

CHAPTER I

INTRODUCTION

This chapter presents background of research, research problem, research objective, research hypothesis, research significance and the scope of the research.

A. Background of Research

Reading skill is needed by students to improve their knowledge and other English skills and components. Reading enables people to find out information from a variety of texts, written or printed information in the forms of newspapers, magazines, advertisements, and brochures. Reading is a complex process both on its teaching and learning. Reading is one of the language skills which is important for academic success. Reading is the process of reconstructing the writer's idea written in a text or printed symbols based on the reader's background knowledge and experience.

Reading comprehension is a complex activity to understand the meaning of words. In reading activity, we are not only reading the text, but also trying to understand what we are reading. Moreover we do not only want to get some information or knowledge but also an enjoyment. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a text message is not easy, especially in English. It can be seen from the students' reading comprehension that is still far

from what is expected. At seventh grade students in Junior High School there is serious problem for them. From my experience in conducting a teaching practice or PPL in the academic year 2013/2014 the seventh grade students of Junior High School still got difficulty in comprehending descriptive text. When I taught them about reading descriptive text they were still confuse to understand the meaning and the content of text. The unsatisfactory result of students' reading descriptive text comprehension might be caused by the following problems.

The first problem is the students' vocabulary is not sufficient. Students are not able to understand the texts when they encounter words that have actually been taught or told to them. Second, teachers tend to emphasize more on students' reading result, not on the learning process. Teachers usually do not pay attention on the learning process but the result of the learning. Third, the reading teaching and learning activities are more teacher-centered in a way that the reading instruction is based on what the teachers tell. Fourth, the strategy of the teachers employ is still conventional, meaning that the students sometimes read text silently or loudly, and after that the teacher translates the text for students. Fifth, the reading teaching and learning process is sometimes boring, students are not motivated to do it and sometimes they just keep silent listening to what the teacher is reading. Finally, students are seldom engaged in cooperative and an interesting activity. Practically, students work competitively and individually which triggers them to give up when it deals with the difficult tasks. As a result, they end up feeling bored and unmotivated.

To minimize those problems, the teacher must have an appropriate strategy of teaching to help the students learn English, especially in reading and to make the teaching learning process more interesting. One of the teaching strategies that is considered useful and it involves students' prior knowledge, synthesizing and generalizing cognitive operation is Generating Interaction between Schemata and Text (GIST) strategy, proposed by Cunningham in Wolley (2011:221). This strategy is said useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read.

Cunningham stated that a GIST (Generating Interactions between Schemata and Text) is a summarizing strategy used to assist students' comprehension and summary writing skills. Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words. Thus, the meaning may be vary from one reader to another. It is believed that by having a good strategy in reading the students are facilitated to meet their own individual needs and they are given more chances to actively construct their own meaning. Because many problem in reading comprehension exactly in descriptive text at seventh grade

students, then the GIST strategy is necessary applied to the seventh grade students.

B. Research Problem

The researcher formulates the problem, as follows:

1. How is the students' reading descriptive text comprehension ability before being taught by using Generating Interaction between Schemata and Text (GIST) strategy?
2. How is the students' reading descriptive text comprehension ability after being taught by using Generating Interaction between Schemata and Text (GIST) strategy?
3. Is there any significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy?

C. Research Objective

The objectives of the research are:

1. To know the students' reading descriptive text comprehension ability before being taught by using Generating Interaction between Schemata and Text (GIST) strategy.

2. To know the students' reading descriptive text comprehension ability after being taught by using Generating Interaction between Schemata and Text (GIST) strategy.
3. To know whether there is any significant different scores of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy.

D. Research Hypothesis

The researcher formulates two kinds of hypothesis to be tested; they are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

1. Null Hypothesis (Ho)

There is no significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru.

2. Alternative Hypothesis (Ha)

There is significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru.

E. Significance of the Study

The result of the study are expected to be contributive for the English teacher of Junior High School in teaching and learning process on teaching reading descriptive text comprehension by using GIST strategy. The GIST strategy can arouse and create an interesting atmosphere on reading comprehension in descriptive tex naturally.

Meanwhile the findings can also help students solve their problem in reading. Students will know the main idea in each paragraph and they can summary it by their own word. From that activities they will understand the content of their paragraph that they have read.

The last, this research will give more knowledge for the researcher as a candidate of teacher in teaching reading. Hence, the researcher knows the effectiveness of the Generating Interaction between Schema and Text (GIST) strategy in students' reading descriptive text comprehension.

F. The Scope of the Research

This research focuses on investigating the effectiveness of Generating Interaction between Schemata and Text (GIST) strategy on students' reading descriptive text comprehension ability of the seventh grade students at MTs Al Huda Kedungwaru.

G. Definition of Key Terms

1. Generating Interaction between Schema and Text (GIST)

Generating Interaction between Schemata and Text (GIST) strategy is a summarizing strategy to use to assist students' comprehension and summary writing skills. The strategy is useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing and generalizing cognitive operation. Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection.

2. Reading Comprehension

Reading comprehension is the process of making meaning from text (Wolley, 2011:15). It means that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

3. Reading Comprehension Ability

That is a behavioral action that is used of the reader to understand, gain the meaning and interpret the text depends on situation, text and the reader background.

4. Descriptive Text

Descriptive text is a text which lists the characteristic of something.

- Identification: Identifies phenomenon to be described.
- Description: describe parts, qualifies, characteristics.

Significant lexico grammatical Features:

- Focus on specific participants.
- Use of attributive and identifying processes.
- Frequent use of epithets and classifiers in nominal groups.
- Use of simple present tense.

5. Effectiveness

Effectiveness is a measure of the match between stated goals and their achievement. At Oxford Dictionary, effectiveness is the degree to which something is successful in producing a desired result or success.

6. Strategy

Strategy is a plan, method, or series of maneuvers for obtaining a specific goal or result. It can be said a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the definitions of reading comprehension, difficulties in reading comprehension, comprehension strategy, schemata theory, descriptive text, understanding of GIST and previous studies.

A. Reading Comprehension

1. Definitions of Reading Comprehension

Reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why proof reading is so difficult. When we are very familiar with the ideas we hardly need to read the words at all. Reading is as selective process taking place between the reader and the text, in which background knowledge and various of language interact with information in the text to contribute to text comprehension.

Reading comprehension is as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Comprehension is a creative, multifaceted process dependent on phonology, syntax, semantics, and pragmatics. Proficient reading depends

on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is the construction of thought processes.

Reading requires an individual to comprehend or construct meaning from text. In Comprehension process, students require making meaning from words when listening, speaking, reading, and writing. We should have a purpose for reading and use our experiences and our background knowledge to make sense of the text. Tankersley (2003 : 90) states that making connection is the key to comprehension. We do not comprehend unless we can make connections and are able to process the words that we read at the thinking level. Comprehension needs three elements :

- a) The reader who is doing the comprehending
- b) The text that is to be comprehended
- c) The activity in which comprehension is a part

For the reader, to comprehend they must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. The cognitive capacities here likes attention, memory, critical analytic ability, inferencing, and visualization ability. Motivation likes a purpose for reading, an interest in the content being read, and self-efficacy as a reader. And the various types of knowledge here likes vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies. As a reader begins to read and completes whatever activity is at hand, some of the

knowledge and capabilities of the reader change. So teacher should focus to their content area instruction on helping students understand the material, and helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend.

The next is about text. The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

After the text is activity. A reading activity involves one or more purpose, some operations to process the text at hand, and the consequences of performing the activity. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time). The direct consequences of the reading activity are knowledge, application, and engagement.

From the other theory, reading comprehension is the process of making meaning from text (Wolley, 2011:15). It means that reading comprehension is the ability to take information from written text and do something with it

in a way that demonstrates knowledge or understanding of that information. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

From the definitions above, it can be said reading comprehension is a process of understanding, gaining meaning and interpreting the text depends on a variety of reader, text, and situational factors.

2. Difficulties in Reading Comprehension

According to Lewis and Doorlag, there may be a multiplicity of factors that contribute to reading difficulties for many students with special needs and the underlying causes of their reading problems may be largely unknown (Wolley, 2011: 20). It has been found that the prevalence of children with reading difficulties is often linked with the economic and social circumstances of the home. This finding is supported by studies conducted in the mid-1970s where variables, such as social class, educational background of the parents, family income and the number of books in the home were consistently related to school reading achievement was stated by Romeo (Wolley, 2011: 20).

Researchers have established that children's early attainment of decoding skill is a reliable predictor of later achievement. It has been well established that skilled reading comprehension requires the reader to be able to process the written symbols of text at an appropriate level. However, reading and

the comprehension of text is a complex interactive process, and there is more to reading and comprehension than just decoding or word calling.

The term 'learning difficulty' implies that even normally capable students can fail to advance in reading, particularly if they receive poor quality instruction from their teachers. Thus, it can be assumed that there are factors within the learner that impact on reading performance and there are ranges of influences that are often beyond the control of the learner.

Improving reading comprehension is difficult too. It was because building vocabulary (which is not a matter of rote learning, but rather extending and reorganising a reader's whole array of semantic, conceptual and world knowledge networks), improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use.

3. Reading Comprehension Strategies

According to the research, students who naturally use learning strategies are more successful in school than those who do not. Generally, the gifted students automatically use strategies as they read. Therefore, it is important to model the use of effective strategies within the classroom so that all students can be knowledgeable about using them. All students whether they are English language learners, diagnosed special education, or considered slow learners that can benefit by being introduced to good strategies, but they will benefit more if the good strategies are modeled and

reinforced in the classroom and used across all content areas. As all students learn how to apply the good strategies in their reading, particularly with content area materials, they will become more self-directed in their learning.

Research indicates that good readers of all ages engage in conscious, active comprehension strategies before, during, and after reading. Before reading, they may define their goals for reading and consider what they already know about a topic and the structure of a text. During reading, they typically activate relevant prior knowledge, make connections among important ideas, construct and test hypotheses, paraphrase key points, and try to resolve any comprehension difficulties that arise. After reading, they may reread or skim the passage, summarize it, or take a notes. Rice (2009: 3) states that good readers often continue to reflect on the meaning of a text long after they have read it and good readers use strategies flexibly depending on the type of text they are reading and their purpose for reading it.

There are many strategies for reading comprehension. The strategies are Monitoring Comprehension, Cooperative Learning, Graphic Organizers, Story Structure, Answering and Generating Questions, Summarizing and Multiple Strategies.

Monitoring Comprehension: this includes a variety of instructional techniques for helping students learn to gauge how well they understand a passage and to apply strategies for correcting comprehension problems.

Cooperative Learning: cooperative or collaborative learning can be considered both a strategy and a social organization that fosters learning.

Graphic Organizers: across many studies, graphic organizers have proven to be useful in helping students visualize relationships among structural elements in a text. Graphic organizers are known by a number of names, including story maps, concept maps, or semantic organizers.

Story Structure: these strategies have typically involved training children to ask themselves questions about the basic components of stories as they read: characters, setting, goals of the characters, action taken, and outcome (Rice, 2009: 4).

Answering and Generating Questions: according Rice (2009: 4) that many studies of strategy instruction have focused on teaching children strategies for answering questions or generating questions of their own before, during, or after reading. Questions help students actively engage with a text, check their comprehension, and construct memory representations.

Summarizing: Summarizing involves identifying the main idea in a paragraph or composing a concise statement of the central concepts from a longer passage, either orally or in writing. Summarizing is a complex activity that involves paraphrasing and reorganizing text information. As a strategy performed either during or after reading, summarizing helps students or readers to focus on main ideas or other key skill concepts that have been taught and to disregard less relevant ones.

Multiple Strategies: this strategy involved a combination of two or more of the above techniques. Palinnar and Brown states that many approaches to multiple strategy instruction such as “reciprocal teaching” include cooperative learning or peer tutoring (Rice, 2009: 5).

From many strategies above, the teacher can apply one of them or mix them to use in learning process. Reader or students need good strategy for their ability to comprehend in reading activity.

B. Schema Theory

In the reading process many theory linked about “prior knowledge”. Prior knowledge is what readers already know or think they know about the incoming topic. This knowledge is critical to comprehension, for comprehension is the integration of new information (from an author) into existing information (stored in the reader’s memory). And this is known as “schema theory” (Larry, 1949:23).

Schema theory posits four basic assumptions :

1. Readers store past knowledge in their memories.
2. Past knowledge comes from two basic sources : past direct experience (in life) and secondhand, indirect sources (reading, listening, or viewing).
3. Humans are smart, so when they experience firsthand or secondhand events, they do not randomly dump them upstairs; rather they deposit them into their memories in categories, or sets, for easier retrieval. (The categories are called schemata)

4. Readers retrieve stored knowledge from their schemata to prepare for reading to assist in understanding (making sense of) the author's message.

From the Bangkok Post Educational Services, here is a fine explanation of schema theory as it relates to everyday life. Schema theory seeks to explain how we are able to cope with our constantly changing daily environment. Obviously, we do not see each circumstance as unique and unfamiliar. We are quickly able to recognize familiar elements and patterns (schema) in the activities unfolding around us. This enables us to behave correctly in situations.

This remarkable ability to make sense out of our ever-changing surroundings clearly depends on memory. We are somehow able to extract just those elements from our huge store of experiences, facts, smells, tastes where everything we call memory to allow us to make at least an educated guess as to what is occurring around us. And this memory comes to us not in random bits and pieces, but in an organized form, allowing us to almost immediately distinguish a marriage ceremony from a courtroom trial, or a bus station from a school.

To prepare for reading, students mentally access their schemata on the incoming reading topic and consider that to evoke what they already know. Some students come to class already knowing quite a bit about the topic, perhaps they remember it from an earlier grade or they watched educational TV shows about it, or they saw a movie that contained the topic or they recently read something about it. Typically, though, the students who come into our

classes possessing prior knowledge are not the strugglers, they are the higher-achieving students.

It means that they certainly have memories, they possess vast amounts of prior knowledge, and they can activate it. Sometimes a struggler's prior knowledge is exclusively on topics of interest (friends, music, hobbies, television shows) and not on geometry, American history, or some scientific principle. So as a teacher we not only direct our readers to tap prior knowledge, we also pay attention to what was tapped or not tapped.

C. Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others for instance : our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person place, or thing.

And the generic structure of descriptive text consists of Identification and Description.

Identification : Identifies phenomenon to be described.

Description : Describes part, qualities, characteristics.

The language features in descriptive often uses 'be' and 'have'. Tense which often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described does not exist anymore. The significant grammatical features according Hammond in descriptive modul :

1. Focus on specific participants
(My English teacher, Andini's cat, My favourite place)
2. Use of Simple Present Tense
Use of Simple Past Tense if Extinct
3. Verbs of being and having
'Relational Processes'
(My mum is really cool, She has long black hair)
4. Use of descriptive adjectives
(strong legs, white fangs)
5. Use of detailed Noun Phrase to give information about the subject
(a very beautiful scenery, a sweet young lady, very thick fur)
6. Use of action verbs 'Material Processes'
(it eats grass, It runs fast)
7. Use of adverbials to give additional information about behaviour
(fast, at tree house)
8. Use of Figurative language
(John is as white as chalk)

The example of descriptive text according the explanation above is here,

BARONG DANCE

The dance enacts a battle between good and evil. The dancers appeal to the spirit world during performances. The barong dance-drama is believed to exorcise evil

spirits from the village. The Barong dance-drama depicts a struggle between the witch Rangda and the barong, a mythical and benevolent beast.

D. GIST Strategy

One of the effective reading strategies is summarization. Teaching students to summarize what they read is another way to improve their overall comprehension of text according Duke and Pearson (2004: 220). Research suggests that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content. There are at least two major approaches to the teaching of summarization. The first is rule-governed approaches, here students are taught to follow a set step-by-step procedures to develop summaries.

Rule 1: Delete unnecessary material.

Rule 2: Delete redundant material.

Rule 3: Compose a word to replace a list of items.

Rule 4: Compose a word to replace individual parts of an action.

Rule 5: Select a topic sentence.

Rule 6: Invent a topic sentence if one is not available.

The ability to summarize information is an important study skill for students to learn. As students move through the intermediate grades into middle school, they are expected to understand and remember content presented in textbooks. Learning how to summarize can help them with these tasks. Even though

summarization is a complex task, studies suggest that middle-grade students profit from direct instruction in summarization.

Other approaches to summarizing text are more holistic. One that has been the subject of research is the GIST procedure states by Cunningham 1982 printed by Duke and Pearson (2004: 221).

GIST stands for Generating Interaction between Schemata and Text. Cunningham (1982) states that GIST is a summarizing strategy to use to assist students' comprehension and summary writing skills. In GIST, students create summaries of 15 or fewer words for increasingly large amounts of text, beginning with single sentences and working up to an entire paragraph. Students use higher-order thinking skills to analyze and synthesize what they have read. The students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection.

The purpose of GIST, it provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of reading by Bouchard (2005: 40). In this strategy students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement. This procedure is repeated until an expanded section of text is summarized. A comprehensive summary statement or paragraph is then written.

The next about the procedure according Allen (2004) that any five points to using the GIST strategy in the class.

1. Find a short paragraph that presents a concept, event, time period, description, problem, sequential instructions, etc.
2. Read the first sentence to the class, then ask students to work together to write a summary of the contents of the first sentence in fifteen words or less.
3. Write the group summary on the board. Then, read the second sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.
4. Write the group summary on the board and read the next one or two sentences in the paragraph. Continue until the paragraph is read and then ask students to write a summary of the entire paragraph in fifteen words or less.
5. After modeling the strategy, ask students to apply the strategy to a chapter of their textbook, article, etc. That they are currently reading in class.

And GIST strategy can be applied in cooperative groups. But it can be applied if the students already familiar with the process. The steps are here :

1. Assign a section of text for students to read.
2. Form groups and assign a group leader.
3. Students read the text silently (or a group member can read it aloud).

4. The group collaboratively identifies important vocabulary and concepts.
5. The group develops the summary statement identifying the gist of the reading.
6. Each member of the group writes the summary statement on a piece of paper.
7. The group reads the next portion of text and repeats the process.
8. Move from group to group observing and providing support when needed.
9. Each group presents its summary statement(s).
10. Discuss as a class and compare.

From the explanation above GIST strategy 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 by using GIST strategy helps them to synthesise information, a higher order thinking skill which includes analysing information and identifying key concepts.

E. Previous Related Study

The study about GIST strategy has been conducted by Diah Surya Adnyani Luh. The study is about the Effect of Generating Interactions between

Schemata and Text and Beliefs about Language Learning on Reading Comprehension of Language Education Department Students of Undiksha Singaraja in the Academic Year 2009/2010.

The study has similarity and difference to the present study. The similarity is both talk about the GIST strategy in reading comprehension. The difference is that the writer in the present study only tries to find out the effect of the GIST strategy towards the second semester of students ability in reading descriptive text. Whereas Diah's thesis tries to find out the effect of GIST and beliefs about language learning on reading comprehension, and to investigate the relationship between the use of GIST, conventional reading technique and beliefs about language learning faced by second semester students of English Education Department Undiksha Singaraja.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses on the method used in conducting this research. It covers research design, population study, variable, research instrument and data collecting method, tryouting project of the instrument, valdity and realibility testing, normality and homogeneity testing, and data analysis.

A. Research Design

Research designs are plans and procedures for a research that span the decisions from broad assumption to detailed method of data collection and analysis.

This study was conducted in experimental design using quantitative approach. Experimental research is scientific investigation in which investigator manipulates and control one or more independent variables and observes the dependent variable for variation concomitant to the manipulation of independent variables (Ary, 1985:26).

This study used pre- experimental with One Group Pretest-Posttest design. This study was classified as pre- experimental design because of no control of extraneous variable. In the One-Group Pretest-Posttest design, a single group is measured or observed not only after being exposed by a treatment, but also before being exposed by a treatment.

The procedures of pre experimental research with One Group Pretest-Posttest design :

1. Administering a pretest before applying a strategy with a purpose of measuring students' reading descriptive text comprehension ability at seventh grade students at MTs Al Huda Kedungwaru.
2. Applying the experimental treatment in teaching reading comprehension by using the GIST strategy.
3. Administering a posttest after applying the strategy with a purpose of measuring students' reading descriptive text comprehension ability at seventh grade students at MTs Al Huda Kedungwaru.

In this study, the hypothesis were tested by comparing the pretest and posttest scores to know the effectiveness of using Generating Interaction between Schemata and Text (GIST) strategy on students' reading descriptive text comprehension ability.

B. Population Study

Population is the whole research subject (Arikunto, 2010:173). It is important that the research must be designed carefully and completely. Population of this research were the seventh grade students of MTs Al Huda Kedungwaru consisted of one class. Population in this research was population study. It was caused that the subject of the research as a population which only one class consist of 25 students.

C. Variable

Variable is a concept which serves a particular purpose and can be expressed in quantitative or qualitative value. According to Arikunto (2006:118), variable are the subject of a research, or the things that become points of attention of a research. In this research, the researcher uses two variables, they are:

1) Independent Variable

The independent variable is the major variable which the researcher hopes to use to investigate. According to Sugiyono (2010:61) independent variable is variable that influence dependent variable. In this research, independent variable is the use of Generating Interaction between Schemata and Text (GIST) strategy on reading descriptive text comprehension.

2) Dependent Variable

The dependent variable is the variable which the researcher observes and measures to determine the effect of the independent variable. Sugiyono (2010:61) stated that dependent variable is the variable that influenced because of any independent variable. Dependent Variable in this research is the reading descriptive text comprehensi.

D. Research Instrument and Data Collecting Method

In this study, the researcher used test as instrument, therefore the researcher applied a set of tests: pre-test and post-test test. Test is draft of question or drill used for to know the skill, intelligence and ability of individual of group

(Arikunto, 1997:18). Here, Pre-test was given before doing an experimental research or before teaching by using Generating Interaction between Schemata and Text (GIST) strategy. And Post-test was given after doing the treatment or after teaching by using Generating Interaction between Schemata and Text (GIST) strategy.

Data of this study was collected by administering test. To find out the data, the researcher applying pre-test that consist of 20 items in the form of multiple choice and essay. The test is given to know the basic competence for student and to know they erlier knowledge before they get treatment. The test of pretest is 10 multiple choice and 10 essay about descriptive text. Time allocation of the test is 60 minutes. The pretest test was held on May 13rd.

After gaining the pre-test, the researcher gives the treatment by teaching using Generating Interaction between Schema and Text (GIST) strategy. In the last the researcher gained the post-test. It was given after the researcher giving the treatment or GIST strategy. The test is given to know the basic competence for student and to know they earlier knowledge after they get treatment. It is done to know the final score and to know the student difference achievement before and after they get treatment. The test of posttest is 10 multiple choice and 10 essay about descriptive text. Time allocation of the test is 60 minutes. The posttest was held on May 22nd.

E. Try Outing Project of the Instrument

Before the test was administered to the student, the researcher firstly conducted a try-out of the test to the seventh grade students of MTs Al Huda Kedungwaru. The purpose of conducting try out of the instrument was to achieve the validity and reliability of the instrument. For the main data in this study were numbers or scores, these scores must be gotten by using good instruments. That is why, pilloting project of the instrument was needed.

In the process of scoring, the researcher applied inter-rater reliability. There were two scorers in scoring the result of try out. The try-out test was done before conducting the post test. The test consisted of 20 items of 10 multiple choice and 10 essay. The format of essay test was long answer. It was intended to avoid the students cheating. Moreover, through long answer more details of students' competency could be identified. The scoring rubric for essay test with long answer can be seen in Table 3.1 below.

Table 3.1. Scoring Rubric

Aspect	Score
The answer is correct, the sentence constructed in good grammar and appropriate vocabulary.	4
The answer is correct, the sentence is constructed by making a little mistake in grammar but it does not influence the meaning.	3
The answer is correct, the sentence is constructed by making a little mistake in both grammar and vocabulary but they do not influence the meaning.	2
The answer is correct, the sentence is constructed by making a little mistake both grammar and vocabulary but they influence the meaning.	1
The answer is wrong.	0

The data of students' score after finishing of try out could be seen in Table below. The following was the scores taken from the two scores.

Table 3.2. The Students' Score in Try Out

NO.	NAME	SCORER 1	SCORER 2
1.	AIS	84	82
2.	AAD	80	80
3.	AKT	90	88
4.	DS	74	76
5.	ESL	88	84
6.	FL	74	70
7.	FNEM	88	90
o8.	FA	66	68
9.	Faa	72	70
10.	GPS	82	84
11.	ITA	90	86
12.	IRN	82	88
13.	LPL	82	80
14.	MAM	84	86
15.	MSM	84	82
16.	MLH	68	70
17.	NL	74	74
18.	NK	88	90
19.	PWA	88	88
20.	SRW	82	88
21.	Sfi	86	84
22.	Sfa	84	82
23.	SDT	86	84
24.	SDY	70	70
25.	SA	62	64

The try out was intended to know whether or not the instruction was clear, the test fulfilled the requirements of a good test that were validity and reliability. According to Donald ary," research is always dependent upon measurement.

There are two important characteristic that every measuring instrument should pass: validity and reliability (Ary, 1985:213).

1. Validity

Validity refers to the precise measurements of the test. Validity is defined as the the extent to which the instrument measures what it suppose to measure. In this research, content validity is used. Content validity is the content about what we say the test is about. The relevency of the objective of the test and the content of the test items are show the content validity of the test.

The researcher made this test based on the course objectives in the syllabus of seventh grade of MTs Al Huda Kedungwaru. Therefore this test is valid in term of content validity. The content validity in this research can be showed as follow :

Table 3.2. Content Validity

No.	Competence indicator	Test item
1.	Students are able to determine the information of the text (literal comprehension)	1, 3, 9, 12, 13, 14, 15, 18, 19, 20
2.	Students are able to determine the main idea	6, 10, 17
3.	Students are able to determine the implicit meaning of the text/ purpose of the text (inferential comprehension)	2, 4, 7, 8, 11, 16,
4.	Total	20

2. Reliability

Reliability is the consistency of the measurement, or degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In this study, the students' score were gotten by inter-rater reliability. It mean was the rearcher and the researchers' friend got two sets of students' score. To check the reliability of the test, the researcher used alpha cronbach in SPSS 20 for windows.

Table 3.4. Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
,522	10
Cronbach's Alpha	N of Items
,418	10

From the computation in SPSS, the value of reliability are two score. The first value is the reliability of multiple choice test. The value is 0.522 it means that the value is bigger than r-table (0.396) so the test is reliable. And the second value isthe reliability score of esay test. The value is 0.418 it means that the value is also bigger than r-table (0.396) and the result the test is reliable too.

According to the computation of the validity and reliability above, the Try Out test is reputed valid and reliable. There were not of question which had to change in using Post Test question. Because this research in the one class, so researcher made the question of Post Test which had same level and area according to the question of the Try Out Test and it means that the question of Post Test was not same with the question of the Try Out Test.

F. Normality and Homogeneity Testing

Normality tests are used to determine whether a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distributed. Normality test is intended to show that the sample data come from a normally distributed population.

To know the normality, the researcher used *kolmogorov-smirnov test* with SPSS. If the results are significant, then the null hypothesis of no difference between the observed data distribution and a normal distribution is rejected. Simply put, a value less than 0.05 indicates that the data are non-normal. The result can be seen in the table below.

Table 3.5. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	6,05306257
	Absolute	,146
Most Extreme Differences	Positive	,091
	Negative	-,146
Kolmogorov-Smirnov Z		,732
Asymp. Sig. (2-tailed)		,658

a. Test distribution is Normal.

b. Calculated from data.

The result of normality test is normal, because the significant is 0.658 more than 0.05.

Homogeneity test is intended to show that two or more groups of data samples come from populations having the same variance. To know the homogeneity, the researcher used *one way anova with SPSS*. The result can be seen in the table below.

Table 3.6. Homogeneity Test

ANOVA

VAR00002

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,433	20	,322	1,538	,142
Within Groups	6,067	29	,209		
Total	12,500	49			

The homogeneity test here the computation grounded on F computation and F in the table. If the F computation is not significant, that show there is no difference it means same, no heterogen, or called homogen (Winarsunu, 2006:100). And the result of table above the F computation is 1.538 or 1.54 and the value of F table with df 20 and 29 is 1.94. So the F computation here smaller than F table it means the samples come from the population have same variance or homogen.

G. Data Analysis

In this research, the writer used quantitative data analysis. The quantitative data of this research were analyzed by using statistical method. This technique was used to find the significant different on the students' achievement before and after being taught by Generating Interaction between Schema and Text (GIST) strategy. To know the significant diference of the reading comprehension ability between taught by using GIST strategy and taught without GIST strategy was used paired sample T test at SPSS 20 for windows.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data presentation, data analysis, and discussion

A. The Description of Data

The purpose of the research was to know the effectiveness of GIST strategy on students' reading descriptive text comprehension ability for class VII at MTs Al Huda Kedungwaru. The sample of the study consisted of 25 students. To obtain the data, the post test was given to the experimental class.

1. Data Presentations of the Students' Score Before being Taught by Using GIST Strategy

The pre test in experimental group was given by asking students to answer the question about descriptive text. The number of questions given were 20 and the test were in the forms of multiple choice and essay. The test was done before treatment process by giving GIST strategy in teaching reading descriptive text comprehension. This test was intended to know the students reading achievement before the students got treatment. The data of the students' achievement before being taught by taught by using GIST strategy could be seen in the following table.

Table 4.1. The Students' Scores in Pre Test

NO.	NAME	PRETEST
1.	AIS	82
2.	AAD	78
3.	AKT	92
4.	DS	46
5.	ESL	84
6.	FL	28
7.	FNEM	78
8.	FA	68
9.	Faa	62
10.	GPS	74
11.	ITA	92
12.	IRN	68
13.	LPL	52
14.	MAM	80
15.	MSM	58
16.	MLH	52
17.	NL	44
18.	NK	88
19.	PWA	84
20.	SRW	94
21.	Sfi	64
22.	SFa	66
23.	SDT	64
24.	SDY	88
25.	SA	58

From the presentation of the results of pre test, the students' score could be categorized into the following table of criteria students' score.

Table 4.2. Table of Criteria Students' Score

NO.	Grade	Qualification	Range Score
1.	A	Excellent	100 – 85
2.	B	Good	84 – 70
3.	C	Average	69 – 55
4.	D	Poor	54 – 50
5.	E	Very Poor	49 – 0

Adapted from English Instructional Evaluation 1 by Ida Isnawati (2012).

The students' score above then were computed by using SPSS. The result was shown in the Table 4.3 below.

Table 4.3. Descriptive Statistic of Pre Test

Pre_Test		
N	Valid	25
	Missing	0
Mean		70,16
Median		74,00
Mode		52
Std. Deviation		18,229

Based on the table above, the mean score of 25 student was 70.16. According to the table of criteria student's score the mean laid at good

qualification. Meanwhile, the median score was 74.00. Finally, the most frequent score was 52 as the mode.

The frequency of the students' scores was presented in the following table below.

Table 4.4. Frequency of Pre Test

Pre_Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
	28	1	4,0	4,0
	44	1	4,0	8,0
	46	1	4,0	12,0
	52	3	12,0	24,0
	58	2	8,0	32,0
	62	1	4,0	36,0
	64	2	8,0	44,0
	66	1	4,0	48,0
Valid	74	1	4,0	52,0
	78	2	8,0	60,0
	80	1	4,0	64,0
	82	1	4,0	68,0
	84	2	8,0	76,0
	88	2	8,0	84,0
	92	2	8,0	92,0
	94	2	8,0	100,0
	Total	25	100,0	100,0

From the table above, if it was compatibilited with the criteria of students' score, it was faound that students who got score 28, 44, 46 showed that their ability of reading comprehension was categorized as very poor. There were 3 students got 52 score, it means that their ability was categorized as poor. Meanwhile, the students who got score 58, 62, 64, and 66 were categorized as average. On the other hand, the students who got 74, 78, 80, 82, and 84 were categorized as good. Finally, 8 students who got value 84, 92 and 94 they were categorized as excellent.

2. Data Presentations of the Students' Score After being Taught by Using GIST Strategy

The post test was given by asked the student to answer the questions about descriptive text. The questions were 20 in the forms of multiple choice and essay. It was done after treatment process by giving GIST strategy. This test was intended to know the students reading achievement after being taught using GIST strategy. The data of students' achievement of post test could be seen in the following table.

Table 4.5. The Studets' Score in Post Test

NO.	NAME	POSTTEST
1.	AIS	88
2.	AAD	80
3.	AKT	88
4.	DS	68
5.	ESL	78
6.	FL	74
7.	FNEM	74
8.	FA	72
9.	Faa	66
10.	GPS	90
11.	ITA	90
12.	IRN	70
13.	LPL	76
14.	MAM	82
15.	MSM	82
16.	MLH	70
17.	NL	66
18.	NK	92
19.	PWA	78
20.	SRW	92
21.	Sfi	90
22.	SFa	88
23.	SDT	80
24.	SDY	86
25.	SA	78

The students' score above then were computed by using SPSS. The result was shown in the Table 4.6 below.

Table 4.6. Descriptive Statistic of Post Test

Post_Test		
N	Valid	25
	Missing	0
Mean		80,80
Median		80,00
Mode		90
Std. Deviation		8,718

Based on the table above, the mean score of 25 students was 80.80. According to the table of criteria student's score the mean laid at excellent qualification. Meanwhile, the median score was 74.00. Finally, the most frequent score was 90 as the mode

The frequency of the students' scores was presented in the following table below. Where, the students' score showed some of alteration from the students' score before. The good score appeared more in this frequency of the students' score in post test.

Table 4.7. Frequency of Post Test

Post_Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
66	2	8,0	8,0	8,0
68	1	4,0	4,0	12,0
70	2	8,0	8,0	20,0
74	2	8,0	8,0	28,0
76	1	4,0	4,0	32,0
78	3	12,0	12,0	44,0
Valid 80	2	8,0	8,0	52,0
82	2	8,0	8,0	60,0
86	1	4,0	4,0	64,0
88	2	8,0	8,0	72,0
90	4	16,0	16,0	88,0
92	3	12,0	12,0	100,0
Total	25	100,0	100,0	

From the table above, if it was compatibilited with the criteria of students' score, it was found that students who got score 66-68 showed that their ability of reading comprehension was categorized as average. Meanwhile, the student got 70-72 score, it means that their ability was good. On the other hand students who got score 86-92 laid in categorized as axcellent.

So, there are differences data presentation between before being taught by using GIST strategy and after being taught by using GIST strategy. The data present that the score after being taught by using GIST strategy better and higher than before using GIST strategy.

B. Hypothesis Testing

The hypothesis of this research is follow :

1. If T-test score is bigger than T-table (0.05%), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schema and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru. The different is significant
2. If T-test score is smaller than T-table, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schema and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru. There is not significant

To know whether the significant level is bigger or smaller than T-table the researcher analyzed the data by using SPSS statistics 20. And the result shows in the following table.

Table 4.8. Paired Sample Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	70,16	25	18,229	3,646
	Post_Test	80,80	25	8,718	1,744

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test	25	,720	,000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-10,640	13,400	2,680	-16,171	-5,109	-3,970	24	,001

After T-test was done by the researcher, the result of t_{count} was (-3.970).

The negative which appeared in t_{count} above showed the mean before treatment

was lower than after the treatment. Then the researcher gave interpretation to T-table (t_0). First the researcher considered the $df = N-1$ with df was 24. At the significance level of 0.05, the score of T-table was 1.711. By comparing the t_{count} and t_0 it was found that t_{count} was bigger than $t_0 = (3.970 > 1.711)$.

Because the t_{count} was bigger than t_0 the alternative hypothesis (H_a) saying that there is significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru is accepted and the null hypothesis (H_0) saying that there is no significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru was rejected. It means that there was significant different score before and after being taught by using Generating Interaction between Schema and Text (GIST) strategy on students' reading comprehension ability at seventh grade students of MTs Al Huda Kedungwaru. It could be concluded that the GIST strategy was effective used in teaching reading descriptive text comprehension.

C. Discussion

Based on the description of data, the researcher knows that the pretest score is 70.16 and the post test score is 80.80. It shows a difference between the two means. The result shows that the posttest is better than the pretest. Based on

data analysis, the t_{count} is bigger than t_0 . It means that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. So there is significant different score before and after being taught by using Generating Interaction between Schema and Text (GIST) strategy on students' reading comprehension ability at seventh grade students of MTs Al Huda Kedungwaru.

Based on the research method, the teaching learning process was divided into three steps. First step is giving pre test for the students to know the students' reading ability before taught by using GIST strategy. The second steps is giving treatment for the student. The treatment is applying GIST strategy in teaching reading descriptive text which the students finding the main idea and summarize each sentence or main idea. The class is divided into four groups. Each group consists of 6-7 students. The third steps is giving post test for the students to know the students' reading ability after they gave a treatment by using GIST strategy.

The result of test from teaching reading comprehension by using GIST strategy shows that students can understand the text. They feel enjoy and more active. It could be seen in the treatment process, the students are more interested when the researcher applies this strategy. They felt enthusiastic and independent to find the main idea and summarize the text.

In fact, GIST strategy can improve students mastery in reading comprehension. When the teacher gives text to the students and asks them to read the text, they are able to understand the content of the text and the main idea in

each paragraph from the text. The strategy is also useful for study groups, focusing on efforts and good by proposing questions.

It is line with the theory provided by Cummingham (1982) that GIST is effective summarizing 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 strategies, like ‘GIST strategy’, helps them learn to synthesise information, a higher-order thinking skill which includes analysing information and identifying key concepts.

Based on the explanation above, the GIST strategy is effective for the students on reading descriptive text comprehension where their summarization of the text can make them understand the content of the text. The findings of the study proved the theory about GIST proposed by Cunningham saying that the GIST strategy is effective in teaching reading descriptive text comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of research findings presented in the previous chapter, conclusion and suggestion are presented in this chapter.

A. Conclusion

Based on the research finding, the researcher deduces the conclusions.

There are 3 points, which can be concluded as follows:

1. The students' reading descriptive text comprehension ability before being taught by using Generating Interaction between Schemata and Text (GIST) strategy lay in the good qualification. It caused the mean score is 70.16. According to table of criteria students' score the mean score lay in the good qualification but the score is lower than the mean score of students' reading descriptive text comprehension ability after being taught by using Generating Interaction between Schemata and Text (GIST) strategy.
2. The students' reading descriptive text comprehension ability after being taught by using Generating Interaction between Schemata and Text (GIST) strategy lay in the good qualification too which according to table of students' score. The mean score is 80.80. But the mean score here is higher than the mean score before being taught by using Generating Interaction between Schemata and Text (GIST) strategy.

3. There is significant different score before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy on students' reading descriptive text comprehension ability at seventh grade students of MTs Al Huda Kedungwaru. The study is intended to test hypothesis. The significance level of research is 0.05. At the significance level 0.05, the score of t-table (t_0) is 1.711. By comparing the "t" that the researcher has got calculation $t_{\text{count}} = (3.970)$ and the value of "t" on the t-table ($t_0 = 0.05$) (1.711). It is known that t-count is bigger than t-table = $(3.970 > 1.711)$.

Because the t_{count} is bigger than t-table (t_0) the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. The implication of this conclusion that the GIST strategy is effective on students' reading descriptive text comprehension ability at seventh grade students of MTs Al Huda Kedungwaru.

B. Suggestion

Referring the finding, it is suggested for the teacher, student and future researcher. Teacher have to improve his/her strategy and ability in teaching reading also able to explain the kinds of text in order to make understanding of students about what the text that they have read. And one of strategies that effective for teaching reading in descriptive text is GIST strategy. By using GIST strategy teaching and learning more interesting. It can make student understand and comprehend very well.

For the student to enrich the students' understanding about reading comprehension. The student need to recognize the kinds of text and make it analyze by skimming and summarize it. The students also should understand to find the main idea in the text by skimming it.

Finally it is suggested for the future researcher to conduct further research on the similiar area, especially on using GIST strategy in teaching reading comprehension in difference discourrces.