THE EFFECT OF USING GENERATING INTERACTION BETWEEN

SCHEMATA AND TEXT (GIST) STRATEGY ON THE STUDENTS'

ABILITY IN READING RECOUNT TEXT

SKRIPSI

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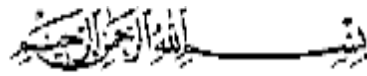
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ABSTRACT

Nurbaiti Sitepu. 1202050443. "The Effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy On The Students' Ability In Reading Recount Text. Skripsi. English Education Program of Faculty of Teachers' Training and Education Muhammadiyah Sumatera Utara. MEDAN. 2016

This research deals with the effect of using generating interaction between schemata and text (GIST) strategy on students' ability in reading recount text. The objective of the study was to investigate whether Generating Interaction Between Schemata and Text Strategy significantly effect the students' reading achievement. The population of this research was the first year students of MA Annajah Syekh Silau, in academic year 2016/2017. The total of population was 60 students and the researcher was took 60 students as the sample. This study was conducted by using an experimental research design. The experimental group was given treatment by using Generating Interaction Between Schemata and Text (GIST) Strategy. The instrument of the research was a multiple choise test. The test given to the students aimed to collect the data supporting the students' mastery in reading. The t-test formula was implimentated to find out the t-observed value of both groups as the basis to test hypothesis of this research. The result of this research showed that the t-observedvalue was greater than the t-table in which t_{obs} was 3.48 and t_{table} 2.042. It shows that $t_{obs} > t_{table}$ (3.48 > 2.042). The hypothesis H_a was acceptedand H_o was rejected. It means that there was any significant Effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy on the Students' Ability in Reading Recount Text was **87**% and **13**% was influenced by other factors.

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

For the first, the writer would like to thank Allah the most almighty for blessing everything in her life, so that she was able to finish this study. Also peace be upon for prophet Muhammad, for his teaching and guidance. The aim of this study is to fulfill the requirements for the degree of Sarjana Pendidikan, English Education Program.

This research entitled "The Effect of Using Generating Interaction Between Schemata and Tetx (GIST) Strategy on the Students' Ability in Reading Recount Text". It's not easy for the researcher in writing this study. There are many difficulties and problems faced by her, physically and mentally. Without helps of following people, it may possible for her to finish it. Therefore the writer would like to express her gratitude to

1. Her beloved great parents, Ahmad Sitepu and Nurlela Sari Siregar who always give her their best support in all field and their prayer before, during, after her academic year in completing her study in UMSU. And thanks for everything. May Allah always bless them.

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Medan,   September 2016
The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The used of Generating Interaction Between Schemata and Text (GIST) Strategy in teaching recount text was the very important for the students tenth class atMAS Annajah Syekh Silau. Jln. Silo Lama, Kec. Air Joman,Kab. Asahan, Kisaran. Generating Interaction Between Schemata and Text (GIST) Strategy was said useful to identify or generate main ideas,eliminate redundant and unnecessary information, help student remember what they read, record a summary of material they just read. Wright (2011:1) notices that GIST was used in teaching reading because GIST was a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text. One teaching strategy that is considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing and generalizing cognitive operation is Generating Interaction Between Schemata and Text (GIST) strategy, which was proposed by Cunningham in 1982 (Cecil and Gipe, 2003). In other word this strategy helped the students to determain what is the important about the text or what were they read, to condense this information, and put it into their own words. Based on the above, there were some reasons in writing thesis, such as, to 1) Explain to the students that there was a special graphic organizer that they could used when doing recount reading that included these thing. 2) The students could discuss how the told their friends about something important that happened

to them. Remind them how they told theirs friends about a movie they saw. 3) These things were the same in one important way because they involved described something as a sequence of events, they could be used the same basic structure every time. 4) Generating Interaction Between Schemata Text (GIST) Strategy was the best strategy to convey information in order. This strategy was a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text. 5) GIST Strategy guided the writer to deliver the information of experience they had to the reader in a better way.

The first reason in writing this thesis was to explain to the students that there was a special graphic organizer that they could used when did they recounttext that included these things. Advence the ability students to reading in recount rext. Most of each students worked hard to get some of informations in reading comprehension. While reading was one skills in English language. This skills was used in learning English well in junior high school and senior high school level. The students had difficulties in reading coprehension in English. Generating Interaction Between Schemata and Text (GIST) Strategy was expected to improve the ability of the students to get the information in reading.

The second the students could discuss how they told their friends about something important that happened to them. Remind them how they told their friends about a movie they saw. The students were able to experience the mastery of pronounsation. In reading multiplication pronouncation was a had too. Every students read a text they had the difficulties in pronounsation about

40%.Therefore every bouqet made them difficulties to increase reading english. Students were expected how the way to made a good pronuncation.

The third these thing were the same in one important way because they involved describing a sequence of events. When the students described something as a sequence of events, they could be used the same basic structure or steps of reading comprehension to increase the students' ability of recount text. Recount text was a text genre in English which retold a story, event or past experience,and other. Recount text had shape that was similar to the narrative text. In recount text there on the arragement of three common (generict stucture). The thrid generic structure were: orientation, events and re-orientation. The third sturucture had to be present in every manufacturing of reading comprehension in recount text.

The forth reason in writing the thesis, Generating Interaction Between Schemata and Text (GIST) Strategy was the best strategy to convey information in a order. Other word, the research used the strategy because this technique was focused to the help the students pull the most important imformation from a piece of text. Doing this help students sift through details to find key points in a paragraph which improved comprehension. During this time especially in reading learning process, the difficult to determaine the main idea of the text. Reading activities was one of activities carried out by a person to express his or her experience to told that other people or their friends. The creativity inreading one level also increased. In this case the students were also expected to increase their creativities in reading interisting. With creativity could increase the knowledge of someone in reading comprehension.

The fifth, Generating Interaction Between Schemata and Text (GIST) Strategy guided the research to deliver the information of experience they hat to the reader in a better way. The facilitate the students ability in reading recount text and could be interesting when theacher learning in classroom. Students could easily fabricate and freely whitout any doubt because students retold real life. Studendts had a little dificult to told because students desired to read very low. With Generating Interaction Between Schemata and Text (GIST) Strategy the students enjoyed experience and gave the students opportunity to organize theory thought became easier,simple and gave free experission in it. In the line with the facts, the writer assumes that there should be a learning strategy suitable in teaching reading in order to motivate and help the students enjoy reading the texts so they can get the information fully and easily.

In conclusion, based on the description above, the writer was interested to research about ability of students in learning reading comprehension of recount text. Generating Interaction Between Schemata and Text (GIST) Strategy was one of effective strategies in teaching reading skill. This strategy could be help the teacher in teaching learning process. The other word, this strategy one of a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text. Then, the students could be put the event in a story, experience and other in reading comprehension of recount text. Besides, this strategy guided the research to deliver the information of experience they had to the reader in a better way. And tha, the students should be comprehended the recount text by answering the question about recount text. Thus, the

researchtended to chosen the thesis " The Effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy on the Students' Ability in Reading Recount Text".

B. The Identification of the Problem

The problem of this research were identified as follows:

1. The students have many problems in learning reading especially recount text

2. The students' difficulties in reading especially recount text by using Generating Interaction Between Schemata and Text (GIST) Strategy.

3. The significant effect of using Generating Interaction Between Schemata and Text (GIST) Strategy on the students' ability in reading of recount text.

C. The Scope and Limitation of the Study

A research needs a limitation of problem. It means that the next of limitation ofproblem until desire target academic year 2016/2017. This study on the students' ability in reading and recount text.

D. The Formulation of the Problem

The problem of this reseacrh are formulated as follow:

1. Is there significant effect of using Generating Interaction Between Schemata and Text (GIST) Strategy on the students' ability in reading of recount text?

2. What were the students' difficulties in using Generating Interaction Between Schemata and Text (GIST) Strategy on the students' ability inreading of recount text?

E. The Objectives of the Study

The objectives of the study were:

1. To find out the significant effect of using Generating Interaction Between Schemata and Text (GIST) Strategy on the students' ability in reading of recount text.

2. To find out the students' difficulties in using Generating Interaction Between Schemata and Text (GIST) Strategy on the students' ability in reading of recount text.

F. The Significance of the Study

The finding of this study was expected to be useful in English Development as well as in teaching learning process. The result of the study was useful for.

1. Theoretically

As theoretical, this thesis could expand or add knowledge for students of learnig process in reading recount text.

2. Practically

The writer expects that the results of the study would be useful for:

a. Teachers, to provide the English teachers a plan and to conduct a better and interesting learning process, used as an alternative strategy.

b. Students, who want to know how to understand in learning recount text especially Generating Interaction Between Schemata and Text (GIST) Strategy to improve their reading skill.

c. The headmaster of MA Annajah Syekh Silau

d. The reader, especially in UMSU library.

e. The writer. To adding insight or knowledge by doing this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In conducting a research, theories and concepts are needed to explain some proceduresand principles applied in the research concerned. Some terms are used in this studyfor the clarificationof the concepts. In the following part, theoritical elaboration on the terms will be presented.

1. The Description of Effect

Effect in this research meant, as any ability improvement after learning something. Slameto (2004: 15) students that improvement in learning wass certain proof of success or ability of a student in did their learning activities which based in their level of class. The improvement in which achieved by the students were realized in the form of score so that it was acknowledge the certain position of a student in the class because the score they had reflected their improvement in the learning process.

Morever, effect of teaching treatment in language learning according Buehl (2002: 78) that related to the changed of getting something into our cognitive system. The final result of the effect in teaching was the improvement of ability. The ability was the result of learning process which involved the theachers with the students which were reflected from the knowledge the student had. According to Quandi (1997: 149). The classroom experience has become two sides obviously, if students did not naturally asked question in their native language,

they might not performed diffrently in another language. However, for most students, learning to ask more effective language-experience gave them another way of communicating. It was a lot better than pretending to understand, ignoring the problem, and being left in the dark.

Based on the quatation above, it concluded that the effect was positive regard to do something. This was also applied to the approach, which would produce a result. The relation on this proposal was the effect of language-experience approach as a part of active processing to the students in reading recount text.

2. Description of Students' Ability

In today's education reform era, students' ability was a very important. We wanted to saw the students success. We wanted to saw text score rise. We wanted to knew we could better compete. We want to assurance our students were getting a top notch education measure by result.

Ability is the mental or physical capacity, power or skill required to do something. We can conclude the ability is a set of basic capability in doing something. The researcher concluded that ability was presented state of the condition. Condition of being able to do something whether physically or mental in relation to this study. They were realized in the form of score so that it will be acknowledge that certain position of a students in the class because the score had reflected their ability of a student in did their learning activitieswhich based on their level of class.

3. The Description of Approach and Strategy

According to Richards and Rogers (2001: 37) "approach refer to the theocrecies about the nature of language leraning that serve as the source practices in principles in the language teaching learning". It would be made teaching process become more effective because approach was very important element in teaching learning. Approach was asset of assumption dealing with the nature of language teaching and learning.

In learning process, the teacher was required had brilliant strategy in order to apply techniques by which students could be learned more effectively and efficiently in learning process, if the teachers was taught in the class had many techniques the students would be interested with the topic.

Sanjaya (2010: 126) states that strategy as a plan, method or series of activities designed to achive a particular educational goal. In other hand, Nurgayah (2011: 6) mentions that strategy was said as a general pattern of teachers-students' action in educational process which was aimed as the concepts of understanding effectively in system of teaching learning process.

4. The Description of Reading

4.1. Reading

Reading is one of the important skill which have to be learned by the students in order to master English well. Reading is also include into receptive skill besides listening. Receptive skill is the way in which people extractmeaning from the discourse they see or hear (Harmer, 2001: 199). To achieve the purpose

of reading, which is to get general or detail information from the next, the students have to comprehend the next in order to understand the information effectively. Gillet and Temple (1998: 2) say, "Comprehension is the understanding new information in light of what we have already known". This thing will make students be more successfull in applying and improving everything that have been learned and understood. Reading comprehension is the procss of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesses.

Therfore, reading is an understanding a massage explained by the writer through visual and non visual. This activity involves an interaction between thought and language. For the process, the reader processes his background knowledge and text using specific skills and strategies to form expectations or predictions of the meaning of text, then selecting, and using the most productive clues to confirm or reject those prediction (Fauziati,2005: 139).

4.2. Type of Reading

Generally reading divide into two types, there is intensive and extensive. Every type has diffrent definition and character. Both of them make reading as activities that are diffrent with other skills. The definition of each type is defined as follow:

1. Intensive Reading

Borwn (1994: 142) states that intensive reading calls attantion to grammatical form, discourse markers and orther surface structure details for the purpose of understanding, literal meaning, implication, rhetorical relationships,

and the like. He draws an analogy to intensive reading as a "zoom lens" strategy Intensive Reading, sometimes called "Narrow Reading", may involved students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structure repeat themselves and students get many opportunities to understand the meaning of the text.

Intensive reading has several characteristic, it makes intensive reading diffrent with extensive reading. The characteristic reading of intensive reading is stated below:

a. Usually classroom based.

b. Reader is intensely involved in looking inside the text.

c. Students focus on linguistic or semantic details of reading.

d. Students focus on surface structure details such as grammar and discourse markers.

e. Students identify key vocabulary.

f. Students may draw pictures to aid them (such as in problem solving).

g. Texts are read carefully and thoughly, again and again.

h. Aim is to build more language knowledge rather than simply practice the skill of reading.

According to Harmer (2007: 166) said above, we can conclude that intensive reading has limitation in doing it. The limitation are time, word/phrase and meaning consensus. We can a give a time limit of say, fives minutes for vocabulary enquiry, whether this involves dictionary use language corpus

searches or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

2. Extensive Reading

Brown (1994: 313) says that the extensive reading is carried out "to achieve a general understanding of usually longger text (book, long article,or essay, etc). The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is diffrent from intensive reading.

4.3. The Advantages of Reading

When people read the newspaper, story, or take part in a conversation directly they improve their knowledge. According to Harmer (2007: 200) states a large amount of reading take places because it will help us to achieve some clear aims, than another kind of reading take places for pleasure. Learning reading has effect on language ability. So, many advantages we will get by reading. It is why reading is one of the important skill in learning English. There are some points for pleasure reading that help people to:

1. Improve their vocabulary.

2. Increase their reading speed.

3. Improve their comprehension.

4. Improve their writing.

5. Gain more knowledge.

6. Find the examples of many diffrent ways people speak and write.

Based on the advantages aboves, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence, ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about English more. It is very important for them. The advantages for students state belows:

1. Reading helps you to learn how to this in English.

2. Reading can enlarge your English.

3. Reading can help you to improve your writing.

4. Through reading may be it is good way to practice your English. Although you live in non-English spoken country.

5. Reading is good way to find out about new ideas and facts.

Mikuleckly and Jeffries (1990: 06) state that clear enough about reading advantages. When almost all people in the world feel borring with reading.

4.4. The Purpose of Reading

Reading must have the purposes of reding to understand the reading passage, : 6-7) classifies the purposes of reading based on the personal reasons as follows; Reading for survival.

1) Reading for survival is almost literary a matter of life and death. For example, a stop sign for a motorist. Survival reading serves immediate needs or wishes.

2) Reading for learning It is expected to be exclusively school-related. Reading is intended to support learning.

3) Reading for pleasure is done for its own sake readers do not have to do it. It is written originally to offer enjoyment.

4.5. The Basic Skill of Reading

Nunan, (1999: 137) defines the basic skill of reading as follows:

1) Pronounciation

Pronounciation is the utterance of any sound symbol or word. It is important in recognizing a word have the reader to recall the meaning of it. Stress and intonation are under this part.

2) Structural system

Structure system is the part of a word that form unit of meaning or sound. The unit of an inflectional ending, a compound word, prefix, and syllable.

3) Vocabulary

Vocabulary is a list of words in which reader can find word to express the meaning. In other word recognition vocabulary is much large than production vocabulary.

5. Kinds of Reading Text

Text is the main printed part of book or megazine any form of written material; a computer that can process, written form of speech, play, article, etc. Even something read to study is called text too. So, in general, text is any written form of article we often read. As we believe in post-structurelism, the existence of text can not be ignored because it has meaning even complex. Another word, text related to the social context and it is more everlasting to the unrecorded spoken, as

stated in a famous word,scriptverbal volant. The written form will be eternity while the spoken form will be vanished by the win.

Based on generic structure and language futere dominantly used, texts are divided into several types. There are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion,review, anecdote, spoof, and news item. These variations are known as genres.

1. Narrative

    Purpose; To amuse/entertain the readers and to tell a story

    Generic Structure

    a) Orientation

    b) Complication

    c) Resolution

    d) Reorientation

    Dominant Language Feature:

    a) Using Past Tense

    b) Using action verb

    c) Choronologically arranged

2. Recount

    Purpose to retell something that happened in the past and to tell a series of past event

    Generic Structure

    a) Orientation

b) Event(s)

c) Reorientation

Dominant Language Feature

a) Using Past Tense

b) Using action verb

c) Using adjectives

3. Description

Purpose: to describe a particular person, placeor thing in detail.

Generic Structure:

a) Identification

b) Description

Dominant Language Features:

a) Using Simple Present Tense

b) Using action verb

c) Using adverb

d) Using special technical terms

4. Report

Purpose: to presents information about something, as it is.

Generic Structure

a) General classification

b) Description

Dominant Language Feature

a) Introducing group or general aspect

b) Using conditional logical connection

c) Using Simple Present Tense

5. Explanation

Purpose: to explain the process involved in the formation or working of natural or socio-cultural phenomena.

Generic Structure:

a) General statement

b) Explanation

c) Closing

Dominant Language Feature

a) Using Simple Present Tense

b) Using action verb

c) Using passive voice

d) Using noun phrase

e) Using adverbial phrase

f) Using technical terms

g) Using general and abstract noun

h) Using conjuction of time and cause-effect

6. Analytical Exposition

Purpose: to reveal the readers that something is the important case.

Generic structure:

a) Thesis

b) Arguments

c) Reiteration/Conclusion

Dominant Language Feature:

a) Using modals

b) Using action verbs

c) Using thinking verbs

d) Using adverbs

e) Using adjective

f) Using tehnical terms

g) Using general and abstract noun

h) Using connetives/ transition

7. Hartatory Exposition

Purpose: to persuade the readers that something should or should not be the case or be done.

Generic Structure:

a) Thesis

b) Arguments

c) Recommendation

Dominant Language Feature

a) Using simple present tense

b) Using modals

c) Using action verb

d) Using thinking verb

e) Using adjective

f) Using adverb

g) Using technical verb

h) Using general and absract noun

i) Using connectives/transition

8. Procedure

Purpose: to help readers how to do or make something completely.

Generic Structure:

a) Goal/Aim

b) Materials/Equiptments

c) Steps/Methods

Dominant Language Feature

a) Using Simple Present Tenses

b) Using imveratives sentence

c) Using adverb

d) Using technical terms

6. Recount Text

6.1. Defenition of Recount Text

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who has involved, what happened, where this event took place and when it happened (Pardiyono, 2007:63). At an online Education

Journal, writing recount is said that it may be a reorientation at the end. It summarizes the events in the order in which they happened (choronological order). The other word, recount is a text which retells events or experiences in the past. Recount is written to retell events with the purpose of either informing or entertaining their audience (or both). There is no complication among the participants and diffrences from narrative. The purpose of recount is to to list and describe past experience by retelling events in order in which yhe happened.

6.2. Types of Recount

1. Factual Recount

A factual recount is concerned with recallingevents accurately. It can range from an everyday task such as a school accident report to a formal, structured research task such as historical recount. The emphasis is on using language thas is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement. Extended description,emotive language and unnecessary details are out of narration are used to give credibility to the information presented.

2. Literary or Imaginative Recount

Literary recounts entertain the reader by recreating the events of an imaginary world as though they are real "A day in my life as a family pet". For example; emotive language, specipict detail and first person narrative are used to give the writing impact and appeal.

3. A Procedural Recount

A procedural recount is record the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence abd first person narration (I or we) give credibility to the information provided. Example included a flow chart of the action required for making bread, a storyboard of a videotaped script or advertisement, the steps taken to solve a mathematical problem.

4. Biographical Recount

A biographical recount told the story of person's life using a third person narrator (he, she, they). In the case, of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorble anecdotes. There is often an evaluation of the subject's achievements in the final section.

6.3. Generic Structure of Reading Recount Text

Generic structure of recount texts Margaret (2009: 25) describe that a recount has three parts; there are orientation, events, reorientation:

1. Orientation

Orientation supplies the background information needed to fully understand the retelling. It establishes the time, setting and who or what is participating. The audience needed to know when the event occured, who was involved, what happened, where the activity or event took place and sometimes what the reason was for the event.

2. Event

In this part the writer tells the reader about the important event in the orders that key happened. And it is importan that students are given adequate guidelines scaffolds to assist with the structure of their writing. Students should focus on detailing who, what, where and when.

3. Reorientation

It is optional Stating personal comment of the writer to the story.

4. Language of Recount Text

Language feature of recount text explained by Kara Munn (1999: 6), there are as follows:

a) Introducing personal participant; I, my group, etc

b) Using chronological connection; then, first, etc

c) Using linking verb; was, were, saw, heard, etc

d) Using action verb; look, go, change, etc

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

7.1. The Concept of Generating Interaction Between Schemata and Text (GIST) Strategy

Generating Interaction Between Schemata and Text which is a study strategy that students may use throughout the reading process. Trueblood (2007) states GIST is a strategy used for supporting comprhension of information text by summarize a small passage into one sentence. Generating means to generate one sentence with summarizes a passage. Interaction means interdependent relation

between schemata and text. Schemata means knowledge structures used for understanding what is read.

Generating Interaction Between Schemata and Text (GIST) Strategy, which was proposed by Cunningham in 1982 (Ricardson, Morgan & Fleener, 2000: 378). Cunningham (2001) stated that a summary is a synthesis of important ideas on a text. Summarizing require students to determain what is important information, and to put into their own words. Students use higher-order thinking skill to analyze and synthesize what they have read. Higher-order thinking skill is thinking on a level that is higher that memorizing facts or telling something back to someone exactly the way it was told to you. The summary is usually limited to no more than fifteen or twenty words, therefore, the students need to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection.

A summary is a synthesis of important ideas in a text. Summaring requires students to determain what is important in what they are reading on recount text, to condense this information, and to put it into their own words. Instruction in summarizing helps students to identify or to generate main ideas, to connect the main or central ideas, to eleminate redundant and unnecessaryinformation, and remember what they read.

Schemata are the underlying connections that allows new experiences and information to be aligned previous knowledge (McCarthy, 1991: 168). A schemata is a cognitive framework or concept that helps organize and interpretinformation. Rumelhart (1980) put forward the concept of the schema

theory basically as a theory of how knowledge is mentally represented in the main and used that all knowledge is packaged into units and these units are the schemata. Widdowson defined schema as cognitive constructs which allow for the organization of information in a long term memory. From the above definitions, we may conclude that schema is the prior knowledge gained through experiences stored in one's mind. Generally, there are two major types of schemata,namely, formal schemata and content schemata. Which are closely related to reading on recount text. Formal schemata are the organizational forms and rhetorical structures of written texts. They include knowledge that different types of texts use text organization, language structures, vocabulary, grammar and level of formality differently. Formal schemata are described as abstract, encoded, internalized, cohorent patterns of meta-linguistic, discourse and textual organization that guide expectation in our attemps to understand a meaning piece of language. Readers tehir schematic representations of the text such as fictions, poems, essays, neswpaper articles, academic articlesin magazines and journals to help comprehend the information in the text. Content schemata refer to the background knowledge of the content area of a text, or the topic a text talks about. They include topic familiarty, cultural knowledge and previous experience with a field. Content schemata deal with the knowledge relative to the content domain of the text, which is the key to the understand of texts. Since one language is not only the simple combination of vocabulary, sentence structure and grammar but also the bearer of different levels of the language's culture. To some extent, content schemata can make up for the lack of language schemata, and thus help

learners understand text by predicting, choosing information and removing ambiguities. Many studies show that readers' content schemata influence their reading more greatly than formal schemata. On the whole, the familiarty of the topic has a direct influence on readers' comprehension. The more the reader knows about the topic, the more easily and quickly he or she gets the information of the text.

7.2. The Implementation of Generating Interaction Between Schemata and Text (GIST) Strategy

Generating Interaction Between Schemata and Text (GIST) Strategy is a strategy for a teacher to improve students' abilities to comprehend the gist of paragraphs by providing a prescription for reading from group sentence by sentence gist production to individual whole-paragraph gist production. According Margaret Bouchard (2005: 40) there are some steps in Generating Interaction Between Schemata and Text (GIST) Strategy.

1. Pre-reading

Give a passage to be read. Have the students predict the gist, or main point, of the text by scanning the page to get a feel for what it will be about. Record predictions about the topic on the board.

2. Reading

Have the students read the assigned text. Did they find evidence to support their prediction? What was it? Did they find evidence that doesn't support their

prediction? What was it? At this point, do they want to change their prediction? Why or why not?

    3. Post-reading

    Have the students think about what they have read and make a final revision of the summary statement and discuss it.

    4. Finally, students use the summary statements that have already been generated as a comprehensive summary for the entire text.

7.3. The Benefits of Generating Interaction Between Schemata and Text (GIST) Strategy

The benefits of Generating Interaction Between Schemata and Text (GIST) Strategy for English Language Learner is to process of summarization which can greatly assist English Language Learners in comprehending text. When faced with reading an extended text that contains a multitude of information, they can be overhelmed eith information and at a loss as to how to recognize important information from varying degrees of details. In this strategy, students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement. This strategy helps the students graps a better overal understaniding of the material they just read and provides students with a way to summarize information by discarding unimportant information and focusing on the key words/ideas of the passage. This procedured is repeated until an expanded section of text is summarized. A comprehensive summary statement/paragraph is then written. This strategy also provides English

Language Learners with an opportunity to verbally discuss the content material and vocabulary and clarify meaning.

B. Conceptual Framework

Reading is an important process for the students in all fields. Through reading, they can obtain some information they need every day. In order to get the best out come in the process of reading, they should have a good ability to comprehend the text they read especially the interest and abilityof reading recount text. Students should be able to have interest and ability in reading recount text so that they can be easier to understand and get the information from recount text. Therefore, the suitable teaching strategy is very important increasing students' ability in reading achievement. Generating Interaction Between Schemata and Text (GIST) Strategy is applied to increase students' ability in teaching recount text.

C. Hypothesis

The hypothesis of this study was the usage of generating interaction between schemata and text (GIST) strategy in teaching recount text was more significant than those using lecturing methode strategy on the students' ability in reading recount text.

CHAPTER III

METHOD OF RESEARCH

A. The Location and Time

This research was conducted at MA Annajah Syekh Silau. The researcher taken the students to the first grade students of academic 2016-2017. The reason for choosing this school because based on the research's experience when doing PPL, researcher find that the students have problem about reading, especially recount text. In this case researcher has been Generating Interaction Between Schemata and Text (GIST) Strategy.

B. The Population and Sample

1. Population

Sugiyono (2012: 177) state the population is defined as all members of any well defined class of people, events on objects that has certain quality and characteristic made by researcher to study and taken as a the conclusion. The population of this research was taken from the X grade students of MA Annajah Syekh Silau. There were two parallel classes consisting of X/A (30 students) and X/B (30 students). So the population all were 6o students.

2. Sample

According to Sugiyono (2012: 118), "A sample is any group of individual, which is selected to represent population due to the large number of the students and for the purpose of efficiency". In this research the researcher apply total

sampling and take all the students as the sample. So, in this research, there were 60 students of this two classes.

Table 3.1
Population and Sample

NO	Class	Population	Sample
1.	X A	30	30
2.	X B	30	30
Total Number		60	60

C. Design of Research

The research was used experimental design which is to find out the effect of the independent variable on the dependent variable. There were two groups of students namely the control and experimental group. The pre-test was administrated to both groups before the treatment will given. The post test was give after the treatment. The control group was treated by using Learning Method and the experimental group by using Generating Interaction Between Schemata and Text.

Table 3.2
Design of the Research

Groups	Pre Test	Treatment	Post Test
Experimental	ü	Generating Interaction Between Schemata and Text	ü
Control	ü	Lecturing Method	ü

In this research, there were kinds of procedure helped to collect the data. They were representativeas follows:

1. Pre-Test

A Pre-Test was conducted to find out the homogeneity of the sample. It was used to determine whether the two groups were relativly equal in reading Recount Text. The homogenity has been from the evarage score of each other group. Before starting the experimental, a pre-test was administered to the samples (both groups) with the same items. It was expected that the difference of the everage score between them not too far because the groups where in the same level knowledge.

2. Treatment

The treatment had been conducted after the administration of the pre-test. The experimental group would taught by using Generating Interaction Between Schemata and Text Strategy to increase reading in Recount Text.

3. Post- test

After teaching the students reading recount text by using Generating Interaction Between Schemata and Text Strategy (experimental group) and using Lecturing Method (control group), the reseacher give them a post-test in order to see the result whether the strategy was effective or not. The test of the pre-test and post-testwa the same.

Table 3.3
Teaching Procedure of the Experimental Group

No	Teacher's Activities	Student's Activities
1	Teacher give teh greeting to the students / opening the class.	Responding the teacher's greeting.
2	Teacher give the pre-test, asking the students to answer the question based on the text.	The students answer the question based on the text.
3	1. Teacher prepared a reading material to the class to discuss together. 2. Teacher introduce and demonstrated teaching reading recount text by using GIST (Generating Interaction Between Schemata and Text) Strategy. First, teacher explain what is GIST strategy itself. And than, teacher show a text to students and analyzed it based on GIST's steps. 3. Teacher ask the students to make groups, one group consisted of five or six members. 4. Teacher ask the students to share their ideas with each other according to the content of the text. 5. Teacher give an example of applying this strategy to the students. First, teacher show a text to the students. Than, teacher explain the main point of the text. After that, teacher write it in 20 words. And finally, teacher made the final revision of the text. 6. The teacher ask the students to read and answer the question based on the text.	1. Students paid attention to the teacher's concept or topic. 2. Students paid attention to the teacher's demonstration of teaching recount text by using GIST strategy. 3. Students formed groups. 4. Students share their ideas according the contents of the text. 5. Students paid attention to the teacher's explanation. 6. Students read and do the text and answer the question based on the text.
4	Teacher ask the students to make the result summary of the text.	Students made their own summary of the text.

5	Teacher close the class and greeting the students.	Responding the teacher's closing.

The control group is also give the treatment. The students are taught by using Lecturing method in teaching reading Recount Text. In general it can be describe in table 3.4.

Table 3.4
Teaching Procedure of the Control Group

No	Teacher's Activities	Student's Activities
1	Teacher give the greeting to the students or the teacher opening the class.	Responding the teacher's greeting
2	Teacher devide the class into cooperative groups and choose a tutor for each groups.	Students make a group
3	Teacher give the copies of reading material to the students	Students get the copies of reading material and read it.
4	Teacher ask the students to find out the difficult word and translate the hole of the text.	Students try to find out the difficult words and translate the text.
5	Teacher ask the students to answer the question based on the text.	Students answer the question based on the text.
6	Teacher collect the students' answer sheet.	Students answer the question based on the text.
7	Teacher give the post-test, the teacher ask the students to answer the question based on the text.	Students answer the question based on the text.
8	Teacher close the class and greeting the students.	Responding the teacher's closing.

D. Instrument for Collecting the Data

The instrument to collecting the data in this research was multiple choice test,with four option (a, b, c, and d). There were 20 items to answer and the score for each correct answer was score 5 and wrong answer was score 0. The highest score was 100.

E. The Technique for Collecting the Data

In collecting the data, the steps were:

1. Giving pre-test to experimental and control groups by giving multiple choice test to the students.

2. Giving the treatment to experimental group by using Generating Interaction Between Schemata and Text Strategy.

3. Giving the treatment to control group with lecturing method.

4. Giving post-test to both classes, by giving multiple choice test to the students in experimental and control groups.

5. Scoring the students' answer of the two groups.

F. The Technique for Analyzing Data

After collecting the data from the test, it was calculated by using t-test.

The following procedure was implemented to analyze the data.

a. Scoring the students' answer for correct answer and wrong answer.

$$Score = \frac{point\ achieved}{number\ of\ point} \times 100\%$$

b. Listing their scores in two tables, first table for the experimental group and the second for the control group.

c. Determining the equation of linear regression, by using the formula: (Sudjana, 2005: 312)

$$\hat{Y} = a + bx$$

Where *a* and *b* are getting by:

$$a = \frac{\left(\sum Y_i\right)\left(\sum X_i^2\right) - \left(\sum X_i\right)\left(\sum X_i Y_i\right)}{n\sum X_i^2 - \left(\sum X_i\right)^2}$$

$$b = \frac{n\left(\sum X_i Y_i\right) - \left(\sum X_i\right)\left(\sum Y_i\right)}{n\sum X_i^2 - \left(\sum X_i\right)^2}$$

d. Determining coefficient r^2 (Sudjana, 2005: 370)

$$r^2 = \frac{b\left\{n\sum X_i Y_i - \left(\sum X_i\right)\left(\sum Y_i\right)\right\}}{n\sum Y^2_i - \left(\sum Y_i\right)^2}$$

e. Examining the statistical hypothesis

$H_a \ : \rho \neq 0$ there was a significant effect of applying Role Reversal Questions Strategy on the students' achievement in Reading Comprehension.

$H_0 \ : \rho = 0$ there is not any significant effect of applying Role Reversal Questions Strategy on the students' achievement in Reading Comprehension.

By using statistic t formulation (Sudjana, 2005: 380)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r}}$$

With criteria examination α, H_0 is accepted if $-t_{\left(1-\frac{1}{2}a\right)} < t < t_{\left(1-\frac{1}{2}a\right)}$

where $t_{\left(1-\frac{1}{2}a\right)}$ is getting by t distribution with dk = n-2. In the other way, H_0 is rejected.

f. Determining the percentage of the effect of x variable toward y variable by using determination formulation.

$$D = r^2 \times 100\%$$

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data Collection

The data was collected by giving the students a test consisting of 20 multiple choice test. In this research, the sample divided into two groups, the experimental and control group. Each group was given a pre-test and post-test.

Tabel 4.1
The Result of the Pre-Test and Post-Test
in Experimental Group

No.	Initial Name	Score	
		Pre-Test (T_1)	Post-Test (T_2)
1	AD	45	85
2	AS	35	70
3	AZ	30	65
4	AL	50	60
5	ALT	30	65
6	CM	30	80
7	DP	50	65
8	ESP	45	85
9	FP	35	65
10	HSP	40	70
11	JA	30	85
12	MA	45	60
13	MSP	50	65
14	MHR	60	80
15	MHY	35	80
16	NRD	55	60
17	NA	50	65
18	NH	20	65
19	NS	20	90

20	NRD	35	70
21	NS	30	70
22	RK	20	85
23	RY	35	60
24	RW	55	65
25	SS	35	60
26	SM	50	60
27	SA	50	65
28	TWY	30	60
29	YA	35	75
30	YP	55	65
Total		$\sum T_1 = 1220$	$\sum T_2 = 2095$

Table 4.2
The Result of the Pre-Test and Post-Test
in Control Group

No.	Initial Name	Score	
		Pre-Test (T_1)	**Post-Test (T_2)**
1	AS	30	70
2	APT	30	65
3	AS	35	75
4	BP	35	70
5	DS	65	70
6	DA	35	60
7	EV	55	65
8	FA	45	75
9	FS	30	70
10	HS	40	65
11	HG	40	70
12	IH	40	65
13	JL	30	65
14	LS	45	60
15	MHA	30	75
16	MHR	60	75
17	MHR	40	90
18	MHY	50	75
19	NA	25	70

20	RY	50	60
21	RKW	40	60
22	RW	30	65
23	RP	40	80
24	SB	40	70
25	SH	30	65
26	TAN	35	65
27	TN	40	85
28	WNT	35	65
29	WF	50	65
30	WS	30	65
Total		$\sum T_1 = 1065$	$\sum T_2 = 2010$

B. The Data Analysis

Based on the data from the test, the scores were analyzed to know the differences of pre-test and post-test of the Experimental and Control Group.

Table 4-3
The Differences Scores of the Pre-Test and Post-Test
in Experimental Group

No.	Initial Name	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	$T_2 - T_1$
1	AD	45	2025	85	7225	40
2	AS	35	1225	70	4900	35
3	AZ	40	1600	65	4225	25
4	AL	50	2500	60	3600	10
5	ALT	30	900	65	4225	35
6	CM	30	900	80	6400	50
7	DP	50	2500	65	4225	15
8	ESP	45	2025	85	7225	40
9	FP	35	1225	65	4225	30
10	HSP	40	1600	70	4900	30
11	JA	30	900	85	7225	55
12	MA	45	2025	60	3600	15

13	MSP	50	2500	65	4225	15
14	MHR	60	3600	80	6400	20
15	MHY	35	1225	80	6400	35
16	NRD	55	3025	60	3600	5
17	NA	50	2500	65	4225	15
18	NH	20	400	65	4225	45
19	NS	20	400	90	8100	70
20	NRD	35	1225	70	4900	35
21	NS	30	900	70	4900	40
22	RK	45	2025	85	7225	40
23	RY	35	1225	60	3600	25
24	RW	55	3025	65	4225	10
25	SS	35	1225	60	3600	25
26	SM	50	2500	60	3600	10
27	SA	50	2500	65	4225	15
28	TWY	30	900	60	3600	30
29	YA	35	1225	75	5625	40
30	YP	55	3025	65	4225	10
Total		$\sum T_1 =$ **1220**	$\sum T_1{}^2 =$ **52850**	$\sum T_1 =$ **2095**	$\sum T_2{}^2 =$ **148875**	$\sum (T_2 - T_1) =$ **865**

The Calculation in Experimental Group

1. The calculation for total test in pre-test and post-test in Experimental Group

   1. Mean

$$M_t = \frac{\sum(T_2 - T_1)}{N_1} = \frac{865}{30} = 28.83$$

   2. Standard Deviation

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)^2}{N_1}}$$

$$= \sqrt{\frac{865^2}{30}}$$

$$= \sqrt{\frac{748225}{30}}$$

$$= \sqrt{24940.83}$$

$$= 157.92$$

2. The calculation for pre-test in Experimental Group

    1. Mean

$$MT_1 = \frac{\sum T_1}{N_1} = \frac{1220}{30} = 40.66$$

    2. Variances

$$S^2 = \sum T_1{}^2 - \frac{(\sum T_1)^2}{N}$$

$$= 52850 - \frac{1220^2}{30}$$

$$= 52850 - \frac{1488400}{30}$$

$$= 55350 - 52003.12$$

$$= 49613.33$$

$$S = \sqrt{49613.33}$$

$$S = 56.89$$

    3. Standard Deviation

$$SD = \sqrt{\frac{\sum T_1{}^2}{N_1}}$$

$$= \sqrt{\frac{52850}{30}}$$

$$= \sqrt{1761.66}$$

$$= 41.97$$

3. The calculation for post-test in Experimental Group

    1. Mean

$$MT_2 = \frac{\sum T_2}{N_2} = \frac{2095}{30} = 69.83$$

    2. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T_2)^2}{N_2}$$

$$= 148875 - \frac{2095^2}{30}$$

$$= 148875 - \frac{4389024}{30}$$

$$= 148875 - 146300.83$$

$$S^2 = 2574.17$$

$$S = \sqrt{2574.17}$$

$$S = \quad 50.73$$

    3. Standard Deviation

$$SD = \sqrt{\frac{\sum T_2{}^2}{N_2}}$$

$$= \sqrt{\frac{148875}{30}}$$

$$= \sqrt{4962.5}$$

$$= 70.44$$

Table 4-4
The Differences Scores of the Pre-Test and Post-Test
in Control Group

No.	Initial Name	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	$T_2 - T_1$
1	AS	30	900	70	4900	40
2	APT	30	900	65	4225	35
3	AS	35	1225	75	5625	40
4	BP	35	1225	70	4900	35
5	DS	65	4225	70	4900	5
6	DA	35	1225	60	3600	25
7	EV	55	3025	65	4225	10
8	FA	45	2025	75	5625	30
9	FS	30	900	70	4900	40
10	HS	40	1600	65	4225	25
11	HG	40	1600	70	4900	30
12	IH	40	1600	65	4225	25
13	JL	30	900	65	4225	35
14	LS	45	2025	60	3600	15
15	MHA	30	900	75	5625	45
16	MHR	60	3600	75	5625	15
17	MHR	40	1600	60	3600	20
18	MHY	50	2500	75	4225	25
19	NA	25	625	70	4900	45
20	RY	50	2500	60	3600	10
21	RKW	40	1600	60	3600	20
22	RW	30	900	65	4225	35
23	RP	40	1600	80	6400	40
24	SB	40	1600	70	4900	30
25	SH	30	900	65	4225	35
26	TAN	35	1225	65	4225	30
27	TN	40	1600	60	3600	20
28	WNT	35	1225	65	4225	30
29	WF	50	2500	65	4225	15
30	WS	30	900	65	4225	35
Total		$\sum T_1 =$ **1065**	$\sum T_1^2 =$ **148875**	$\sum T_2 =$ **2010**	$\sum T_2^2 =$ **135500**	$\sum (T_2 - T_1) =$ **840**

The Calculation in Control Group

1. The calculation for total test in pre-test and post-test in Control Group

   1. Mean

$$M_t = \frac{\Sigma(T_2 - T_1)}{N_2} = \frac{840}{30} = 28$$

   2. Standard Deviation

$$SD_t = \sqrt{\frac{\Sigma(T_2 - T_1)^2}{N_2}}$$

$$= \sqrt{\frac{840^2}{30}}$$

$$= \sqrt{\frac{705600}{30}}$$

$$= \sqrt{23520}$$

$$= 153.36$$

2. The calculation for pre-test in Control Group

   1. Mean

$$MT_1 = \frac{\Sigma T_1}{N_2} = \frac{1065}{30} = 35.5$$

   2. Variances

$$S^2 = \sum T_1{}^2 - \frac{(\Sigma T_1)^2}{N_2}$$

$$= 49150 - \frac{1065^2}{30}$$

$$= 49150 - \frac{1134225}{30}$$

$$= 49150 - 37807.5$$

$$= 11343$$

$$S = \sqrt{11343}$$

$$S = 106.5$$

3. Standard Deviation

$$SD = \sqrt{\frac{\sum T_1{}^2}{N_2}}$$

$$= \sqrt{\frac{135500}{30}}$$

$$= \sqrt{1677.34}$$

$$= 67.20$$

3. The calculation for post-test in Control Group

1. Mean

$$MT_2 = \frac{\sum T_2}{N_2} = \frac{2010}{30} = 67$$

2. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T_2)^2}{N_2}$$

$$= 135500 - \frac{2010^2}{30}$$

$$= 135500 - \frac{4040100}{30}$$

$$= 135500 - 134670$$

$$= 830$$

$$S = \sqrt{830}$$

$$S = 28.80$$

3. Standard Deviation

$$SD = \sqrt{\frac{\sum T_2{}^2}{N_2}}$$

$$= \sqrt{\frac{135500}{30}}$$

$$= \sqrt{4516.66}$$

$$= 67.20$$

Table 4-5
The Calculation Table

No.	X	Y	X2	Y2	XY
1	85	70	7225	4900	5950
2	70	65	4900	4225	4550
3	65	75	4225	5625	4875
4	60	70	3600	4900	4200
5	65	70	4225	4900	4550
6	80	60	6400	3600	4800
7	65	65	4225	4225	4225
8	85	75	7225	5625	6375
9	65	70	4225	4900	4550
10	70	65	4900	4225	4550
11	85	70	7225	4900	5950
12	60	65	3600	4225	3900
13	65	65	4225	4225	4225
14	80	60	6400	3600	4800
15	80	75	6400	5625	6000
16	60	75	3600	5625	4500
17	65	60	4225	3600	3900

18	65	75	4225	4225	4225
19	90	70	8100	4900	6300
20	70	60	4900	3600	4200
21	70	60	4900	3600	4200
22	85	65	7225	4225	5525
23	60	80	3600	6400	4800
24	65	70	4225	4900	4550
25	60	65	3600	4225	3900
26	60	65	3600	4225	3900
27	65	60	4225	3600	3900
28	60	65	3600	4225	3900
29	75	65	5625	4225	4875
30	65	65	4225	4225	4225
Total	$\sum X =$ **2095**	$\sum Y =$ **2010**	$\sum X^2 =$ **158675**	$\sum Y^2 =$ **135500**	$\sum XY =$ **140400**

C. Testing Hypothesis

1. The Equation of Linear Regression

$\widehat{Y} = a + bx$ where a and b is getting by:

$$a = \frac{(\sum Y_i)(\sum X_i{}^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i{}^2 - (\sum X_i)^2}$$

$$= \frac{(2010)(148875) - (2095)(140400)}{(30)(148875) - (2095)^2}$$

$$= \frac{299238725 - 29413825}{4466250 - 4389025}$$

$$= \frac{269824900}{77225}$$

$$= 34.94$$

$$b = \frac{n(\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{n \sum X_i{}^2 - (\sum X_i)^2}$$

$$= \frac{(30)(140400) - (2095)(2010)}{(30)(148875) - (2095)^2}$$

$$= \frac{4212000 - 4210950}{4466250 - 4389025}$$

$$= \frac{1050}{77225}$$

$$= 0.013$$

$$\widehat{Y} = a + bx$$

$$= 34.94 + (0.013)x$$

$$= 34.94 - 0.013x$$

2. Coefficient r^2

$$r^2 = \frac{b\{n \sum XY - (\sum X)(\sum Y)\}}{n \sum Y^2 - (\sum Y)^2}$$

$$= \frac{0.013\{(30)(140400) - (2095)(2010)\}}{(30)(135500) - (2010)^2}$$

$$= \frac{0.013\{(4212000) - (4210950)\}}{4065000 - 4040100}$$

$$= \frac{0.013(1050)}{24900}$$

$$= \frac{13.65}{24900}$$

$$= 0.05$$

$$r = \sqrt{0.05}$$

$$r = 0.223$$

3. Examining the statistical hypothesis

$H_a : \rho \neq 0$ there was a significant effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy on the Students' Ability in Reading Recount Text.

$H_0 : \rho = 0$ there was not a significant effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy on the Students' Ability in Reading Recount Text.

With criteria examination α, H_0 is accepted if $-t_{\left(1-\frac{1}{2}a\right)} < t < t_{\left(1-\frac{1}{2}a\right)}$

where $t_{\left(1-\frac{1}{2}a\right)}$ is getting by t distribution with dk = n-2.

$dk = 30 - 2 = 30, \propto = 5\% = 0.05$. In the other way, H_0 is rejected.

$$t_{hit} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.223\sqrt{30-2}}{\sqrt{1-0.13}}$$

$$= \frac{0.223\sqrt{28}}{\sqrt{-12.65}}$$

$$= \frac{(0.223)(5.47)}{0.35}$$

$$= \frac{1.21981}{0.35}$$

$$= 3.48$$

$$t_{table} = t_{\left(1-\frac{1}{2}a\right)}(dk)$$

$$= t_{\left(1-\frac{1}{2}(0.05)\right)}(28)$$

$$= t_{(1-0.025)}(28)$$

$$= t_{(0.975)}(28)$$

$$= 2.042$$

The conclusion, $t_{hit} > t_{table}$ or $3.48 > 2.042$. So that, H$_0$ was rejected. In the other words, H$_a$ was accepted. It means that "There was a significant effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy on the Students Ability in Reading Recount Text".

4. Determining the percentage of the effect of *x* variable toward *y* variable

$$D = r^2 \times 100\%$$

$$= 0.13 \times 100\%$$

$$= 13\%$$

$$= 100 - 13\%$$

$$= 87\%$$

It means: The effect of *x* variable toward *y* variable or the effect of using generating interaction between schemata and text (GIST) strategy on the students' ability in reading recount text was **87**% and **13**% was influenced by other factors.

D. Research Finding

The effect of using generating interaction between schemata and text strategy gave a significant effect in reading achievement. It means that the students who were taught by using generating interaction between schemata and

text strategy got higher score than without generating interaction between schemata and text strategy. It was proved from the result of the test, in which the score of t_{hit} was higher t_{table}(3.48>2.042). So, by this study it was hoped that using generating interaction between schemata and text strategy could bring better result that without it, in order to improve students' ability in reading recount text using GIST strategy enable the students to apply the knowledge in their context real-life and not just to memorize it. It could be said thought students developed their ideas by connecting academic subject with the content were able to express their easily.

So, the research was concluded the alternative hypothesis was accepted that "there was a signifanct effect of using generating interaction between schemata and text (GIST) strategy on the students' ability in reading recount text". In other words, the students who were taught by using generating interaction between schemata and text strategy got better than those who were taught by conventional method in reading recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the data analysis, conclusions can be drawn as follows:

1. There was effect of using generating interaction between schemata and text (GIST) strategy on the students' ability in reading recount text that they could be find easier to express theirs ideas and thoughts to read especially in recount text. There was effect of using generating interaction between schemata and text (GIST) strategy on the students' ability in reading recount text. It showed the final result was $t_{obs} > t_{table}$ or $3.48 > 2.048$. It means that ther was significant effect toward the students' ability in reading recount text.

2. There some difficalties students in learning reading recount text. First, the students had less interest to read, especially in recount text. So, it took a teaching method that could make them become interestid reading. The second, the students had difficulties in pronounsations. So that, they had difficult to read a text and bored. The third, the students didn't know how the way to describe a basic structure or steps reading comprehension to increase their ability in recount text. The forth, the students only knew the technique of reading very bored strategy used in teaching at their school only with traditional strategy. So, the strategy was that the child very low intersted to read. The fifth, the students had low in got the information in learning recount text. Because, they had difficulties in teaching strategy of recount text. However difficulties of students in X class of MA Annajah Syekh Silau Kisaran in reading recount text had not too significant. So

that the application teaching technique by reasearcher to used Generating Interaction Between Schemata and Text (GIST) Strategy In Reading Recount Text. Here looked at the class experimental their ideas in reading recount text using GIST strategy as compered with control class.

B. SUGGESTION

In relation to the conclusion previously, suggestions are put forward as follow:

1. The English teachers were suggested to using generating interaction between schemata and text strategy on the students' ability in reading recount text. To reach the better result, it was better if the English teachers give the topic based on the students' knowledge and to make useful variation in teaching reading especially reading recount text.

2. The students, it was suggested that they should practice GIST startegy by themselves to increase their achievement in reading and to make them able to develop their ideas. And than, to adding their knowledge skill about recount text.

3. The headmaster could increase awareness of teacher and the headmaster performance to improve the strategy.

4. The readers at UMSU Library who have enrich readers' knowledge about the technique in teaching strategy in reading recount text.

5. The writer who have knowledge in practicing, experiences and teaching strategy improving it in the school.

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CURRICULUM VITAE

Name   : Nurbaiti Sitepu

Register Number : 1202050443

Place/ Date of Birth : Medan/ 27 November 1994

Sex   : Female

Religion   : Islam

Marital Status : Married

Hobbies   : Watching, Writing, Reading, etc.

Father's Name   : Ahmad Sitepu

Mother's Name   : Nurlela Sari Siregar

Address   : Desa Pasar Sipiongot, Kec. Dolok, Kab.Padang Lawas

                   Utara

Educations   :

1. Elementary School at SDN Impres (2000-2006)

2. Junior High School at MTs Swasta Darussalam Parmeraan (2006-2009)

3. Senior High School at MA Swasta Darussalam Parmeraan (2009-2012)

4. English Study of FKIP UMSU, Medan (2012-present)

Medan,   September 2016

NURBAITI SITEPU

ANSWER KEY

1.	B	11.	C
2.	A	12.	D
3.	A	13.	B
4.	C	14.	D
5.	D	15.	B
6.	D	16.	B
7.	A	17.	A
8.	B	18.	A
9.	B	19.	B
10.	A	20.	D

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : SMA Swasta Bandung

Location   : Jl. Bandar Setia

Class   : X A

Subject   : English

Time Allocation   : 2 x 40 minutes

A. Standard Competence

To comprehend the meaning of short fuctional text or short text in a form of report, analyticalexposition in daily life context to access knowledge.

B. Basic Competence

To respond the meaning and the step of rhetoric in short text accurately,fluently and appropriately to access knowledge in daily life content.

C. Teaching Objectve

After finishing the lesson, the students are supposed to be able to:

Ø Identify the social fuction of Recount Text.

Ø Understand the context of the Recount Text.

D. Indicators

Ø To identify the social fuction of Recount Text.

Ø To understand the context of Recount Text.

E. Teaching Material

Text about Recount Text

F. Teaching Method

Generating Interaction Between Schemata and Text (GIST)

G. Learning Activities

No	Activities	Time
1.	Ø Greeting Ø Giving motivation	10 minutes
2.	Ø The teacher explain information about recount text. Ø The teacher asks the students to build learning/groups to the assigment. Ø The teacher asks the teams/groups to do assigment. Ø The teacher asks the teams/groups to	60 minutes

	read and comprehend, the text and assist them to do the actively. Ø The teacher discusses the text based on the question. Ø The teacher gives reward to the groups	
3.	Ø Ask the students' trouble during the learning process.. Ø Conclude the lesson material Ø Teacher close the class and greeting the students.	10 minutes

H. Sources/ Materia/ Tools:

Whiteboard

LKS

Board Marker

*Scrip*t recount text

I. Scoring : Multiple Choise

J. Rubric of Scoring

Rubric of Scoring	Score

Correct	10
uncorrect	0

Medan, February 2016

Known by,

The Headmaster   English Teacher   Researcher

Genting Siregar,S.Pd   **Nurhamidah, S.Pd**
Nurbaiti Sitepu

LESSON PLAN

(CONTROL GROUP)

School   : MAS Annajah Syekh Silau

Location   : Jl. Silo Lama, Kec. Air Joman, Kab. Asahan. Kisaran

Class   : X A

Subject   : English

Time Allocation   : 2 x 40 minutes

A. Standard Competence

To comprehend the meaning of short fuctional text or short text in a form of report, analyticalexposition in daily life context to access knowledge.

B. Basic Competence

To respond the meaning and the step of rhetoric in short text accurately,fluently and appropriately to access knowledge in daily life content.

C. Teaching Objectve

After finishing the lesson, the students are supposed to be able to:

Ø Identify the social fuction of Recount Text.

Ø Understand the context of the Recount Text.

D. Indicators

  Ø To identify the social fuction of Recount Text.

  Ø To understand the context of Recount Text.

E. Teaching Material

Text about Recount Text

F. Teaching Method

Lecturing Method

G. Learning Activities

No	Activities	Time
1.	Ø Greeting Ø Giving motivation	10 minutes
2.	Ø The teacher gives the text and students receive the text. Ø The teacher asks to read the text one by one. Ø The teacher discussed the text.	3 minutes
3.	Ø Ask the students' trouble during the learning process. Ø Conclude the lesson material Ø Teacher close the class and greeting to the students.	10 minutes

H. Sources/ Material/ Tools:

Whiteboard

LKS

Board Marker

*Scrip*t recount text

I. Scoring : Multiple Choise

J. Rubric of Scoring

Rubric of scoring	Score
Correct	10
Uncorrect	0

Medan,   May 2016

Known by,

The Headmaster   English Teacher   Researcher

Genting Siregar,S.Pd   **Nurhamidah, S.Pd**   **Nurbaiti Sitepu**

Test Item

Read the following the text and answer the question

Last holiday my friends and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Maliboro. On Friday, we went to the sanctuaries in Prambana. There are three major sanctuaries, the Brahmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuaryis being remodeled.

On saturday morning we went to Yogya Kraton. We spent around to hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

1. The content above basically talk about........

   a. The writer's first visit to Prambanan   b. The writer's trip to Jogjakarta

   c. The writer impression the guide   d. The writer experience at the Yogya

2. The content is composed as an/an......

   a. Recount   b. Narrative

   c. Report   d. Anecdote

3. What is porpuse of the text.....

   a. Tell past events   b. Entertain readers

   c.Inform readers about eventsof the day   d. Describe the smugglers

4. What else the big temples in Prambanan.....

   a. Angkor wat, and sudra temples   b. Paria, brahmana, and temples

   c.Brahmana, syiwa, and wisnu temples   d. Wisnu and borobudur temples

5. When did they go home....

   a. On satuday morning   b. On Friday evening

   c.On Friday afternoon   d. On Saturday evening

6. Why did they just visit Brahmana and Syiwa sanctuaries...

   a. Because there was no wisnu temple   b. Cause wisnu temple was amazing

   c.Cause wisnu temple was small   d. Because wisnu temple was being repaired

7. When did they go to Yogya Kraton?
   a. On Saturday morning   b. On Friday morning

   c.On Saturday evening   d. On Saturday afternoon

8. What is the topic of the text?
   a. My trip adventure   b. Holiday

   c. Visit to Jogyakarta   d. The sanctuaries

9. Where did they spent around to hours?
   a. At Marison Hotel   b. At Yogya Kraton

   c. At Syiwa and Brahmana   d. At Wisnu and Syiwa

10. What is the name of hotel in the text?

   a. Morison Hotel   c. Yogya Kraton Hotel

   b. Borobudur Hotel   d. Sanctuaries Hotel

Read the following to answer the question 1-5

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour. On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandma told us some stories about my Grandpa.

1. What is the topic of the text?
   a. Party   b. Nice shopping
   c. Grandpa's birthday   c. Weekend in grandpa's house
2. What did the writer do in the kitchen?
   a. Cooked meal   b. Prepared for lunch
   c. Roasted a lobster   d. Made a cake
3. How many the siblings that the writer has?
   a. One   b. Two
   c. Three   d. Four
4. What was the present from the writer?

   a. Cake   b. Flowers

   c. Chocolate   d. Batik shirt
5. It was a big and beautiful cake. The word it in paragraph three refers to?
   a. Batik shirt   b. Cake
   c. Flowers   d. Chocolate

Read the following to answer the question 1-5

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?

   a. At 5.12   b. At 11.55

   c. At 12.00   d. At 12.02

2. Why did the people gather under the Town Hall clock?

   a. To welcome the New Year   b. To see the newly bought clock

   c. To strike the laughing people   d. To stop people who shouted

3. Based on the text, where was the writer?

   a. At the center of the town   b. At home

   c. AT the beach   d. At the market

4. When did the event happen?

   a. in the middle of the year   d. the end of the year

   c. Christmas celebration   d. at the weekend as usual

5. Which of the following is not true according to the text?

   a. the writer was waiting to celebrate the New Year.

   b. the writer brought a watch.

   c. the writer was very happy.

   d. The writer celebrated the New Year with his family