THE INFLUENCE OF USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE JUNIOR HIGH SCHOOL

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

ANISWATUN KHASANAH

NPM: 1711040189

Study Program : English Education

Supervisor   : Meisuri, M.Pd
Co-Supervisor   : Satria Adi Pradana, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY RADEN INTAN STATE ISLAMIC UNIVERSITYLAMPUNG
1444/2022

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ABSTRACT

The reading skill students at SMPN 2 Way Jepara, East Lampung were poor, especially in reading descriptive texts. To resolve this concern, the researcher presented the GIST (Generating Interaction between Schemata and Text) Strategy to help students improve their reading skills. Students can use the GIST strategy to discover important information and main ideas in a text, and they could schematize descriptive texts in their own language to make them easier to understand.

This study used quantitative research with a pre-test and post-test. The design used was quasi-experimental while the technique was a random sampling technique. It was used to determine sample. A total of 63 students were sampled from 2 courses, VIII 1 and VIII 2. The data was collected by using a multiple choice test as an instrument. After giving the pre-test and post-tests, the researcher used SPSS to analyze the data and calculate the independent sample t-test.

The independent t-test result was 0.020 with a significance of 0.05, according to the data analysis. The score of t-observed was higher than t-crucial (0.05) in the analysis, so H_0 was rejected. It means that the GIST strategy has an influence on students' reading comprehension, especially in descriptive texts. So, in there is an Influence of employing the GIST strategy on students' reading comprehension of descriptive text.

Keyword: *GIST strategy, reading comprehension, quantitative research*

DECLARATION

I hereby stated that this thesis entitled: The Influence of Using Generating Interaction between Schemata and Text (GIST) Strategy toward Students' Reading Comprehension at the Eight Grade Junior High School is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, April 5 2022
Declared by

AniswatunKhasanah
NPM. 1711040189

iv

APPROVAL

Title : **THE INFLUENCE OF USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE JUNIOR HIGH SCHOOL**

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A thesis entitled: **"THE INFLUENCE OF USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE JUNIOR HIGH SCHOOL"**, by: **Aniswatun Khasanah, NPM: 1711040189**, Study Program: English Education, was tested and defended in the examination held on: Monday, July 25st 2022.
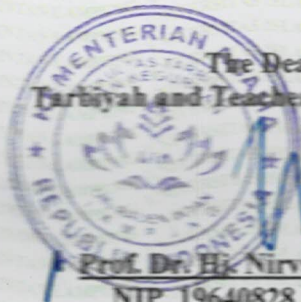
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MOTTO

وَأَطِيعُوا۟ ٱللَّهَ وَرَسُولَهُۥ وَلَا تَنَـٰزَعُوا۟ فَتَفْشَلُوا۟ وَتَذْهَبَ رِيحُكُمْ ۖ وَٱصْبِرُوٓا۟ ۚ إِنَّ ٱللَّهَ مَعَ ٱلصَّـٰبِرِينَ ٤٦

"And obey Allah and His Messenger and do not quarrel for then you will be weak in hearts and your power will depart, and be patient; surely Allah is with the patient" (Q.S Al-Anfal, 8:46)[1]

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[1]Ahadi, "Quran Surah Al Anfal 46 (QS:8 46) in Arabic and English translation" (online), available at: https://www.alquranenglish.com/quran-surah-al-anfal-46-qs-8-46-in-arabic-and-english-translation Accessed on: Desember 3, 2021).

DEDICATION

This thesis dedicated to:

1. First of all, thank you to Allah SWT who always launches everything, who is always given an open and strong heart to be able to go through each of these processes.

2. Second for myself, thank you for wanting to survive until this moment, thank you for all your efforts, for the effort to make the process better, and also for trying to make myself aware that I am not that bad.

3. My beloved parents, Mr. Subangkit and Ms. Sri Wahyuni, thank you for the letter Al-Fatihah after your prayers which has brought me to where I am today, the motivation bada' magrib that you always give tirelessly, has brought your beautiful daughter to the last process of her undergraduate education.

4. My beloved sister, Ms. NurohmahYuni, M.Pd thank you for all your support and your experience which has made me not wrong to take all decisions in this field. And for my brother in law Mr. Nanang Choirul Annam, S.Kom, thank you for accompanying my sister in the process of encouraging me.

5. My beloved Almamater UIN RadenIntan Lampung.

CURRICULUM VITAE

Aniswatun Khasanah was born in Sumberjo on December 3rd 1998. Anis is the second daughters from Mr. Subangkit and Ms. Sri Wahyuni. Anis has 1 sister, namely Ms. Nuromah Yuni, M.Pd and also 1 brother in law, namely Mr. Nanang Choirul Annam, S.Kom.

From her academic background, she studied at the age of six years old in Kindergarten TK PGRI Sadar Sriwijaya, graduating in 2005. Then she continued to Elementary School SDN 2 Sadar Sriwijaya and graduated in 2011. Then, she continued to Junior High School at SMP Negeri 1 Way Jepara, East Lampung and finished in 2014. In the same year, she was accepted in Senior High School at SMAS Teladan Way Jepara, East Lampung and graduated in 2017. Stepping into college, in 2017 she was accepted at one of the state universities in Bandar Lampung, namely the State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) to study at the English Department of Tarbiyah and Teacher Training Faculty. While studying at UIN Raden Intan Lampung, Anis joined as an active student of an internal organization at English Department called the English Students Association (ESA) from 2017 to 2020.

ACKNOWLEDGMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who was sent to us to enlighten he path of humanity and divine salvation.

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1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic Unversity Lampung with all staff, who has given the researcher an opportunity to study until the end of this thesis composition.
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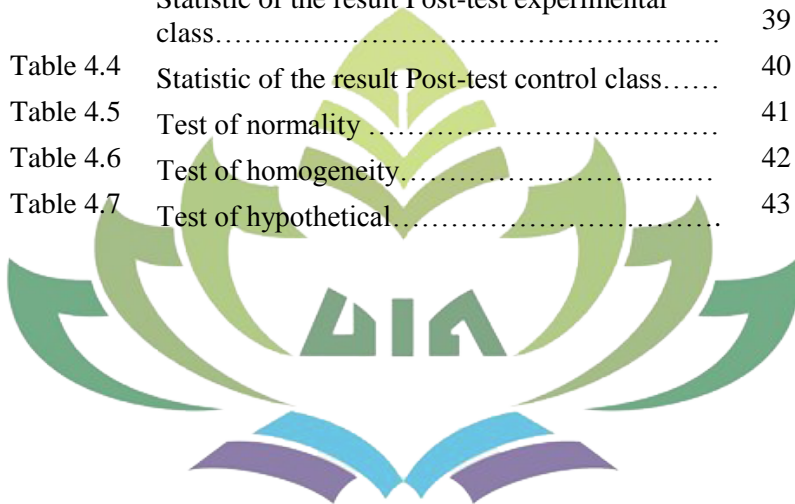The Resercher,

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CHAPTER I
INTRODUCTION

A. Title Affirmation

Affirmation of the title to understand the title of this proposal and clarify, the researcher must explain some terms related to the research topic of the proposal. This proposal is entitled The Influence of Using Generating Interaction between Schemata and Text (GIST) Strategy toward Students' Reading Comprehension. The following are meanings for several terms found in the title of this proposal:

Influence is defined as the capacity to affect on the character, development, or behavior of someone or something, or the effect itself. When something is accurately represented, it means it achieves the intended or expected result of leaves a lasting, powerful description. In this research, the researcher wants to know the influence of Using Generating Interaction between Schemata and Text (GIST) Strategy toward Students' Reading Comprehension.

In this study, researcher will introduce a new learning strategy GIST, which can be used as one of learning strategy. GIST strategy is one of reading strategies which having a student summarize what a student has learned is an effective way to formatively assess a student's understanding of the content. Students need to learn an important skill in English learning, which use of reading. Basically reading activities already exist, with many variations of reading. However, reading skills will increase along with the times where humans are required to understand reading which will then be applied in everyday life.

Text use in this research is Descriptive Text. Descriptive text is a type of the text that aims to provide information. The context of this kind of the text is a description of a certain thing, animal, person, and other. In identification, students will identify the phenomena or subject to be described. While the description, students will describeSpecifically the part, quality, and characteristics of an object that is described.

Moreover, the researcher will concentrate student efforts on determining the efficacy of using the GIST strategy to improve students' reading comprehension. The researcher ended with the title of the proposal about The Influence of Using Generating Interaction between Schemata and Text (GIST) Strategy toward Students' Reading Comprehension.

B. Background of the Problem

An existence in education that includes all things that can be realized is by language. Language is not merely a means of communication but as a bridge of life that has been carried out by the time of our ancestors. Language is not only done by voice but can be done by body language. Bird use predominantly vocal signals, but also show their intentions by body movements; animals use vocal noises as well as facial expressions like the baring of teeth; insects use body movements, the most famous of which are the various 'dances' of the bees[1]. It means that although we do the language communication using voice intonation, proficiency in body language is also required. There are many ways that we can carry out a communication, but still using language is the most appropriate. Although in every country have their own language. The state uses language as self identity, to communicate ideas, culture, beliefs, among which are used to communicate. Without language humans cannot communicate in order to achieve their goals.

There are many languages in the word, one of them is English. English has been defined as international language. Broughton stated that of the 4,000 to 5,000 living language, English is by far the most widely used. On the order hands the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who used English for their day-to-day needs, totals over 250 million[2]. It means that English has become a tool or intermediary by millions of people to convey something, and English itself has been used in many countries as a

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[1] Geoffrey Broughton. *Teaching English as a Foreign Language* (New York : Routledge, 2003) p.25

[2] *Ibid.* p. 1

mother tongue. In Indonesia, English is not the mother tongue but the second language or foreign language used for basic school or university education. English is one of the subjects studied by students at school. In this case, English teachers are also required to encourage their student to always practice in the learning process of teaching English in their daily lives.

In teaching English there are four language skills; listening, speaking, reading and writing. One of the most important is Reading. Johnson asserted that reading is the only one of common obstacle in education success[3]. It means reading is the beginning of knowledge to gain goals and success in finding answers to problem. As a reading activity it also requires an action to find information from the sources being read. The success of the reading process can be seen from interaction between the reader and the text. In this process, the dynamic interaction of the readers with the text tries to elicit meanings and various kinds of knowledge are being used for linguistics or systemic knowledge. Grabe argues that "many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills[4]". There is a lot can be analyzed from reading activities, when dive deep into reading, there will be many unusual methods and strategies that can be found.

Reading always comes along with comprehension. Simply stated the common sense notion I seek to refute hereis this: Reading is a precise process. It involvesexact, detailed, sequential perception and identification of letters, words, spellingpatterns, and large language units[5]. In many cases reading involves understand details of the reading content, where understanding is adjusted according to the appropriate sequence of content without adding or reducing the meaning of the reading. The addition or reduction of a meaning is to be done when the reading requires more detailed explanation.

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[3] Lou Anne Johnson, *Teaching Outside The Box: How To Grab Your Students By Their Brain.* (PT.Indeks, 2009), p. 263-264

[4] Grabe, William. *Current developments in second language reading research.*(TESOL Quarterly, 1991). p.25

[5] Goodman, K.H. (1967). *Reading: A Psycholinguistic Guessing Game.*(Journal of the Reading Specialist, 1967). p.6

In fact, teaching students to read is not easy. Based on observations on May 25, 2021 at SMPN 2 Way Jepara, East Lampung, there are several obstacles faced by students in reading activities in class, even now teachers have to extra teach during the pandemic. For example, students already know how to pronounce these words, but it happens without understanding the meaning. Students also do not master the vocabulary so they got difficulty to understand the meaning of the text that they read. Beside that, she said that in teaching reading comprehension, she used LRD (Listen-Read-Discussion), that most of the students lacks of their participation in reading class because they do not really like English.

In face-to-face learning activities the teacher uses the Listen-Read-Discuss strategy (LRD). Technically, that is students first listen to an explanation of the material from the teacher. Secondly, the teacher guides students to discuss to find out students' understanding reading is less interesting. In this condition, the learning process in the classroom is centered on the teacher so that students become passive. This condition makes students bored in the learning process and does not pay attention to the teacher when delivering in the material, making it difficult for students to understand reading in achieving learning objectives. It can also affect students' language skills. In this case it does not mean that LRD is a bad strategy, although in some case students will fell bored if they just sit quietly and listen to the teacher deliver the material.

Meanwhile, the research location schools have implemented face-to-face learning once a week with a capacity of 50% of students who enter the classroom, and when half of the class is doing offline learning, half of the class is doing online learning. But still not be able to achieve maximum results. Although in the online learning process, Mrs. Ragillia does not use special strategies in teaching. Due to the limitations of communication tools and learning resources, learning is only carried out through the WhatsApp application, with the teacher giving assignments through video shows recorded by the teacher, and students are required to understand independently. After that, the teacher will attach the tasks that must be done by the students. This situation makes students' reading ability lower than offline learning.

As the impact of the Covid-19 pandemic, all teachers must think of all means so that delivery of material is not hampered and the material can be obtained by students properly. No exception to the English teachers who in the delivery of the material must be more interesting so that students can understand it more easily. As a result of an interview with Mrs. Ragillia Septiani, S.Pd as an English teacher for VIII grade SMP N 2 Way Jepara East Lampung, she stated he was very difficult with the current online learning system. Such as the discussion above that the research location is still difficult for modernized learning tools. For online class, actually most schools and teachers can handle it and are still affordable, whoever there are limitations to students, 70% of whom are still in poor families. So using an online system with applications such as Zoom or Google Meet is still difficult to implement. In observations made by researchers yesterday, researcher got opinions from several students about learning English in class, even though it was in a pandemic periods, the research location this time implemented a offline learning system with a capacity of 50% of students entering class. So in the observation activity, the researcher did not only interview Ms Ragillia as an English teacher but also some of the class VIII students.

To minimize the problem the teacher should take response actions to the problem. The teacher should be able to apply certain a strategy and an approach, so that the students' reading comprehension changes and make students feel enjoy during teaching learning process. Cause, the application of learning strategy is a big influence for students to understand the material, including the process of reading comprehension. It can strengthen teacher problem solving in how to make students active in reading process and understand the meaning of the reading content. Therefore, the teacher must prepare interesting learning tips, because if students feel comfortable during teaching learning process, it will have big influence on the achievement of learning outcomes, then students already love the teaching learning process.

One strategy that can be used to help students' problem in reading comprehension in Descriptive text is GIST strategy. GIST is an acronym for General Interaction between Schemata and Text. GIST is one strategy for teaching students to summarize text effectively.

Cunningham (1982), "GIST has been exploring a more intuitive strategy under the acronym "GIST" Generating Interactions between Schemata and Text. It shows that teaching students using summarizing strategies helps the readers to get information, a higher-order thinking skill which includes analyzing information and identifying key concepts. Brummer and Mecca stated that GIST strategy assists students to find the important information and main idea from the text[6]. Students also can write their own words without omitting crucial information of its text. In reading activity, a reader has to have a prior knowledge to obtain acomprehension of text. Bean and Steenwyk in Richardson said that it has been found to improve students' reading comprehension and summary writing[7].

As confirmed in the title above that there are important points that must be understood before implementing the GIST strategy. The first is about the schemata, many of us do not really understand the basic meaning of this schemata point. George (1979) in his book has stated that a schema is a "structure" of knowledge that contains slots, or placeholders, for each component piece of information that is put under a more general idea, or structure[8]. The schematic shows the typical relationships among its component parts; understanding something, event, or relationship occurs when a number of slots in the schema are filled, or exampled with instances of a particular event. According to Anderson, understanding a thing, event, or relationship means finding a one-to-one correspondence between the gaps in a schema and the gift in the message. The application of this strategy is expected to help students get used to reading texts in English. Through students' basic knowledge which is then developed into ideas to reflect on the content of the text.

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[6] Brummer, T., & Macceca, S. *Reading strategies for Mathematic*. (Hungtinton Beach: Shell Education, 2008) p. 152

[7] Judy s. Richardson, Raymond F Morgan, and Charlene E. Fleener, *Reading to Learn in the Content Areas*, (New York: Wadsworth, 2012),p.244

[8] Canney George and Peter winogard..*Schemata for Reading and Reading Comprehension Performance.* (Washington,D.C:National inst. of Education (DHEW), 1979). P.2

C. Identification and Limitation of the Problem

   a. Identification of the problem

   Based on those conditions, some problems were identified as follows:

   1. The students' ability in reading comprehension was still low.
   2. The students' reading motivation as still low.
   3. The teacher strategy in reading comprehension was not interesting enough.

   b. Limitation of the problem

   Based on the explanation above, the researcher focuses only on Descriptive Text to improve students' achievement in reading comprehension.

D. Formulation of the Problem

   Based on the identification of the problem above, the problem as follows: Is the use of the GIST Strategy can influence students' achievement in reading comprehension?

E. Purpose of the Research

   The objective of the research shall to know whether the use of the GIST strategy can influence students' achievement in reading comprehension of Descriptive text.

F. Use of the Research

   The following are the uses of research:

1. Theoretically

   This research hopeful will enrich the previous research that focus on the use of GIST strategy in teaching reading comprehension.

2. Practically

   The advantages of this research are for English teachers and students. For English teacher it may inform that GIST strategy can be applied as a good strategy to increase students' achievement in reading comprehension. For students it may increase their achievement in reading comprehension.

G. Relevant Studies

It is supported previous research conducted by Achmad (2017). They conducted a research in SMAN 9 Banda Aceh which entitled "The Implementation of Generating Interaction between Schemata and Text (GIST) Strategy in Improving Students' Reading Comprehension". After investigated implementation of this strategy, researcher found that this strategy can improve the students' reading comprehension in X-IPS 1 SMAN 9 Banda Aceh. The improvement can be seen from the result of mean score of pre-test (60) and mean score of posttest (76). It means that the score of post-test was higher than the pre-test. It can be concluded that there was a significant difference between pre-test and post-test scores. In addition, the researchers found that t-test score of the students was 4.17 while table was 2.093. It is clear that t-test was bigger than t-table. As a result, the alternative hypothesis stating that Generating Interaction between Schemata and Text (GIST) strategy can improve students' reading comprehension at X-IPS 1 SMAN 9 Banda Aceh was accepted[9].

The second Research by Maulina (2017) based on her title "The Correlation between Perception of GIST Strategy and Students' Writing Descriptive Text at Muhammadiyah Junior High School 1 Gresik" in this research, the write longer than male students. The female students had good score in some aspects, such as content, organization, grammar, and diction. Another result of this study showed that male students were good in writing cause-effect paragraph and comparison paragraph. Meanwhile female students had good writing in descriptive paragraph and narrative paragraph. There were some results which was similar between the previous study and this study according to the gender. All the studies" result showed that female students had better ability in writing than male students. Male students tend to ask more attention. They were good in mechanical and spatial. If male students had good skill in writing it was for

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[9] Diana Achmad, Sofyan A. Gani and Lisa Vivianda.*THE IMPLEMENTATION OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION.* (2017)

writing cause-effect and comparison paragraph. These previous studies could support this study with those reasons[10].

Furthermore, previous research conducted by Kasim (2020), they conducted a research in SMAN 16 Makassar, which entitle "The Implementation of GIST (Generating Interaction between Schemata and Text) Strategy to Improve Students' Reading Comprehension of the Tenth Grade Students at SMAN 16 Makassar". Based on the discussion of this research, the researchers stated the objective of this research was to find out whether the implementation GIST strategy. The researcher applied Pre-Experimental method where one group of students was involved .The sample consisted of 40 students who were taken from the tenth grade (X MIA 4 Class) students of SMAN 16 Makassar using purposive sampling technique. The instrument of this research was reading comprehension test which consist of 20 multiple choice items. The data were collected in pretest and posttest and analyzed using SPSS. The research found proof that the implementation of GIST strategy is more effective than conventional strategy in reading comprehension at grade X MIA 4 of SMA Negeri 16 Makassar. The implementation of this strategy which the students were invited to cooperate with their friends and as the center of learning help the students is to improve their reading comprehension. Besides that, the important of students' background knowledge in order to comprehend the text is very crucial in teaching. The teacher should aware about students' schemata in comprehending the passage. GIST gives the opportunities to the students to work cooperatively, stimuli students' creativity, stimuli students' background knowledge and schemata, given the chance to share the idea and feeling therefore GIST facilitate students to develop students reading comprehension. Furthermore, as the English teacher should creative in choosing the appropriate strategy that can be applied by the students to help them in learning[11].

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[10]Zulya Anis Maulina.*THE CORRELATION BETWEEN PERCEPTION OF GIST STRATEGY AND STUDENTS' WRITING DESCRIPTIVE TEXT AT MUHAMMADIYAH JUNIOR HIGH SCHOOL 1 GRESIK*. (2017)

[11]Nirmaulana and Eman Wahyudi Kasim.*THE IMPLEMENTATION OF GIST (GENERATING INERACTION BETWEEN SCHEMATA AND TEXT) STRATEGY TO IMPROVE STUDENTS' READING COMREHENSION OF THE TENTH GRADE STUDENTS AT SMAN 16 MAKASSAR.*(2020)

Therefore, based on the problem above, the researcher would like to make a research that is entitled "THE INFLUENCE OF USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE JUNIOR HIGH SCHOOL"

H. Systematic of Writing

This research's systematic writing will be organized into three chapters that are linked. The following is the structure of the writing:

Chapter I : This chapter is an introduction that contains title confirmation, background of the problem, identification of the problem, formulation of the problem, purposes of the problem, uses of the problem, scope of the problem and systematic of writing.

Chapter II : This chapter is review of literature that contains theory about reading, text genre, descriptive text, GIST strategy and hypothesis of the research.

Chapter III : This chapter is research methodology that contains of research design, variable of the research, operational definition of variable, population sample and sampling technique, data collecting technique, research procedure, instrument of the research, treatment of experimental class and control class, validity of test, readability of test and data analysis.

Chapter IV : This chapter is data description, discussion of research results and analysis.

Chapter V : This chapter is conclusions and recommendations.

CHAPTER II
REVIEW OF RELATED LITERATURES

A. Frame of Theory

1. Concept of Teaching English as a foreign

Language plays a big role in our lives, to carry out all the activities of life. Language is a set of needs that human uses as a means of communication. It is a tool for talking to each other and for expressing ideas. Therefore, language is very important for human life, because all interactions and activities will run using language. In other words, language is a communication tool that everyone in the world must learn without exception.

Broughton states that in some countries English is a second language but in other parts of the world, English is a foreign language. Often broadly, to be taught but do not have an important role in social life[12]. Interpreting that in Indonesia, English as a foreign language and English have become one of the subjects at the elementary school, junior high school, high school and university. At the junior high school level, English is a compulsory subject where students learn four skills, namely listening, speaking, reading, and writing. At this level student are burdened with new subjects, because in the 2013 Curriculum the latest revision of English at the primary school level has been eliminated. English is a curriculum program that aims to develop student competencies in terms of attitudes, knowledge and skills.

2. Concept of Reading

First language reading and second language reading consist of the same complex mental component and process. The ability to correlate black marks on paper and form patterns with language is examples of complex skills. The outcomes obtained, namely knowledge of what has been read from symbols and scribbles with meaning, confirm these understanding skills. It is impossible to learn to read without at least the capacity to acquire language. The

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[12] Geoffrey Broughton, *et.al.* Op.cit p. 6

elements may be complex groups of sounds which might be called "word" or "phrases" or even "paragraphs", "chapters" or "books" or they might be the most basic elements, the single "sounds" called phonemes[13]. Readers who learn to correlate with larger groups with learning patterns by "seeing and saying', those who learn to relate patterns to critical thinking using phonic method, both types of skills are needed to develop. For example, reading speed may depend heavily on the progress of the first reading, reading aloud, seems to depend on at least a few second rate people. Reading is the one important skill in learning English, which is the starting point for obtaining information.

Before explaining the concept of reading comprehension, the main point was better to know what reading is. Reading was important because a steps of comprehending the substance of the text. The readers can read the text silently or loudly, from read the text, the readers got information and knowledge. Reading is basic thing that must be done by students. Reading is an extremely complex method that no one can explain satisfactorily and also an activity to get ideas between the author and the reader to understand what they read. Reading is also the most important skills that students must have because from reading students get a variety information. Reading is not only done from books, but can also be sourced from newspaper, novel, magazine, and even nowadays finding information is easier by reading through internet. In reading it is expected that students can understand the material being read, besides the students can process the reading into more detail information.

Reading is a complex information processing skill in which the readers interact with text in order to create meaningful discourse[14]. It means that reading process is to know and get information. Students get the meaning from the content passages

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[13] John, Eggleston. *Teaching English as a Foreign Language. (London: 2003)* p. 89

[14] Nirmaulana and Eman Wahyudi Kasim.The Implementation Of Gist (Generating Interaction Between Schemata And Text) Strategy To Improve Students' Reading Comprehension Of The Tenth Grade Students At Sman 16 Makassar. Volume 2, No.1 Juni 2020 .h.61- 71 (2020). P. 61

or text. If the students have a good ability in reading learning process, so they can understand and recreate the meaning by their own words. But, if they have a lack ability in reading learning process, they might get difficulty to understand and not available to re-create the meaning by their own words.

a. Defining of Reading

Reading is one of the most important skills needed by students from kindergarten to university. By reading, students can get information according to their needed in reading. Many expert define reading as a process of discovery that will be applied as needed and as more reading and insight become broader.

Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process, Grabe argues that "many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills[15]".

A good reader it is supposed to carry out the reading process that requires not only fluency, however to understand of the text which may be a deficiency among students nowadays.

Reading is a complex undertaking and an impressive achievement, as demonstrated by a century of research. At different historical times, reading has been defiled by referring to specific skills such as reading, the understand directions, or answering question about text[16].

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[15] William Grabe, *Reading in Second Language* (New York: Cambridge University Press, 1991) p. 379

[16] Peter, Afflerbach. *Clarifying Differences Between reading Skills and Reading Strategies.* (International Reading Association: 2008) DOI:10.1598/RT.61.5.1 ISSN: 0034-0561/. P. 364-365

Basically reading activities already exist, with many variations of reading. However, reading skills will increase along with the times where humans are required to understand reading which will then be applied in everyday life. For example, it is not just any matter of reading the Bible, actually activities are not just a passing wind, but also have to really understand its meaning in order to get the essence of the reading activity itself.

Based on this explanation, it can be concluded that the important process for students is reading activities, reading to get information and students are required to be more active in understanding the text. Because reading is an active process of obtaining information, the reader uses his eyes and brain to understand what the researcher enters in the text.

b.   **Definition of Reading Comprehension**

Reading is a very complex process that no one can satisfactorily explain. Those who are interested in reading share a variety of views resulting from two different schools of psychology: behaviorism and cognitive. In this regard, most reading models are partial in that they are concerned with certain aspects (for example, perceptual or cognitive), stages (inception or reading skills), or modes (oral or silent reading). They don't try to explain all aspects of the reading process. There is no single model that can be called the most acceptable. "Reading comprehension is the process of interpreting the meaning of sentence or paragraph. Ultimately, reading comprehension is how well students can understand the text and answer questions from a text after reading process[17]". Reading trains students to interact through text. Therefore, students or readers must understand the text by paying attention to important words. This means that readers can read the text with the help of the background knowledge they use in the reading so that the reader can understand what they are reading. Without

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[17] Klingner, Janette K. Sharon Vaughn and Alison Boardman.Teaching Reading Comprehension to students with Learning Difficulties. (London : The Guilford Press, 2007). P. 17

understanding, reading will be empty and meaningless. For this reason, understanding is the most important part of reading. It is useless and means nothing but comprehension if the reader or student wants to see every letter of the alphabet in written text only.

According to Klingner reading is useful for language acquisition. As long as students understand more or less what they are reading, the more they read, the better they will understand it[18]. Reading shows that the more we read, the higher the understanding of phenomena, events and even fictitious things. Everything that will be done begins with reading. Reading is not only what is contained in the text, reading can also be done by reading the situation, the situation around us, so that all actions taken can be controlled. Living in a society requires us not to act rashly, therefore mastery of reading.

In reading comprehension, the reader is not only required to just understand and understand the contents of the reading, but he must also be able to analyze or evaluate and relate it to the experiences and knowledge. That language skill is a means of communication, teaching, and integration which include listening, speaking, reading, and writing. Therefore, in the aspect of reading, there are complex activities. According Broughton, reading comprehension must be done including reading silently, lips not moving or muttering, not moving the head following the reading line, not pointing at the reading line with fingers, pencil, or other tools, and not reading word for word or sentence by sentence. This activity is useful for absorbing the information conveyed by the author in each reading correctly. Aspects in reading comprehension include[19]:

1) Understanding simple meanings (lexical, grammatical and theoritcal)
2) Understanding significance or meaning (e.g the author's intent and purpose, relevance or cultural circumstances, reader reactions)

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[18]Nirmaulana,& Eman Wahyudi K.. Jurnal Lingue: Bahasa, Budaya, dan Sastra. Vol.2, No. (2020) P. 61-71

[19]Broughton. Op.cit. p 12

3) Evaluation or assessment (content and shape)
4) Flexible reading speed, which is easly adapted to circumstances.

3. Concept of Teaching Reading

Teaching students reading is a big challenge for a teacher. Teaching is a process of transferring knowledge. Not just teaching reading, but more than that. The purpose of reading itself is to understand the reading. Harmer stated that the principle can be standard to limit teachers when they teach reading[20]. Teaching reading can be central to facilitating the performance of these students in understanding texts, and giving students ample opportunities to practice and encourage comprehension improvement, the most famous of which are reciprocal teaching, cooperative learning and reading restoration. During the process of teaching reading we must pay attention to the principles of teaching reading.

4. Concept of Text Genre

Siahaan and Shinoda said that text is a linguistic unit that is meaningful in a context, both oral and written texts[21]. This means that all the meaning spoken or written refers to a linguistic. Learn to communicate in English text culture if they want to be successful in communicating in English, one of them is mastering English.

Siahaan and Shinoda stated that a text can be any linguistic unit. It can be a words, it can be a sentence, besides it can be a paragraph[22]. Then it can also be text that is larger than a paragraph. In a text, words and sentences and even paragraphs are a linguistic unit that has a large meaning from a paragraph or more.

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[20] Jeremy Harmer, *How to Teach English,* (1st edition), (New York: Longman Impression, 1998), p.70-71

[21] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

[22]*Ibid.* 1

The concept of writing as a skill needs to be distinguished from writing as texts, writing skills are defined as productive written language skills. Conversely, writing as text is a piece of written information. It is the result of writing activities, as a skill, writing is an equal academic achievement. That is, writing is an important way of conveying information through a language that is spoken by both the researcher and the reader.

5. Concept of Descriptive Text

There are various types of text in English each text has its own definition, function, and characteristics. In this research focused on descriptive text.

a. Definition of Descriptive Text

Descriptive Text is a type of text that aims to provide information[23]. The context of this kind of text is a description of a certain thing, animal, person, or other, for example: our pets or people we know very well. This is different from reports that describe objects, animals, people, or other people in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

Gerot and Wignell add that there are two generic structures of descriptive text; that is, identification and description [24]. In identification, students will identify the phenomenon or subject to be described. While the description, students will describe specifically the part, quality, and characteristics of an object that is described. Furthermore, they also explained the grammatical features (language features (simple present tense, action verbs and adjectives), vocabulary, and mechanics) of descriptive text. Related to the above ideas, there are several indicators of descriptive English text, namely; general structure (identification and description), and grammatical features (language features (simple present tense, action verbs, adjectives), vocabulary and mechanics).

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[23] Linda Gerot, Peter Wignell. *Making Sense of Functional Grammar*. (Sydney: Antipodeon educational Enterprises (AEE) Publishing.1994). p. 4

[24] *Ibid* .p. 208

b. Generic Structure of Descriptive Text

Generic Structure of Descriptive Text consists of Identification and Description.

1) Identification: Identifying the phenomenon to be described.
2) Description: Describes parts, qualities, characteristics, etc.

Example of Descriptive Text

Taman Safari or Taman Safari is a zoo. That is quite unique. It is located about 90 kilometers from Jakarta. It is located in Cisarua, Bogor, about two kilometers from Puncak. This zoo is reminiscent of a similar park in Kenya, Africa. Even though it is not as large as the one in Kenya, we can still enjoy this park covering an area of about one hundred hectares. In conventional zoos, animals are kept in cages, but not in Safari Parks; they roam freely. Visitors are in the bus or car. They are not allowed to get off the car or bus. Those without a car can use the tour buses available at the park.

Table 2.1
Generic structure of Descriptive Text

Identification	Taman Safari or Taman Safari is a zoo
Description	That is quite unique. It is located about 90 kilometers from Jakarta. It is located in Cisarua, Bogor, about two kilometers from Puncak. This zoo is reminiscent of a similar park in Kenya, Africa. Even though it is not as large as the one in Kenya, we can still enjoy this park covering an area of about one hundred hectares. In conventional zoos, animals are kept in cages, but not in Safari Parks; they roam freely. Visitors are in the bus or car. They are not allowed to get off the car or bus. Those without a car can use the tour buses available at the park.

c. **Social Function of Descriptive Text**

The Social Function of Descriptive Text is to describe a particular person, place, or thing[25].

d. **Language Feature of Descriptive Text**

Text in English has different sides for each type, one of which has an easily recognizable language style is descriptive text.

1) Specific participant: Has a certain object, is not general and unique (there is only one).

For example: Parangtritis beach, my house, borobudur tample, uncle John.

2) Use of adjectives: To clarify nouns

For example: a beautiful beach, a handsome man, the famouse place in Bandar Lampung etc.

3) Use of simple present tense: The sentense pattern used is the simple present tense because it tells facts of the object of description.

4) Action verbs: There are verbs that indicate an activity[26] (the activity can be seen)

For example: run, sleep, walk cry etc.

6. **Concept of GIST Strategy**

a. **Definition of GIST**

The core strategy is one of the reading strategies in which students make a summary of the text and then develop it into one sentence that is inserted 20 words or less. The teacher uses this Gist strategy to help students find the main idea of each paragraph in the passage. Finding the main idea while the reader is reading is a key concept of text which is an important aspect of reading. Automatically will be able to know about the contents of the text. They find it easier to identify key concepts or main ideas and summarize them in sentences of text. The explanation above, one of the goals of teaching reading is teaching reading strategies.

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[25]*Ibid.* p. 4

[26]Course, British.*Descriptive Text: Definitions, Purposes, Generic structure, Language Features.http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php.* 4th April 2021. 9:58 p.m

GIST is an acronym that stands for: Generating Interactions between Schemata and Texts is one of reading strategies which having a student summarize what a student has learned is an effective way to formatively assess a student's understanding of the content. It takes a series of efforts to overcome.[27] This one effort that can be done is to introduce various strategies of learning to read the capable shape reading behavior as well as being able to develop[28]. This research is intended to find out whether Generating Interactions between Schemata and Text (GIST) strategy can influence the students' reading comprehension. Based on preview research, it was found that there are focuses on increasing students' grades using this strategy. Gist Strategy is an activity which helps the students and the teachers to identify key concept. It means that automatically the students can understand and will be able comprehend the meaning of content in the text, after they analyze key concept and then finding main idea.

b. Purpose of the GIST Strategy

According to Cunningham that an acronym for Generating Interaction between Schema and Text[29]. This is summarizing strategy. Effective summarizing leads to increased student learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarize has significant benefits for understanding and ultimately retaining and remembering information. Teaching students summarizing strategies, such as 'Get the Digest', helps them learn to synthesize information, higher order thinking skills that include analyzing information and identifying key concepts.

c. Procedure of Gist Strategy

In the teaching and learning process, teachers must have procedures so that the teaching and learning process occurs

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[27] Cunningham. *Generating Interaction between Schemata and Text*. National Reading Conference: Washington DC (1982) p. 2-3

[28] Nirmaulana,& Eman Wahyudi K.. Jurnal Lingue: Bahasa, Budaya, dan Sastra. Vol.2, No. (2020) P. 61-71

[29] Cunningham. Op.cit. p.3

properly and effectively. Based on this theory, the researcher gave treatment to students by understanding learning to read descriptive text through Get the Gist Strategy using descriptive text material. The procedures of GIST strategy are as follow[30]:

1. Prepare the text or designates a portion of text to be read. This usually includes text that may be a challenge for the students.

2. Typically, in a class foreign language, you and students read the section silently. For students, it is more effective if you read the passage aloud while they follow along.

3. As a class, decide upon the "most important" words or concepts that are essential to understanding that portion of the text. (The number of concepts and words may vary depending upon the length of the text.) Teacher can underline or highlight these on the overhead. (It is helpful for students to have a copy of the text so they can underline also.) Teacher can also ask students to write the words and concepts.

4. Using as many of the "most important words and concepts" as possible, write a summary statement consisting of one or two sentences together with students.

5. Each student then writes the completed summary statement.

6. Repeat the procedure using subsequent sections of the text.

7. Finally, students use the summary statements that have already been generated as a comprehensive summary for the entire text. These can be grouped together to form a summary paragraph.

The above procedure is a procedure that is carried out directly or face to face between teachers and students. The difference between this study and previous research is that in this study, the researchers put more emphasis on the results obtained by students after being given treatment. In previous studies, only showing the relationship between the research,

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[30] Bouchard, Margaret. *Comprehension Strategies for English Language Learners*.USA: Scholastic Inc. 2005. P. 40

researchers tried to confirm or see how much learning strategies were mainstreamed in students' reading skills, the results can be seen from their learning outcomes.

7. Concept of Listening Read Discuss(LRD) Strategy
a. Definition of LRD Strategy

According to McKenna (1999) in the journal Pure, "Listen Read Discussion (LRD) is a strategy specifically designed for struggling readers. The three stages represent the stages before, during, and after the stages of all reading lesson formats[31]." That is, there are three stages in this strategy. First, students listen to an explanation of the material from the teacher. Second, the teacher asks students to read the text to get their understanding. Finally, the teacher guides students to discuss to find out students' understanding of the text. Then Listen Read Discussion (LRD) is a reading teaching strategy that helps students understand the material presented orally by the teacher.

b. Advantages of LRD Strategy

According to Purwanti, there are several advantages that teachers can use in providing treatment in the control class.
1) It helps students understand the material presented orally.
2) It builds students' prior knowledge before they read the text.
3) It engages readers who have difficulty in class discussion[32].

This means that using LRD to teach students in reading activities can improve their understanding and make

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[31] Dewi Sri Murni, *Improving Students' Reading Comprehension Through Listen-Read- Discuss (LRD) Strategy (A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year),*

[27]Sri Erma Purwanti, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMP N.2 Tembilahan   Kota*, (http://digilib.uir.ac.id/dmdocuments/ing,sri%20erma%20purwanti.pdf.   December 10th 2016. 22.

them happy in the classroom. Students get information from the teacher which is conveyed orally before they read a text.

c. **Disadvantages of LRD Strategy**

However, according to Purwanti, there are also weaknesses in the LRD strategy as follows:

1) LRD is difficult to use everyday because it develops lecturers and students' prior knowledge requires intensive time.

2) Teachers should be selective and choose certain texts in which students have no prior knowledge about and need more support with LRD texts[33].

Teacher interaction in the learning process is important because the teacher is a guide and mentor in learning, the teacher will not be possible without the learning process running optimally.So, teachers in the learning process are very necessary, especially in improving students' reading skills, because the limited time in presenting material at school causes demands to achieve the desired learning achievement, one of which is the intensity of learning. Reading outside of school hours to achieve this goal.

B. **Rationale**

Based on the theories that have been described, it can be assumed that the GIST strategy on reading comprehension can increase student motivation, help students understand text information, and will also bring students interesting and fun situations. So that students more easily understand the meaning and know the essence of the text. In other words, the strategies applied are tailored to the students' abilities. Students' understanding, which is still low, feels bored when the delivery of material and the learning system is monotonous.

That is, the learning strategy must be in accordance with the needs and level of students' ability in reading comprehension, especially in descriptive texts. GIST is a strategy that teachers can use in the process of learning to read. GIST is a strategy to make students

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[33]*Ibid.* p. 22

less passive and show the active role of readers. Based on the above statement, it is assumed that GIST (Generating Interaction between Schemata and Text) is suitable for learning to read in descriptive texts because students will be more active and the learning process will be fun. GIST will make it easier for students to understand the reading text.

C. Hypothesis

Based on the formulation of the problem, the following hypothesis is proposed:

H_0: The use of the GIST strategy not influence of reading comprehension of descriptive texts in the first semester of class VIII SMP N 2 Way Jepara, East Lampung, academic year 2021/2022.

H_a: The use of the GIST strategy influence of reading comprehension of descriptive texts in the first semester of class VIII SMP N 2 Way Jepara, East Lampung, academic year 2021/2022.
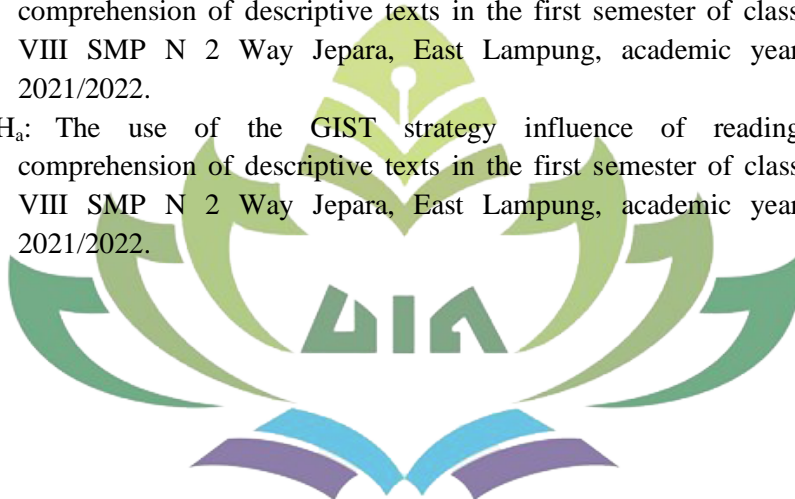
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