

**THE EFFECTIVENESS OF USING GENERATING INTERACTION
BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TO INCREASE
STUDENTS' READING COMPREHENSION IN EXPLORING RECOUNT
TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE
OF SMP N 1 SEPUTIH AGUNG CENTRAL LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By

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ABSTRACT

THE EFFECTIVENESS OF USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TO INCREASE STUDENTS' READING COMPREHENSION IN EXPLORING RECOUNT TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP N 1 SEPUTIH AGUNG CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

By

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One of the most important skills in English is reading. It is often considered as the most difficult skill by the students. This problem was also faced by the students of the eighth grade of SMP N 1 Seputih Agung, Central Lampung. Some strategies were needed by teacher to overcome that problem. One of the strategies is Generating Interaction between Schemata and Text (GIST) strategy. The objective of this research is to know whether the use of Generating Interaction between Schemata and Text (GIST) strategy effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the academic year of 2016/2017 or not.

The design of this research was quasi experimental design. The population of this research was the students of SMP N 1 Seputih Agung, Central Lampung at the eighth grade. The researcher chose the sample randomly by using cluster random sampling technique. The researcher got VIII A as the experimental class and VIII C as the control class. In collecting the data, the researcher used instrument in multiple choice questions form. After being tried out, the instrument was used for the pretest and post-test. The researcher did the pretest to measure students' reading comprehension in recount text before treatment and post-test to find out the students' reading comprehension in recount text after conducting the treatment. To analyze the data, the researcher used independent sample t-test.

After giving the post-test, the researcher analyzed the data by using independent sample t-test. It was found out that result of $Sig (P_{value}) = 0.015 < = 0.05$. It means that H_0 is rejected and H_a is accepted. Therefore, the use of Generating Interaction between Schemata and Text (GIST) strategy is effective for teaching reading comprehension of recount text.

Keywords: Generating Interaction between Schemata and Text (GIST) Strategy, Reading Comprehension, Recount Text, Quasi Experimental Design.



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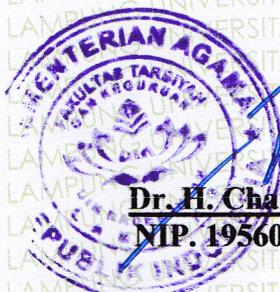
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DECLARATION

Hereby I declare that this thesis entitled “The Effectiveness of Using Generating Interaction between Schemata and Text (GIST) Strategy to Increase Students’ Reading Comprehension in Exploring Recount Text at the Second Semester of the Eighth Grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017” is completely finish by myself, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, September 2017
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MOTTO

﴿قُلْ يَا أَيُّهَا الَّذِينَ آمَنُوا خُذُوا زِينَتَكُمْ مِمَّا فِي آيَاتِنَا﴾
﴿قُلْ يَا أَيُّهَا الَّذِينَ آمَنُوا خُذُوا زِينَتَكُمْ مِمَّا فِي آيَاتِنَا﴾

Read ye, therefore, as much of the Qur'an as may easy (for you)¹

(Q.S. Al Muzzammil ayat 20)



¹Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 213

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Santoso and Mrs. Mamik who always pray, support, and guide me to be success in my study and my life.
2. My beloved brother, Gatot Mariyanto who has motivate me to succeed.
3. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.
4. My beloved friends in UIN Raden Intan Lampung.
5. My great family, PBI A.



CURRICULUM VITAE

The researcher's name is Yeni Sukesi. Her nick name is Yeni. She is the girl with glasses. She was born in Simpang Agung on June 1st, 1995. She is the second child of Mr.Santoso and Mrs.Mamik. She has one brother whose names is Gatot Mariyanto.

She began her study at PKK Panca Bakti Kindergarten in 2000 and graduated in 2001. Then, she continued at elementary school of SD N 1 Simpang Agung in 2001 and graduated in 2007. After she graduated from elementary school in 2007, she continued her study at Junior High School of SMP N 1 Seputih Agung in 2007 and graduated in 2010. Then, she studied at SMA N 1 Seputih Agung in 2010 and graduated in 2013. After that she continued her study at State Islamic University Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined in several organizations such as UKM PUSKIMA, and UKM BAHASA.

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In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Effectiveness of Using Generating Interaction between Schemata and Text (GIST) Strategy to Increase Students’ Reading Comprehension in Exploring Recount Text at the Second Semester of the Eighth Grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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8. The researcher's great organizations that always support and teach many knowledge and experiences as long as her study.

May Allah the most gracious and the most merciful, always give blessing and love for all people who love her and she is loved for the guidance, support that have been given to the researcher. Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis.

Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, September 2017
The Researcher,

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TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
DECLARATION	iv
MOTTO	v
DEDICATION	vi
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xv
CHAPTER I	
INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	9
C. Limitation of the Problem	9
D. Formulation of the Problem	9
E. Objective of the Research.....	10
F. Use of the Research	10
G. Scope of the Research	10
CHAPTER II	
REVIEW OF RELATED LITERATURES	
A. Frame of Theory.....	12
1. Concept of Teaching English as a Foreign.....	12
2. Concept of Reading	15
3. Concept of Teaching Reading	21
4. Concept of Text Genre	23
5. Concept of Recount Text.....	26
6. Concept of Reading Comprehension in Recount Text.....	29
7. Concept of GIST Strategy	31
8. Procedure of GIST Strategy	34

9. Teaching Reading in Recount Text by Using GIST Strategy	35
10. Concept of Listen Read Discuss (LRD) Strategy	37
11. Procedure of LRD Strategy	40
12. Teaching Reading Comprehension in Recount Text by Using LRD	41
B. Rationale.....	42
C. Hypothesis	43

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design	44
B. Variable of the Research	45
C. Operational Definition of Variable.....	46
D. Population, Sample and Sampling Technique.....	47
E. Data Collecting Technique	49
F. Research Procedure.....	49
G. Instrument of the Research.....	52
H. Treatment for Experimental Class and Control Class	56
I. Scoring Procedure.....	58
J. Validity of Test.....	58
K. Reliability of Test.....	63
L. Data Analysis	64

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Treatment	68
1. Description of the First Treatment.....	69
2. Description of the Second Treatment	70
3. Description of the Third Treatment	71
B. Result of the Research.....	71
1. Result of Pre-test in Experimental Class	72
2. Result of Pre-test in Control Class	73
3. Result of Post-test in Experimental Class.....	75
4. Result of Post-test in Control Class	77
C. Data Analysis	79
a. Result of Normality Test	79
b. Result of Homogeneity Test.....	80
c. Result of Hypothetical Test	81
D. Discussion	83

CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusion	87
	B. Suggestion	88
REFERENCES		xvii
APPENDICES		xxii



LIST OF TABLES

	Page
Table 1. Students' English Reading Score in Recount Text.....	4
Table 2. Pre-and Post-Test Design	45
Table 3. The number of the students at SMP N 1 Seputih Agung.....	48
Table 4. Table specification instrument of Try-Out.....	52
Table 5. Table Specification of Pre-test Items After Try Out.....	54
Table 6. Table Specification of Post-test Items After Try Out.....	55
Table 7. Result of the Pre-test in Experimental Class.....	73
Table 8. Result of the Pre-test in Control Class.....	74
Table 9. Result of Post-test in Experimental Class.....	76
Table 10. Result of Post-test in Control Class.....	78
Table 11. Result of Normality Test of the Experimental and Control Class.....	80
Table 12. Result of Homogeneity Test.....	80
Table 13. Result of Hypothetical Test.....	82

LIST OF FIGURES

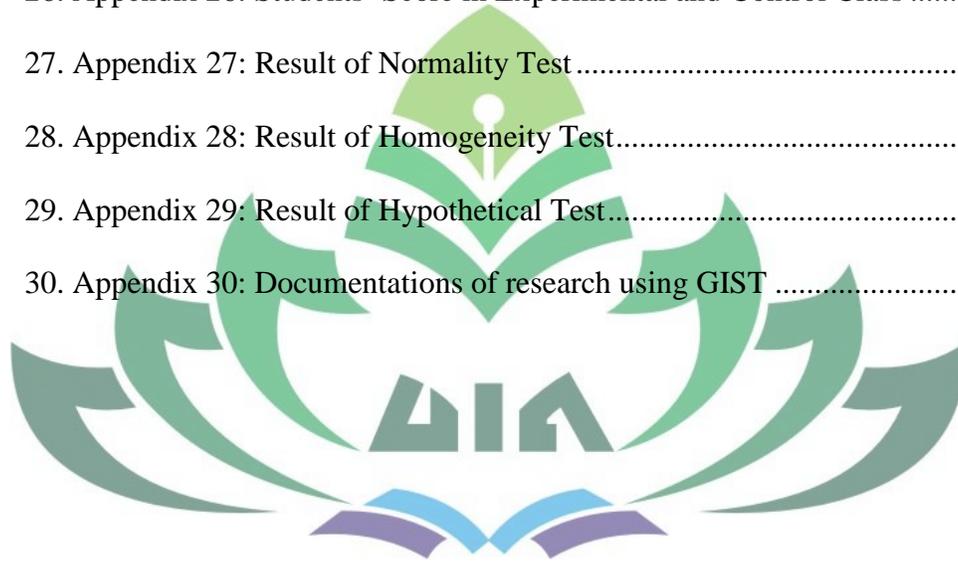
	Page
Figure 1. Graphs of the Result of the Pre-test in Experimental Class	72
Figure 2. Graphs of the Result of the Pre-test in Control Class	74
Figure 3. Graphs of the Result of the Post-test in Experimental Class	75
Figure 4. Graphs of the Result of the Post-test in Control Class.....	77



LIST OF APPENDICES

	Page
1. Appendix 1: Result of Interview for the English Teacher in the Preliminary Research	93
2. Appendix 2: Students' Reading Score in Recount Text.....	95
3. Appendix 3: Result of Interview with the Student in the Preliminary Research	98
4. Appendix4: Test Item for Pre-test Before validity.....	101
5. Appendix 5:Test Item for Post-test Before validity	110
6. Appendix6: Syllabus	117
7. Appendix7: Validation of Pre-test	120
8. Appendix8: Validation of Post-test.....	121
9. Appendix9: Item Analysis Data Pre-test.....	122
10. Appendix 10: Item Analysis Data Post-test	128
11. Appendix 11: Test Item for Pre-test After validity	134
12. Appendix 12: Test Item for Post-test After validity.....	140
13. Appendix 13: Key Answer Before Validity.....	147
14. Appendix 14: Key Answer After Validity	148
15. Appendix 15: Lesson Plan in Experimental Class 1	149
16. Appendix 16: Lesson Plan in Experimental Class 2	157
17. Appendix 17: Lesson Plan in Experimental Class 3	165
18. Appendix 18: Lesson Plan in Control Class 1	173
19. Appendix 19: Lesson Plan in Control Class 2	180

20. Appendix 20: Lesson Plan in Control Class 3	187
21. Appendix 21: List of sample of the Research	194
22. Appendix 22: Result of Pre-test in Experimental Class	195
23. Appendix 23: Result of Pre-test in Control Class	195
24. Appendix 24: Result of Post-test in Experimental Class	196
25. Appendix 25: Result of Post-test in Control Class	197
26. Appendix 26: Students' Score in Experimental and Control Class	199
27. Appendix 27: Result of Normality Test	200
28. Appendix 28: Result of Homogeneity Test.....	201
29. Appendix 29: Result of Hypothetical Test.....	202
30. Appendix 30: Documentations of research using GIST	203



CHAPTER I INTRODUCTION

A. Background of the Problem

To the extent of harmony in an abstraction of how the language is used as an arbitrary poetic device which every logarithmic decoding used by human in this fallacy of the broken world we live in, in order to live a life, we must master language. Language is a tool for human to make a communication. Harmer stated that language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language is a set of rule, which is used as a tool of human communication. It is used to communicate ideas, feelings, beliefs, cultures, among the members of a speech community each other. Without language, human beings cannot communicate with each other.

There are many languages in the world, one of them is English. Harmer stated that English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor in target language country.² It means that although English is not used for communication in their daily lives, there are many people learn English.

¹Jeremy Harmer, *The practice of English Language Teaching*, (New York: Longman, 2007), p.13

²Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), p.39

In Indonesia, English is used as foreign language as the basic education of curriculum in school or institution and English becomes one of subjects taught at junior until senior high school. It means that students only have chance to practice English in the school and institutions. In this case, the teacher are also demanded to encourage students to practice in teaching and learning English every time in their daily activities.

In Al-Qur'an it was explained about language especially foreign language, one of them in Ibrahim: 4 states that

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ

We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them.³

On verse above explained that learning foreign language is necessary and permissible which aims to create goodness. Through a foreign language not only people know all about the information but also people know how to interact each other. In this era globalization the language used to interact from one country to another is English. That is why English is taught and studied in every school.

³Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 604

There are four language skills in teaching English; they are listening, speaking, reading and writing. One of important skill that should be mastered in English is reading. Reading is one activity which cannot be released from our life to search some information of skill in English learning that needs sources to get some information or knowledge for printed text. Johnson asserted that reading is the only one of common obstacle in education success.⁴ The student should have good reading skill. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading always comes along with comprehension. Patel and Jain state that reading is not only a source of information and a pleasure activity but also as a means of consolidating and extending one's knowledge of the language.⁵ By reading also the students can understand what the writer means enhance their knowledge. Another explanation from Harmer who stated that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.⁶ In other words, no reading occurs without comprehension.

⁴LouAnne Johnson, *Teaching Outside The Box: How To Grab Your Students By Their Brain*. (PT.Indeks, 2009), p. 263-264

⁵M. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise, 2008), p.114

⁶Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English language Teaching)*, (New York: Longman, 2001),p.70

In fact, teaching students to read is not an easy thing. Based on the observation on January 24th 2017 in SMP N 1 Seputih Agung Central Lampung, there were some problems faced by students in reading activities at classroom. For example, the students have known how to pronounce the words, but it occurred without understanding the meaning.

The result of interview from the English teacher Mr. Suyanto, he said that the students have difficulties in comprehending the English text. It could be seen from students' English reading score in recount text.

It can be described in Table 1:

Table 1
Students' Reading Score in Recount Text at the Eighth Grade
of SMP N 1 Seputih, Central Lampung in the Academic Year of 2016/2017.

No	Class	Students' Score		Number of Student
		<70	70	
1	VIII A	17	11	28
2	VIII B	21	9	30
3	VIII C	19	9	28
4	VIII D	24	8	32
5	VIII E	20	11	31
Total		101	48	149
Percentage		67%	33%	100%

Source: Document of English Reading Score of the Eighth Grade of SMP N 1 Seputih Agung, Central Lampung in the academic year of 2016/2017.⁷

⁷The data is available in APPENDIX 2. (Unpublished)

Based on Table 1 above, we can see that there were 67% of 149 (101 students) got score under the minimum learning mastery (KBM), which is 70. It means that only 33% (48 students) could comprehend the text well. It showed many students did not get the target score which has been set by the school.

The low score of students' reading comprehension showed there is weakness faced by students in learning reading comprehension. The cause of student failure in learning reading comprehension related to the low level of students' reading motivation.

In addition, the factors causing the low level of students' reading motivation and students' reading skill is the strategies that used in the learning process. In this case the teacher did not use specific strategies for teaching reading, but from the result of interview, the teacher actually used Listen-Read-Discuss strategy. Furthermore, in this research uses LRD as acronym for Listen-Read-Discuss strategy. Technically that is, first the students listen the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the student's comprehension about the text. The teachers' strategy in reading comprehension was not interesting enough. In this condition, the classroom teaching process is teacher centered so that the students become passive.

The condition of classroom was not conducive, because the students felt bored in the learning process often did not pay attention when the teacher was presenting material in learning process. It is difficult for the students to understand reading in achieving the objectives of learning. It can also affect the students' language skills. It is not necessarily that LRD is not good strategy, although at some points the student will feel bored if just sit, keep silent and listen.

Besides conducting an interview with the teacher, some students were also interviewed to know the necessity and the weakness of students. Students responded that they found difficulties in comprehending reading text so they could not answer the questions well.⁸ It happened because they do not have enough good knowledge in reading comprehension.

In order to minimize the problem, the teacher should take an immediate respond and the teacher should be able to apply a certain strategy and an approach to improve students' reading comprehension and make them enjoy the teaching and learning process. It can be confirmed that one of the problems the teacher has in teaching English is how to make the students' reading active in comprehending the reading materials.

⁸The Eighth Grade Student of SMP N 1 Seputih Agung, (Central Lampung: An Interview, 2017), (Unpublished), see *APPENDIX 3*

Because English teacher must love her job, that'll make the lessons more interesting.⁹

One of strategies that can be used to help students' problem in reading' comprehension in recount text is GIST strategy. GIST is an acronym for Generating Interactions between Schemata and Text. GIST is one strategy for teaching students to summarize text effectively.

Busman stated that this strategy developed by Cunningham is an effective tool for helping students to summarize and identify major facts within text.¹⁰ Bean and Steenwyk in Richardson said that it has been found to improve students' reading comprehension and summary writing.¹¹ Richardson stated that with GIST the reader is interrupted and directed to record a summary of the material just read.¹² Cunningham in Bushman suggested that the strategy engages a reader's background knowledge while using cues from the text.¹³ Others like Doctorow and Taylor in Bushman also suggested that when the students write summaries following each paragraph read, their comprehension of the material increased.¹⁴

⁹Jeremy Harmer, *Op. Cit.* p.1

¹⁰John H. Bushman, *Teaching English Creatively*, (New York: Charles C Thomas, 2001), p.182

¹¹Judy s. Richardson, Raymond F Morgan, and Charlene E. Fleener, *Reading to Learn in the Content Areas*, (New York: Wadsworth, 2012),p.244

¹²*Ibid*,

¹³John H. Bushman, *Op. Cit.* p.182

¹⁴*Ibid*,

It is supported by previous research conducted by Junanto. He conducted a research in MTs Al Huda Kedungwaru which entitled “The Effectiveness of GIST (Generation Interaction between Schemata and Text) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade Students at MTs Al Huda Kedungwaru.” He basically focused on the effectiveness of this strategy, especially how the students can solve their problems in reading activities by using this strategy. The result showed that the GIST strategy was effective used in teaching reading descriptive text comprehension.¹⁵ The difference between previous research and present research, the previous research used GIST strategy to teach Descriptive text meanwhile the present research used GIST strategy to teach Recount Text.

Furthermore, previous research conducted by Astuti which entitled the effect of GIST (Generation Interaction between Schemata and Text) Strategy on students’ Achievement in Reading Narrative text. She conducted research in SMP N 6 Tanjungbalai. The result showed that the GIST strategy has more significant effect than teaching reading comprehension in narrative text without GIST strategy.¹⁶ The difference between previous research and present research, the previous research used GIST strategy to teach Narrative text meanwhile the present research used GIST strategy to teach Recount Text.

¹⁵Fajar Muhamad Junanto, *The Effectiveness of GIST (Generation Interaction between Schemata and Text) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade Students at MTs Al Huda Kedungwaru*, 2014

¹⁶Widya, Astuti. *The effect of GIST (Generation Interaction between Schemata and Text) Strategy on students’ Achievement in Reading Narrative text*, 2016

Based on those statements, the title that was conducted in this research that is; The Effectiveness of Using Generating Interaction between Schemata and Text (GIST) Strategy to Increase Students' Reading Comprehension in Exploring Recount Text at The Second Semester of the Eighth Grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017.

B. Identification of the Problem

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

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

C. Limitation of the Problem

From the identification above, this research was focused on the effectiveness of using GIST strategy to increase students' reading comprehension in exploring recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017.

D. Formulation of the Problem

Based on the identification of the problem above, the problem as follows:

Is the use of GIST strategy effective for teaching reading comprehension of recount text?

E. Objective of the Research

The objective of the research was to know whether the use of GIST strategy effective for teaching reading comprehension of recount text.

F. Use of the Research

The following were the uses of the research:

1. Theoretically

This research hopefully 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. It may inform English teacher that GIST Strategy can be applied as a good strategy to increasing students' reading comprehension. For students, it may increase students' achievement in comprehending reading text.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the second semester of the eighth grade of SMP N 1 Seputih Agung in the academic year 2016/2017.

2. Object of the Research

The objects of the research were GIST (Generating Interaction between Schemata and Text) strategy and students' recount text reading comprehension.

3. Time of the Research

The research was conducted at the second semester in the academic year 2016/2017.

4. Place of the Research

The research was conducted at SMP N 1 Seputih Agung Central Lampung on Jl. Pancabakti Kec. Seputih Agung.



CHAPTER II REVIEW OF RELATED LITERATURES

A. Frame of Theory

1. Concept of Teaching English as Foreign Language

Language plays a great part in our life, in order to live a life, we must master language. Language is a set of rules used by human as a tool of their communication. That function is a tool to talk to each other and to express their idea. It means that, language is very important to human life, because all interactions and activities will be run with language. In other word, language is an instrument of communication that should be learned by all people.

Broughton stated that in some countries English is a second language but in the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.¹ It means that in Indonesia, English is as a foreign language and English has been a subject of learning in Junior High School, Senior High School, and University level.

¹Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2nd Edition) (New York: Routledge, 1980), p.6

At Junior High School level, English is as a compulsory subject where the students study four skills they are listening, speaking, reading, and writing. English subject is one of curricula's programs that have purposes to develop the students' competence in terms: attitude, knowledge, and skill.

Many experts explain about what is Teaching English as a Foreign Language (TEFL). One of them expert is Wilkins, he said that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.² It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

Teaching English as a foreign language is not easy because the students do not use English for daily communication. The students only use English when they have an English class. This is supported by Crystal who stated that if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.³

²D.A Wilkins, *Linguistics in Language Teaching* (London:Edward Arnold Publisher, 1980), p.55

³David Crystal, *English as a Global Language* (2nd Edition) (Cambridge:Cambridge University Press, 2003), p.3

Therefore, all activities in the classroom should give motivation for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process. In Teaching English as Foreign Language, the teachers have big influence of the students' comprehension of material. It supported by Bowman who stated that in recent years teachers of English as a Foreign Language have been paying increasing attention to identifying the needs of their students, to students' attitudes towards English and their reasons for learning it.⁴

In Teaching English as a Foreign Language (TEFL), one significant factor that influences most of the success in teaching and learning are teachers. They have to find the way how to make the students enjoy the lesson. In teaching English as a foreign language, the teacher should know what they do in order to make the student interested in English. So, the teacher should really prepare the materials, media, strategy, instruction and technique well. It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make it happen, the students should actively involved in the teaching learning process. The teacher should be creative in teaching by using variety of strategy, so the students will not feel bored or lose eagerness to learn.

⁴ Brenda Bowman, Grace Burkart, and Barbara Robson, *TEFL/TESL: Teaching English as a Foreign or Second Language* (Washington DC: Peace Corps, 1989), p.6

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. Setiyadi stated that people in those countries emphasize on the ability and fluency in communication of daily lives.⁵ Seeing and understanding how important English is, English in Indonesia is taught as a foreign language and it has been taught from the Junior High School up to the Senior School even in the University.

English is a foreign language in Indonesia, so it is not familiar yet for the beginner to learn. We need an accurate method, technique or strategy that gives enjoyable feeling for the students, so it can give the motivation for the students to learn English. With the strong motivation, it can give best result of learning yet, teachers have to know many kinds of teaching strategy, and they must know how to implement the strategy in the class.

2. Concept of Reading

There are four language skills in teaching English; they are listening, speaking, reading and writing. One of important skill that should be mastered in English is reading.

⁵Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (1stEdition) (Yogyakarta: Graha Ilmu, 2006), p.20

a. Definition of Reading

Reading is one of the important skills which is needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading.

Many experts define reading as the process of putting the reader in contact and communication with idea.

The main point in reading is how the reader can take the passage of the text what they read. It is supported by Grabe who said that reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read-a little more than 80 percent of the world's population can read to some extent.⁶

A good reader should be able to get the point of the text which they read. So they should do an effort to comprehend the message of the text based on their own manner.

Another way, Hedgcock and Ferris said that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on *bottom-up processes* (for decoding and comprehending the text) or *top down skills* (for activating the background knowledge and prediction strategies of the reader).⁷

⁶William Grabe, *Reading in Second Language* (New York: Cambridge University Press, 2009), p.4

⁷John S. Hedgcock, and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context* (New York: Routledge, 2009), p.49

By reading, we are able to get a lot of information and knowledge based on what we require in our life. As a teacher we should be able to develop the students' skill that they can read English texts effectively and efficiently.

Carter said that reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world. The tapestry of effective reading is woven from six foundational threads. Without each thread being present in the tapestry of an individual's reading abilities, there are holes and the weave cannot hold tight and cannot function for lifelong use.⁸ It means that reading is process involves what they read wants to know about the text by consulting question appear in his head.

Another explanation from Harmer who stated that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.⁹ Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader.

Based on those explanations, it can be concluded that reading is important process for the students to get the information and comprehend more active in the text and another word. Reading is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her read.

⁸Karen Tankersley, *The Threads of Reading Strategies for Literacy Development*. (Virginia: Alexandria 2003), p.2

⁹Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English language Teaching (New York: Longman, 2001), p.70*

b. Definition of Reading Comprehension

Pang stated that comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.¹⁰ It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disability are those that teach students strategies that promote them to monitor and reflect before, during, and after reading. Klingner said that these strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self-question while they read.”¹¹ It means that reading comprehension is important for students, can give knowledge for students’ ability from their comprehend.

¹⁰Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12, 2003) p. 14

¹¹Janette K. Klingner, Vaughn Sharon, and Boardman Alison. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York. The Guilford Press 2007) p.5

Caldwell stated that comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these words into idea units.¹²

It means that comprehension is process ability of someone to make a sense of the context base on what he or she reads or hears. It is way in which someone interprets the text. Grabe stated that text comprehension requires both (a) language knowledge and (b) recognition of key ideas and their relationships (through various comprehension strategies).¹³ It means comprehension is a process in the construction and meaning and the process of deriving meaning from connected text.

Carter said that reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise met cognitive control over the content being read.¹⁴ This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.

¹²JoAnne Schudt Caldwell, *Comprehension Assessment A Classroom Guide*. (New York: The Guildford Press. 2008), p.5

¹³William Grabe, *Handbook on Research on Teaching Reading*, (Cambridge: Cambridge University Press, 2004), p.50

¹⁴Karen Tannkersley, *OpCit*, p.90

The most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. Moreover, Brown stated that reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹⁵ It means comprehension is ability to understand about something, in order that the students are able to answer and understand a reading question form.

Based on the language assessment theory by Brown, Especially in reading there are some criteria that are commonly used in measuring students' reading comprehension ability, they are:

- 1) Main idea (topic)
- 2) Expression/ idioms/ phrases in context
- 3) Inferences (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context¹⁶

¹⁵H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

¹⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education* (San Francisco: San Francisco University Press, 2004), p.26

From those statements can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

3. Concept of Teaching Reading

As a teacher, teaching reading for the students is one of the greatest passions. Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principle of teaching reading.

Harmer stated that the principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below :

1. Reading is not passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not only to the language

4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full.¹⁷

Teaching reading is not a stuck activity. Students have to enjoy the reading process. We must pay attention how to increase reading text in classroom because teaching reading needs more than only reading the text. Furthermore, Alyousef said that in teaching reading, contemporary reading task, unlike the traditional materials, involves three phase: pre-, while, and post- reading stages.

- 1) Pre-reading, it helps in activating the relevant schema, for example, teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.
- 2) While-reading, the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- 3) Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension question.¹⁸

¹⁷Jeremy Harmer, *How to Teach English*, (1stedition), (New York: Longman Impression, 1998), p.70-71

¹⁸H.S Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners* (New York: Longman Inc.2005), p.149

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the students will also be more directional in their learning are pre-reading, while-reading, and post-reading stages.

4. Concept of Text Genre

Siahaan and Shinoda said that a text is meaningful linguistic unit in a context, it is both a spoken text and written text.¹⁹ It means that a text is meaningful linguistic refers to any meaningful spoken or written. Learning the English text is learning to communicate in the culture of the English text if they want to communicate successfully in the English Language.

Siahaan and Shinoda stated that a text can be any linguistic unit. It can be a word, it can also be a sentence, beside, it can also be a paragraph, further it can also be a text which is bigger than a paragraph.²⁰ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

The concept of writing as a skill needs to be differentiated from writing as a text. As a skill writing is defined as a productive written language skill. On the opposite, writing as text is a piece of written information. It is a result of writing activity.

¹⁹Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

²⁰*Ibid*,

Siahaan and Shinoda stated that as a skill, writing is a level academic achievement.²¹ It means that writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader.

According to Garot, Text in English can be classified into several genre, they are:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report is a text to describe the way things are with reference to arrange of natural, man-made and social phenomena in our environment.

d. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which ore considered news worthy or important.

²¹*Ibid,*

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Explanation

Hortatory Explanation text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.²²

5. Concept of Recount Text

There are many kinds of texts in English. Every text has the difference in definition, social function, language feature, generic structure. In this research will be focused on recount text.

a. Definition of Recount text

Recount text is kind of text which retells the action happened in the past. Cahyono said that recount text is retelling the experiences in the past. A recount text presents the past experience in the series of event in detail.²³ It means that recount text is retells the event that have occurred in the past. Furthermore Anderson said that recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.²⁴ It means that recount text is retelling the experience in the past and give information to the readers about the past events.

²²Linda Gerot, *et.al.*, *Making Sense of Funtional Grammar* (Cammeray: Antipodean Educational Enterprises, 1995), p.192-205

²³Bambang Yudi Cahyono, *Teaching English by using various text type*, (Malang: State University of Malang Press, 2011), p.14

²⁴Mark Anderson and Kathy Anderson, *The Types in English 3*, (South Yarra: Macmillan Education Australia PTY LYD, 1998), p.24

Knap and Watkins said that recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events.²⁵

From those statements, it can be concluded that recount is a kind of text that retell pas events, to give the information to the readers about the past events.

b. Social Function of Recount text

Social function also can be called as purpose. Social function is the important part in writing genre. Gerot and Wignell stated that the social fuction of recount text is to retell events for the purpose of informing or entertaining.²⁶

c. Language Feature of Recount Text

According to Gerot and Wignell, The language of recount text are as follow: (1) Introducing personal participant; I, my group, etc, (2) Using Chronological connection; first, then, next, etc, (3) Using linking verb; was, were, saw, heard, (4) Using action verb; walked, shopping, go, change, etc, (5) Using simple past tense; S + V2, saw, went, etc.²⁷

²⁵Peter Knapp and Megan Watkins, *Genre Text and Grammar*, (Sydney: University of New South Wales, 2005), p.223

²⁶Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.194

²⁷Quantum Enterprise Education, Recount text, taken from: <https://Thinkquantum.wordpress.com/2009/11/11/recoun-text/>. Retrieved on February 02nd2017

d. Generic Structure of Recount Text

Recount text consist of orientation which the participant, place and time, events which describe some events that happened in the past, and reorientation which describe state personal comment of the writer.

According to Gerot and Wignell, The structure of recount text consist of orientation, events, and re-orientation are:

Orientation	-Provide the setting and introduce participants
Event	-Tell what happened in what sequence
Re-orientation	-Optional-closure of event ²⁸

Based on those explanations, the recount text has special language feature those are; explains the events what happened and what sequence the events are happened.

²⁸ Linda Gerot and Peter Wignell. Op. Cit. p.194

Example of recount text:**Our trip to the Blue Mountain**

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked.

We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

6. Concept of Reading Comprehension in Recount Text

Anderson stated that recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.²⁹ It means that recount text is retelling the experience in the past and give information to the readers about the past events.

²⁹Mark Anderson and Kathy Anderson, *The Types in English 3*, (South Yarra: Macmillan Education Australia PTY LYD, 1998), p.24

Reading recount texts could improve students' reading comprehension. Students can improve their reading comprehension in understanding the orientation, events and re-orientation of recount text.

Based on Brown theory, especially in reading, there are some criteria are commonly used in measuring students' reading comprehension ability, they are:

1. Main idea (topic)
2. Expression/ idioms/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context³⁰

Based on those explanations, it can be concluded that students' reading comprehension in recount text is the students' ability to comprehend the reading materials which consist of recount text. To measure the students' ability some indicators are tested such as main idea, expression, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

³⁰H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education*, Op Cit, p.206

7. Concept of GIST Strategy

a. Definition of GIST

GIST is an acronym for Generating Interactions between Schemata and Text. GIST is one strategy for teaching students to summarize text effectively. Bushman stated that this strategy developed by Cunningham is an effective tool for helping students to summarize and identify major facts within text.³¹ Bean and Steenwyk in Richardson stated that it has been found to improve students' reading comprehension and summary writing.³² Richardson stated that with GIST the reader is interrupted and directed to record a summary of the material just read.³³ Cunningham in Bushman suggested that the strategy engages a reader's background knowledge while using cues from the text.³⁴ Others like Doctorow and Taylor in Bushman also suggested that when the students write summaries following each paragraph read, their comprehension of the material increased.³⁵

³¹John H. Bushman, *Teaching English Creatively*, (New York: Charles C Thomas, 2001), p.182

³²Judy s. Richardson, Raymond F Morgan, and Charlene E. Fleener, *Reading to Learn in the Content Areas*, (New York: Wadsworth, 2012),p.244

³³*Ibid*,

³⁴John H. Bushman, *Op. Cit.* p.182

³⁵*Ibid*,

NBSS (National Behaviour Support Service) also supports and assumes according to Cunningham, NBSS states:

“GIST is an acronym for Generating Interactions between Schemata and Texts. It is summarising strategy. Effective summarising leads to an increase in student learning. Summarising requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarise has significant benefits for comprehending and ultimately retaining and recalling information. Teaching students summarising strategies, like ‘Get the Gist’, helps them learn to synthesize information, a higher order thinking skill which includes analyzing information and identifying key concepts.”³⁶

Bouchard said that this strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together.³⁷

Based on those statements, it can be concluded that GIST is a summarizing strategy. Summarizing requires students to focus on the main ideas. The ability summarize has significant benefit for comprehending and ultimately retaining and recalling information. Teaching students by using GIST helps the students to synthesize information of a higher order thinking skill which includes analyzing information and identifying key concepts.

³⁶National Behaviour Support Service, *Get The GIST Reading and Learning Strategy*, retrieved on December, 25 2016 10:15
http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf

³⁷Margaret Bouchard, *Comperison Strategy for English Language Learners*, (New York: Scholastic Inc, 2005), p.40

b. Advantages of GIST Strategy

According to Cunningham, GIST has some advantages as follows:

- 1) GIST gives the students' ability to involve students' prior knowledge, synthesizing and generating operation.
- 2) GIST gives the students' ability to identify or generate main idea, eliminate redundant and unnecessary information.
- 3) GIST gives the students' ability to remember what they read.
- 4) GIST gives the students' ability to record a summary of material they just read.³⁸

c. Disadvantages of GIST strategy

Not only the advantage GIST strategy has disadvantage was the students do not know all of the content meaning of the text that they read because the students were taught to limit response to 15 words or less, so that their gist conveyed the most important idea(s), but not unnecessary details.³⁹

³⁸John H. Bushman, *Op. Cit.* p.182

³⁹*Ibid,*

8. Procedure of Using GIST Strategy

The GIST Procedure:

- a. Selecting appropriate paragraphs. The first step in using procedure is to select several paragraphs, each with three to five sentences that have a gist.
- b. Reading the first sentence. Step 2 involves having students read the first sentence of the paragraph for purposes of telling it in their own words.
- c. Generating summary. Step 3 asks students to retell in a statement of 15 words or less, what they read in the sentence. Writing one word in every blank, the students dictate and revise the statement until they are satisfied that it provides the basic information of the sentence.
- d. Reading the first two sentences. The fourth step involves having the students read the first and second sentence of the paragraph with the purpose of being able to retell the information once it is removed from display.
- e. Generating a summary for sentence one and two. The fifth step involves having the students formulate a sentence of 15 words or less that conveys the meaning of the combined sentences. Students can revise their statement as needed, until all agree that it conveys the meaning of the combined sentences.

- f. Continuing with the procedure for the remainder of the paragraph. Step 6 is to continue with addition of each new sentence until the paragraph is completed. The final constructed sentence of 15 words or less should reflect a summary of the entire paragraph.
- g. Moving beyond a sentence-by sentence approach to a paragraph approach. After students have developed the ability to summarize sentences from a single paragraph, Cunningham suggests advancing to summarizing paragraphs, one at a time, until the students can then complete a summarization of the passage in 15 words or less. As a groups of students become successful in producing the summarization statements, move the class towards creating summarization statements individually.⁴⁰

9. Teaching Reading in Recount Text by Using GIST Strategy

In the teaching and learning process, the teacher should be have the procedure in order to learning process occur properly and effectively. Based on the theory, the treatment will be given to the students by using recount text through the GIST strategy using recount text as the materials. In this research the researcher as the teacher.

⁴⁰*Ibid,*

The procedures are as follow:

a. Pre activities

- 1) The teacher greets the students by saying good morning.
- 2) The teacher checks the students' attendance by calling them one by one.
- 3) Brainstorming ideas: questions and answer related the theme.

The teacher asks the students about their unforgettable experience/moment.

b. While activities

- 1) The teacher explains to the students about the material that will be given.
- 2) The teacher shows example of recount text.
- 3) The teacher selects appropriate material of recount text and gives one of the text material for each students.
- 4) The teacher asks the students about the topic of the recount text.
- 5) The teacher asks the students to make several groups.
- 6) The teacher asks the students to read the first sentence of the paragraph.
- 7) The teacher asks each group to retell the first sentence of the paragraph in a statement of 15 words or less.

- 8) The teacher asks the students to read the first two sentences of the paragraph.
- 9) The teacher asks each group to retell the first two sentences of the paragraph in a statement of 15 words or less.
- 10) The teacher asks the students to continue with addition of each new sentence until the paragraph is completed.
- 11) The teacher asks the students moving beyond a sentence by sentence to a paragraph by paragraph.
- 12) The teacher asks the students creating summarization statements individually.
- 13) The teacher gives some questions about the text. (*about main idea, expression, etc*).
- 14) The teacher gives feedback to the students about the materials whether the students have something that they do not understand.

c. Post activities

- 1) Make the conclusion about the material.
- 2) At last, the teacher closes the class.

10. Concept of Listening Read Discuss (LRD) strategy

a. Definition of Listening Read Discuss (LRD) strategy

According to McKenna in Murni's journal, "Listen Read Discuss (LRD) is a strategy especially designed for struggling readers.

Its three stages represents before, during, and after stages of all reading lesson format.”⁴¹ Moreover, Trowbridge said that Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.⁴² It means that, there are three stages in this strategy. First, the students listen the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students' comprehension about the text. It can be concluded that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material presented orally. Also, it helps build students' prior knowledge and evokes discussion in students. A teacher can use this strategy before and during reading and within a small a group or in a whole class setting.

b. Advantages of LRD Strategy

According to Purwanti, there are some advantages that can be used by the teacher in giving treatment in control class.

⁴¹Dewi 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)*, (<http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/198/141>, December 18th 2016. 20. 47 pm)

⁴²John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p.11

- a. It helps students comprehend material presented orally.
- b. It builds students' prior knowledge before they read text.
- c. It engages struggling readers in classroom discussion.⁴³

It means that by using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom. The students get information from the teacher presented orally before they read a text.

c. Disadvantages of LRD Strategy

However According to Purwanti there are also disadvantages in LRD strategy as follow:

- a. LRD is difficult to use on a daily basis because developing the lecturer and the students' prior knowledge is time intensive.
- b. The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text.⁴⁴ Teacher interaction in the learning process is important because teachers are advisors and mentors in the lesson, the teacher will be impossible without the learning process running optimally.

⁴³Sri 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. 36 pm)

⁴⁴*Ibid*

So, the teacher in the learning process is necessary at all, especially in improving the reading skills of students, because of time constraints in presenting the material in the school led to the demand to achieve the desired learning achievement one of them with the intensity of reading outside of school hours in order to achieve these objectives.

11. Procedure of Using LRD Strategy

According to Trowbridge LRD has three basic steps: Listen, Read, Discuss.

The following are the steps of LRD strategy:

a. Listen:

Present a lecture on the content of the reading. Include a graphic organizer of the information during discussion.

b. Read:

Students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content.

c. Discuss:

Teachers lead a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher's presentation.⁴⁵

⁴⁵John E. Trowbridge, *Op Cit*, p.12.

It means that LRD has three steps, first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students' comprehension about the text.

12. Teaching Reading Comprehension in Recount Text By Using LRD Strategy

In this research, the teacher will teach reading comprehension in recount text through LRD strategy. The steps are: pre activity, while activity, and post activity. The procedure can be applied as follows:

a. Pre activities

- 1) The teacher greets the students by saying good morning.
- 2) The teacher checks the students' attendance by calling them one by one.
- 3) Brainstorming ideas: questions and answer related the theme.

The teacher asks the students about their unforgettable experience/moment.

b. While activities

- 1) The teacher gives one of the text material for each students.
- 2) The teacher asks the students to listen the explanation about the material.
- 3) The teacher asks the students to read the text silently.
- 4) The teacher guides the students to discuss their understanding of the text with other students.

c. Post activities

- 1) Make the conclusion about the material.
- 2) At last, the teacher closes the class.

B. Rationale

Based on the theories, it is assumed that GIST strategy towards reading' comprehension can increase students' motivation to learn, help the students to understand the information of the text, and the students also will bring into interesting situation and enjoyable situation. So, the students easier to comprehend the meaning and find out the main idea of the text. In other word, students' reading comprehension is still low. In addition, students feel bored when the material and the strategy of teaching are monotonous. Therefore, the technique or strategy must be appropriate to the students' level of ability.

It means that teaching strategy must appropriate with the students' need in reading comprehension primarily in recount text. GIST is one of strategies that can be used by the teacher in teaching learning reading. GIST is one of strategies to show the active role of readers. GIST is a strategy for supporting comprehension of informational text. Based on the statement above, it is assumed that GIST (Generating Interaction between Schemata and Text) is suitable for teaching reading on recount text because the students will be more active and enjoyable. GIST will help the students to comprehend the reading text.

C. Hypothesis

Based on the formulation of the problem, it is proposed the following hypotheses:

H : The use of GIST strategy is effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017.

H₀: The use of GIST strategy is not effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting the research, quantitative research approach had been employed. Ary said that an experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design was a research design that is used to find the influence of one variable to another.

The quasi experimental design was used in experimental design. Ary stated that quasi experimental design is similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.² Quasi experimental was used because the subjects were not randomly assigned to the treatments groups. According to Creswell, "If the students into the special groups randomly assigned, it will disrupt the classroom learning."³

¹Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth. Cengage Learning, 2002), p.301

²*Ibid*, p. 316

³John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2012), p.309

Two classes were selected in this research. The first was experimental class and the other was a control class. The experimental class had been treated with GIST and in the control class with LRD. Pre-test and post-test design was used. It can be presented as follow:

Table 2
Pre-test and Post-test Design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

This research, the students were given pre-test to know their reading comprehension in recount text before treatment and post-test after the treatment by using GIST in experimental class and by using LRD in control class. The pre-test and post-test were conducted for control and experimental class.

B. Variable of the Research

Arikunto stated that variable is the object of research or a central in the research.⁴ Moreover, Kountur said that variable is showing a meaning which differentiates among something from other.⁵ There were two variable investigated in this research. They were independent variable and dependent variable.

⁴Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 96

⁵Rony Kountur, *Metode Pendidikan untuk Penulisan Skripsi dan Tesis* (Jakarta: PPM, 2003) p. 47

Variables of the research were:

1. The independent variable is Generating Interaction between Schemata and Text (GIST) as (X). The independent variable is variable that selected to determine their effect on the relationship with the dependent variable.
2. The dependent variable is the students' reading comprehension in recount text as (Y). The dependent variable is observed to determine what effect, if any the other types of variables may have on it.

C. Operational Definition of Variable

The operational definition of variable in this research were :

1. GIST (Generating Interaction between Schemata and Text)

GIST is a summarizing strategy. Summarizing requires students to focus on the main ideas. The ability summarize has significant benefit for comprehending and ultimately retaining and recalling information. Teaching students by using GIST helps the students to synthesize information of a higher order thinking skill which includes analyzing information and identifying key concepts.

2. Students' Reading Comprehension in Recount Text

Students' reading comprehension in recount text is the students' ability understand the meaning of a passage which retell about something in the past by answering correctly the questions about the eight aspects of comprehension including main idea, inference (implied detail),

expression/idiom, grammatical features (reference), detail (scanning for a specifically stated detail), excluding facts not written, supporting ideas and vocabulary in context.

D. Population, Sample and Sampling Technique

1. Population

Fraenkel and Wallen stated that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.⁶ The population in this research was all of the students at the second semester of the eighth grade in SMP N 1 Seputih Agung Central Lampung in the academic year of 2016/2017. The total numbers of all the students were 149 students that were distributed into 5 classes. Based on those statements, all of the students were the population in this research.

The total number of the students at the eighth grade of SMP N 1 Seputih Agung Center Lampung in the academic year of 2016/2017 can be seen from Table 3:

⁶Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7th Edition). (New York: McGraw-Hill,2009), p. 90

Table 3
Total Number of the Students at the Eighth Grade of SMP N 1 Seputih Agung Central Lampung in the academic year of 2016/2017

No	Class	Gender		Number Student
		Male	Female	
1	VIII A	12	16	28
2	VIII B	14	16	30
3	VIII C	13	15	28
4	VIII D	14	18	32
5	VIII E	14	17	31
Total				149

Source: Document of SMP N 1 Seputih Agung Central Lampung in academic year of 2016/2017

2. Sample of the Research

This research took two classes as the sample of the research. They were one class as the control class and one class as the experimental class.

3. Sampling Technique

To take the sample used cluster random sampling. Fraenkel and Wallen said that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁷ The eighth grade consists of five classes was conducted in the research.

The steps in determining the experimental class and control class that is;

- a. The name of the class was written in a small piece of paper.
- b. The paper was rolled and put into a glass.

⁷Jack R. Fraenkel and Norman E. Wallen, *Op Cit*, p.95.

- c. After that shakes until one of the rolled-paper out of the glass. The first paper which out from the glass as the experimental class.
- d. The glass was shaken again until one of the rolled-paper out of the glass. The second paper which out from the glass as the control class.
- e. Then the first paper was VIII A as the experimental class and the second paper was VIII C as the control class.

E. Data Collecting Technique

This research, test was used to collect data to get the students' achievement and effectiveness after treatment. The test was done twice, pre-test and post-test. Pre-test was a test that given before the treatment. It was done by gave recount text based on the provide topics. Pre-test was given to measure students' reading comprehension in recount text. Post-test was a test that given after treatment by using GIST to measure the effectiveness of using GIST towards students' reading comprehension in recount text.

F. Research Procedure

There were three steps have been done in conducting this research. That is;

1. Planning

The step before applied the research procedure that is; made some planning to run the application well. There were some steps that should be planned:

The procedure of making planning of this research can be seen as follow:

a. Determined the subject of the research

The eighth grade student of SMP N 1 Seputih Agung Central Lampung was chosen as the subject of the research, one class as the experimental class and the other one as the control class.

b. Prepared the try-out

Prepared a kind of test (called try-out test) that test was given to the students at eighth grade out of sample class. The total number of test 40 items. The try-out administered in 80 minutes. Evaluate the test items to get the good items for pre-test and post-test.

c. Prepared the pre-test

Prepared a kind of test (called pre-test) that was given to the students before the students get treatment used instrument which have already been tried out before.

d. Determined the material to be taught

After gave pre-test to students, determined the material to be taught to the students was reading comprehension in recount text.

e. Prepared post-test

After prepared the post-test, gave post-test to the students at the control class and experimental class after treatment.

2. Application

After making the planning, tried to apply the procedure that was already planned. There were some steps in doing this research:

- a. In the first meeting, gave try-out

This test was multiple choices that consist of 40 items with 4 options a, b, c, and d. This test was given to the students which did not become the sample of the research.

- b. In the second meeting, gave pre-test.

Pre-test to the control class and experimental class was given. The test was multiple choice, it was taken from the result of try-out test. It means that only the valid and reliable test item used in the pre-test.

- c. After giving the pre-test to the students, a treatment in experimental class with GIST was conducted.

- d. In last meeting, gave post-test.

This test was multiple choice test with 4 options a, b, c, and d. It means that only the valid and reliable test items that used.

3. Reporting

The last step that should be done in the research procedure is reporting. There were as follow:

- a. Analyzed the data received from try-out
- b. Analyzed the data received from pre-test and post-test
- c. Made a report based on the findings

G. Instrument of Research

This research used multiple choice question as a tool for testing in order to know students' reading comprehension in recount text with four alternative options. The test was aimed to measure students' reading comprehension in recount text. In measuring the students' reading comprehension, the test used language assessment theory. Some specifications commonly used in measuring reading comprehension are: main idea (topic), expression/ idioms/ phrases in context, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.⁸

The specification of test can be seen in Table 4:

Table 4
Table Specification of Test for Try-out for Pre-Test and Post-Test

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	6, 10, 26	1, 23, 36	6
2	Expression / idiom / phrases	Students know Expression/idiom/ phrase in context	14, 34	5, 17, 21, 39	6
3	Inference (implied detail)	Students can find what is inference in the passage.	22, 40	13, 27, 33	5
4	Grammatical feature	Students can find grammatical feature in the passage.	2, 38	11, 15	4

⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education* (San Francisco: San Francisco University Press, 2004), p. 26

5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	-	7, 19, 29, 37	4
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	12, 16, 20, 30	9, 25	6
7	Supporting idea	Students can find supporting idea to support the main idea.	4, 28, 32	3, 31	5
8	Vocabulary content	Students know means each word.	8,18, 24	35	4
Total					40

Based on the table 4, the main idea consist of 6 numbers. They were number 1, 6, 10, 23, 26, and 36. Expressions/ idioms/ phrases consists of 6 numbers. They were number 5, 14, 17, 21, 34, and 39. The inference consists of 5 numbers they were number 13, 22, 27, 33, and 40. The grammatical feature consists of 4 numbers. They were number 2, 11, 15, and 38. The detail consists of 4 numbers. They were number 7, 19, 29, and 37. The excluding fact not written consists of 6 numbers. They are number 9, 12, 16, 20, 25, and 30. The supporting idea consists of 5 numbers. They were number 3, 4, 28, 31, and 32. The vocabulary in content consists of 4 numbers. They were number 8, 18, 24, and 35. So, the total number was 40.

Tabel 5
Table Specification of Pre-test Items After Try-Out

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	6	1	2
2	Expression / idiom / phrases	Students know Expression/idiom/ phrase in context	4	9, 11, 19	4
3	Inference (implied detail)	Students can find what is inference in the passage.	8, 14, 16	-	3
4	Grammatical feature	Students can find grammatical feature in the passage.	-	7	1
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	12	3, 17	3
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	10	15	2
7	Supporting idea	Students can find supporting idea to support the main idea.	2, 18	-	2
8	Vocabulary content	Students know means each word.	20	5, 13	3
Total					20

Based on the table 5, the main idea consist of 2 numbers. They were number 1 and 6. The expressions/ idioms consist of 4 numbers they were number 4, 9, 11, and 19. Inference consists of 3 numbers. They were number 8, 14, and 16. The grammatical feature was 1 number. It was number 7.

The detail consists of 3 numbers. They were number 3, 12, and 17. The excluding fact not written consists of 2 numbers. They were number 10, and 15. The Supporting idea consists of numbers. They were number 2, and 18. The vocabulary in content consists of 3 numbers. They were number 5, 13, and 20. So, the total number is 20.

Tabel 6
Table Specification of Post-test Items After Try-Out

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	12	1, 19	3
2	Expression / idiom / phrases	Students know Expression/idiom/ phrase in context	4, 8	9	3
3	Inference (implied detail)	Students can find what is inference in the passage.	-	7	1
4	Grammatical feature	Students can find grammatical feature in the passage.	2	-	1
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	16, 20	3, 11	4
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	6, 14	15, 17	4
7	Supporting idea	Students can find supporting idea to support the main idea.	18	-	1

8	Vocabulary content	Students know means each word.	10	5, 13	3
Total					20

Based on the table, the main idea consists of 3 numbers. They were number 1, 12, and 19. The expressions/ idioms consist of 3 numbers. They were number 4, 8, and 9. The inference consists of 1 number. It was number 7. The grammatical feature consists of 1 number. It was number 2. The detail consists of 4 numbers. They were number 3, 11, 16, and 20. The excluding fact not written consists of 4 numbers. They were number 6, 14, 15, and 17. The Supporting idea consists of 1 number. It was number 18. The vocabulary in content consists of 3 numbers. They were number 5, 10, and 13. So, the total number is 20.

H. Treatment for Experimental Class and Control Class

1. Treatment for Experimental Class

In this research, taught reading comprehension in recount text by using GIST as a treatment in experimental class. The treatment was done in three meetings. In the first meeting, explained about recount text and GIST to the students and then gave some example how to use it in recount text. Then the students were asked to follow the procedures of the strategy step by step. The students were given some question about the text.

Therefore, by asking questions to the students, it taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text.

In second meeting, the students were taught through another text of recount text using GIST. It was caused to make easy for the students. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. Then, gave reading recount text to students and asked the students to answer the questions.

In the third meeting, after giving the explanation about recount text and GIST the students were given reading recount text and asked the students to answer the questions.

2. Treatment for Control Class

In control class, taught the students by LRD strategy as a treatment in control class. This strategy is often used by the teacher when teaching reading. In this strategy, explained about recount text and asked to the student about recount in the first meeting. It was done in order to know how far the students understand about recount text.

In the second meeting, explained more clearly about recount text by giving another example. Then, gave reading recount text to students and asked the students to read and answer the questions and divided the students into groups that consist of four until five students in a group to discuss.

In the third meeting, gave reading recount text to students and asked the students to answer the questions and divided the students into groups that consist of four until five students in a group to discuss.

I. Scoring Procedure

Before getting the score use Arikunto's formula.⁹ The highest score is 100. The score of pre-test and post-test had been calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes :

S = Score of test

r = Total of right answer

n = Total items

J. Validity of Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.¹⁰ It means that a good test must have validity so the test can measure the aspects that was measured. To measure whether the test has good validity or not, the content and construct validity had been used.

⁹Suharsimi Arikunto, *Op Cit.* p.271

¹⁰Arthur Hughes, *Testing for Language Teacher*, (2nd Edition), (Cambridge: Cambridge University Press, 2003), p.26

1. Content Validity

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it is design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹¹

It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of junior high school.

2. Construct Validity

Best and Kahn said that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹² It means that construct validity is showing the measurement used contained correct operation definite, which is based on the theoretical concept.

In this research, the test whose the scoring covered seventh aspect of reading they are: main idea, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, English teacher of SMP N 1 Seputih Agung Suyanto, S.Pd, as a validator for determining whether the test has obtained construct validity or not.

¹¹John W. Best and James V. Kahn, *Research in Education* (7thEdition) (New Delhi: Prentice Hall, 1995),p. 219

¹²*Ibid*

3. Item Validity

Item validity is appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure.¹³ The students were given some questions to know valid or not the questions. The item validity was used to measure the validity of the test items. The try-out of the test was given to students from the different sample. The try out for pre-test was given to 30 students of VIII B, try-out for pre-test was held on May, 17th 2017. The number of items were 40 items. The try out for post-test was taken from the different sample. The try out was given for post-test to 30 students of VIII B, try out for post-test was held on May 23th, 2017.

The number of items were 40 items. Then, evaluated the test items to get good items that were tested in test. In this research used ITEMAN of version 3.00 to calculate the data obtained from the try out to find out the item validity of each item. The following is a description of statistics grain questions:

- a. Prop. Correct is the proportion of students who correctly answered test items, level of difficulty of the questions. The extreme value approaching zero or one indicates that the item was too difficult or too easy for the test taker. This index is called the index of the level of difficulty in the classical question.

¹³Glend fulcher and Fred Davidson, Language Testing and Assessment, (New York: Routledge 2007), p.8

Question with P 0:00 to 0:30 is a question of hard

Question with P 0:30 until 0.70 is a question of being

Question with P 0.70 to 1.00 is an easy question.¹⁴

- b. Biser is a distinguishing index of question using a correlation coefficient biserial. A positive value indicates that the test takers who answered correctly items have relatively high scores in these tests. Instead negative value indicates that the test takers who answered correctly items obtained relatively low scores in tests. For statistical answer choices (alternate), biserial negative correlation is not desired for the answer key and very desirable to another answer choice.

D = 0:00 --- 0:20 is (poor)

D = 0:20 --- 0:40 is (satisfactory)

D = 0:40 --- 0.70 is (good)

D = 0.70 --- 1.00 is (excellent)

D = negative, and they are not good or very poor.¹⁵

- c. Point biserial is also distinguishing index of questions and answer choices (alternate) by using a correlation coefficient point biserial, same with statistical interpretation biserial.

¹⁴Suharsimi Arikunto, *Op Cit.*p.210

¹⁵*Ibid.* p.208

d. Prop. Endorsing is a number that indicates the effectiveness of detractors.

Each selected by the selection of at least 5% of voters.¹⁶

The result of the items try out for pre-test and post-test were: From 40 items of try out for Pre-test there were 20 items considered valid. There were number 1. 3. 4. 5. 8. 10. 11. 13. 14. 16. 17. 19. 21. 22. 25. 27. 29. 32. 34.35and from 40 items of try out for Post-test there were 20 items considered valid. There were numbers 1. 2. 4. 7. 8. 9. 12. 14. 17. 18. 19. 23. 24. 25. 28. 29. 30. 32. 36. 37.

After calculating the test items from the calculation of ITEMAN. It can be drawn a conclusion that the result of the items are left after validation the items try out for pre-test and post test were: From 40 items of try out for pre-test there were 20 items were not valid. There were numbers 2. 6. 7. 9. 12. 15. 18. 20. 23. 24. 26. 28. 30. 31. 33. 36. 37. 38. 39. 40 and from 40 items of try out for post-test there were 20 items were not valid. There were numbers 3. 5. 6. 10. 11. 13. 15. 16. 20. 21. 22. 26. 27. 31. 33. 34. 35. 38. 39. 40. (See Appendices 9 & 10)

¹⁶*Ibid.* p.220

K. Reliability of Test

Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable.¹⁷ Besides having high validity, a good test should have high reliability too. Also, scores need to be consistent.¹⁸

ITEMAN of version 3.00 was used to know reliability of test.

The criteria of reliability test are:

0.80-1.000 =Very high reliability

0.60-0.799 =High reliability

0.40-0.599 =Medium reliability

0.20-0.399 =Low reliability.¹⁹

After calculating the reliability, the Cronbach's alpha of reliability test was found. From the calculation of ITEMAN, it can be drawn a conclusion that the result of reliability for pre test has a high reliability because the result of the reliability value to 0.73 and the result of post test was 0.74. It can be concluded that the degree of the level of reliability of the students was high reliability. (See Appendices 9 & 10).

¹⁷Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *OpCit*, p.236.

¹⁸John W. Creswell, *OpCit*, p.159.

¹⁹Suharsimi Arikunto, *Op Cit*, p.310.

L. Data Analysis

After collecting the data, analyzed the data by using independent sample t-test. There are two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Pre-requisite Tests

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.²⁰ It means that to get the accurate result, some tests such as normality test and homogeneity test had been done.

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.²¹ In this research, the statistical computation was used by using SPSS (*Statistical Package for Social Science*) for normality.

²⁰M.Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley:American Psychological Association, 2008) p. 591

²¹Budiyono. *Statistika untuk Penelitian.* (Surakarta: Sebelas Maret University press, 2004), p.170

The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis are as follows

H_0 is accepted if $\text{Sig.} > = 0.05$

H_a is accepted if $\text{Sig.} < = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample is homogeneous or not. This research used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene's statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogeneous

H_a = the variances of the data are not homogeneous.

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

H_0 is accepted if $\text{Sig.} > = 0.05$

H_a is accepted if $\text{Sig.} < = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, independent sample t-test had been used. In this case, statistical computation had been done by using *SPSS* (Statistical *Package* for Social Science) for hypothetical of test. The purpose of using *SPSS* in this case is to practicality and efficiency in the study.

The hypotheses are :

H : The use of GIST strategy is effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017.

H_0 : The use of GIST strategy is not effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017.

While the criteria of acceptance or rejection of hypothesis:

H_a is accepted if $\text{Sig.} < = 0.05$

H_o is accepted if $\text{Sig.} > = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Description of the Treatment

In SMP N 1 Seputih Agung, the English subject was taught twice a week. This research was conducted in seven meetings (the first for try-out pre-test, second for try-out post-test, the third for pre-test, the fourth until sixth for treatments and seventh for post-test). Each meeting had been held on 80 minutes. On 17th and 23th May, 2017 the students were given the try-out pre-test and post-test to VIII B. On May 24th, 2017 pre-test in experimental class (VIII A) and control class (VIII C) were administered. The treatments had been held in three times, it began on May 30th 2017, on May 31th 2017 and on June 6th 2017. After the treatments, the post-test in experimental class and control class on June 7th 2017 were administered. The result of the pre-test and post-test was as the data of the research. In the process of treatments, all activities could run well.

1. Description of the First Treatment

May 30th 2017, the lesson was started by greeting and giving introduction which caused the students to feel curious to know the next steps of teaching learning process and gave the material to the students. After giving the material, explained about GIST strategy to the students and then gave some example how to use it.

Then the students were asked to follow the procedures of the strategy step by step. Firstly, the students was devided into a small groups. Each groups consisted of four students. Secondly, each groups was given a paper containing recount text. Thirdly, asked the students to read the first sentence of the paragraph for purposes of telling it in their own word. Fourthly, asked the students to retell in a statement of 15 words or less. Fifthly, continuing with the procedure for the reminder of the paragraph with addition of each new sentence until paragraph was completed. The final constructed sentence of 15 words or less should reflect a summary of the entire paragraph. Then, asked the students to move beyond a sentence by sentence approach to a paragraph approach and moved the class towards creating summarization statements individually. This process helped the students to develop them into thoughtful learners and made them active to comprehend more from the text. Lastly, gave some questions about the text.

Therefore, by asking questions to the students, it taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text. As the closing of the meeting in the first meeting, asked the students to recite “*hamdallah*” together and closed the class by greeting.

2. Description of the Second Treatment

May 31st 2017, the second treatment, the students were taught through another text of recount text using GIST strategy. It was caused to make easy for the students. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. The teaching learning process started by explaining more about the recount text and GIST strategy. Then the students was asked to follow the procedures of the strategy step by step. Firstly, the students was divided into a small groups. Each groups consisted of four students. Secondly, each groups was given a paper containing recount text. Thirdly, asked the students to read the first sentence of the paragraph for purposes of telling it in their own word. Fourthly, asked the students to retell in a statement of 15 words or less. Fifthly, continuing with the procedure for the reminder of the paragraph with addition of each new sentence until paragraph was completed. The final constructed sentence of 15 words or less should reflect a summary of the entire paragraph.

Then, asked the students to move beyond a sentence by sentence approach to a paragraph approach and moved the class towards creating summarization statements individually. This process helped the students to develop them into thoughtful learners and made them active to comprehend more from the text. Lastly, gave some question about the text. Therefore, by asking questions to the students, it taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text. As the closing of the meeting in the second meeting, asked the students to recite “*hamdallah*” together and closed the class by greeting.

3. Description of the Third Treatment

June 6th 2017, it was better than second treatment because the students felt in accustomed in teaching learning process through GIST strategy and the students felt enjoyable with the materials of reading. From this, most of students could answer the questions correctly. It mean that the treatments shown significant result.

B. Result of the Research

The score was derived from pre-test and post test. The pre-test was held on May 24th, 2017 and post-test on June 7th, 2017. Pre-test was given for the students before treatment and post-test was given after treatment.

1. Result of Pre-test in Experimental Class

The pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on May 24th, 2017. The scores of students' recount text tested in pre-test in the experimental class could be seen in Figure 1 and Table 7.

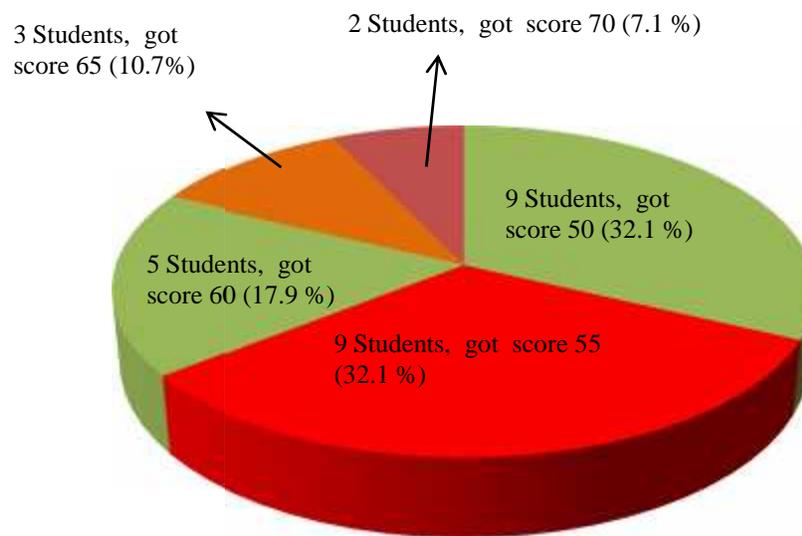


Figure 1
Graphs of the Result of the Pre-test in Experimental Class

Based on Figure 1, it could be seen that from 28 students, there were 9 students (32.1%), got score 50; 9 students (32.1 %), got score 55; 5 students (17.9%), got score 60; 3students (10.7%), got score 65; 2 students (10.1 %), got score 70.

Table 7
Result of the Pre-test in Experimental Class

N	28
Mean	56.43
Median	55.00
Mode	50
Variance	38.624
Std Deviation	6.215
Minimum	50
Maximum	70

Based on Table 7, it could be seen that N of pre-test in experimental class was 28, mean was 56.43, median was 55.00, mode was 50, variance was 38.624, standard deviation was 6.215, minimum score was 50, and maximum score was 70. It showed students' reading ability before they got the treatments. (See Appendix 22).

2. Result of Pre-test in Control Class

Pre-test was conducted to know students' ability before the treatment. The pre-test administrated on May 24th, 2017. The scores of students' reading tested in pre test in the control class could be seen in Figure 2 and Table 8.

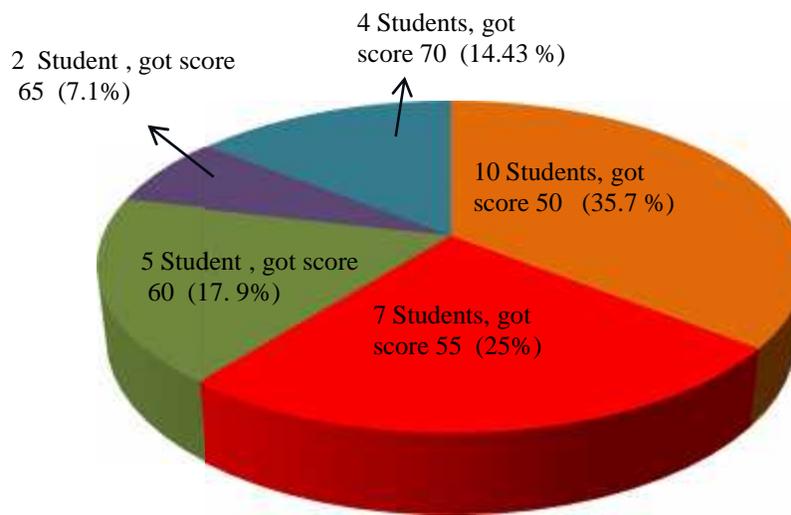


Figure 2
Graphs of the Result of the Pre-test in Control Class

Based on Figure 2, it could be seen that from 28 students, there were 10 students (35.7%), got score 50; 7 students (25%), got score 55; 5 students (17.9%), got score 60; 2 students (7.1%), got score 65; 4 students (14.43%), got score 70.

Table 8
Result of the Pre-test in Control Class

N	28
Mean	56.96
Median	55.00
Mode	50
Variance	50.628
Std Deviation	7.115
Minimum	50
Maximum	70

Based on Table 8, it could be seen that N of pre-test in control class was 28, mean was 56.96, median was 55.00, mode was 50, variance was 50.628, standard deviation was 7.115, minimum score was 50, and maximum score was 70. It showed students' reading ability before they got the treatments. (See Appendix 23).

3. Result of Post-test in Experimental Class

The post-test was given in experimental class to know students' recount text after the treatment. It was administrated on June 7th 2017. The score of pos-test in experimental class are presented in Figure 3 and Table 9.

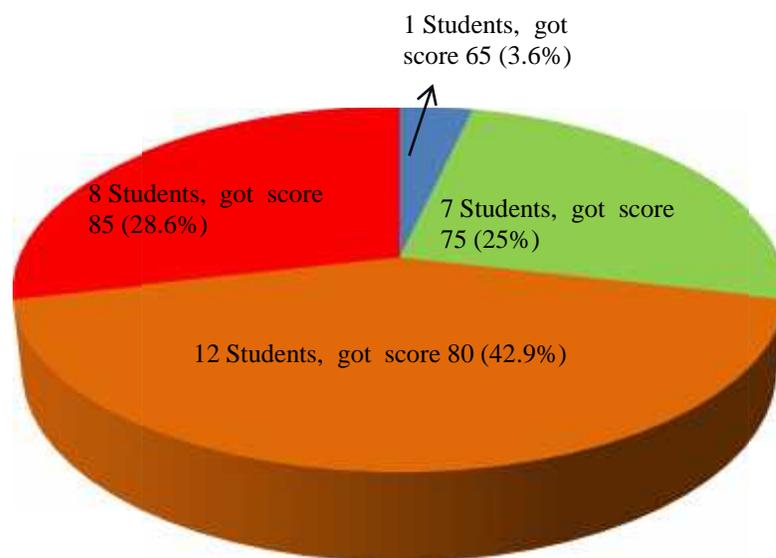


Figure 3
Graphs of the Result of the Post-test in Experimental Class.

Based on Figure 3, it could be seen that from 28 students, there were 1 student, got score 65; 3.6%, 7 students, got score 75; 25%, 12 students, got score 80; 42.9 %, 8 students, got score 85; 28.6%. It means that there were 3.6% of students' numbers did not passed criteria of minimum learning mastery (KBM) and 96.4% of students' numbers passed criteria of minimum learning mastery (KBM). In this case, the standard score criteria of minimum learning mastery (KBM) in SMP N 1 Seputih Agung, Central Lampung was 70.

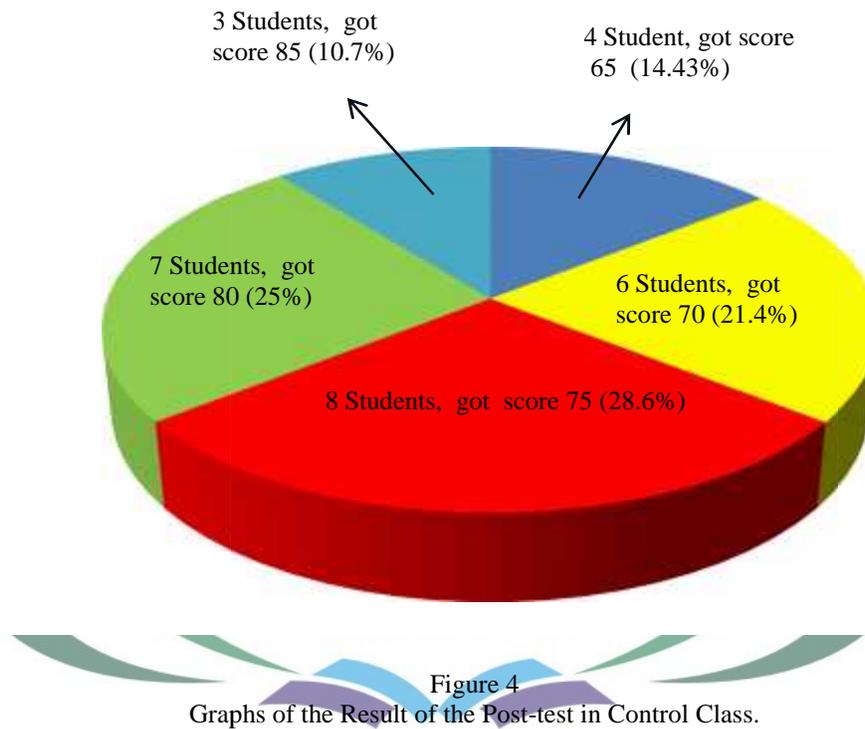
Table 9
Result of the Post-test in Experimental Class

N	28
Mean	79.64
Median	80.00
Mode	80
Variance	22.090
Std Deviation	4.700
Minimum	65
Maximum	85

Based on Table 9, it could be seen that N of post-test in experimental class was 28, mean was 79.64, median was 80.00, mode was 80, variance was 22.090, standard deviation was 6.00 minimum score was 65, and maximum score was 85. It showed students' reading ability after they got the treatments. (See appendix 24).

4. Result of Post-test in Control Class

The post-test was given in control class to know students' recount text after the treatment. It was administrated on June 7th 2017. The score of post-test in control class are presented in Figure 4 and Table 10.



Based on Figure 4, it could be seen that from 28 students, there were 4 students (14.43%), got score 65; 6 students (21.4%), got score 70; 8 students (28.6%), got score 75; 7 students (25%), got score 80; 3 students (10.7%), got score 85.

It means that there were 14.43% of students' numbers did not passed criteria of minimum learning mastery (KBM) and 85.57% of students' numbers passed criteria of minimum learning mastery (KBM). In this case, the standard score criteria of minimum learning mastery (KBM) in SMP N 1 Seputih Agung, Central Lampung was 70.

Table 10
Result of the Post-test in Control Class

N	28
Mean	74.82
Median	75.00
Mode	75
Variance	37.930
Std Deviation	6.159
Minimum	65
Maximum	85

Based on Table 10, it could be seen that N of post-test in control class was 28 mean was 74.82, median was 75.00, mode was 75, variance was 37.930, standard deviation was 6.159, minimum score was 65, and maximum score was 85. It showed students' reading ability after they got the treatments. (See appendix 25).

C. Data Analysis

After collecting the data, the data was analyzed by using independent sample t-test. There were two assumptions that was done, before analyzed the data by using t-test.

a. The Result of Normality Test

The normality test was used to measure weather the data in the experimental class and control class are normally distributed or not.

The hypothesis formulas were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_0 is accepted if $Sig. (Pvalue) > = 0.05$

H_a is accepted if $Sig. (Pvalue) < = 0.05$

Table 11
Result Normality Test of the Experimental and Control Class

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.156	28	.078	.938	28	.099
Control	.161	28	.060	.943	28	.134

Based on Table 11, it can be seen that P_{value} (Sig.) for experimental class was 0.078 and P_{value} (Sig.) for control class was 0.060. Because $\text{Sig. } (P_{\text{value}})$ of experimental class > 0.05 . So, H_0 is accepted and $\text{Sig. } (P_{\text{value}})$ for the control class > 0.05 . So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See Appendix 27).

b. The Result of Homogeneity Test

After knowing the normality the data, this research was calculated by homogeneity test to know whether the data were homogenous or not.

Table 12
Result Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.097	1	54	.756

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $\text{Sig.}(P_{\text{value}}) = 0.756 > = 0.05$. It demonstrated that H_0 was accepted because $\text{Sig.}(P_{\text{value}}) > = 0.05$.

It means that the variance of the data was homogenous. (See Appendix 28)

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, this research used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis were:

H : The use of GIST strategy is effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the academic year of 2016/2017.

H₀: The use of GIST strategy is not effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the academic year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted if $Sig.(Pvalue) > = 0.05$

H_a is accepted if $Sig. (Pvalue) < = 0.05$

Table 13
Result of Hypothetical test

T	Df	Sig. (2-tailed)
2.501	54	.015

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated $Sig.(P_{value}) = 0.015 < = 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that the use of GIST strategy is effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMPN 1 Seputih Agung Central Lampung in the academic year of 2016/2017. (See appendix 29).

D. Discussion

Based on the finding of the research, it was found that the students who were taught by using GIST have increased their ability in recount text reading comprehension. In this research, at the beginning of class, the students were taught through GIST in the experimental class and LRD in the control class. The material was recount text for three treatments. Before doing GIST, the researcher explained to the students that GIST was and how the procedure of GIST. On the other hand, the researcher designed the lesson plans following the KTSP curriculum.

Based on the result of the pre-test before GIST was implemented, the ability of students to comprehend recount text was lower than after GIST was implemented. After getting the treatments and post-test were conducted, it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher than control class. It could be seen from the mean in pre-test score of control class was 56.96 and in the post-test was 74.82, while the mean of pre-test score of an experimental class was 56.43 and in the post-test was 79.64. It means that the most improvement was in the experimental class.

From the analysis above, we knew that the students who got treatment by GIST got a better score than the students without using GIST in teaching reading comprehension of recount text. It was proved by the increasing average score in the experimental class.

Consequently, it could be said that using GIST is a kind of teaching strategy for teaching reading comprehension to help students in learning English by asking students to generating summary a sentence by sentence approach to a paragraph approach until complete a summarization of a passage in 15 words or less. Doctorow, *et.al* in Bushman suggests, “When the students write a summaries following each paragraph read, their comprehension of the material increased”. In this case, by using GIST the students can increase their ability in reading comprehension and also this strategy was to solve the problem in reading comprehension of recount text.

Before GIST was implemented, most of the students difficult in comprehend recount text based on the result of pre-test. After GIST was implemented, students can comprehend the recount text, because they have to summaries following each paragraph in 15 word or less, it can make the students remember and record the material they just read.

It also was supported by Richardson stated that with GIST the reader interrupted and directed to record a summary of the material just read. It can be said that GIST helps the students in comprehending text especially in recount text reading comprehension.

However, in this research, the researcher found some problems, the students did not know all of the content meaning of the text that they read because the students were taught to limit response to 15 words or less. The researcher asked the students to make a list of new vocabulary from the text to make the students knew the content meaning of of the text.

On the other hand, by using GIST, the students can learn more effective and efficient because of students more active in the teaching process and it makes the students easier to understand the material that will be given. It is intended to make students understand the recount text as a whole. It had been supported by the previous research conducted by Astuti. She who conducted research in SMPN 6 Tanjung Balai which entitled "The effect of GIST (Generating Interaction Between Schemata and Text) strategy on students' achievement in reading narrative text. The result showed that the GIST (Generating Interaction Between Schemata and Text) has significant effect than teaching reading comprehension in narrative text without GIST strategy.

Because the hypothesis alternative was accepted, the researcher concluded that the use of GIST strategy is effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the Academic Year of 2016/2017.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the effectiveness of using GIST (Generating Interaction between Schemata and Text) towards students' reading comprehension of recount text in both classes after treatments done. The mean score of post-test in experimental class was 79.64 and the mean score of post-test in control class was 74.82. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.015. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, it can be concluded that the use of GIST (Generating Interaction between Schemata and Text) is effective for teaching reading comprehension of recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the academic year of 2016/2017.

B. Suggestion

Based on the result of this research, the suggestions of this research as:

1. Suggestion to the teacher

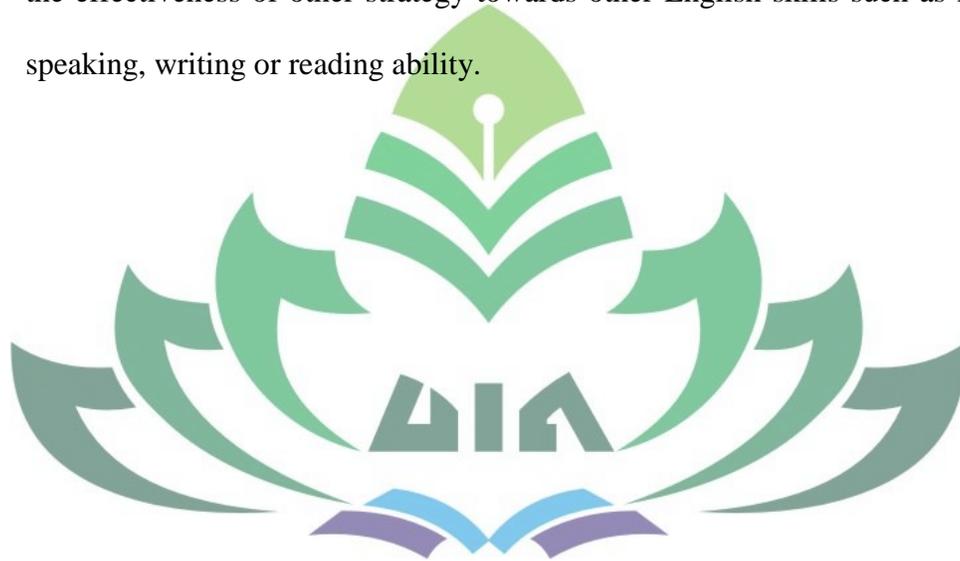
- a. From this research was found out that GIST (Generating Interaction between Schemata and Text) can be applied as a good strategy to increase students' reading comprehension.
- b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading.
- c. GIST (Generating Interaction between Schemata and Text) is one of strategy to encourage students' reading comprehension especially in recount text. However, this strategy also has some weakness. The problem is some students do not know about all of the content meaning of the text so that it can be better if the students have to look for the vocabulary that they do not know.

2. Suggestion for students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

3. Suggestion to the further research

This research was focused on the effectiveness of using GIST (Generating Interaction between Schemata and Text) strategy to increase students' reading comprehension in exploring recount text at the second semester of the eighth grade of SMP N 1 Seputih Agung Central Lampung in the academic year of 2016/2017. Therefore, it is suggested for the next research to investigate the effectiveness of other strategy towards other English skills such as listening, speaking, writing or reading ability.



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*Appendix 1***The Result of Interview for English Teacher**

The following of interview with the English teacher:

No	Question	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English in this school since 1999	The teacher has been teaching English for 18 years.
2	Can you tell me your experience in teaching English especially Recount text?	I don't have specific experience in teaching recount text reading comprehension. My experience in teaching English often make the student bored in teaching learning, because the students was not have the motivation in learning English	The teacher monotonous in teaching recount text reading comprehension. As the result the teacher should vary the ways to make class more interactive.
3	What strategy you use in teaching reading?	I don't have special strategy. First I just explain the text both of the types of text, the characteristics, and the grammatical, then I explained, I gave reading the text to students or usually I take out of textbooks for them to read and understand, then they I made some group to cooperate or discussion in study and answer the questions of the text.	The teacher doesn't have special strategy in teaching reading for 18 years.
4	How is the students' comprehension in reading	The comprehension in reading was still low, students have difficulties in comprehending the English text	The students have difficulties in comprehending the English text.

5	Have you ever use GIST strategy in teaching reading comprehension?	I've heard about this strategy that used in teaching reading comprehension but I never use it before. If it is appropriate in my reading class, i will try this strategy to be implemented.	The teacher know little bit about the strategy but he never use it to teaching recount text reading comprehension and he will implementing this strategy if it is appropriate.
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Appendix 2

**STUDENTS' READING SCORE IN RECOUNT TEXT
AT THE EIGHTH GRADE OF SMP N 1 SEPUTIH AGUNG
THE ACADEMIC YEAR OF 2016**

VIII A

NO	NAMES	SCORE
1.	Abdul Rosid	70
2.	Ahmad Rizal Wijaya	62
3.	Ahmad Zainuri Fahri	66
4.	Alfi Mutia Hakim	64
5.	Alisa Fikri Duwi R.	70
6.	Almas Desta N.	78
7.	Annisatul Muslikhah	64
8.	Azkiyatul Lailiyah	60
9.	Bayu Aditiya	76
10.	Binti Khomsiyah	60
11.	Dwi Ahmad Nikolas	60
12.	Dwi Apriani	66
13.	Farah Aulia Jihan N.B	74
14.	Habibi Adi Saputra	76
15.	Latifatul Muna F.	70
16.	Lazim Mukhodimah	72
17.	Lilis Setiawati	60
18.	Linda Aprilia	60
19.	M. Rifki Firmansyah	78
20.	Putri Aisyah	60
21.	Rani Rosita	72
22.	Misbakhul Firdaus R.	62
23.	Nani Priyani	60
24.	Nazila Dwi Fitriana	62
25.	Rara Ayining Tyas	60
26.	Putri Annisa	64
27.	Siti Mariyam	76
28.	Titik Retno Ningsih	60

VIII B

NO	NAMES	SCORE
1.	Anisa Cintia Bella	60
2.	Aqila Nur Azizah	62
3.	Asri Astuti	80
4.	Dwi Atika Sari	60
5.	Faizal Nur Hamim	56
6.	Jundiyatun Nisa'	70
7.	Lathif hasan asy'ari	66
8.	Lutfi Rospriana	62
9.	Lutfiana Kuserawati	78
10.	M. Fathul Rohman	64
11.	M. Hisyam Ali	62
12.	M. Ibnu Rizal	60
13.	M. Khoirur Rizal	70
14.	M. Khoirurrofi'	78
15.	M. Rafiudin Safikri	64
16.	M. Rangga Dwi Putra	62
17.	M. Sahrul Gunawan	76
18.	Miftahurrohman	68
19.	Nasyirudin	56
20.	Nelly Nur Aini	64
21.	Nindi Agustina	82
22.	Reva Desi Arista	78
23.	Ryeiva Azzahra	68
24.	Sari Maharani	68
25.	Selvi Dwi Amelia	62
26.	Syarif Hidayatullah	58
27.	Tesya Febriyani Dian S.	64
28.	Vina Nur Ma'rifah	62
29.	Wisnu Galih Saputra	70
30.	Yuliana	60

VIII C

NO	NAMES	SCORE
1.	Aidalur Mujib	76
2.	Alfyana Ashada	74
3.	Amalia Kartika Dewi	64
4.	Devi Dwi Lestari	70
5.	Dhandi Ramadhan	62
6.	Diana Nur Wahidah	70
7.	Emilia Kartika Dewi	72
8.	Hawin Natun Ni'mah	60
9.	Isma Miftahurrohmah	62
10.	Isna Khoirun Nisa'	61
11.	Lisa Fitriani	62
12.	M. Aziz Pratama	68
13.	M. Dede Ahmadi	64
14.	Muhammad Arfan F.	68
15.	M. Romadloni	62
16.	Putri Syeka Atufah	62
17.	Rahmawati Dewi	76
18.	Resta Anta Maulana	62
19.	Rifqi Amirul Agni	74
20.	Ryan Eka Saputra	68
21.	Seina Dwi Sumardi	62
22.	Siti Nur Kholifah	68
23.	Sugiyanto	70
24.	Syaiful Anwar	64
25.	Titin Uswatun H.	72
26.	Wahyu Putri Pertiwi	64
27.	Wahyu Setiawan	68
28.	Zeni Junaidi	68

VIII D

VIII E

NO	NAMES	SCORE
1.	A Rama Kano	68
2.	Ade Aulia Putri	72
3.	Adzanda Oktavema Z	70
4.	Akas Putra Pratama	76
5.	Alya Atika	64
6.	Amelia	56
7.	Amelia Martiana	68
8.	Amira Wijayanti	60
9.	Anisa Syalsabila	62
10.	Ariyanto	60
11.	Ayu Novitasari	60
12.	Dimas Ismail	68
13.	Donny Kurniawan	68
14.	Eldian Taufikur	64
15.	Elvina Saptiana Aji	64
16.	Feri Irawan	66
17.	Hafiz Maulana Yusuf	62
18.	Hari Teguh Prasetyo	68
19.	Haris Ardiyansah	62
20.	Laurensia Dian N S	80
21.	Mardiana	64
22.	Medi Saputra	74
23.	Nabila Al Najwa	56
24.	Riski Sanjaya	60
25.	Rista Maulidiah Putri	60
26.	Rizki Bagas Prasetya	48
27.	Sakina Azzahra	50
28.	Sindy Piyaloka	62
29.	Tania Putri	76
30.	Yuniar Safitri	64
31.	Zahratunnisa	76
32.	Zayendra Agatha	74

NO	NAMES	SCORE
1.	Ahmad Zulfikar	80
2.	Anggi Rosalia Putri	56
3.	Erma Bestari	52
4.	Faris Sesar	28
5.	Fera Yunita	40
6.	Ferdian Amanda	84
7.	Hazizi	32
8.	Ichsan Aditya	36
9.	Irmaya Shanda	56
10.	Januar Abi Manyu	56
11.	Julia Shasmita	56
12.	Kurniawan Saputra	44
13.	M Adit Haryanto	44
14.	M Ariffudin	44
15.	M Kaussar	56
16.	Madelin Agusta	84
17.	Maita Fatimah A	80
18.	Maris Nanda	68
19.	Melisa Citra Adinda	78
20.	Muhammad Alamsyah	84
21.	Muhammad Azizi G	76
22.	Mutia Syawalani	56
23.	Nanda Nabila	78
24.	Nandyka Setiawan	44
25.	Niken Marentika	64
26.	Saputri Vanesya	60
27.	Silvia Damayanti	76
28.	Syafira Maharani	44
29.	Thalia Citra Sukma	52
30.	Yegi Fitria Wulandari	76
31.	Zen Mukhlis	70

Appendix 3

**THE RESULT OF INTERVIEW WITH THE STUDENT
IN THE PRELIMINARY RESEARCH**

Student 1

No	Question	Answer	Conclusion
1	Apakah kamu menyukai bahasa Inggris?	Tidak, saya tidak menyukai bahasa inggris karena kosa kata dalam bahasa inggris susah dimengerti dan diingat sehingga membuat saya kesulitan dalam menjawab soal	The student doesn't like English. So the student has difficulties in learning English
2	Bagaimana cara guru kamu mengajar <i>reading</i> ?	Lumayan menyenangkan tetapi kadang juga membuat saya bosan dan mengantuk	The teacher's strategy make the students bored
3	Bagaimana anda belajar recount text didalam kelas dengan guru bahasa inggris anda sekarang?	Saya hanya memperhatikan guru. Guru saya memberikan beberapa penjelasan dengan contoh-contoh dan langsung memberikan tugas	Students are the people who need a practise, so that better students centered than teacher centered.
4	Saran apa yang ingin kamu berikan untuk guru bahasa inggrismu?	Saya berharap guru bahasa inggris saya mempunyai strategi yang lebih baik sehingga saya dapat dengan mudah dan lebih menyenangkan dalam belajar bahasa inggris.	The students hope the teacher has strategy that more interesting

Student 2

No	Question	Answer	Conclusion
1	Apakah kamu menyukai bahasa Inggris?	Saya tidak begitu menyukai bahasa Inggris karena banyak kata-kata yang sulit di mengerti	The student doesn't like English. So the student has difficulties in learning English
2	Bagaimana cara guru kamu mengajar <i>reading</i> ?	Cara mengajar guru saya, hanya memberi contoh kemudian memberi soal, terkadang membuat saya bosan	The teacher's strategy make the students bored
3	Bagaimana anda belajar recount text didalam kelas dengan guru bahasa Inggris anda sekarang?	Saya hanya memperhatikan guru. Guru saya memberikan beberapa penjelasan dengan contoh-contoh dan langsung memberikan tugas	Students are the people who need a practise, so that better students centered than teacher centered.
4	Saran apa yang ingin kamu berikan untuk guru bahasa Inggrismu?	Saya berharap guru bahasa Inggris saya mempunyai strategi yang lebih baik sehingga saya dapat dengan mudah dan lebih menyenangkan dalam belajar bahasa Inggris.	The students hope the teacher has strategy that more interesting

Student 3

No	Question	Answer	Conclusion
1	Apakah kamu menyukai bahasa Inggris?	Saya tidak begitu menyukai bahasa Inggris, saya mengalami kesulitan dalam menjawab soal-soal dalam bahasa Inggris	The student doesn't like English. So the student has difficulties in learning English
2	Bagaimana cara guru kamu mengajar <i>reading</i> ?	Lumayan menyenangkan tetapi kadang juga membuat saya bosan dan mengantuk	The teacher's strategy make the students bored
3	Bagaimana anda belajar recount text didalam kelas dengan guru bahasa Inggris anda sekarang?	Saya hanya memperhatikan guru. Guru saya memberikan beberapa penjelasan dengan contoh-contoh dan langsung memberikan tugas	Students are the people who need a practise, so that better students centered than teacher centered.
4	Saran apa yang ingin kamu berikan untuk guru bahasa Inggrismu?	Saya berharap guru bahasa Inggris saya mempunyai strategi yang lebih baik sehingga saya dapat dengan mudah dan lebih menyenangkan dalam belajar bahasa Inggris.	The students hope the teacher has strategy that more interesting

Appendix 4

Try Out Pre Test before Validity

Name :

Class :

Directions:

Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D!

Text 1 (Question 1-5)

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rock tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I saw so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody seriously injured.

1. What is the main idea of the first paragraph?
 - a. My experience during an earthquake
 - b. I was driving
 - c. I was on my car
 - d. My vocation to Bali.

2. The pronoun “me” in the first paragraph refers to...
 - a. The people
 - b. The family
 - c. The someone
 - d. The writer

3. What did the writer think when the car launches to one side?
 - a. He/she thought that it was a usual thing
 - b. He/she thought that it was a flat tire
 - c. He/she knew that it was an earthquake
 - d. He/she did not think about it

4. According to the passage, why could not the writer move the his/her car?
 - a. Because it was heavy.
 - b. Because there was no help.
 - c. Because he/she got a flat tire.
 - d. Because the road is full of rocks.

5. "I saw so surprised that there was almost nothing left".
What the expression above means?
 - a. The writer was very sad.
 - b. The writer was curious.
 - c. The writer was glad.
 - d. The writer shocked.

Text 2 (Question 6-9)

Nida spent her weekend at home. It was a tired weekend because she had many activities. Nida watered the flowers in the morning. She also washed her clothes and cleaned her house.

In the afternoon, Nida ironed the clothes. She arranged her clothes in the wardrobe. In the evening, Nida prepared the material for test. She studied English and Mathematic.

6. What is the main idea of the first paragraph?
 - a. Tired weekend.
 - b. Nida's activities on Sunday.
 - c. Nida's activities on the weekend.
 - d. Nida's activities in the morning.

7. According to the passage above, why did Nida feel tired on the weekend?
 - a. Because she did many activities.
 - b. Because she felt so.
 - c. Because she cleaned the house.
 - d. Because she watered the flowers.

8. "She arranged her clothes in the wardrobe."
The underline word has the closest meaning to ...
 - a. Put
 - b. Let
 - c. Brought
 - d. Cleaned

9. Which of the following activities did Nida not do?
- She ironed the clothes
 - She washed all of family clothes
 - Watered the flowers.
 - She studied the Math.

Text 3 (Question 10-13)

Last holiday, Nida and her friends went camping on the mountain. They went to mountain Muria.

They prepared everything before going on camping. The boys prepared the tents, the girls prepared the food. They brought cooking utensils and the food from home. They brought clothes, camera, guitar, etc.

On the first day, they sat up the tent. The girls made the fence of the area. Then, they cooked the food for lunch.

On the second day, they had some activities. They went on hiking. They took some pictures and they sang song together.

They had camping for about three days. On the last day, they went to home happily. They felt very tired.

10. What is the main idea of the second paragraph?
- The girls prepared the food.
 - Nida's and her friends preparation before going on camping.
 - The boys prepared the tents.
 - Nida's and her friends brought the clothes, camera, guitar, etc.
11. "They went to the mount Muria."
The word "They" refers to....
- Nida and her friends
 - Nida
 - Friends
 - Boys and girls.
12. Which is not true based on the third paragraph?
- Cooked food
 - Cooked food for dinner.
 - Set up the tent.
 - Made the fence.

13. It can be inferred from the passage, that Nida...
- Nida had fun camping with her friends.
 - Nida had boring camping with her friends
 - Nida sang song with her friends.
 - Nida hiking with her friends.

Text 4 (Question 14-22)

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tours agent and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friends and his group drove on through mountains. Singaraja is a city of about 90 thousand peoples. It is a busy but quiet town. The streets are lined with trees and there are many olds Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friends watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friends ten-day-stay ended very quickly besides his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

14. "After that, he stopped a little"
The underline word means?
- The writer took a rest.
 - The writer back to Bali.
 - The writer move to other place.
 - The writer visited the beach.
15. "it was a busy but quiet town."
The word "It" refers to...
- | | |
|--------------|---------|
| a. Singaraja | c. Ubud |
| b. Batubulan | d. Kuta |

16. Which is not true based on the second paragraph?
- There are about 90 thousand people living in Singaraja.
 - The group drove through the tunnels.
 - There are trees along the street.
 - Singaraja is a busy town.
17. "He was quiet satisfied."
The underlined statement is expressed meaning...
- unhappy
 - dissatisfied
 - happy
 - amazing
18. "There are many Old Dutch house"
The antonym of the underlined word is...
- Bad
 - Year
 - God
 - New
19. According to the text, why was the tour to Ubud different from the tour to Singaraja?
- Because it is more beautiful.
 - Because there are stones there.
 - Because there are many arts and crafts.
 - Because there are paintings there.
20. Which statement is not true based on the paragraph 3?
- They had lunch at Sukawati.
 - They did not visit Celuk, the center of silver smith and golden smith.
 - The sculpture stone center is a Batubulan.
 - There were some people carving at big block stones.
21. The first stop was at Batubulan, a center of stone sculpture.
The underlined word has synonym with...
- left
 - right
 - corner
 - middle
- 

22. It can be inferred from the passage that...
- The writer was annoyed about the holiday.
 - The writer was happy.
 - The writer was bored.
 - The writer was satisfied about the holiday.

Text 5

Jane had a party in her house last Sunday. It was her birthday party. She invited her friends, her classmates, and her neighbors attended her party. They brought her a lot of gifts and birthday cards.

The party began at seven o'clock p.m. they sang birthday song together. They blew the candles. Then she cut the birthday cake and gave it to the parents. They ate and drank together.

The party ended at ten o'clock p.m. they were very happy.

23. What is the main idea of the text?
- Jane's sang song together
 - Jane's invited her friends
 - Jane's birthday party
 - Jane's got gift.
24. "They brought a lot of gifts and birthday cards."
The underline word means?
- Many
 - Big
 - Small
 - A few
25. Which statement is true based on the text?
- Jane did not give birthday cake to the her parents.
 - It was just ordinary party.
 - No candles were blown.
 - Jane got many present.

Text 6 (Question 26-35)

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

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

26. What is the main idea of the text?
- The writer spent his night.
 - The writer explained how his celebrating the New Year.
 - The writer spent his New Year by self.
 - The writer spent New Year in restaurant.
27. It can be inferred from the text, that the writer....
- Celebrate the New Year
 - Waiting the New Year
 - Brought a watch
 - Sing and laugh
28. According to the text, why did the people gathered under the Town Hall Clock?
- To stop people who shouted
 - To welcome the New Year
 - To strike the laughing people
 - To see the newly bought clock
29. Where did the event happen?
- At the center of the town
 - At home
 - At the beach
 - At the market
30. Which of the following is not true of the text?
- The writer was very happy
 - The writer celebrated the New Year with his family
 - The writer was waiting to celebrate the New Year
 - The writer brought a watch

31. According to the text, what probably happened when someone shouted that the clock stopped?
- Everybody looked for a watch
 - Everybody sing and laugh
 - Everybody shouted too.
 - Everybody directly celebrated the New Year
32. What does the first sentence tell you?
- The problem that the writer met
 - The opening of the story
 - The past even
 - The funny thing in the story
33. It can be inferred, from the passage, that...
- Everybody was happy to celebrate New Year.
 - Everybody was sad to celebrate New Year.
 - Everybody was disappointed to celebrate the New Year.
 - Everybody was cry to celebrate the New Year.
34. It was the last day of the year and large crowd of people had gathered under the Town Hall clock.
What is the meaning of the underlined word?
- Big
 - Many
 - Mass
 - Lots of
35. "The big clock refused to welcome the New Year:"
What is the synonym of the word...
- Accept
 - Reject
 - Admit
 - Hat

Text 7 (Question 36-40)

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

36. What is the main idea of the first paragraph?
- The beach has five kilometers from our houses.
 - My friends and I play in the water and sat under the trees.
 - My friends and I rode our bikes to the store.
 - My friends and I rode our bikes to the beach.
37. How did they go to the beach?
- By bicycles
 - By boat
 - By bus
 - By car
38. "So, we had the beach on our own." (line 4)
The word "We" refers to...
- Family
 - My friends and I
 - People
 - Friend
39. "We really had a great time"
The statement above is expressing about?
- Expression sad.
 - Expression disappointed.
 - Expression happy
 - Expression angry.
40. It can be inferred from the passage, that...
- The writer had terrible day
 - The writer had really great time.
 - Fun holiday
 - Disappointed day
- 

Appendix 5

Try Out Post Test before Validity

Name :

Class :

Directions:

Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D!

Text 1 (Question 1-5)

Two days ago, Jenny and Eric had dinner at an Italian restaurant. Both of them ordered one medium pizza. Jenny had a bowl of soup as the appetizer and Eric had a bowl of fruit salad. They ordered soft drink for Eric and orange for Jenny.

They enjoyed their meal until Jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was very sorry about it and gave them the replacement of the soup.

1. What is the main idea of the text?
 - a. A complaint about something
 - b. The Brazilian restaurant
 - c. The delicious food
 - d. The romantic dinner

2. They made a complaint to the restaurant manager.
The underline word refers to...
 - a. Jenny and Eric
 - b. Italian restaurant
 - c. The restaurant manager
 - d. The waitress

3. Why did Jenny and Eric make a complaint?
 - a. Because Jenny enjoyed their meal.
 - b. Because Jenny found a piece of button in her soup.
 - c. Because they got a satisfied servant.
 - d. Because Eric ordered a bowl of fruit salad.

4. What probably happened when Jenny found a button in her soup?
 - a. She made a complaint.
 - b. They continued their dinner.
 - c. The manager restaurant gave discount.
 - d. They left the restaurant.

5. "The manager was very sorry about it"
The expression above refers to...
 - a. Complaining something
 - b. Giving something
 - c. Asking apologize
 - d. Offering something

Text 2 (Question 6-9)

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not bad but it was a hot day. I said to Jane on the slow boat " It's alright babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

6. What is the main idea of the passage?
- An unforgettable moment.
 - A fantastic journey.
 - The long trip.
 - The journey.
7. "... it was a hot day".
The idiom of the underline word means...
- Sunny
 - Winter
 - Cloudy
 - Snowy
8. "...It was a fantastic journey that I ever had."
The underline word has the synonym to?
- Unlucky
 - Serious
 - Incredible
 - Spoiled
9. Which of the following is not true of the text?
- The writer took five hour to arrive in Giili Air by boat.
 - The writer spent walking around the island.
 - The writer had three days in Gilli Air.
 - The weather was a hot day.

Text 3 (Question 10-13)

Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help! He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

10. What is the main idea of the second paragraph?
- Yusuf asked his the neighbor for help.
 - Mrs. Damiri had an accident.
 - Mr. Damiri was proud of his son.
 - Mr. Damiri and his other children had gone.
11. What are tenses that used in the text?
- Simple continues tense
 - Simple perfect tense
 - Simple past tense
 - Simple present tense
12. It can be concluded that Yusuf is a ... child
- Smart
 - Religious
 - Craven
 - Diligent
13. From the text above, it can be inferred that...
- Mr. Damiri was not at home when accident happened.
 - Mr. Damiri was at home when accident happened.
 - Mr. Damiri were not at home when accident happened.
 - Mr. Damiri were at home when accident happened.

Text 4 (Question 14-22)

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter . I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived

at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

14. "My cell phone was broken..."

The idiom of the statement means?

- a. The phone unused.
- b. The phone was new.
- c. The phone was old.
- d. The phone was disappear.

15. "I let him choose one."

Pronoun "him" refers to...

- a. The writer's mother.
- b. The shop keeper.
- c. The writer's friend.
- d. The manager.

16. Based on the text above, it can be concluded that...

- a. The writer and his friend are close friend.
- b. The writer could contact his friend.
- c. The writer's friend was in the clothes section.
- d. The writer left at 03.00 pm.

17. "I was very angry..."

The expression of the statement means...

- a. The writer was happy.
- b. The writer was glad.
- c. The writer was proud.
- d. The writer was mad.

18. "She said that he was in the department store looking for me"

The underline word has the synonym to...

- a. Search
- b. Get
- c. Catch
- d. Arrive

19. Why did the writer could not call his friend?
- Because the writer not ride the motorcycle.
 - Because the writer left his friend.
 - Because the writer's phone was broken.
 - Because the writer at home
20. Based on the text above, it can be concluded that...
- The writer was happy.
 - The writer was helpful
 - The writer was tired.
 - The writer was naughty
21. "...I got bored watching him confused in choosing a shirt."
The underline word has antonym to...
- Enjoyed
 - Satisfied
 - Tired
 - Interested
22. It can be inferred that the writer's friend wasted ...minutes in clothes section.
- Twenty five
 - Sixty
 - Fifty
 - Thirty

Text 5 (Question 23-27)

I was so glad that today is over. So many things have gone wrong. I did not sleep a wink last night. I was very tired when Mum called me this morning. I felt asleep again when Mum called me again. That snooze made me late.

I did not have time for breakfast. I was striving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He shouted me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I forgot to put in my bag the night before. I usually check in the morning, but I did not do this because I was late I had to do extra assignment as a punishment.

After biology lesson, I did not use tie my shoelace properly. I tripped over it. And felt down the stairs. My knee was blood and had to have a bandage on it.

What a terrible day! I hope that I have much better one tomorrow.

Adapted from : <http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-recount-text-beserta-jawabannya.html>

23. What is the main idea of the text?
- The nice day
 - The wonderful day
 - The lucky day
 - The terrible day
24. “I tripped over it” (last paragraph)
The underline word has synonym to...
- Stumble
 - Slow
 - Hurry
 - Fast
25. Based on the text, the writer got On his knee.
- Feel
 - Care
 - Hurt
 - Nice
26. What is the main idea of the paragraph 3?
- The writer got punishment.
 - The writer brought homework.
 - The writer did not get punishment.
 - The writer did not ask the homework.
27. From the text above, it can be inferred thatthe writer is a ...
- Careful person
 - Forgetful person
 - Cautious person
 - Attentive person

Text 6 (Question 28-31)

Last week, I spent my holiday in Jakarta. I went there by bus. My bus departed at seven o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately, I thought about bad things that could happen on the street. Then I saw the driver's assistant got off the bus. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus was trapped in queue for about three and a half hours. I finally arrived a lebak bulus bus station at dawn. It was the most tiring trip I ever had.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

28. What time did the writer probably arrive at lebak bulus bus station ?
- At noon
 - 4 Pm
 - 4 Am
 - In the middle of the night
29. Why did the writer feel afraid? (line 3)
- Because the writer arrived.
 - Because the writer thought bad things that could happen on the street.
 - Because the bus was arrive in destination.
 - Because the writer stopped suddenly.
30. What did the driver's assistant do after he stopped bus suddenly?
- The writer's assistant told the passengers that there was a road accident.
 - The driver's assistant continued the trip.
 - The driver's assistant called the police
 - The writer's assistant ran away.
31. Where did the writer spend her holiday?
- Jakarta
 - Lebak bulus station
 - Lampung
 - Manado

Text 7 (Question 32-35)**Forgetful**

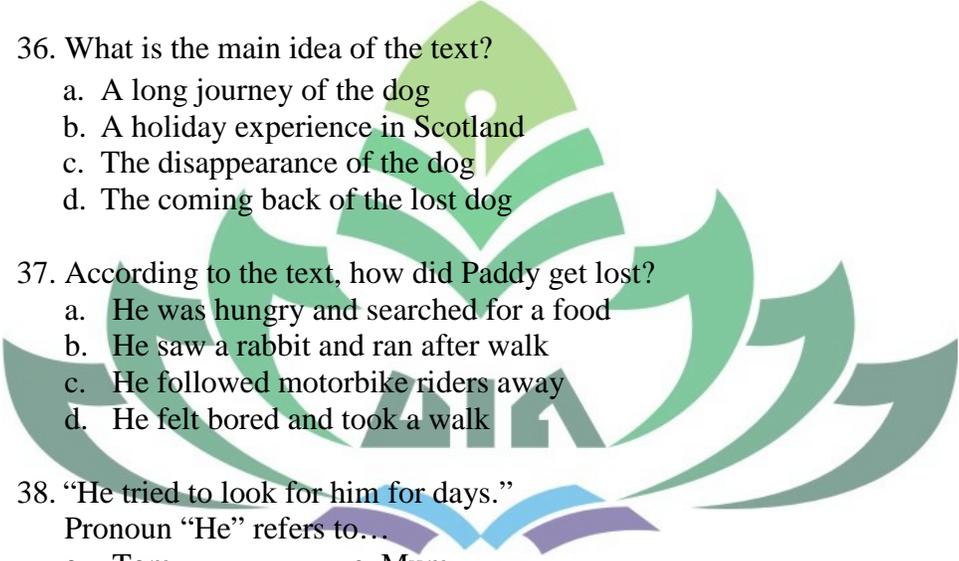
That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

32. How did the writer get his phone cell back?
- He asked his brother to call his number phone.
 - He asked his friend.
 - He called his friend.
 - He put it on jacket.
33. It can be inferred that the writer is a ... person
- Forgetful
 - Diligent
 - Humble
 - Careful
34. "To my surprise, I heard it ringing in my jacket".
The underline expression above means to...
- Curious
 - Proud
 - Happy
 - Shocked
35. "I was getting panicky."
The underline word has antonym to...
- Calm down.
 - Surprise
 - Careless
 - Sloppy

Text 8 (Question 36-40)

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

- 
36. What is the main idea of the text?
- A long journey of the dog
 - A holiday experience in Scotland
 - The disappearance of the dog
 - The coming back of the lost dog
37. According to the text, how did Paddy get lost?
- He was hungry and searched for a food
 - He saw a rabbit and ran after walk
 - He followed motorbike riders away
 - He felt bored and took a walk
38. "He tried to look for him for days."
Pronoun "He" refers to...
- | | |
|----------|--------|
| a. Tom | c. Mum |
| b. Paddy | d. Dad |
39. "Paddy barked very loud and the scared rabbit ran into the bushes."
The expression above means...
- Paddy scared of rabbit
 - Rabbit barked aloud.
 - Paddy and rabbit run together.
 - Paddy tried to catch the rabbit
40. From the text above, it can be inferred that...
- Paddy lost.
 - Paddy back to Tom's house.
 - Paddy died.
 - Paddy cannot find Tom's house

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	intonation	<p><i>narrative / recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p> <p>1. Mencermati teks fungsional pendek</p>	<p>tujuan komunikatif teks <i>narrative / recount</i></p> <p>• Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i></p>	<p>Tes Tulis</p> <p>Tes Tulis</p>	Pertanyaan tertulis	<p><i>sentences using the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p> <p><i>Choose the best</i></p>		<p>1. Buku teks yang relevan</p> <p>2. Contoh teks</p>

Mengetahui,
Guru Bahasa Inggris

Lampung Tengah,
Mahasiswa Peneliti

2017

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Appendix7**VALIDATION FORM FOR READING TEST FOR PRE TEST****Direction:**

For each question, please give your response by ticking (✓) a box representing your choice.

No.	Questions	Yes	No	Comments
1.	Apakah tes tersebut sudah mencapai atau mencakup aspek yang ingin diukur?			
2.	Apakah petunjuk dalam tes sudah jelas dan mudah dipahami siswa?			
3.	Apakah semua <i>words</i> yang tersedia sesuai dengan materi yang diajarkan?			
4.	Apakah <i>words</i> yang disediakan tidak menyulitkan siswa?			
5.	Apakah alokasi waktu sudah cukup?			

General comments:

Please give any general comment or suggestions you may have concerning this test development.

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Date, August 2016
Validator

M. AKHSANUDIN, S.Pd.

Appendix 8**VALIDATION FORM FOR READING TEST FOR POST TEST****Direction:**

For each question, please give your response by ticking (✓) a box representing your choice.

No.	Questions	Yes	No	Comments
1.	Apakah tes tersebut sudah mencapai atau mencakup aspek yang ingin diukur?			
2.	Apakah petunjuk dalam tes sudah jelas dan mudah dipahami siswa?			
3.	Apakah semua <i>words</i> yang tersedia sesuai dengan materi yang diajarkan?			
4.	Apakah <i>words</i> yang disediakan tidak menyulitkan siswa?			
5.	Apakah alokasi waktu sudah cukup?			

General comments:

Please give any general comment or suggestions you may have concerning this test development.

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Date, August 2016
Validator

M. AKHSANUDIN, S.Pd.