

**THE USE OF GENERATING INTERACTIONS
BETWEEN SCHEMATA AND TEXT (GIST) IN
TEACHING READING COMPREHENSION AT THE
EIGHTH GRADE OF MTsN 2 PONOROGO**

THESIS



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ABSTRACT

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Reading is one of the important skills that should be mastered by students. Reading is an essential skill for learners of English as a second language. By reading people are able to know a lot of things and increase their knowledge. Selecting an appropriate strategy in teaching reading comprehension is important. The English teacher of eighth grade of MTsN 2 Ponorogo chooses the Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension. GIST strategy is a strategy that works to improve students' reading comprehension and summary writing skills by honing their abilities to analyze and synthesize the content of area readings. In this strategy, the students asks to write a brief summary of each paragraph. The objective of this thesis are describing (1) The implementation of GIST strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo (2) The positive impacts of GIST strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo

(3) Students' responses toward the GIST strategy at the eighth grade of MTsN 2 Ponorogo.

This research employed qualitative approach and the design was descriptive. The study was conducted at the Eighth Grade students of MTsN 2 Ponorogo. The data of this research were obtained through interview, observation, and documentation. The researcher analyzed the data by reducing data, presenting data, and drawing verification conclusion.

This result of study showed that (1) The implementation of GIST strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo are divided into three steps. The first is preparation, the second is application, and the third is evaluation. (2) The positive impacts of GIST strategy at the eighth grade of MTsN 2 Ponorogo are the students are easier to find out the main idea and the content of the passage, the student can build the ideas in word and form of sentence, the students had more activeness, enthusiastic, and feel enjoyable in the learning process, and improving students' writing skill. (3) The students responses toward the GIST strategy at the eighth grade of MTsN 2 Ponorogo is positive. The students enjoy the learning process of reading comprehension.

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Has been approved by the advisor for further approval by the board of examiners.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the English skills that have to be mastered by all of students in learning language. Having good reading skill is very important for the students. It can help the students to get a lot of information through reading.² So, the students need to exercised and trained in order to have a good reading skill.

According to H Douglas Brown, research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.³ Reading is a set of skills that involves making sense and deriving meaning from the printed

² Novi Riani, Anas Yasin, & M. Zaim, "The Effect of Using GIST (Generating Interactions Between Schemata and Text) and Students' Reading Interest Towards Students' Reading Comprehension at Fifth Semester STKIP YPM Bangko", *Journal English Language Teaching (ELT)*, Vol. 2, No. 1, State University of Padang: 2014, 104.

³ H. Douglas Brown. *Teaching by principles: An Interactive Approach to Language Pedagogy 2nd edition* (California: Longman, 2000), 299-300.

word. In order to read, we must be able to decode the printed words and also comprehend what we read.⁴

The aim of reading is comprehension. Some individuals equate decoding with reading. Just because a learner knows how to pronounce written words correctly, doesn't mean that he can read. Reading comprehension refers to reading for meaning, understanding and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.⁵

In the reading, the readers have to be able to comprehend well what the message is sent by the writer in the text. It is supported by King and Stanley who explain that reading comprehension skill has five components contained in reading texts that may help the students in understanding a text. They are finding factual information, finding the meaning vocabulary in the context, identifying reference, and making inference.⁶

In fact, the students are still difficult to identify the information from the texts they read. So, they can't understand about the content of the text. It is caused by the reading learning process is not maximal yet. Based on the

⁴ David Nunan. *Practical English Language Teaching: Young Learners* (New York: McGraw Hill, 2005), 69.

⁵ *Ibid.*, 71.

⁶ Novi Riani, Anas Yasin, & M. Zaim, "The Effect of Using GIST (Generating Interactions Between Schemata and Text) and Students' Reading Interest Towards Students' Reading Comprehension at Fifth Semester STKIP YPM Bangko", *Journal English Language Teaching (ELT)*, Vol. 2, No. 1, State University of Padang: 2014, 105.

interview with some students from MTsN 2 Ponorogo, it was found that the students have some problems in reading comprehension. There are some problems which caused the students' low reading comprehension related to the teaching and learning process. Most of students got difficulties in comprehending the text. It was influenced by the lack of vocabulary. The student did not know the meanings of many words that appeared in text. So, they get difficulty to activate the schemata in reading. They had limited prior knowledge with the text discussed in the class. The teacher also did not give more practice for reading the text. Therefore, students' reading comprehension was low. Almost every meeting, in teaching reading comprehension the teacher uses reading aloud and translation method. It makes students bored and not interested in reading comprehension learning.⁷

To overcome this problem, teacher needs to use an attractive strategy to make the student easier to comprehend the text. There are many different strategies in teaching and reading comprehension learning process. In this case, the teacher uses GIST as a strategy in the reading comprehension because this technique was focused to help the students pull the most important information from a piece of text and it is an effective activity for the students.

GIST stands for Generating Interactions between Schemata and Text. Based on Cunningham's "Generating

⁷ Interview with some students from eighth grade of MTsN 2 Ponorogo, 23rd October 2018.

Interaction between Schemata and Text”, GIST is a strategy that works to improve students’ reading comprehension and summary writing skills by honing their abilities to analyze and synthesize content area readings.⁸

This strategy offers many advantages to students who use it. Student must use synthesis and analysis to effectively summarize the text read. As quoted by Walter Kintsch and Teun A. van Dijk, by restricting the length of the passage, students learn to delete trivial information, determine main ideas, and use their own words to make generalizations three major strategies that have been recognized as crucial for good comprehension and retention of key ideas. So, the students can watch the process of active thinking and reflecting in action.⁹

Furthermore, the GIST strategy is useful to identify or generate main ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of material they just read. This strategy 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.¹⁰

⁸ Roberta L Sejnost and Sharon Thiese. *Reading and Writing Across Content Areas 2nd Edition* (California: Corwin Press, 2007), 150-151.

⁹ Ibid, 151.

¹⁰ Yulia Agustiar Putri, et.al, “The Implementation of Get The GIST Strategy in Improving Students’ Reading Achievement”, 4.

Based on the explanation above, the researcher concludes that Generating Interactions between Schemata and Text (GIST) will help the teacher to solve the problem in teaching reading comprehension in the school of MTsN 2 Ponorogo. So, the researcher decides to carry out a research with the title **“THE USE OF GENERATING INTERACTIONS BETWEEN SCHEMATA AND TEXT (GIST) IN TEACHING READING COMPREHENSION AT THE EIGHTH GRADE OF MTsN 2 PONOROGO”**.

B. Research Focus

This study just focused on the use of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo

C. Statement of The Problems

Based on the background above, the researcher formulates the research problem as follow:

1. How is the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo?
2. What are the positive impact of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo?

3. What are the students responses on the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo?

D. Objectives of The Study

Concerning with the statement of the problems, this study has some objectives as a follows:

1. To explain the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo.
2. To identify the positive impact of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo.
3. To reveal the students responses on the implementation Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo.

E. Significances of the Study

The result of study is expected beneficial for:

1. Theoretical Significance

This research will give some information about Generating Interactions between Schemata and Text (GIST) strategy used by teacher in teaching reading comprehension. This research is expected to be used

as a reference for other researcher to conduct a research in English teaching learning process. The results of this study is help teacher to solve problems on students' difficulties in reading comprehension learning. Hopefully, the result of this study is useful for students, teacher, and all of the reader.

2. Empirical Significance

At the end of this study, the writer hope that this writing will give a good benefit for the following components:

Practically

The result of this study is expected to be beneficial for:

a. Teachers

The result of the study are expected to be used and useful as a consideration in teaching English for learners, particularly English teacher in MTsN 2 Ponorogo for choosing the strategy in teaching reading comprehension.

b. Students

This study expected to motivate students especially students at MTsN 2 Ponorogo, in understanding and getting the result after finished the learning process.

c. Reader

This study is attended to give the contribution to the reader who is interested in studying English language teaching. It will also give some contribution to the development of students' reading comprehension.

d. Researcher

As additional information and knowledge of experience in education, especially in teaching reading for a better future English teacher.

F. Organization of Thesis

The thesis will contain about:

CHAPTER 1 : INTRODUCTION

This chapter describe about the basic pattern of the entire content of thesis that consist of the background of the study, statement of problem, objectives of the study, significant of the study and organization of thesis.

CHAPTER II : REVIEW OF LITERATURE

This chapter contains theoretical analysis as the basic of the study. It is placed in this chapter to make the reader understand the theory of the study first before the reader sees the result.

CHAPTER III: RESEARCH METHODOLOGY

This chapter presents of research methodology, the role of the research, research location, data and source data, technique of data collection, data analysis, checking of validity, research procedure.

CHAPTER IV: RESEARCH FINDING

This chapter contain with serving of data that includes general data that is connected with research location that consist of vision, mission, one objective of MTsN 2 Ponorogo, geographical position, organization structure and explanation of special data that consist of

data about the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo, the factors influencing the implementation Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo, and the students responses on the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo,

CHAPTER V : DISCUSSION

Discussion about the implementation of English teacher strategy in building reading comprehension skill in the learning process, this chapter contain of data analysis.

CHAPTER VI : CLOSING

This chapter is intended to make it easier readers who take the essence of thesis that contains conclusion and recommendations.



CHAPTER II

REVIEW ON RELATED LITERATURE

A. Previous Study

The first, the research come from Danny Dwi Arianto, Fauris Zuhri, and Esti Kurniasih. By the title “*The Implementation of GIST Strategy to Comprehension Analytical Exposition Text for Eleventh Graders of SMA Wachid Hasyim 2 Taman*”. This study was descriptive qualitative. It was carried out on first semester of XI language class in SMA Wachid Hasyim 2 Taman. The data taken from class observation during three days and interview with the English teacher showed that the students could implement GIST strategy but they still needed another strategy, which was translation. Besides that, GIST strategy had good effect in teaching learning process. It could bring interest; motivate the students to learn on reading activity. In terms of reading comprehension on analytical exposition after the implementation the strategy, students’ reading task showed a good progress.¹¹

The similarities of this research are both used Generating Interactions between Schemata and Text (GIST) strategy and conducted the research by qualitative research. The different of this research is the school level. Danny Dwi

¹¹Danny Dwi Arianto, et.al, “The Implementation of GIST Strategy to Comprehension Analytical Exposition Text for Eleventh Graders of SMA Wachid Hasyim 2 Taman”, *E-Jurnal English Department*, State University of Surabaya, vol.1, No. 1, 2013.

Arianto, Zuhri, and Esti Kurniasih conducted the research on the Senior High School. While, the researcher conducted this research on the Junior High School.

The second, research by the title “*The Implementation of Get-The-GIST Strategy in Improving Students’ Reading Comprehesnion*” come from Yulia Agustiar, Ujang Suparman, and Basturi hasan. This research was quantitative research. The data were collected by means of reading tests and questionnaire, and the data were computed using SPSS 16.0. The results showed that t-ratio was higher than t-table ($8.103 > 2.056$). It means that there was a significant difference between pre-test and post-test. The increase between pre-test and post-test was 14.04. It means there was a significant improvement of the students’ reading achievement. The questionnaire based data showed that students felt bored to read. It was due to reading in English was difficult and not interesting. They still faced difficulties answering the questions especially in reading aspects.¹²

The similarities of this research are both used Generating Interactions between Schemata and Text (GIST) strategy and the school level. The different of this research is the design of research used. Yulia Agustiar, Ujang Suparman, and Basturi hasan conducted the research by quantitative research. While, the researcher conducted this research by qualitative reasearch.

¹²Yulia Agustiar Putri, et.al, “The Implementation of Get The GIST Strategy in Improving Students’ Reading Achievement”.

The third the research was carried out by Novi Riani, Anas Yasin, and M. Zain (*Language Education Program of State University of Padang*). By the title “*The Effect of Using GIST (Generating Interactions Between Schemata and Text) and Students’ Reading Interest Towards Students’ Reading Comprehension at Fifth Semester STKIP YPM Bangko*”. The objective of this research was to find out the effect of GIST strategy and the students’ reading comprehension interest. This study is an experimental study. The researcher used two classes. They were experimental class by using GIST strategy and control class by using questioning strategy. Both of classes got the same material, length of time, and the same teacher. Based on the reseach finding, the researchers can conclude that the students who were taught by GIST strategy have better reading comprehension than students’ who were taught by questioning strategy. The researchers gives some suggestion such as English lecturers at STKIP YPM Bangko are suggested to apply GIST strategy as a variation of teaching to improve students’ reading comprehension. It is suggested that to the English teacher to use this strategy because it gives benefit for the students, the students can practice their reading comprehension more with their friends.¹³

The similarities of this research are both used Generating Interactions between Schemata and Text (GIST)

¹³ Novi Riani et.al, “The Effect of Using GIST (Generating Interactions Between Schemata and Text) and Students’ Reading Interest Towards Students’ Reading Comprehension at Fifth Semester STKIP YPM Bangko”. State University of Padang.

strategy . The different of this research are the school level and the design of research. Novi Riani, Anas Yasin, and M. Zain conducted the research on the college while the researcher conducted this research on the Junior High School. Then, Novi Riani, Anas Yasin, and M. Zain conducted the research by quantitative research while the researcher conducted this research by qualitative research.

B. Theoretical Background

1. Reading

a. Nature of Reading

David Nunan states that reading is an essential skill for learners of English as a second language.¹⁴ Without reading, the learners never know about anything. It is the main reason why the students learn the language. Besides, reading is exactly the most important skill in a second language, especially in English as a second or foreign language in world.

Furthermore, reading usually conceived of as a solitary activity in which the reader interacts with the text in isolation.¹⁵ Reading is a process when the teacher skill is important to teach or give information to the learners. The skill of teacher to teach the reading text is very important. The teacher must be clever and active. Become a creative teacher is important too. Because, when the teacher monotonous at the classroom, automatically the students

¹⁴ David Nunan, *Language Teaching Methodology* (America: Practice Hall International, 1990), 69.

¹⁵ *Ibid*, 72.

lazy and didn't have enthusiasm to follow the activity. So, become a creative teacher is important in the classroom.

Reading includes discovering meaning in print and script, within a social context, through bottom-up, top-down processing and the use of strategies and skills. ¹⁶ It means that, the reader will get the message from the text. To get the meaning from the text, there are needed good skill and some strategies. From the good skill and good strategies, we will get the good information.

b. Kinds of Reading

There are many kinds of reading. The basic ways of reading are as follows. ¹⁷

1. Intensive and extensive reading.

In intensive reading, the labels indicate a difference in classroom procedures as well as a difference in purpose. Intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at understanding, not only of what the text means, but of how the meaning is produced.

¹⁶ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language* (Michigan Press), 197.

¹⁷ Ulvican Yazar, "Teaching Reading to EFL students to Make Them Better Readers", *Journal of Studies in Education Turkey*, vol.3 no.3 (July, 2013), 36-40.

2. Scanning

This involves looking quickly through a text to locate a specific symbol or group of symbol, particular word, phrase, name, figure, or date. The focus here is on local comprehension and most of the text will be ignored.

3. Skimming

This involves processing a text selectively to get the main ideas (to understand the main idea of a paragraph it is useful to find the topic sentence first) and the discourse topic as efficiently as possible, which might involve both expeditious and careful reading.

4. Search reading

This differs from skimming in that the purpose is to locate information on predetermined topic, for example, in selective reading for writing purpose. It is often essential strategy for completing written assignments.

5. Receptive reading

In receptive reading, to discover what the author is trying to convey the reader gives attention to the supporting ideas that confirm arguments and uses such strategies as reading paragraph by paragraph, summarizing the main ideas of each paragraph, underlining, making notes, and writing summary after reading.

6. Critical reading

To read a text critically is to make judgments about how a text is argued. This is a highly reflective skill requiring you to stand back and gain some distance from the text you are reading.

7. Reading for meaning

This type of reading is primary concern of most reading courses. But as Chastain notes, it may be the least teachable of the reading style since the nature of reading is solitary.

8. Prediction

This type of an activity enables the reader to predict the topic or the sequence of events in a story or even the aim of the writer for the proposed argument.

9. Redundancy

In addition to prediction skills, fluent reading also requires the use of redundancy, that is, information that is available from more than one source. Almost every printed text shows a degree of redundancy, which fluent readers exploit when they read for comprehension.

c. The Purposes of Reading

According to Rivers and Temperley in Tricia Hedge, they are classified the purposes of reading into:¹⁸

1. To get information

There are some texts to read such as travel brochures, train timetables, bus schedules, notice public signs, directories, catalogues, information leaflets, regulations and weather forecasts. After read this text, the readers be able to get information quickly.

2. To respond to curiosity

To respond to curiosity such as read this text: magazine articles, newspaper editorials, advertisements, guidelines, specialist brochures.

3. To follow instructions

After read this text, the reader hope to get to following the intructions. Such as the text: maps, route planners, recipes, assembly instructions, instruction for use, guides, manuals.

4. For pleasure and enjoyment

Poems, short stories, plays, review, lampoons, skits, cartoons are kinds of text that to pleasure.

¹⁸Tricia Hedge, *Teaching and Learning in the Language Classroom* (UK: Oxford University Press, 2003), 206-207.

5. To keep in touch

Postcards, notes, invitations, letters, condolences, memos, and message are kinds of text that to send by individual to the other individual people.

6. To know what is happening in the world

This is a kinds of text that to surrounding around the world. The text such as: news, articles, news in brief, TV Ceefax, faxes, news reviews.

7. To find out when and where

Announcements, programmers, and tour guides are text that to know the setting of the text.

d. Knowledge and Schemata Used in Reading

Schemata is the knowledge resources of a reader are stored in the brain. There are three kinds of schemata that important in reading:¹⁹

1. Content schemata

Our knowledge of the world develops trough personal experience, and also through hearing, seeing and reading about the experiences of others. It means that, those all related to experience of the world.

¹⁹ Ibid, 7-9.

2. Situated knowledge

Situated knowledge develop as we read a range of materials in various contexts. We approach reading quite differently when it is done for different purpose. Every student have different experiences of reading, they learn how to participate in the reading process according to the conventions of their culture and also the specific situation.

3. Linguistic knowledge

This schemata is related to the language. Our knowledge of language includes graphology, phonology, syntax, semantics, genre and intertextuality.

e. **The Principles of Reading**

Based on Jeremy Harmer in book entitled “How to Teach English”, He states that in teaching reading there are some principles that we have to pay attention. Those are:²⁰

1. Reading is not a passive skill but it is an active skill. This is because, in reading activities, students need to be more active in the process of understanding the text. Students must understand each important part in the text. Students should be familiar with the words, pictures, bold print or italic words in the texts. It help

²⁰ Jeremy Harmer, *How to Teach English* (Malaysia: Addison Wesley Longman Limited, 1998), 70-71.

students to understand the whole purpose of the text and get what they want.

2. Students need to be engaged with what they are reading. In this case, students should be involved with what they read. So, they can explore contents of the text. Then the teacher demand to use an interesting strategy in teaching reading, in order they are motivated to read and try to understand the text.
3. Students should try to respond content of the text. It means student do not only know the structure of the language, but student should understand the important part in every paragraph.
4. Prediction is major factor reading. Because, prior knowledge of student is important to explore the contents of the text that they read. Students estimated the content of text with regard to relevant guidance by paying attention to the title, subtitle and synopsis of the story. In this case, role of teachers is to help students by providing appropriate instructions, so they can predict content of text easily.
5. Matching the task with suitable topic. Selection of interesting text and more imaginative tasks can help students to improve student's motivation in comprehending the text. The task that given to the students must be related to the text they are reading.
6. Teachers exploit reading texts to the full. In each text, there is usually a sentences that implied or unimplied, the word, an idea that in pointed out by the author in writing. For this matter, teacher should

pose an interesting activity for students to understand the important part of the text.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.²¹

Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension typically requires the comprehended to integrate the sense of these words and sentences into a meaningful whole.²²

Reading comprehension requires the use of strategies before, during, and after reading. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and

²¹ Jane Oakhill, Kate Cain, and Carsten Elbro. *Understanding and Teaching Reading Comprehension* (New York: Routledge, 2015). 1.

²² Ibid, 1.

enhance their comprehension.²³ It means that as the learning in the first language, the teacher create a collection of working strategies that applied to different reading purposes.

There are three types of theory reading comprehension. First are mental representations. According to Van Oostendorp and Goldman, they are expressed that when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text. A lot of researches supported the many levels of representation are included in constructing meaning. According to Kintsch, when a reader is reading a text, three various levels of mental representation are created. They are the surface component, the text-base, and the situation model. Second content is content literacy. Content literacy is the ability to read with our understanding about the text and learn from a particular matter. There are three types of content literacy: general literacy abilities, content specific literacy abilities, and previous knowledge of content. Third are cognitive processes. The application of syntactic rules together with the activation of more particular previous knowledge occurs automatically and unconsciously.²⁴ Various cognitive processes are more or

²³ Kristin Lems, et. al. *Teaching Reading to English Language Learners: Insights from Linguistics* (New York: The Guilford Press, 2010), 172.

²⁴ Lahijan Branch, "How Can Students Improve Their Reading Comprehension Skill?", *Journal of Studies in Education* , vol.6, no.2 (2016), 232-233.

less conscious. Perception is defined as the highly automatic and unconscious of processes. It means that, three stages above are important and order.

b. Model of Reading Comprehension

Models of how the printed word is understood have emerged from this research. The models can be divided into three categories:

1. Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts.
2. Top-down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, make predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.
3. Interactive models combined elements of both bottom-up and top down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”.²⁵

²⁵ Ibid, 232.

c. Strategies for Reading Comprehension

For most second language learners who are already literate in previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures and others enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to the classroom techniques:

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance levels)
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationship.²⁶

²⁶ H. Douglas Brown. *Teaching by principles: An Interactive Approach to Language Pedagogy* (San Fransisco: Addison Wesley Longman, 2001), 306-310.

3. Teaching Reading

a. Nature of Teaching Reading

Teaching reading occurs when a learner is assisted in his or her performance by a more competent other. This means that students who can perform competently with assistance from the teacher are indeed learning. Teachers or other assisters, such as components peers, continue to influence learning along a continuum known as the zone of proximal development until the student is capable of full independent performance. There are five standards integrated how to teach effectively. There are instructional frame, community building, classroom management, activity, teacher multitasking and assessment.²⁷

Teaching reading usually has at least two aspects. In one aspect, it can refer to teaching children who are learning to read in their first language for the very first time. A second aspect of teaching reading refers to teaching learners who already having reading skills in their first language.²⁸ Once we have learned how to read in one language, we do not learn how to read again in a second or foreign language. Rather we need to learn how to transfer skills that we have already learned in our first language to new reading context in a new language.

²⁷ Stephanie Stoll Dalton, *Five Standards for Effective Teaching* (San Francisco: Jossey-Bass, 2008), 7.

²⁸ Ibid, 3.

b. Process of Teaching Reading

There are three phases in a reading lesson. These are pre-reading, while-reading, and post-reading.

1. Pre-reading to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text.
2. While-reading to help understanding of writer purpose, to help understanding of the text structure and to clarify text content.
3. Post-reading to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interests, or views²⁹

c. Teaching Planning of Reading

Teaching plan or lesson plan is the process of thinking through and writing down a plan for the teaching of, and learning within a lesson that the teacher will be teaching to a specific group of students in a specific place at a specific time.³⁰ A lesson plan provides the teacher with a general outline of the teacher's teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which

²⁹ Ibid, 40.

³⁰ Jonathan Savage. *Lesson Planning: Key concepts and skills for teachers* (New York: Routledge, 2015), 2.

everything goes exactly as planned, but one in which both students and teacher learn from each other.³¹

The components of a lesson plan are:

1. The objective of learning

Learning objectives are the most important part of the lesson plan. It is absolutely vital that the teacher understand what is meant by a learning objective and how it is used as a foundation upon which all the other elements of the lesson plan are structured. Learning objective define the learning that that the teacher want the students to engage in throughout the lesson. At this point, there is a legitimate question to ask about whether or not it is possible to define, in advance of the lesson, the learning that students will actually engage. It is true to say that student will learn many different things throughout a lesson. Learning objective must focus on the learning that the lesson will contain. It must not focus on the activities of the lesson that the students are going to do.³²

2. Learning Activities

Learning activities are activities design or deployed by the teacher to bring about, or create the conditions for learning. When planning learning

³¹<http://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>, accessed on May 27th 2019 at 08.05 pm

³² Jonathan Savage. *Lesson Planning: Key concepts and skills for teachers* (New York: Routledge, 2015), 16.

activities, the teacher should consider the types of activities students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives.³³

As the teacher plan the learning activities, the teacher should estimate how much time the teacher will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. It is important that each learning activity in the lesson must be (1) aligned to the lesson's learning objectives, (2) meaningfully engage students in active, constructive, authentic, and collaborative ways, and (3) useful where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose.³⁴

³³<http://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>, accessed on May 27th 2019 at 08.05 pm

³⁴ Ibid

3. Learning Assessment

Assessment provide opportunities for students demonstrate and practice the knowledge and skills articulated in the learning objectives, and for instructor to offer targeted feedback that can guide further learning. Planning for assessment allows the teacher to find out whether the students are learning. It involves making decision about:

- a. The number and type of assessment tasks that will best enable students to demonstrate learning objectives for the lesson.
- b. The criteria and standards that will be used to make assessment judgments.
- c. Students' role in the assessment process.
- d. The weighting of individual assessment tasks and method by which individual task judgments will be combined into a final grade for the course.
- e. The provision of feedback.³⁵

4. Generating Interactions between Schemata and Text (GIST) Strategy

a. Definition of GIST

GIST stands for Generating Interactions between Schemata and Text. Based on Cunningham's "Generating Interaction between Schemata and Text," GIST is a strategy that works to improve students' reading comprehension and summary writing skills by honing

³⁵ Ibid.

their abilities to analyze and synthesize content area readings.³⁶

Generating Interactions between Schemata and Text (GIST) offers many advantages to students who use it. Student must use synthesis and analysis to effectively summarize the text read. As quoted by Walter Kintsch and Teun A. van Dijk, by restricting the length of the passage, students learn to delete trivial information, determine main ideas, and use their own words to make generalizations three major strategies that have been recognized as crucial for good comprehension and retention of key ideas. So, the students can watch the process of active thinking and reflecting in action. The teacher should model this strategy before students use it independently. This strategy also fosters the verbal/linguistic and interpersonal intelligences.³⁷

GIST strategy is useful to identify or generate main ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of material they just read. This strategy 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.³⁸

³⁶ Roberta L Sejnost and Sharon Thiese. *Reading and Writing Across Content Areas 2nd Edition* (California: Corwin Press, 2007), 150-151.

³⁷ Ibid, 151.

³⁸ Yulia Agustiara Putri, et.al, "The Implementation of Get The GIST Strategy in Improving Students' Reading Achievement", 4.

b. Steps for GIST

According to Roberta L sejnost and Sharon Thiese, there are the steps for GIST strategy :

1. From your content area text, choose a three to five paragraph passage that discusses an important concept. Reproduce it on an overhead transparency.
2. Show the students the first paragraph on the passage. Have them read silently and then write a summary of 20 words or fewer of the passage. Encourage them to use as many of their own words as possible in their writing.
3. Using the individual summaries students wrote as a basis for discussion, generate a class summary.
4. Show the next paragraph and again have students write a summary of 20 words or fewer encompassing paragraphs 1 and 2.
5. Continue this process until a GIST statement has been developed for the entire passage. Encourage students to use no more than 40 to 50 words in their final summaries.
6. After practice, students will be able to generate GIST statement on their own.³⁹

³⁹ Roberta L Sejnost and Sharon Thiese. *Reading and Writing Across Content Areas 2nd Edition* (California: Corwin Press, 2007), 152.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied a qualitative research. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.⁴⁰ Mackey and Gass explain that qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures.⁴¹

The design for this approach is descriptive study that has a goal to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something happened. Observation and surveys tools are often used to gather data.⁴²

The researcher wants to know deeply the implementation of Generating Interactions between Schemata and Text (GIST) in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo. This research conducted an interview with English teacher and students of the eighth grade of the school and observing in learning process when teacher applied the GIST strategy.

⁴⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (SAGE Publications: 2009), 8.

⁴¹ Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design* (London: Lawrence Erlbaum Associate Publisher, 2005), 162.

⁴² Hossein Nassaji, journal of SAGE. *Language Teaching Research*. University of Victoria, Canada, 2015, vol. 19 (2), 129.

The researcher played as an observer and an interviewer. Then, the details presented in a form naturally.

B. The Role of Research

One of the Qualitative Research characteristic is *Researcher as a key instrument*: Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants.⁴³

The researcher took the role as participants observation because the researcher observed the teaching and learning process with participating or taking an active part in the situation. Then it supported by interview. The data which are collected and organized will be analyzed, interpretation and reported as a result of this research.

C. Research Setting

The research conducted in Eighth Grade of MTsN 2 Ponorogo. The reasons of choosing the place are as follows: [1] The English teacher applied GIST strategy in the class. [2] There is no previous researcher who has conducted the same research in that school. [3] The teacher and students were welcome to conducted this research.

⁴³ Ibid, 234.

D. Data and Data Source

Source of data is the important thing in a research. The sources of the data of this research were :

1. The English teacher of the eighth grade at MTsN 2 Ponorogo. The English teacher is the primary source of data. The researcher interviewed the English teacher to get some information related to the implementation of GIST strategy.
2. The eighth grade students at MTsN 2 Ponorogo. The researcher interviewed the students to get information related to their responses on the implementation of GIST strategy.

E. Technique of Data Collection

1. Observation

Observation is a basic data collecting activity for many branches of research, particularly the natural and technical science, for example, observing the results of experiments, the behavior of models, the appearance of material, plants and animals. It also useful in the social sciences where people and their activities are studied. Observation can record how people react to questions, and whether they act differently to what they say or intend.⁴⁴

In this study, the researcher used direct observation because it is conducted to the object directly. This technique is considered to observe the school facilities, the strategy of

⁴⁴Nicholas Walliman, *Research Methods the Basic*, (Taylor & Francis e-Library: 2011), 100-101.

teacher, and the student's reading comprehension skill in the learning process.

2. Interview

According to W. J. Goode and P.K Hatt, interview is fundamentally a process of social interaction. The interview constitutes a social situation between two persons, the psychological process involved requiring both individuals mutually respond though the social research purpose of the interview call for a varied response from two parties concerned.⁴⁵

The researcher as interviewer conducted a structured interview to get the data about the implementation of Generating Interactions between Schemata and Text (GIST) strategy used by teacher in teaching reading comprehension and learning process at the eighth grade of MTsN 2 Ponorogo. A structured interview is typically formal and organized and may include several interviewer, commonly referred to as a panel interview.⁴⁶ The participants of interview were the English teacher and students.

3. Documentation

Documentation is prepared for personal rather than official reason and include diaries, memos, letters, and field

⁴⁵ Praphat Pandey, Meenu Mishra Pandey, *Research Methodology: Tool and Techniques*, (Romania: Bridge Center) 2015, 59.

⁴⁶ <http://drexel.edu/scdc/professional-pointers/interviewing/interview-types/>, accessed on November 13rd 2018 at 8.05 pm.

notes, and so on. Documents closer to speech, require more contextualize interpretation.⁴⁷ In this study, the documentary technique is use to get the data related to MTsN 2 Ponorogo.

F. Data Analysis

The core of qualitative analysis in these related processes of describing phenomena is presented by the following agreement:

1. Data collection

Data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.⁴⁸

2. Data reduction

The researcher writes all the data that have been obtained at the time when he/she do the observation. And then, researcher chooses the data which is related to problem statements. Miles and Hubberman said that with data reduction, the potential universe of data is reduce is an anticipatory way as the researcher chooses a conceptual framework, research questions, cases, and instruments.⁴⁹

⁴⁷ Norman K. Danzin and Yvona S. Lincoln. *Handbook of Qualitative Research*, (USA: SAGE Publication, 1994).

⁴⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International (P) Limited Publisher, 2006), 212.

⁴⁹ Denzin and Lincoln, *Handbook of Qualitative Research*. 429.

3. Data display

The researcher organizes and presents the data which have been chosen. Data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis.

4. Conclusion

The researcher concludes the result by relating the data from the observation with the theorist which is related.

G. Data Validity

Validity of the data is an important concept of validity and reliability new concept. The level of data validity can be done by using technique:

1. Observe the situation in the classroom during the learning process going on thoroughly. The strenuous observation, it is mean that the researcher finds the characteristics and elements in the situation that relevant issue. The researcher can conduct it by observing the implementation of Generating Interactions between Schemata and Text (GIST) in teaching reading comprehension at eighth grade of MTsN 2 Ponorogo.

2. Triangulation

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of

variety of methods to collect data on the same topic, which involve different types of samples as well as methods of data collection.⁵⁰

In this study, the researcher use triangulation technique to investigated data of the implementation of Generating Interactions between Schemata and Text (GIST) in teaching reading comprehension at eighth grade of MTsN 2 Ponorogo.

H. Research Procedure

In this research, the researcher uses some procedures which must be done. They are planning, application and evaluating.

1. Preparation
 - a. Getting permission letter from the researcher's institution
 - b. Getting permission from the school that will be researched
 - c. Arranging the plan of the research
2. Application
 - a. Observing the application of English teacher strategy in teaching reading comprehension.
 - b. Analyzing the data.
 - c. Making conclusion and suggestion.

⁵⁰ Karina Kielman, Fabian Cataldo, & Janet Seely, *Introduction to Qualitative Research Methodology: A Training Manual* (UK: Department for International Development (DfID), 2012), 16.

3. Evaluating and Reporting

In this section, the researcher writes a research report in from of thesis writing about a study analysis of English teacher strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo.



CHAPTER IV

RESEARCH FINDING

A. General Data

1. The History of MTsN 2 Ponorogo

MTsN 2 Ponorogo is a formal education institution that is the same level as the Junior High School (SMP) and is typically called the Junior High School of Islam that the character of which is established or organized by the Department of Religion.

The reason for the establishment of MTsN 2 Ponorogo was because at that time only one the state MTs in Ponorogo. It was MTsN Jetis which located in Karanggebang, Jetis, Ponorogo. Besides that, there were many private MTs emerging at that time, so in 1979 the Head of the Office of the Department of Religion of Ponorogo made a proposal to the Minister of Religion to issue a *Penegerian* Decree from several Private MTs in Ponorogo regency. So, in 1980 the *Penegerian* letter was dropped, but those who received the status of recognition were not Private MTs in Ponorogo, but relocation of the transfer of MTsN from MTsN Genteng Kab, Ngawi.

Then, when the *penegerian* of MTsN by the Head of the Office of the Ministry of Religion of Ponorogo set and placed in administrative districts at Setono jenangan Ponorogo. At that time, MTs is incoming daylight occupying the building Madrasah Ibtidai'yah Maarif at Setono by the number of students by 80 students consisting

of two local. Furthermore, in the Academic Year 1981/1982 regarding the situation and conditions at the time, so the location of MTsN Ponorogo was moved to the surrounding environment on the highway of Ngebel. In new locations these are students of MTsN Ponorogo entered in the morning. Then in 1982/1983 the number of seventh grade students as many as 104, eighth students as many as 96, while the sixth grade as many as 76. Then the total number is 276 students. While the implementation of teaching and learning activities of students of MTsN 2 Ponorogo at that time rented the house of Mr. Hardjo Tunggul dan Mr. Parto Jikan's house in the neighborhood Plampitan at Setono Village, Ponorogo.⁵¹

2. School Profile

Name of School	: MTsN 2 Ponorogo
Address of School	: Jl. Ki Ageng Mirah No. 79
Village	: Japan
District	: Jenangan
Regency	: Ponorogo
Province	: Jawa Timur
Telephone Number	: (0352) 461227
Post Code	: 63491
E-mail Address	: mtsnponorogo@yahoo.co.id
Accreditation Grade	: A
Status of School	: State/Negeri ⁵²

⁵¹ Look at documentation transcript number: 10/D/15-XI/2018

⁵² Look at documentation transcript number: 10/D/15-XI/2018

3. The Vision and Mission of MTsN 2 Ponorogo

a. Vision

Establishment of personal Indonesian Muslims who are noble, intelligent, global minded, skilled, immediate and scientific associated and care, cultured, and environmentally friendly.

b. Mission

1. Developing attitudes and behaviors that are Islamic in nature and cultural values of the nation in real life.
2. Develop an international standard curriculum for Mathematic and Science, English and Arabic languages by adopting or adapting curriculum from developed countries.
3. Carry out learning by utilizing various sources (multi resources) and based on Information and Communication Technology (ICT).
4. Carry out the learning process actively, innovatively, creatively, effectively, cooperatively, communicatively, and inspiring students.
5. Fostering a spirit of concern for the social environment, physical environment, and instilling a frugal life in an effort to preserve the environment.
6. Applying a culture of clean living in order to prevent environmental pollution in everyday life.
7. Familiarize polite behavior in an effort to prevent environmental damage.
8. Growing the spirit of competing in various competencies for all citizens of the madrasa.

9. Developing the potential and creativity of superior school citizens and able to compete at regional, national and international levels.
10. Applying Madrasah Based School Management (MSBM) in a professional manner and leading to standardized education quality management involving all members of the madrasah and other relevant institutions in the form of MoU.
11. Establish partnerships with superior schools / madrasahs and tertiary institutions as a companion for institutional development, human resources, curriculum and teaching and learning activities in the form of MoU.
12. Caring, cultured and environmentally friendly, be polite to the environment by implementing caring in daily life.⁵³

B. Specific Data

1. The Implementation of Generating Interactions between Schemata and Text (GIST) in Teaching Reading Comprehension at the Eighth Grade of MTsN 2 Ponorogo

The implementation of Generating Interactions between Schemata and Text (GIST) strategy at the eighth grade students of MTsN 2 Ponorogo were collected by an interview, observation, and documentation.

According to Mrs. Haniati Mar'ah as English teacher at the eighth grade “J” students of MTsN 2 Ponorogo,

⁵³ Look at documentation transcript number: 10/D/15-XI/2018

“The reason why I choose GIST strategy is, because I expect that this technique is good and effective to teach reading comprehension. The purposes of choosing this technique is the students are able to comprehend the text, process the information and get the main idea from reading text that appropriate with the students”⁵⁴

Based on the result of interview above, Generating Interactions between Schemata and Text (GIST) strategy has been used in teaching reading comprehension at eighth grade students of MTsN 2 Ponorogo. By GIST strategy students are expected to recognize the information that is not necessarily essential as well as what is necessary to make predictions and begin to think about text prior to reading, thus after is read, for more materials that are comprehended. It helps the students to activate the prior knowledge and improves students' reading comprehension.

When teaching reading, the teacher required to make the students understand and get the information from reading the text. Not only make the students understand but the teacher should make the learning process enjoy and fun so the students easier to comprehend the text and get the main idea of the text. In teaching learning process, there are some steps that applied by the teacher. The first is preparation, then application, and the last is evaluation.

⁵⁴ Look at interview transcript number: 04/I/16-XI/2018

Based on interview about the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension with Mrs. Haniati Mar'ah, she stated that:

”The implementation of Generating between Schemata and Text (GIST) Strategy at the eighth grade is divided into three steps. The first step is preparation. I prepare the materials that are taken from the handbook. The second step is application. I select a paragraph from a narrative text. Then, I explain the generic structure of the text, its purpose, language features frequently appear in the text. After that, I explain about the way of finding main idea, reference, and some detailed information from the text. Next, I divide students into groups and asks them to read carefully the text. Then, I ask students to look at the first sentence of a paragraph and identify the most important or the key concept. After that, I ask students to write a brief summary of the sentence on five words or less. Next, I show students the second sentence of the paragraph and then makes a summary again. I repeat this process until students have summarized the entire paragraph in fifteen words or less. The third step is evaluation. I evaluate the students to check how far they understand related to the material. I give some question about the text what they have learned related to the main idea, specific information, and inference from the text.”⁵⁵

⁵⁵ Look at interview transcript number: 04/I/16-XI/2018

At the observation on Thursday, 1 November 2018 until Friday, 16 November 2018 with students in VIII “J”, this research focused on the observation about three steps of teaching program. In the first observation, the teacher selects a narrative text. The difficult level of the text is easy. So the students are not too difficult to understand the text because in the first observation the teacher focus on student’s understanding about the strategy used. This observation conducted at November, 1st 2018 on 08.30-10.00 am. There are the following parts :

a. Preparation

In this step, the teacher prepared some activities to reach successful the implementation of Generating Interactions between Schemata and Text (GIST) strategy. The teacher did activities including features below:

1. The lesson consisted of 2 x 45 minutes. So, the teacher manage the time as good as possible.
2. The teacher prepared the material for the students. The material was a narrative text.
3. Preparing lesson plan. The teacher designed the teaching and learning process in the form of lesson plan in order to guide teacher in calculating the instructional planning. The teacher arranged lesson plan which was developed from syllabus based on curriculum.

b. Application

The application of Generating Interactions between Schemata and Text (GIST) strategy in teaching

reading comprehension at the eighth grade “J” of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follow:

1. Pre-activities

Pre activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:

a. Greeting

To open the meeting, the teacher says greeting to the students for beginning the activities. Then, the teacher builds the students’ motivation for having enjoyable feeling and motivation in teaching and learning process.

b. Apperception

The teacher gives apperception to stimulate the students’ prior knowledge by asking them some question related to the narrative text.

2. Main Activities

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applied Generating Interactions between Schemata and Text (GIST) strategy for teaching and learning process in reading comprehension. The steps in the implementation this strategy is as follow:

a. The teacher selects a paragraph from a narrative text.

- b. The teacher explains the generic structure of the text, its purpose, language features frequently appear in the text.
- c. The teacher explains about the way of finding main idea, reference, and some detailed information from the text.
- d. The teacher divided students into groups.
- e. The teacher asks students to read carefully the text.
- f. The teacher asks students to look at the first sentence of a paragraph and identify the most important or key concept.
- g. The teacher asks students to write a brief summary of the sentence in five words or less.
- h. The teacher shows students the second sentence of the paragraph and then makes a summary again.
- i. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- j. The teacher and students discussed the contents of the text together.
- k. The teacher gives students an evaluation.

3. Post Activities

The teacher summarizes the learning process and gives motivation for students to study hard, diligent and always spirit. Then, the teacher closes the lesson by some statement, motivating, and praying.

In the last of meeting in applied GIST strategy, teacher gives motivation to the students to reads more often especially in English text. It aims to make students become

accustomed in reading and also to develop their reading comprehension skills.

c. Evaluation

A teaching and learning process needs be evaluated. Evaluation conducted to determine that the result of learning process. In this evaluation the teacher give a question and answer session to reflect students had learning during the learning process. Every student was given an evaluation about their skill or ability and given scoring about their result. After that, the teacher ends today learning processes by saying hamdalah and salaam.⁵⁶

In the second observation, the teacher selects the different narrative text. The text is more difficult than before. This observation conducted at November, 10th 2018 on 10.30-12.00 am. There are the following parts:

a. Preparation

In this step, the teacher prepared some activities to reach successful the implementation of Generating Interactions between Schemata and Text (GIST) strategy. The teacher prepares the appropriate text and arranges lesson plan which is developed from syllabus based on curriculum.

⁵⁶ Look at observation transcript number: 01/O/1-XI/2018

b. Application

The application of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade “J” of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follow:

1. Pre-activities

Pre activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:

- a. The teacher greets the students by saying salaam.
- b. The teacher makes a little conversation in English to makes students’ mood brighter
- c. The teacher checks the attendance list and teacher give apperception to stimulates students prior knowledge by asking some question related narrative text.

2. Main Activities

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applied Generating Interactions between Schemata and Text (GIST) strategy for teaching and learning process in reading comprehension.

The steps in the implementation this strategy is as follow:

- a. The teacher selects a paragraph from a narrative text.
- b. The teacher explains the generic structure of the text, its purpose, language features frequently appear in the text.
- c. The teacher explains about the way of finding main idea, reference, and some detailed information from the text.
- d. The teacher divided students into groups.
- e. The teacher asks students to read carefully the text.
- f. The teacher asks students to look at the first sentence of a paragraph an identify the most important or key concept.
- g. The teacher asks students to write a brief summary of the sentence on five words or less.
- h. The teacher shows students the second sentence of the paragraph and then makes a summary again.
- i. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- j. The teacher and students discussed the contents of the text together.
- k. The teacher gives students an evaluation.

3. Post Activities

In the last of meeting in applied GIST strategy, teacher gives motivation to the students to reads more often especially in English text. It aims to make students become accustomed in reading and also to develop their reading comprehension skills.

c. Evaluation

In this section, the teacher checks how far the students' understanding then the teacher gives some questions to the students. After that, the teacher ends today learning processes by saying hamdalah and salaam.⁵⁷

In the third meeting, the teacher immersed the students' understanding by giving reading material again. The text is difficult enough than previously. This observation conducted at November, 16th 2018 on 08.30-10.00 am. There are the following steps:

a. Preparation

In this process, the teacher prepares some activities to reach successful implementation of Generating Interactions between Schemata and Text (GIST) strategy as follows :

1. The teacher prepares the appropriate text for the students.
2. The teacher arranges a lesson plan which is developed by syllabus and curriculum.

b. Application

The application of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade "J" of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follow:

⁵⁷ Look at observation transcript number: 02/O/10-XI/2018

1. Pre-activities

- a. Before the lesson begin, as usual the teacher greets the students by saying salaam.
- b. The teacher makes a little conversation in English to makes students' mood brighter and then checks the attendance list.
- c. The teacher give apperception to stimulates students prior knowledge by asking some question related narrative text.

2. Main Activities

Here the teacher applied Generating Interactions between Schemata and Text (GIST) strategy for teaching and learning process in reading comprehension. The steps in the implementation this strategy is as follow:

- a. The teacher selects a paragraph from a narrative text.
- b. The teacher explains the generic structure of the text, its purpose, language features frequently appear in the text.
- c. The teacher explains about the way of finding main idea, reference, and some detailed information from the text.
- d. The teacher divided students into groups.
- e. The teacher asks students to read carefully the text.
- f. The teacher asks students to look at the first sentence of a paragraph an identify the most important or key concept.

- g. The teacher asks students to write a brief summary of the sentence on five words or less.
- h. The teacher shows students the second sentence of the paragraph and then makes a summary again.
- i. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- j. The teacher and students discussed the contents of the text together.
- k. The teacher gives students an evaluation.

3. Post Activities

- a. The teacher asks some students to answer the question related to the text in the whiteboard.
- b. The teacher and the students begins a discussion related to the students' answer.

c. Evaluation

To check how far the students' understanding, the teacher gives some question to the students. After that, the teacher tell to the students about the material in the next lesson. Finally, the teacher ends today learning processes by saying hamdalah and salaam.⁵⁸

From the all of observation above, the researcher can conclude the steps of implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo as follows :

⁵⁸ Look at observation transcript number: 03/O/16-XI/2018

- a. The teacher selects a paragraph from a narrative text.
- b. The teacher explains the generic structure of the text, its purpose, language features frequently appear in the text.
- c. The teacher explains about the way of finding main idea, reference, and some detailed information from the text.
- d. The teacher divided students into groups.
- e. The teacher asks students to read carefully the text.
- f. The teacher asks students to look at the first sentence of a paragraph an identify the most important or key concept.
- g. The teacher asks students to write a brief summary of the sentence on fifteen words or less.
- h. The teacher shows students the second sentence of the paragraph and then makes a summary again.
- i. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- j. The teacher and students discussed the contents of the text together.
- k. The teacher gives students an evaluation.

4. The Positive Impact of Generating Interactions between Schemata and Text (GIST) Strategy

Generating Interactions between Schemata and Text (GIST) Strategy has many advantages in teaching reading comprehension. It is supported by Mrs. Haniati Mar'ah's statement:

“GIST strategy is one of learning strategies in which the students summarize the content of the text based on the finding out main idea in the text. This strategy is suitable for teaching in Junior High School. The students are required to identify the key concept of each paragraph. GIST strategy is useful to identify or generate the main ideas, help students remember what they read, and record summary of material they just read. Besides that, the students can easily to finding out the content of the text.”⁵⁹

Based on the statement above, this strategy is suitable in English learning process at the eighth grade of MTsN 2 Ponorogo. By this strategy, the student can easier to finding out the main idea and the content of passage.

Mrs. Haniati Mar’ah said:

“I tell the students what subject we will learn today. I give them a narrative text. After that, I ask students to make a group and ask them to work together and discuss to find out the key concept of each paragraph of the text. It has an effect on students ability to work together on a team. Besides that, by make a summarize, the students can build their ideas in the word and form of sentence.”⁶⁰

Related to the statement above, this strategy had seemly principal with her statement before. By using GIST strategy the students accustomed to work together with their friends and building their ideas in the word and form of sentence.

⁵⁹ Look at interview transcript number: 04/I/16-XI/2018

⁶⁰ Look at interview transcript number: 04/I/16-XI/2018

Mrs. Haniati Mar'ah's also said:

“In the GIST strategy the students summarize the text become one sentence that is fifteen words or less. It was important because the GIST strategy helped the student to find out the main idea in each paragraph of the text. Finding main idea in a text was one of the important aspects because when the readers read and found main idea or key concept of a text, automatically they would be easier to know the content of the passage. Besides that, students can improve their writing skill because they have to write the summarize each paragraph.”⁶¹

It is mean that the students could be easier to know about the content of the passage. Furthermore, by using GIST strategy it can also improve students' writing skill.

Intan Anggraheni Zahrin Prasetyo as a student at the eighth grade “J” of MTsN Ponorogo stated that:

“According to me, by using GIST strategy I can easier to understand in reading comprehension lesson. It's because I am easier to know the main idea and the content of the text.”⁶²

Based on the statement above, it can concludes that students can easier to understand and to know the main idea of the text.

Cindy Fatmasari as a student of VIII “J” said that:

⁶¹ Look at interview transcript number: 04/I/16-XI/2018

⁶² Look at interview transcript number: 05/I/16-XI/2018

“By GIST strategy I can easier to find out the content of the text. Besides that, I can improve my writing skill because I am required to summarize the text each paragraph.”⁶³

It means that besides can improve the reading skill, Generating Interaction between Schemata and Text (GIST) strategy also can improve the students’ writing skill.

Ms. Haniati Mar’ah also said that:

“The students have more activeness, enthusiastic, enjoy, and happy while I applied the GIST strategy in my teaching reading comprehension. By using GIST strategy, the students will easily to find out the main idea and the content of the passage because they have to makes a key concept in each paragraph. It really helps the students.”⁶⁴

Related to the statement above, the students had more activeness, enthusiastic and feel more enjoyable in the learning process. By makes a key concept in each paragraph, it makes the students easily to find out the main ideas and the content of the passage. Besides that, students worked together in group to make summarize, so the students had more enthusiasms in learning process.

Riska amalia as a student in VIII “J” class also said:

“I felt more enthusiasts, enjoy and happy in learning reading comprehension using GIST strategy, because I can work by myself and worked together with my friends, and share my knowledge based on the passage. With GIST strategy make me

⁶³ Look at interview transcript number: 07/I/16-XI/2018

⁶⁴ Look at interview transcript number: 04/I/16-XI/2018

easier to find out the main idea and the key concept of the text.”⁶⁵

Based on the statement above, it is support the statement of Ms. Haniati Mar’ah that the students had more activeness, enthusiastic and feel more enjoyable.

Aula Elsa Firda Pangastuti, as a student at eighth grade “J” of MTsN 2 Ponorogo said that:

“According to me, I get many advantages of this strategy that uses by the teacher. For example, I can easily to understand the reading comprehension lesson, I can easier to find out the main idea and the content of the text. I do not feel sleepy in the teaching and learning reading comprehension because I can worked together and discussed with my friends.”⁶⁶

It means that the students can easier to understand the reading comprehension lesson. Besides that, the students do not feel sleepy in the teaching and learning process.

Based on the all of statements above, it can be concluded that the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo has many advantages. These are:

- a. Students are easier to finding out the main idea and the content of the passage.
- b. Building the students’ ideas in word and form of sentence.

⁶⁵ Look at interview transcript number: 08/I/16-XI/2018

⁶⁶ Look at interview transcript number: 06/I/16-XI/2018

- c. Students had more activeness, enthusiastic, and feel enjoyable in the learning process.
- d. Improving students' writing skill.

5. Students' Responses on the Implementation of Generating Interactions between Schemata and Text (GIST) strategy

There were a various students' responses on the implementation of Generating Interactions between Schemata and Text (GIST) strategy. Here are the students' responses or statements on the implementation of this strategy:

According to Intan Anggraheni Zahrin Prasetyo as a student of eighth grade "J" of MTsN 2 Ponorogo:

"The teacher give the material by using GIST strategy makes students easily to identify the content of the text. Furthermore, the teacher teaches in a good way and it makes students easily to understand what she had taught."⁶⁷

Related to the statement above, the students can easier to identify the content of the text. They feel that this strategy is the most right strategy which can makes them easier to understand what the teacher had taught.

According to Riska Amalia:

"The implementation of GIST strategy is a good variation in teaching reading comprehension. This strategy required the students to make summaries each paragraph. This strategy is suitable in teaching reading comprehension because this

⁶⁷ Look at interview transcript number: 05/I/16-XI/2018

strategy teaches the students how to find out the main idea and the content of the text.”⁶⁸

Based on the statement above, the students feel enjoy because the teacher implement a variation of strategy. It help student to understand the material in the reading comprehension learning.

The other statements come from Cindy Fatmasari:

“I like with the strategy that used by teacher. Before I get the GIST strategy, I am difficult to understand about the passage. But, after the teacher using the GIST strategy, the reading comprehension are fun and I like it.”⁶⁹

It indicates that students interested in teaching learning process. The students feel enjoy in learning reading comprehension because this strategy make the reading comprehension be fun.

Besides that, the researcher conduct the interview from the other students, the opinion according to Faiz Rozananta:

“By using GIST strategy, the reading comprehension learning process become more fun and exciting. I prefer this strategy in reading comprehension learning”⁷⁰

Related to the statement above, the students interested with this strategy. They prefer this strategy than other strategy in reading comprehension learning because they feel that this strategy is fun and exciting.

⁶⁸ Look at interview transcript number: 08/I/16-XI/2018

⁶⁹ Look at interview transcript number: 07/I/16-XI/2018

⁷⁰ Look at interview transcript number: 09/I/16-XI/2018

According to Aula Elsa Firda Pangastuti:

“ I don’t like reading lesson actually in English lesson. But, by using Generating Interactions between Schemata and Text (GIST) strategy make me understand the reading lesson and make me easier to find out the main idea and the content of the text. I prefer this strategy than other strategies commonly used in reading comprehension learning.”⁷¹

It means this strategy can make a student who doesn’t like reading can easier to find out the main idea and the content of the passage. Slowly, it can make students like to reading because they can understand the content of the text.

Based on the all of statement above, it can be conclude that the students feel more enjoyable in the learning process. They prefer the Generating Interactions between Schemata and Text (GIST) strategy than the other strategies commonly used in reading comprehension because when the teacher use this strategy the students feel more fun and exciting.

⁷¹ Look at interview transcript number: 06/I/16-XI/2018

CHAPTER V

DISCUSSION

In this chapter, the researcher discusses the discussion result of the research based on the statement of the problem. The result is taken from the observation, interview, and documentation. The researcher collects all the data and concludes that has been applied to the implementation of Generating between Schemata and Text (GIST) Strategy in Teaching Reading Comprehension at the Eighth Grade of MTsN 2 Ponorogo.

A. An Analysis of the Implementation of Generating between Schemata and Text (GIST) Strategy in Teaching Reading Comprehension at the Eighth Grade of MTsN 2 Ponorogo.

Teacher is one of the components in education. Therefore, teachers are required to create the learning process become enjoyable and make the students understand the lesson.

In choosing the strategy, the teacher must consider the suitability of the strategy with the students' ability. In MTsN 2 Ponorogo, the teacher chooses Generating Interactions between Schemata and Text Strategy in teaching reading comprehension. GIST stands for Generating Interactions between Schemata and Text. Based on Cunningham's "Generating Interaction between Schemata and Text" (GIST) is a strategy that works to

improve students' reading comprehension and summary writing skill by honing their abilities to analyze and synthesize content area readings.⁷² Therefore, the teacher of MTsN 2 Ponorogo uses Generating between Schemata and Text (GIST) Strategy as teaching strategy in reading. The objective of Generating between Schemata and Text (GIST) Strategy is to make the teaching become enjoyable and easier for the students to understand the reading.

The implementation of Generating between Schemata and Text (GIST) Strategy at the eighth grade of MtsN 2 Ponorogo is divided into three steps. The first step is preparation. The teacher prepares the materials that are taken from the handbook.

The second step is application. The teacher selects a paragraph from a narrative text. Then, the teacher explains the generic structure of the text, its purpose, language features frequently appear in the text. After that, the teacher explains about the way of finding main idea, reference, and some detailed information from the text. Next, the teacher divides students into groups and asks them to read carefully the text. Then, the teacher asks students to look at the first sentence of a paragraph and identify the most important or the key concept. After that, the teacher asks students to write a brief summary of the sentence on fifteen words or less. Next, the teacher shows students the second sentence of the paragraph and then makes a summary again. The teacher

⁷² Roberta L Sejnost and Sharon Thiese. *Reading and Writing Across Content Areas 2nd Edition* (California: Corwin Press, 2007), 150-151.

repeats this process until students have summarized the entire paragraph in fifteen words or less.

The third step is evaluation. The teacher evaluates the students to check how far they understand related to the material. She given some question about the text what they have learned related to the main idea, specific information, and inference from the text.

The researcher finds that the procedures of the implementation of Generating between Schemata and Text (GIST) Strategy at the eighth grade of MtsN 2 Ponorogo is little different with Roberta L Sejnost and Sharon Thiese's theory because the teacher has procedure herself to applying the GIST strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo. There are the procedures by Roberta L Sejnost and Sharon Thiese as followed:

1. From your content area text, choose a three to five paragraph passage that discusses an important concept. Reproduce it on an overhead transparency.
2. Show the students the first paragraph on the passage. Have them read silently and then write a summary of 20 words or fewer of the passage. Encourage them to use as many of their own words as possible in their writing.
3. Using the individual summaries students wrote as a basis for discussion, generate a class summary.
4. Show the next paragraph and again have students write a summary of 20 words or fewer encompassing paragraphs 1 and 2.

5. Continue this process until a GIST statement has been developed for the entire passage. Encourage students to use no more than 40 to 50 words in their final summaries.
6. After practice, students will be able to generate GIST statement on their own.⁷³

There are differences in applying Generating between Schemata and Text (GIST) strategy between the teacher of Eighth grade of MTsN 2 Ponorogo and Roberta L Sejnost and Sharon Thiese's theory. The teacher of Eighth grade of MTsN 2 Ponorogo improves the strategy by adding some activities such as explains the generic structure of the text and explain about the way of finding the main idea. Besides that, in the theory of Roberta L Sejnost and Sharon Thiese the students work by himself or herself. While, in the eighth grade class of MTsN 2 Ponorogo the teacher asks the students to work in group.

From the discussion about the process of applying Generating between Schemata and Text (GIST) strategy at the eighth grade of MTsN 2 Ponorogo, the researcher can conclude the steps of Generating between Schemata and Text (GIST) strategy at the eighth grade of MTsN 2 Ponorogo as follows:

- a. The teacher selects a paragraph from a narrative text.
- b. The teacher explains the generic structure of the text, its purpose, language features frequently appear in the text.

⁷³ Ibid, 152.

- c. The teacher explains about the way of finding main idea, reference, and some detailed information from the text.
- d. The teacher divided students into groups.
- e. The teacher asks students to read carefully the text.
- f. The teacher asks students to look at the first sentence of a paragraph and identify the most important or key concept.
- g. The teacher asks students to write a brief summary of the sentence on fifteen words or less.
- h. The teacher shows students the second sentence of the paragraph and then makes a summary again.
- i. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- j. The teacher and students discussed the contents of the text together.
- k. The teacher gives students an evaluation.

B. An Analysis of the Positive Impact of Generating Interactions between Schemata and Text (GIST) Strategy in Teaching Reading Comprehension at the Eighth Grade of MTsN 2 Ponorogo

The implementation of Generating between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade students of MTsN 2 Ponorogo has some positive impacts. Some positive impacts are building students' motivation in learning, decrease students' tension and improve students' activeness.

Generating between Schemata and Text (GIST) strategy is suitable strategy to be used in teaching reading comprehension at the eighth grade students of MTsN 2 Ponorogo. First, the students become happy, enjoy, and interest with the learning process. As the result, teacher is easier to conduct the material in learning process and manage the class easily. Second, the students become active in doing activities such as reading the text, writing the summary and working together with their friends. Besides that, the positive impacts of Generating between Schemata and Text (GIST) strategy also make the reading comprehension learning easy for students and can help students easier to find out the main idea and the content of passage.

In addition, the positive impacts of Generating between Schemata and Text (GIST) strategy is also avoid monotonous session of the teaching and learning process. So, the students do not fell bored in the learning process. Generating between Schemata and Text (GIST) strategy also can increase students' writing skill and students' teamwork.

Based on some positive impacts above, it supported by Walter Kintsch and Teun A. van Dijk's statement about the advantages of GIST strategy that by restricting the length of the passage, students learn to delete trivial information, determine the main ideas, and use their own words to make generalizations three major strategies that have been recognized as crucial for good comprehension

and retention of key ideas. So, the students can watch the process of active thinking and reflecting in action.⁷⁴

So, the researcher can conclude that the implementation of Generating between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo has many advantages for the students.

C. An Analysis of the Students' Responses on the Implementation of Generating Interactions between Schemata and Text (GIST) Strategy in Teaching Reading Comprehension at the Eighth Grade of MTsN 2 Ponorogo

Choosing the right strategy in learning process is important. The right strategy means that the strategy is suitable with the students' ability. Every strategy has advantages and disadvantages. But, in the implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo, there is no bad responses from the students. All of them feel enjoy and enthusiastic in the learning process.

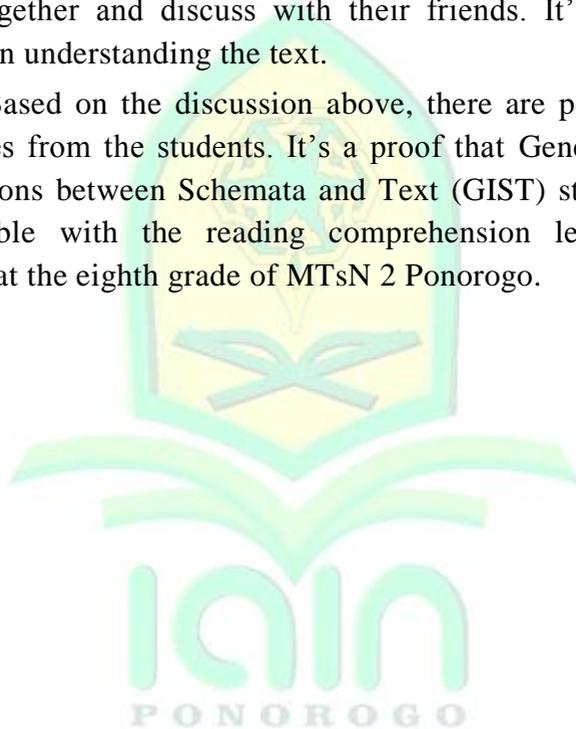
The responses of implementation of Generating Interactions between Schemata and Text (GIST) strategy in teaching reading comprehension at the eighth grade of MTsN 2 Ponorogo , based on the interview, the Generating Interactions between Schemata and Text

⁷⁴Ibid, 150.

(GIST) strategy can help students to deduce and conclude the main idea and the content of the passage.

Generating Interactions between Schemata and Text (GIST) strategy also make the students feel enjoy and happy in the learning process. They do not fell sleepy in the learning reading comprehension because they can work together and discuss with their friends. It's very helpful in understanding the text.

Based on the discussion above, there are positive responses from the students. It's a proof that Generating Interactions between Schemata and Text (GIST) strategy is suitable with the reading comprehension learning process at the eighth grade of MTsN 2 Ponorogo.



CHAPTER VI

CLOSING

A. Conclusion

Based on the obtained data, the researcher concludes the research as follows:

1. The implementation of Generating Interactions between Schemata and Text (GIST) Strategy at the eighth grade of MTsN 2 Ponorogo is divided into three steps. The first step is preparation. The teacher prepares the materials that are taken from the handbook. The second step is application. The teacher selects a paragraph from a narrative text. Then, the teacher explains the generic structure of the text, its purpose, language features frequently appear in the text. After that, the teacher explains about the way of finding main idea, reference, and some detailed information from the text. Next, the teacher divides students into groups and asks them to read carefully the text. Then, the teacher asks students to look at the first sentence of a paragraph and identify the most important or the key concept. After that, the teacher asks students to write a brief summary of the sentence on five words or less. Next, the teacher show students the second sentence of the paragraph and then makes a summary again. The teacher repeats this process until students have summarized the entire paragraph in fifteen words or less. The third step is evaluation. The teacher evaluates the students to check how far they understand related to the material. The teacher give some

question about the text what they have learned related to the main idea, specific information, and inference from the text.

2. The positive impacts of Generating between Schemata and Text (GIST) strategy at the eighth grade students of MTsN 2 Ponorogo are : Make students more active and pay attention during the learning process, make students easier to find out the main idea and the content of passage, and get interest with the teaching learning process. The positive impacts of Generating between Schemata and Text (GIST) strategy is also avoid monotonous session of the teaching and learning process. So, the students do not bored and sleepy in the learning process. The positive impacts for the teacher are : The teacher is easier to conduct and manage the students in the teaching and learning process.
3. The student's responses on the implementation of Generating between Schemata and Text (GIST) strategy are positive. The students feel enjoy and enthusiastic in the learning process. They also can easier to find out the main idea and the content of passage.

B. Recommendation

After getting the result of the study in this research, the researcher would like to give some suggestions, as follows:

1. For English teacher

In teaching reading comprehension, Generating between Schemata and Text (GIST) Strategy is very effective in developing students' comprehension. The teacher should improve the students' ability by implementing the Generating between Schemata and Text (GIST) strategy in teaching reading comprehension, in order the learning becomes more effective.

2. For students

Students should sharpen their ability by reading more text and trying to solve their reading problem by using Generating between Schemata and Text (GIST) strategy.

3. For reader

The researcher hopes this research can benefit for the readers in increasing their knowledge about technique in teaching reading comprehension and as the references for the next research.

4. For other researcher

The next researcher who wants to conduct the similar studies should understand the problem deeply for better research. The next research may

conduct this strategy on different level such as in senior high school.



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