#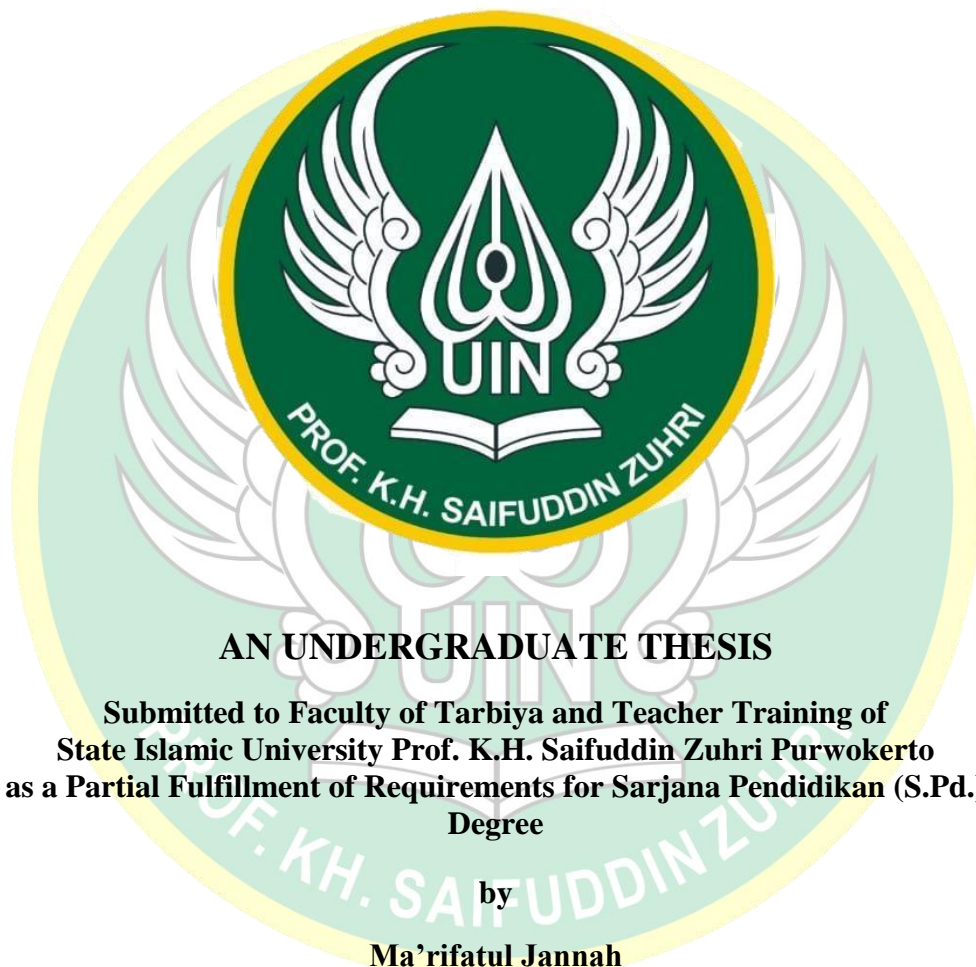 THE EFFECTIVENESS OF USING GIST (GENERATING INTERACTION SCHEMATA AND TEXT) STRATEGY IN TEACHING READING COMPREHENSION AT 8th GRADE SMP DIPONEGORO 3 KEDUNGBANTENG, BANYUMAS REGENCY

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

by

Ma'rifatul Jannah
Students Number. 1817404024

ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2022

STATEMENT ORIGINALITY

Here with I,

Name   : Ma'rifatul Jannah
Student Number/S.N   : 1817404024
Grade   : Undergraduate
Faculty   : Tarbiya and Teacher Training
Study Program   : English Education Study Program

Declare that the thesis I have compiled with the title, **"The Effectiveness of using GIST (Generating Interaction Schemata and Text) Strategy in Teaching Reading Comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng, Baanyumas Regency"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, October 31ˢᵗ, 2022

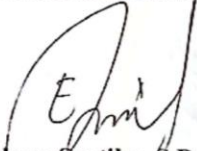Ma'rifatul Jannah
S.N. 1817404024

ii

APPROVAL SHEET

This thesis, entitled:

"THE EFFECTIVENESS OF USING GIST (GENERATING INTERACTION SCHEMATA AND TEXT) STRATEGY IN TEACHING READING COMPREHENSION AT 8th GRADE SMP DIPONEGORO 3 KEDUNGBANTENG, BANYUMAS REGENCY"

Written by Ma'rifatul Jannah (Student Number. 1817404024) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 11 November 2022 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.
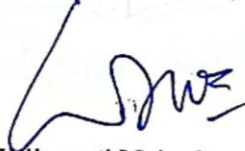
Examiner I/Head of Examiners /Supervisor,

Endang Sartika, S.Pd.I. M.A
NIDN. 2030109101

Examiner II/Secretary,

Khairunnisa Dwinalida, M.Pd.
NIP.199211152019032034

The Main Examiner,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Legalized by:
The Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

iii

OFFICIAL NOTE OF SUPERVISOR

To :

The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In
   Purwokerto

Assalamu'alaikum Wr. Wb

After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name	:	Ma'rifatul Jannah
Student Number	:	1817404024
Department	:	Education
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training
Title	:	"The Effectiveness of using GIST (Generating Interaction Schemata and Text) Strategy in Teaching Reading Comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng, Banyumas Regency."

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr. Wb.

Purwokerto, October 31st 2022
Supervisor,

Endang Sartika, S.Pd.I. M.A
NIDN. 2030109101

iv

MOTTO

"Balas dendam terbaik adalah menjadikan dirimu lebih baik."

- Ali bin Abi Thalib-

اِنَّ مَعَ الْعُسْرِ يُسَّرًا

"Sesungguhnya beserta kesulitan itu ada kemudahan"

(QS. Al-Insyirah: 6)

DEDICATION

I dedicate this thesis to my beloved parent, Umdatul Faizah (Mama) and Munjirin (Bapak). Thank you for all the support and prays for my success and to finish my study.

ACKNOWLEDGMENT

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled *"The Effectiveness of using GIST (Generating Interaction Schemata and Text) Strategy in Teaching Reading Comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng, Banyumas Regency"* could be completed.

This thesis is presented as partial fulfilment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation to:

1. Prof. Dr. H. Suwito, M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

2. Dr. Suparjo, S. Ag., the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

3. Dr. Subur, S. Ag., M. A., the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

4. Dr. Sumiarti, M. Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

5. Desi Wijayanti Ma'rufah, M.Pd., the English Education Study Program Coordinator in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

6. Endang Sartika, S.Pd.I, M.A, the supervisor who always gives support, comprehensive knowledge, motivation, and suggestions for finishing this thesis.

7. All the lectures in Faculty Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

8. All staff and officials of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

9. Lili Setiyanti, S.Pd., the headmaster SMP Diponegoro 3 Kedungbanteng.

10. Faizal Yusa E., S.Pd., the English Teacher of SMP Diponegoro 3 Kedungbanteng.

11. All the staffs of SMP Diponegoro 3 Kedungbanteng.

12. All the students of the eighth grade of SMP Diponegoro 3 Kedungbanteng gave me a chance to do experiments with them.

13. My beloved parent, Umdatul Faizah and Munjirin have loved, supported, and prayed for the best of me.

14. My beloved sisters, Ida, Isah, Ingah, and Ibna, have supported me positively.

15. My best friend, Noor Fazira Oktavianti Danang, thanks for being by my side.

16. A guidance friend who has always been my discussion partner, Khaulah Mar'atushsholikhah.

17. Manbaul Husna Family has given me a lot of knowledge and given me a lot of support.

18. My love inside me, thanks a lot for your support and kindness.

19. All members of the Khadijah room always give me support.

20. All my classmates in TBI A 2018 have shared memories and given togetherness.

21. My junior high school best friends, Fina, Naela, and Meti, always supported me and have been my best friends.

22. Everyone who has contributed and supported this study to finish the study.

Purwokerto, October 28th, 2022

Ma'rifatul Jannah
S.N. 1817404024

THE EFFECTIVENESS OF USING GIST (GENERATING INTERACTION SCHEMATA AND TEXT) STRATEGY IN TEACHING READING COMPREHENSION AT 8th GRADE SMP DIPONEGORO 3 KEDUNGBANTENG, BANYUMAS REGENCY
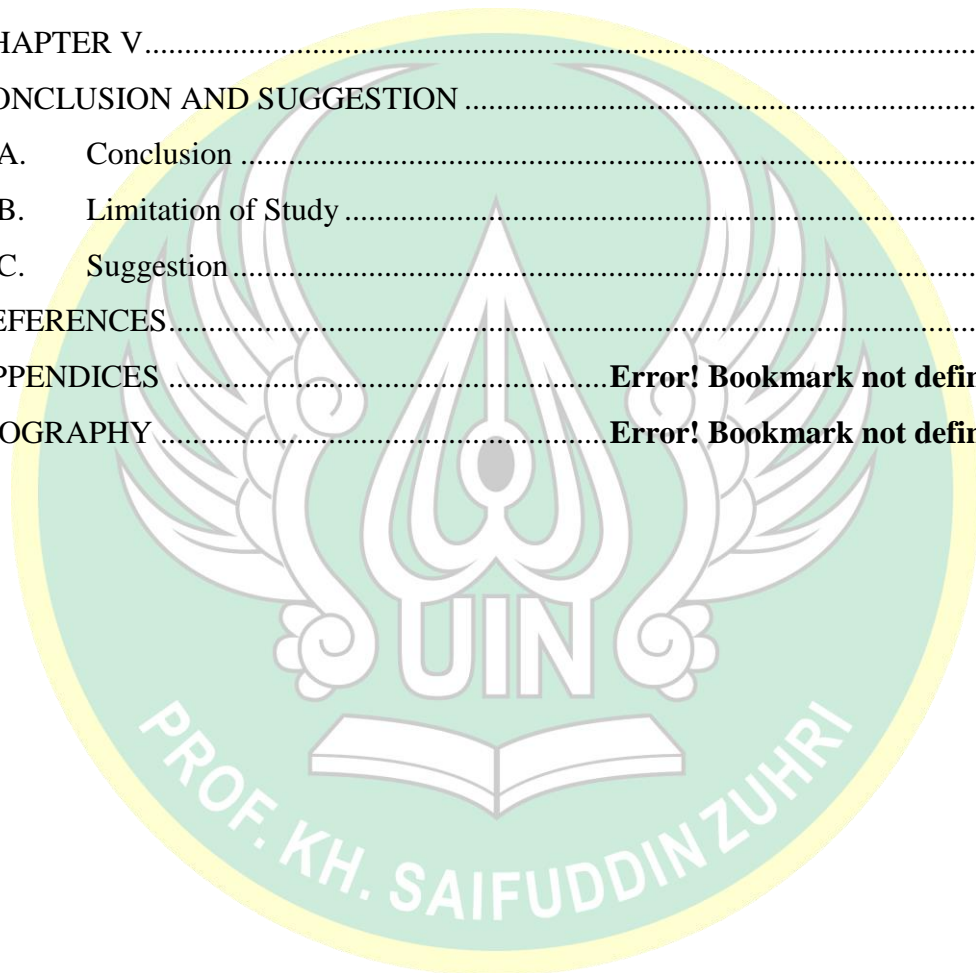
MA'RIFATUL JANNAH

S.N 1817404024

Abstract: This study is an experimental study that aims to determine the effectiveness of using the GIST strategy in teaching reading comprehension and to see whether there is a significant difference between learning strategies and learning outcomes on the reading comprehension of students at SMP Diponegoro 3 Kedungbanteng. The data were collected through pre-test and post-test. The data were analyzed using statistical analysis techniques, and the hypothesis used a t-test in the IBM SPSS Statistics 26 program. Based on the results, there is a significant difference in teaching reading comprehension between students taught using the GIST strategy with students without using the GIST strategy at SMP Diponegoro 3 Kedungbanteng. The value of the t table of 2,004 the t-count value is 0,000 > t-table 2,004 with a df 27 and a significance level of 0.05. The probability (Sig. 2-tailed) was lower than the significance level ($0.000 < 0.05$). Since t count > t table and $p < 0.05$, it can be assumed that the null hypothesis of no difference has been rejected and the alternative hypothesis is accepted. This result showed that after the GIST strategy was used to teach reading comprehension, the results showed that the use of GIST (Generating Interaction Schemata and Text) strategy was effective in teaching students' reading comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng.

Keywords: Teaching reading, Reading Comprehension, GIST strategy.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

English is currently taught in elementary, junior, and senior high schools in Indonesia, and there are many problems in learning and teaching English (Ramadani 2017). English as an international language has four language skills: listening, speaking, reading, and writing. Reading is one of the important skills to learn among the four English language skills, as students get more information and experience through reading (Octavia and Wilany, 2018). Besides that, reading can also improve mental performance, hone memory and help learn new vocabulary. Therefore reading has an excellent effect on students.

Nation in Johari, Mukhaiyar, and Rozimela (2013) proposes some basic principles of teaching reading. The first is learning which focuses on meaning. Teachers must teach their students to understand the words and meanings of sentences and how they are put together. Teaching students to understand it is difficult, especially for junior high school students, because several elementary schools have not yet applied English, so they have not yet received English lessons. Therefore, they find it difficult. The second is to focus on language teaching. In this principle, students are taught to understand the function of a text, the structure of the text, pronouns, and phrases used. The last one is fluency development. Fluency development is the development to improve the general understanding of the text. By considering the principle of learning to read, the teacher can help the student to understand the text (Johari, Indra; Mukhaiyar; Rozimela 2013). According to Murcia, "understanding the subjects of reading involves the correct connection of meaning with words, symbols, the evaluation of meaning indicated by context, the choice of the correct meaning, the organization of correct ideas in reading, the preservation of

these ideas and their use in any present or future activity" (Murcia in Johari, Mukhaiyar, and Rozimela 2013). As Linse points out, conceptual reading also means analyzing and synthesizing what students have read (Linse in Johari, Indra; Mukhaiyar; Rozimela 2013).

Moreover, in the Indonesian curriculum, especially K13, reading skills are one of the skills that are being emphasized by the curriculum. Throughout the Covid-19 pandemic, the government applied online learning (Kementrian Pendidikan dan Kebudayaan 2020). However, this does not rule out the possibility that some students find it hard to study throughout this pandemic, particularly in reading. In addition, students are also required to read English texts by themselves even though, in elementary school, they have not received English subjects (Badriyah and Rahmawati 2020).

Based on previous research and interviews with English teachers at SMP 3 Diponegoro Kedungbanteng on April 3rd 2022, many problems were discovered in English learning. The students read the word as it spells, not based on the pronunciation. It is because they have not learned English in elementary school. At that time, it was a pandemic period, so they were required to study at home. When learning became online, they were forced to check the English text from their respective handbooks without guidance from the teacher. For learning outcomes, especially in reading skills for 8th grade students of SMP Diponegoro 3 Kedungbanteng, they were still in the beginner stage, and when asked to read, they were still not confident and shy.

According to Cunningham, to teach reading comprehension, a teacher should have a proper strategy to help the student learn more actively and innovative. One teaching strategy can be considered Generating Interaction among Schemata and Textual (GIST) (Cuningham in Octavia and Wilany 2018). This approach allows students to pick out essential vocabulary and synthesize critical pieces of information into specific assertions to expose the GIST of the studying. Through this

strategy, the students anticipated it to be less difficult to realize the textual reading content, mainly in the text (Octavia and Wilany 2018).

The GIST (Generating Interaction Schemata and Text) approach stands for producing interaction Schemata and text. GIST is a studying approach that students use to clarify a text's main idea. This method was created to assist students in studying the way to write concise summaries of their reading. Schemata constitute how experience and understanding are prepared in the thoughts. Schemata are a powerful tool that readers use to apprehend statistics. This is both explicit and implicit in texts (Indari, Atmaja 2021).

GIST asks the students to summarize the message of the text utilizing using their phrases; therefore, the student understands the text. Translating requires the students to decide what is vital in their analysis to condense the statistics and put them into their words (Cunningham in Johari, Mukhaiyar, Rozimela 2013). In Addition, Braxton argues that by enforcing GIST, the students no longer need to learn the particular rule but could delete, generalize, and replace the text segment. GIST also improves students' ability to summarize the text section (Braxton in Johari, Mukhaiyar, Rozimela 2013).

Many previous studies have also proven that the GIST strategy is effective for teaching reading comprehension because this primary strategy trains the students first to recognize the reading text. The students paraphrase it in their language. However, the difference between this research and previous research is that previous research examined the high school level. In contrast, this research examined the junior high school level. They are considering the benefits of the GIST (Generating Interaction schemata and text) Strategy in teaching reading comprehension. Therefore, this study is interested in conducting this research entitled *"The Effectiveness of using GIST (Generating Interaction schemata and text) Strategy in Teaching Reading*

Comprehension at 8th grade SMP Diponegoro 3   KedungbantenG, Banyumas Regency".

B. **Clarification of Key Terms**

1. **GIST (Generating Interaction schemata and text) Strategy**

    GIST is one of the teaching approaches that academics may utilize to teach studying comprehension. GIST is a method to summarize the text in learning which ambitions to more easily apprehend the contents of the texts as schemata before students study and comprehend the complete text. Practising the students to summarize what they study is another way to improve their normal comprehension of text (Duke and Pearson in Rahmawati, Anita, and Hafis 2020).

2. **Reading Comprehension**

    According to Woolley, reading comprehension is creating meaning from text. Reading comprehension is a complex activity for the reader to apprehend and understand the meaning of words (Woolley in Octavia and Wilany 2018).

C. **Research Questions**

    Based on the research background above, the research questions in this research are:

1. Is the GIST (Generating Interaction Schemata and Text) strategy effective in teaching reading comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng, Banyumas Regency?

2. Is there any significant difference before and after using the GIST (Generating Interaction Schemata and Text) strategy in teaching reading comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng, Banyumas Regency?

D. Aims and Significances of the Study

    1. The Objective of The Research

      a. To analyze the effectiveness of using the GIST (Generating Interaction Schemata and Text) strategy in teaching reading comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng,

      b. To measure the significant difference in GIST (Generating Interaction Schemata and Text) strategy in teaching reading comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng.

    2. Significances of The Research

      a. Theoretical significances

          The result of the study is expected to contribute to and enrich the information related to teaching reading, particularly some alternative strategies to help students improve their reading comprehension.

      b. Practical significances

       1) For the students

          The students can be more master reading comprehension using this strategy.

       2) For the teachers

          Add information about another strategy that can be used in teaching reading comprehension.

       3) For the other research

          To be an inspiration for further research on teaching reading comprehension

E. Organization of the Paper

The following is the research's structure:

    Chapter I is an introduction that consists of the background of the study, operational definition, research questions, objective, and significance.

Chapter II is a literature review with the theories *"The Effectiveness of using GIST (Generating Interaction schemata and text) Strategy in Teaching Reading Comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng"* Which includes a review of related theories about the using GIST (Generating Interaction schemata and text) strategy to improve reading comprehension.

Chapter III is about research methods. This chapter deals with the research design, the subject of the study, the object of the study, instruments for obtaining data, techniques of collecting data, and techniques of analyzing data.

Chapter IV is the finding discussion. It presents the result of the research.

Chapter V is the conclusion and suggestion of the research. In this chapter, the data and suggestions for the research will be concluded.
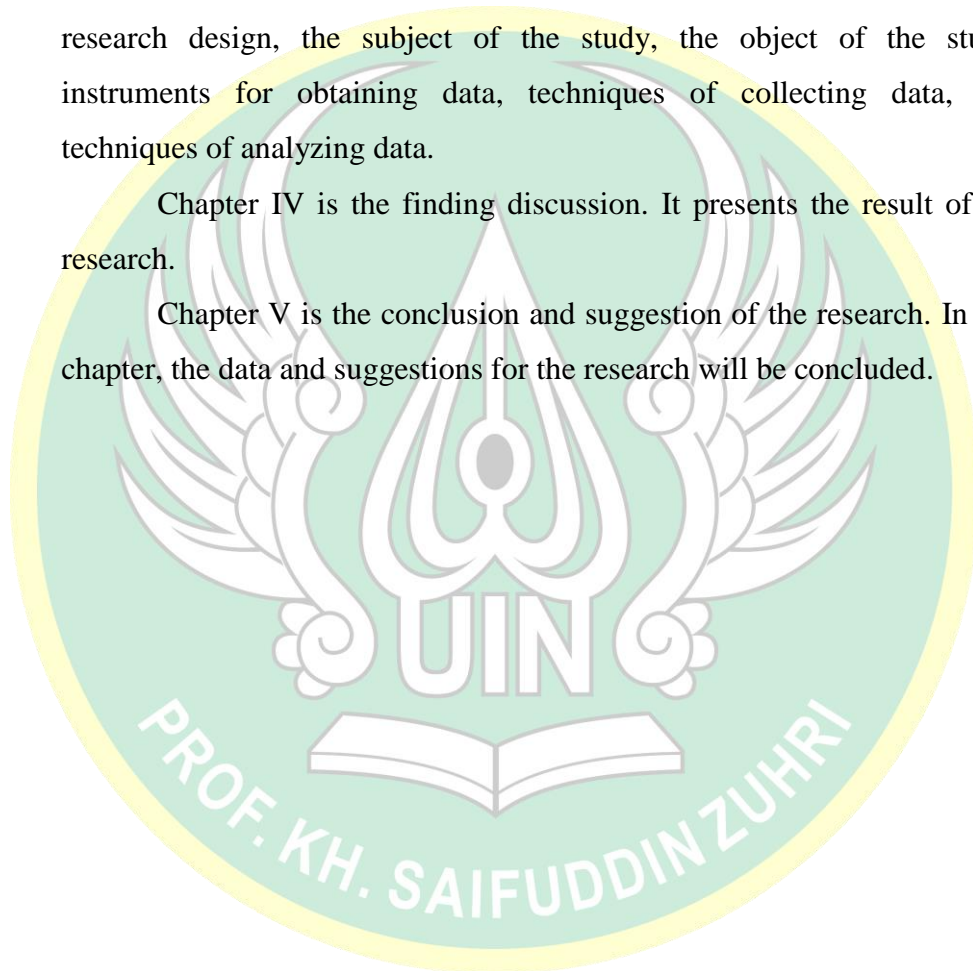
CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

  1. Reading Comprehension

    a. The Definition of Reading Comprehension

One of the essential skills that junior high school students must master is reading. By reading, they make sense of what a writer means. Reading can also capture the information in a text, even the detailed information. A textbook can be a good model for learning English as it provides structure and knowledge to support learning (As Sabiq 2018).

Reading comprehension is essential, not only for understanding text but for broader learning, achievement in practising, and employment. It is crucial for our social lives because of e-mail, text, and social networking websites. Reading comprehension is a complicated project which requires the orchestration of many unique cognitive skills. Reading comprehension depends on at least word reading: readers cannot comprehend entire textual content if they cannot become aware of the words in that text. Likewise, excellent reading comprehension will depend on top language information extra typically. This requires comprehension of the person's words and the sentences that they form. However, comprehension commonly calls for the comprehended to integrate the experience of those phrases and sentences into an effective completion. A suitable mental model is essential (Oakhill, Cain, and Elbro 2014).

Reading comprehension is complicated and multifaceted, making it hard to improve. Stagnant rankings of teens are probably due to more than one reason: the ones mentioned in this text.

Improving reading comprehension will require a concerted attempt from writers, educators, and policymakers to forgo short-term profits on measures that faucet low-stage comprehension for long-time period answers that take years to increase. An early and sustained cognizance of developing heritage knowledge, vocabulary, inference, and comprehension tracking skills is essential to improve studying comprehension throughout grade ranges (Elleman and Oslund 2019).

b. Kind of Reading

   1) Perceptive Reading

At the beginning level of reading English texts, basic things need to be considered: the introduction of alphabetic symbols, uppercase and lowercase letters, punctuation marks, words, and grapheme-phoneme correspondence. Such perceptual obligations are often called literacy responsibilities, implying that the learner is within the early stages of becoming "literate." Some learners are already literate in their mother tongue. However, in other cases, a second language may be the first language they have ever learned to read.

   2) Selective Reading

Above the basic skill level of the letter and word perception is the class in which test designers focus on the formal factors of language (lexical, grammatical, and some capabilities of discourse). This class includes what many consider "vocabulary and grammar" testing. How many textbooks provide little tests and quizzes categorized "vocabulary and grammar" and by no means feature skills apart from reading? Language's lexical and grammatical aspects are just the forms we use to perform the four skills of listening, speaking, reading, and writing (Brown 2015).

3) Extensive Reading

Extensive reading is an approach to reading activities in a second/foreign language in which a learner reads a large amount of reading material for pleasure to improve speed and reading fluency rather than examining every point of the text. It is similar to intensive reading, where a learner reads a specific text thoroughly, understanding every topic that might be questioned after the reading activity by examining vocabulary, phrases, and structure. Many terms have been coined to refer to this reading activity, namely reading for pleasure, broad reading, self-chosen reading, and free voluntary reading (Ng, Renandya, & Chong cited in Mualim and Aziez 2020).

According to Carrell and Eisterhold, extensive reading activities can help learners become self-directed folks who are looking, which means furnished that they are based on scholar-decided texts that learners will be interested in what they are reading. The process of selecting reading texts may be finished consistent with content, stage of problem, and period (Carrell and Eisterhold in Gilakjani and Sabouri 2016). Hedge cited the blessings of massive reading as follows: students can make their language proficiency, increase their studying skills, turn out to be more unbiased in their studying, learn cultural knowledge, and make more considerable self-assurance and incentive to preserve their personal getting to know (Gilakjani and Sabouri 2016).

4) Intensive Reading

In this kind of reading, learners read a page to locate that meaning and be acquainted with the writing strategies. Through this reading, students can get fundamental exercise in appearing these strategies based on a sequence of substances. Those techniques may be both text-related and learner-related. The

first includes recognition of text organization, and the second contains methods such as linguistic, schematic, and metacognitive strategies (Hedge in Gilakjani and Sabouri 2016).

Yang, Dai, and Gao expressed that intensive reading helps develop comprehension. According to Waring, the intensive task could be crucial for mastering vocabulary and understanding how text is shaped (Yang, Dai, and Gao in Gilakjani and Sabouri 2016). Stahl observed a relationship between intensive reading sports and language proficiency (Stahl in Gilakjani and Sabouri 2016).

2. **Teaching Reading**

   a. **Strategies for Teaching Reading**

   Teaching strategies are education strategies that may be defined as planning techniques or series of activities designed to educational achieve a particular purpose. The teaching approach is an instructor's plan in the teaching and learning process to obtain which have been planned. In other phrase, teaching techniques are approaches to teaching students. The teacher ought to implement the approach to balance the teacher's method and the manner the trainers used to carry out the material (Aswan in Dwiningtiyas, Sofyan, and Puspita 2020). The techniques for teaching English skills should be appropriate for each talent to acquire the predicted results.

   Wallace states that reading strategy is a unitary manner that cannot be subdivided into component skills. A reading strategy includes approaches to processing textual content, which will vary with the character of the text, the reader's purposes, and the context of the situation. The main aim of any reading activity is comprehension. Many strategies for teaching reading have been developed with the aid of professionals. One

technique indicates an essential role of an instructor in reaching the goals of teaching and gaining knowledge of the procedure (Wallace in Dwiningtiyas et al. 2020).

According to Brown, reading strategies might be described as the specific strategies for coming near a hassle or assignment, modes of operation for achieving a particular end, and planned designs for controlling and manipulating positive statistics. Many strategies might be helpful in reading comprehension. However, designed the prevailing examination to analyze the top-down and bottom-up analyzing strategies among Thai tertiary students once they examined academic and enterprise texts (Brown in Suraprajit 2019).

1) The Bottom-up Model

This model is an interpreting system of constructing meaning on the "bottom," e.g., letters or phrases, to the significant devices at "the top," e.g., phrases, clauses, and intersentential linkages (Carrell & Eistenhold in Suraprajit 2019). Readers start with interpreting a text's letters, phrases, and syntactic features. Then they construct textual meaning. They work in particular from the text but ignore the reader's previous or heritage understanding. Every other concept in the direction of this model is from Dole et al. They stated that this version refers to a single-course part-to-complete processing of a written or published text. It is also known as "deciphering." furthermore, this version is defined as assembling the reading jigsaw of text by correcting the proper portions collectively (Doel et al. in Suraprajit 2019). Utilizing reading puzzles or man or woman devices of textual content collectively facilitates constructing a typical interpretation of the textual content (Celce-Murcia in Suraprajit 2019).

Furthermore, Brown defined the backside-up version as using a steel information-processing device to position linguistic signals (letters morphemes, syllables, words, terms, and discourse makers) in Order (Brown in Suraprajit 2019). Further, Eunjeo remarks that this version is defined as "specializing in person words, pausing for grammatical difficulties and repeated readings (Eunjo in Suraprajit 2019). Ultimately, Dambacher discussed that the backside-up model strategy account for the elaboration of sensory alerts and, consequently, mirror operations giving rise to the retrieval of a word's intellectual illustration (Dambacher in Suraprajit 2019).

2) The Top-down

This strategy is about guessing the meaning of the target reading material. Goodman firstly comments on the top-down model as "a psycholinguistic guessing game, " showing that the readers predict the text's meaning primarily based on their existing or background knowledge (Goodman in Suraprajit 2019). Moreover, this model is applied when readers interpret assumptions and draw an inference, or they need to find out the text's overall purpose or get the text's main ideas (Nuttall in Suraprajit 2019). In addition, the top-down model has recognized under a cognitive process that the processing of a text begins in the reader's mind. Reconfirmed is the meaning retrieved from the reader's knowledge, expectation, assumption, and questions about the text, reconfirmed identifying the letters and words appearing in the text (Aebersold & Field in Suraprajit 2019).

In other words, the readers activate their experience and background or world knowledge to understand the text.

Correll & Eisterhold in Surapjarit also discussed that reader's prediction and background knowledge play a vital role in this model. As a tool to predict the text, construct a goal of reading, and self-monitor, this model is very much like the general or global strategies (Sheorey & Mokhtari in Suraprajit 2019). In addition, this model is still considered concept-driven and dependent upon what the reader brings to the text, which could be their intelligence and experience to understand a text (Brown, Abbott, and Lui in Suraprajit 2019).

b. Steps of Teaching Reading Comprehension

The steps taught in Guided Comprehension encompass the subsequent:

1) Previewing—Activating prior knowledge, predicting, and setting purposes for analyzing

2) Self-thinking—generating inquiries to manual studying

3) Making connections—concerning reading to self, text, and others

4) Visualizing—developing mental percent- tures of textual content even as studying

5) Knowing how words work— knowledge words via strategic vocabulary development, along with the use of graphophone- sonic, syntactic, and semantic cueing structures

6) tracking—Asking, "Does this make experience?" and adapting strategic tactics to deal with the reaction

7) Summarizing—Synthesizing crucial ideas

8) Comparing—Making judgments about text content material and the author's craft

3. GIST (Generating Interaction schemata and text) strategy

GIST is an acronym for Generating Interaction Schemata and Text. GIST is a reading strategy used to clarify the main idea of the text they have studied. This strategy is developed to assist students in discovering ways to write organized and concise summaries in their reading. Schemata can be loosely defined as styles that constitute how experience and knowledge are organized within the thoughts. Schemata represent readers' powerful approach to know-how data that is explicit and implicit in texts.

Schemata are cognitive structures representing everyday know-how. Structures do not incorporate statistics approximately particular entities, instances, or activities but as an alternative to fashionable form. The readers use schemata to make sense of occasions and outlines by offering default background records for comprehension. It is rare and regularly useless for texts to incorporate all the detail required to be fully understood. It manner that many or even full info are omitted, and readers' schemata catch up on any gaps inside the text. There are some definitions of the GIST method counsel through professionals (Indari et al. 2021).

According to Cunningham, GIST can effectively improve students' reading comprehension and summary of writing. The GIST is a strategy for taking notes while reading and writing good summaries. This strategy works in many degrees. First, it enables us to pay attention to what is important while we read. Second, it allows testing our understanding of the reading by forcing us to limit our reaction inside the form of precis. This allows college students to put concepts into their phrases. So, GIST facilitates the students to comprehend the passage in their reading with summaries of the important facts using their phrases. NBSS (countrywide Behavior assist service) also assumes, according to Cunningham, NBSS quoted is:

"GIST is an acronym for Generating Interactions Schemata and Texts. It is summarizing strategy. Effective summarizing leads to an increase in student learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarize has significant benefits for comprehending, retaining, and recalling information. 'Get the Gist' helps them learn to synthesize information, a high-order thinking skill which includes analyzing information and identifying key concepts".

From the quoted above, GIST focused on the most important ideas of a text, targeting the principle idea for each paragraph without omitting key thoughts, and then summarizing it. It approaches that GIST work nicely within the shape of studying and writing. It is possible that what students write can show their studying comprehension ability(Cunningham in Indari et al. 2021)

Adrienne L. Herrel and Michael Jordan stated there are seven steps in implementing the GIST Strategy in reading skill learning:

1) Identifying appropriate text for GIST.
2) Making group
3) Demonstrating the strategy
4) Discussing summary sentence
5) Discussing summary paragraph
6) Evaluating the summary
7) Assessing student progress and understanding (Adrienne L. Herrel and Michael Jordan in Indari et al. 2021)

To get the GIST or implementation of the GIST, NBSS stated GIST strategy differs from summing text up. Based on NBSS, to get the GIST, the scholars need to do the following steps:

1) Preview the text by looking at headings, subheadings, and images.
2) The students should read the text carefully.

3) The students highlight five W+ 1 H (Who, What, while, in which, Why, and How) of the text's main concept.

4) The closing step is writing a 20 words "GIST" summary using the statistics. This section is a good manner of digging into students' critical questioning or comprehension of approximate text through the answer sheet. Generating interaction Schemata and text (GIST) is a summarizing approach to help students pull out the most important records.

According to Sethna, some tactics assist in providing the GIST strategy as follows:

1) "In this phase, the teacher divided the class into small groups and indicated the magnificence of the text. Have students look at the text and identify the maximum critical concepts.

2) Choose a paragraph segment of a story text and place it on the overhead. For modelling, this method to the students finds a paragraph that gifts an idea, event, period, trouble, sequential training, and plenty more.

3) Every student writes a summary of the paragraph in 20 phrases or much less use as much text.

4) Repeat with the second paragraph; however summary has to be included information from the first and second paragraphs, and the teacher asks students to summarize both sentences

5) Repeat with the following couple of paragraphs.

6) The students must grow to be with 20 phrases summary of the passage at the give up. g. students share their summaries and write a collection summary based totally on all their thoughts and write this on the board.

7) Write a class summary".

The teacher ought to observe and guide students with these summaries. These summaries may be executed in small groups.

As teamwork, cooperative learning can be used and applied to all kinds of tasks and skills, as cooperative learning can provide many benefits in the learning process (Sartika 2014).

B. Previous Studies

There have been relevant previous research to show the originality of this research. Many researchers who conducted their research in the field of education that related to strategies in teaching reading comprehension are described as follows:

The first study is a Thesis by Walugianah with the title "*The Effectiveness of Using GIST (Generating Interaction Schemata and Text) Strategy to Teach Students' Reading Comprehension on Narrative Text (An Experimental Research at the Tenth Grade Students of SMA Negeri 13 Semarang in the Academic Year of 2016/2017)*". This study used an experimental research design. The results of this research described a different result between the students who were taught the use of the GIST strategy and those who were not taught using the GIST strategy in teaching reading comprehension on narrative text in SMA N 13 Semarang. The data was received by giving a test to the experimental and control classes after giving a different treatment of the studying process in both instructions. The situation of this study was divided into two classes. They were the experimental class (X IPS 3) and control class (X IPS 2). The differences between the previous research study and this research are the location and the object. While the similarities are in teaching reading comprehension, using Generating Interaction Schemata and Text (GIST) strategy, using a quantitative approach, and using experimental research (Walugianah 2017).

The second study is a thesis by Nurbaiti Sitepu titled "*The Effect of Using Generating Interaction Schemata And Text (GIST) Strategy On The Student's Ability In Reading Recount Text*." This research used an experimental design. The study results show a significant effect of generating interaction schemata and text (GIST) strategy on students'

ability to read recount text. In different phrases, the students who were taught by generating interaction schemata and textual content strategy got better than students without generating interaction schemata and text strategy. The differences between the previous research study and this research are the location and the object. While the similarities are in teaching reading comprehension, using Generating Interaction Schemata and Text (GIST) strategy, using a quantitative approach, and using experimental research (Sitepu 2016).

The third study is a journal by Ahmad Diana, Gani Sofyan A, and Vivianda titled *"The Implementation of Generating Interaction Schemata and text Strategy in Improving Students' Reading Comprehension. "* This research was experimental. The results of the studies could prove that the GIST (Generating Interaction Schemata And Text) strategy could improve the reading comprehension of narrative texts in the eighth-grade college students of SMAN 09 Kota Banda Aceh in education. The differences between the previous research study and this research are the location and the object. While the similarities are in teaching reading comprehension, using Generating Interaction Schemata and Text (GIST) strategy, using a quantitative approach, and using experimental research (Diana Achmad and Erwina 2017).

The fourth study is a journal by Indra Johari, Mukhaiyar, and Yenni Rozimela titled "*The Effect Of Generating Interaction Between Schemata And Text (GIST) Strategy And Motivation On Students' Reading Comprehension Of Hortatory Exposition Text At SMA 3 Padang*". This research was quasi-experimental research involving experimental and control groups. The result of this study has some implications for teaching English in general and especially for reading. The studies proved that the GIST (Generating Interaction Schemata And Text) strategy is more effective than without GIST (Generating Interaction Schemata And Text) in reading comprehension at grade XI IPA of SMA N 3 Padang. The differences between the previous research study and this research are the

location, the object, and using of quasi-experimental research. While the similarities are in teaching reading comprehension, using Generating Interaction Schemata and Text (GIST) strategy, using a quantitative approach (Johari, Indra; Mukhaiyar; Rozimela 2013).

The fifth study is a journal by Danny Dwi Arianto, Fauris Zuhri and Esti Kurniasih titled "*The Implementation Of GIST Strategy to Comprehend Analytical Exposition Text for Eleventh Graders of SMA Wachid Hasyim 2 Taman*." The journal used a qualitative research design. The result of the research is GIST strategy could help the students to comprehend analytical exposition text. The students had some progress in reading comprehension after the teacher taught the strategy. The differences between the previous research study and this research are the location, the object and used qualitative approach. While the similarities are in teaching reading comprehension and using Generating Interaction Schemata and Text (GIST) strategy (Arianto, Zuhri, and Kurniasih 2009)

The difference between previous research and this research in the location and object, which have different characteristics and urgency. While the similarities are improving reading comprehension, using Generating Interaction Schemata and Text (GIST) strategy, using a quantitative approach, and using experimental research. Some of them use quasi-experimental research and qualitative approach.

C. Hypothesis

The research hypothesis used in this research concerned the effectiveness of Generating Interaction Schemata and Text (GIST) to improve reading comprehension. There are two kinds of hypothesis:

1. Null Hypothesis (H_0)

There is no significant effect of using GIST (Generating Interaction Schemata and Text) in teaching reading comprehension.

2. Alternative Hypothesis (H_a)

There is a significant effect of using GIST (Generating Interaction Schemata and Text) in teaching reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Type of The Research

The type of research used in this study was true experiment research applied to 8th grade students in SMP Diponegoro 3 Kedungbanteng using a control class and experimental class. The control class was without any treatment, while the experimental class was treated with the GIST (Generating Interaction Schemata and Text) strategy.

The true experiment research was conducted using a quantitative approach. This research is suitable to find out the data and the significant effect of using the GIST (Generating Interaction Schemata and Text) strategy in teaching reading comprehension to 8th grade students of SMP Diponegoro 3 Kedungbanteng.

B. Research Site and Participant

This research was conducted at SMP Diponegoro 3 Kedungbanteng, located in Kedungbanteng. The research was held from August 8th until September $6^{th,}$ 2022, In the academic year of 2022/2023.

Table 3. 1 The Schedule of the Research

No	Class	Meeting	Time
1.	VIII A	Validity Pre-test	Monday, August 8^{th}2022
2.	VIII B	Pre-test	Wednesday, August 10th 2022
3.	VIII C	Pre-test	Monday, August 15th 2022
4.	VIII A	Validity Post-test	Tuesday, August 16th 2022
5.	VIII B	Treatment 1 (Descriptive Text)	Tuesday, August 16th 2022

6.	VIII C	Treatment 1 using GIST (Descriptive Text)	Tuesday, August 16th 2022
7.	VIII C	Treatment 2 using GIST (Descriptive Text)	Monday, August 22th 2022
8.	VIII B	Treatment 2 (Descriptive Text)	Tuesday, August 23th 2022
9.	VIII C	Treatment 3 using GIST (Recount Text)	Tuesday, August 23th 2022
10.	VIII B	Treatment 3 (Recount Text)	Wednesday, August 24th 2022
11.	VIII C	Treatment 4 using GIST (Short Functional Text)	Monday, August 29th 2022
12.	VIII B	Treatment 4 (Short Functional Text)	Tuesday, August 30th 2022
13	VIII B	Post-test	Wednesday, August 31st 2022
14	VIII C	Post-test	Tuesday, September 6th 2022

C. Population and Sample of the Research

The population of this research are the eighth grade of SMP Diponegoro 3 Kedungbanteng in the academic year 2022/2023. The eighth grade of SMP Diponegoro 3 Kedungbanteng consists of 3 classes with 28 students. Therefore, the population of this research are 84 students.

The sample of this research is chosen randomly, meaning there is no special reason for determining class VIII B to be the control class and class VIII C to be the experimental class. Those classes include 28 students in every class

Table 3. 2 The Sample the Research

No	Class	Sample	Description
1	VIII B	28	Control Class
2	VIII C	28	Experiment Class
Total		56	

D. Variables of the Research

Two variables were used in this study: independent and dependent variables. This research's independent variable (X) is the GIST Strategy, while the dependent variable (Y) is reading comprehension.

E. Techniques of Data Collection

1. Test

a. Pre-test

Pre-test data was received by using a test before the treatment. This test is used to measure students' abilities before treatment. The pre-test could measure how far the students know and understand reading comprehension. In the pre-test, the students start the study without the GIST (Generating Interaction Schemata and Text) strategy.

b. Treatment

The treatment was carried out four times with descriptive, recount, and short functional text. The material is material that follows the existing syllabus at the school. The treatment control class uses conventional learning, while the experimental class uses the GIST (Generating Interaction Schemata and Text) strategy. The material taught in treatments 1 & 2 is descriptive text, in treatment 3 is recount text and in treatment 4 is short functional text

c. **Post-test**

After teaching the students by using the GIST (Generating Interaction Schemata and Text) strategy (experimental class) and without generating interaction Schemata (control class), they got a post-test to see the result of whether the strategy was effective or not.

2. **Instrument Testing**

This study used a pilot test, pre-test, and post-test to test the instrument. The test was a multiple-choice test that consisted of 20 questions adopted from the midterm examination and the final examination from the school. The questions pre-test and post-test are different. The time allocation was 30 minutes.

The research instrument grid is adapted to the material taught during treatment. The purpose of compiling a research instrument grid is to direct so that each item is arranged according to the learning material. The following is a grid of questions used in the study.

Table 3. 3 The Grid of the Pre-test Instrument

Material	Number question	Total question
Recount Text	1,2,3,4,5,6	6
Descriptive Text	7,8,9,10,11,12,13	7
Short Functional Text	14,15,16,17,18,19,20	7

Table 3. 4 The Grid of the Pre-test Instrument

Material	Number question	Total question
Recount Text	1,2,3,4,5,6	6
Descriptive Text	7,8,9,10,11,12,13	7
Short Functional Text	14,15,16,17,18,19,20	7

The research instrument test was carried out on classes that were not included in the experimental and control classes. This instrument is intended to test whether the instrument in a study is feasible. The pilot

test was conducted in VIII A to observe the items' validity, reliability, and problem.

a. Validity test

The text comprehension research tool can be checked for content validity. The instrument's validity test questions the instrument's accuracy and suitability to measure students' abilities. A valid instrument can measure the student's ability (Rusydi and Fadhli 2018).

The tool's contents align with the learning objectives, learning materials, and the applicable curriculum. In the first validity test, the instruments were reviewed by experts in their fields. In this study, the expert judgments were Mrs. Desi Wijayanti Marufah, M.Pd and Mr. Maulana Mualim, S.Pd. MA. The second validity test is checked in the form of a test in the pilot class.

The results of the validity tests carried out on the product moment formula using IBM SPSS Statistics 26 Program are shown in the following table:

1) Pre-test

Pre-test activity was held on Monday, August 8th 2022 in the pilot class (VIII-A) at 07.40-08.10. They chose VIII A to do the pilot test because they received reading material first. To know if the items were valid, the validity test should be compared with r_{table}, in which the value of r_{table} for 28 students with a significance value of 0,05 was 0,374. If $r_{value} > r_{table}$, it is considered valid (Jainuri 2019).

Table 3. 5 The Result of Validity Pretest

Number of Items	Value of r_{table} (n=28, α= 0,374)	Value r_{hitung}	Description
1	0,374	0,506	Valid
2	0,374	0,596	Valid

3	0,374	0,840	Valid
4	0,374	0,596	Valid
5	0,374	0,596	Valid
6	0,374	0,418	Valid
7	0,374	0,749	Valid
8	0,374	0,749	Valid
9	0,374	0,749	Valid
10	0,374	0,749	Valid
11	0,374	0,840	Valid
12	0,374	0,749	Valid
13	0,374	0,749	Valid
14	0,374	0,618	Valid
15	0,374	0,688	Valid
16	0,374	0,418	Valid
17	0,374	0,736	Valid
18	0,374	0,596	Valid
19	0,374	0,749	Valid
20	0,374	0,618	Valid

The table above shows the validity pre-test result, 20 items of the multiple choice questions related to reading material, and the value of $r_{value} > r_{table}$. The 20 valid items can be used as a pre-test instrument for the respondents in control and experimental classes because of $r_{value} > r_{hitung}$.

2) **Post-test**

The post-test activity was held on Wednesday, August 10th 2022 in the pilot class (VIII-A) at 07.40-08.10. The questions of the post-test are different from the questions of pre-test.

Table 3. 6 The Result of Validity Pretest

Number of Items	Value of r_{table} (n=28, α= 0,374)	Value r_{hitung}	Description
1	0,374	0,634	Valid
2	0,374	0,760	Valid
3	0,374	0,687	Valid
4	0,374	0,688	Valid
5	0,374	0,688	Valid
6	0,374	0,634	Valid
7	0,374	0,792	Valid
8	0,374	0,634	Valid
9	0,374	0,651	Valid
10	0,374	0,408	Valid
11	0,374	0,571	Valid
12	0,374	0,477	Valid
13	0,374	0,620	Valid
14	0,374	0,634	Valid
15	0,374	0,408	Valid
16	0,374	0,750	Valid
17	0,374	0,747	Valid
18	0,374	0,688	Valid
19	0,374	0,841	Valid
20	0,374	0,703	Valid

The table above shows the validity post-test result, 20 items of the multiple choice questions related to reading material, and the value of $r_{value} > r_{table}$. The 20 valid items can be used as a pre-test instrument for the respondents on control and experimental classes because of $r_{value} > r_{hitung}$.

b. Reliability Test

The reliability test is used to determine the meter's consistency and whether the meter used is reliable and remains consistent when the measurement is repeated. The reliability test of this study used the alpha method (Cronbach's Alpha). The significance test was performed at a significance level of 0,05 which means that the instrument can be called reliable if Cronbach's alpha > r_{table} (Jainuri 2019). Reliability test data processing is supported through the IBM SPSS Statistics 26 program. Reliability test can be done if the instrument is valid, because the instrument data in this study were valid, the reliability test was carried out

1) **Pre-test**

Table 3. 7 The Result of Reliability Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.936	20

Based the table above, an Alpha value of 0,936 at a significance of 0,05 with the data (n) = 28 was obtained by 0,374. It can be concluded that the items of the pre-test instrument are reliable, because the value is 0,936> 0,374

2) Post-test

Table 3. 8 The Result of Reliability Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.928	20

Based the table above, Alpha value of 0,928 at a significance of 0,05 with an amount of data (n) = 28 was obtained by 0,374. It can be concluded that the items of the post-test instrument are reliable, because the value is 0,928> 0,374

F. Techniques of Data Analysis

    1. Analysis test

        a. Normality Test

            The pre-test and post-test were carried out with the normality test. The distribution normality test was performed using the Kolmogorv-Smirnov formula with the help of the IBM SPSS Statistics 26 program. The interpretation of the results should be based on the results of the SPSS calculations. If the sig (2-tailed) value is greater than 0.05, the population data are normally distributed. However, if the value of sig (2-tailed) is less than 0.05, the population data are not normally distributed (Jainuri 2019)

        b. Homogeneity Test

            Homogeneity of variance test was carried out to determine whether the sample used in this study was obtained from a homogeneously variable population or not. The homogeneity test of variance calculation used the IBM SPSS Statistics 26 program. The calculation is that if the error value is more than 0,05 then the data from the population can be said to be homogeneous, but if the error value is less than 0,05 then the data from the population is said to be not homogeneous (Jainuri 2019)

    2. Application of Data Analysis Techniques

        The data analysis technique used the T-test. Overall process calculations with the IBM SPSS Statistics 26 program. The t-test is intended to test the differences in text comprehension using the GIST (Generating Interaction Schemata and Text) strategy between the control and experimental classes. If the 2-tailed sig is greater than 0,05, there is no significant difference between the control and experimental classes. However, if the 2-tailed sig score is less than 0,05 there is a significant difference in performance between the control and experimental groups (Sugiyono 2013).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Description

The results of this research described differences in teaching reading comprehension in SMP Diponegoro 3 Kedungbanteng between the students who were taught using the GIST strategy and those who were not taught using the GIST (Generating Interaction Schemata and Text) strategy. The data were obtained by giving a test to the experimental and control classes after treating the learning process differently in both classes. The subject of this study has been divided into two classes. They were the experimental class (VIII C) and control class (VIII B).

The pre-test took place on August 10, 2022 in the experimental and control class. The questions consisted of 20 items classified as valid according to the tryout analysis. After conducting the pre-test, determine the materials and lesson plans for the teaching and learning activities. The pre-test was conducted in the experimental and control class to know that the two classes were normal and homogeneous. Prepared material and created a lesson plan for the experimental class and a conventional method for the control class when teaching-learning activities before giving a treatment.

The treatment was carried out four times with descriptive, recount, and short functional text. The material follows the existing syllabus at the school: Descriptive text, Recount Text and Short Functional Text. The control class used the conventional method on August 16, 23, 24, and 30, 2022. Conventional learning is learning without using a particular approach, strategy, or method by racing only with books and no other media. The control class was taught using the conventional method, with no variations or special treatment in the classroom

learning process. Then the treatment for the experimental class was on August 16, 22, 23, and 29, 2022. Treatment was taught using the GIST strategy for teaching reading comprehension. After the treatments were given on August 30, the control and experimental classes did the post-test on September 6, 2022. The post-test was performed to know that there were significant results between the experimental class and the control class.

The pre-test and post-test data results were analyzed with the paired-sample t-test to evaluate the Generating Interaction Schemata and Text (GIST) strategy for teaching reading comprehension to 8th grade students to be determined by SMP Diponegoro 3 Kedungbanteng. Then, the independent sample t-test was used to determine the difference between the control and experimental classes.

a. **Pre-test and Post-test Control Class**

The pre-test did on August 10th, 2022. The result of research in the control class, which did not apply the GIST strategy in teaching reading, resulted in the following table:

Table 4. 1 The Result of the Pre-test and Post-test in the Control Class

No	Statistics	Control Class	
		Pre-test	Post-test
1	N	28	28
2	Minimum	25	35
3	Maximum	75	75
4	Mean	47,5	54,82
5	Median	47,5	55
6	Mode	35	55
Mean difference: 7,32			

Based on the table above, there are 28 data from the pre-test in the control class. It showed that the mean score is 47,5 which

categorized that the students have low in reading comprehension as the minimum score of the criteria in the subject English is 75. The median score is 47,5 and the mode is 35. There are now 28 data from the pre-test and post-test in the control class. It showed that the median score is 55, which means students are getting better at learning reading comprehension. The mean score is 54,82 and the mode is 55. Using the data in the table above, 28 students as control respondents sampled based on pre-test and post-test scores had a mean difference of 7,32. The minimum score in the pre-test is 25, and the maximum is 75, while the minimum score in the post-test is 35, and the maximum is 75.

b. Pre-test and Post-test Experimental Class

The post-test did on August 15th, 2022. The result of research in experimental class, which apply GIST strategy in teaching reading, it resulted in the following table:

Table 4. 2 The Result of Pre-test and Post-test in Experimental Class

No	Statistics	Experimental Class	
		Pre-test	Post-test
1	N	28	28
2	Minimum	30	50
3	Maximum	65	85
4	Mean	51,78	71,42
5	Median	50	70
6	Mode	50	70
Mean difference: 19,65			

Based on the table above, there are 28 data from the pre-test in the experiment class. It showed that the mean score is 51,78, which categorizes that the students have low in reading comprehension as the minimum score on the criteria is 75. The

median score is 50 and the mode is 50. Meanwhile, there are 28 data in the experimental class. The post-test showed that the mean score is 71,42, meaning that the students get better at reading comprehension than the pre-test result. The median score is 70 and the mode is 70. Using the data in the table above, 28 student respondents from the experimental class, sampled based on pre-test and post-test scores, had a mean difference of 19,65. The minimum score in the pre-test is 30 and the maximum is 65, while the minimum score in the post-test is 50 and the maximum is 85.

2. **Data Analysis**

   a. **Normality Test**

      The normality test data were obtained from the results of the pre-test and post-test control group and the experimental group.

      To find out whether the normality test results, look at the significance column (Sig) in Kolmogorov-Smirnov as follows:

      If Sig > 0,05 the data are normally distributed.

      If Sig < 0,05 the data is not normally distributed (Rusydi and Fadhli 2018).

Table 4. 3 The Result of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental Class	.150	28	.110	.942	28	.128
Post-test Experimental Class	.143	28	.151	.942	28	.122
Pre-test Control Class	.116	28	.200[*]	.964	28	.429
Post-test Control Class	.111	28	.200[*]	.945	28	.149

Based on the table above, it can be stated if the data is normally distributed. It can be seen from the significance value for the control class pre-test data is 0,200 and the pre-test data of the experimental class is 0,110. For the post-test of the control class 0,200 and the post-test data of the experimental class is 0,151. All the data shows that the probability value is more than 0,05. It can be concluded that the items of the pre-test and post-test instruments are normally distributed.

b. Homogeneity Test

The homogeneity test of variance aims to determine whether the samples taken from the population have the same conflict and are not significantly different. The variance homogeneity test was performed after the pre-test and post-test results were obtained in the experimental and control groups.

Table 4. 4 Result of the Homogeneity Test

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1.744	1	54	.192
Based on Median	1.896	1	54	.174
Based on Median and with adjusted df	1.896	1	51.237	.175
Based on trimmed mean	1.699	1	54	.198

According to the table above, in the row Based on Mean column Sig the significance level is 0.192. Because the value of Sig > 0.05, it can be concluded that the two groups of data have the same or homogeneous variance. The Levene Statistics figure shows that the smaller the value, the greater the homogeneity.

3. Hypothesis Test

The T-test is one of the statistical tests used to test the truth or falsity of the (H_0), which states that there is no significant difference between two mean samples taken randomly from the same population. The purpose of the two-sample T-test is to compare whether the means of the two samples are equal or

different. The aim is to test the ability to generalize (the validity of the research results in comparing two samples' mean values) (Jainuri 2019).

According to Jainuri, comparing the calculated t-value with the value in the t-table, IBM SPSS Statistics 26 program can also use the Sig-value, which is as follows:

If Sig > 0.05 then H_0 is accepted and H_a is rejected.

If Sig < 0.05 then H_0 is rejected and H_a is accepted(Jainuri 2019).

a. Paired Sample T-test of Control Class

T-test of data Pre-test and Post-test of the control class to know differences in the student's reading comprehension ability. The summary of the results pre-test and post-test in reading comprehension in the control class is shown in the following table:

Table 4. 5 The Result of Paired Sample

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Control Class	47.50	28	13.088	2.473
	Post-test Control Class	54.82	28	12.208	2.307

The paired sample group statistics table describes the descriptive analysis of the processed data. The mean column showed the average value of each variable. According to the table, it can be seen that the mean of the pre-test in control class is 47,50 and the mean score of the post-test is 54,82. (N) indicates the amount of data as many as 28. The standard deviation used to measure the level of risk in the pre-test of the control class is 13,068 and the standard deviation in the post-test of the control class is 12,208. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. The standard error mean in the control class's pre-test of the control class is 2,473 while in the post-test is 2,307. However, the data were normally distributed—the std. Error means can be ignored. Based on

the pre-test and post-test mean, it can be assumed that the post-test on the data is higher than the pre-test.

Table 4. 6 The Result of Paired Sample Test in Control Class

									df	Sig.
					Paired Samples Test					
		Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-taile d)
					Lower	Upper			
Pair 1	Pre-test Control Class – Post-test Control Class	-7.321	12.056	2.278	-11.996	-2.647	-3.214	27	.003

Based on the table above, the results of the paired sample test in the control class, t = -3,214 with df = 27 at a significance level of 0,05 then Sig (2-tailed) = 0,003 < 0,05. It can be concluded that there was a significant difference in the pre-test and post-test scores in the control class because H_0 is rejected and H_a is accepted. In the control class, there was an increase in reading comprehension from the pre-test and post-test.

The table above also contains the mean paired differences, which is -7,321. This value shows the difference between the average results of the pre-test and pot-test control class. Alternatively, it can be written (47,50 – 54,82 = -7,321), and the difference is between -11,996 to -2,647 (95% Confidence Interval of the Difference lower and upper). Based on the output table above, it is known that the t count is negative, which is -3,214. This negative T count is caused because the mean value of the pre-test results is higher than the mean post-test results. In a case like this, a negative t count can be positive. So the value of the t count becomes 3,214.

Next, find the t table, which searches the t-table based on the df value and the significance value (α/2). The value of df is 27 and the value of 0,05/2 is 0,025. We use this value as the basis of reference in finding the t table in the distribution of the t statistical table. Then look up the t-table value based on df 27 and the value of α 0,025 so the t-table is 2,052. Thus, because t count 3,214 > t table 2,052 as a basis for the above decision, it can be concluded that h_0 is rejected and h_a is accepted. It can be concluded that there is an average difference between the pretest and posttest results, which means that there is an effect in teaching reading comprehension using conventional strategy.

b. Paired Sample T-test of Experiment Class

T-test of data Pre-test and Post-test of the experimental class to know differences in the ability of the students in reading comprehension using GIST. The summary of the results of the pre-test and post-test in reading comprehension using GIST in the experimental class is shown in the following table:

Table 4. 7 The Result of Paired Sample

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	51.79	28	9.049	1.710
	Post-test Experimental Class	71.43	28	9.315	1.760

The paired sample group statistics table describes the descriptive analysis of the processed data. According to the table, it can be seen the mean of the pre-test in the experimental class is 51,79 and the mean score of the post-test is 71,43. N indicates the amount of data as many as 28. The standard deviation was used to measure the level of risk, which in the pre-test of the experimental class is 9,049 and the standard deviation in the post-test of the control class is 9,315. Standard Error Mean was used to

determine how well the average data from the sample data for each variable can estimate the population means.

The standard error mean in the pre-test of the experimental class is 1,710 while in the post-test, it is 1,760. Because the data were normally distributed, the std error means can be ignored. Based on the pre-test and post-test mean, it can be assumed that the post-test on the data is higher than the pre-test. Because the average score (mean) of the post-test is 71,43 from 28 data, and the distribution of data (Std. Deviation) obtained is 9,315 with a standard error mean of 1,760. It means that the post-test on the data is higher than the pre-test.

Table 4. 8 The Result of Paired Sample Test in Experimental Class

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Experimental Class – Post-test Experimental Class	-19.643	1.890	.357	-20.376	-18.910	-55.000	28	.000

Based on the table above, the results of the paired sample test in the experimental class, t = -55,000 with df = 27 at a significance level of 0,05 H_0 is rejected, and H_a is accepted then Sig (2-tailed) = 0,000 < 0,05. It can be concluded that there was a significant difference in the pre-test and post-test scores in the experimental class. In the experimental class, there

was an increase in reading comprehension from the pre-test and post-test. The output of the table above also contains information about the mean paired differences, which is -19,643. This value shows the difference between the experimental class's average pre-test and post-test results. It can be written (51,79 – 71,43 = -19,643), and the difference is between -20,376 to -18,910 (95% Confidence Interval of the Difference lower and upper).

Based on the output of the table above, it is known that the t count is negative, which is -55,000. This negative T count is caused because the mean value of the pre-test results is higher than the mean post-test results. In a case like this, a negative t count can be positive. So the value of the t count becomes 55,000. Next, found of the t table, which searches the t-table based on the df value and the significance value ($\alpha/2$). The value of df is 27 and the value of 0,05/2 is 0,025. We use this value as the basis of reference in finding the t table in the distribution of the t statistical table. Then look up the t-table value based on df 27 and the value of α 0,025, so the t-table is 2,052.

Thus, because t count 55,000 > t table 2,052 as a basis for the above decision, it can be concluded that h_0 is rejected and h_a is accepted. It can be concluded that there is an average difference between the pretest and posttest results, which means that there is an effect of using the GIST strategy in teaching reading comprehension.

c. **Independent Sample T-test of pre-test**

The independent-samples t-test table tests whether the two groups have the same mean. The hypothesis:

H_0 : There is no significant effect of using GIST in teaching reading comprehension.

H_a : There is a significant effect of using GIST in teaching reading comprehension.

The basis for decision-making independent-samples t-test is as follows:

1. The significance value (2-tailed) > 0,05 then H_0 is accepted and H_a is rejected, indicating there is no difference in average between the control and experimental classes.

2. The significance value (2-tailed) < 0,05 then H_0 is rejected and H_a is accepted, indicating there is an average difference between the control class and the experimental class.

The decision-making based on the comparison of the t-count value with the t-table and independent sample t-test can be guided by the following decision bases:

1. If value t count < t table, then H0 is accepted and Ha is rejected, indicating that there is no difference in average between the control class and the experimental class.

2. If value t count > t table then H0 is rejected and Ha is accepted, indicating that there is an average difference between the control class and the experimental class (Jainuri 2019).

Table 4. 9 The Result of Group Statistic of Pre-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Pre-test Control Class	28	47.50	13.088	2.473
	Pre-test Experimental Class	28	51.79	9.049	1.710

Based on the output table above, the number of data (N) for the control and experimental classes is 28 students. The mean value in the control class is 47,50 and for the experimental class is 51,79. Thus, statistically descriptive, it can be concluded that there is an average difference in the pre-test results between the control and experimental

classes. In addition, to prove whether the difference is significant, we need to interpret the output of the independent samples test of the pre-test.

Table 4. 10 The Result of Independent Samples Test of Pre-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	5.452	.023	-1.425	54	.160	-4.286	3.007	-10.314	1.743
	Equal variances not assumed			-1.425	48.011	.161	-4.286	3.007	-10.332	1.760

Based on the table above that, the value of Sig. Levene's Test for Equality of variances is 0,023 < 0,05 which means that the variance between the control class and the experimental class is not homogeneous or not the same. The interpretation of the independent sample test output table above is guided by the values contained in the "Equal Variances not

assumed" table column. The value of Sig is (2-tailed) of 0,161 > 0,05. Then as the basis for decision-making in the independent sample t-test, it can be concluded that H_0 is accepted and H_a is rejected. Thus, it can be concluded that there is no significant difference between the average pre-test results from the control and experimental class.

Furthermore, the column "Mean Difference" is equal to -4,286. This value shows the difference between the average pre-test results of the control class and the experimental class or 47,50–51,79 = - 4,286 and the difference is -10,332 to 1,760 (95% Confidence Interval of the Difference Lower Upper). T count negative value is not an error. However, this negative t-count is due to the average value of the pretest results in the control class being lower than the experimental class. For decision making, an independent sample t-test through a comparison between the t count and t table, then the value of t count can be positive. So the value of the t count becomes 1,425.

It shows that the value of the t count is 1,425. Then find the value of the t table by referring to the formula $(\alpha/2);(df)$ equals $(0.05/2);(48)$. Equal to 0.025;48. The value of the t table of 2,010. Thus, the t-count value is 1,425 < t-table 2,010. Based on the t-count value with t-table, it can be concluded that H_0 is accepted and H_a is rejected, which means there is no difference in the average results of the pre-test in the control class and experimental class.

d. **Independent Sample T-test of post-test**

Table 4. 11 The Result of Group Statistics of Post-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Post-test Control Class	28	54.82	12.208	2.307
	Post-test Experimental Class	28	71.43	9.315	1.760

Based on the output table above, the number of data (N) for the control and experimental classes is 28 students. The mean value in the control class is 54,82 and for the experimental class is 71,43. Thus, statistically descriptive, it can be concluded that there is an average difference in the post-test results between the control and experimental classes. In addition, to prove whether the difference is significant, we need to interpret the output of the independent samples test of the post-test.

Table 4. 12 The Result of Independent Samples Test of Post Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	1.74 4	.19 2	-5.72 3	54	.00 0	-16. 607	2.90 2	-22. 425	-10.7 89
	Equal variances not assumed			-5.72 3	50.4 80	.00 0	-16. 607	2.90 2	-22. 435	-10.7 80

Based on the table above that, the value of Sig. Levene's Test for Equality of variances is 0,192 > 0,05, meaning that the variance between the control and experimental classes is homogeneous. So that the interpretation of the independent sample test output table above is guided by the values contained in the "Equal Variances assumed" table column. The value of Sig is (2-tailed) of 0,192 > 0,05. Then as the basis for decision-making in the independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant difference between the average post-test results from the control and experimental class.

Furthermore, the column "Mean Difference" is equal to -16,607. This value shows the difference between the average results of the control class and experimental classes' post-test results or 54,82 – 71,43 = - 16,607 and the difference is -22,425 to -10,789 (95% Confidence Interval of the Difference Lower Upper). T count negative value is not an error. However, this negative t-count is due to the average value of the pre-test results in the control class being lower than the experimental class. For decision making, an independent sample t-test through a comparison between the t count and t table, then the value of t count can be positive. So the value of the t count becomes 5,723.

It shows that the value of the t count is 1,425. Then find the value of the t table by referring to the formula $(\alpha/2);(df)$ equals (0.05/2);(54). Equal to 0.025;54. The value of the t table of 2,004. Thus, the t-count value is 5,723 > t-table 2,004. Based on the t-count value with the t-table, it can be concluded H_0 is accepted and H_a is rejected, which means there is a difference in the average results of the post-test in the control class and experimental class. There is a significant effect of using GIST in teaching reading comprehension.

B. Discussion

This research was conducted at SMP Diponegoro 3 Kedungbanteng. This study aims to investigate the effectiveness of using

the GIST strategy in teaching reading comprehension. The method chosen is to compare the differences in reading comprehension skills between students in class VIII B (control class), who do not use the GIST strategy in the study, with VIII C (experimental class), who use the GIST strategy.

First, students were tested for their understanding of reading comprehension in the control and experimental classes by conducting a pre-test. At the time of the pre-test, the control and experimental classes had not received any treatment. The pre-test was a 20-question test with four possible answers. These questions were previously validated in groups outside the research sample. After completing the pre-test, the analyzed data obtained from the pre-test test results using the IBM SPSS Statistics 26 program. The paired sample statistical table results showed that the mean of the control class was 47,50 and the post-test 54,82 with the 28 data. The standard deviation of the pre-test was 13,088, and the post-test was 12,208.

The mean of the experimental class in the paired sample statistical table of pre-test was 51,79 and post-test was 71,43 with 28 data. The standard deviation of the pre-test was 9,049, and the post-test was 9,315. Based on the explanation of the two statistical tables of paired samples in the experimental and control classes, the average pre-test was 51,79 and 47,50. Therefore, the mean of the pre-test and post-test can be assumed that it is different. It can be seen that the increase in the experimental class is 19,64 while the increase in the control class is 7,32. In other words, there is an increase in the average score for both classes, and the average difference is 12,32 which is the average of the experimental class, higher than the control class. In conclusion, using the GIST strategy in teaching reading comprehension is more effective than without the GIST strategy.

The results of the descriptive analysis were confirmed by testing the hypothesis with the Paired Sample T-test. In the control class obtained, the value of sig. (2-tailed) of 0,003 < 0,05, and in the experimental class, the sig. (2-tailed) of 0,000 <0,05, it can be said that H_0 is rejected and H_a

is accepted. So there is a significant difference between the average score before treatment and the average score after treatment in the experimental class and the control class. Although the control and experimental classes H_a were accepted, it can be noticed the difference between the t-count and t-table in the control class and the experimental class was found to have a difference or effect that in the experimental class, which was higher than the control class. It can be concluded that the class that received treatment was more influential than the class that did not receive treatment, even though the increase was not very significant.

The output of the Independent Sample T-test on the pre-test obtained a sig value. Levene's Test for Equality of variance. T-count is lower than the value of α; 0.161 > 0,05. It can be said that H_a is rejected, H_0 is accepted, and it can be concluded that there is no significant difference between the average pre-test results from the control and experimental class. Meanwhile, the output of the Independent Sample T-test in the post-test obtained a sig value. Levene's Test for Equality of variance. T-count is higher than the value of α; 0,000 > 0,05. It can be said that H_a is accepted, H_0 is rejected, and it can be concluded that there is a significant difference between the average post-test results from the control and experimental class. The results of research on the effectiveness of the GIST strategy in teaching reading comprehension showed an increase in student learning outcomes. A significant post-test value indicates this in the experimental class.

The effect of using the GIST (Generating Interaction Schemata and Text) strategy is higher than in students taught without the GIST strategy. As in Indra Johari, Mukhaiyar, and Yenni Rozimela (2021) indicated that using the GIST strategy can improve students' reading comprehension; their research stated that reading at the high school level is not easy. Similar to this study, this GIST strategy is helpful for students with difficulty reading. It can be said that the use of the GIST Strategy script on

the subject of reading can enhance students' understanding of reading (Johari, Indra; Mukhaiyar; Rozimela 2013).

This study has similarities with the Diana Achmad, Sofyan A. Gani, and Lisa Vivianda and the research of Danny Dwi Arianto, Fauris Zuhri, and Esti Kurniasih; the GIST strategy is one of the most effective strategies for students because it trains them to summarize paragraphs and know essential information from the text (Diana Achmad et al. 2017)(Arianto et al. 2009). Although on a different text, as in the Sitepu research used the GIST strategy for recount text and in the Walugianah research for narrative text, the results were still the same with this study, effective for improving reading comprehension.

When testing the GIST strategy for teaching reading comprehension in SMP Diponegoro 3 Kedungbanteng, there were Some problems: (1) students have never been familiar with the GIST strategy; (2) students are still confused about following the learning at first; (3) Some students get bored with studying at the end of school, but this can be overcome by icebreaking that keep students active and ready to participate in learning again. The GIST strategy is one of the strategies that students can use to understand the reading content. It can be concluded that the GIST strategy is used effectively for teaching reading comprehension in 8th grade at SMP Diponegoro 3 Kedungbanteng.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research examined the effectiveness of the GIST strategy in teaching reading comprehension at 8th grade SMP Diponegoro 3 Kedungbanteng. The quantitative data shows that the students perform well in the post-test result. The data were obtained by comparing the pre-test and post-test mean scores and then calculated using the IBM SPSS Statistics 26 program. Comparing the control and experimental class results showed the significant effect of using GIST (Generating Interaction Schemata and Text) in teaching reading comprehension. Although the value of both classes increased, the value of the experimental class was higher than the control class.

The following conclusions can be drawn based on the research and discussion results described in the previous chapter. There is a significant difference in teaching reading comprehension students who use the GIST strategy with students without using the GIST strategy at SMP Diponegoro 3 Kedungbanteng. The results of the T-test data pre-test and post-test experimental and control groups. In addition, the value of the t table of 2,004. Thus, the t-count value is $0,000 >$ t-table 2,004 with a degree of freedom of 27 and a significance level of 0.05. In other words, the probability (Sig. 2-tailed) was lower than the significance level ($0.000 < 0.05$). Since t count $>$ t table and $p < 0.05$, it can be assumed that the null hypothesis of no difference has been rejected. This result showed that after the GIST strategy was used to teach reading comprehension, the results obtained after the test differed significantly from those before the test. In other words, teaching reading comprehension using GIST is adequate for the students.

47

B. Limitation of Study

This research has a limitation, which is the limited time. Learning with the GIST strategy takes a long time if the students do not understand the steps. However, with detailed explanations from the teacher and the student's attention in the learning process, students can understand the GIST steps well. However, time constraints are not a significant obstacle in this study

C. Suggestion

Based on the conclusions and implications presented earlier, some suggestions can be made as follows:

1. Teaching reading comprehension should be done using different strategies to motivate students to learn. One strategy that can be used in teaching reading is the GIST strategy.

2. English teacher of 8th grade of the SMP Diponegoro 3 Kedungbanteng, it is recommended to use the GIST strategy in teaching reading comprehension.

3. Reading activities in schools need to be improved. The collection of books in the library must also be supplemented, and the variety of reading material should also be taken into account, as this will increase the student's interest in reading.
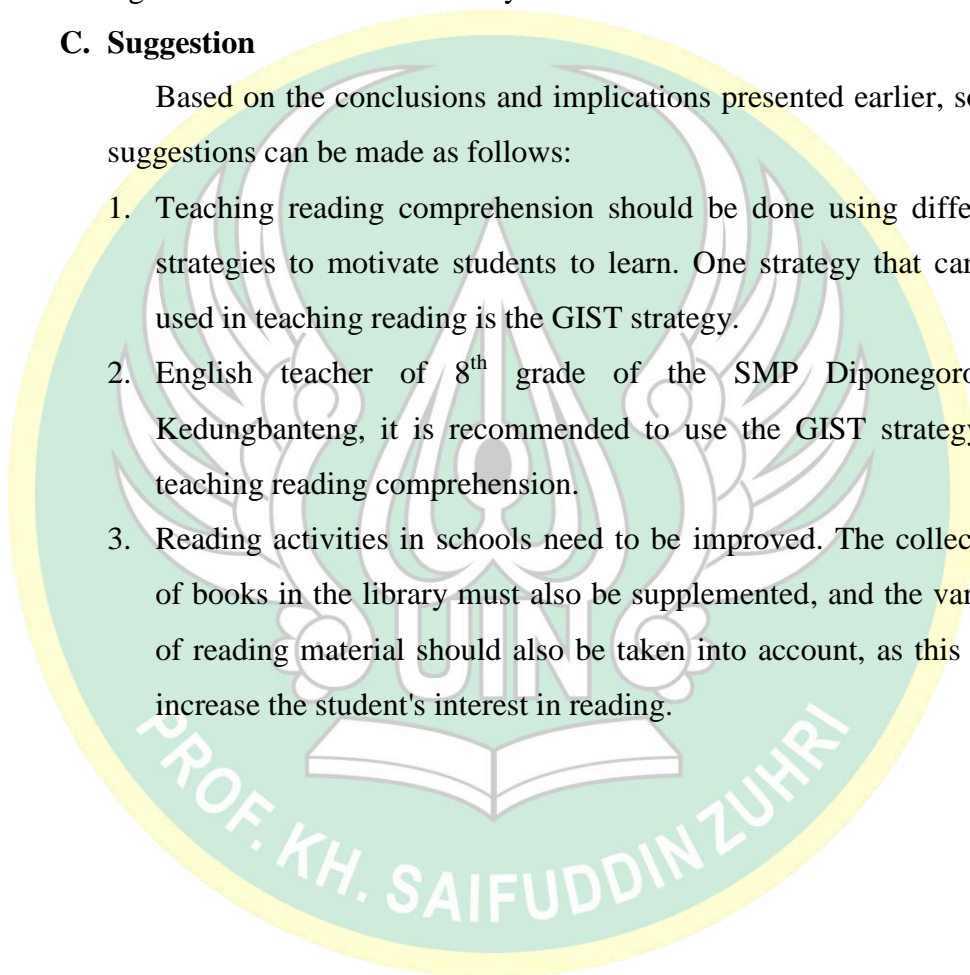
REFERENCES

Arianto, Danny Dwi, Fairus Zuhri, and Esti Kurniasih. 2009. "The Implementation of Gist Strategy To Comprehend Analytical Exposition Text for Eleventh Graders of Sma Wachid Hasyim 2 Taman." 1–7.

As Sabiq, Agus Husein. 2018. "Improving Students' Motivation and Reading Skills in ELT Through Audio Visual Media." *Diksi* 25(1):57–68. doi: 10.21831/diksi.v25i1.16007.

Badriyah, B., and E. Rahmawati. 2020. "Students' Problems of Reading Comprehension During Online Learning in the Period of Covid-19 Pandemic." *Proceedings of the 2nd International Conference on English Language Education (ICONELE) 2020* 286–98.

Brown, H. Douglas. 2015. *Language Assessment*. San Fransisco, California.

Diana Achmad, Sofyan A. Gani, Yusuf Yunisrina Qismullah And, and Rima Erwina. 2017. "The Implementation Of Generating Interaction Between Schemata and Text (GIST) Strategy in Improving Student' Reading Comprehension." *Proceedings of The 1st National Conference on Teachers ' Professional Development* 87–95.

Dwiningtiyas, Gendis Nadira, Dedi Sofyan, and Hilda Puspita. 2020. "Teachers' Strategies in Teaching Reading Comprehension." *JALL (Journal of Applied Linguistics and Literacy)* 4(2):285–89. doi: 10.25157/jall.v4i2.3682.

Elleman, Amy M., and Eric L. Oslund. 2019. "Reading Comprehension Research: Implications for Practice and Policy." *Policy Insights from the Behavioral and Brain Sciences* 6(1):3–11. doi: 10.1177/2372732218816339.

Gilakjani, Pourhosein Abbas, and Narjes Banou Sabouri. 2016. "How Can Students Improve Their Reading Comprehension Skill?" *Journal of Studies in Education* 6(2):229. doi: 10.5296/jse.v6i2.9201.

Hardani. Ustiawaty, J. Andriani H. 2017. *Buku Metode Penelitian Kualitatif Dan Kuantitatif.*

Indari, Ayu, Dono Atmaja, and STKIP Budidaya Binjai) (English Education Study Program. 2021. "The Effect of Generating Interaction Between Schemata and Text (GIST) Strategy on Reading Narrative Text of SMK YPIS MAJU Binjai." 2(1):143–51. doi: http://dx.doi.org/10.30596%2Fetlij.v2i1.5781.

Jainuri, M. 2019. *Pengantar Aplikasi Komputer (SPSS)*. Second Edi. edited by T. Hira. Hira Institute.

Johari, Indra; Mukhaiyar; Rozimela, Yenni. 2013. "The Effect of Generating Interaction Between Schemata and Text (GIST) Strategy and Motivation on Students' Reading Comprehension of Hortatory Exposition Text at SMA 3 Padang." *Journal English Language Teaching (ELT)* 1(1):80–88.

Kementrian Pendidikan dan Kebudayaan. 2020. *Surat Edaran Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 36962/MPK.A/HK/2020*.

Mualim, Maulana, and Feisal Aziez. 2020. "Reading Portfolio As a Supplementary Activity To Leverage Students' Reading Competency." *Jurnal Basis* 7(2):245. doi: 10.33884/basisupb.v7i2.1850.

Oakhill, Jane, Kate Cain, and Carsten Elbro. 2014. *Understanding and Teaching Reading Comprehension: A Handbook*.

Octavia, Venny, and Eka Wilany. 2018. "The Use of Generating Interaction Between Schemata and Text (Gist) Strategy Towards Students' Reading Comprehension." *Cahaya Pendidikan* 4(1):13–22. doi: 10.33373/chypend.v4i1.1278.

Pourhosein Gilakjani, Abbas, and Narjes Banou Sabouri. 2016. "How Can Students Improve Their Reading Comprehension Skill?" *Journal of Studies in Education* 6(2):229. doi: 10.5296/jse.v6i2.9201.

Rahmawati, Wisa, Finny Anita, and Maliqul Hafis. 2020. "Teaching Students ' Reading Comrehension By Using Generating Interaction Between Schemata and Text (Gist) Strategy." *JELTE : Journal of English Language Teaching and Education* 1(1).

Ramadani, Fitra. 2017. "The Problems of Teaching and Learning English Vocabulary Through Reading." *2nd NEDS Proceedings* 89–94.

Rusydi, Ananda, and Muhammad Fadhli. 2018. *Statistika Pendidikan: Teori Dan Praktik Dalam Pendidikan*.

Sartika, Endang. 2014. "The Effectiveness of Round Table Technique to Improve Students ' Speaking Skill in The First Grade Students of SMA N 3 Salatiga in the Academic Year of 2013/2014."

Sitepu, Nurbaiti. 2016. "The Effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy On The Students' Ability in Reading Recount Text." Universitas Muhammadiyah Sumatera Utara.

Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Cetakan ke. Bandung: Alfabeta.

Suraprajit, Prathomwat. 2019. "Bottom-up vs Top-down Model: The Perception of Reading Strategies among Thai University Students." *Journal of Language Teaching and Research* 10(3):454–60. doi: 10.17507/jltr.1003.07.

Walugianah. 2017. "The Effectiveness of Using GIST (Generating Interaction between Schemata and Text) Strategy to Teach Students' Reading Comprehension on Narrative Text (An Experimental Research at the Tenth Grade Students of SMA Negeri 13 Semarang in the Academic Year Of ." Walisongo State Islamic Univesity.