IMPROVING STUDENTS' READING ACHIEVEMENT THROUGH GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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Nama Lengkap : Miftahul Jannah
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25-9-2019	Chapter I-V	
	Abstract	
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Diketahui oleh:
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ABSTRACT

Miftahul Jannah. 1502050251. " Improving Students' Reading Achievement through Generating Interaction between Schemata and Text (GIST) Strategy". Skripsi: English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The objective of this research was to investigate the improvement of students' achievement in reading comprehension by applying GIST Strategy. This research had been conducted by applying Classroom Action Research in two cycles. The subjects of this research was the VIII grade students of SMP Asuhan Jaya Medan of 2019/ 2020 academic year and its english teacher. The research data were taken by giving test to students about reading comprehension and observation sheets. The data of this research were the students' score reading comprehension and observation sheets about students' activities and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The findings show that there was the improvement of students achievement in reading comprehension from pre-test (47.14) cycle I (63.21) to cycle II (78.92). The improvement were also supported by the increase of students' activity in learning process 64.25% in cycle I to be 85.5% in cycle II and teacher's performance in teaching process 58.75% in cycle I became 79.78% in cycle II. It was concluded that the students' achievement in reading comprehension improved well by applying GIST Strategy.

Keywords : students' achievement, GIST strategy, reading comprehension

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher faced so many difficulties and problems in finishing this study but she did not stop her efforts to make a better one, and it seemed impossible to do it without much help from thr others. Therefore, the researcher would like to thanks to:

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careful. They are more than just friends. She always remember and miss the time with them all forever. May Allah bless them all.

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The researcher realized that this thesis was still far from the being perfect. So, the researcher hoped suggestion and comments from all the readers or other researcher who want to study this thesis. Finally, the research hoped that this thesis would be useful for the readers, especially the students of English education department who want to do similar research and also for the researcher herself. May Allah SWT bless all of us.

<div align="right">

Medan, October 2019

The researcher

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CHAPTER I
INTRODUCTION

A. Background of the Study

Reading comprehension is very important in reading a text. Students can understand a text with a high reading comprehension. Comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Mc Namara and Magliano (2009) emphasize that this process is a task of both reader and text factors that happen within a larger social context. With high reading comprehension each student can read the text of the text and be able to infer the content according to his own words.

In Educational curriculum of School Based Curriculum (*KTSP*), it is expected in reading that the students must be able to comprehend the meaning of the text in form of report, narrative in the context of daily life. In addition, The students have to master reading comprehension in order to enable them to get success in learning reading process. The students' achievement in comprehending the text determine the success of the learning. If the students don't understand about the text in a test, they will be difficult to fulfill same test.

In fact, most of the students have difficulties in understanding the meaning of the text. The difficulty of teaching reading and the failure of reading were also found on the reseacher's experience as the teacher in intership program. She observed that the students could not understand the meaning of the text. It made them difficult to answer the questions. In addition, they are lack of vocabulary so that it made them confuse to comprehend the passage well. They are low

motivation in reading activity because the students are low capability in English so that the result not good. The researcher also found a fact that students' reading comprehension is low. The english teacher at that school said that the students still need guidance while they are reading a text. It is found that most of the students felt difficult and got bored in reading, which made students play in class and then the students do not do what tasks the teacher have given to students. They are not interested in reading activities because the teaching techniques applied by the teacher in teaching reading are not effective. Students are only asked to translate the whole reading material and answer the question which is given by the teacher. Some of students have difficulties in comprehending texts. The teacher often helps students by discussing the text together before the students read the text. However, the effort is not enough to improve students' reading comprehension.

The researcher found some problems relate to students' reading comprehension ability. First, students could not get the main idea of the text without translating the text. In this case, students only can read the text if they are facilitated by a dictionary while they are reading a text. Furthermore, although students can get the translation of the text, they still got difficulties in comprehending the text. Second, students do not motivation to practise reading. The students are not interested in the reading activity. They just did exercise and translate the text, then discussed it. Third, students are not confident and afraid of ask is about what have not understand yet. Students are lack of confidence.

There were 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 itself, such as: students' motivation, students' need, environment of them, and many others. The students' motivation are very low in learning every subject especially in English. Some of them experience that "English is very difficult, and they don't like English". They did not pay much attention of the explanation of the teacher. They have high ambition but they lazy to learn. Their environment not support in improving their ability in reading comprehension, especially their friends. That fact described that many students failed to comprehend in reading the text. The teacher should work more hard anymore to make them improve in reading comprehension.

Another factor is external factor, such as; teacher's method in teaching reading, the facility is not support in learning process, the source of the books in not complete, and etc. All of the more important in improve student's reading comprehension. Especially the teacher, how the way the teacher tough students very important. The teacher often teachers with the traditional method, it made them not interested to learn english, especially about reading. In reading section, teacher only instructed to read the text without asked about the meaning of the text, so they only read without know the meaning or the teacher instructs to read it then it is interpreted but does not understand the meaning of the text.

It is needed to provide more interesting teching strategy to improve the studentd ability in reading. One of the teaching strategies that can be applied is Generating Interaction Schemata and Text (GIST) Strategy. It is an active reading strategy. Cunningham (2001) , stated that is a summarizing strategy used to assist students' and summary writing skills. Students use higher order thinking skills to

analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students' must analyze ways to delete non-essential information and use their own words to summarize requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words.

Based on the explanation above, the researcher was interested in doing a research in reading comprehension. It entitled "Improving Students' Reading Achievement through Generating Interaction between Schemata and Text (GIST) Strategy".

B. The Identification of Problem

In line with the background of the study, the problems were identified as follows:

1. The students were not able to comprehend text well

2. The students had lack of vocabulary in reading English texts

3. The students had low motivation in reaading English texts

4. The teacher did not apply the more interesting teaching strategy.

C. The Scope and Limitation

The scope of this research was reading comprehension in GIST Strategy school at academic year. It was limited on literal reading comprehension on narrative text.

D. The Formulation of the Problem

The researcher formulated the research question as follow: "Is there any improvement of students' ability by using GIST Strategy?"

E. The Objective of the Study

Based on the research problem above, the objective of the study was to investigate the improvement of students' reading achievement by applying Generating Interaction between Schemata and Text (GIST) Strategy.

F. The Significance of the Study

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

1. Theoretically

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

2. Practically

The result of this research was useful for:

a. Students; It was to improve their achievement in comprehending the English reading text and to be more active in learning English especially reading skill.

b. Teacher; It helped the teacher to have another alternative teaching method, particularly on teaching reading skill so that they can encourage their students to be more active motivation in learning process.

c. Other Researchers; Motivating other researchers to do further research, especially about narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Reading Comprehension is an activity done by the reader to be able to know or understand a text then the reader can conclude and retell from the text that readers read. Peter (2008) states that reading involves two main processes identifying words and comprehending connected text. Reading comprehension is measured by three types of recall scores for common ideas, main ideas,and non main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and exlicit meaning of the contents of the text they read. The more effortlessly students can recognize words, the more attention they can devote to comprehension.The more time students spend in reading, the better their reading rate. Becoming a god reader sequires practice in reading and constant exposure to text. To become competent readers, students need to learn effective strategies for identifying all words in print and for comprehending text. Literacy instruction must therefore include exlicit teaching and practice in the essential strategies to enable all students to read fluently,confidently and with understanding.

Reading and leteracy scholars have created their own definitions of reading comprehension that contain a bit more precision. That action involves the

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use of the exixting knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. In addition, a written discourse. This process occurs in a way to match or connect schemata of knowledge and experience that have been previously owned with the content of information of the discourse in order to build a good undestanding of the discourse that has been read. Hedgcock (2009) stated that reading comprehension is a complex construct that involves the interaction of number of physcholinguistics process. It meant that reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The reader should comprehend the meaning what the writer meant. They also should read the line between the lines and beyond the lines. In other words, it is an active language ability which result of communication between reader and the writer, there by the readers will be able to understand what the authors" stated on their written.

Furthermore, reading comprehension is essentially a process of building understanding of it is also done to link information and gain new knowledge. The activities carried out by the reader in undrestanding the literature can be classified into literal comprehension, interpretive comprehension, critical comprehension and creative comprehension. Turner (1988) reveals that a reader can be said to have good understanding on the reading material being read if the reader can (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand the whole meaning contextually, and (4) make a judgment on the content of reading material based on his reading experience. Furthermore, Brown

(2001) states that the main participate in the reading process. They have clear goals and monitor their reading goal of reading texts thatvthey read. Good readers use comprehension strategy involves the activity to put them in ease when constructing meaning. This strategy involves the activity to make reviews, create their own questions, make connections, visualize, and know how words shape meaning, monitor, summarize, and evaluate(Somedayo,2013).

Based on the theories above, the researcher concluded that reading comprehension is the ability that recognizes, connects and undestands a written texts, the higher the interest of someone in reading a text it was easier to understand the text.

2. Reading Process

As stated previously, reading is process of decoding text, and then receiving information. It seems that reading activity involves in more than one process. The reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008). Those processes are the main process that is happened in reading. They occur when readers read the text, clarify the text, and declare thein formation of the text.

According to Grabe (2009), process of reading includes of a rapid process, efficient process, comprehending process, interactive process, strategy process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process comprehension which is based on the order how the readers decode the language is devided into three kinds of reading comprehension process. Processes of reading comprehension which are practised by reders are bottom-up process readers have to identify and decode the language feature of the text. Using this process reders have to know the letter, the form of the words, and the discourse of the words. Readers have to able to decode the text first to comprehend the text. In top-down process, readers must use their background knowledge to understand about the text, for example readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what the text is about. Meanwhile, in interactive reading readers combine the bottom-up processing and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

Those processes of reading occur while readers are reading a text. Some readers do not notice that those processes happen while they are reading, but some of them do. Readers who know the theory of this reading process will realise that there are some process that happen while they are reading.

Refering to the previous explanations, the researcher concluded that there are three processing of reading comprehension namely: bottom-up process, top-down process, and interactive reading. The title of the text then, they relate it to their knowledge or intelligent to guess what the text was about, and the last interactive reading readers combine the bottom-up processing and top-down processing.

3. The Factors of Reading Comprehension

A reader's understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main idea and supporting detail, and an appreciation of text structure (Westwood (2001:32). Reading with understanding involves the smooth co-ordination of higher order cognitive process (thinking, reasoning, analysis,connecting, reflecting) and lower order processes (word recognition, decoding).

Some students are poor comprehension because they lack fluency in lower ordder reading processes. For example, slow reading caused by inefficient decoding very seriously impairs the understanding of text, while fluent reading normally enhances it. In the case of good readers, automaticity in word recognition allows short-term cognitive capacity (working memory) to be devoted almost entirely to comprehension.

Students with limited vocabulary have comprehension difficulties for obvious reasons. They do not know the meaning of many word on the page, unless the text is very simple. So, reading comprehension is closely related to a student's oral languange comprehension and vocabulary.

In line with the theories above, the researcher taked a conclusion that factors of reading comprehension include motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability and so forth.

4. Types of Reading

Activating background knowledge is important to do when readers want to comprehend a text. As states in the previous that reading involves the process of intergrating and relating the information of the text to readers' background knowledge. Bos and Vaugh (2009) list three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. First is textually explicit. When readers read using this types, they are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply.

Second is textual implicit. In this reading type, readers need to use their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text.

The last is scriptually implicit. When readers read using this reading types, they must open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this situation readers should have a large knowledge that can help them to comprehend the text. In addition, Brown (2001) writes two types of reading comprehension which is based on the reading performance. First is silent and oral reading. Second is intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text.

Those types of reading above are often practiced by students unconsciously. The teacher should prompt and guide students to practise the

reading types. Therefore students have various ways of reading. In this case, the teacher should not teach students the theories of reading types. The teacher should guide the reading activity using the types only.

Based on theories above, the researcher concluded that there are three types of reading namely: textually explicit, textual implicit and scriptual implicit.

5. Strategies in Reading

Students read a text to comprehend it. Students not need to know the meaning of each vocabulary which they found in the text. It also wastes students' time, when they have to find the meaning each word. Studentd need reading strategies in reading the text. In reading readers must know and master the strategies to read comprehensibly. It means that reading strategy is a device which can help readers in catching the meaning of the text. Here are some reading strategies which are asserted by Brown (2001): (a). Identifying the purpose of reading. (b). Using graphemic rules and pattern to aid bottom-up decoding. (c). Skimming the text for main ideas. (d). Scanning the text for specific information. (e). Guessing when you are not certain. (f). Analysing vocabulary. (g). Distinguishing between leteral and implied meanings. (h). Capitalizing on discourse makers to process relationship.

Some reading strategies above can help students to read comprehensibly. Students can choose some techniques which are ampropriate for their reading purpose. Each technique will suitable for all students' ability. However, students can master all of those strategies if they often practise them.

Based on the theories above, the researcher concluded that there were reading strategies namely: Identifying the purpose of reading, Skimming, Analysing vocabulary, Distinguishing between literal and implied meanings.

6. Reading Narrative Text

Narrative is a text which retella the story or previous experiences. Narrative text presents a story of sequence events which involves characters. Narrative text present an imaginative story. The purpose of the text is to entertain or amuse readers of listeners. In narrative text there are four Generic Structure of narrative text. Generic structure of narrative text is as follow: (1) Orientation: sets the scene and introduces the participants (characters) of the story, the time and place where the story happened (who,what, when and where). (2) Complication: a crisis arises. A series of events in which the main character attempts to solve the problem. (3) Resolution: the crisis is resolved, for better or worse. (4) Re-orientation: it is optional. The ending of the story. It sometimes contains the solution. In narrative text There are five Language features of narrative text. Language features of narrative text is as follow: (1) Usually used Past tense (killed, called,etc). (2) Adverb of time (one day, last night, three years ago etc). (3) Time conjunction (when, suddenly, then, etc) (4) Specific character not general (5) Direct speech. It is to make lively the story.

7. Generating Interaction between Schemata and Text (GIST) Strategy

According to Duke and Pearson as quoted by Junanto (2014:20) that teaching students to summarize what they read is another way to improve their overall comprehension of text. Summarizing text is one of the most effective comprehension strategies (International Institute of Child Health and Human Development: 2000) and an effective way to learn from information text (Dole, Duffy, Roehler, and Pearson: 1991; Pressley & Woloshyn:1995) in (Dromsky:2011).

There are two distinct strategies for teaching summarization. They are Rule-governed approach and an Instutive approach or GIST. In rule- governed approach summarization, the students are expected to do the following step:

a. Deleting unnecessary material

b. Deleting redundant material

c. replacing aa higher term for list of items

d. Replacing a higher term for components of an action

e. Selecting a topic sentence

f. Investing topic sentence, if unavailable

The Generating Interactions between Schemata and Text (GIST) Strategy Is developed by Cunningham (1982) in order to assist students in briefly summarizing paragraphs (Horton, 2014). this is a reading comprehension strategy that teachers students how to write brief summary statements.

According to Dromsky (2011) GIST does not require adherence to a set of rules releted to text structure. Rather, cunningham combined techniques and

created a set of guidelines for teacher- directed strategy intruction and provided an instructional sequence for gradully having students independently produce gist statements for whole paragraphs. In GIST, students create summaries of 15 or fewer words for increasingly large amounts of text, beginning with single sentences and working to hard to an entire paragraph.

It was concluded that, the researcher take a conclusion that GIST Strategy was summarizing paragraph in the text and how students create summaries of fifteen or fewer words.

8. The Procedure of GIST Strategy

Intruction in the GIST procedure follows Cunningham's (1982) original study steps. The materials, however, are more recent publications that cover topics in the eight-grade curiculum in the district in which in the study occurred. Sample passages and summary statements apear in the materials section. The GIST procedure has six steps (cunningham, 1982) that gradually lead students to independently produce gist statements. Students begins with paragraphs and move to lengthier passages. The following list is the steps for the GIST procedure. These are reworded for brevity but adapted from Cunningham 1982 in Dromsky (2011).

Step 1

Select paragraphs with three to five sentences that appear to have a gist and are at an appropriate level of difficulty.

Step 2

Present the first sentence students on the chalkboard, overhead, or chart. On the board draw 15 blanks. Have students read the sentence and tell them to summarize the information in their own words in one sentence that uses fifteen or fewer words.

Step 3

When students have finished reading the sentence, cover it from view. Ask students again to retell it in their own words in fifteen or fewer words. Writing one word at a time, have the group dictate the statement and edit until complete. Students can view the paragraph again, but must dictate and edit from memory. This step is complate when students feel their statement is an accurate retelling, even if the sentence is an exact duplicate of the original text.

Step 4

Uncover the first and second sentences and erase the first set of blanks. Present fifteen new blacks ask them to read the sentences so they can write another statement has retells the first two sentences in their own words using fifteen or fewer words.

Step 5

After reading the sentences, cover both and remind students that they are to compose a new statement that retells the information in fifteen words or less. As a group, use the same means to construct a statement as in step 3.

Step 6

Repeat this problem adding one sentences at a time until students have generated a statement of fifteen or fewer words that they feel summarizes the paragraph. Use this strategy as many times as necessary until students are adept at producing statements for the paragraphs as a group. Then uncover an entire paragraph at the beginning of a lesson and have the class generate a statement for the whole paragraph without moving from sentence to sentence. When students are adept at producing statements for paragraphs as a group, ask students to do the procedure independently.

9. Advantages of GIST Strategy

There are some advantages of the use GIST Strategy in teaching reading, as the following: (1). to know the quality of individuals students, (2). Easier to understanding massage of the text, (3). stimulus the brain in processing to understanding the passage quickly.

10. Disadventages of GIST Strategy

There are some disadvantages of the use GIST strategy in teaching reading, as the following: (1). show to the level students' quality in reading, (2). not each students can be understand the passage quickly, (3). unconfidence for the students that has low ability.

B. Relevant Studies

There were some previous topics dealing with this present study. First, Hikmat (2013) did a research on title "The Effect of Using Strategy toward Students Reading Comprehension at the First Year of State Senior High School 1Kampar". The objective of the research was to find out students' reading comprehension who were not taught by using GIST strategy at the first year of state Senior High School 1 Kampar. After analyzing the data, The researcher found the result that using GIST strategy has given a better effect for students' reading comprehension at the First Year Students of State Senior High School 1 Kampar.

Junanto (2014), with the title "The Effectiveness of Generating Interaction between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension ability of the Seventh Grade Students at MTs Al- Huda Kedungwaru. The result showed that there was a significant different between the result of the pre-test and post-test scores of students in reading.

The previous studied had the similarity with this research in term of their focus, namely those focuses on reading comprehension. However, those had difference. The first researcher by Hikmat (2013) , and the second one by Junanto (2014) applied the experimental research design while this current research used Classroom Action Research (CAR).

C. Conceptual Framework

Reading is one of the skills that every student should learn. By reading, the students can understand the meaning of the text. But, there are skill many students who can not understand that the meaning of the text that they reads. So the students feel bored reading. It was caused by some factor internally and externally, factor internally many students was not confidence and afraid of asked about what they have not understand yet and factor externally students have not motivation to practise reading.

There are many strategy in reading comprehension. One of them was Generating Interaction between Schemata and Text (GIST) Strategy. The students to work together in forming small groups with strategy. This strategy can improve students' reading achievement through GIST and explore knowledge. Thus, the researcher conducted research on reading comprehension by applying GIST strategy. Additionally, the conceptual framework of this research was figured out in the following chart.

Reading Comprehension

The students' problem in Reading Strategy.

Pre-test

Cycle I

Cycle II

Used Narrative text as the material.

1.Preparing material , making lesson plan, preparing a text. , research and teacher used narrative text as the material. The research conducts observation to find out class activity, situation and conditions in the learning process, performance in teaching reading. It was to remember what happens in observation .

There were also for stage: planning, action, observation and reflection. every weakness in cycle I was revised in cycle II.

Applying GIST Strategy

Chart 2.1 Conceptual Framework of Research.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by appling Classroom Action Research (CAR). In doing this action research, there were four steps includes, namely: planning, action, observation and reflection. Those four steps were illustrated in the following chart.
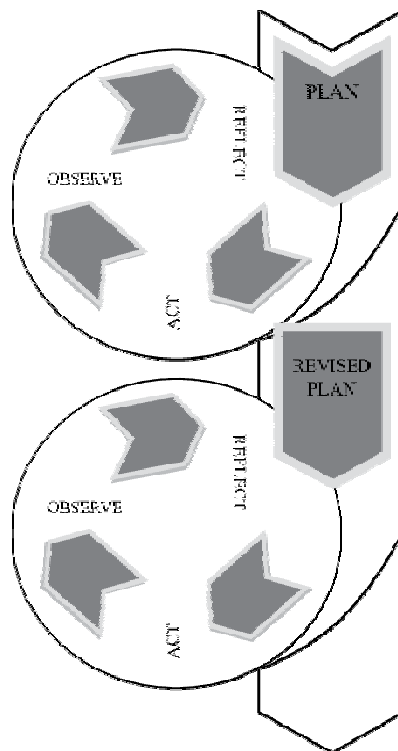
Chart 3.1 Classroom Action Research Model by Kemmis and Mc Taggart in

Arikunto (2013)

The procedure of research was conducted in two cycles consisting of three meetings. Each cycle had four processes namely: planning, action, observation and reflection.

1. Planning

In this step, there were some activities done such as preparing material, making lesson plan, designing the step in doing the action. Preparing students' name list and scoring, preparing teaching aids, preparing sheet for classroom obsevation (to know the situation of teaching learning process when the method is applied), and preparing a test (to know whether student's reading comprehension improve or not)

2. Action

In action, the researcher and teacher used narrative text as the materials. The researcher used a lesson plan which have been prepared by using GIST strategy.

3. Observation

Observation that was done in this step was observation about students' reading process during the teaching learning process or action. The researcher found how students' activity toward GIST strategy and teacher actively, and what problem that emerge during the action are.

4. Reflection

In this step reseacher was reflection evaluation and describe the effect of GIST strategy on students' reading comprehension. The researcher read field-note data, and then made a conclusion of the data. Then the researcher discussed it with

the teacher or collaborator to make a conclusion and reflection. It was used to conclude what students' attitude to the action based on those data.

B. Subject of Research

The subjects of this research was the VIII grade students' of SMP Asuhan Jaya Medan of 2019/ 2020 academic year and its english teacher. The subject of the research was taken from one class, that was students of VIII Grade. The number of students consist of twenty eight students.

C. Instrument of the Research

There were two instruments used to collect the data in the research namely test and observation sheet.

1) Test

This research was given to students to obtain the quantitative data. It was a multiple choice test consisting ten multiple choice questions about narrative text. The subjects answered the items by crossing the choices among (A,B,C,or D).

2) Observation Sheet

Beside the test, the observation sheet was used to get the qualitative data. The researcher observed the condition of the subject in the learning process. It involved the students' and teacher activities in the classroom.

D. Procedure of the Research

This research was done by two cycles. Every cycle had for states: planning, action, observation, and reflection.

1. Cycle I

a) Planning

The activities in the planning are:

1) Preparing material, making lesson plan, and designing the step in doing the action.

2) Preparing students' name list and scoring.

3) Preparing teaching aids

4) Preparing sheet for classroom observation (to know the situation of teaching learning process when the method is applied)

5) Preparing a test (to know whether student's reading comprehension improve or not)

b) Action

1) Giving pre- test

2) Teaching reading by GIST strategy

3) Giving chance to the students to ask any difficulties or problem

4) Giving post-test

c) Observation

Before applying the GIST strategy in the learning process, the researcher conducts observations to find out several things. Such as: Teacher

performance in teaching reading, class activities, situation and conditions in the learning process.

d) Reflecting

The result of the observation is analyzed. It was to remember what happens in the observation. Teacher evaluated the teaching learning process that has been applied through repeated reading, notes of the lack or weakness. Then, after finding the result of teaching reading through GIST strategy in a cycle then the researcher was decide that she needs conducting the next cycle.

2. Cycle II

The researcher did cycle II if the result of cycle I still needed improvement. In cycle II, there were also four stages; planning, action, observation, and reflection. Every weakness in cycle I was revised in cycle II.

E. Tecnique of Analyzing Data

There were two kinds of research data namely: quantitative and qualitative data. Quantitative data involving students learning achievement was analyzed by using a formula as follows:

1. $X = \frac{\Sigma X}{N}$ (Arikunto, 2013)

Where,

x : The mean of average score from the subject reading narrative text

Σx : The total score of student's reading test

N : The number of students

Next, to categorize the number of students who passed the test successfully, the researcher applied the following formula:

$P = \frac{R}{T} \times 100\%$ (Arikunto, 2013)

Where:

P   : The pencentage of those who getting score

R   : The number of the students

T   : The total number of the students

After getting the percentage of the above analysis results, then the results was used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.1 Success Level Criteria of Students' Learning

Level of Success (%)	Catagories
81- 100 %	Very High
61- 80 %	High
41 - 60 %	Moderate
21 - 40 %	Low
0 -21 %	Very low

The qualitative data that consist of the information about the teacher's performance and the students' activities in the learning process were categorized as proposed by Arikunto (2007).

The value of students' motivation in learning was obtained by the formula:

$P = \frac{R}{SM} \times \mathbf{100}$ % (Arikunto, 2007)

Where:

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

After getting the percentage of each individual activity, then the results were used as a determination of the criteria level of students activities in the learning process proposed by Arikunto (2007) as the following table.

Table 3.2 Criteria of Students' Activities in Learning

Value Range	Categories
81 - 100 %	Very Active
61 - 80 %	Active
41 - 60 %	Quite Active
21 - 40 %	Less
0 - 20 %	Passive

The teacher's performance was analyzed based on the following category as proposed by Arikunto (2007). It was presented in the following table.

Table 3.3 Category of Teacher's Performance

Value Range	Categories
81 - 100 %	Very Good
61 - 80 %	Good
41 - 60 %	Enough
21 - 40 %	Less
0 - 20 %	Bad

F. Success Indicator

This Classroom Action Research (CAR) Model by Kemmis and Mc Taggartt in Arikunto, was judged to succeed if ≥75% of the total students meet the minimum score at 80 (Good), then the students' activities in learning activities was categorized good if the average percentage shows that it had reached 75% of the number of students.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research consisted of two kinds, namely: quantitative and qualitative data. The quantitative data were obtained from the tests given pre-tes, cycle I and cycle II as presented in appendix 5 and qualitative data from observation sheets of students' and teacher's activities in teaching learning process. As dispayed in appendix 6,7,8 and 9.

B. Data Analysis

Pre-test was given before running the treatment in cycle I. The researcher gave the test to all the students and they answered the test. The data indicated that the students were still low in reading comprehension. In this case, their mean score only achieved 47.14. These scores gave the meaning that the students' achievement had not been achieved successfully. Therefore, the researcher conducted cycle I to improve students' reading comprehension.

Mean of students score in pre-test shown below:

Chart 4.1

Student's Score in Pre-Test
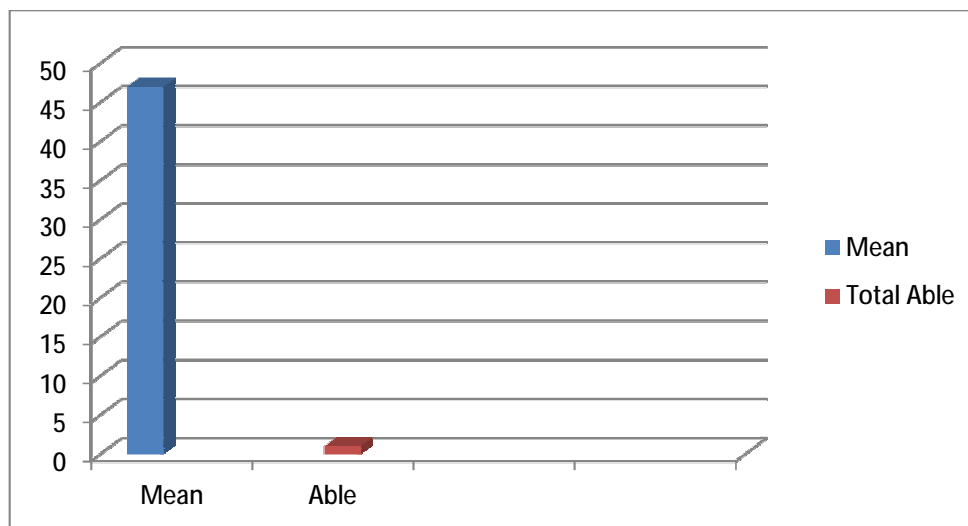
1. Cycle I

In the cycle I, there were many activities done. All activities were elaborated by the researcher as follows:

a. Planning

Planning was developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitoring the practice. The activities in planning were: (1) designing lesson plan about narrative text as the material, (2) making observation sheet to see the improvement of the students' in reading comprehension, (3) preparing the research instruments to see an improvement in students reading comprehension in the learning process.

b. Action

In action the teacher taught students using Generating Interaction between Schemata and Text (GIST) Strategy. The teacher used narrative text as the materials in the lesson plan and had been prepared in the planning. The teacher began the class by greeting ,asked about the students conditions. The teacher gave information about material, and the teacher explain about narrative text. The students could understand about narrative text. And the teacher continued the lesson by showing the students how to summarize text. And teacher asked the students about this text. Finally, the other students gave some feedback or responses to their friends explain action.

c. Observation and Evaluating

1. Observation of students activity in learning process. The activity of students in learning process was presented in the following table:

Table 4.1

The Percentage of Students' Activity in Cycle I

No	Aspects of Observation	Score	Category
1	Interest	58.03%	Quite Active
2	Attention	57.14%	Quite Active
3	Participation	61.60%	Active
4	Presention	52.67%	Quite Active
Means		**64.25%**	**Active**

The data above show that the students' activity in learning process with GIST Strategy had been active with the average percentage at 64.25%. The

highest percentage belonged to participation aspect at 61.60%. It was followed by interest aspect at 58.03%, attention aspect at 57.14%, and the lowest aspect was presention at 52.67%.

Referring to the Table 4.1, it was seen that participation aspect was the highest position because students participated in the explanation conveyed by the teacher and the aspect of presentation was the lowest and because students did not have the confidence in presenting what they know.

2. The result of observation on teacher's performance in teaching and learning process by using GIST Strategy was presented in the table below:

Table 4.2

The Percentage of Teacher's Performance in cycle I

| No	Activity	Score	Category
1	Apercepsion	57.37%	Enough
2	Material Explanation	49.18%	Enough
3	Explanation of Method	63.93%	Good
4	The technique part of group	58.19%	Enough
5	Management of Discussion	55.73%	Enough
6	A way question or quiz	56.55%	Enough
7	Ability to evaluate	59.01%	Enough
8	Rewarding individuals or group	54.91%	Enough
9	Determining score	59.83%	Enough
10	Concluding learning materials	60.65%	Enough
11	Closing the learning	59.01%	Enough
	Mean	**58.74%**	**Enough**

The data above show that the teacher's activity in teaching process with GIST Strategy was relatively enough with the average percentage at 58.74%. The highest percentage belonged to explanation of method at 63.93% with good

catagory one. The lowest was material explanation at 49.18% with enough catagory.

3. The result of the students' learning mastery in cycle I. The level of students' learning mastery was good enough but it still had not reached the indicator of success determined in this research. The means score achieved only reached (63.21) with the success percentage at 71.42%. The detail values were as follows; score of 70 was obtained by eight students, score of 60 gotten by nine teen. Students score in cycle I shown on chart below:

Chart 4.2

Student's Score in Cycle I
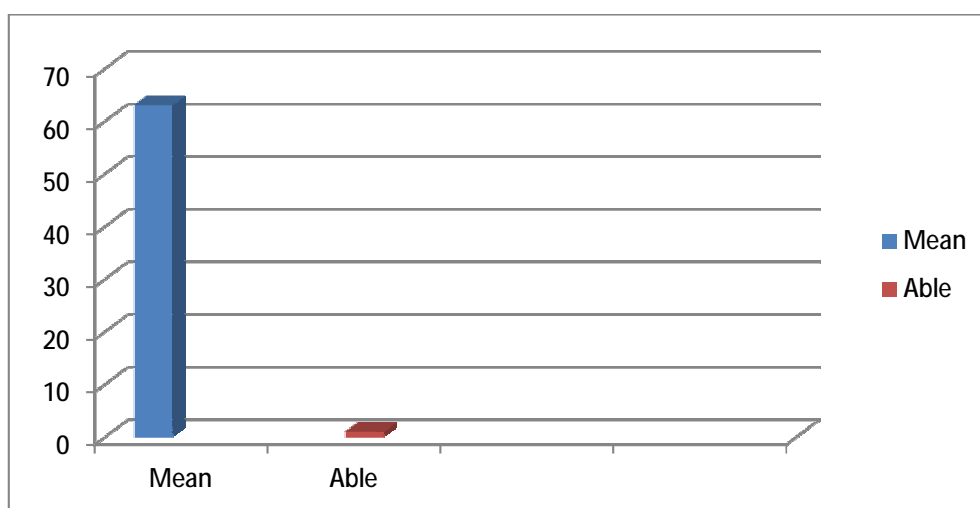
a. **Reflection**

Based on the data obtained from the observations and evaluations those were reflected as the successes and failures in cycle I as follows:

1. Students had not understood well activity of learning process through GIST Strategy students still were affected with individual learning, although was several students had shown there activeness. It seen from the means results of the observation of the activity of students in the learning process with the percentage rate at 64.25 % .

2. The teacher was unable to create an active learning by applying GIST Strategy. It was proven by the result of the observation of teacher is performance in teaching process with the average percentage at 58.74%.

3. The result of evaluation indicated that students' mastery of learning material had been high 63.21% yet it had not achieved the success indicator 75%. However, there was an increase. It was proven by the comparison of the average of learning achievement in pretest and cycle I, that was 47.14 in pretest, to be 63.21 in cycle I.

Based on the result of the first cycle, it still required the continue of second cycle because the result showed their achievement in reading was still less from the success target. Some of the students were still incorrect in answering the multiple choice test.

4.2 Cycle II

The Cycle II was done because after reflecting from the result of the cycle I, it was still not good enough. Cycle II was conducted to improve the constrains encountered in cycle I.

a. Planning

In the second Cycle, to motivate the students to be more active in learning, reintroduce GIST Strategy. That students are more understand and active in discussion with that learning process and providing learning material to help increase students motivation, and guide more intensive in learning material. attractiveness learning in reading comprehension, help direct students to discuss with GIST Strategy.

b. Action

In action the teacher taught students using Generating Interaction between Schemata and Text (GIST) Strategy. The teacher used narrative text as the materials in the lesson plan and had been prepared in the planning. Before the researcher taught students some strategies that students needed in reading comprehension using GIST Strategy that is predicing, clarifying ,questioning, summarizing. After students mastered the strategies, the teacher asked students to read a text narrative using GIST Strategy. In the implementation of discussion, the students independently were given a example of narrative text. And the teacher asked to students about this text. Before students answer, the students started to summarize the information they got from example of narrative text. The students took action to reading about narrative text. Finally, the other students gave some feedback or responses to their friends explain.

The learning process in this cycle, GIST Strategy in reading comprehension was still given to students' in order to improve students' ability to

take adventages of strategy. The next, learning process was not similiar to previous meeting, but with same learning material.

c. Observing and Evaluating

1. The result of observations of student activities in the teaching and learning process. Students activity observed in the second cycle can be seen in the following table:

Table 4.3

Activity Score of Students' in Learning of Cycle II

No	Aspects of Observation	Score	Indicator
1	Interest	75.89%	Active
2	Attention	74.10%	Active
3	Participation	75%	Active
4	Presention	80.35%	Active
	Means	**85.5%**	**Very active**

From the table shows that the highest score of student activity in learning was at 80.35% presention aspect. It was followed by interest at 75.89% , and participation at 75%. The lowest was attention aspect at 74.10%. And it can be concluded that student activities in learning teaching are improved. There were an increase in students activity in learning or discussing between cycle I and II, individually or in groups. This can be seen from the comparison of the average of student activity between cycle I, 64.25% and cycle II 85.5%. This shows that students activity in learning has improved from the first cycle.

2. The result of students' observations on the teacher's activities in GIST Strategy can be seen clearly in the following table :

Table 4.4

The Percentage of Teacher's Performance in cycle II

| No	Activity	Score	Catagory
1	Apercepsion	80.32%	Good
2	Material Explanation	80.32%	Good
3	Explanation of Method	77.86%	Good
4	The technique part of group	79.50%	Good
5	Management of Discussion	81.14%	Very good
6	A way question or quiz	78.68%	Good
7	Ability to evaluate	79.50%	Good
8	Rewarding individuals or group	77.86%	Good
9	Determining score	80.32%	Good
10	Concluding learning materials	79.50%	Good
11	Closing the learning	78.68%	Good
	Mean	**79.78%**	**Good**

The data above show that the teacher's activity in teaching and learning process are good. this show that there is an improvement of teacher activities from cycle I and cycle II. That is from 58.74% become 79.78%. The highest score belonged management of discussion at 81.14% with very good category one. The lowest was explanation of method and rewarding individuals or group at 77.86% with good catagory.

3. Cycle II, evaluating result about students' mastery of learning material in cycle II, with average score of acquisition was 78.57,with details eight peoples got score 70, score 80 got nine teen peoples, and score 90 was got three peoples. From these data it can be concluded that student learning outcomes in cycle II

have improvements from cycle I, namely from 63.21 become 78.92. In other word students reading comprehension have increased. Student's Score in Cycle II shown on chart below:

Chart 4.3

**Student's Score in Cycle II**
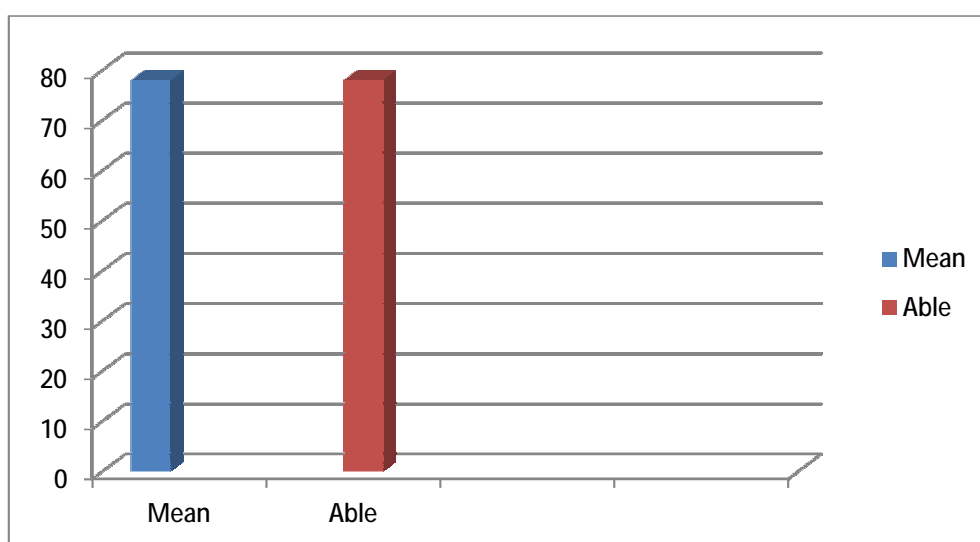
d. Reflection

The following are some of the achievements after the implementation of the second cycle, namely:

1. The activity of students in the teaching and learning process with GIST Strategy has led to better. Students have been able to uild cooperation in group nd individuals to understand the tasks given by the teacher. This can be seen fromthe data from observations on students activities increasing from 64.25% ,in cycle I become 85.5% in cycle II.

2. The increase in the result of student activities in learning narrative text, supported by the increasing activity of teachers in maintaining and improving the atmosphere of learning GIST Strategy. And teacher intensively guide the students especially when students have difficulties.

3. Increasing students' ability to mastery material about Narrative Text. This can be seen from the average evaluation results, namely 63.21 in cycle I become 78.92 in cycle II. The Improvement of Student's Score in Cycle 1 and Cycle 2 shown on chart below:

Chart 4.4

Improvement of Students' in Score Cycle I and Cycle II
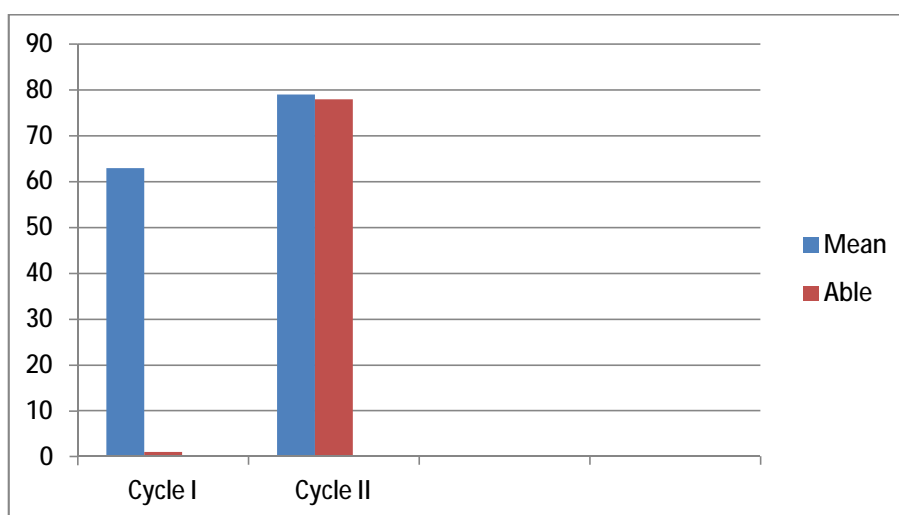
C. Research Findings

Based on the data analysis, there were some findings in this research as listed in the followings:

1. There was the improvement of students' achievement in reading comprehension. It was indicated by the increase of the students' scores among the cycles. The mean score in cycle 1 was 63.21 and with the success percentage at 0% and at 78.57% in cycle II. Because the students very familiar of GIST Strategy in cycle I.

2. There was improvement of student's activity in learning process. It was indicated by the increase student's activity mean score 64.25% in cycle I and 85.5% in cycle II.

3. There was the improvement of activity in teaching and learning process at 58.74% in cycle I and 79.78% in cycle II. There was effectiveness improvement applying GIST Strategy.

Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of GIST Strategy significantly can improved the students' reading comprehension in reading narrative text.

D. Discussion

Referring to research findings, there were some points to discuss. First, regarding the students' achievement in reading comprehension that the students' score increased among the cycles 0% in cycle I and 78.92% in cycle II. This findings mean that the students achieved the level of success 78.92% more than the minimum target of this research 75%. It implied that the application of GIST Strategy was able to be large the students' ability reading comprehension.

Dealing with the second research finding, regarding the students' activity improvement in learning process that the score increased among the cycles 64.25% in cycle I and 85.5% in cycle II.It means that the studentswere more active in learning process by applying GIST Strategy.

Relating to the third finding, the improvement of teacher's performance in teaching process that the teacher's score increased among in cycles 58.74% in cycle I and 79.78% in cycle II. It gives a meaning that the teacher did a better way to teach more and more.

Reffering to those above findings, it was concluded that GIST Strategy was able to increase the students'achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After doing the research and analyzing the data, the researcher concluded that there was improvement of students' reading comprehension by implementing GIST Strategy. It was proven from the students' achievement and activity and also teacher's performance in learning process. In this case, the score of students improved significantly from cycle I (63.21) to cycle II (78.92), the average percentage of students' activity was at 64.25% in cycle I became 85.5% in cycle II and the teacher's performance changed from 58.74% in cycle I to 79.78% in cycle II

B. Suggestion

Based on the conclusions above, it was suggested that :

1. For English teacher; it was better to use GIST Strategy to improve students' reading comprehension because it made the students were able to comprehend the text easly.

2. For students, to use GIST Strategy in learning English, especially in reading narrative text because it was able to improve their reading comprehansion

3. The other researchers, this research maybe be used as the reference to do the next research relevant with reading comprehension.

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