

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH GIST
(GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT)
STRATEGY
(An Experimental Study at Department of English Language Teaching UIN AR-
Raniry)**

THESIS

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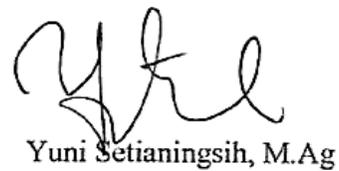
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 Strategy

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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Reading is the process of extracting meaning from written texts. The ability to understand pieces of texts depends on the comprehension level of the readers. Comprehensibility can be achieved by using kinds of reading strategies. Under the umbrella of quantitative approach, this study aims to find out the significant difference in comprehending written texts by using Generating Interaction between Schemata and Text (GIST) strategy. The data for this study were collected through two comprehension tests, pre-test and post-test, from 32 second-semester students from the department of English Education, UIN Ar-Raniry by applying three techniques; experimental teaching, test, and questionnaire. The comprehension test consists of 10 multiple choice questions, and the questionnaire consists of 10 Likert Scale questions. The results of this study were analyzed by using T-test on SPSS program and a statistic formula. According to the results of the study, using GIST strategy could improve students' reading comprehensibility. It was proven by the result of T-test on pre-test and post-test scores, which shown T_o as T-table ($\alpha = 0.05$) has more value than T_t as T-result (0,000). The scores mean there is significant differences in experimental class taught by GIST strategy. Moreover, based on the analysis of the questionnaire, most of the students gave positive response to GIST strategy.

CHAPTER I

INTRODUCTION

A. Background of Study

Every aspect of life involves reading to perform everyday task effectively and as the sources of information and enjoyment (Roe, Smith, and Burn, 2005). Reading can be explained as a process in which information from the text and the knowledge possessed by the readers act together to produce meaning (Anderson et.al., 1985). The process of reading is the interaction between the reader and the text. Many things happen during the process of reading; the reader is not only looking at the print, but also marking on the page, comprehending the meaning of the passage. During the process of reading, the readers also think about what they are reading, what it means, and how it relates to other things they have read before to things they know, to what they expect to come next in the text (Anderson, 2002). In conclusion, reading is a complex process of understanding or comprehending the text in, between, and beyond the lines.

Reading skill is a skill that students need to have to develop for. Reading is not just helping them in accomplishing their education need, but also as a medium to improve their knowledge beside their major subject. For English Department students, they will face a lot of reading materials to keep them making some inventions, discoveries, and ideas. To comprehend the idea of the texts, they have to

find the main ideas and details of the texts. In that case, students have to have effective reading strategies to find the main ideas and details as fast as possible.

While in fact, methods of faster reading are commonly taught in order to find the answers of the questions from the text. Faster reading does not imply that the students comprehend the text thoroughly. It is stated by Peregoy and Boyle (2004) that reading is a set of skills that include the relation of each words and gaining the meaning from the text. Brassel and Rasinski (2008) defined that reading is an ability to comprehend or make meaning from a text. It means students are required to comprehend the passage. If the students do not comprehend it, it means the reading process does not complete yet. The implication of reading needs a comprehension to reach the objectives of the reading itself. The researcher conducted the informal survey to students of English Department to analyze the students' difficulties in comprehending the text. It brought a fact that some students read the texts repeatedly in order to get a better overview of the purpose or the main idea and/or topic of the texts is. In reading, students might find their own way to comprehend it thoroughly and some of them might search references of the methods in reading comprehension for their learning need.

In order to accustom the students with reading and comprehending the texts, the researcher offers a strategy called as GIST (Generating Interaction between Schemata and Text) Strategy. GIST is a summarization strategy developed by Cunningham in 1982 that provides to improve students' abilities to comprehend and

to summarize the main idea of paragraphs (Tierney, Readence, Dishner., 1990). According to Richardson and Morgan` (2000), GIST is a comprehension strategy that is used during reading for clarifying and also after reading for concluding the main idea of the text. Furthermore, Dahloan (2008) said that GIST helps students to get the main idea and also comprehend the meaning of what is written. Hence, it can be concluded that GIST is one kind of teaching reading strategy that activate students' schemata for understanding and comprehending the content of the text.

This strategy offers some steps to comprehend the text in paragraph to paragraph by summarize it into a plenty of words. So, this strategy will familiarize students to filter important information and to discard unimportant one. Brassel and Rasinski (2008) stated that GIST is a summarizing strategy that helps students look for important information, eliminate unimportant information, remove redundancies and write a brief summaries in 20 words or less. So this is the reason why the researcher offers the strategy in order that the students are familiar with the steps, and hopefully the strategy will be able to improve their skill in comprehending the texts.

Riani N., Yasin., and Zayim (2014) researched about the effect of using GIST and students' reading interest toward students' reading comprehension at fifth semester STKIP YPM Bangko which showed a significance result to students' comprehension in reading text. The students who were taught by the strategy have better reading comprehension. It showed the differences between both classes with

different strategies. In addition, Arianto, Zuhri and Kurniasih (2013) showed a good result on implementing GIST strategy to comprehend analytical exposition text for eleventh graders of SMA Wachid Hasyim 2 Taman. The study showed that the strategy helped students even though they need a translation for the text. Even though the students showed some difficulties in applying a new strategy, they still managed to get a good progress in applying it to learn reading.

Due to the problems faced by students in reading comprehension, the researcher offers GIST strategy as one of the reference of method to comprehending the texts and to teach reading comprehension. The subject of this study is the second semester of English Department and apply the GIST strategy to seek whether the strategy makes any improvement to their reading comprehension.

B. Research Question

Based on the background of study above, which is in real situation reading activities do not work as it is expected. It is because students are hard to comprehend an English reading text. Mentioned in the study above, the research questions of the study can be formulated as follows:

1. Can GIST strategy improve the students' reading comprehension of English Department Students?
2. What are students' responses toward the GIST strategy in helping their reading comprehension?

C. Objectives of the Study

The researcher is intended to find out if there is any improvement of the students' reading comprehension after being taught through GIST strategy. Furthermore, the researcher is also conducted to find out about the students responses toward the strategy in helping students in comprehending the text.

D. Scope of the Study

Since reading has a lot of things to be observed with various methods, narrowing the area of this study are needed. Research should be limited as scope, so that the problem which examined is not too wide and the research becomes effective. This study is limited in students' reading comprehension ability in finding main idea. This study is limited on teaching reading comprehension through GIST Strategy for the second Semester of students in English Language Teaching Department of Tarbiyah UIN Ar-Raniry.

E. Terminology

1. Reading Comprehension

Reading is one of important skills for English Department students beside speaking, writing and listening. According to *Cambridge Dictionary*, reading is a skill or an activity of getting information from books. By reading students can get information, ideas and support the need for learning. As mentioned by Peregoy& Boyle (2007), reading is a set of skills that involves making sense and deriving

meaning from the printed words. It means that students must have the ability to analyze the information and idea of the text in their mind. Furthermore, comprehension is the ability to understand completely and be familiar with a situation, facts, etc.

Reading comprehension, in *Collins Dictionary*, is a text that students use to help them improve their reading skills, by reading it and answering questions relating to the text. In order to be a good reader, students have to comprehend the text they read. Without comprehending the text while reading, students cannot get any information from the text. Teachers have a responsibility to help students to improve their students' comprehension in reading. There are some aspects in reading comprehension; these are main idea, supporting detail, reference, inference, and vocabulary.

2. GIST Strategy

GIST is the abbreviation of Generating Interaction between Schemata and Text which is one of a reading strategy used to clarify the main idea of a text. Generate means to produce, while interaction means a mutual or reciprocal action or influence. Schemata, according to *Merriam Webster dictionary*, is a mental codification of experience that includes a particular organized way of perceiving cognitively and responding to a complex situation or set of stimuli. In the other word, schemata means a prior experience or a prior knowledge of someone. Text, in *Merriam Webster dictionary* is a source of information or authority, which also means as a passage or verse as a source of information.

In conclusion GIST is a strategy that conducts the interaction between readers prior knowledge or prior experience and the text have been read. Therefore, the readers are able to relate the information from the text with their thought in order to understand or comprehend the text thoroughly. Cunningham (Cecil and Gipe, 2003) offers one of the strategy that is useful to improve comprehension and involves students' prior knowledge, synthesizing, and generalizing operation is Generating Interaction between Schemata and Text (GIST) strategy. Meurer (1985) also explains that the relation between schemata and text comprehension can activate readers' schemata while reading in order to making sense in comprehending the text.

This strategy can help the students to focus about main ideas of a text and to decide what is important without omitting key ideas. When using GIST, students write summaries consisting of 20 words or less. By only allowing the students summariesthis long, students delete trivial information, select key ideas, and generalize their own words. Students are forced to discard unnecessary and unimportant information so that they may focus on what is significant for them to understand and remember.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is one of the most important skills in teaching learning process. Actually reading is not about how to pronounce the words or explain it, but the most important thing is how the students understand the meaning of the text and what the writer tells about. Evelin (2003) stated that reading is not only a process of getting meaning from the printed words. The printed symbols have meaning that in some mysterious ways is carried to the mind of the reader. The meaning that has been already in the readers mind is related to their past experience. Furthermore, Nunan (2003) explained that reading is a process of combining information from text and background knowledge to produce meaning. Thus, reading is the process of extracting information that includes the relationship of the readers' prior knowledge, the knowledge about the text, and the context of the reading text (Farrel, 2009).

In addition, according to Alyousef (2005), reading is an interactive action between the readers and the text that brings spontaneously in understanding the meaning and relating it with their previous knowledges. It enables students finding out information and knowledge from the text they read.

Furthermore, reading comprehension is the process of elaborating meaning of a text in order to reach understanding. It is the process of transferring ideas from the written text to the readers' mind to have comprehension. As Alderson (2000) clearly defines that reading comprehension is an activity of comprehending which involves one's knowledge of words. Thus, it can be concluded that reading is a way of comprehending a text to get meaning through a process of transferring ideas.

Additionally, Lems, Miller, and Soro (2009) stated that reading comprehension is about understanding the written texts. It is a complete activity that involves both seeing and thinking. Briefly, the writer concludes that reading comprehension is a process of understanding the meaning and to get information from the text. The reader needs to have some basic knowledge that involves perception and thought in comprehending written texts.

2. Aspect of Reading Comprehension

There are some aspects which students have to master in reading comprehension. According to Roe, Smith, and Burns (2005), there are 5 aspects in reading comprehension as follows:

2.1 Main Idea

The main idea is the most important piece of information the author wants reader to know about the overall idea of a paragraph or section of a text. Al-jamal, Al-hawamleh, and Al-jamal (2013) pointed out that main idea describes the subject of

the paragraph. It appears in one sentence called topic sentence. In addition, Kirn and Hartmann (2007) confirmed that main idea tells the main point, or idea about the topic which is expressed either directly or implied in the text. It is always a general idea that focuses on particular subject. It is usually found in the first sentence of a paragraph, or sometimes in the middle or at the end of the paragraph. In conclusion, main idea is the central thought of the text which tells about the overall idea of the text, and it is usually expressed either explicitly or implicitly in the topic sentence.

There are six ways to find main idea of a passage (Roe, Smith, & Burns, 2005), they are:

- a. Find the topic sentence.
- b. Topic sentence is often, though not always, the first sentence in the paragraph; sometimes it appears at the end or in the middle of paragraph.
- c. Not all paragraphs have topic sentence.
- d. Main idea is supported by all of the details in a well-written paragraph.
- e. When main idea is not directly stated, readers can determine it by discovering the topic to which all the stated details are related.
- f. The main idea of a whole selection may be determined by examining the main ideas of the individual paragraphs and deciding to what topic they are all related.

2.2 Detailed Information

Roe, Smith, and Burns (2005) stated that detailed information refers to the facts and supports details stated explicitly in the text. Recognizing stated information is the basis of literal comprehension. In specifically stated parts of a paragraph or passage that contain the basic information are the details on which main ideas, inference and reference are built. That means detailed information is the information that stated directly in the text that support the main idea of the text as well as built the implicit and reference information. Furthermore, detailed information requires students to scan through the text to get the factual information of the text (King & Stanley, 2009).

To locate details information effectively, students may need some guidance as to the types of details signaled by specific questions. For examples, a *who* question asks for the name or identification of a person or sometimes an animal; a *what* questions asks for a thing or an event; a *where* question asks for a place; a *when* question asks for a time; a *how* question asks for the way something is or was accomplished; and a *why* question asks for the reasons of something (Roe, Smith, & Burns, 2005).

2.3 Inference

Inference is a skill in which the readers are intended to be able to read between guessing. In other word making inference of a text is a complex process by

connecting information in the passage to prior information during the reading process. Actually, all comprehension strategies involve inferring in the sense that comprehension (Duffy, 2009). Thus, the student must look for clues and try to guess what the passage is about. Inferring also expands the understanding by helping reader discover what is implied, but not what explicitly stated by the author.

Moreover, Lange (1981) cited in Roe, Smith, and Burns (2005) pointed out that “*readers make inferences consistent with their schemata (prior knowledge)*”. Students are expected to make inference about a number of things: locations, people who act in certain ways, time, actions, devices or instruments, categories, objects, cause and/or effects, solution to problems, and feelings. To make these inferences, they can relate important vocabulary in the reading material to their backgrounds of experience.

2.4 Reference

Reference refers to the use of one word or phrase to replace another one. Examples include using pronouns in place of nouns (*he* for a noun such as *Bill*), using adverbs for nouns or nouns phrases (*here* for a phrase such as *in the kitchen*), letting adjectives stand for the nouns that would have followed them (*several* for *several people*), using a superordinate term to stand for a subordinate one (*reptile* for *rattlesnake*), using an inclusive term to stand for an extended section of text (*this* for *a disturbance in the neighborhood* presented in an earlier sentence), and letting reference in another sentence or clause represent deleted items (*I will too, following*

mom will bake brownies for the sale. Here *bake brownies for the sale* is “understood”) (Roe, Smith, & Burns, 2005).

2.5 Vocabulary

Vocabulary in context is the words used in a text. The meaning of vocabulary is usually based on the whole selection in which it's meaning depend on the concern of the text. The students have to be able to define the words to fit the context of the text (Roe, Smith, & Burns, 2005). Vocabulary knowledge is a fundamental aspect in reading comprehension which affects students' understanding. Students' reading comprehension depends on the understanding of the words they are reading. The more words they can recognize and understand in a text, the better their comprehension will be (Mickulecky & Jeffries, 2007).

B. Strategies to Improve Students' Reading Comprehension

Many strategies can be used to develop reading comprehension skill. Stahl (2003) said that comprehension strategies can be important to a reader because they have the potential to provide access to knowledge that is removed from personal experience. Strategies can be the tools in the assimilation, refinement, and use of content. Reading different kind of texts requires the use of different strategies in comprehending it thoroughly. The use of effective strategies in reading is important in learning to improve reader comprehension.

Based on Hans and Hans (2015) in their journal related to reading strategies, there are some different comprehension strategies in improving students' reading comprehension. They are Question-Answer Relationships (QAR) Strategy, Paragraph Shrinking, Concept Map, Story Sequence, Story Map, Directed Reading Thinking Activity (DRTA), Reading Guides, Jigsaw, Reciprocal Teaching, and The Listen-Read-Discuss Strategy. In this case, this study only referred to 5 strategies mention in Hans and Hans's journal. Those are Question-Answer Relationships (QAR) Strategy, Concept Map, Directed Reading Thinking Activity (DRTA), Reciprocal Teaching, and The Listen-Read-Discuss Strategy.

1. Question-Answer Relationships (QAR) Strategy

Questioning is effective in improving students' comprehension because it provides a purpose to read, focuses on what students' have to learned, helps in developing students' active thought, helps students in monitoring the comprehension, helps in reviewing the content, and relates between what is learned with what is already known (Armbruster, Lehr, & Osborn, 2001).

Raphael (1986) developed a strategy called QAR or Question-Answer Relationships that teaches students how to differentiate between questions with answers found 'in the text' and questions with answers found 'in my head'. His research in QAR has proven that when students are taught with the strategy, their ability in answering question correctly improves.

This strategy also helps students understand the differences between questions. By learning it, students realize the answer to some questions are in the text

(Right There), that some answers require the students to think and search it in the text (Think and Search), that some answers is not in the text and students need to answer it in their own words (On My Own). In this strategy students slowly make students recognize that they must consider the question before developing an answer. Question-Answer Relationships (QAR) is a strategy that tends to provide the students in many ways in dealing with test of reading comprehension generally conduct in the classroom. This strategy is used after the students have read, and let the students know how to decide what types of questions asked and where to find the answers.

There are four types of questions which are examined in the QAR. First, Right There Questions is a literal question that the answer is in the text, the words in the question are often used in the text also. Second, Think and Search Questions is a question that the answers are gathered from several parts of the text and put them together to be one new meaning. Then, Author and You Questions is a questions that based on information in the text but students need to relate it to their own experience. The last is On My Own Questions which is a questions that let the students not to read the whole text but students have to use their prior knowledge to answer the questions.

This strategy has several advantages besides helping students comprehend the text. This strategy helps students to think about the text they are reading and beyond it. It inspires students to think creatively and work cooperatively while challenge them to use higher-level thinking skill. It helps students to think aloud, to aware of and to analyze their own learning process.

2. Concept Map

A concept map is a teaching learning strategy that has been developed by Novak and Lowell (1977). Concept map is a type of diagram or graphic organizer which means to shows various concepts relationship, in order to help students to organize conceptual information in the process of defining a word. Miller and Veatch (2011) stated that studies suggest an effective way to build conceptual comprehending is to merge the words with a visual images. In this case, concept map offers the students as the use of it in combining visual needs with words in the text. Marzano and Pickering (2005) developed six steps process for teaching academic vocabulary shows that when students visually see the word, put it into a sentence, find synonym and antonym of the words, it helps students in learning the word.

The Frayer Model is an adaption of a concept map that includes concept word, definition, characteristics, examples and non-examples. This framework is created to teach words directly in order to support concept development. Based on their personal research, in order to learn and obtain a certain word and definition, students need to write the words in more than one way while visualize it (Marzano and Pickering, 2005).

This strategy highlights the importance of prior knowledge in learning. It emphasizes that students learn meaningfully by building knowledge on the basis of what they already know. In other words, new knowledge or concept acquire their meanings through relationships with existing knowledge or concept, then meaningful

learning occurs when new knowledge or concept is consciously related to relevant concepts which students already applied (Joseph & Cliburn, 1990).

In broader case in text reading comprehension, learning words meaningfully can support students by having them define and clarify the meaning of unknown words. Students can choose the key term, concept, and reading selection, then display their finding using a graphical organizer. The strategy is especially useful in analyzing brief, content, and reading selections. It also helps students in creating a map on the main idea of the story, a certain character, the plot and else. It eases students to understand the text while relate them with the prior knowledge and to visualize when creating a map of the text. This represents the importance of combining strategies to help students in gaining the comprehension and knowledge needed to be successful in developing reading comprehension.

3. Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DRTA) is a strategy use to encourage students to make a predictions while they are reading the text. After reading the text, students have to stop, then review or revise the previous predictions, last students need to make a new predictions about what they will read next (Stauffer, 1969). This strategy use in pre-reading, during reading and post reading. In this case, predictions plays a crucial section in order to provide students the reading purpose.

The questions about the text can activate student's prior knowledge to stimulate the students in making an accurate prediction. In this strategy, the questions play role to make students have a purpose in reading the text and it helps the strategy

to be effective in practical. This strategy can be used before reading by previewing the text and set the reading purpose, while reading by monitoring students' comprehension of the text, and after reading by summarizing the text.

Directed Reading Thinking Activity aims that students can elicit their prior knowledge related to the topic of the text, can set a purpose for reading and to encourage them monitoring their comprehension of the text while they are reading. These steps help students in being an independent reader and helps them in comprehending the text.

4. Reciprocal Teaching

Reciprocal Teaching is an instructional technique developed by Palincsar and Brown (1984), it is described as a dialogue between teachers and students for the purpose of jointly constructing the meaning of the text. This strategy designed to improve students' reading comprehension by teaching four items in reading strategies which are summarizing the main content, formulating questions, clarifying ambiguities, and predicting what may come next.

Reciprocal teaching illustrates a number of powerful ideas in teaching-learning process and based on both developmental and cognitive theories. The strategy represent a successful learner's engagement while interacting with the text. It also encourages students' self-regulation and self-monitoring and promote intentional learning (Brown, 1980).

The design of this instructional method was a major influence by the work of Vygotsky and his notion of a 'zone of proximal development' which characterized as

“the distance between the real developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978). A research conducted by the developers of reciprocal teaching has shown that there is a significant improvement on measures of reading comprehension, and also follows with studies that have shown a high improvement maintained over time (Palincsar & Brown, 1984).

5. The Listen-Read-Discuss Strategy

The Listen-Read-Discuss Strategy was introduced by Manzo and Casale (1985), it is a strategy for reading comprehension which develops students' prior knowledge before they read a text. It is one of an effective strategies to engage struggling readers in classroom discussion. Since the content is initially covered orally, students almost unable to read the whole text to comprehend the text. The student which is lacking of the prior knowledge can gain it during the listening stage, allowing students to get one more chance to easily comprehend the text.

As the name of this strategy, it has three stage in practical. First, listen is an activity in which teacher is allowed to lecture about the content of the reading that includes graphic organizer of the information of the text in order to let students know the main information shared in the text. Second, read is a stage where students read the selection text, guided by the thought that the reading may provide another understanding or interpretation of the content. The last one, discuss is the stage where

students require to discuss about the text. It is where students are being encourage to review the differences between their reading content and the presentation.

Based on Manzo and Casale (1985), the LRD strategy was created as starter method and also as the bridge between the traditional instructions to a more interactive approach in reading comprehension strategy. Traditional reading-based instruction typically begins by having students reading the questions or the instructions, listening to a brief lecture or reviewing by the teacher, then discuss their responses toward the questions.

C. GIST Strategy

1. Definition

Cunningham (1982) stated that GIST is an acronym for generating interaction between schemata and texts. It is a summarizing strategy. Effective summarizing leads to improvement of student's reading comprehension in learning process. Summarizing requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas.

Cunningham (1982) in Richardson (2009) stated that there are several strategies exist for teaching students to summarize text effectively. One, called GIST has been found to effectively improve students reading comprehension and summary writing. With GIST, teacher must model and guide after the reading stage of a lesson.

Hornby (1995) defines GIST as the essence of something spoken or written. It is also as an interaction process between one exist knowledge (schemata) and the content of the text.

According to Wright (2011), 'GIST strategy' was used in teaching reading because it was a good strategy for any level of reader, and the students may develop their skills in identifying main ideas and key concepts in the text. Moreover, Cecil and Gipe (2003) mentioned that 'GIST strategy' is useful for identifying or generating main ideas, eliminating redundant and unnecessary information, helping students remember what they have read, and record a summary of material of what they just read. Thus, if the students want to read English well, they have to understand the meaning of the text and the students should be able to remember what they have read, and then they have to (re)create with their own words.

GIST is effective to be used in improving comprehension. It is because this strategy helps students to determine the main idea of the text by starting from sentence to sentence, then continue paragraph to paragraph.

Hornby (1995) stated that generating is defined as making something exist or occur, to produce something or work together to have an effect on each other. Interaction is illustrated as if one thing interact or communicate with another and the two things have an effect on each other.

In this case, students' Schemata and text are two variables which have chosen to improve students' achievement in reading comprehension. The purpose of GIST procedures are to force students to discard unnecessary and unimportant information

so that they may focus on what is significant for them, to understand, to remember and to help students in learning to write, organized and concise summaries of the reading.

a. Schemata

A schema is a knowledge structure used for understanding what is read. A schema is a general idea about a set of similar and related concepts. In other words, a schema theory is one explanation of how written material can be comprehended. Here are some examples of schemata discussed by Winograd&Bobrow (1977):

1. Schemata concerned with the subject matter of discourse: event at birthday party, eating in the restaurant, taking a bus, getting an ice cream cone, breaking some physical object. Other schemata of this type may be associate with animate or inanimate object: An elephant, a home, a flush toilet, etc.
2. Schemata involved in communication situation. Distinguished between: “And then he told me I was wrong” and “And then he told me, “I was wrong””.
3. Schemata involve in discourse situation, -interpersonal schemata: convention for participating in the communication: “How do you do?”, - rhetorical schemata: convention for laying out a reasoning sequence, for example: language signal such as “He must be here. His light is still on”,
4. Schemata for stringing together a sequence of statement into a coherent text. For example, simply story form and conventions, such as mysteries,

children tales, flashback, resolutions, etc, and –Schemata for structure of oral discourse rules, the use of language and reading and writing.

Schemata plays an effective role for understanding words. Using schemata, most in daily situations do not require effortful thought, automatic thought is all that is required. People can quickly organize new perception into schemas and can apply it to go to the level they have never seen before.

b. Text

Hornby (1995) states text is the printed part of a book or page. Each types of the text will contribute to the reading comprehension. During reading the readers can find different representation of the text that is very important to be comprehended. Text can be difficult or easy, it depends on the factor such as the ability of the readers to connect their prior knowledge to the text.

2. Purpose of GIST

Bouchard (2005) stated that GIST (Generating Interaction between Schemata and Text) provides an opportunity for student to identify important vocabulary and synthesize important piece of information into summary statement to show the gist of reading. It facilitates understanding how the “part” fit together to make the “whole”. This strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together.

Cunningham (1982) states that GIST help students to synthesize information, a higher order thinking skill which includes analyzing and identifying key concepts.

In brief, this strategy has significant benefit for comprehending, ultimately retain the thing and recalling information from the text.

3. Strengths and Weaknesses of GIST

According to Kurniawan and Ningsih (2014), GIST strategy has a positive impact on its implementation in reading learning process including; during the learning process, students academically active during the process and Students' ability to work in teams increases. Also based on their finding, the strategy has the weaknesses. The weaknesses that arise from the implementation of the strategy are: students feel the sustainable implementation of the strategy is obviously serious and it caused a bit boredom, and the lecturer requires to have references for the implementation and have to consider the time.

D. Teaching Reading Comprehension Using GIST Strategy

GIST strategy which is applied by teachers in teaching reading could help teacher to improve students' achievement in reading comprehension through finding gist of paragraph and providing a prescription for reading from grouping sentence-by-sentence to be a whole paragraph gist production. In this strategy the reader is interrupted and directed to record a summary of the material that they have just read. Richardson & Morgan(2000) recommends the following steps:

- a) Select a short passage in a chapter that has an important main idea. A passage contains three to five paragraphs work best. Type the paragraph on an overhead transparency.
- b) Place the transparency on the projector, but display only the first paragraph (cover the others). Put 20 blanks on the chalkboard or paper. Have students read the paragraph, and instruct them to write a summary with 20 or fewer of their own words.
- c) Have students generate a class summary on the board in 20 words. Their individual summaries will function as guide for this process.
- d) Reveal the next paragraph of the text and have the students generate a summary of 20 or fewer words that encompasses both of first two paragraphs.
- e) Continue this procedure paragraph by paragraph until students have produced a GIST statement for the entire passage being taught. In time, they will be able to generate GIST statement for segments of the Text in a single step.

In the process of application of GIST strategy, it is modified as students' needs. Here are the steps of GIST according to Cunningham (1982), the steps are as follows:

Pre-reading

- a) Select the text containing main ideas. A text consists of three to five paragraphs.
- b) Write the title of the text on the whiteboard then invite the students to mention or even predict what the story of the text tells about.

- c) Write all students' statements related to the story on the whiteboard or the paper.
- d) Save all students' statements and correct them after reading the entire paragraph

Reading

- e) Display only the first paragraph (cover the other). Put 20 blanks on the whiteboard or paper. Have students read the paragraph and instruct them to write a summary with 20 or fewer of their own words.
- f) Reveal the next paragraph of the text and students generate a summary of 20 or fewer words that encompasses both of the first two paragraphs
- g) Continue the procedure paragraph by paragraph, until the students have produced a gist statement for the entire passage being taught. In time, students will be able to generate GIST statements.\

Post-reading

- h) Invite student one by one to read his GIST statement in front of the class
- i) States clearly GIST statement from the reading text
- j) Correct students' statements and predictions with the whole students in the class.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was conducted under experimental research. In this study, the researcher wanted to find the significant differences before and after teaching reading skill by GIST strategy. So that the writer had to take an experimental teaching to prove this technique. According to Cresswell (2012), one of approach in conducting quantitative research is an experimental research. In this case, the researcher tested a procedure chosen to determine whether it influences an outcome. First, the researcher had to decide on a procedure which will applied to be one of variable experience. After the treatment, the researcher determines whether those who experienced the procedure performed better on some outcome or not.

Moreover, the purpose of the experimental study is to indicate cause and effect between independent and dependent variable (Sugiyono, 2015). According to Cramer, Duncan and Dennis Howitt (2004), independent variable depends on other factors that are measured. The variable are expected to show some changes as a result of an experimental research of the independents variables. Independent variable is stable or static and unaffected by others variable that measured. So, in this study, GIST strategy was the independent variable which influence students' reading comprehension which is a dependent variable.

This experimental study was true experimental study design in form of pre-test and post-test group design. In this study, there were two classes chosen. Both classes were given pre-test in the beginning and post-test at the end of the meeting. Moreover, the experimental class was given a treatment, with GIST strategy, while the other one was the control class which was not given any treatment. The use of the strategy could be seen in the result of students' improvement which showed on the post-test's score, taken after the treatment and post-test given. In this study, the researcher conducted 5 meetings. In the first meeting, the writer did pre-test. The second, third and fourth meetings were the treatment by GIST strategy. In the last meeting, the writer did a post-test which was conducted with the same content given in the pre-test.

B. Scope of the Study

Since reading had a lot of things to be observed with various methods, narrowing the area of this study were needed. Research should be limited as scope, so that the problem which examined was not too wide and the research became effective. To limit the scope, this study focused on students' reading comprehension ability in finding main idea. This study limited on teaching reading comprehension through GIST Strategy for the second semester of students in English Language Teaching Department of Tarbiyah UIN Ar-Raniry.

C. Population and Sample

Population of this study was the second semester students of English Department of Tarbiyah UIN Ar-raniry. The population consists of 7 classes. Since the use of random sampling, this study selected the groups as pre-test and post-test that were two classes in English Language Teaching Department of Tarbiyah UIN Ar-raniry.

D. Research Instrument

The instrument for collecting the data in this study was reading comprehension test. The test was given to the student to find out the students' scores before and after the treatment. This study would use pre-test and post-test as research instrument. The pre-test was given to students to know their earlier knowledge before they get treatment and the post-test was provided to the students after the treatments. This study uses two groups, one group will be given the treatment and another group as control group which would not receive any treatment, and would be given exactly the same test. It was one of method to test the effectiveness of an intervention (Shuttleworth, 2009).

This study also used the questionnaire in order to get students' response toward the intervention of the strategy in learning reading comprehension through the strategy. It also used to find out the students' responses toward the strategy in helping them in improving their comprehension of the text.

E. Technique of Collecting Data

This study used some steps on collecting data, which were:

1. Pre-Test

In the first meeting, both experiment and control class were given the pre-test. This pre-test's purpose was to find out the students' ability in reading comprehension before the treatment was given.

2. Post-Test

Post-test would be given to both experimental and control classes after the treatment using GIST strategy have been conducted. The post-test was given to measure the student's reading comprehension after teaching activity through GIST Strategy. The writer distributed the post-test material to the students individually to find out the improvement of students' reading comprehension after the treatment by GIST Strategy. The post-test's questions covered all aspects of reading comprehension, but this study mainly focused on main idea and supporting detail.

3. Questionnaire

The additional data of the questionnaire was analyzed statistically by the answers chosen by the students. Questionnaire was distributed to the experimental classes after the post-test was given. Questionnaire used was based on Likert Scale. This scale was developed by Likert in 1932 as a procedure for measuring attitudinal scales. The Likert scale was based on the principle of asking people to give their responded by choosing among a series of statements concerning a given topic.

The original Likert scale used kind of questions with five responses alternatives, which were strongly approve, approve, undecided, disapprove, and strongly disapprove. Yet, it has been improved to many variations of the extent of whether the responses agreed or disagreed and this enabled to dig into the cognitive as well as the affective aspects of the respondents' responses. This scale was good in measuring the level of agreement or disagreement (can be a scale of any attitude) to a given certain issues (Boone & Boone, 2012).

F. Technique of Data Analysis

1. Analysis of pre-test and post test

To analyze the data, the researcher used T-test. The whole process of calculation used the SPSS program. The T-test is intended to test whether there was significant difference on students' reading comprehension achievement taught by GIST strategy between the control group and the experimental group. If sig 2-tailed greater than 5% means there is no significant difference between the control group and the experimental group. However, if the sig 2-tailed value is less than 5% means there is a significant capacity difference between the control group and the group experiment

2. Questionnaire

The data responses of the students toward the use of the strategy was also analyzed by counting the percentage of students answers in each questions on the

questionnaire. To count the answer, this study also referred to *Metode Statistika* as the following formula is:

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

Note:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

G. Statistical Hypothesis

To prove the hypothesis, the data obtained from the experimental class and the control class was calculated by using the t-test on SPSS program with the assumption as follows:

$T_o > T_t$: It means there is significant difference on students' reading comprehension achievement taught by GIST strategy. It means that the strategy is an effective strategy in teaching reading comprehension.

$T_o < T_t$: It means there is no significant difference on

students' reading comprehension achievement taught by GIST strategy. It means that the strategy is not an effective strategy in teaching reading comprehension.

CHAPTER IV

FINDING AND DISCUSSION

A. Test Result

This research was conducted in Intermediate Reading classes with 16 students in experimental class and 16 students in control class of second semester of English Department's students at UIN Ar-Raniry Banda Aceh. It started from May 7th and June 4th, 2018 in control class and May 9th to June 6th, 2018 in experimental class. There were five meetings (including pre-test and post-test).

The pre-test in control class was conducted on Monday (May 7th, 2018), and the post-test is on (June 4th, 2018). The pre-test in experimental class was conducted on Wednesday (May 9th, 2018) and the teaching process was done on Wednesday (May 16th – 30th, 2018). Finally, the post test was conducted on Wednesday (June 6th, 2018).

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 is presented in the following section.

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

The researcher used two tests in collecting the data: pretest and posttest. The following explanation is the result of pretest, posttest, and the mean score of control group on the table 1.

No	Control Class	
	Pre-Test	Post-Test
1	2	5
2	2	4
3	4	4
4	4	5
5	2	7
6	3	6
7	2	5
8	1	4
9	4	5
10	2	3
11	3	5
12	1	4
13	4	3
14	5	4
15	3	2
16	4	4
Mean Score	2,875	4,375

Table 11 the result of students' pre-test and post-test scores in control class

The data above shows there was a slight difference of scores between pre-test and post-test in control class. It could be seen from mean of both tests. The mean of pretest was 2,875, while in post-test was 4,375. If these bothmean were compared, it was seen that the difference between both test was 1,5. Then, the result of the test is presented in the following chart.

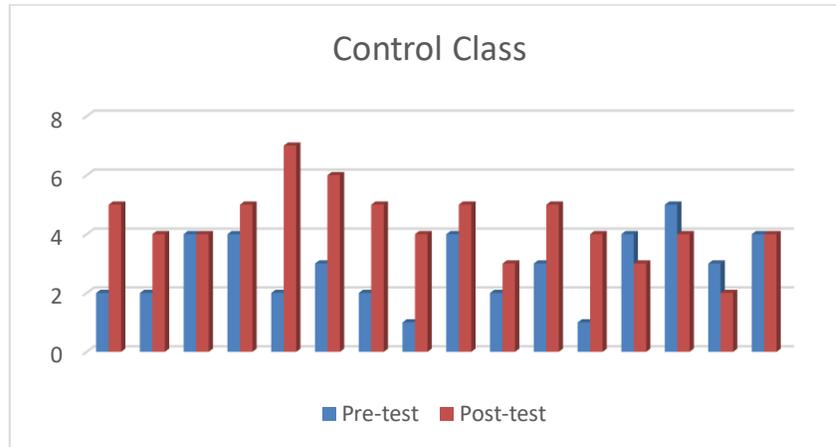


Chart 1 the differences between pre-test and post-test in control class

2. The Result of Students' Pre-Test and Post-Test score in Experimental Class

The researcher used two tests in collecting the data: pretest and posttest. The following explanation is the result of pretest, posttest, and the mean score of experimental group on the table 2.

No	Experimental Class	
	Pre-Test	Post-Test
1	1	7
2	1	7
3	2	9
4	3	8
5	5	8
6	4	7
7	2	10
8	4	10
9	5	8

10	2	7
11	5	9
12	4	7
13	4	8
14	1	9
15	5	8
16	3	7
Mean Score	3,1875	8,0625

Table 12 the result of students' pre-test and post-test scores in experimental class

The data above shows there is a significant difference between pre-test and post-test score in experimental class. It could be seen from mean of both tests. The mean of pretest was 3,1875, while in post-test was 8,0625. If these both mean were compared, it was seen that the difference between both tests was 4,875. Then, the result of the test is presented in the following chart.

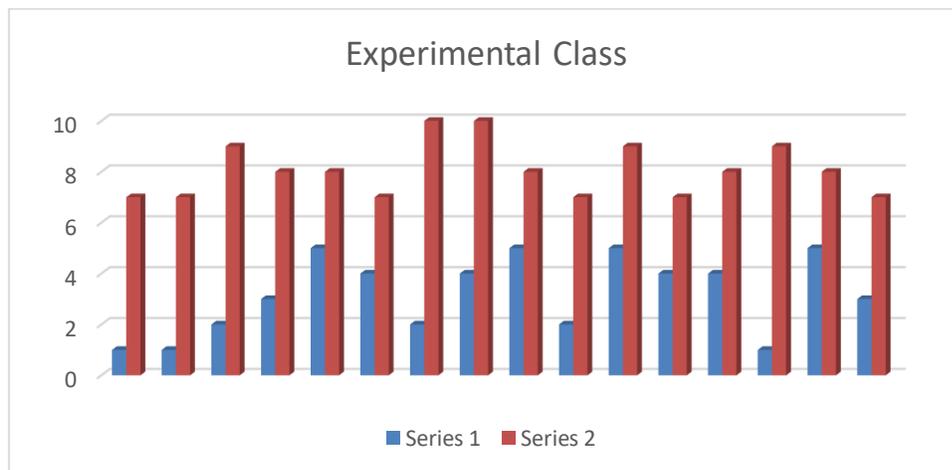


Chart 2 the differences between pre-test and post-test in experimental class

3. 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. Then, this is the T-test's result of pre-test and post-test of both classes. The researcher compared the result on the following tables.

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 Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Tes	Equal variances assumed	1.745	.196	-.646	30	.523	-.31250	.48385	-1.30066	.67566
	Equal variances not assumed			-.646	28.545	.524	-.31250	.48385	-1.30278	.67778

Table 13 T-test's result of pre-test in control and experimental classes

The data above shows the pre-test's result of both classes. It tells the value on sig. (2-tailed)'s column is 0,523 which is more than 0,05 ($\alpha = 5\%$) means the result of students' reading comprehension in control and experimental classes have no any significant differences. In the other word, both classes are in the same standard in case of comprehending reading text.

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 Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Tes	Equal variances assumed	.127	.724	-9.184	30	.000	-3.68750	.40149	-4.50746	-2.86754
	Equal variances not assumed			-9.184	29.543	.000	-3.68750	.40149	-4.50799	-2.86701

Table 14 T-test's result of post-test in control and experimental classes

The data above shows the post-test's result of both classes. It shows the value on column sig. (2-tailed) is 0,000 which is less than 0,05 ($\alpha = 5\%$) means the result of students' reading comprehension in control and experimental classes have a significant differences. It means one of the classes' shows an improvement in comprehending the reading. In this case, the experimental class is the one who shows the improvement which is taught by GIST strategy. Moreover, GIST strategy helps students to improve their comprehension in reading. It proved that the treatment by using GIST strategy could be an effective way to improve students' reading comprehension.

Then, the pre-test of both classes could be compared in the following chart.

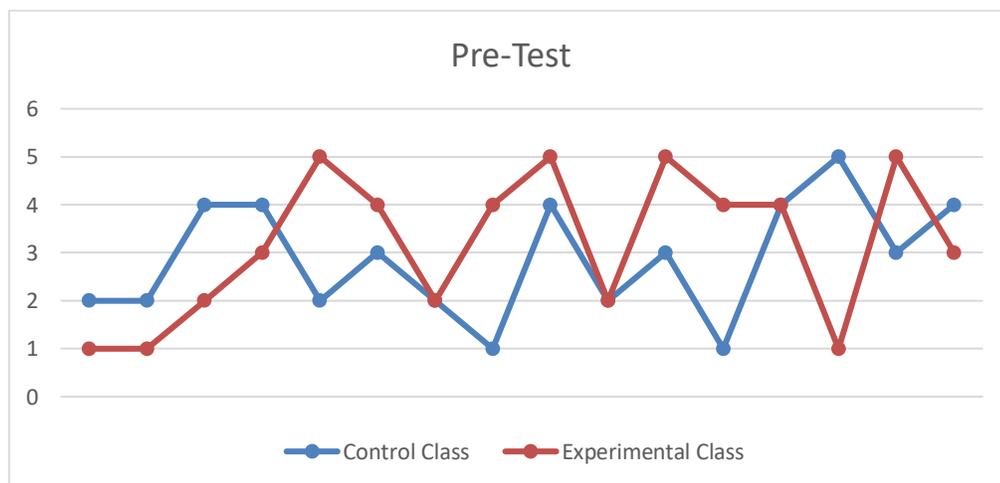


Chart 3 pre-test comparison of control and experimental classes

Also, the post-test of both classes could be compared in the following chart, in order to see the significant differences of both classes.

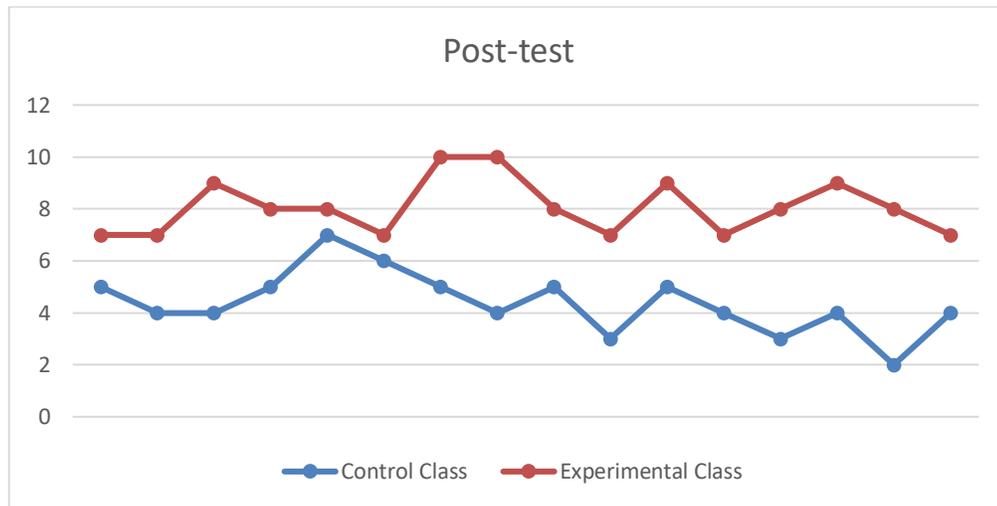


Chart 4 post-test comparison of control and experimental classes

As the result of the data analysis, the T-test score shows that T_o as T-table ($\alpha = 0.05$) has more value than T_t as T result (0,000). It proved that the first hypothesis is accepted.

B. Questionnaire Result

In order to gain information of the students' responses toward the GIST strategy in helping students' reading comprehension in experimental class, the questionnaire was distributed to the students. It consisted of 10 questions in multiple choice items related to the implementation of GIST strategy. As mention in chapter III, the data of the questionnaire were analyzed by using the following formula:

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

In which:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

Furthermore, the result of each questions in questionnaire will be elaborated in detail in the following table:

Table 15: The importance of reading comprehension in learning English

No	Option	Frequency	%
1	a. Very Important	10	62,5
	b. Important	5	31,25
	c. Less Important	1	6,25
	d. Not Important	0	0
Total		16	100 %

Table 5 shows that almost all of the students in experimental class thought that reading comprehension in learning English were very important.

Table 16: Students' degree of difficulty in learning reading comprehension

No	Option	Frequency	%
2	a. Very Easy	0	0
	b. Easy	5	31,25
	c. Difficult	11	68,75
	d. Very Difficult	0	0

Total	16	100 %
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Based on table 6, it can be seen that only 31,25% of the students who chose easy in learning reading comprehension. In contrary, 68,75% of the students chose difficult in learning reading comprehension. It can be concluded that most of students felt difficult in learning reading comprehension.

Table 17: Students' responses toward the application of GIST strategy in learning reading comprehension

No	Option	Frequency	%
3	a. I really like it	1	6,25
	b. I like it	15	93,75
	c. I do not really like it	0	0
	d. I hate it	0	0
Total		16	100 %

From the table above, all of the students gave positive responses toward the application of GIST strategy in learning reading comprehension activity. The detail was 93,75% of the students chose to like and 6,25% chose to really like the application of the strategy. The researcher assumed that the students enjoyed the GIST strategy activity in learning reading comprehension because by applying the strategy, the students experienced to summarize the text with their own words and sorted out which one is the most important information from the text.

Table 18: GIST strategy can help students in comprehending the content of the text in general

No	Option	Frequency	%
4	a. Very Helpful	4	25
	b. Helpful	12	75
	c. Less Helpful	0	0
	d. Not Helpful	0	0
Total		16	100 %

Based on the table, it can be seen that 75% of the students chose that the GIST Strategy was helpful to students in comprehending the content of the text in general.

Table 19: GIST strategy helps students in finding the main idea

No	Option	Frequency	%
5	a. Very Helpful	6	37,5
	b. Helpful	10	62,5
	c. Less Helpful	0	0
	d. Not Helpful	0	0
Total		16	100 %

The table above shows all of the students agreed that the strategy was very helpful for them in finding the main idea of the text.. By contrary, none of the students said that the prediction strategy was less helpful or not helpful.

Table 20: GIST strategy can help students to find the inference from the text

No	Option	Frequency	%
6	a. Very Helpful	4	25
	b. Helpful	12	75
	c. Less Helpful	0	0
	d. Not Helpful	0	0
Total		16	100 %

Based on the table above, all of the students chose GIST strategy could help them in finding the inference from the text.

Table 21: GIST strategy can helps students to find the specific information of the text

No	Option	Frequency	%
7	a. Very Helpful	2	12,5
	b. Helpful	14	87,5
	c. Less Helpful	0	0
	d. Not Helpful	0	0
Total		16	100 %

The table above shows that the students agreed that the strategy was very helpful for them in finding the specific information of the text.

Table 22: GIST strategy motivated them in learning reading comprehension

No	Option	Frequency	%
8	a. Highly motivated	0	0
	b. Motivated	14	87,5
	c. Less Motivated	2	12,5
	d. Not Motivated	0	0
Total		16	100 %

Table 12 shows that 87,5% of students thought that the application of GIST strategy activity motivated them in learning process.

Table 23: Students' agreement on lecturer/teacher applying GIST strategy in teaching reading comprehension

No	Option	Frequency	%
9	a. Strongly Agree	3	18,75
	b. Agree	13	81,25
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		16	100 %

In the table, it can be seen that 81,25% of the students chose agree and 18,75% of the rest chose strongly agree if the lecturer apply GIST strategy in teaching reading comprehension process.

Table 24: Students' interest to use GIST strategy in daily reading

No	Option	Frequency	%
10	a. Very Interested	5	31,25
	b. Interested	11	68,75
	c. Less Interested	0	0
	d. Not Interested	0	0
Total		16	100 %

In table 14, it showed that all of the students have positive impression and were interested in learning using GIST strategy.

C. Discussion

There are two research questions of this research which were raised in the first chapter. The first research question was 'Can GIST (Generating Interaction between Schemata and Text) strategy improve the students' reading comprehension of English Department Students'. The researcher gave some treatment to the experimental class students on how to apply GIST strategy in reading comprehension while the control class students were taught without GIST strategy. Based on the data analysis it is found that students who are taught with GIST strategy got improvement in their score. In experimental group, the score is significantly improve from pre-test to post-test that is in different of 4,875 (score 9-10). While in control group, students who are taught without using GIST strategy, the score is not significantly improved that is in different of 1,5 (score 5-6).

GIST strategy helps students identify more vocabulary and synthesize important pieces of information into a summary statement to show the gist of the reading (Bouchard, 2005). It facilitates understanding how the “parts” fit together to make the “whole”. This strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together.

YuliaAgustiaraPutri, UjangSuparman and Basturi Hasan (2013) also did a research about the implementation of GIST strategy to students of the second year of SMP Negeri 13 Bandar Lampung. GIST gave a significant difference between pre-test and post-test of the students’ reading achievement. The study is also supported with the thesis of Ayu Dian Puspayani S. Putri (2012). The research was about the effect of GIST and learning style toward reading comprehension of grade XI students at SMA DwijendraBualu. The study compared the GIST with the Conventional Reading Technique towards students with visual, oral, read-write and kinesthetic learning style. The result of this study showed that GIST made a better achievement in reading comprehension than conventional reading technique.

The second question was to see how students’ responses toward GIST strategy after learning reading comprehension through the strategy. The researcher distributed the questionnaire to the experimental class to know their opinions toward whether the strategy can be helpful to improve their understanding of the text or not. The questionnaire was formed in 10 questions starts from general to specific questions. The students gave a positive responses to almost all of the questions, even

though there is some of them give negative responses toward 1 or 2 questions it was less dominant from the positive responses.

After analyzing the questionnaire, the researcher found that most of the students were interested in learning reading comprehension through GIST strategy. The data also showed that the students felt that the strategy could help them in understanding the text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it is concluded that the use of GIST (Generating Interaction between Schemata and Text) affected students' achievement in comprehending the text, since the T-test result on SPSS program which used to know whether there is a significant difference between pre-test and post-test in both class shows that; The value on sig. (2-tailed) in pre-test is 0,523 which is more than 0,05 ($\alpha = 5\%$) means the result of students' reading comprehension in control and experimental classes had no any significant differences. In the other word, both classes were in the same standard in case of comprehending reading text., while in the post-test the value sig. (2-tailed) is 0,000 which is less than 0,05 ($\alpha = 5\%$) means the result of students' reading comprehension in both classes had a significant differences. It means the experimental class showed the improvement which was taught by GIST strategy. Moreover, GIST strategy helped students to improve their comprehension in reading. It proved that the treatment by using GIST strategy could be an effective way to improve students' reading comprehension.

Moreover, the students were also given the questionnaire to know their responses toward the GIST strategy. The students were interested in using GIST strategy in their daily reading. Most of them gave positive responses toward the strategy.

B. Suggestion

Based on the result of the study, the researcher gives some suggestion; the first, the English lecturer can apply GIST strategy in teaching reading comprehension. Lecturer can more easily organize and plan the strategy instructions to teach English and make students be more interesting and enjoyable in learning English. The second, the students are expected to use GIST strategy by themselves to encourage their confidence in order to improve their achievement in comprehending the text.

The third, GIST strategy is one of the effective strategies in teaching reading comprehension. Thus, the teacher/lecturer should use various styles in teaching reading, and this strategy is one of plausible choices. The last, since this study was conducted in English Department in University degree, the researcher hopes that this strategy can be applied by other researchers in any different level of students.

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Lesson Plan I

Lecturer's name:

Date:

Course:

Duration:

Reading Comprehension

90 minutes

Topic:

Unit:

Short Passages

Objectives:

- Students will be able to find *main idea* of the passages by summarizing each paragraph.
- Students will be able to make *inferences/conclusion* of the passages by reasoning from evidence.

Materials:

- GIST Worksheet

Procedures	Activities	Time
Opening	Open the class, and introduce the lecturer. Introduce the Generating Interaction between Schemata and Text (GIST) strategy and how it works. Spread the GIST Worksheet to the students.	5-10 min.
GIST Stage 1	Write the title of the text in the whiteboard and invite students to mention or even predict what the story of the text tells about. Write all students' statements related to the story on the whiteboard or on the paper. Spread the worksheet to all of the students.	10-15 min.
GIST Stage 2	Students open the worksheet and read the short paragraph. Have students read the paragraph and instruct them to write a summary with 20 or fewer of the own words in the worksheet.	15 min.
GIST Stage 3	Invite half students of the class to read his GIST statement in front of the class.	35 min.

Closing	Correct students' statements and predictions with the whole students in the class.	5 min.
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Text for 1st Meeting

An ecosystem is a group of animals and plants living in a specific region and interacting with one another and with their physical environment. Ecosystems include physical and chemical components, such as soils, water, and nutrients that support the organisms living there. These organisms may range from large animals to microscopic bacteria. Ecosystems also can be thought of as the interactions among all organisms in a given habitat; for instance, one species may serve as food for another. People are part of the ecosystems where they live and work. Human activities can harm or destroy local ecosystems unless actions such as land development for housing or businesses are carefully planned to conserve and sustain the ecology of the area. An important part of ecosystem management involves finding ways to protect and enhance economic and social well-being while protecting local ecosystems. (Learning Express, 2006)

GIST WORKSHEET I

1. Read the paragraph
2. Decide on 10-12 key words to be underlined or circled
3. List these words in box 2
4. Write 1-2 sentences summary in box 3 using 20 words or less
5. Repeat the procedure with 3 or more paragraphs
6. Incorporate new summary with old one, using 20 words or less.
7. Continue procedure until you have 1-3 sentence summary

Box 1 – Read the paragraph below and underline 10-20 key words.

An ecosystem is a group of animals and plants living in a specific region and interacting with one another and with their physical environment. Ecosystems include physical and chemical components, such as soils, water, and nutrients that support the organisms living there. These organisms may range from large animals to microscopic bacteria. Ecosystems also can be thought of as the interactions among all organisms in a given habitat; for instance, one species may serve as food for another. People are part of the ecosystems where they live and work. Human activities can harm or destroy local ecosystems unless actions such as land development for housing or businesses are carefully planned to conserve and sustain the ecology of the area. An important part of ecosystem management involves finding ways to protect and enhance economic and social well-being while protecting local ecosystems. (Learning Express, 2006)

Box-2 List the key words here.

Box 3 – Write a one to two sentence summary with 20 words or less.

Lesson Plan II

Lecturer's name:

Date:

Course:

Duration:

Reading Comprehension

90 minutes

Topic:

Unit:

Short Passages

Objectives:

- Students will be able to find *main idea* of the passages by summarizing each paragraph.
- Students will be able to make *inferences/conclusion* of the passages by reasoning from evidence.

Materials:

- GIST Worksheet

Procedures	Activities	Time
Opening	Open the class, ask about how is the GIST strategy to them? Is it easy to apply or not? Brainstorming them a little bit with some other activities.	5-10 min.
GIST Stage 1	Write the title of the text in the whiteboard and invite students to mention or even predict what the story of the text tells about. Write all students' statements related to the story on the whiteboard or on the paper. Spread the worksheet to all of the students.	10-15 min.
GIST Stage 2	Students open the worksheet and read the first paragraph. Have students read the paragraph and instruct them to write a summary with 20 or fewer of the own words in the worksheet.	15 min.
GIST Stage 3	Reveal the next paragraph of the text and students generate a summary of 20 or fewer words that encompasses both of the first two paragraph. Continue the procedure paragraph by paragraph until students	15 min.

	have produced a GIST statement for the entire passage.	
GIST Stage 4	Invite half students of the class to read his GIST statement in front of the class.	15 min.
Closing	Correct students' statements and predictions with the whole students in the class.	5 min.

Text for 2nd Meeting

Kwanzaa is a holiday celebrated by many African Americans from December 26 to January 1. It pays tribute to the rich cultural roots of Americans of African ancestry, and celebrates family, community, and culture. Kwanzaa means *the first* or *the first fruits of the harvest* and is based on the ancient African first-fruit harvest celebrations. The modern holiday of Kwanzaa was founded in 1966 by Dr. Maulana Karenga, a professor at the California State University in Long Beach, California. The seven-day celebration encourages people to think about their African roots as well as their life in present-day America.

The seven fundamental principles on which Kwanzaa is based are referred to as the *Nguzo Saba*. These rules consist of unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. Participants celebrate by performing rituals such as lighting the kinara. The kinara is symbolic of the continental Africans. Each of its seven candles represents a distinct principle beginning with unity, the black center candle. Talking with family, drumming, singing, and dancing are all part of the celebration activities.. (Learning Express, 2006)

GIST WORKSHEET II

8. Read the paragraph
9. Decide on 10-12 key words to be underlined or circled
10. List these words in box 2
11. Write 1-2 sentences summary in box 3 using 20 words or less
12. Repeat the procedure with 3 or more paragraphs
13. Incorporate new summary with old one, using 20 words or less.
14. Continue procedure until you have 1-3 sentence summary

Box 1 – Read the paragraph below and underline 10-20 key words.

Kwanzaa is a holiday celebrated by many African Americans from December 26 to January 1. It pays tribute to the rich cultural roots of Americans of African ancestry, and celebrates family, community, and culture. Kwanzaa means *the first* or *the first fruits of the harvest* and is based on the ancient African first-fruit harvest celebrations. The modern holiday of Kwanzaa was founded in 1966 by Dr. Maulana Karenga, a professor at the California State University in Long Beach, California. The seven-day celebration encourages people to think about their African roots as well as their life in present-day America. (Learning Express, 2006)

Box-2 List the key words here.

Box 3 – Write a one to two sentence summary with 20 words or less.

GIST WORKSHEET II

1. Read the paragraph
2. Decide on 10-12 key words to be underlined or circled
3. List these words in box 2
4. Write 1-2 sentences summary in box 3 using 20 words or less
5. Repeat the procedure with 3 or more paragraphs
6. Incorporate new summary with old one, using 20 words or less.
7. Continue procedure until you have 1-3 sentence summary

Box 1 – Read the paragraph below and underline 10-20 key words.

The seven fundamental principles on which Kwanzaa is based are referred to as the *Nguzo Saba*. These rules consist of unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. Participants celebrate by performing rituals such as lighting the kinara. The kinara is symbolic of the continental Africans. Each of its seven candles represents a distinct principle beginning with unity, the black center candle. Talking with family, drumming, singing, and dancing are all part of the celebration activities.. (Learning Express, 2006)

Box-2 List the key words here.

Box 3 – Write a one to two sentence summary with 20 words or less.

Lesson Plan III

Lecturer's name:

Date:

Course:

Duration:

Reading Comprehension

90 minutes

Topic:

Unit:

Short Passages

Objectives:

- Students will be able to find *main idea* of the passages by summarizing each paragraph.
- Students will be able to make *inferences/conclusion* of the passages by reasoning from evidence.

Materials:

- GIST Worksheet

Procedures	Activities	Time
Opening	Open the class, ask about how is the GIST strategy to them? Is it easy to apply or not? Brainstorming them a little bit with some other activities.	5-10 min.
GIST Stage 1	Write the title of the text in the whiteboard and invite students to mention or even predict what the story of the text tells about. Write all students' statements related to the story on the whiteboard or on the paper. Spread the worksheet to all of the students.	10-15 min.
GIST Stage 2	Students open the worksheet and read the first paragraph. Have students read the paragraph and instruct them to write a summary with 20 or fewer of the own words in the worksheet.	15 min.
GIST Stage 3	Reveal the next paragraph of the text and students generate a summary of 20 or fewer words that encompasses both of the first two paragraph. Continue the procedure paragraph by paragraph until students	15 min.

	have produced a GIST statement for the entire passage.	
GIST Stage 4	Invite half students of the class to read his GIST statement in front of the class.	15 min.
Closing	Correct students' statements and predictions with the whole students in the class.	5 min.

Text for 3rd Meeting

Today, bicycles are elegantly simple machines that are common around the world. Many people ride bicycles for recreation, whereas others use them as a means of transportation. The first bicycle, called a *draisienne*, was invented in Germany in 1818 by Baron Karl de Drais de Sauerbrun. Because it was made of wood, the *draisienne* wasn't very durable nor did it have pedals. Riders moved it by pushing their feet against the ground.

In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, invented a much better bicycle. Macmillan's machine had tires with iron rims to keep them from getting worn down. He also used foot-operated cranks, similar to pedals, so his bicycle could be ridden at a quick pace. It didn't look much like the modern bicycle, though, because its back wheel was substantially larger than its front wheel. Although Macmillan's bicycles could be ridden easily, they were never produced in large numbers.

In 1861, Frenchman Pierre Michaux and his brother Ernest invented a bicycle with an improved crank mechanism. They called their bicycle a *vélocipède*, but most people called it a "bone shaker" because of the jarring effect of the wood and iron frame. Despite the unflattering nickname, the *vélocipède* was a hit. After a few years, the Michaux family was making hundreds of the machines annually, mostly for fun-seeking young people.

Ten years later, James Starley, an English inventor, made several innovations that revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment.

It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H.J. Lawson, the safety bicycle would look familiar to today's cyclists. The safety bicycle had equal-sized wheels, which made it much less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. By 1893, the safety bicycle had been further improved with air-filled rubber tires, a diamond shaped frame, and easy braking. With the improvements provided by Lawson, bicycles became extremely popular and useful for transportation. Today, they are built, used, and enjoyed all over the world. (Learning Express, 2006)

GIST WORKSHEET III

15. Read the paragraph
16. Decide on 10-12 key words to be underlined or circled
17. List these words in box 2
18. Write 1-2 sentences summary in box 3 using 20 words or less
19. Repeat the procedure with 3 or more paragraphs
20. Incorporate new summary with old one, using 20 words or less.
21. Continue procedure until you have 1-3 sentence summary

Box 1 – Read the paragraph below and underline 10-20 key words.

Today, bicycles are elegantly simple machines that are common around the world. Many people ride bicycles for recreation, whereas others use them as a means of transportation. The first bicycle, called a *draisienne*, was invented in Germany in 1818 by Baron Karl de Drais de Sauerbrun. Because it was made of wood, the *draisienne* wasn't very durable nor did it have pedals. Riders moved it by pushing their feet against the ground. (Learning Express, 2006)

Box-2 List the key words here.

Box 3 – Write a one to two sentence summary with 20 words or less.

GIST WORKSHEET III

8. Read the paragraph
9. Decide on 10-12 key words to be underlined or circled
10. List these words in box 2
11. Write 1-2 sentences summary in box 3 using 20 words or less
12. Repeat the procedure with 3 or more paragraphs
13. Incorporate new summary with old one, using 20 words or less.
14. Continue procedure until you have 1-3 sentence summary

Box 1 – Read the paragraph below and underline 10-20 key words.

In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, invented a much better bicycle. Macmillan's machine had tires with iron rims to keep them from getting worn down. He also used foot-operated cranks, similar to pedals, so his bicycle could be ridden at a quick pace. It didn't look much like the modern bicycle, though, because its back wheel was substantially larger than its front wheel. Although Macmillan's bicycles could be ridden easily, they were never produced in large numbers. (Learning Express, 2006)

Box-2 List the key words here.

Box 3 – Write a one to two sentence summary with 20 words or less.

GIST WORKSHEET III

1. Read the paragraph
2. Decide on 10-12 key words to be underlined or circled
3. List these words in box 2
4. Write 1-2 sentences summary in box 3 using 20 words or less
5. Repeat the procedure with 3 or more paragraphs
6. Incorporate new summary with old one, using 20 words or less.
7. Continue procedure until you have 1-3 sentence summary

Box 1 – Read the paragraph below and underline 10-20 key words.

In 1861, Frenchman Pierre Michaux and his brother Ernest invented a bicycle with an improved crank mechanism. They called their bicycle a *vélocipède*, but most people called it a “bone shaker” because of the jarring effect of the wood and iron frame. Despite the unflattering nickname, the *vélocipède* was a hit. After a few years, the Michaux family was making hundreds of the machines annually, mostly for fun-seeking young people. (Learning Express, 2006)

Box-2 List the key words here.

Box 3 – Write a one to two sentence summary with 20 words or less.

GIST WORKSHEET III

1. Read the paragraph
2. Decide on 10-12 key words to be underlined or circled
3. List these words in box 2
4. Write 1-2 sentences summary in box 3 using 20 words or less
5. Repeat the procedure with 3 or more paragraphs
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Box 1 – Read the paragraph below and underline 10-20 key words.

Ten years later, James Starley, an English inventor, made several innovations that revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment. (Learning Express, 2006)

Box-2 List the key words here.

Box 3 – Write a one to two sentence summary with 20 words or less.

GIST WORKSHEET III

1. Read the paragraph
2. Decide on 10-12 key words to be underlined or circled
3. List these words in box 2
4. Write 1-2 sentences summary in box 3 using 20 words or less
5. Repeat the procedure with 3 or more paragraphs
6. Incorporate new summary with old one, using 20 words or less.
7. Continue procedure until you have 1-3 sentence summary

Box 1 – Read the paragraph below and underline 10-20 key words.

It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H.J. Lawson, the safety bicycle would look familiar to today's cyclists. The safety bicycle had equal-sized wheels, which made it much less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. By 1893, the safety bicycle had been further improved with air-filled rubber tires, a diamond shaped frame, and easy braking. With the improvements provided by Lawson, bicycles became extremely popular and useful for transportation. Today, they are built, used, and enjoyed all over the world. (Learning Express, 2006)

Box-2 List the key words here.

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Box 3 – Write a one to two sentence summary with 20 words or less.

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KEMENTERIAN AGAMA
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05 Juni 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

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

N a m a : Novi Yulinda Sari
N I M : 231 222 714
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Taman Siswa, Gang Keluarga Lampaseh Kota Banda Aceh

Untuk mengumpulkan data pada:

Prodi Bahasa Inggris

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

Improving Students' Reading Comprehension through Get-The-Gist (Generating Interaction between Schemata and Text) Strategy

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

An. Dekan,
Kepala Bagian Tata Usaha,



M. Said Farzah Ali



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

SURAT KETERANGAN

No: B-224/Un.08/KJ.PBI/TL.00/07/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-6034/Un.08/TU-FTK/TL.00/06/2018 tanggal 5 Juni 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Novi Yulinda Sari
NIM : 231 222 714
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Improving Students' Reading Comprehension through GIST (Generating Interaction between Schemata and Text) Strategy

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Juli 2018
Ketua Prodi Pendidikan Bahasa Inggris



T. Zulfikar

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B- 5483/UN.08/FTK/KP.07.6/05/2018

TENTANG

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY**

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimboang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 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 Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 3 Juni 2016

MEMUTUSKAN

- Mencetak
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/8001/2016 tanggal 10 Agustus 2016.

Menunjuk Saudara:

1. Nashriyah, MA

Sebagai Pembimbing Pertama

2. Yuni Setianingsih, M.Ag

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Novi Yulinda Sari

NIM : 231222714

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Reading Comprehension through Get-The-Gist Strategy

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- 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: 28 Mei 2018

An. Rektor.

Dekan



Tembusan

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

AUTOBIOGRAPHY

1. Name : Novi Yulinda Sari
2. Place/Date of Birth : Meulaboh/November26th 1994
3. Sex : Female
4. Religion : Islam
5. National/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Jln. Imam Bonjol, Lr. Panda, Meulaboh.
Kab. Aceh Barat
8. Email : noviyulinda.sari94@gmail.com
9. Parents
 - a. Father's Name : Syamsuddin
 - b. Occupation : PNS (Retired)
 - c. Mother's Name : Rahmidar
 - d. Occupation : PNS
10. Education Background
 - a. SD : MIN DrienRampak (2006)
 - b. SMP : MTsSHarapanBangsa (2009)
 - c. SMA : SMA Negeri 4 WiraBangsa (2011)
 - d. University : UIN Ar-Raniry (2018)

Banda Aceh, July 28th 2018

Novi Yulinda Sari