

This study was also conducted by Yulia Agustiara Putri, Ujang Suparman and Basturi Hasan (2013) and also investigated the implementation of his GIST strategy during his second year at SMP Negeri 13 Bandar

Lampung. The GIST showed significant differences in students' reading comprehension before and after the test. Therefore, according to the discussion above, the researchers concluded that reading comprehension improved significantly during the second year of study in the MTsS Tgk. Chiek Oemar Diyan's application of his GIST strategy (generating interaction between schemata and text). Studies have shown that students feel better after treatment than before.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

The GIST strategy (generating interactions between schema and text) may improve students' reading comprehension in narrative texts of MTsS Tgk. Chiek Oemar Diyan, students of the 2022/2023 school year, especially students of class VIII B. This was evident in the improvement in test averages. The average score was 41.93 before the test and 68.52 after the test. This means that 34 students significantly improved their narrative reading comprehension using the GIST strategy.

Using the GIST strategy not only improves students' reading comprehension of narrative texts, but also improves their motivation in the teaching and learning process. This was reflected in students' more active participation in classroom activities such as group discussions. They enjoyed working in groups and were able to work collaboratively. The difficulty of reading texts was also resolved through group discussions.

Additionally, students focused on applying her GIST strategy to help them understand the text of the story. The use of the GIST strategy has helped the 8th grade students in 2022/2023 of MTsS Tgk Chiek Oemar Diyan can now read and understand texts. They were guided to obtain detailed information and to understand the meaning of difficult words and the main ideas. In narrative texts he uses GIST strategies to teach and learn to read, which may improve

reading comprehension in his VIII B grade students in MTsS Tgk. Chef Oemar Diyan.

A student in the control class was also instructed by the researcher and teacher, but his GIST strategy was not used for treatment. 36 students attended the course and completed the pre-test and post-test. Comprehension of narrative sentences also improved, according to the results of the contrast class. The pretest control class mean score was 33.73 and the posttest score was 47.85. Therefore, the difference between the two values was 14.48. From this we can conclude that although there was an improvement in the control class, this was not a significant improvement in the experimental class.

B. Suggestions

According to the result of this research, the researcher suggests that:

1. Headmaster

The principal should recommend the English teacher to apply an effective strategy for enhancing students' reading comprehension, one of the strategy of reading comprehension is GIST strategy. According to the result of this study showed that the GIST strategy can improve students' reading comprehension on narrative text. Therefore, the researcher suggests the principal on considering GIST strategy for the English teacher on enhancing students' reading comprehension.

2. Teachers

The researcher recommends that the English language teachers of this school to use the GIST strategy in teaching English and especially for text comprehension. A teacher should always learn to understand students and upgrade teaching skills, so that the next generation is born in the best way. The GIST strategy is a good strategy to improve students' reading comprehension because it allows students easily to understand the text. The teacher can create a sense of entertainment and enjoyment by giving GIST in the delivery of materials. With the GIST strategy, students can not only pay attention to the material, but also recognize grammatical structures in an interesting and different way. It is also easy for students to open their minds when they understand the material.

3. Students

The students must improve and always exercise the ability especially in reading comprehension because it is an important thing to get information in written text. A student is required to understand narrative text well and increase their ability on comprehending narrative text in English lesson. Therefore, GIST strategy can be a way to facilitate students' comprehension on text comprehension easily.

4. Next Researchers

This study is intended on the use of GIST strategy to improve students' reading comprehension on narrative text for secondary junior students. The researcher found that GIST strategy can be implemented in a

school. GIST strategy keeps students improving their summarizing skill and activate their prior knowledge. However, GIST strategy has disadvantages, one of it is students only allow to summarize about 15-20 words, which is can limited their ideas on text materials. It's suggested to other researchers to conduct further research on the use of GIST strategy. The previous studies have showed that GIST strategy is useful on enhancing students' reading comprehension. The researcher suggests for next researchers to use GIST strategy for other skills in English, such as writing and reading comprehension on the other texts in English lesson.

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APPENDIX 1 LESSON PLAN

A. IDENTITAS GURU

Nama Guru : Rila Delvinna

Sekolah : MTsS Tgk. Chiek Oemar Diyan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II

Materi Pokok : Narrative Text

Alokasi Waktu : 6 x 40 menit (tiga pertemuan)

B. KOMPETENSI INTI

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, ramah), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasional.
- KI 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.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

C. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan penggunaan Narrative text, sesuai konteks penggunaanya.	3.1.1 Mengemukakan fungsi sosial yang terkandung dalam teks narrative sesuai konteks dengan benar dan tepat. 3.1.2 Mengidentifikasi penggunaan narrative text sesuai dengan konteks penggunaannya dengan benar dan tepat. 3.1.3 Menganalisis unsur bahasa yang terkandung dalam narrative text.
4.1 Menyusun teks recount secara lisan dan tulisan sederhana yang melibatkan pengalaman pribadi atau orang lain di waktu lampau serta menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Meringkas cerita menjadi teks narrative yang sesuai dengan konteks dengan baik dan benar. 4.1.2 Menyusun teks narrative dengan sederhana

D. TUJUAN PEMBELAJARAN

Diharapkan peserta didik mampu:

1. Mengindentifikasi fungsi sosial narrative text terhadap sesuatu secara individual sebanyak 1 fungsi dengan benar sesuai dengan konteks pembelajaran yang baik dan benar.
2. Menjelaskan perbedaan penggunaan narrative text terhadap sesuatu secara individual sebanyak 1 perbedaan dengan benar sesuai dengan konteks pembelajaran yang baik dan benar.
3. Memahami unsur kebahasaan dari narrative text secara kelompok sebanyak 2 unsur dengan benar sesuai dengan konteks pembelajaran yang baik dan benar.

4. Meringkas narrative text secara kelompok sebanyak 2 teks dengan benar sesuai dengan konteks pembelajaran yang baik dan benar.

E. METODE PEMBELAJARAN

1. Pendekatan : scientific
2. Model pembelajaran : Discovery Learning
3. Metode : GIST, Diskusi kelompok, tanya jawab, tugas paper

F. MEDIA PEMBELAJARAN

1. Media

1) Materi Narrative text
2) Power Point
3) Worksheet

2. Alat dan bahan

1) Papan tulis
2) Spidol
3) Penghapus

G. MATERI PEMBELAJARAN

Fungsi sosial: menghibur, mengajarkan nilai-nilai luhur, mengambil manfaat

Struktur materi dapat mencakup:

- Definisi
- manfaat
- Tujuan
- Unsur bahasa
- Generic Structure

Materi selanjutnya dapat dilihat di lampiran 1

H. SUMBER BELAJAR

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I. PROSEDUR PEMEBELAJARAN

Kegiatan	Prosedur	Deskripsi Kegiatan	Alokasi Waktu
pendahuluan	Orientasi	- Guru membuka kelas dengan salam dan doa - Guru memeriksa kehadiran siswa sebagai bagian dari sikap disiplin - Guru mengkondisikan kelas untuk belajar	**10 menit**
	Apersepsi	- Guru mengaitkan materi pembelajaran dengan materi yang akan diajarkan dengan pengalaman peserta didik pada pertemuan sebelumnya	
	Motivasi	- Guru memberitahukan materi yang akan dipelajari	
	Pemberian Acuan	- Guru menyampaikan tujuan dan manfaat pembelajaran dalam kehidupan sehari-hari peserta didik - Guru menyampaikan langkah-langkah pembelajaran dan bentuk evaluasi yang akan dilakukan	

Kegiatan inti	Stimulasi (stimulation)	- Guru mengajukan pertanyaan yang berkaitan denganmateri pembelajaran - Siswa diminta untuk berpartisipasi aktif dalam menjawab pertanyaan yang diberikan oleh guru - Siswa diberikan materi tentang *Narrative text* - Guru memberikan contoh yang konstektual dan mengajaksiswa untuk berpartisipasi aktif dalam proses pembelajaran	**60 menit**
	Identifikasi masalah (problem identification)	- Siswa mendengarkan materi yang disampaikan oleh guru - Siswa mengidentifikasi contoh penggunaan *Narrative text* - Siswa mengutarakan pendapat mengenai pemahaman mereka berdasarkan materi yang disampaikan - Siswa mengajukan pertanyaan tentang informasi yang tidak dipahami dari apa yangdiamati atau pertanyaan untuk mendapatkan informasi tembahan untuk mengembangkan kreativitas, rasa ingin tahu, danmembentuk pikiran kritis	
	Pengumpulan data (Data Collection)	- Siswa membaca dan mencari dari berbagai sumber guna meningkatkan dan mendorong kemampuan literasi siswa - Siswa menjawab dan menanggapi pertanyaan dari siswa lain - Guru memberi penguatan dan penjelasan terkait jawaban dari pertanyaan siswa	
	Pengolahan data (Data Processing)	- Siswa dalam kelompoknya mencari data mengenai materi Narrative text - Siswa mengolah data yang	

		diperoleh dengan menganalisis teks yang diberikanberdasarkan pertanyaan yang telah ditentukan
	Pembuktian (Verification)	- Siswa mempresentasikan hasil jawaban dari pertanyaan yang diberikan - Siswa lain menanggapi dengan aktif penampailan kelompok dan menumbuhkan sikap teliti, sopan, dan menghargai pendapat oang lain
	Menarik Kesimpulan (generalization)	- Guru memberikan penguatan berdasarkan hasil kerja kelompok dan melakukan perbaikan pada kesalahansiswa jika ada yang perlu diperbaiki - Guru menyimpulkan dan memaparkan hasil kerja kelompok siswa
KegiatanPenutup (closing)	Menutup kelas	- Siswa menyimpulkan materi yang telah diajarkan - Guru memberi penguatan terhadap simpulan siswa - Siswa membuat resume dan latihan tentang materi yang baru dipelajari - Guru memberikan tugas/pekerjaan rumah kepada siswa jika perlu - Siswa memberikan refleksi terhadap materi yang tealah dipelajari - Guru memberikan pesan moral dan menyampaikan materi untuk pertemuan selanjutnya - Guru menutup kelas dengan doa dan salam

J. PENILAIAN HASIL PEMBELAJARAN

a) Penilaian sikap

b) Penilaian pengetahuan

c) Penilaian keterampilan

Teknik, instrument, dan rubik penilaian (lihat lampiran 2) Lembar kerja siswa (lihat lampiran 3)

d) Remedial

Bagi siswa yang belum mampu mencapai targer pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial. Kegiatan remedial yang dilakukan berupa:

1) Mempelajari kembali materi Narrative text
2) Bertanya kepada teman yang sudah mencapau KKM terkait bagian yang belum dipahami dari materi Narrative text
3) Mengerjakan soal latihan yang dipandu oleh guru

Pengayaan:

Bagi peserta yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berkahir, perlu diberikan kegaiatan pengayaan. Kegiatan pengayaan dilakukan berupa:

1) Siswa yang telah lulus KKM dibagi secara berkelompok dan memberikan tutor sebaya kepada teman yang belum mencapai target KKM
2) Siswa mencari informasi yang lebih dalam tentang penggunaan Narrative text tense di perpustakaan atau sumber manapun.

Format remedial dan pengayaan (lihat lampiran 4)

Aceh Besar, 15 Mei 2023

Mengetahui,

Kepala Madrasah

(M. SYAFARI, S. Pd.I., M. S. I)

Guru Mata Pelajaran

(HILYATUN NAFIS STG. S. Pd

Lampiran 1

Materi Pembelajaran

1. Definisi Narrative text / Definition of Narrative text
   Narrative text adalah teks yang berisi tentang cerita khayalan, dongeng, ataupun kisah nyata yang telah dilebih-lebihkan. Biasanya ada nilai moral yang bisa dipetik di akhir cerita.

2. Manfaat dan tujuan teks Recount / The purpose of Narrative text
   Tujuan teks ini adalah untuk menghibur pembaca tentang suatu kisah atau cerita yang dikarang oleh si penulis dan di saat yang sama juga menyiratkan pesan moral yang ingin disampaikan kepada pembaca.

3. Unsur bahasa narrative text (Language Feature)

1) Menggunakan Simple Past Tense
   Kenapa harus Simple Past Tense? Karena kejadian yang diceritakan adalah kejadian yang terjadi di masa lampau, jadi kita harus menggunakan tense yang berfungsi untuk mengungkapkan kejadian yang terjadi di masa lampau yakni Simple Past Tense.
   Subject + Verb 2 Contoh: I ran.
   Subject + be + Complement Contoh: It was hard.
2) Menggunakan Adverb of Time dan Adverb of Sequence
   Adverb of Time (Keterangan Waktu) digunakan untuk menunjukkan masa lalu. Contohnya antara lain:
   Yesterday Last week Last month an hour ago A year ago
   Sedangkan Adverb of Sequence (Keterangan Urutan) digunakan untuk menunjukkan urutan terjadinya kejadian. Contohnya antara lain:
   First
   Then
   After that at last Generic Structure
   Finally

4. Generic Structure
   1. **Orientation / introduction**
   2. **Complication**

   Di bagian ini, kita sudah bisa menuliskan konflik yang ada dalam cerita hingga ke titik klimaksnya. Dalam menulis sebuah konflik juga terdapat 4 hal berbeda, yaitu:
   a. Physical: ditandai adanya konflik antar tokoh secara fisik.
   b. Natural: ditandai adanya konflik antara tokoh dengan hal-hal yang berhubungan dengan kekuatan alam.

c. Social: ditandai dengan adanya pertemuan antar tokoh, namun memiliki kepentingan yang berbeda.
d. Psychological: ditandai dengan adanya pertentangan di dalam diri sendiri antara memilih hal baik atau buruk, sifat yang sombong atau rendah hati, juga bisa pertentangan sifat yang rakus atau tidak.

3. **Evaluation (optional)**
4. **Resolution**
5. **Re-orientation (optional)**

Lampiran 2

1. Penilaian sikap
   Teknik penilaian: penilaian observasi
   Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Instrument penilaian sikap:

NO	NAMA	ASPEK YANG DINILAI			JUMLAH SKOR	SKOR SIKAP	KODE NILAI
		KS	TJ	PD			
1.	RILA DELVINNA	80	80	80	240	80	SB
2.	…	…	…	…	…	…	…

Keterangan:

KS: kerja sama

TJ: tanggung jawab

PD: percaya diri

Skor maksimum: 3x100 = 300 Skor perolehan siswa: SP Skor sikap: SP/3

Kode nilai / predikat:

75,01 – 100,00 : Sangat baik (SB)

50,01 – 75,00 : Baik (B)

25,01 – 50,00 : Cukup (C)

00,00 – 25,00 : Kurang (K)

2. Penilaian Pengetahuan

INSTRUMENT	INDIKATOR
1. What is the definition of Narrative text?	3.1.1 Mengemukakan fungsi sosial dari Narrative text terhadap sesuatu yang sesuai konteks dengan benar dan tepat

2. Which is the following example is the correct form of Narrative text - a long time ago, there lived…	3.1.2 Mengidentifikasi Narrative text sesuai dengan konteks penggunaannya dengan benar dan tepat.
3. How to recognize Narrative text and give its example?	3.1.3 Menjelaskan perbedaan penggunaan dari masing-masing konteks yang telah dipelajari dengan benar dan penuh dengan rasa bertanggung jawab.

3. Rubrik Penilaian

NOMOR SOAL	SKOR
NO. 1	1
NO. 2	4
NO. 3	5

Skor maksimum : 1+4+5 = 10

Skor perolehan siswa : SP

Nilai yang diperoleh siswa : SP/10 x 100

4. Penilaian Keterampilan

Jenis penilaian : penilaian kemampuan melengkapi percakapan sesuai dengan materi yang dibahas

NO	ASPEK	KRITERIA	SKOR
		Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3

1	Kesesuaian dengan judul	Isi kurang sesuai denganjudul	Isi hampir tidak sesuai dengan judul	2
		Isi tidak sesuai dengan judul		1
2	Pilihan kosakata	Pilihan kosakata sangat tepat		5
		Pilihan kosakata tepat		4
		Pilihan kosakata cukup tepat		3
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tepat	2
		Pilihan kosakatatidak tepat		1
3	Pilihan tata bahasa	Pilihan Bahasa sangat tepat		5
		Pilihan Bahasa tepat		4
		Pilihan Bahasa cukup tepat		3
		Pilihan Bahasa hampir tepat		2
		Pilihan bahsa kurang tepat		1
		Pilihan Bahasa tidak tepat		0

Skor maksimum : 5x4 = 20

Skor perolehan siswa : SP

Nilai yang diperoleh siswa : SP/20 X 100

Lampiran 3

PRE-TEST

Name :

Class :

Instructions:
1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 15 items and you have 30 minutes to answer them.
4. Please answer the questions based on the correct answer.

The following test is for question 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?" "Yes, yes, indeed!" the woodcutter replied. "Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any." The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?" The scared hunter said, "No … No … i only just wanted to see his footprints." Finally, the boastful hunter ran away from the spot. https://nekopencil.com/

1. What is the best title for the text? https://nekopencil.com/
   A. A Boastful Hunter
   B. A Brave wood cutter
   C. A Wood cutter's Advice
   D. A Wood cutter's Rewards
2. What did the hunter boast about himself? https://nekopencil.com/
   A. Nobody defeated him.
   B. He was the smartest man.
   C. He was the strongest man.
   D. He was the most courageous man.
3. What did hunter feel when the woodcutter said that there was a lion in a nearby den? https://nekopencil.com/
   A. Upset.
   B. Scared.

C. Jealous.
D. Disappointed.

4. If the hunter met a wild animal on the way, he probably would … it. https://nekopencil.com/
   A. Trap.
   B. Fight.
   C. Catch.
   D. Avoid.

The following test is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose. "The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it. The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught. https://nekopencil.com/

5. What is the main idea of paragraph five? https://nekopencil.com/
   A. A man picked the second fish.
   B. The second fish could finally save itself.
   C. The second fish pretended of being dead.
   D. A man threw the second fish back to the pond.
6. What was the main problem of the story? https://nekopencil.com/
   A. The fish could not escape from the men.
   B. Two men was going to catch the three fish.
   C. The third fist didn't think about how to save itself.
   D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish? https://nekopencil.com/
   A. Smart
   B. Honest
   C. Patient
   D. Humble
8. From the test we can learn that …. https://nekopencil.com/
   A. a good man is hard to find
   B. two heads are better than one
   C. no one succeeds without efforts
   D. a good beginning makes a good ending

The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad". https://roboguru.ruangguru.com/

9. The businessman worried about his son because he …
   https://roboguru.ruangguru.com/
   A. was spoiled
   B. was unlucky
   C. behaved badly
   D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
    https://roboguru.ruangguru.com/
    A. It was a big challenge.
    B. He had done his best.
    C. The tree roots had settled deeply.
    D. The tree had a thin but strong stem.
11. What can we learn from the story? https://roboguru.ruangguru.com/
    A. It is best do everything with great efforts.
    B. it is hard to get rid of permanent bad habits.
    C. There will be many problems in human's life.
    D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull **it** out …" (Paragraph 2)
    What does the bolded word refer to? https://roboguru.ruangguru.com/
    A. Bushes
    B. A sapling
    C. A small tree
    D. A bigger tree

The following test is for question 13 to 15.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it's own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends. https://roboguru.ruangguru.com/

13. What is the story about? https://roboguru.ruangguru.com/
    A. Two different, but special plants.
    B. A beautiful, but arrogant rose.
    C. Two plants in a beautiful garden.
    D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was? https://roboguru.ruangguru.com/
    A. brave
    B. wise
    C. patient
    D. humble
15. What can you learn from the story? https://roboguru.ruangguru.com/
    A. Don't allow others influence your life.
    B. Never judge the others by the way they look.
    C. Respect others and they may respect you either.
    D. Don't let anyone underestimate you because of your look

Lampiran 4

Remedial

Hari/Tanggal :

Nama :

Kelas :

Materi : Narrative text

1. What is Narrative text and write it's purpose?
2. What are language features use in the Narrative text?
3. Write down a folktale in 5 line!

APPENDIX 2

PRE-TEST

Name :

Class :

Instructions:
1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 15 items and you have 30 minutes to answer them.
4. Please answer the questions based on the correct answer.

The following test is for question 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?" "Yes, yes, indeed!" the woodcutter replied. "Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any." The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?" The scared hunter said, "No … No … i only just wanted to see his footprints." Finally, the boastful hunter ran away from the spot. https://nekopencil.com/

1. What is the best title for the text? https://nekopencil.com/
   E. A Boastful Hunter
   F. A Brave wood cutter
   G. A Wood cutter's Advice
   H. A Wood cutter's Rewards
2. What did the hunter boast about himself? https://nekopencil.com/
   A. Nobody defeated him.
   B. He was the smartest man.
   C. He was the strongest man.
   D. He was the most courageous man.
3. What did hunter feel when the woodcutter said that there was a lion in a nearby den? https://nekopencil.com/
   A. Upset.
   B. Scared.

C. Jealous.
D. Disappointed.

4. If the hunter met a wild animal on the way, he probably would … it. https://nekopencil.com/
   A. Trap.
   B. Fight.
   C. Catch.
   D. Avoid.

The following test is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose. "The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it. The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught. https://nekopencil.com/

5. What is the main idea of paragraph five? https://nekopencil.com/
   A. A man picked the second fish.
   B. The second fish could finally save itself.
   C. The second fish pretended of being dead.
   D. A man threw the second fish back to the pond.
6. What was the main problem of the story? https://nekopencil.com/
   A. The fish could not escape from the men.
   B. Two men was going to catch the three fish.
   C. The third fist didn't think about how to save itself.
   D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish? https://nekopencil.com/
   A. Smart
   B. Honest
   C. Patient
   D. Humble
8. From the test we can learn that …. https://nekopencil.com/
   A. a good man is hard to find
   B. two heads are better than one
   C. no one succeeds without efforts
   D. a good beginning makes a good ending

The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad". https://roboguru.ruangguru.com/

9. The businessman worried about his son because he …
   https://roboguru.ruangguru.com/
   A. was spoiled
   B. was unlucky
   C. behaved badly
   D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
    https://roboguru.ruangguru.com/
    A. It was a big challenge.
    B. He had done his best.
    C. The tree roots had settled deeply.
    D. The tree had a thin but strong stem.
11. What can we learn from the story? https://roboguru.ruangguru.com/
    A. It is best do everything with great efforts.
    B. it is hard to get rid of permanent bad habits.
    C. There will be many problems in human's life.
    D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull **it** out …" (Paragraph 2)
    What does the bolded word refer to? https://roboguru.ruangguru.com/
    A. Bushes
    B. A sapling
    C. A small tree
    D. A bigger tree

The following test is for question 13 to 15.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it's own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends. https://roboguru.ruangguru.com/

13. What is the story about? https://roboguru.ruangguru.com/
    A. Two different, but special plants.
    B. A beautiful, but arrogant rose.
    C. Two plants in a beautiful garden.
    D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was? https://roboguru.ruangguru.com/
    A. brave
    B. wise
    C. patient
    D. humble
15. What can you learn from the story? https://roboguru.ruangguru.com/
    A. Don't allow others influence your life.
    B. Never judge the others by the way they look.
    C. Respect others and they may respect you either.
    D. Don't let anyone underestimate you because of your look

POSTTEST

Name:

Class:

Instructions:
1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 15 items and you have 30 minutes to answer them.
4. Please answer the questions based on the correct answer.

The following test is for question 1 to 4.

Once upon a time an owl and a pigeon met and talked. "There are more owls than pigeons," said Owl. "No, way," said Pigeon, "There are many more pigeons." "Let's count!" answered Owl, "We will meet in the big wood a week from today." On that day the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!" Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes. The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky. In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep. https://www.scribd.com/

1. The writer's purpose of writing the text is …. https://www.scribd.com/
   A. to entertain the readers.
   B. to describe owls and pigeons.
   C. to relate the writer's experience.
   D. to explain how owls have big, flat eyes.
2. Why were the owls laughing when they first arrived? https://www.scribd.com/
   A. They were making jokes about the pigeons.
   B. They were telling foolish stories about the pigeons.
   C. They were sure they would out number the pigeons.
   D. They were talking about how ugly the pigeons were.
3. Why were the owls staring at the pigeons? https://www.scribd.com/
   A. They were afraid that the pigeons would.
   B. They were shocked there were so many pigeons.
   C. They'd like to count the number of all the pigeons.
   D. They wanted to scare the pigeons by acting wicked.

4. What can we learn from the story? https://www.scribd.com/
   A. Boasting will do more harm to others.
   B. Friendship is very easy to build.
   C. We can do anything if we are together.
   D. Being too proud does not make us noble.

The following test is for question 5 to 8.

A salt merchant once lived in a certain village. He went to the town every day to bring salt on the back of his ass. One day it was passing through a stream. It slipped by chance and fell into the water. With great difficulty, the merchant could help it stand up once again. But a lot of salt melted in the water of the stream. It felt the load much lighter than before. So it returned home very joyfully.

The next day, it was again crossing the stream with the load of salt on its back. It slipped on purpose to lighten the load. The merchant saw through the trick at once, and decided to teach it a lesson. So he loaded it with cotton next time. The ass slipped as usual while it was passing through the river. After a while, the merchant help it to stand up. But the load became several times heavier than before. The ass could not move under the weight. It was sorry for what it had done and decided never to repeat the trick. (*English Lesson*, 2016)

5. Where did the story take place?
   A. Next to a village.
   B. In a forest.
   C. In the desert.
   D. In a stream
6. What can you learn from the story?
   A. We should care for those around us.
   B. Don't repeat your mistakes.
   C. We should spend most of our time wisely.
   D. There is more precious than playing with friends.
7. What is the other word of merchant?
   A. Trader
   B. Businessman
   C. Teacher
   D. Player
8. What can you learn from the story?
   A. We should care for those around us
   B. Don't repeat your mistake

C. We should spend most of our time wisely
D. There is more precious than playing with friend

The following test is for question 9 to 12.

The Hungry Fox

There lived a fox in a certain jungle. He was very hungry one day. He came out of his hole and began to move about in search of some prey. He happened to pass by a vineyard. After some time he saw big bunches of grapes hanging down the wall. His mouth began to water, and he decided to eat some. He jumped at them again and again, in order to catch them. But his effort was all in vain. However he wanted to conceal his shame and disappointment. He therefore said as he took his way, "these grapes are very sour. I am not, therefore prepared to eat them. (*English Lesson*, 2016)

9. What did the hungry fox look for?
   A. He looked for a place to hide from hunter.
   B. He looked for a nice water to drink.
   C. He looked for some preys to eat.
   D. He wanted to find a friend.
10. What happened to the fox when he wanted to catch the big bunch of grapes?
   A. It was failed.
   B. It was succeeded
   C. It was happy
   D. It was day dreaming
11. The moral value of the story is ….
   A. Practice makes perfect
   B. There is strength is unity
   C. Hard work is a key of a success
   D. A prey is always needed
12. "… all in vain." What does it mean?
   A. it's better to do nothing.
   B. Everything is impossible to do.
   C. All the efforts done are useless.
   D. There is no way out to solve the problem.

The following test is for question 13 to 15.

The Cock and Fox

A cock once stood crowing up in a tree. A fox wished to make a meal of it. The fox said to the cock from below. “I have brought very good news for you. All birds and beasts have sworn to live like brothers. Come down, so that we may dance together!”. The cock was clever to be taken in, it said to the fox, “Uncle, I see some hounds at some distance. Perhaps they are coming this way. Let them also come here. Then I shall fly down, and we shall all dance together”. “no, no!”, said the fox, and immediately run away. The cock then crowed once again, in its success in putting the fox to flight. https://brainly.co.id/

13. What is the text about? https://brainly.co.id/
    A. Two animals lived in the jungle.
    B. Two animals are living like brothers.
    C. The fox wanted to make a cock as his food.
    D. The fox wanted to make a party.
14. What happened to the fox after knowing some hounds at some distance? https://brainly.co.id/
    A. Happy
    B. Scared
    C. Cheerful
    D. Regretful
15. What can you learn from the story? https://brainly.co.id/
    A. Be wise man!.
    B. Don’t let yourself down.
    C. Don’t jump from the tree.
    D. Don’t let yourself to be taken in

APPENDIX 3 STUDENTS' RESULTS

A. THE RESULT OF STUDENTS' PRE-TEST AND POST-TEST IN CONTROL CLASS

No	Name	Control Class	
		Pre-Test	Post-Test
1	Control 1	39,6	52,8
2	Control 2	33	52,8
3	Control 3	26,4	46,2
4	Control 4	33	33
5	Control 5	59,4	59,4
6	Control 6	26,4	26,4
7	Control 7	33	33
8	Control 8	19,8	39,6
9	Control 9	33	52,8
10	Control 10	26,4	46,2
11	Control 11	52,8	59,4
12	Control 12	33	52,8
13	Control 13	26,4	52,8
14	Control 14	33	46,2
15	Control 15	19,8	26,4
16	Control 16	33	52,8
17	Control 17	39,6	66
18	Control 18	39,6	19,8
19	Control 19	26,4	26,4
20	Control 20	19,8	33
21	Control 21	52,8	39,6
22	Control 22	26,4	33
23	Control 23	39,6	26,4
24	Control 24	33	66
25	Control 25	39,6	59,4
26	Control 26	33	66
27	Control 27	39,6	59,4
28	Control 28	26,4	39,6
29	Control 29	33	59,4
30	Control 30	33	52,8
31	Control 31	46,2	59,4
32	Control 32	13,2	52,8
33	Control 33	33	66
34	Control 34	39,6	66
35	Control 35	46,2	46,2
36	Control 36	26,4	52,8
Mean Score		**33,73**	**47,85**

B. THE RESULT OF STUDENTS' PRE-TEST AND POST-TEST IN EXPERIMENTAL CLASS

No	Name	Experimental Class	
		Pre-Test	Post-Test
1	Experimental-1	39,6	66
2	Experimental-2	52,8	66
3	Experimental-3	39,6	85,8
4	Experimental-4	59,4	59,4
5	Experimental-5	46,2	79,2
6	Experimental-6	39,6	72,6
7	Experimental-7	46,2	66
8	Experimental-8	52,8	72,6
9	Experimental-9	59,4	72,6
10	Experimental-10	46,2	66
11	Experimental-11	33	66
12	Experimental-12	39,6	72,6
13	Experimental-13	52,8	72,6
14	Experimental-14	39,6	66
15	Experimental-15	33	66
16	Experimental-16	39,6	59,4
17	Experimental-17	39,6	66
18	Experimental-18	33	66
19	Experimental-19	39,6	72,6
20	Experimental-20	33	59,4
21	Experimental-21	39,6	79,2
22	Experimental-22	46,2	66
23	Experimental-23	33	85,8
24	Experimental-24	39,6	52,8
25	Experimental-25	39,6	59,4
26	Experimental-26	33	46,2
27	Experimental-27	52,8	79,2
28	Experimental-28	33	72,6
29	Experimental-29	46,2	72,6
30	Experimental-30	39,6	66
31	Experimental-31	46,2	59,4
32	Experimental-32	26,4	85,8
33	Experimental-33	46,2	79,2
34	Experimental-34	39,6	52,8
	MEAN	**41,93**	**68,52**

APPENDIX 4 SUPERVISOR'S PROPOSAL LETTER

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
Nomor: B- 14004/UN.08/FTK/KP.07.6/10/2022

TENTANG

PENGANGKATAN PEMBIMBING AWAL PROPOSAL SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan proposal skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing awal proposal skripsi;
b. bahwa dosen yang namanya tersebut di bawah ini dipandang cakap dan mampu untuk diangkat dalam jabatan pembimbing awal proposal skripsi dimaksud.

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. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
5. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh menjadi UIN Ar-Raniry Banda Aceh;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
8. Keputusan Menteri Agama RI Nomor 89 Tahun 1963, tentang Pendirian IAIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Mahasiswa yang namanya tersebut di bawah ini sudah memenuhi syarat dan ketentuan untuk mengajukan Proposal Skripsi sebagai Tugas Akhir Program Sarjana (S1) pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Menetapkan :

PERTAMA : Menunjuk Saudara **Azizah, M.Pd**
untuk membimbing Proposal Skripsi Mahasiswa:

Nama	:	**Rila Delvinna**
NIM	:	**190203164**
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	**Student's Preference on Learning Modalities Used for Open and Distance Learning (ODL)**

KEDUA : Segala biaya akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2022 Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KETIGA : Surat Keputusan ini berlaku sampai dengan Semester Genap Tahun Akademik 2022/2023;

KEEMPAT : Surat Keputusan ini berlaku sejak diptetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

: **Asli** Keputusan ini diberikan kepada yang bersangkutan untuk dimaklumi dan dilaksanakan.

Banda Aceh, 21 Oktober 2022
Dekan,

Safrul Muluk

Tembusan:
1. *Dekan FTK UIN Ar-Raniry Banda Aceh (sebagai laporan);*
2. *Ketua Program Studi Pendidikan Bahasa Inggris FTK UIN Ar-Raniry Banda Aceh;*
3. *Mahasiswa yang bersangkutan.*

APPENDIX 5 SUPERVISOR'S THESIS LETTER

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5142/UN.08/FTK/KP.07.6/03/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH 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. UndangundangNomor 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 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan 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 Organisusi 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 Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan 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 **07 Maret 2023**

MEMUTUSKAN

Menetapkan :

PERTAMA

Menunjuk Saudara:
1. Prof. Dr. Muhammad AR., M.Ed. — Sebagai Pembimbing Pertama
2. Azizah, S. Ag., M. Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Rila Delvinna**
NIM	:	**190203164**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Generating Interaction between Schemata and Text Strategy to Improve Students' Reading Comprehension**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Maret 2023
Dekan,

Saiful Muluk

Tembusan

APPENDIX 6 SURAT IZIN PENELITIAN KAMPUS

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-5626/Un.08/FTK.1/TL.00/05/2023
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala MTsS Tgk. Chiek Oemar Diyan

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Rila Delvinna / 190203164**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Sihom Lhok, Kec. Indrapuri, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Use of Generating Interaction between Schemata and Text Strategy to Improve Student's Reading Comprehension***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Mei 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 05 Juni 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX 7 SURAT IZIN PENELITIAN SEKOLAH

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH TGK. CHIEK OEMAR DIYAN
Krueng Lamkareung – Indrapuri – Aceh Besar 23363 e-mail : oemardiyan@ymail.com
NSM : 121211060005 NPSN : 10114377

SURAT KETERANGAN PENELITIAN
No. B-218/MTs.01.04.13/5/2023

Yang bertanda tangan di bawah ini :

Nama	: M. Syafari, S. Pd.I., M.S.I
NIP	: 19710508 200701 1 002
Jabatan	: Kepala Madrasah
Pada	: MTsS Tgk. Chiek Oemar Diyan

menerangkan bahwa :

Nama/NIM	: **Rila Delvinna / 190203164**
Semester/Jurusan	: VIII / Pendidikan Bahasa Inggris
Alamat sekarang	: Gampoeng Sihom Lhok, Kec. Indrapuri, Kab. Aceh Besar

benar yang namanya tersebut di atas telah melakukan penelitian di MTsS Tgk. Chiek Oemar Diyan Krueng Lamkareung Indrapuri Aceh Besar dengan judul "***The Use of Generating Interaction between Schemata and Text Strategy to Improve Student's Reading Comprehension***".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Indrapuri, 31 Mei 2023
Kepala MTsS Tgk. Chiek Oemar Diyan

M. Syafari, S. Pd.I,. M.S.I
NIP. 19710508 200501 1 002

APPENDIXES 8 RESEARCH DOCUMENTATION

PRE-TEST IN EXPERIMENTAL CLASS

PRE-TEST IN CONTROL CLASS

TREATMENT PROCESSES IN EXPERIMENTAL CLASS

AUTOBIOGRAPHY

1. Name : Rila Delvinna
2. Date/Place of birth : Sihom Lhok / September 29th, 2000
3. Gender : Female
4. Nationality : Indonesian
5. Religion : Islam
6. Status : Single
7. Address : Gampong Sihom Lhok, Kec. Indrapuri, Kab. Aceh Besar, Aceh
8. Occupation : Student
9. Parent
    a. Name of father : Hamdani
    b. Name of mother : Nasri
    c. Father's occupation : Farmer
    d. Mother's occupation : House Wife
10. Address of parent : Gampong Sihom Lhok, Kec. Indrapuri, Kab. Aceh Besar, Aceh
11. Education
    a. Elementary : SDN 1 INDRAPURI
    b. Junior high school : MTsS Tgk. Chiek Oemar Diyan
    c. Senior high school : MAs Tgk. Chiek Oemar Diyan
    d. University : Universitas Islam Negeri Ar-Raniry Banda Aceh