

**THE EFFECT OF GIST (Generating Interaction Schemata
and Text) ON STUDENTS' READING SKILL (A Quasi
Experimental On Seven Grades Students' At SMPN 13 Kota
Bengkulu In Academic Years 2023/2024)**



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DEPARTMENT OF TADRIS
FACULTY OF TARBIYAH AND TADRIS
UIN FATMAWATI SUKARNO
BENGKULU 2024**

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THESIS

**Submitted as a Partial Requirement for Sarjana Degree (S.Pd) In English
Education Study Program**



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RATIFICATION

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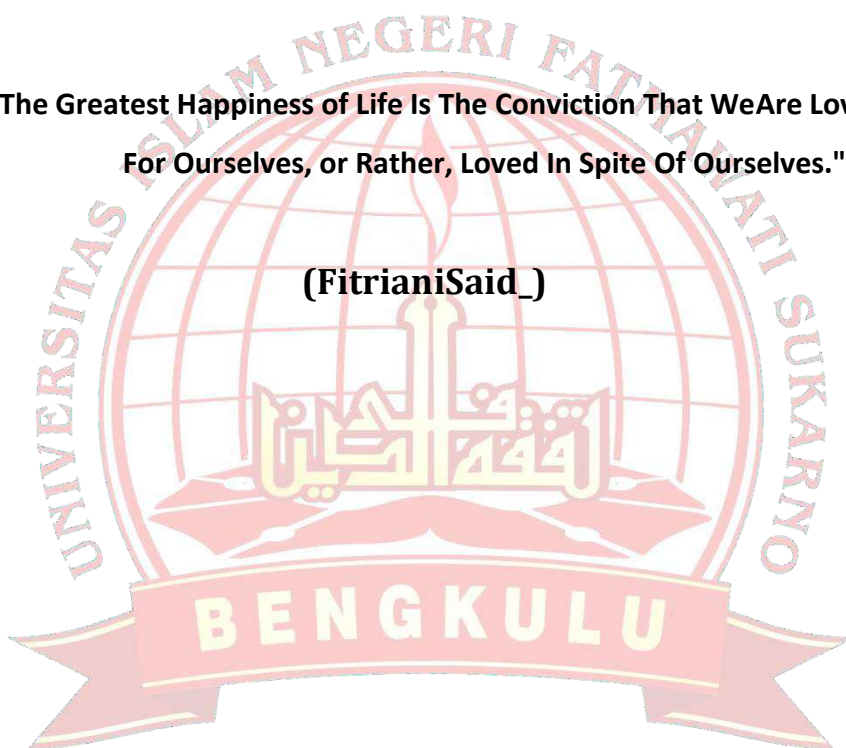


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MOTTO

"The Greatest Happiness of Life Is The Conviction That We Are Loved, Loved For Ourselves, or Rather, Loved In Spite Of Ourselves."

(FitrianiSaid_)



DEDICATION

1. I dedicate this thesis entirely to two great people in my life, my father and mother. Mr. Ardi Said Nasution(Alm) and Mrs. Kasliani Both of them made everything possible so that I could reach the stage where this thesis was finally completed. Thank you for all the sacrifices, advice and good prayers that you have never stopped giving me. I am forever grateful for your existence as my parents.
2. This thesis is dedicated to the people I love the most: my brothers and sisters. Especially to my second brother, Thank you for being the backbone to replace my father. Sometimes, when I lose confidence in myself, you are here to believe in me. Sometimes, when everything goes wrong, you seem close and fix everything.
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6. To my beloved nephews and nieces, thank you for accompanying my days, my days have become more colorful since you were here.
7. To my beloved cats Bobo and Happy, thank you for accompanying me until late at night, accompanying me in completing this thesis.
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The researcher is sure that this thesis would not be completed with but the helps, support, and suggestion from several sides. Thus, the researcher would like to expresses her deepest thank to all of those who had helped, supported, and suggested her during the process of writing thesis proposal. This goes to:

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Finally, the researcher realies that this research thesis was still for from being perfectness. There fore any suggestions and conscructive criticism are always welcome for the better.

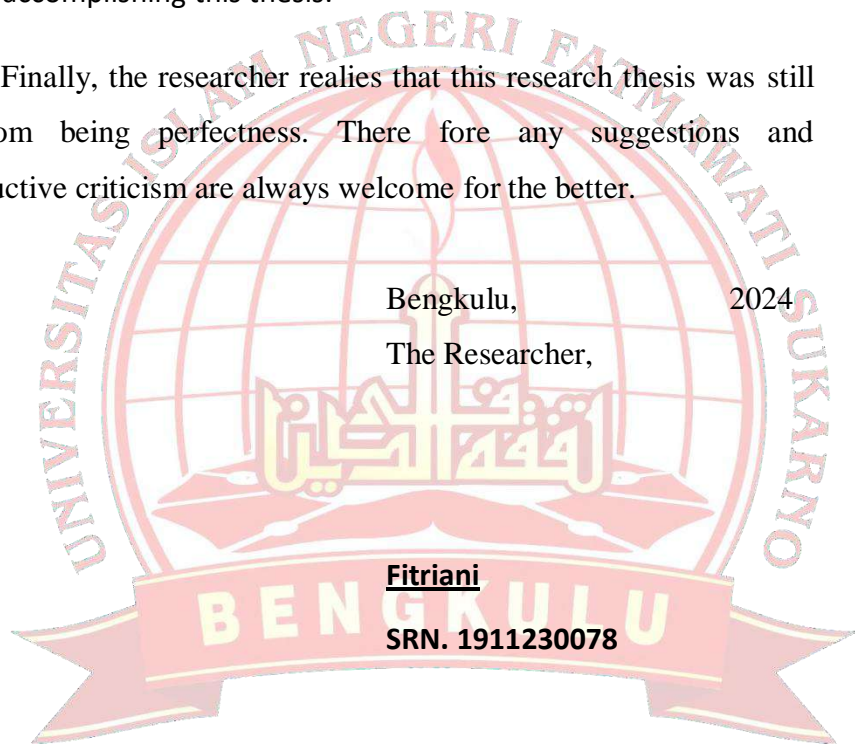
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ABSTRACT

Fitriani : THE EFFECT OF GIST (Generating Interaction Schemata and Text) ON STUDENTS' READING SKILL (A Quasi Experimental on Seven Grades Students' At SMPN 13 Kota Bengkulu In Academic Years 2023/2024)

This research is motivated by the lack of students' knowledge about the reading strategy so that students are not actively involved when faced with reading text. The purpose of this study is to describe the GIST (Generating Interactions Schemata and Text). The population of this research were the students of SMPN 13 Bengkulu City. The sample consisted of 30 students. The design in this research was quasi-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether GIST strategy can improve reading Reading.

The results showed a difference in learning outcomes of 82.82 for the experimental class, and 70.17 for the control class. The data is analyzed using the t-test formula. Sig value. (2-tailed) is 0,000 < 0.05. According to the results, it can be concluded that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (H1) was accepted. The results of this research have shown that the used of strategy GIST is able

to have a positive influence in increasing students' speaking skills in the ten grade of SMPN 13 Bengkulu City in academic year 2023/2024.

Keywords: Reading Skills, GIST (Generating Interaction Schemata and Text)



ABSTRAK

Fitriani : PENGARUH GIST (MEMBUAT SKEMA INTERAKSI DAN TEKS) TERHADAP KEMAMPUAN MEMBACA SISWA (Sebuah Eksperimen Kuasi pada Siswa Kelas VII SMPN 13 Kota Bengkulu Tahun Ajaran 2023/2024)

Penelitian ini dilator belakang oleh minimnya pengetahuan siswa tentang strategi membaca sehingga siswa kurang terlibat aktif ketika dihadap kan pada teks bacaan. Tujuan dari penelitian ini adalah untuk mendeskripsikan GIST (Generating Interactions Schemata and Text). Populasi dalam penelitian ini adalah siswa SMPN 13 Kota Bengkulu. Sampel berjumlah 30 siswa. Desain penelitian ini adalah quasi- eksperimental dengan pre-test dan post-test design. Siswa mengerjakan pre-test, mendapat perlakuan dan mengerjakan post-test. Tujuannya adalah untuk mengetahui apakah strategi GIST dapat meningkatkan kemampuan membaca.

Hasil penelitian menunjukkan adanya perbedaan hasil belajar sebesar 82,82 untuk kelas eksperimen, dan 70,17 untuk kelas kontrol. Data dianalisis menggunakan rumus uji-t. Nilai Sig. (2-tailed) sebesar $0,000 < 0,05$. Berdasarkan hasil tersebut dapat disimpulkan bahwa Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_1) diterima. Hasil penelitian ini

menunjukkan bahwa penggunaan strategi GIST mampu memberikan pengaruh positif dalam meningkatkan keterampilan berbicara siswa kelas X SMPN 13 Kota Bengkulu tahunajaran 2023/2024.

**Kata Kunci : Keterampilan Membaca, GIST
(Menghasilkan Skema Interaksi dan Teks)**



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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is a very complex activity. It involves a combination of linguistics and cognitive abilities. Reading is an important skill for English students as the second language. Students will spend time to read and gain understanding or the meaning of the text sentence. They can be a source of willingness to read available in a variety of different texts and students do not just focus on one type of text (Nunan, 2003).

In addition to learning to read the process of the teacher does not teach the material as well as reading understanding. Teachers always only ask students to read text aloud in class and rarely explain what the text means. They just read and get the meaning of the text from their teacher. That's not agreed about the purpose of teaching reading is to make students able to read English text effectively and efficiently. Reading is a very complex activity. It's involved a combination of linguistic and cognitive abilities. Relevant linguistics ability, reading involves the introduction of letters, words, phrases, and clause. It also requires some aspects of language

competency such as vocabulary, structure, spelling, and pronunciation.

Meanwhile in terms of ability, the view of reading that is offered as basically related to meaning, especially by transferring meaning from thought to thought; that transfer of messages from writer to reader (Nuttal, 1982). Reading refers to a selective process that takes place between one another students on readers and texts, where background knowledge and various types of language knowledge interact with information in the text to contribute to the understanding of the text.

In reality, there are still many students difficult to improve their reading ability. Most of them could not focus well in reading comprehension because of several reasons. Firstly, they fell difficult to pronounce the words. Secondly, they are difficult to understand the meaning of words because they are lack of vocabulary and thirdly they are difficult to measure main paragraph. Finally, the students do not understand the main paragraph. There are many also ways to improve reading ability or deduct the problem in learning reading.

There are two factors that made students ability in reading comprehension still low. Even from internal or

external factors. In internal factor, it appeared from inner of each students it self, such as: students' motivation, students' need, environment of them, and many others. Based on the early pre-observation the students of seventh grade of SMPN 13 Kota Bengkulu, most students still have low ability in reading comprehension. It can be seen that they could not catch the idea on the text that they read. They only read the text word by word without know the meaning and they could not find out the main idea of the text.

Base on those problems and the class condition above, the researcher intends to help the English teacher by introducing one of Collaborative Teaching Learning model namely, gist strategy to improve students' reading abliity. Barkley, et al stated that, practice of Collaborative learning technique has come to mean students working pairs or small groups to achieve shared learning goals. To solve the problem above, the teacher should be consider the most effective and creati ve teaching strategy to improve the students' comprehension in reading the text. It is realized that it needs a strategy which can motivate the students to read. It can solve by gist strategy as a new strategy for students had hoped interest and pay much attention to learning English.

GIST is a strategy initiated by Cunningham in 1982. According to Cunningham (in Herrel, 2004: 260) “Gist is a strategy for supporting comprehension of informational text. GIST is especially helpful when students are required to read long texts containing a significant amount of new information”. Cunningham as the initiator declared the GIST method as an effective learning tool to help students write summaries. GIST can be used if the reader already has a schemata for the contents of the discourse to be discussed. Based on the procedure above, it can be seen that learning to read comprehension using the GIST strategy led students to actively work in learning. The master only acts as a facilitator. By writing ideas on the subject of each paragraph, students are trained to be able to quickly and correctly find the main idea of the paragraph in the discourse. Besides that, students are also trained to make long discourse summaries. By applying GIST, it can be seen that students are trained to understand reading material. So students have reading skills understanding

Based on the previous background, the researcher is interested in conducting research with the aim of motivating first-grade English students at SMP Negeri 13 Bengkulu City. All of these things cause serious problems for the teacher or himself to achieve learning goals. In

, there are not a variety of activities that offer different challenges for students to practice. Conversely, many students cannot read in class for fear of misreading. Therefore, the first thing that must be addressed is the method used by the teacher to handle the class well. A good method model helps teachers overcome student difficulties. Therefore, the researcher offers a method that according to the researcher can help students read English texts effectively by using GIST.

B. Identification of the Problem

Based on the description of the background above, it can be concluded that the identification of the problem is:

1. Class VII students at SMPN 13 Bengkulu City still experience problems in reading English texts
2. The teacher's strategy is considered boring by students so that students are less interested in the material presented by the teacher
3. Students' difficulties and motivation in reading are low due to their limited knowledge of English vocabulary, as well as their lack of understanding of reading skills such as : skimming, making conclusions, finding topic sentences, and finding main ideas.

C. Limitation of the Research

Research limitations were identified to avoid overly broad research. In this study it was used to see the benefits of GIST (Generating interaction schemata and text) on the Reading Ability of Class I Students of SMP Negeri 13 Bengkulu City.

D. Research Question

Based on the background above the researcher would like to formulate the problem statement of the research as the following:

Is there a significant effect in student reading skills the student who were taught strategy GIST(generating interaction schemata and text) and that of those who are not?

E. Research Objective

The main objective of this study is to find out the effect of using the GIST(generating interaction schemata and text) on students' reading skills.

F. The Significances of the Study

The results of this study are expected to provide benefits, including the following :

a. For Researchers

Researcher through this research, the researcher can provide an overview for the next researcher who will examine more about the gist strategy. This research expected to be useful information to the next researcher in encouraging the reading comprehension.

b. For Students

From this study the student may know to what extent they understand about this particular subject expressing them in reading so that students can improve their learning style to develop well. In addition, students do not only know to read but also understand and integrate with the reader already know.

c. For Teacher

From this research the teacher may know how the teaching should be taught to the students in order to encourage their ability more than usual. Teacher can also develop their ability to present the material and improve the method in the process of teaching and learning

G. Definition of Key Terms

The Variables used in this paper are :

a. Reading

Reading as an activity which can't be separated with daily life. Wherever people in public place they

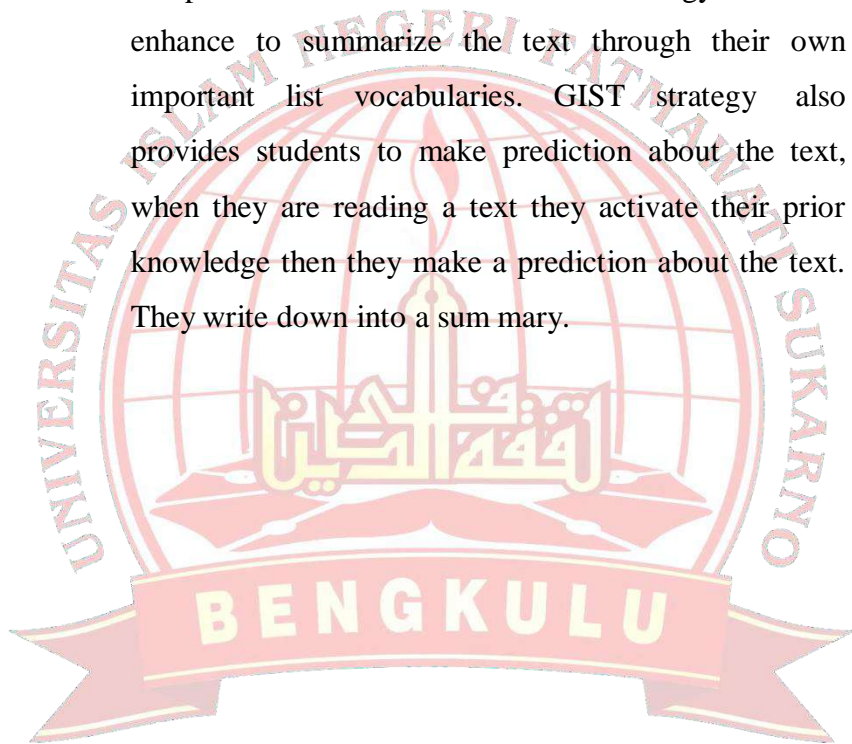
always read anything there. Likewise in education, students should be mastered in reading. Because of reading is the activity that can enlarge their insight. By reading students can get the knowledge and new information. Reading is the most useful for language acquisition. The more students read the better they get it at all. Reading also has positive effect on students' vocabulary knowledge, on their spelling, on their writing. According to Patel and Jain (2008:113) state that reading is the most useful and important skill for people especially students. Reading itself means to understand the meaning of printed words. Reading as important tool for academic success. It means that reading should be paid attention in order students' reading skill more increase and also they can understand the text easily. Indirectly, it can influence in academic purposeful.

b. GIST(Generating Interaction Schemata and Teks)

According to Cunningham (1982) GIST is a summarizing strategy to assist students' comprehension and writing skill. By summarizing students are able to understand about the text which they have read. Also they focus on the main idea of a text and discard unimportant information. Students use higher-order

thinking skills to analyze and synthesize what they have read.

According to Duke and Pearson (2011:64) states that one of effective teaching reading comprehension is summarizing strategy. It is a worthwhile strategy to teach students' reading comprehension. Just like GIST strategy students enhance to summarize the text through their own important list vocabularies. GIST strategy also provides students to make prediction about the text, when they are reading a text they activate their prior knowledge then they make a prediction about the text. They write down into a summary.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Reading

a. Definition of Reading

Reading as an activity which can't be separated with daily life. Wherever people in public place they always read anything there. Likewise in education, students should be mastered in reading. Because of reading is the activity that can enlarge their insight. By reading students can get the knowledge and new information. Reading is the most useful for language acquisition. The more students read the better they get it at all. Gonny Schellings (2006), reading is constructing the meaning of the text. It is active and strategic process. Reading also has positive effect on students' vocabulary knowledge, on their spelling, on their writing According to Patel and Jain (2008:113) state that reading is the most useful and important skill for people especially students. Reading itself means to understand the meaning of printed words. Reading as important tool for

academic success. It means that reading should be paid attention in order students' reading skill more increase and also they can understand the text easily. Indirectly, it can influence in academic purposeful.

Reading is an interactive process between the reader and text which involve background knowledge. According to Harmer reading is an incredibly 11 active occupation. So, to get a successfully the students should understand about what the words mean. When the readers connect their skill and knowledge interact with the characteristic of the text such as genre, word, and structure of the text. While the readers are reading a text they use several characteristic of the text such as genre, word, and structure of the text. While the readers are reading a text they use several strategies to construct the meaning like as writing inferences, elaborating by using prior knowledge, solving problems and monitoring their comprehensions. Based on the explanation above reading is the construction of the meaning of text. It is the process of receiving and understanding the information of the text involving the prior knowledge to get the main ideas or information

intended by the author.

b. Aspect Reading

The aspect of reading are important, it might never be bought together to be a coherent and comprehensive account that we do when we read. There are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follows:

a. Identifying Main idea

When reading it is important to find main idea. In reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The main idea is important to a reader, because it tells what the story is mainly about.

Without knowing the main idea, readers will not know the purpose of the text.

b. Identifying Information details

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big

picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

c. Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

1. Think about the type of information the teacher is giving.
2. Think about how the topic of the text relates to own life or the experiences of students have had

d. Understanding Vocabulary

The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in

vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

e. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text.

c. Types of reading

According to Brown there are four types of reading performance that have identified and as organizers of various assessment task.

They are perceptive reading, selective reading, interactive reading, and extensive reading.

a. Perceptive reading

According to Brown (2003:189) Perceptive reading is a task which noticing the letters, words, punctuation, vocabulary, and other graphemic symbols to get the meaning. So, in this case students read by translating one by one vocabulary or it called bottom-up processing.

b. Selective reading

According to Brown (2003:189) Selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language. Some of typical tasks are served such as multiple choice, true/false, matching, picture-cued, etc. So, in this case students do not read all the content. They read only the important information.

c. Interactive reading

According to Brown (2003:189) Interactive reading is a process of negotiating the meaning, the reader brings to the text a set of schemata for understanding it and takes the product of that interaction. So, in this case students read several paragraph when the students have to interact with the text by activating the schemata or prior knowledge in order they get the meaning. It focuses on interaction the students and the text it self.

d. Extensive reading

According to Brown (2003:189) Extensive reading is a process when the reader read and discuss some books,articles,essays, technical report,short stories, andanything that encompass a text more than one page. The purposes of assessment usually are to tap into a learner's global understanding of a text.

2. Reading Comprehension

a. Definition of Reading Comprehension

Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. Reading comprehension itself requires cognitive skills, constructive process and stored memory or it called prior knowledge. Integrating information from text by activating prior knowledge it uses inferential process. In reading comprehension to come up the interaction between the reader and text using two processes bottom-up and topdown. When the reader is getting a reading comprehension, he/she is developing understanding which comes from interaction between the reader and intended the author.

b. The Reading of Effective Reading Comprehension

Reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. Most of what we know has been learned since 1975. Why have we been able to make so much progress so fast? We believe that far of the reason behind this steep learning curve has been the lack controversy about teaching comprehension. Unlike decoding, oral reading and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other aspects of reading.

As it should be, much work on the process of reading comprehension has been grounded in studies of good readers. We know a great deal about what good readers do when they:

1. Good reader are active readers.
2. From the outset they have clear goals in mind for their reading. They

constantly evaluate whether the text, and their reading of it, is meeting their goals.

3. Good readers typically look over the text before they read, noting such things as the structure of the text and text section that might be most relevant to their reading goals.
4. As they read, good readers frequently make predictions about what is to come.
5. Good readers construct, revise, and question the meaning they make as they read

c. Kinds of teaching strategies for reading comprehension

Teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Some of the kinds of the teaching strategies are:

1. Problem solving activities
2. Using technology to practice learning strategies

3. Enquiry discovery learning
4. Expository learning, mastery learning, and humanistic learning.

3. Generating Interaction Schemata and Text

a. The Definition of GIST

According to Cunningham (1982) GIST is a summarizing strategy to assist students' comprehension and writing skill. By summarizing students are able to understand about the text which they have read. Also they focus on the main idea of a text and discard unimportant information. Students use higher-order thinking skills to analyze and synthesize what they have read.

According to Duke and Pearson (2011:64) states that one of effective teaching reading comprehension is summarizing strategy. It is a worthwhile strategy to teach students' reading comprehension. Just like GIST strategy students enhance to summarize the text through their own important list vocabularies. GIST strategy also provides students to make prediction about the text, when they are reading a text they activate their prior knowledge then they make a

prediction about the text. They write down into a summary. Based on theory, GIST is one of teaching strategy that is considered useful to improve students' reading comprehension. This strategy is useful to identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, help students remember what they read, and record a summary of the material they just read. In the process of GIST, the students activate the schemata on the text because

a summary of the material they just read. In the process of GIST, the students activate the schemata on the text because it can build their background knowledge, experience to comprehend the text. The term schema (the plural is schemata or schemas) can be defined as a kind of storage cabinet in our brains with file folders containing different information. It can be called readers store past knowledge in their memories.

b. Design of GIST Strategy

Gist force students to eliminate extraneous details and determine what is important in the reading. The purposes of GIST strategy are as follows:

1. This strategy will help students learn to write organized and concise summaries of their reading,
2. Help teacher and students to identify key concepts,
3. Reflect on the content of the lesson, and
4. Differentiate between essential and non essential information

According to Cunningham the role of materials in Gist Strategy as follows: in the paragraph version of the GIST a paragraph of three or five sentences is used. The paragraph must have a gist, or main idea. Working with the teacher, students read one sentence at a time and summarize that sentence in 15 or fewer words. They then read the second sentence and summarize it, in incorporating summarization, of the second sentence into the first and making adjustments to the original sentence, but using no more 15 words. Students continue in this fashion, sentence

by sentence, continually incorporating sentence summaries into the 15-word limit.

There are some roles of teacher in Gist Strategy, as follows:

1. Ask the students to identify the main idea points of the passage and write these on the board or a transparency.
2. Ask them to list the supporting details or statements to complete a prewriting outline.
3. Instruct students to use the class outline to write summary of no more than 20 words and edit and revise it, as good writers do, and
4. Put students in group of no more than four to share their paragraph and receive feedback, which they can use to revise and edit the summarizes.

In applying Gist strategy, there are some roles of students in learning process, namely. Students generalize details and lists by using broad categories that encompass the details and items on the list, They locate the topic sentences of each paragraph or create their own topic sentences in order to convey of information of each paragraphs,

They also use key words and phrases to rely the information to the reader, and Good summarizes are also revised so that they sound natural.

The assignment of GIST strategy, during reading, students get the gist by focusing on one paragraph or subsection of text at time and identify the main idea in 10 words or less. Getting the gist is actually a summarization strategy. Summarizing is the identification of the most important idea(s) in the passage or text; it is brief and to the point. Retelling and finding the main idea are precursors to summarizing. Summarizing a lengthy text requires identifying and recalling the main idea of several paragraphs or passages and then combining that information into a summary of the entire selection. In my opinion is Strategic gist for students helps them to identify the main ideas in a reading where the strategy gist aims for students to be able to find the essence of a reading after they read a few paragraphs of reading to find the main concepts or main ideas in a reading by being able to distinguish which information is important and what is not important from the reading that has been read and make a list or details or supporting statements

to complete the previous sentence to be used in summarizing a long text by identifying supporting sentences or main ideas in a reading

c. Procedure of GIST Strategy

There are some procedures in using Gist strategy on teaching reading, as follows:

1. Identify a text you want students to summarize (not too long).
2. Decide on natural break points, especially major points, where summarization should occur
3. Chunk the text into smaller segments of 1-2 paragraphs each
4. Have students read the entire text first to understand the article globally
5. Model summarizing for students by thinking aloud about how you compose a single sentence that addresses the main idea of the segment. Repeat the modeling exercise for each of the segments.
6. Reread your Gist sentences aloud for students and make any revisions necessary to smooth out the text you've written, and

7. Guide the student they apply the gist strategy to another piece of the text.

d. Advantage of GIST Strategy

There are some advantage of the use of Gist strategy in teaching reading, as following:

1. Easier to prediction the main idea of the passage.
2. Easier to understanding message of the text.
3. Stimulus the brain in processing of understand the passage quickly.

B. Previous Studies

1. APA Citation: Pebriani, M. R., Thamrin, N. R., Darsih, E., & Fadhly, F. Z. (2022). conducted research entitled “The effect of using GIST (Generating Interaction between Schemata and Text) strategy on students’ reading comprehension”, This research focused on GIST (Generating Interaction between Schemata and Text) strategy in increasing students’ reading comprehension. The objective of the research is to find out the significant effect on students’ reading

comprehension after applying the GIST (Generating Interactions between schemata and text) strategy. This research used a quasi-experimental design. The sample consists of 60 students which were from two classes. This research used test instrument (pre-test and post-test) with multiple choice questions. The hypothesis was calculated by using t-test in which the analysis result obtained $t_{count} = 4.33 > t_{table} = 2.00$ with $\alpha = 0.05$. From the result, it can be concluded that GIST strategy can improve students' reading comprehension in narrative text

2. Anggara, S. (2021). Conducted research entitled "The Implementation of Gist Strategy to Teach Reading Comprehension In Senior High School" In order to teach students in reading comprehension, the teachers should choose the right way to achieve their goal in students' reading achievement by understanding content of the text well. The purpose of this study is to find out the implementation of GIS strategy and the result after using GIST strategy during teaching and learning processes. The data of this study

were gained through observation toward 36 participants of senior high school students in one of school in Tuban. The result showed that the implementation of GIST strategy in explanation reading text help the students in comprehending explanation reading text well.

It can be seen in the student's reading task result as the result after applying GIST strategy

3. Na'imatul Husni., Menik Irawati(2023) this research was the lack of students' reading skills, especially in the method they use, so that many students were only able to read with one reading style for all discourses. The result of these conditions that students' reading ability and interest in reading are still low.

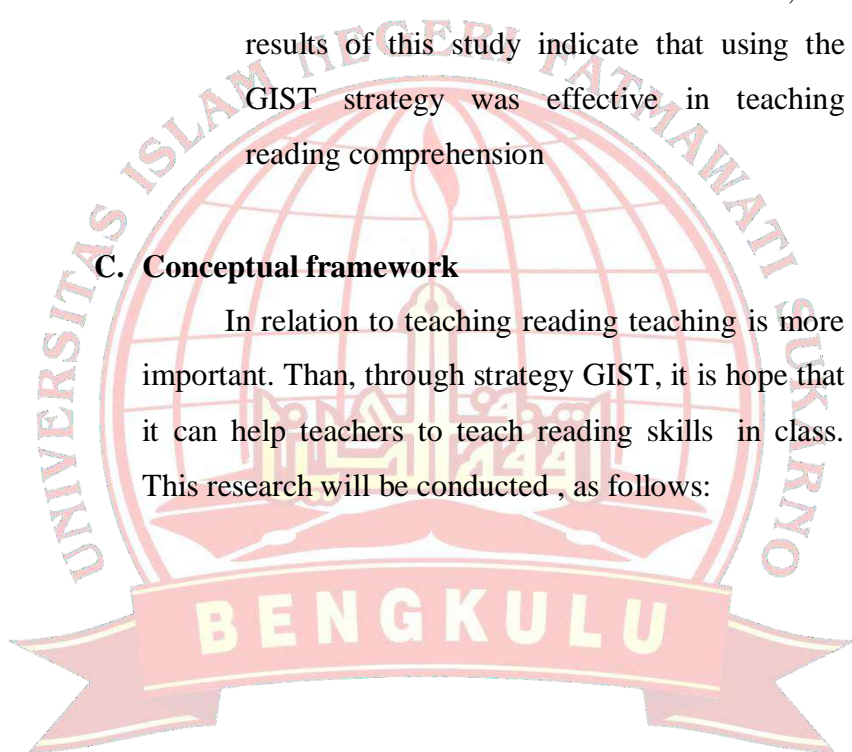
This study aims to determine the level of effectiveness of the experience-oriented GIST strategy in learning reading comprehension.

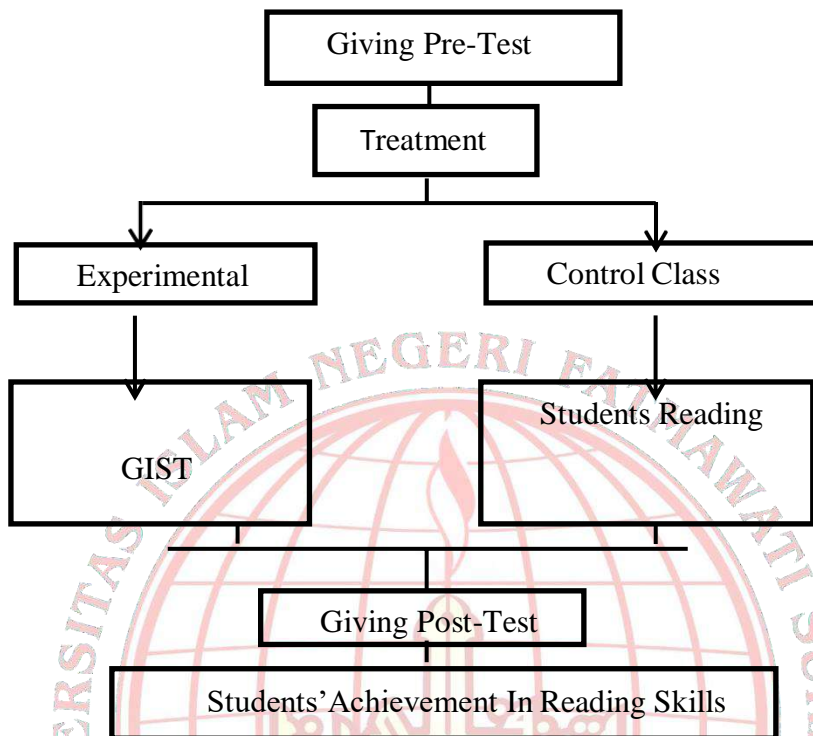
This research used a quantitative method in the form of an experimental method with a pretest-posttest research design. The theory underlying this research was the GIST strategy. Experience-oriented learning and reading comprehension. The data from this

study were in the form of test results for students in the experimental class and control class before and after being given treatment in the form of objective text with 30 questions for the pretest and 30 questions for the post test. Based on the research data collected, the results of this study indicate that using the GIST strategy was effective in teaching reading comprehension

C. Conceptual framework

In relation to teaching reading teaching is more important. Than, through strategy GIST, it is hope that it can help teachers to teach reading skills in class. This research will be conducted , as follows:





D. Hypothesis

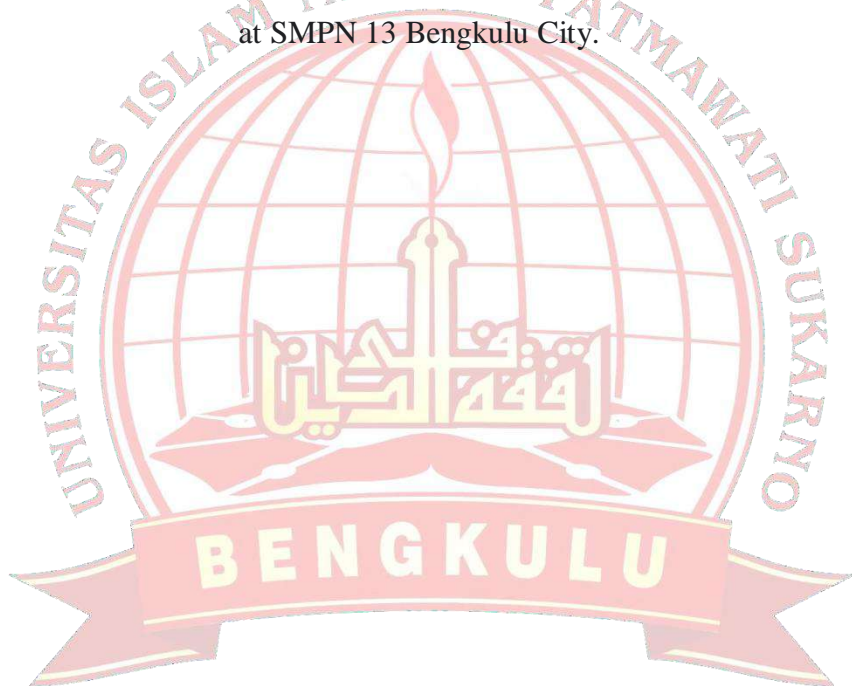
There are two hypothesis that must be known: The alternative hypothesis (H1) and the null hypothesis (Ho). The alternative hypothesis predict that there differences between groups (Geoffrey, 2019) and the null hypothesis predict that there is no difference between the groups studied. From this assumption, the research hypothesis is formulate :

1. Ho (Null Hypothesis)

There is no effect of increasing students' English reading skills in using the GIST method at SMPN 13 Bengkulu City.

2. Hi (Hypothesis Alternative)

There is an effect of increasing students' English reading skills using the GIST method at SMPN 13 Bengkulu City.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study was quantitative research. Quantitative study has classified in two kinds: experimental and non experimental. According to Ary, Lucy, and Chris (2010:26), experimental research is a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called independent variable. It means that experimental research is a research design that is manipulated how group of participant are treated and measured and how the treatment gives an effect of that variable. The researcher would give the treatment to know the effectiveness of independent variable. The researcher would compare two sessions exam score. If the final score or after giving a treatment higher than before giving a treatment. It can be called that the strategy was effective. Besides, non experimental is a study which identify the variables and find out the relationship among them and does not manipulate the variables.

In this study the researcher used experimental research because the purpose of this study is to know the effective of one variable to another variable. Experimental design has classified into three kinds: pre-experimental,

quasi-experimental and true-experimental. The quasi-experimental research design was used in this research. quasi-experimental is a research design which has no control of extraneous variables. In the one group pre-test and post-test dependent variables. In the one group pre-test and post-test design, a single group measured or observed not only after being exposed to a treatment concisely but also before. quasi-experimental involves three steps: administering a pretest measuring the depedent variable, applying the experimental treatment X to the subjects, and administering a post-test again measuring the dependent variable. The result of treatment is comparing the pre-test and post-test scores. The pre-test and post-test are given to get the scores of students before and after being taught by using Generating Interaction Schemata and Text (GIST) strategy.

The design of this research can be seen at the table below:

Table 1. The Research Design

Group	Pre-test	Independent Variabel	Post-Test
A	Y1	X	Y2
B	Y1	-	Y2

Where:

E = Experimental group

C = Control Group

Y_1 = pre-test

X = treatment

- = no treatment

Y_2 = post-test

B. Population and Sample

This research was carried out at SMPN 13 Kota Bengkulu. The target of this research is seventh grade junior high school students. The reason for choosing this school is that in the initial observations and from the observations at the school, the researcher found problems with students' school in accordance with the strategies and media that the researcher will use.

1. Population

The population in this study were all students of class VII at SMP Negeri 13 Kota Bengkulu in the academic year 2023/2024 which consisted of 2 classes, namely class VII 1 and VII 2

Table 2. The Population of the VII students of SMPN 13

NO.	Class	Number of Students
1	VII A	30
2	VII B	30
3	VII C	30
4	VII D	30
5	VII E	30
Total		150

2. Samples

Sampling is done by taking samples in the form of classes. This is done because sampling in schools can only be done by selecting classes which are then used as experimental groups. Based on this technique, the selected sample is 2 classes. The selected sample is class VII 1 and VII 2. Class VII 1 as the experimental group 1 which received treatment with the application of the method of Discussion GIST (Generating interaction schemata and text) and class VII 2 as the experimental group 2 which did not receive treatment with the application of GIST (Generating interaction schemata and text).

Table 3. The Sample of The Students SMPN 13 Bengkulu

No.	Class	Number of Students
1.	VII A	30
2.	VII B	30

C. Technique of Data Collecting

The technique of collecting data used by the researcher in doing this study only relies on the test.

1. Reading Comprehension Test

The Test used to obtain quantitative data in the form of values that describe the achievement of competency targets. Where, the characteristics of sample are based on the needs of study. In this study, the data was collected by organizing the test into pre-test and post-test

2. Treatment

The researcher will give the treatment to the students and will give some material that interesting to the students. After giving the pre-test, the researcher will give the treatment for fourth meetings.

The procedure of the treatment by applying gist strategy in reading comprehension as follows:

- a. The researcher greeted to the students
- b. The researcher told the purpose of the learning
- c. The researcher explained the material using GIST Strategy
- d. The researcher demand the students to identify the descriptive text.
- e. The researcher asked the students to divide the class into cooperative groups.
- f. The researcher distributed the copy of the text.
- g. The researcher asked the leader read the first paragraph in the group.
- h. The researcher demonstrated the strategy by discussing background knowledge (schemata).
- i. The students followed the way of researcher decide statement idea, direct idea,specific information, and inferences
- j. The researcher asked the students to discuss the paragraph as a group and add details.
- k. The researcher instructed the students to write a statement idea, direct idea, specific information and inferences for every group.

3. Experimental Class

In this class, using the GIST strategy (Generating Interaction Schemata And Text) applies as a treatment to improve students' reading skills. The strategy used in the experimental class is the pair work strategy.

4. Control Class

In the control class, teacher teach students without using the GIST (Generating Interaction Schemata And Text) strategy.

5. Post Test

According to Ali Junaedi (Tahun : 2021, 2021), the post-test is give at the end of each meeting, post-test was conducted at the last meeting to measure students' English speaking skills after receiving treatment. The post-test is given to the students after conducting the treatment of using GIST strategy toward students' reading comprehension. Similar to pre-test, the writer asks students to answer the twenty questions in the form of multiple choices and short answer. To score the objective tests the writer treats them without any difference. Means, there was only one correct answer for each items.

D. Research Instrument

1. Reading Test

According to Arikunto (2006:126) Instruments are tools used by researchers to collect data, called instruments. The instrument in this research is a descriptive test. The author uses two types of tests, namely pre-test and post-test. The first is a pre-test, which is given before students are taught using GIST. The second is a post-test which is given after students are taught using GIST. In this study, researchers used two classes, namely the control class and the experimental class. The first thing the researcher did was a pre-test, namely the process of measuring students' reading abilities. After the pre-test the researcher would use treatment in classes, namely the experimental class. The researcher used the gist strategy and the researcher used the work in group strategy, the work in group strategy is a cooperative strategy, the researcher made several groups consisting of 2-4 students, after that the researcher distributed copies of the descriptive text, the researcher asked the students to discuss the paragraph in groups and add the details. The researcher instructed students to write statement ideas, direct ideas, specific information and

conclusions for each group. After carrying out the treatment, the researcher used a post-test to find out whether there were any significant changes in the class. About the use of media and strategies that researchers teach in experimental classes.

E. Technique of Data Analysis

The data was evaluated and a score calculated using statistical calculations using the ttest technique at a significance level of 5%. The T test used in this study to see if there is a significant difference in average scores between the experimental and control groups. According to Pallantt (2001, p.243) a paired-sample T-test is use once the researcher has complete the analysis, descriptive testing, and normality testing. Normality testing is require to determine whether or not the data follows a normal distribution.

1. Normality Test

This normality test conducted using IBM SPSS Statistics Version 22, which must meet the following criteria: If the normality test result is greater than or equal to 0.05, the data distribution is normal. However, if the result score is less than or equal to 0.05, the data

distribution is not normal (Sujarweni and Endrayanto, 2012). The following formula is used to determine the data's normality.

$$x^2 = \frac{(f_i - f_h)^2}{f_h}$$

Normality test has two criteria, which are :

- a) If $L_{table} > L_{observe}$, then the data distribution is normal
- b) If $L_{table} < L_{observe}$, then the data distribution is not normal

2. Homogeneity Test

The Homogeneity test used to determine whether or not the data in both classes is homogeneous. This test was also carry out using IBM SPSS Statistics Version 22 to have data homogeneity with a significance level of more than = 0.05.

$$F = (\text{Largest Variant}) / (\text{Least Variant}).$$

$$F = \frac{\text{The biggest varians}}{\text{The smallest varians}}$$

3. T-test

The t-test is a data analysis process to determine significant differences between the reading skills of students who use the gist strategy in the experimental class and the reading skills of students without using the gist strategy. The t-test used in this study is the Independent Sample T-Test with a two-side significance test using IBM SPSS Statistics Version 16.0. If the result show Sig. (2-tail) < sig = 0.05 (5%), then the null hypothesis is accepted. But, if Sig. (2- tail) > sig = 0.05 (5%), then the alternative hypothesis is rejected with the following formula.

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where :

T_0 = The value of "to bserve"

M_1 = Mean of the difference of experimental class

M_2 = Mean of the difference of controlled class
 SE_{M_1} = Standard error of experimental class

SE_{M_2} = Standard error of controlled

class

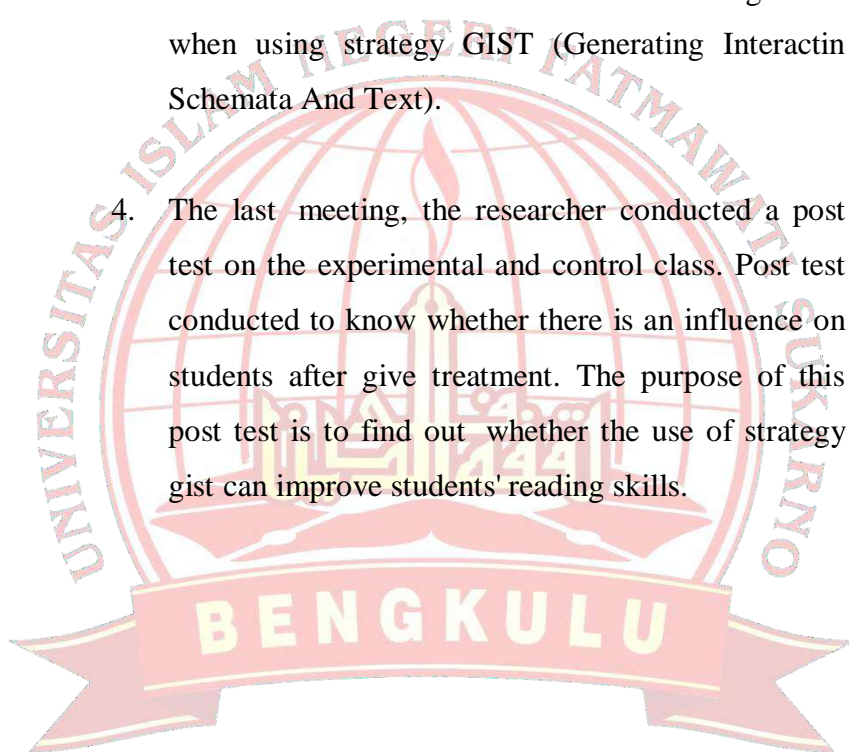
F. Analysis Data Procedure

The steps for analyzing data are :

1. The first meeting, the researcher was conducted a pre-test for experimental and control class in order to know students' reading skills, after that in both classes, the researcher was be explained what they are going to learn at the second until sixth meeting. The researcher explained the learning media that used, namely GIST(Generating Interactin Schemata And Text).
2. At the second meeting there were experimental and control classes where the researcher provided an introduction to reading comprehension and distributed descriptive text. Researchers also use awork in group strategy, namely a strategy where 2/3 of the group works together. Students are able to identify topics and supporting sentences. The researcher read several difficult words and then gave examples.The students implemented the GIST (Generating Interactin Schemata And Text) strategy.

After that, students write the main points of their sentences.

3. The third meeting, until the four meeting the researcher was used strategy GIST (Generating Interactin Schemata And Text). This is aimed to see if there is an influence on students' reading skills when using strategy GIST (Generating Interactin Schemata And Text).
4. The last meeting, the researcher conducted a post test on the experimental and control class. Post test conducted to know whether there is an influence on students after give treatment. The purpose of this post test is to find out whether the use of strategy gist can improve students' reading skills.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and discussion of the findings. The findings are in line with the problem statements outlined in the introduction part. The findings consisted of the data obtained through questions to see the students' performance after being taught the materials of reading comprehension through Gist (Generating Interaction Schemata and Text) strategy in terms of main idea and sequence of details.

A. Findings

1. Data Description

The findings of this research deal with the classification of the students' pre test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading ability, while post-test was given after treatment through GIST strategy and the result of the post-test of this research can answer the question of this research that aims to find out through GIST strategy can be able to improving the students' reading ability at SMP 13 Bengkulu.

In the first meeting, the researcher GIST strategy and the aims of this treatment, so the students understood about how to apply GIST strategy in learning process. In the second meeting the researcher gave introduction about reading comprehension and distributed a text about holiday. The end of this meeting, the students were able to identify the topic and supporting sentence. The researcher read some difficult word then gave an example. The students applied GIST strategy, After that the students written down the major point of sentence. Finally the researcher concluded the material.

The third meeting, the researcher gave introduction about reading comprehension and reviewed the material, then distributed a text about fishing. The end of this meeting, the students were able to identify the topic and supporting sentence. The researcher read some difficult word then gave an example. The students applied GIST strategy. After that the students written down the major point of sentence. Finally the researcher concluded the material.

The Fourth meeting, the researcher reviewed the last material, then distributed a text about photograph. The end of this meeting, the students were able to identify the topic and supporting sentence. The researcher read

some difficult word then gave an example. The students applied GIST strategy. After that the students written down the major point of sentence. Finally the researcher concluded the material. And the last meeting, the researcher reviewed all material before giving post test.

The research was also conducted to determine if there was a significant difference in students' Reading skills experimental classes and control classes. Data analyzed using SPSS version In the following description presented the findings of the research. The findings were obtained from experimental and control class

a. The Score Pre-test of Experimental Class & Controlled Class

The pre-test had done before implementation GIST strategy. It was conducted on friday 02august, 2024 . The process carried out to get students' reading scores in the experimental class and control class. The students was given the pre-test. The researcher found out the research of the students pre-test based on the scoring of reading before giving treatment that using GIST strategy which where analyzed and resulted in the information as shown in the following table:

Table 4. Pre-Test in Experiment Classes & Controlled Class

No	Name	Pre test	
		Experiment Class	Controlled Class
1	S1	65	60
2	S2	55	55
3	S3	60	65
4	S4	65	65
5	S5	60	60
6	S6	65	60
7	S7	65	55
8	S8	70	75
9	S9	70	60
10	S10	75	60
11	S11	75	55
12	S12	65	55
13	S13	60	70
14	S14	55	70
15	S15	60	65
16	S16	70	60
17	S17	55	60
18	S18	60	60
19	S19	70	55
20	S20	65	70
21	S21	60	65
22	S22	80	65
23	S23	75	70
24	S24	70	50
25	S25	60	55
26	S26	65	60
27	S27	70	60
28	S28	75	65
29	S29	70	60
30	S30	65	70

Based on the table above, that the reading pre - test conducted a test to measure the students' initial ability, here the researcher examines the students' reading ability, and the researcher sees that the students' reading skills still low in the experimental class and control class.

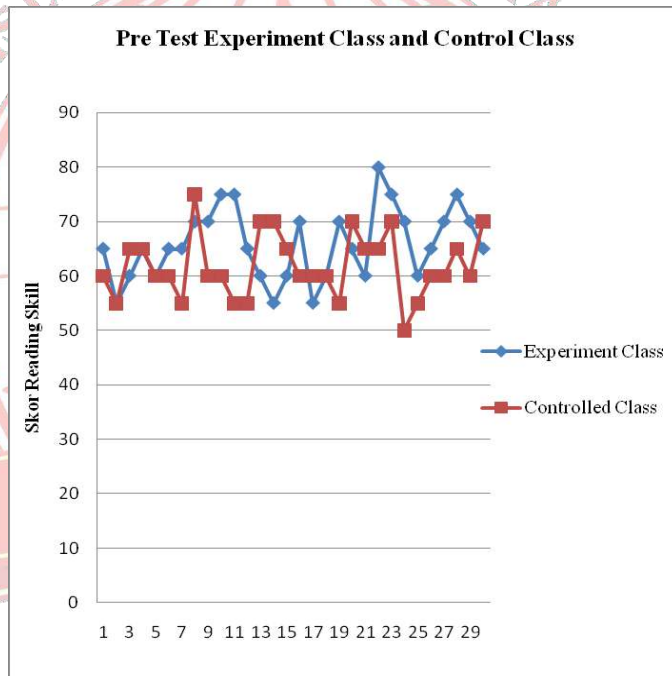


Figure 1. Pre-test Experimental class & Pre-test Control class Control Class

Based on the graph above, that the reading pre-test conducted a test to measure the students' initial skills, here the researcher examines the students' reading skills, and the researcher sees that the students' reading skills still low in the experimental class and control 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 Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PreTest_ScoreReadingSkill	Equal variances assumed	.265	.609	2.472	58	.016	4.000	1.618	.761	7.239
	Equal variances not assumed			2.472	57.415	.016	4.000	1.618	.760	7.240

Based on the table above, it was found that there was an average difference in pre-test speaking skills between the experimental group and the control group. From the table, a Sig (2-tailed) value of 016 < 2.0

Because the significance value < 2.0 , the researcher's hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. This means that there is no a significant effect using GIST Reading Skills at SMPN 13 Kota Bengkulu.

b. Treatment In Experimental Class & Control Class

1. Treatment In Experimental Class

In the experimental class, the first thing the researcher did was to give a pre -test at VII A to measure students' Reading skills, after doing the pre-test, the researcher then gave treatment using starategy GIST(Generating Interaction schemata and text) the researcher started the treatment to improve students' Reading skills, by giving GIST. After doing treatment for 4 meetings the researcher gave a post-test to measure whether there was an effect on the use of GIST in the experimental class.

2. Treatment In Controlled Class

The treatment carried out in the control class was different from that carried out in the experimental class, learning in the control class did not use the GIST method.

c. The Score Post-Test of Experimental Class & Controlled Class

The researcher has given pos-test to know the students' reading skill after giving treatment by applying GIST strategy. The students were difficult to identify the main topic of the sentence in the pre test, that's why they have to get some treatments to improve the students' reading skill. However, there is difference between the experimental class and controlled class. In control class, they are taught descriptive text without getting any kind of treatments like experimental class which is using GIST strategy. Then after doing teaching and learning process, the controlled class is also had to do the similar post-test as the experimental class. In this research the researcher gave 4 meetings to treat students. Resulted in the information as shown in the following table :

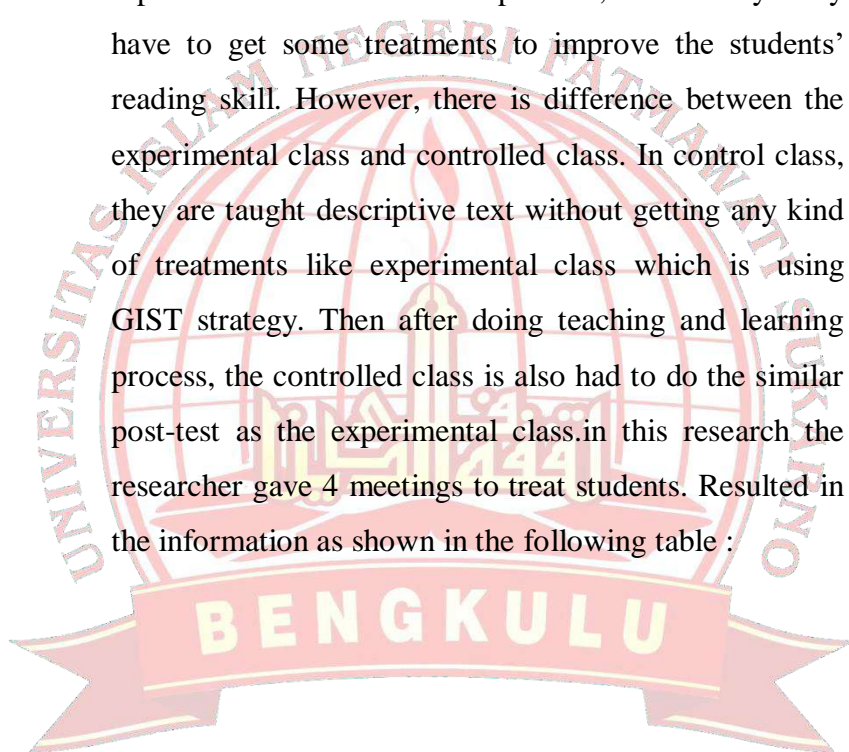


Table 5. Post-Test in Experiment Classes & Controlled Class

No.	Name	Post test	
		Experiment Class	Controlled Class
1	S1	80	70
2	S2	75	65
3	S3	80	65
4	S4	85	70
5	S5	85	65
6	S6	75	65
7	S7	85	70
8	S8	85	75
9	S9	80	65
10	S10	90	65
11	S11	85	70
12	S12	80	65
13	S13	80	75
14	S14	80	70
15	S15	85	70
16	S16	85	75
17	S17	85	70
18	S18	80	65
19	S19	85	75
20	S20	80	75
21	S21	85	70
22	S22	90	75
23	S23	85	75
24	S24	80	70
25	S25	85	65
26	S26	80	70
27	S27	75	65
28	S28	80	75
29	S29	95	80
30	S30	85	75

Based on the table above, the researcher conducted a post-test, a post-test is a test conducted after the learning process is complete. After the implementation of GIST to improve students' reading skills, it can be seen that with the success of the implementation of GIST, it can be seen from the graph above that there was an increase after learning students' reading skills.

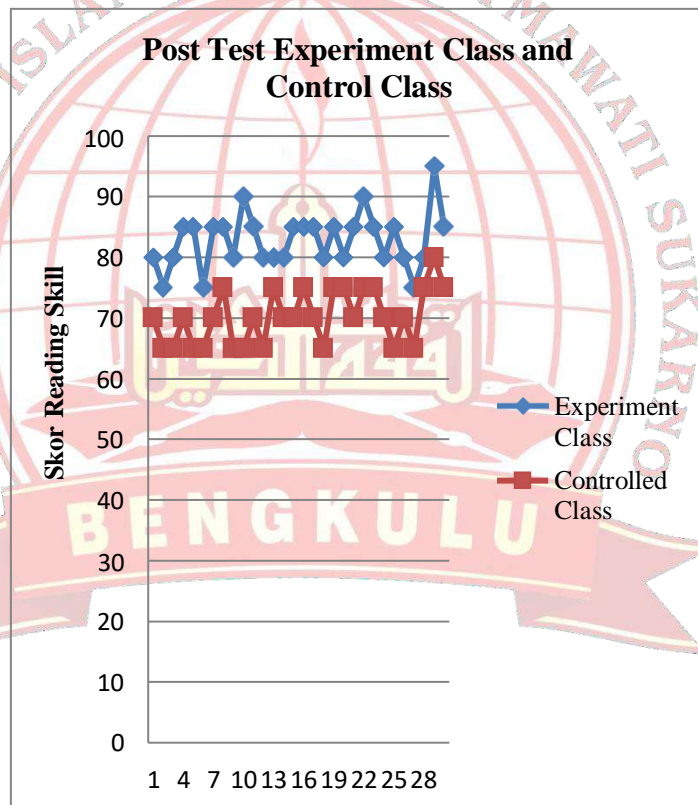
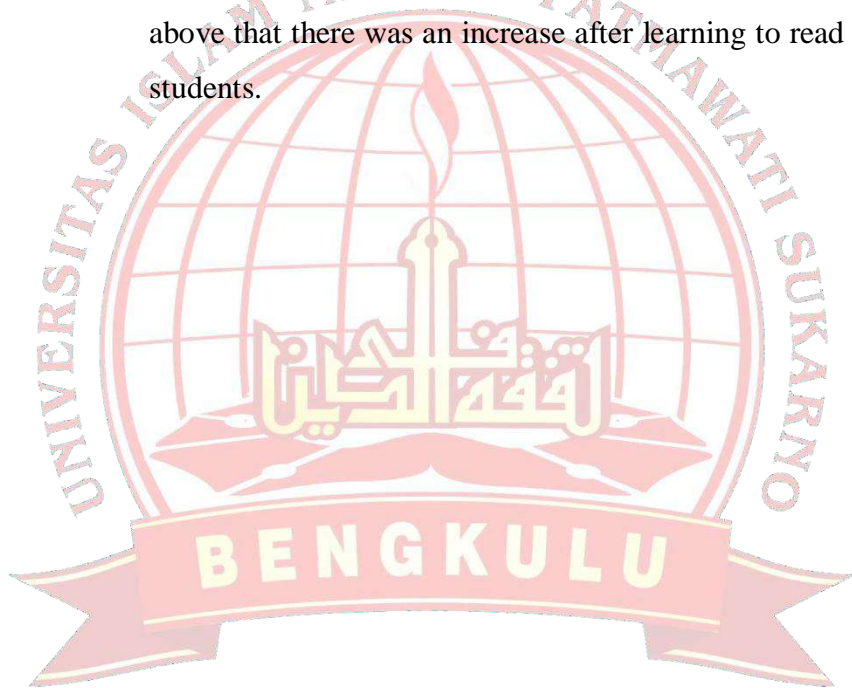


Figure 2 Post-Test Experiment Class & Control Class

Based on the graph above, the researcher conducted a post-test, a post-test is a test conducted after the learning process is complete. After providing treatment using the GIST (Generating Interaction schemata and text) strategy to improve students' reading skills, it can be seen that with the success of implementing GIST, it can be seen from the graph above that there was an increase after learning to read students.



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
PostTestScore	Equal variances assumed	.018	.894	10.978	58	.000	12.667	1.154	10.357	14.976
ReadingSkill	Equal variances not assumed			10.978	57.996	.000	12.667	1.154	10.357	14.976

Based on the table above, it is known that there is a difference in the average reading skills of the post-test between the experimental group and the control group. From the table, the Sig t value is obtained at $10.978 > 2.0$. Because the significance value is > 2.0 , the researcher's hypothesis (H1) is accepted. This means that there is a significant influence in the application of Generating Interaction schemata and text in improving students' reading skills at SMPN 13 Bengkulu City.

d. The Overall Result of Pre-test and Post-test

The result explained that the pre-test and post-test are used to measure the student's knowledge gained in the treatment by GIST strategy in this research. In other words to determine the student's knowledge level of their reading skills, the pre-test is given to the students by reading test before doing treatment, it means that the students had to answer the test by reading text and the post-test is given to the students also by reading test after doing treatment with the same test. In another word to measure the students' knowledge level of their reading skill The comparison of the gained score between pre-test and post-test as follow :

**Table 6. Pre-Test and Post-Test grades in Experiment classes
and Control classes**

No	Name	Pre test		Post test	
		Experiment	Controlled	Experiment	Controlled
1	S1	65	60	80	70
2	S2	55	55	75	65
3	S3	60	65	80	65
4	S4	65	65	85	70
5	S5	60	60	85	65
6	S6	65	60	75	65
7	S7	65	55	85	70
8	S8	70	75	85	75
9	S9	70	60	80	65
10	S10	75	60	90	65
11	S11	75	55	85	70
12	S12	65	55	80	65
13	S13	60	70	80	75
14	S14	55	70	80	70
15	S15	60	65	85	70
16	S16	70	60	85	75
17	S17	55	60	85	70
18	S18	60	60	80	65
19	S19	70	55	85	75
20	S20	65	70	80	75
21	S21	60	65	85	70
22	S22	80	65	90	75
23	S23	75	70	85	75
24	S24	70	50	80	70
25	S25	60	55	85	65
26	S26	65	60	80	70

27	S27	70	60	75	65
28	S28	75	65	80	75
29	S29	70	60	95	80
30	S30	65	70	85	75
Sum		1975	1855	2485	2105
Avarage		65.83	61.83	82.83	70.17
Min		55	50	75	65
Max		80	75	95	80

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their reading skills by using GIST Strategy. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. Before treatment the students don't good category but after doing treatment by GIST Strategy the students got good category, the value was increase. It means that there was improvement with students' reading skill.

**Table 7. Descriptive statistics Pre-Test
Experimental & Control Class**

Descriptive Statistics

Descriptive statistics		PreTestExsperiment	PreTestControll
N	Valid	30	30
	Missing	0	0
Mean		65.83	61.83
Std. Deviation		6.576	5.943
Variance		43.247	35.316
Minimum		55	50
Maximum		80	75

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 30 represents the number of students in the experimental class and control class. There was the highest pre-test score in the experimental class was 80, While the highest PreTest Control score is 75 and the lowest score is 50 so the average score is 61.83.

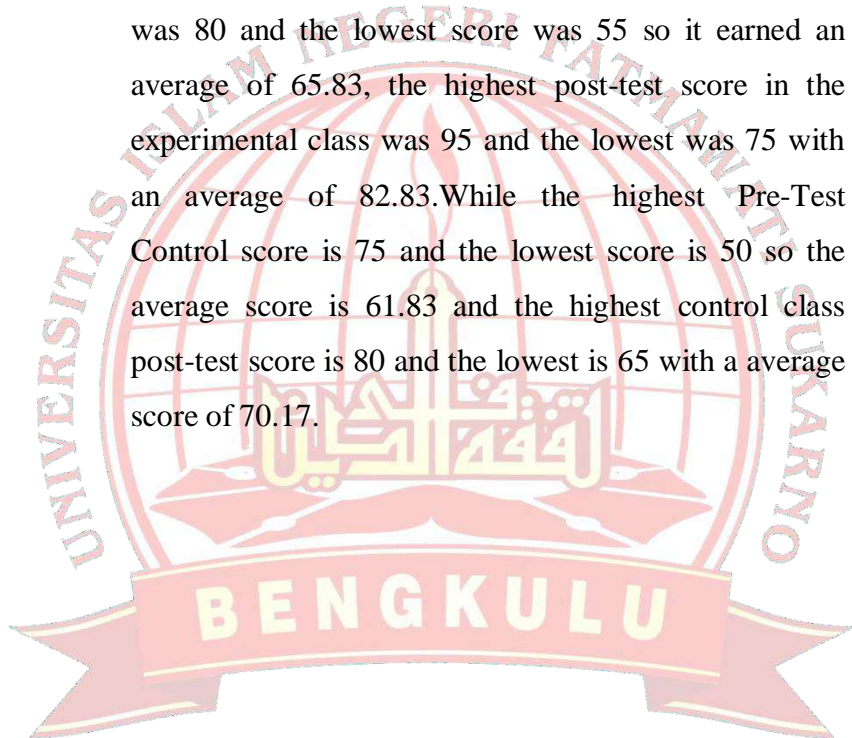
**Table 8. Descriptive statistic Post-Test
Experimental & Control Class**

Statistics

Descriptive statistics		PostTestExsperim ent	PostTestControll
N	Valid	30	30
	Missing	0	0
Mean		82.83	70.17
Std. Deviation		4.488	4.450
Variance		20.144	19.799
Minimum		75	65
Maximum		95	80

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 30 represents the number of students in the experimental class and control class. The highest post-test score in the experimental class was 95 and the lowest was 75 with an average of 82.83. While the highest control class post-test score is 80 and the lowest is 65 with a average score of 70.17.

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 30 represents the number of students in the experimental class and control class. There was the highest pre-test score in the experimental class was 80 and the lowest score was 55 so it earned an average of 65.83, the highest post-test score in the experimental class was 95 and the lowest was 75 with an average of 82.83. While the highest Pre-Test Control score is 75 and the lowest score is 50 so the average score is 61.83 and the highest control class post-test score is 80 and the lowest is 65 with a average score of 70.17.



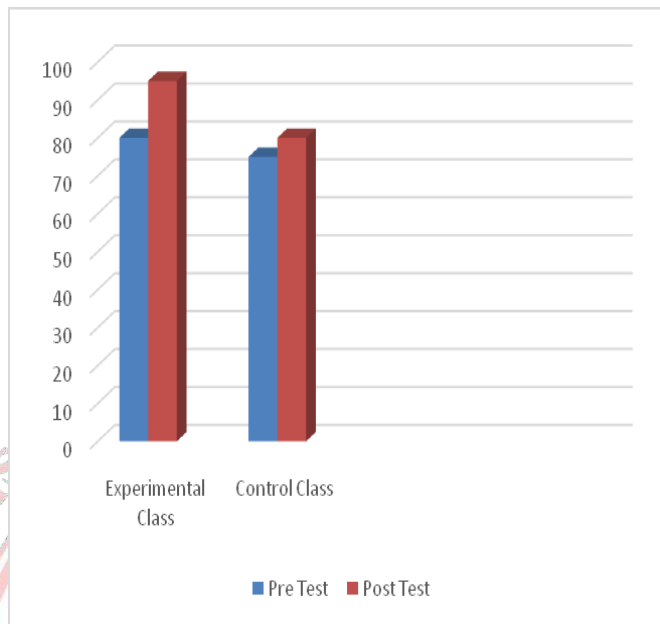


Figure 3. Students Pre-Test and Post-Test

Further, in order to see the differences of the score of pre-test and post-test from both classes, the researcher presented the diagram based on the of pre-test and post-test from experimental class and controlled class. From the diagram, it was clearly that experimental class got higher score than controlled class in the post-test.

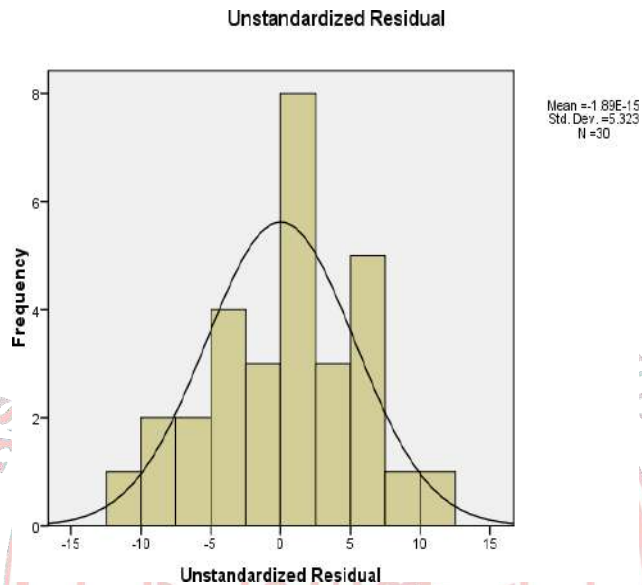
2. Normality Data Test

Normality test is used to determine whether data collection from experimental and controlled classes is distributed within a normal curve or not. This normality test was conducted using IBM SPSS Statistic Version 22.0 which has the following requirements: if the normality test result is more than > 0.05 , it can be categorized that the data distribution is normal, but if the result score is less than < 0.05 . Normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS.

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PreTest_Score	Exsperim	.150	30	.081	.941	30	.096
ReadingSkill	Controll	.221	30	.001	.929	30	.046

Histogram



Based on the table above, the researcher obtained normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS, it can be concluded that the bedistribution research data is normal.

3. Homogeneity Test

After obtaining the results of the normality test, the next step is to calculate the homogeneity of the data. Homogeneity test is used to determine whether data in both classes is homogeneous or not. This test was also performed using IBM

SPSS Statistic Version 22 to have a data homogeneity with a significant level of more than $\alpha > 0.05$.

Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
		Statistic			
PreTest_Score	Based on Mean	.265	1	58	.609
	Based on Median	.390	1	58	.535
ReadingSkill	Based on Median	.390	1	57.889	.535
	and with adjusted df				
	Based on trimmed mean	.257	1	58	.614

Based on the mean significance value (Sig) is $0.609 > 0.05$, so it can be concluded that the variance of post-test data of experimental classes and post-test data of control classes is the same or homogeneous. Thus, one of the requirements of the independent sample t-test has been fulfilled.

4. T-Test

Normality test is used to determine whether data collection from experimental and controlled classes is distributed within a normal curve or not. This normality test was conducted using IBM SPSS Statistic Version 22.0 which has the following requirements: if the normality test result is more than > 0.05 , it can be categorized that the data

distribution is normal, but if the result score is less than < 0.05 . Normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS.

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
PreTest Score	Equal variances assumed	.265	.609	2.472	58	.016	4.000	1.618	.761	7.239
Reading Skill	Equal variances not assumed			2.472	57.415	.016	4.000	1.618	.760	7.240

Table 9. Group Statistics

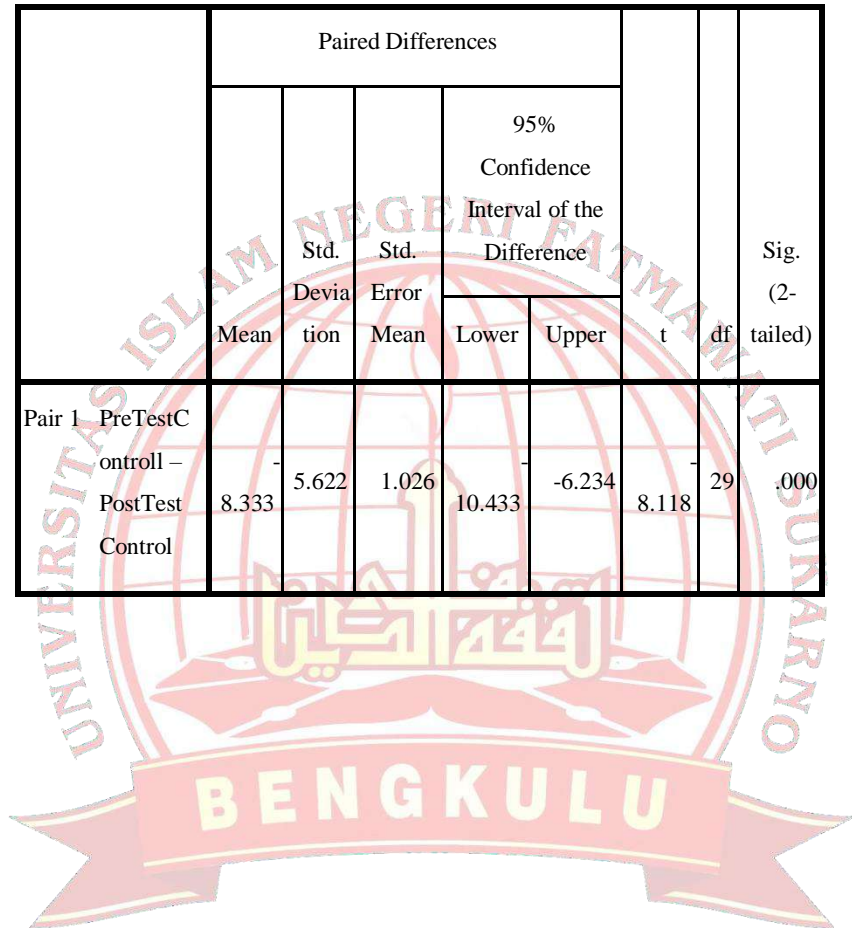
Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
PreTest_Score ReadingSkill	Exsperiment	30	65.83	6.576	1.201
	Controll	30	61.83	5.943	1.085

Based on the table above, it was found that there was an average difference in post -test speaking skills between the experimental group and the control group. From the table, a Sig (2 -tailed) value of $0.000 < 0.05$. Because the significance value < 0.05 , the researcher's hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. This means that there is a significant effect using GIST in Increasing Students' reading Skills at SMPN 13 Bengkulu City.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTestControl – PostTestControl	8.333	5.622	1.026	10.433	-6.234	8.118	29	.000



Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest Experiment – PostTest Experiment	17.000	6.513	1.189	-19.432	-14.568	14.297	29	.000

5. The Statistical Hypothesis

This research was conducted to answer the problem of research whether the use of GIST has a significant effect on the speaking skills of grade VII students in SMPN 13 Bengkulu. Furthermore, to explain the answer to the above question, the data from the pre-test and post-test are calculated by using the t-test (paired samples t-test) formula with the assumption as follows:

- a. H1: If the value of sig. (2-tailed) < 0.05, it means that there is significant effect on students' reading skills using strategy GIST. H1 (the null hypothesis) is accepted.

- b. Ho: If the value of sig. (2-tailed) > 0.05 , it means that there is no significant effect on students' reading skills using strategy GIST integrated the use of pair work strategy Ho (the null hypothesis) is rejected.

B. Discussion

The research was conducted to find out the skill of students' reading comprehension through gist strategy. The gist strategy was one of many strategies which can be used by the researcher in teaching English especially to help the students to comprehend the reading text. According to Duke and Pearson(2011:64) states that one of effective teaching reading comprehension is summarizing strategy. It is a worth while strategy to teach students' reading comprehension.

Based on the theory above, it proved that the gist strategy was effective to be applied in teaching English. It could be seen in the table of students' score, there was improvement in every test from the pre test, post test. The implementation of gist strategy could help the students in comprehending the reading text. And the researcher could control the situation and condition of the class better. By looking at the previous finding, the researcher concluded that the students' reading skill was better than before giving the treatment.

Based on the data obtained, the experimental and control classe have almost the same level of reading skills as indicated

by the reading pre-test given before the treatment. The average pre-test score in the experimental class was 65.83 and the average score in the control class was 61.83.

The researcher conducted a study using the GIST strategy, students were taught and given treatment using the strategy. They can grow motivation and creativity in the learning process using the Generating Interaction Schemata And Text strategy because they can learn English in a fun and easy way. The researcher conducted the study in class VII A and VII B where VII A was the experimental class and VII B was the control class at SMPN 13 Kota Bengkulu to take a reading test. Furthermore, after the treatment using the GIST strategy given in class VII A to teach reading skills, and conventional learning in class VII B. There are significant effects of students' reading skills. This can be seen in pre-test students' average scores in experimental classes of 65.83 and the average post-test score was 82.83. The data has been analyzed using the T-test (paired samples t-test) standard signification of 5% with sig value. (2-tailed) is $0.000 < 0.05$. Thus, it can be concluded that the students' reading skills was significant better after getting the treatment. According to the results, it can be concluded that the Alternative Hypothesis (H1) was accepted and Null Hypothesis (Ho) was rejected.

In the preface study that the researcher did in SMPN 13 Kota Bengkulu it was found through the observation that the

teachers' method in teaching reading was only using one method, the teacher seldom used any strategies to improve the students' reading skills. The researcher concluded that one of the main factor which made the students difficult to identify the main point of sentence or text caused by the strategy or media used in class is monotonous, the students rarely study using any methods and strategies in class since in reading.

The result of this research showed that GIST strategy is significantly effective in teaching reading skills of descriptive texts. Using GIST strategy in teaching and learning process in classroom had good influence to students' reading a skills. By presenting GIST strategy in reading class, the students were more active in the process of teaching and learning because the activities offered by GIST strategy have relevancy to the characteristics of most junior high school students that curious and enjoy dynamic situations. Furthermore, by GIST strategy, the students mostly participated actively in each activity. They also had more effort by asking the vocabularies they did not know in English especially in narrative text in order to maintain their reading activities with their set partner. They also did more reading practice even though they were not under monitored by the teacher. By doing so, The students saw very interested in the process of learning because they can share their ideas freely to

each other, and this made the class becoming more alive. They did gist strategy step by step. It was reliable with the privous study in the chapter two on procedure of GIST strategy.

Based on the findings above, the researcher concluded that there was an improving of using GIST (Generating Interaction Schemata and Text) strategy in reading skills at SMPN 13 Kota Bengkulu. It maked the students' easy to understand the paraghrap or the topic, so it was reliable with the benefit GIST Strategy. In the priovous study on the chapter two explained that There are some advantages of the use of Gist strategy in teaching reading, as following:

1. Easier to prediction the main idea of the passage.
2. Easier to understanding massage of the text.
3. To know the quality of individuals students, and
4. Stimulus the brain in processingof understand the passage quickly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provide conclusion and suggestion from the research. The conclusion made on the reason disclosures of the survey concerning the issue clarifications and the objectives of the study . Suggestion are made for educational practitioners who are concerned to the teaching reading subject. In addition, the last suggestions are mainly focused to the next researcher who will conduct the same subject matters that have not been touched yet in this study.

A. Conclusion

In view of the researcher discoveries and conversation in the past section and taking a gander at the consequence of the examination, the specialist made an end as follows :

- 1.The students' reading comprehension through GIST (Generating Interaction Schemata and Text) Strategy in SMPN 13 Kota Bengkulu It can be seen that the description of learning outcomes in experimental classes uses a sample (N) of 30 students, the lowest experimental pre-test score is 55 and the highest score is 80 so the average score is 65.83 and the lowest pre-test control is 50 and the highest value is 75 so the average value is 61.83. Post-Test Experiment is 75 and

the highest score is 95, so the average is 82.82 while the lowest control class posttest is 65 and the highest value is 80, so the average value is 70.17. It can be seen that the increase in the value of learning outcomes in experimental classes with the application strategy GIST is much greater in increasing the value of student learning outcomes compared to control classes.

2. The purpose of using GIST strategy in teaching process is to make the material more interesting, enjoyable and challenging especially in narrative text. GIST strategy is one of the effective strategy to teach reading comprehension. The researcher concluded that all of students were interesting to apply GIST strategy in learning process. They felt GIST strategy able to enhance their reading skills

B. SUGGESTION

Based on the results of the research, discussion and conclusions described above, the researchers provide the following suggestions:

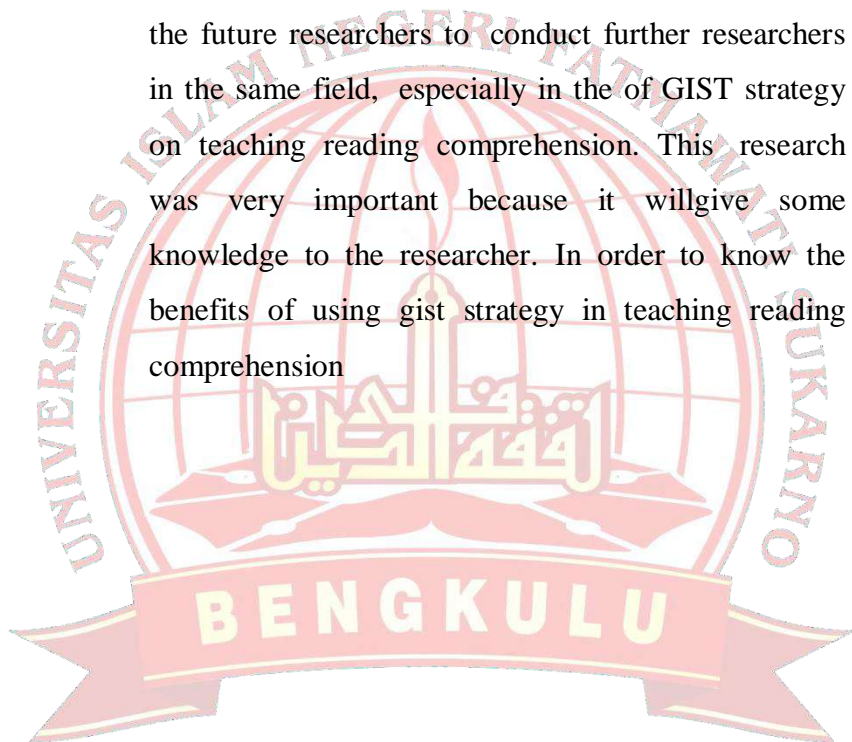
1. English Teacher

Teacher should try GIST (Generating Interaction Schemata and Text) strategy in teaching English especially reading comprehension because the result

of this research showed that the GIST (Generating Interaction Schemata and Text) strategy have an effect on the students' reading comprehension.

2. Future Researchers

In this research has not perfect yet, it is suggested for the future researchers to conduct further researchers in the same field, especially in the of GIST strategy on teaching reading comprehension. This research was very important because it will give some knowledge to the researcher. In order to know the benefits of using gist strategy in teaching reading comprehension



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DOKUMENTASI





Name: Aniqah C. QESARAN

65

Class : 7.

A. Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, d or e).

Read the following text and answer question 1 to 4

Venice is a city in northern Italy. It has been known as the Queen of the Adriatic, City of Bridges, and The City of Light. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?

- A. Gondola.
- B. Traghetto.
- C. Venice
- D. Italy.
- E. Venetian boat

2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A. Gondolas.
- B. Traghetto.
- C. Waterbuses.
- D. Lagoon.
- E. Ship

3. From the text we can say that Venice belongs to a city of.

- A. water
- B. ceremonies
- C. buses
- D. funerals
- E. Gondola

4. What does the second paragraph of the text tell us about?

- A. The forms of transport in the world.
- B. The canals and roads that people like to use.
- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.
- E. Venice is the city of light

Read the following text and answer question 5 to 7

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjars past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. Masjid Sultan Suriansyah was constructed in the era of .

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah
- E. Jokowi

6. What is mainly discussed in the text?

- A. king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque
- E. A temple

7. From the text we know that .

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque
- E. Banjars past architecture before Islam came

Read the following text and answer question 8 to 9

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Read the following text and answer question 10 to 11

On the banks of the Chao Phraya, Bangkoks River of Kings, lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and

dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled River of Kings. One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on

- A. Bangkok's grandeur.
- B. Bangkok's River Kings.
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Read the following text and answer question 12 to 13

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from wayang figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean

- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from wayang figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Read the following text and answer question 14 to 16

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people
- E. 1.3 million people

15. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food
- E. Tofu

16. Those who do not work here (last sentence). The those word refers to

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders
- E. Woman labour force

Read the following text and answer question 17 to 20

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

17. The text mainly focuses on

- A. Singapore
- B. Orchard Plantation
- C. Plaza and Mall
- D. Orchard road as business and entertainment center
- E. Shopping Center

18. Which statement is TRUE?

- A. At first Orchard Road is a crowded settlement
- B. Orchard road became business and entertainment center since 1974
- C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- D. Orchard road is infamous place at Singapore
- E. Orchard road is not surrounded by flower garden

19. In the third paragraph the writer describes about?

- A. The location of Orchard Road
- B. The things that we can see at orchard road
- C. The direction to get to Orchard Road
- D. The history of Orchard Road
- E. The distance of Orchard Road

20. Words it in line 4 refers to?

- A. The plantation
- B. Luxury branded things
- C. The plaza
- D. Singapore
- E. Suburban street

Name : Anagh Caesarani

Class : VII

85

A. Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, d or e).

Read the following text and answer question 1 to 4

Venice is a city in northern Italy. It has been known as the Queen of the Adriatic, City of Bridges, and The City of Light. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?

- A. Gondola
- B. Traghetto
- C. Venice
- D. Italy
- E. Venetian boat

2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A. Gondolas
- B. Traghetto
- C. Waterbuses
- D. Lagoon
- E. Ship

3. From the text we can say that Venice belongs to a city of .

- A. water
- B. ceremonies
- C. buses
- D. funerals
- E. Gondola

What does the second paragraph of the text tell us about?

- A. The forms of transport in the world.
- B. The canals and roads that people like to use.
- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.
- E. Venice is the city of light

Read the following text and answer question 5 to 7

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjars past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. Masjid Sultan Suriansyah was constructed in the era of .

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah
- E. Jokowi

6. What is mainly discussed in the text?

- A. king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque
- E. A temple

7. From the text we know that .

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque
- E. Banjars past architecture before Islam came

Read the following text and answer question 8 to 9

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Read the following text and answer question 10 to 11

On the banks of the Chao Phraya, Bangkoks River of Kings, lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and

dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled River of Kings. One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on

- A. Bangkok's grandeur.
- B. Bangkok's River Kings.
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Read the following text and answer question 12 to 13

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from wayang figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean

- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from wayang figures
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- C. The plaza
- D. Singapore
- E. Suburban street

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :

Nama : Fitriani
NIM : 1911230078
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF GIST (GENERATING INTERACTION SCHEMATA AND TEXT) ON STUDENTS READING SKILL (A Quasi Experimental on Seven Grades Students' at SMPN13 Kota Bengkulu in Academic Years 2023/2024)

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NIP.197805202007101002

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Fitriani TBI

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SURAT PENUNJUKAN

Nomor : 099b /Un.23/F.II/PP.009/03/2024

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu dengan ini menunjuk dosen :

- | | | |
|--------|---|------------------------------|
| 1 Nama | : | Dr. Syamsul Rizal, M. Pd |
| N I P | : | 196901291999031001 |
| Tugas | : | Pembimbing I |
| 2 Nama | : | Pebri Prandika Putra, M. Hum |
| N I P | : | 198902032019031003 |
| Tugas | : | Pembimbing II |

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draft skripsi, kegiatan penelitian sampai persiapan ujian munaqasah bagi mahasiswa yang namanya tertera dibawah ini :

- | | | |
|----------------|---|---|
| Nama Mahasiswa | : | Fitriani |
| N I M | : | 1911230078 |
| Judul Skripsi | : | The Effect of Gist Strategy Digital Comic Strip Integration on Enchancing Reading Skills (A Quasi-Experimental Study at the Seventh Grade Students of SMPN 13 Kota Bengkulu During the Academic Year 2023/2024) |
| Program Studi | : | Tadris Bahasa Inggris |

Demikian surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di . Bengkulu
Pada Tanggal 13 Maret 2024
Dekan.


MUS MULYADI

Tembusan :

1. Wakil Rektor I
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu 38211

SURAT KETERANGAN REVISI JUDUL

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi Tadris Bahasa Inggris
Dengan Hormat,

Dengan saran dan bimbingan dari pembimbing I dan pembimbing II, bahwa skripsi yang ditulis oleh :

Nama : Fitriani
NIM : 1911230078
Program Studi : Tadris Bahasa Inggris

Skripsi yang berjudul “The Effect of Gist strategy Digital Comic Strip Integration on Enchancing Reading skills (A Quasi-Experimental Study at the Seventh Grade Students os SMPN 13 Kota Bengkulu During the Academic Year 2023/2024)”

Disarankan untuk diganti.

Kemudian direvisi dengan judul baru “THE EFFECT OF GIST (Generating Interaction Schemata and Text) ON STUDENTS' READING SKILL (A Quasi Experimental On Seven Graders Students' At SMPN 13 Kota Bengkulu In Academic Years 2023/2024) ”

Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001

Bengkulu, September 2024

Pembimbing II

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Mengetahui,
Ketua Prodi Tadris Bahasa Inggris

Feny Martina, M.Pd.
NIP. 198703242015032002



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Bengkulu, 13 Desember 2023

Nomor ^{SSW} /Un.23/E.II/PP.00,9/12/2023

Lamp. :-

Perihal : Seminar Proposal Skripsi

Kepada Yth.

1. Dr. Syamsul rizul, M.Pd (Penyeminar I)

2. Andriudi M.A (Penyeminar II)

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dengan ini kami sampaikan jadwal Seminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 14 Desember 2023

Tempat : Ruang Munqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Fitriani 1911230078	13.00-14.00	The Effect GIST (Generating interaction schemata and text) on Students' Reading Skill (Quasi Experimental on seven grades students' at SMPN 13 Kota Bengkulu in academic years 2023/2024)
2.	Sri Widyaningsih 2011230062	14.00-15.00	The Correlation Between Listening Habit to English Song and Vocabulary Mastery of Second Grade Students of MAN 2 Bengkulu City
3.	Khoviya Ruhma Sanin 2011230064	15.00-16.00	The Effect of Using Authentic Reading Materials on the X Grade Students Reading Comprehension Achievement at MAN 2 Bengkulu City
4.	Sukinah Subtiarn 2011230044	16.00-17.00	The Effect Of Educational Youtube "Learn English With Englishclass101.Com" As Teaching Learning Media To Increase Students' Speaking Skill At Eight Grade Of Mts Negeri 5 Kaur

Demikian jadwal ini disampaikan untuk dilaksanakan sebagaimana mestinya.

Dekan,



Mulyadi



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Website www.uinfasbengkulu.ac.id

PENGESAHAN PEMBIMBING

Pembimbing I dan pembimbing II menyatakan skripsi yang ditulis oleh:

Nama : Fitriani
NIM : 1911230078
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris
Skripsi yang berjudul : THE EFFECT OF GIST (Generating Interaction Schemata and Text) ON STUDENTS' READING SKILL (Quasi Experimental On Seven Graders Students' At Smpn 13 Kota Bengkulu In Academic Years 2023/2024)

Ini telah dibimbing diperiksa dan diperbaiki sesuai dengan saran pembimbing I dan pembimbing II. Oleh karena itu, skripsi tersebut sudah memenuhi persyaratan untuk izin penelitian.

Bengkulu, Mei 2024

Pembimbing I

Pembimbing II

Dr. Syamsul Rizal, M.Pd

NIP. 196901291999031001

Pebri Prandika Putra, M.Hum

NIP. 198902032019031003



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Nomor : 235^b / Un.23/F.II/TL.00/08/2024
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

(Agustus 2024

Kepada Yth,
Kepala SMPN 13 Kota Bengkulu
Di –
Bengkulu

Dengan Hormat,

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***“THE EFFECT OF GIST (GENERATING INTERACTION SCHEMATA AND TEXT) ON STUDENTS’ READING SKILL (A Quasi Experimental on Seven Grades Students’ at SMPN 13 Kota Bengkulu in Academic Years 2023/2024)”***.

Nama : Fitriani
NIM : 1911230078
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMP Negeri 13 Kota Bengkulu
Waktu Penelitian : 02 Agustus s/d 02 September 2024

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi ↓



Surat Keterangan Penelitian

NOMOR : 421.3/ 238 /SMPN.13/2024

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 13 Kota Bengkulu:

Nama : TARMIZI , M.Pd
Nip : 196709251998011001
Pangkat/Gol : Pembina Utama Muda / IV c
Jabatan : Kepala Sekolah
Alamat : Jalan. Soekarno Hatta Bengkulu

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama : **FITRIANI**
NIM : 1911230078
Prodi : Tadris Bahasa Inggris (TBI)

Yang bersangkutan telah selesai melaksanakan Penelitian di SMPN 13 Kota Bengkulu dari tanggal 02 Agustus s.d. 02 September 2024 dengan judul "*THE EFFECT OF GIST (GENERATING INTERACTION SCHEMATA AND TEXT) ON STUDENTS ' READING SKILL (A Quasi Experimental on Seven Grades Students' at SMPN 13 Kota Bengkulu in Academic Years 2023/2024)*".

Demikian surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, 03 September 2024

Kepala Sekolah,

TARMIZI, M.Pd

NIP 1967 0925 1998 011001



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website: www.uinfasbengkulu.ac.id

Bengkulu, 30 September 2024

Nomor : 2997 /Un.23/F.II/PP.00.9/09/2024
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.

1. Dr. Syamsul Rizal, M.Pd.
(Ketua)
2. Anita, M.Hum.
(Sekertaris)
3. Risnawati, M.Pd.
(Penguji I)
4. Pebri Prandika Putra, M. Hum
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuh
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari/Tanggal : Kamis, 03 Oktober 2024
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Heru Kurniawan 2011230002	13.00-14.00	The Effect of Picture Word Inductive Model (PWIM) on Students' Writing Skill at the Seventh Grade Students of SMPN 14 Kota Bengkulu
2.	Dwi Yolanda Afriyanti S. 1911230107	14.00-15.00	The Effect of Webtoon Application on Students' Reading Comprehension Assesment (A Quasi Experimen Resed at 2th Year Stusents of SMAN 3 Selama Academic Year 2022/2023)
3.	Mefika Anjeleni 1911230040	15.00-16.00	The Correlation Between Students' Reading Strategies and Their Reading Comprehension at SMPN 20 Bengkuu in Academic Year 2023/2024
4.	Fitriani 1911230078	16.00-17.00	The Effect of Gist (Generation Schemata and Text on Students Reading Skill (A Quasi Experimental on Seven Grades Students' at SMPN 13 Kota Bengkulu in Academic Years 2023/2024)
5.	Sheila Vionita 1011230017	17.00-18.00	An Analysis of English Language Disorder of Autism Student on Psycholinguistic Perspective (A Qualitative Study of Students at Mutiara Bunda Spesial Educational School Bengkulu City)



Catatan :

Bagi Dosen yang berhalangan agar memberitahu 1 hari sebelum pelaksanaan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU BIMBINGAN SKRIPSI

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Program Studi : Bahasa Inggris

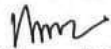
Pembimbing I : Dr. Syamsul Rizal, M.Pd
Judul Skripsi : THE EFFECT OF GIST
(Generating Interaction Schemata and Text) ON
STUDENTS' READING SKILL (A Quasi Experimental
On Seven Graders Students' At SMPN 13 Kota Bengkulu
In Academic Years 2023/2024)

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.)	Juni / 06 2024	Chapter I	Review on suggetal	y
2.)	Juni / 19 2024	Chapter II	Sdr	h
3.)	Juni / 21 2024	Chapter II	Sdr	h
4.)	Juni / 25 2024	Chapter II	Sdr	l
5.)	Juni / 05 2024	Chapter III	Sdr	l
6.)	Juni / 17 2024	Chapter III	Sdr	l
7.)	Juni / 22 2024	Instrument	Sdr	l
8.)	Juli / 26 2024	Ace	Dr	l

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Judul Skripsi : THE EFFECT OF GIST
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On Seven Graders Students' At SMPN 13 Kota Bengkulu
In Academic Years 2023/2024)

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
9.	11/09 2024	Chapter i-iv	Revisi sesuai	U U
10.	15/09 2024	Chapter iv	Da	U U
11.	18/09 2024	Chapter iv		U
12.	23/09 2024	Chapter I-V	A U	M
13.	27/09 2024			

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Judul Skripsi : THE EFFECT OF GIST
(Generating Interaction Schemata and Text) ON
READING SKILL (A Quasi Experimental On Seven
Grades Students' At SMPN 13 Kota Bengkulu in
Academic Year 2023/2024

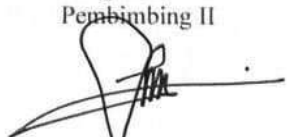
No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.)	Maret /08 2024	Revisi Chapter I	Ikuti saran pembimbing	sy
2.)	Maret /21 2024	Revisi Chapter II	perbaiki catatan	sy
3.)	April /09 2024	Revisi Chapter II	tambah teori relevan	sy
4.)	April /23 2024	Revisi Chapter II	Ikuti saran pembimbing	sy
5.)	Mei /06 2024	Revisi Chapter III	Ikuti saran pembimbing	sy
6.)	Mei /14 2024	Revisi Chapter III	perbaiki instrumen	sy
7.)	Mei /21 2024	Acc Instrument	Ok	sy
8.)	Mei /28 2024	Acc	Ok	P

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Grades Students' At SMPN 13 Kota Bengkulu in
Academic Year 2023/2024

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
9)	Agustus/23 2024	Revisi	Revisi chapter IV	ay
10)	Agustus/30 2024	Revisi	perbaikan table	up
11)	September/06 2024	Revisi	Pelebaran teori dan hasil	ay
12)	September/09 2024	Revisi	perbaikan diskusi	ay
13)	September/12 2024	Acc	OK ACC	ay

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2024

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PRONOUNCEMENT

Yang bertanda tangan di bawah ini:

Name : Fitriani
Nim : 1911230078
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

I hereby sincerely state that the thesis titled "THE EFFECT OF GIST (GENERATING INTERACTION SCHEMATA AND TEXT) ON STUDENTS READING SKILL (A Quasi Experimental on Seven Grades Students' at SMPN13 Kota Bengkulu in Academic Years 2023/2024" is my real masterpiece. The things referred in the bibliography. If ater proven that my thesis has discrepancies, I am willing to take the academic unctions in the form of repealing my thesis and academic degree.

Bengkulu, 27 September 2024

Yang menyatakan



Fitriani
SRN. 191230078