

SKRIPSI
IMPROVING STUDENTS' READING ABILITY THROUGH GIST
STRATEGY AT MTS NEGERI PINRANG

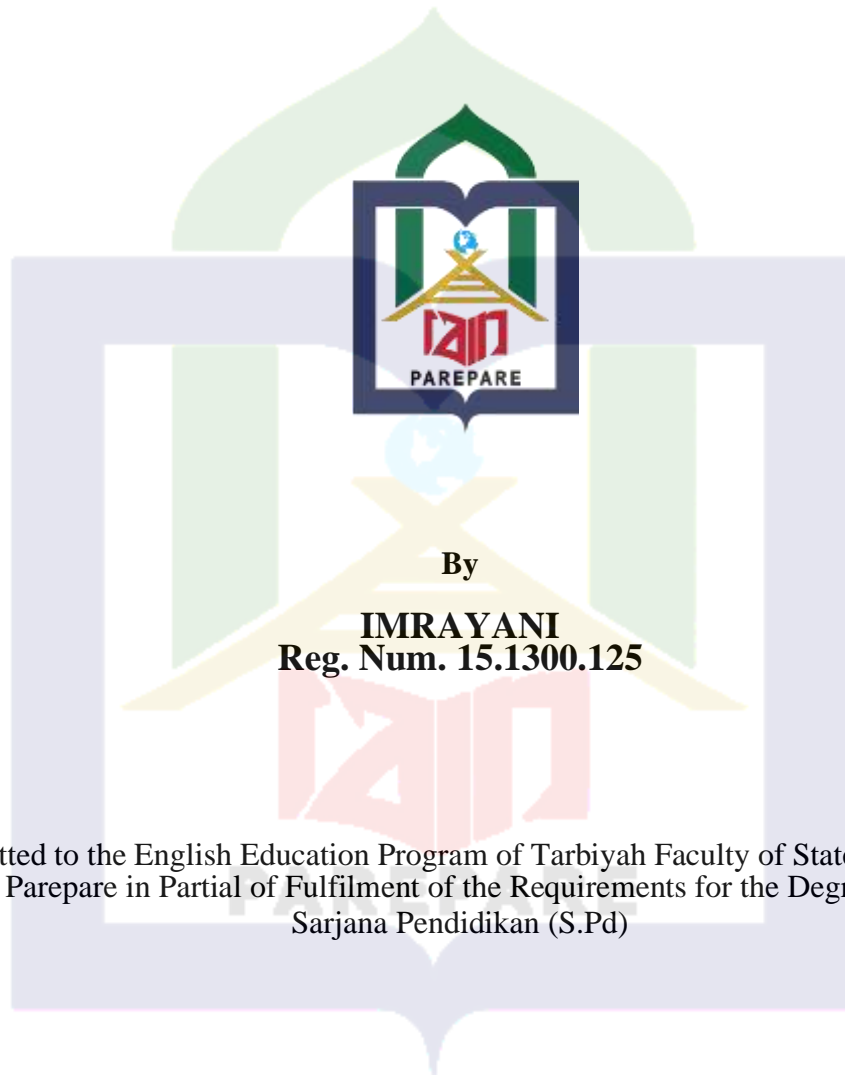


By
IMRAYANI
Reg. Num. 15.1300.125

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

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Submitted to the English Education Program of Tarbiyah Faculty of State Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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(Generating Interactions between Schemata and
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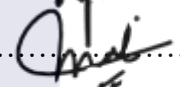
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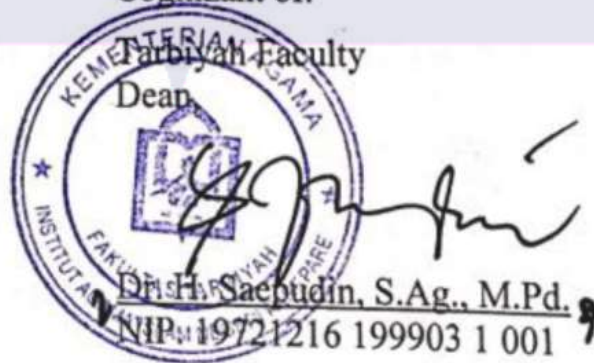
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May Almighty Allah swt. Always be with us.

Parepare, 23rd February 2022

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 10th Desember 2021

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ABSTRACT

Imrayani. 2021. *Improving Students' Reading Ability through Gist (Generating Interactions between Schemata and Text) Strategy at MTSN Pinrang*

This research is motivated by the lack of students' knowledge about the reading strategies so that students are not actively involved when faced with reading text. The purpose of this study is to describe the GIST (Generating Interactions between Schemata and Text). GIST strategy involves the process of cognitive and metacognitive thinking that allows active readers more motivated to understand and then study the contents of the reading as an effective and interesting method to teach English for high school students. Especially to see improving reading ability at the MTSN Pinrang.

The population of this research were the students of MTSN Pinrang in. The sample consisted of 34 students. The sample was taken by using random sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether GIST strategy can improve reading ability.

The result in this research was indicated that there was improvement of the students' reading ability. It was indicated by the students' mean score of post-test (75,79) was greater than pre-test (68,55). Even, for the level significant (p) 5% and $df = 33$, and the value of table is 2,034515, while the value of t-test is 6,26. It means that, the t-test value is greater than t-table ($6,26 \geq 2,034515$). Thus, it can be concluded that the students' reading ability is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Reading Ability, GIST Strategy

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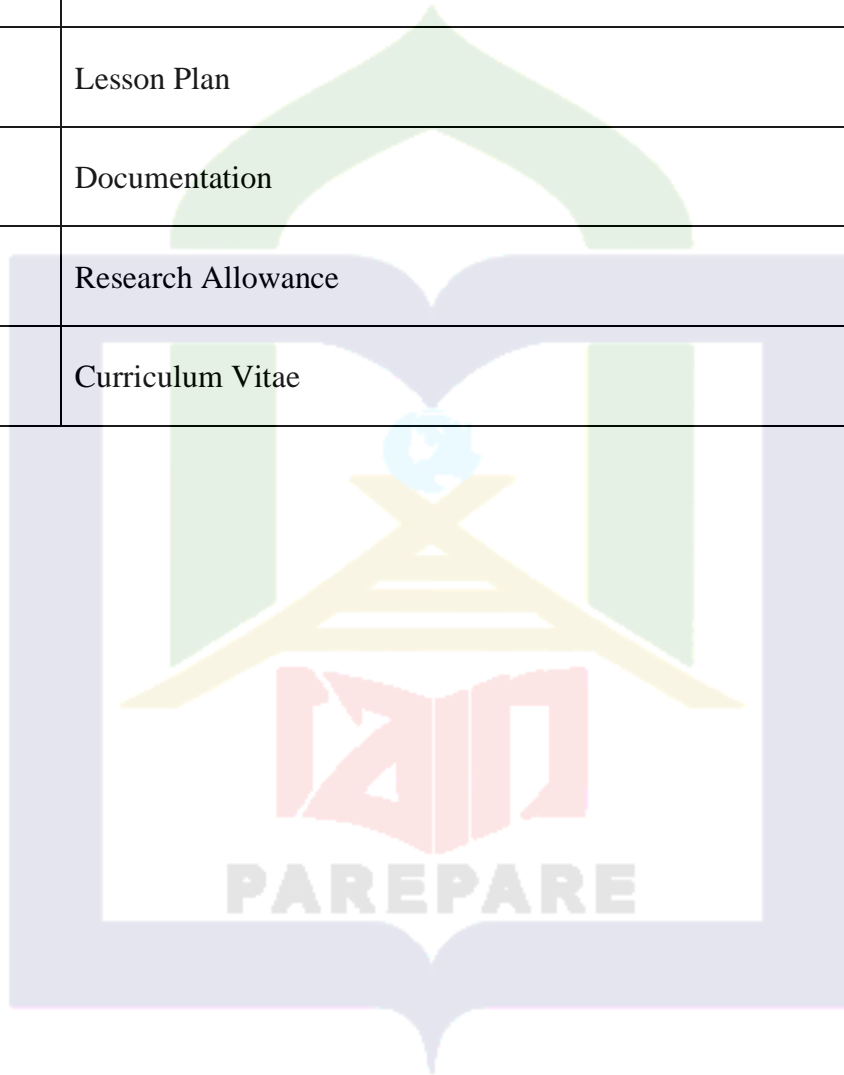
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CHAPTER I

INTRODUCTION

A. Background

Reading is one of skills in English that are considered as the most important activity to get knowledge and information in human life., especially for the students in learning English. It can be concluded that Reading can be thought as a way to draw information from a text and form an interpretation of that information. The main purpose of reading is comprehension.

Reading comprehension is the process of constructing meaning from text. Reading comprehension is the ability to read a sentence and understand its meaning. It is the ability to look at written words and process the meaning or ideas behind them. Reading comprehension isn't just understanding a single word or its meaning—it is the ability to recognize words, sentences, and paragraphs and make sense of the overall meaning.

In reality, there are still many students difficult to improve their reading ability especially for students of MTs Negeri Pinrang. Most of them could not focus well in reading comprehension because of several reasons. Firstly, they fell difficult to pronounce the words. Secondly, they are difficult to understand the meaning of words because they are lack of vocabulary and thirdly the are difficult to measure main paraghrap. Finally, the students do not understand the main paraghrap. There are many also ways to improve reading ablitiy or deduct the problem in learning rading.

There are two factors that made students ability in reading comprehension still low. Even from internal or external factors. In internal factor, it appeared from inner of each students itself, such as: students' motivation, students' need, environment of

them, and many others.¹ Based on the early observation the students of eighth grade of MTs Negeri Pinrang, most students still have low ability in reading comprehension. It can be seen that they could not catch the idea on the text that they read. They only read the text word by word without know the meaning and they could not find out the main idea of the text.

Beside that the students' motivation was very low in learning every subject especially in English. They didn't pay much attention of the explanation of the teacher. They had high ambition but they lazy to learn. Their environment not support in improving their ability in reading comprehension, especially their friends. They often went out from the class without permission for the teacher while learning process in the class. That fact described that many students failed to comprehend in reading the text.²

Another factor is external factor, such as; teacher's method in teaching reading, the facility was not support in learning process, the source of the books in not complete, and etc.³ All of them are important in improve students' reading comprehension. Especially the teacher, how the way the teacher tough students very important. The teacher often teaches with the traditional method, it made them not interested to learn English, especially about reading. In reading section, teacher only instructed to read the text without asked about the meaning of the text, so they only read without know the meaning. Based on the phenomenon, today, many English

¹Zumrotus Sa'adah Albantany, "Improving The Students' Reading Comprehension Through Gist Strategy At Eighth Grade Of Mts. Al-Jam'iyatul Washliyah Tembung" UnpublishedThesis, p. 3

²The result of Early Observation at August 20, 2019

³Zumrotus Sa'adah Albantany, "Improving The Students' Reading Comprehension Through Gist Strategy At Eighth Grade Of Mts. Al-Jam'iyatul Washliyah Tembung" UnpublishedThesis, p. 4

teachers in teaching reading comprehension do the mistake. They asked students to read the text through take turns and not pay attention in comprehensive of their students but they pay attention on the pronounce the words. This case did not teach about reading but that is the way to teach about pronunciation.

Base on those problems and the class condition above, the researcher intends to help the English teacher by introducing one of Collaborative Teaching Learning model namely, gist strategy to improve students' reading abliity. Barkley, et al stated that, practice of Collaborative learning technique has come to mean students working pairs or small groups to achieve shared learning goals. To solve the problem above, the teacher should be consider the most effective and creative teaching strategy to improve the students' comprehension in reading the text. It is realized that it needs a strategy which can motivate the students to read. It can solve by gist strategy as a new strategy for students had hoped interest and pay much attention to learning English.

In order to minimize the problems, the researcher assumes that GIST (generating interaction between schemata and text) strategy can be considered in teaching reading comprehension because it is an effective activity for the students. As explained by Cunningham, "GIST has been exploring a more intuitive strategy under the acronym "GIST" (Generating Interactions between Schemata and Text)". It shows that teaching students use summarizing strategies helps the readers to get information, a higher order thinking skill which includes analyzing information and identifying key concepts.

This strategy teaches students to use prediction as a comprehension aid when reading the text. It is summarizing strategy. The purpose of this strategy is to help students to identify main ideas as they read and, doing so, to increase the like hood

that they will understand the text. This strategy will help students in achievement in reading comprehension.

Based on the background above, the writer is interested in doing this research with the title “Improving Students’ Reading Ability Through Gist Strategy at MTs Negeri Pinrang”. The researchers first observed in the school to be occupied to research and the researchers chose to observe in MTs Negeri Pinrang where after observing the researchers then conducted research at the school there students included intelligent in English lessons but they were still lacking in understanding the meaning in a therefore I as a researcher apply the strategy gist in the process of reading learners in MTs Negeri Pinrang.

Based on the explanation above, the researcher is interested to conduct a research about Improving Students’ Reading Ability through Gist (Generating Interactions between Schemata and Text) Strategy at MTs Negeri Pinrang

B. Research Question

Based on the background above the researcher would like to formulate the problem statement of the research as the following: Is gist strategy able to improve students’ reading ability at the eight grade students of MTs N Pinrang?

C. Objective of the Research

The objective of the research is to find out whether or not gist strategy able to improve students’ reading ability at the eight grade students of MTs Negeri Pinrang.

D. Significance of the Research

The research result is expected to provide useful contribution for:

1. Teacher

From this research the teacher may know how the teaching should be taught to the students in order to encourage their ability more than usual. Teacher can also

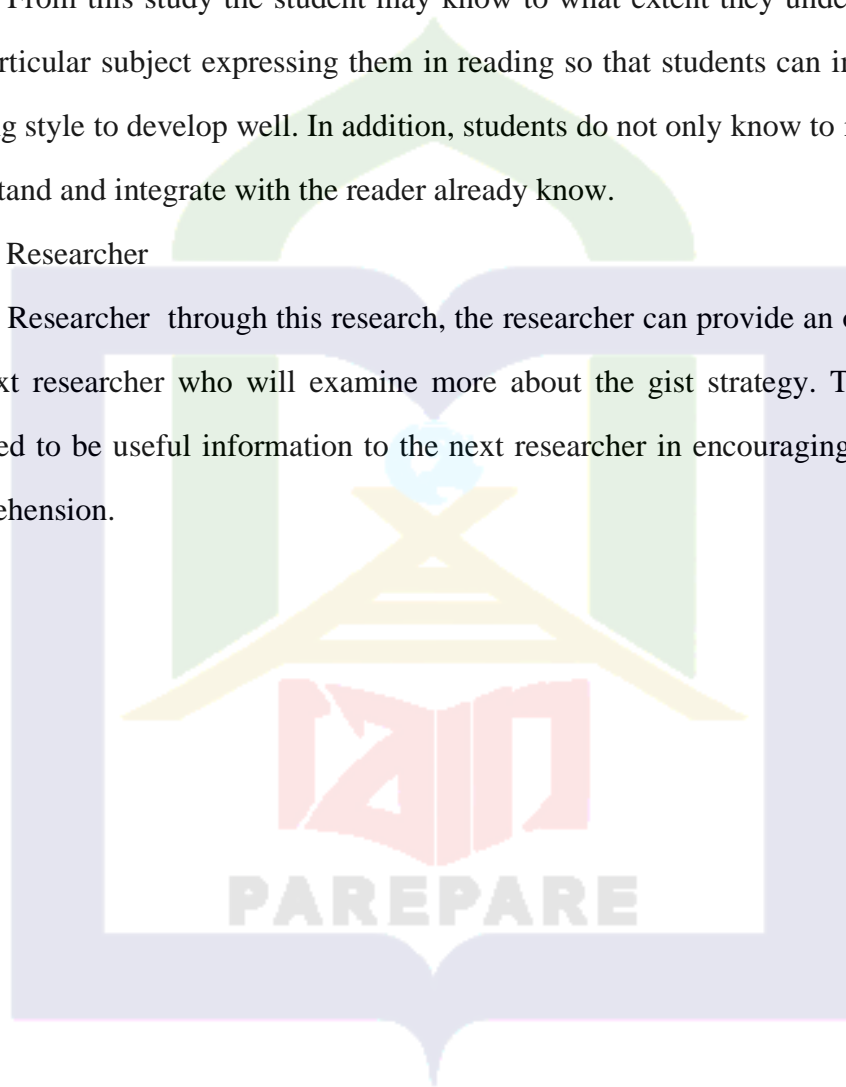
develop their ability to present the material and improve the method in the process of teaching and learning.

2. Students

From this study the student may know to what extent they understand about this particular subject expressing them in reading so that students can improve their learning style to develop well. In addition, students do not only know to read but also understand and integrate with the reader already know.

3. Researcher

Researcher through this research, the researcher can provide an overview for the next researcher who will examine more about the gist strategy. This research expected to be useful information to the next researcher in encouraging the reading comprehension.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

A. Some pertinent ideas

1. The Concept of Reading

a. The Definition of Reading

Harmer states that reading is a dominated by the eyes and receive message and the brain has the work out the significance of these message,⁴ while Nunan states that reading is dynamic process in which the text elements interact with other factors outside the text.⁵ In this case it most particularly with the readers' knowledge of the experimental content of the text.

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skill, decoding skill, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read. The total process is a Gestalt, or whole; a serious flaw in any major function or part may prevent adequate performance.⁶

⁴J Harmer, *The Practice of English Language Teaching*. (London and New York: Longman, 1991).

⁵ David Nunan, *Language Teaching Methodology*. (Macquire University Sidney, 1995).

⁶Harris Albert. J and Edwar R. Sipay. *How to Increasing Reading Ability* (London, Longman). P.10

According to Webster's comprehensive dictionary reading is to apprehend meaning of a book. Writing etc by perceiving the form and relation of the printed or written character's.

To summarize reading may be defined as the act of responding with appropriate meaning to printed or written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent written language and respond intellectually and emotionally to them as if the material spoken rather than printed. The reasoning side of the reading becomes increasingly individual as learners learn to adapt their reading method in accordance with the purpose for reading and restriction imposed by the material, the nature of reading task therefore, changes as learners progress from less mature to more mature levels. Reading is not one skill but a large number of skills that develop gradually over a period of years.

Finally, reading becomes reflective and evaluative. To grasp the meaning and organization of a writer's ideas is important, but not sufficient. Mature readers bring their previous knowledge and experience to their present reading, compare the facts and arguments presented by one author with those of another, and are on alert for errors in logic. Mature readers can distinguish factual reporting from biased propaganda and objective reasoning from wishful thinking.

b. Reading Skills

Thought about reading skills the student have problem they do not know what the text is about and they must to know the reading skills and The first is skimming, skimming skill to a speed reading technique to find or determine general ideas about a reading. This is a suitable way when there is no time to read for a long time or when we try to decide whether the reading to be read should be read carefully but in a relatively short time and read it keeping in mind the general questions, whether this

book treats generative semantics or just transformation grammar? The teacher must give the question a cursory reading and train students through the section, then students are expected to form appropriate questions and encourage students to read quickly. For this skill, one of the methods used to find the main idea of a reading is by focusing on the core of the reading to improve this skill students are required to read more quickly and formulate the right questions before starting to read a reading.

The second, scanning is similar to skimming where the reader accustoms himself to reading in which the skimming technique is used to find the main idea of reading or the main ideas on reading, while the scanning technique more focused on specific things using eye speed to look for certain words or phrase like date, amount, or place. Before scanning the reader must read the initial question such as: when will the candidates debate the text reform bill? What the final score for the rugby match? In addition to teaching students to take advantage of textual instruction, as they do in skimming, but in scanning technique the teacher must make them aware of the form of answer graph that tend to take: written numbers, meaning, index, uppercase, or short phrase that contain keywords. As in passing, student gradually become less dependent on our cues until they can read the reading independently. It is important to use selections that can be scanned realistically (that is, which contain specific information and selections that are usually scanned in real life such as spot pages, classified ads.

The third, reading for though comprehension is reading in order to master the total message of the writer, reading comprehension is the main thing in reading activity where the reader builds an understanding of a text and combines it in logical thinking with a collection of latter words, and sentences in the text. So reading comprehension is not just about how the readers well as the pronunciation and loud

sounds. However, reading comprehension is an activity to build understanding of a text which can be translated by the reader itself and can be useful for others. Examples of critical reading questions are: for what purpose is this intended? What knowledge does the author's attitude have about audience? Such questions provide perspective and lead discussions where they must use vocabulary and information from selection to support their opinions.

c. Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a “creative, multifaceted process” dependent upon four language skills: phonology, syntax, semantics, and pragmatics.⁷

Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand the meaning from discourse context, identify the main thought of the passage, and determine writer's purpose, intent and point of view.

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's

⁷Tompkins, G.E, *Literacy in the Early Grades: A Successful Start for Prek-4 Readers* (3rd edition), (Boston, Pearson, 2011). p 37

vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.⁸

Reading comprehension is usually a primary focus of interaction in the post primary grades after readers have largely master word recognition skills although comprehension of the text should be an integral part of reading interaction with beginning readers as well.⁹

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

2. Concept of Gist Strategy

a. Definition of Gist Strategy

One strategy for teaching students to summarize text effectively is called GIST. GIST stands for Generating Interaction between Schemata and Text. It has been found to improve students' reading comprehension and summary writing With GIST, teachers must model and guide after the reading stage of a lesson. The reader is interrupted and directed to record a summary of the material just read.¹⁰ When planning gist lessons especially in the early stages of gist instruction, it is helpful to use text that is conducive to locating the main idea.¹¹

⁸Maryanne Wolf, *Tales of Literacy for the 21st Century. The Literacy Agenda.* (OUP Oxford. ISBN 978-0-19-103613-2,2016).

⁹Heriana Sri, *Using Pair Checks Strategy to Improve the Students Reading Comprehension of the elevent Grade of SMA Negeri 2 Parepare*, (thesis Unpublished: STAIN Parepare,2013), p.10.

¹⁰Judy S. Richardson, Raymond F. Morgan, and Charlene Fleener, *Reading to Learn in The Content Areas*, Eight Edition, (USA: Wadsworth Cengage Learning, 2012), p. 244

¹¹Thomas E. Scruggs, Margo A. Mastropieri, *Literacy and Learning*, (UK: Emerald Group Publishing Limited, 2010), p. 230

GIST as a general term, gist means the essence of a text or speech. As a text summarization strategy, it involves systematically reducing the ideas and significant details of text to a preset number of words, such as 15, 20, or 25, depending on the length of the text being summarized. For example, with paragraph composed of four sentences, the first sentence is summarized within the predetermined word limit, and then, after the second sentence is read, the initial summary is revised to incorporate new information and to delete less important information, all the while keeping the GIST within the predetermined word limit.¹²

GIST is defined as the capacity to comprehend and convey generalized meaning from complex information during everyday activities such as reading new stories, hearing medical information learning how to use new devices, watching movies, making financial decisions, or writing job descriptions.¹³

However, the gist strategy is the simple way to summarize the text to get the main idea from the text. It helps students to prediction main idea to make students easier to catch the information from the text.

b. Design of GIST Strategy

Gist force students to eliminate extraneous details and determine what is important in the reading.¹⁴The purposes of GIST strategy are as follows: (1). This strategy will help students learn to write organized and concisesummaries of their reading, (2). Help teacher and students to identify key concepts, (3). Reflect on the

¹²William G. Brozo, *Disciplinary and Content Literacy for Today's Adolescents, Sixth Edition: Honoring Diversity and Building Competence*, (London: Guilford Publications, 2017), p.283

¹³ Michael J. Aminoff and Robert B. Daroff, *Encyclopedia of the Neurological Sciences*, USA: Academic Press, 2014), p.834

¹⁴Trisha Brummer, and Stephanie Macceca, *Reading Strategies For Mathematics*, (USA: Shell Education, 2008), p. 152

content of the lesson, and (4). Differentiate between essential and non-essential information

According to Cunningham the role of materials in Gist Strategy as follows: in the paragraph version of the GIST a paragraph of three or five sentences is used. The paragraph must have a gist, or main idea. Working with the teacher, students read one sentence at a time and summarize that sentence in 15 or fewer words. They then read the second sentence and summarize it, incorporating summarization, of the second sentence into the first and making adjustments to the original sentence, but using no more 15 words. Students continue in this fashion, sentence by sentence, continually incorporating sentence summaries into the 15-word limit.¹⁵

There are some roles of teacher in Gist Strategy, as follows:

- a) Ask the students to identify the main idea points of the passage and write these on the board or a transparency.
- b) Ask them to list the supporting details or statements to complete a prewriting outline.
- c) Instruct students to use the class outline to write summary of no more than 20 words and edit and revise it, as good writers do, and
- d) Put students in group of no more than four to share their paragraph and receive feedback, which they can use to revise and edit the summarizes.¹⁶

In applying Gist strategy, there are some roles of students in learning process, namely. Students generalize details and lists by using broad categories that encompass the details and items on the list, They locate the topic sentences of each

¹⁵Michaela Colombo, *Teaching English Language Learners: 43 Strategies for Successful K-8 Classrooms*, (USA: Sage Publications inc, 2012), p. 206

¹⁶Sarah Kartchner Clark, *Writing Strategies for Social Studies*, (USA: Shell Education, 2007), p. 154

paragraph or create their own topic sentences in order to convey information of each paragraphs, They also use key words and phrases to rely the information to the reader, and Good summarizes are also revised so that they sound natural.¹⁷

The assignment of GIST strategy, during reading, students get the gist by focusing on one paragraph or subsection of text at time and identify the main idea in 10 words or less. Getting the gist is actually a summarization strategy. Summarizing is the identification of the most important idea(s) in the passage or text; it is brief and to the point. Retelling and finding the main idea are precursors to summarizing. Summarizing a lengthy text requires identifying and recalling the main idea of several paragraphs or passages and then combining that information into a summary of the entire selection.¹⁸ In my opinion is Strategic gist for students helps them to identify the main ideas in a reading where the strategy gist aims for students to be able to find the essence of a reading after they read a few paragraphs of reading to find the main concepts or main ideas in a reading by being able to distinguish which information is important and what is not important from the reading that has been read and make a list or details or supporting statements to complete the previous sentence to be used in summarizing a long text by identifying supporting sentences or main ideas in a reading

c. Procedure of GIST Strategy

There are some procedures in using Gist strategy on teaching reading, as follows:

1. Identify a text you want students to summarize (not too long).

¹⁷Stephanie Macceca, *Reading Strategies for Social Studies*, (USA: Shell Education, 2007), p.152

¹⁸Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners*, (London: The Guilford Press, 2006), p.269

2. Decide on natural break points, especially major points, where summarization should occur
 3. Chunk the text into smaller segments of 1-2 paragraphs each
 4. Have students read the entire text first to understand the article globally
 5. Model summarizing for students by thinking aloud about how you compose a single sentence that addresses the main idea of the segment. Repeat the modeling exercise for each of the segments.
 6. Reread your Gist sentences aloud for students and make any revisions necessary to smooth out the text you've written, and
 7. Guide the students they apply the gist strategy to another piece of the text.¹⁹
- d. Advantage of GIST Strategy

There are some advantages of the use of Gist strategy in teaching reading, as following:

1. Easier to prediction the main idea of the passage.
 2. Easier to understanding message of the text.
 3. To know the quality of individuals students, and
 4. Stimulus the brain in processing of understand the passage quickly.
- e. Disadvantage of GIST Strategy

There are some advantages of the use of Gist strategy in teaching reading, as following:

1. Not each student can be understand the passage quickly.
2. Show the level of the students' quality in reading.
3. Unconfidence for the students that has low ability.

¹⁹Douglas Fisher, *The Path to Get There: A Common Core Road Map for Higher Student Achievement Across The Dicipline*, (Columbia: Teachers College Press, 2013), p.73

B. Previous Research Findings

Muntafi'ah conducted a research about "The Use of the GIST Strategy Towards Students' Reading Comprehension. (Classroom Action Research at the Eight Year Students of MTs Aswaja Tenggara in the Academic Year of 2015/2016)". The objectives of the study are to find out that the GIST (Generating Interactions between schemata and text) strategy improves the students' reading comprehension and to find out the significant improvement on the students' reading comprehension after being taught by using Generating Interactions between schemata and text (GIST) strategy. In this research, the researcher acted as an observer. There were two cycles in this research, in each cycle comprised of two meetings. The final result showed to $\geq t$. It means that t-test score is 4.07, it was higher than the t-table score, 2.977. With a significance level of 0.5 %, It proved that there is a significant difference of the students' reading comprehension after taught by the GIST strategy.²⁰

Aisyah Bella Hikmah "The Effect of Using GIST Strategy toward Students' Reading Comprehension at the First Year Students of State Senior High School 1 Kampar". The design of this research was Quasi-experimental design. The objectives of the research are to find out students' reading comprehension who are not taught by using GIST strategy at the first year of state Senior High school 1 Kampar, To find out students' reading comprehension who are taught by using GIST strategy at the first year of state Senior High school 1 Kampar and to find out if there is any effect of using GIST strategy toward students' reading comprehension at the first year of State Senior High School 1Kampar. After analyzing the data, the

²⁰ Muntafi'ah, *The Use of the GIST Strategy Towards Students' Reading Comprehension. (Classroom Action Research at the Eight Year Students of MTs Aswaja Tenggara in the Academic Year of 2015/2016)*, (Unpublished skripsi, 2015)

researcher found the result analyzing the data to was higher than table. Therefore H_a is accepted and H_o is rejected. It means that using GIST strategy has given a better effect for students' reading comprehension the First Year Students of State Senior High School 1 Kampar.²¹

Yuniar Nita Alfiana conducted a research about "The Effectiveness Of Gist Strategy To Eighth Grade Students' Reading Comprehension of SMP Prasetya Wiyata Ngasem Kediri In The Academic Year 2016/2017". The researcher conducted quasi experimental quantitative research. Finding of coefficient is statistical computation the result of t-score was 13,41. Then t-test was compared to the t-table with the degree of significant 5% (2,093) and 1% (2,861) of 20 students. It means that the alternative hypothesis was accepted and it proved that outline activity had significant effect to the students' reading comprehension.²²

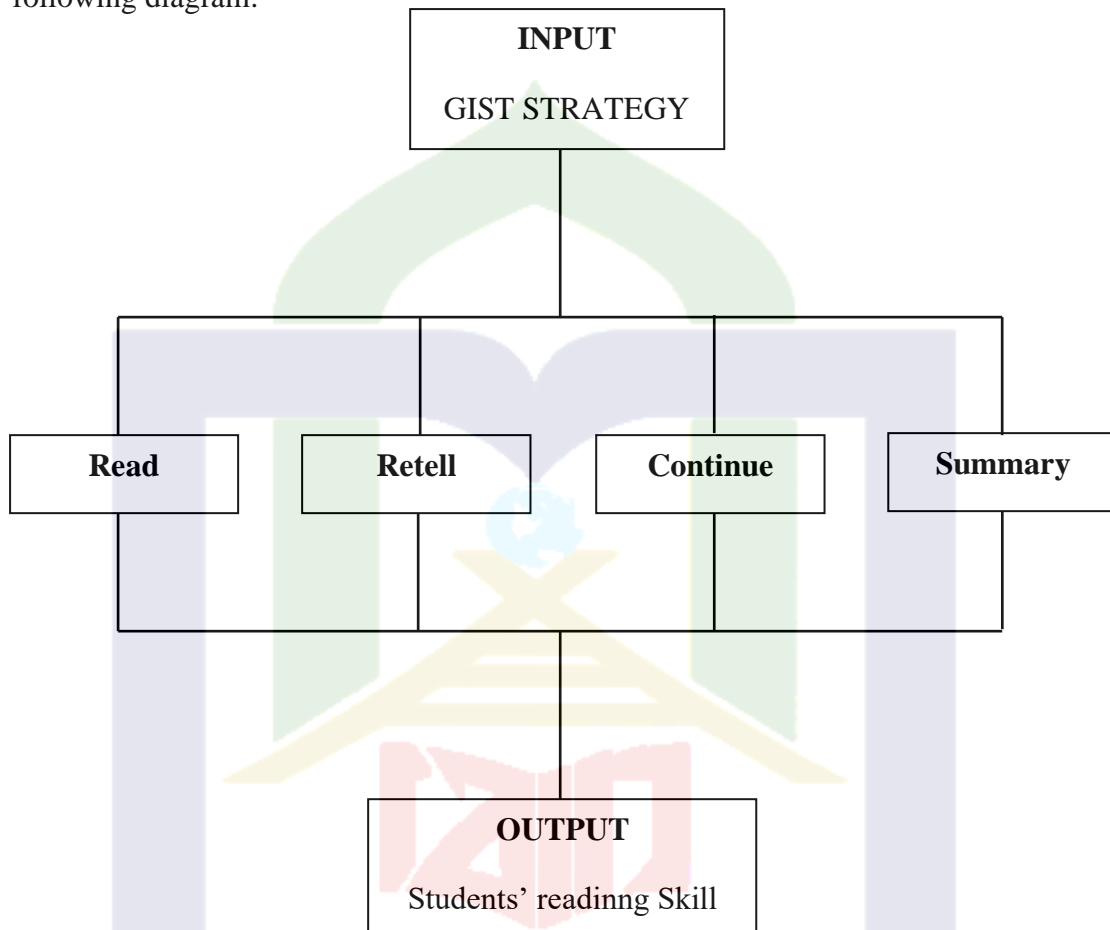
Based on the previous finding above showed that using strategy, method or media can improve the students' reading ability specially GIST strategy. In this research also will apply GIST strategy to improve student' reading ability and the researcher is motivated to used GIST strategy to enrich students' reading ability. The different from previous research finding explained above is in this take a sample from tthe first grade of MTs Pinrang, and in this research focuse on use pre-experimental. It's different from the previous research finding which they were using class action.

²¹ Aisyah Bella Hikmah, *The Effect of Using GIST Strategy toward Students' Reading Comprehension at the First Year Students of State Senior High School 1 Kampar*, (Unpublished skripsi, 2016)

²² Yuniar Nita Alfiana

C. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:



1. Input

In this research the student's low reading comprehension try to encourage teaching materials through Gist Strategy.

2. Process

In this research the researcher will give treatment and apply gist strategy in the experimental group.

3. Output

students' achievement in reading comprehension improvement after giving treatment by applying gist strategy and static in reading comprehension before giving treatment by using direct instruction.

D. Hypothesis

The researcher formulates the hypothesis as follows:

1. H_0 (Null hypothesis) : : Gist strategy is not able to improve the student's reading comprehension.
2. H_1 (Alternative hypothesis) : : Gist strategy is able to improve the student's reading comprehension.

E. Operational Definition of Variable

There are two variables, it will be explained below:

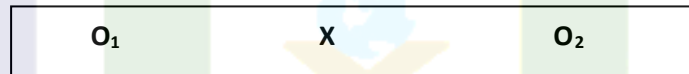
1. Reading ability: is the ability to process text to get information, understand its meaning. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text message.
2. Gist strategy: is strategy to summarize the text to get the main idea in the text. It helps students to prediction main idea to make students easier to catch the information from the text.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research use experimental design. An experimental design is the traditional approach to conducting quantitative research.²³ The researcher use pre-experimental design which is apply in one group pre-test and post-test design. One group pre-test post-test design is a single group measured or observed not only after being exposed to a treatment of some sort, but also before.²⁴ Pre test (O_1) is given to the students before implementing treatment through thematic progression (X) and post test (O_2) is given after students get treatment, one group pre test post-test design described below.



Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test²⁵

B. Location and Duration of Research

The location of the research will take a place at MTs Negeri Pinrang and the researcher will use more than one month for collecting the data. The duration of this research will be taken six meetings. It will take one month to finish this research.

²³John W. Creswell, *Educational Research* (United State of America: Person, 2012), p. 294.

²⁴Jack R. Fraenkel, Norman E. Wallen and Hellen H. Hyun, *How to Design and Evaluate Research in Education*, Eight Edition (New York: McGraw-Hill, 2012), p. 265.

²⁵Sugiono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan RD* (Bandung: Alfabeta Bandung, 2012), p. 111.

C. Population and Sample

1. Population

The population of this research is the second grade students of MTs N Pinrang.

The total of students are 140 students. It shows in the following table.

Table 3.1 the total students of the second grade of MTs N Pinrang

No.	Class	Students		Total
		Male	Female	
1.	VIII 1	7	16	23
2.	VIII 2	9	25	34
3.	VIII 3	19	16	35
4.	VIII 4	17	17	34
5.	VIII 5	6	16	23
6.	VIII 6	4	17	3
	Total	52	84	140

Source: Administration of MTs N Pinrang at Year 2019

2. Sample

The method of sampling will use in this research is purposive sampling. It will take one class. Purposive sampling also referred to as judgment sampling, is the process of collecting a sample that is believed to be representative of given population.²⁶ In this research, the researcher will take the class VII 1 which is consist

²⁶L.R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications*, Tenth Edition. (USA: Pearson Education Inc, 2012), p. 141.

of 34 students as the sample of this research, the researcher choose the sample based on their capability on learning English.

D. Instrument of The Research

In this research, the researcher will use test as an instrument to collect the data. The researcher will give the text and the students can find out the information by using neurological impress method. The purpose of this test is to know the students' comprehension in reading. The type of this test is multiple choice tests consist of 10 items. The time interval between the pre-test and post-test are four meetings, a period long enough to minimize the effects of the pre-test on the result and the conclusion of the experiment.

E. Procedure of Collecting Data

The procedure of collecting data will be described as follows:

1. Pre-test

Before giving treatment, the researcher will give pre-test and post-test is intended to get information about the students' reading comprehension before giving treatment. The allocation time of the pre-test was 60 minutes and monitored by the researcher. The test will be given is about Finding a Purse.

2. Post-test

The post-test will give after the students getting treatment. It was to know significant different between the students' comprehension before and after applying Gist strategy in learning. The allocation pre-test was 60 minutes and monitored by the researcher. The test will be given is about Fishing.

F. Treatment

The researcher will give the treatment to the students and will give some material that interesting to the students. Knowing the treatment of this research, the

researcher conducts for fourth meetings and each meeting the students find different theme of the text. After giving the pre-test, the researcher will give the treatment for six meetings.

The procedure of the treatment by applying gist strategy in reading comprehension as follows:

1. The first meeting

- 1) The researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material
- 3) The researcher gave introduction abaout reading comprehension.
- 4) The researcher distributed a text about hiking for student
- 5) The researcher instruction student to read the next around five minutes
- 6) Student must identify the topic sentence and supporting sentences and understanding the text generally
- 7) Student written down the major points in a sentence
- 8) Students have to reread the gist sentence
- 9) Students have t to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

2. Second meeting

- 1) The researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material.
- 3) The researcher gave introduction abaout reading comprehension.
- 4) The researcher distributed a text about holiday for student

- 5) The researcher gave an instruction the student to read the next around five minutes
 - 6) Students have to identify the topic sentence and supporting sentences and understanding the text generally
 - 7) Students written down the major points in a sentence
 - 8) Students have to reread the gist sentence
 - 9) Students must to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.
3. Third meeting
- 1) The researcher opened the class by getting and pray before study
 - 2) The researcher gave motivation/information to the student before giving the material
 - 3) The researcher gave introduction about reading comprehension.
 - 4) The researcher distributed a text about fishing for student
 - 5) The researcher gave an instruction student to read the next around five minutes
 - 6) Student have to identify the topic sentence and supporting sentences and understanding the text generally
 - 7) Students written down the major points in a sentence
 - 8) Students have to reread the gist sentence
 - 9) Students have t to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.
4. Fourth meeting
- 1) The researcher opened the class by getting and pray before study

- 2) The reasearcher gave motivation/information to the student before giving the material
 - 3) The researcher gave introduction about reading comprehension
 - 4) The researcher distributed a text about summer for student
 - 5) The researcher gave an instruction student to read the next around five minutes
 - 6) Students have to identify the topic sentence and supporting sentences and understanding the text generally
 - 7) Students written down the major points in a sentence
 - 8) Students have to reread the gist sentence
 - 9) Students have to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.
5. Fifth meeeting
- 1) The researcher opened the class by getting and pray before study
 - 2) The reasearcher gave motivation/information to the student before giving the material
 - 3) The researcher gave introduction about reading comprehension.
 - 4) The researcher distribute a text about photograph for student
 - 5) The researcher gave an instruction student to read the next around five minutes
 - 6) Students have to identify the topic sentence and supporting sentences and understanding the text generally
 - 7) Students written down the major points in a sentence
 - 8) Students have to reread the gist sentence

- 9) Students have to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.
6. Sixth meeting
- 1) The researcher opened the class by getting and pray before study
 - 2) The reasearcher gave motivation/information to the student before giving the material
 - 3) The researcher gave introduction ababout reading comprehension.
 - 4) The researcher distributed a text about technology for student
 - 5) The researcher gave an instruction student to read the next around five minutes
 - 6) Students have to identify the topic sentence and supporting sentences and understanding the text generally
 - 7) Students written down the major points in a sentence
 - 8) Students have to reread the gist sentence
 - 9) Students have to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

G. Technique of Data Analysis

The data will be collected through the test that will have been analyzed by using quantitative analystudents' correct answer of pre-test and post-test by using a formula:

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{The total number of item}} \times 100$$

1. Classifying the score of the students into five levels as follows:

Table 3.2 Classification the students' reading comprehension

No	Score	Classification
1	80 – 100	Very good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	≤ 39	Very poor ²⁷

2. Finding out the mean score by using the following formula :

$$X = \frac{\sum X}{N} \text{ } ^{28}$$

Where:

X : The mean or arithmetic average of the score

$\sum X$: The sum of all score

N : The total number of students

3. Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$ = the total scores of difference between pre-test and post-test

$$(X^1 - X^2)$$

²⁷Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edition of Revision* (Cet. X; Jakarta: Bumi Aksara, 2009), p.245

²⁸ L.R. Gay, *Education Research, Competencies for Analysis and Application, Second Edition* (New York: Charles E.Merrill Publishing Company, 1981),p. 7

N = Total sample

4. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula :

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : test of significance

D : the mean score of difference (X1 – X2)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N : the total sample. ²⁹

²⁹L.R. Gay. *Educational Researcher: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Merrill Publishing, 1981), p. 355.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through the test that can be discussed in the part below.

The descriptive of data in this part include variable (x) The students' reading Ability and variable (y) GIST Strategy.

A. Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading ability, while post-test was given after treatment through GIST strategy and the result of the post-test of this research can answer the question of this research that aims to find out through GIST strategy can be able to improving the students' reading ability at MTSN Pinrang

In the first meeting, the researcher GIST strategy and the aims of this treatment, so the students understood about how to apply GIST strategy in learning process.

In the second meeting the researcher gave introduction about reading comprehension and distributed a text about holiday. The end of this meeting, the students were able to identify the topic and supporting sentence sentence. The researcher read some difficult word then gave an example. The students applied GIST strategy. After that the students written down the major point of sentence. Finally the researcher concluded the material.

the third meeting, the researcher gave introduction about reading comprehension and reviewed the material, then distributed a text about fishing. The

end of this meeting, the students were able to identify the topic and supporting sentence sentence. The researcher read some difficult word then gave an example. The students applied GIST strategy. After that the students written down the major point of sentence. Finally the researcher concluded the material.

The fourth meeting, the researcher reviewed the last material, then distributed a text about summer for student. The end of this meeting, the students were able to identify the topic and supporting sentence sentence. The researcher read some difficult word then gave an example. The students applied GIST strategy. After that the students written down the major point of sentence. Finally the researcher concluded the material.

The fifth meeting, the researcher reviewed the last material, then distributed a text about photograph. The end of this meeting, the students were able to identify the topic and supporting sentence sentence. The researcher read some difficult word then gave an example. The students applied GIST strategy. After that the students written down the major point of sentence. Finally the researcher concluded the material. And the last meeting, the researcher reviewed all material before giving post test.

1. The result of Pre-Test

The pre-test had done before implementation GIST strategy. It was conducted on Sunday 20th December, 2021. The students was given the pre-test. The researcher found out the research of the students pre-test based on the scoring of reading before giving treatment that using GIST strategy which where analyzed and resulted in the information as shown in the following table:

Tabel 4.1 Score of Pre-Test

No.	Nama	The Score of Pre-Test	Classification
1	Responden 1	80	Very Good
2	Responden 2	73	Good

3	Responden 3	70	Good
4	Responden 4	75	Good
5	Responden 5	60	Good
6	Responden 6	65	Fair
7	Responden 7	80	Very Good
8	Responden 8	82	Very Good
9	Responden 9	65	Fair
10	Responden 10	65	Fair
11	Responden 11	63	Fair
12	Responden 12	60	Fair
13	Responden 13	65	Fair
14	Responden 14	60	Fair
15	Responden 15	61	Fair
16	Responden 16	65	Fair
17	Responden 17	65	Fair
18	Responden 18	65	Fair
19	Responden 19	60	Fair
20	Responden 20	63	Fair
21	Responden 21	76	Good
22	Responden 22	80	Very Good
23	Responden 23	64	Fair
24	Responden 24	76	Good
25	Responden 25	80	Very Good
26	Responden 26	75	Good
27	Responden 27	60	Fair
28	Responden 28	65	Fair
29	Responden 29	60	Fair
30	Responden 30	60	Fair
31	Responden 31	65	Fair
32	Responden 32	63	Fair
33	Responden 33	80	Very Good
34	Responden 34	85	Very Good
Σ		2331	Fair

Based on the result of Pre-Test analysis in the table above, it showed that there are 7 students got very good, there are 6 students got good category and most of them got fair category, from the overall students achieved of their pre-test. It described that the reading ability is still low. However, the sum score is 2331 from the overall students achieved of their reading.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

X = $\frac{2331}{34}$

34

X = 68,55

So, the mean score of pre-test is 68,55

After determining the mean score of post-test was 68,55 it could be seen that student's reading ability in good category. Based on Suarsimi akunto "*Dassar-dasar pendidikan*"

After determining the result of pre test it could be seen that most of student's reading ability was in fair category.

Table 4.2 The Classification of Frequency and Percentage score of students' reading ability

NO	CLASSIFICATION	SCORE	PREQUENCY	PERSENTAGE
1	VERY GOOD	80-100	7	21%
2	GOOD	66-79	6	18%
3	FAIR	56-65	21	62%
4	POOR	40-55	0	0%
5	VERY POOR	≤ 39	0	0%
Σ			34	100%

Source: The result of pre test of MTSN Pinrang

The data above showed that before giving the treatment from 34 students, there were 7(21%) students in very good category , 6(20%) students in good category, 21(62%) student in fair category none of students who gain poor and very poor category. It means that the students' reading ability is still low

2. The result of Post-test

The researcher has given pos-test to know the students' reading ability after giving treatment by applying GIST srategy. The students were difficult to identify the main topic of the sentence in the pre test, that's why they have to get some treatments to improve the students' reading ability. in this research the researcher gave 6 meetings to treat students.

There was the result of the students' post-test.

Table 4.3 the score of students reading ability

No.	Nama	The Score of Pre-Test	Classification
1	Responden 1	82	Very Good
2	Responden 2	80	Very Good
3	Responden 3	75	Good
4	Responden 4	75	Good
5	Responden 5	80	Very Good
6	Responden 6	73	Fair
7	Responden 7	83	Very Good
8	Responden 8	82	Very Good
9	Responden 9	77	Good
10	Responden 10	77	Good
11	Responden 11	75	Good

12	Responden 12	79	Good
13	Responden 13	79	Good
14	Responden 14	65	Fair
15	Responden 15	67	Good
16	Responden 16	70	Good
17	Responden 17	80	Very Good
18	Responden 18	72	Good
19	Responden 19	76	Good
20	Responden 20	80	Very Good
21	Responden 21	82	Very Good
22	Responden 22	80	Very Good
23	Responden 23	65	Fair
24	Responden 24	78	Good
25	Responden 25	85	Very Good
26	Responden 26	75	Good
27	Responden 27	65	Fair
28	Responden 28	65	Fair
29	Responden 29	77	Good
30	Responden 30	77	Good
31	Responden 31	66	Good
32	Responden 32	75	Good
33	Responden 33	75	Good
34	Responden 34	85	Very Good
	Σ	2577	Fair

Based on the result of pre-test analysis in the table above, it showed that there are 11 students got very good, there are 18 students got good and there are 5 students got fair. However, the sum score is 2577 from the overall students achieved of their reading. It is described that there was an improvement in the students reading ability after giving the treatment using GIST strategy.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

X= 2577

34

X= 75,79

So, the mean score of post-test is 75,79

After determining the mean score of post-test was 75,79 it could be seen that student's reading ability in good category. Based on Suarsimi akunto "Dassar-dasar pendidikan"

After determining the result of the students' achievement it could be seen the classification of frequency and percentage the students' reading ability follow :

Tabel 4.4 Classification of Frequency and percentage the students' reading ability

NO	CLASSIFICATION	SCORE	PREQUENCY	PERSENTAGE
1	VERY GOOD	80-100	11	32%
2	GOOD	66-79	18	53%
3	FAIR	56-65	5	15%
4	POOR	40-55	0	0%
5	VERY POOR	≤ 39	0	0%
Σ			34	100%

Source: The result of pre test of MTSN Pinrang

The data above showed that before giving the treatment from 34 students, there were 11(32%) students in very good category , 18(53%) students in good

category, 5(15%) student in fair category none of students who gain poor and very poor category. It means that there was an improvement on the students reading ability after giving the treatment by using GIST strategy.

3. The Overall Result of Pre-test and Post-test

The result explained that the pre-test and post-test are used to measure the student's knowledge gained in the treatment by GIST strategy in this research. In other words to determine the student's knowledge level of their reading ability, the pre-test is given to the students by reading test before doing treatment, it means that the students had to answer the test by reading text and the post-test is given to the students also by reading test after doing treatment with the same test. In another word to measure the students' knowledge level of their reading ability.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 the comparison pre and post test

No.	Nama	The Score of Pre-Test	The Score of Post-Test
1	Responden 1	80	82
2	Responden 2	73	80
3	Responden 3	70	75
4	Responden 4	75	75
5	Responden 5	60	80
6	Responden 6	65	73
7	Responden 7	80	83
8	Responden 8	82	82
9	Responden 9	65	77
10	Responden 10	65	77
11	Responden 11	63	75
12	Responden 12	60	79
13	Responden 13	65	79
14	Responden 14	60	65
15	Responden 15	61	67

16	Responden 16	65	70
17	Responden 17	65	80
18	Responden 18	65	72
19	Responden 19	60	76
20	Responden 20	63	80
21	Responden 21	76	82
22	Responden 22	80	80
23	Responden 23	64	65
24	Responden 24	76	78
25	Responden 25	80	85
26	Responden 26	75	75
27	Responden 27	60	65
28	Responden 28	65	65
29	Responden 29	60	77
30	Responden 30	60	77
31	Responden 31	65	66
32	Responden 32	63	75
33	Responden 33	80	75
34	Responden 34	85	85
	MEAN	68,56	75,79

(Source: Primary data processing)

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their reading ability by using GIST Strategy. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 60 and the maximum was 85, beside that the minimum score of post-test is 65 and the maximum score of post-test is 85. The mean of pre-test is 68,56 and the mean of post-test is 75,79. Before treatment the students got good category but after doing treatment by GIST Strategy the students got good category,

but the value was increase. It means that there was improvement with students' reading ability.



4. T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The worksheet of the calculating of the score on pre-test and post-test

No.	Nama	The Score of Pre-Test	The Score of Post-Test	(D)	D ²
1	Responden 1	80	82	2	4
2	Responden 2	73	80	7	49
3	Responden 3	70	75	5	25
4	Responden 4	75	75	0	0
5	Responden 5	60	80	20	400
6	Responden 6	65	73	8	64
7	Responden 7	80	83	3	9
8	Responden 8	82	82	0	0
9	Responden 9	65	77	12	144
10	Responden 10	65	77	12	144
11	Responden 11	63	75	12	144
12	Responden 12	60	79	19	361
13	Responden 13	65	79	14	196
14	Responden 14	60	65	5	25
15	Responden 15	61	67	6	36
16	Responden 16	65	70	5	25
17	Responden 17	65	80	15	225
18	Responden 18	65	72	7	49
19	Responden 19	60	76	16	256
20	Responden 20	63	80	17	289
21	Responden 21	76	82	6	36
22	Responden 22	80	80	0	0
23	Responden 23	64	65	1	1
24	Responden 24	76	78	2	4
25	Responden 25	80	85	5	25
26	Responden 26	75	75	0	0
27	Responden 27	60	65	5	25
28	Responden 28	65	65	0	0

29	Responden 29	60	77	17	289
30	Responden 30	60	77	17	289
31	Responden 31	65	66	1	1
32	Responden 32	63	75	12	144
33	Responden 33	80	75	-5	25
34	Responden 34	85	85	0	0
Σ				246	3284

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\Sigma D}{N}$$

In which:

D = the mean score of difference

ΣD = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{246}{34}$$

$$34$$

$$D = 7,2$$

So, the mean score of difference is 7,2

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N : the total sample.

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{7,2}{\sqrt{\frac{3.284 - \frac{246^2}{34}}{34(34-1)}}$$

$$t = \frac{7,2}{\sqrt{\frac{3.284 - \frac{60.516}{34}}{34(33)}}$$

$$t = \frac{7,2}{\sqrt{\frac{3.284 - 1.779,8}{1.122}}$$

$$= \frac{7,2}{\sqrt{\frac{1.504,2}{1.122}}$$

$$t = \frac{7,2}{\sqrt{1,34}}$$

$$t = \frac{7,2}{1,15}$$

$t = 6,26$ So, the t-test value is 6,26

5. Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is $t = 6,26$ To find out the degree of freedom (df) the researcher used following formula;

$$df = N - 1$$

$$df = 34 - 1$$

$$df = 33$$

For the level of significance ($p = 0,05$) and $df = 21$ then the value of the T-test = 6,26 the value of the T-test was greater than the t-table ($6,26 > 2,034515$) it means that there was a significant improvement with the students' reading ability after giving treatment by applying GIST strategy in learning process.

B. Discussions

1. The Improvement of Students' Reading Ability through GIST Strategy

The research was conducted to find out the improving of students' reading comprehension through gist strategy. The gist strategy was one of many strategies which can be used by the researcher in teaching English especially to help the students to comprehend the reading text.

According Michael and Robert on their book, GIST is as the capacity to comprehend and convey generalized meaning from complex information during everyday activities such as reading new stories, hearing medical information learning how to use new devices, watching movies, making financial decisions, or writing job

descriptions.

Based on the theory above, it proved that the gist strategy was effective to be applied in teaching English. It could be seen in the table of students' score, there was improvement in every test from the pre test, post test. The implementation of gist strategy could help the students in comprehending the reading text. And the researcher could control the situation and condition of the class better.

By looking at the previous finding, the researcher concluded that the students' reading ability was better than before giving the treatment. In addition, the mean score of pre-test was 68,55 and the mean score of post-test was 75,79. As conclusion, the mean score of post-test was greater than pre-test. Even, for the level significant (p) 5% and $df = 33$, and the value of table is 2,034515 while the value of t-test is 6,26 it means that, the t-test value is greater than t-table. Thus, it can be concluded that the students' reading ability was significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

In the preface study that the researcher did in MTSN Pinrang it was found through the observation that the teachers' method in teaching reading was only using one method, the teacher seldom used any strategies to improve the students' reading ability.

The researcher concluded that one of the main factor which made the students difficult to identify the main point of sentence or text caused by the strategy or media used in class is monotonous, the students rarely study using any methods and strategies in class since in reading.

The result of this research showed that GIST strategy is significantly effective in teaching reading ability of narrative texts. Using GIST strategy in teaching and learning process in classroom had good influence to students' reading ability. By presenting GIST strategy in reading class, the students were more active in the

process of teaching and learning because the activities offered by GIST strategy have relevancy to the characteristics of most junior high school students that curious and enjoy dynamic situations.

Furthermore, by GIST strategy, the students mostly participated actively in each activity. They also had more effort by asking the vocabularies they did not know in English especially in narrative text in order to maintain their reading activities with their set partner. They also did more reading practice even though they were not under monitored by the teacher. By doing so, The students saw very interested in the process of learning because they can share their ideas freely to each other, and this made the class becoming more alive. They did gist strategy step by step. It was reliable with the previous study in the chapter two on procedure of GIST strategy.

Based on the findings above, the researcher concluded that there was an improving of using GIST strategy in reading ability at MTSN Pinrang. It made the students' easy to understand the paragraph or the topic, so it was reliable with the benefit GIST Strategy. In the previous study on the chapter two explained that There are some advantages of the use of Gist strategy in teaching reading, as following:

1. Easier to prediction the main idea of the passage.
2. Easier to understanding message of the text.
3. To know the quality of individuals students, and
4. Stimulus the brain in processing of understand the passage quickly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

A. Conclusion

Based on the findings of the study, the researcher gave a conclusions:

The research of data analysis showed that GIST strategy was able to help students personalize their learning process specially reading.

The data analysis test also showed that there was a difference between the students' reading ability before and after applying "GIST strategy", it was proved by the development of mean score from 68,55 on the pre-test to 75.79 on post-test, while the T-test value 6,26 is higher than t-table 2,034515. Therefore, GIST strategy able to improve the students' reading ability of the the students MSN Pinrang

The purpose of using GIST strategy in teaching process is to make the material more interesting, enjoyable and challenging especially in narative text. GIST strategy is one of the effective strategy to teach reading comprehension.

The researcher concluded that all of students were insteresting to apply GIST strategy in learning process. They felt GIST strategy able to enhance their reading ability

B. Suggestion

In considering the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

1. For the English teacher

1. The teacher has to be more creative and innovative to manage the use of media, method, technique and game in teaching
 2. The English teacher should be able to use some of technique that was suitable for the students' condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process because a conducive condition in teaching would become one access to carry the success of material to be taught.
 3. The English teacher should teach the students how to explain something in the good explanation or description so, the students can practice or use English in daily life as well.
 4. The teacher should give more chances to the students to be more active, and let the students do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.
2. For the students/members
 1. The members should express their selves on improving their vreading ability and does not less motivation in learning wherever and whenever.
 2. The members should repeat material English in daily life because, practice makes perfect.
 3. The members should be intensified and accustomed to sharing their idea with their friends.
 3. For the next researcher
 1. There were still much more media,technique,method,strategy and game in teaching English and GIST strategy is one of the technique of teaching. So

the next researcher should be more creative to find another technique of teaching.

2. It is necessary to another researcher conduct a further research, in order to validate the result of this study.



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APPENDICES



Appendix 1. Research Instrument

INSTRUMENT**Pre-Post Test****NAMA** :**KELAS** :

instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, d or e).

Passage 1

Read the following text and answer question 1 to 5

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

1. "My classroom is very big". The underlined word .

- A. Large
- B. Great
- C. Fat
- D. Clean
- E. Dirty

2. How is the writer's classroom ?

- A. It is very big
- B. It is very clean
- C. It is in front of the school
- D. It has forty chairs for students
- E. It is so dirty

3. Where does the teacher sit ?
- A. In front of the classroom.
 - B. Behind the whiteboard.
 - C. Behind the table.
 - D. Under the map.
 - E. Behind the white board
4. Where is the whiteboard ?
- A. Behind the table.
 - B. Beside the teacher.
 - C. Behind the wall
 - D. Behind the teacher.
 - E. In front of the window.
5. Does the writer like his class very much ?
- A. No, it is not.
 - B. No, it does not.
 - C. Yes, it is.
 - D. Yes , I am
 - E. Yes, he is.

Passage 2

Read the following text and answer question 6-10.

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

6. What kind of text is the text above?
- A. Recount
 - B. Descriptive
 - C. Narrative
 - D. Report
 - E. Procedure
7. The generic structure of the text is
- A. description – identification
 - B. Identification – description
 - C. Orientation – events – Reorientation
 - D. Reorientation – events – Orientation
 - E. Events – Reorientation –Orientation
8. “She has long and thick fur”. The antonym of the underlined word is...
- A. Heavy
 - B. Length
 - C. Short
 - D. Fragnant
 - E. Colored
9. He’s short with long body and four strong legs’ the sentence is one of the of the text.
- A. Events
 - B. Orientations
 - C. Identifications
 - D. Descriptions
 - E. Reorientation

10. How many dogs does the writer have?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5



Appendix 2. Lesson Plan

LESSON PLAN ONE

Study Program : English
Topic : Introduction and Hiking Text
Meeting : First Meeting
Duration : 2 x 40 minutes

- 1) The researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material
- 3) The researcher gave introduction abaout reading comprehension.
- 4) The researcher distribute a text about hiking for student
- 5) The researcher instruction student to read the next around five minutes
- 6) Student must identify the topic sentence and supporting sentences and understanding the text generally
- 7) Student written down the major points in a sentence
- 8) Student must to reread the gist sentence
- 9) Student must to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

LESSON PLAN TWO

Study Program : English

Topic : Holiday

Meeting : First Meeting

Duration : 2 x 40 minutes

- 1) The researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material.
- 3) The researcher gave introduction abaout reading comprehension.
- 4) The researcher distribute a text about holiday for student
- 5) The researcher instruction student to read the next around five minutes
- 6) Student must identify the topic sentence and supporting sentences and understanding the text generally
- 7) Student written down the major points in a sentence
- 8) Student must to reread the gist sentenceStudent must to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

PAREPARE

LESSON PLAN THREE**Study Program : English****Topic : Fishing****Meeting : First Meeting****Duration : 2 x 40 minutes**

- 1) researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material
- 3) The researcher gave introduction abaout reading comprehension.
- 4) The researcher distribute a text about fishing for student
- 5) The researcher instruction student to read the next around five minutes
- 6) Student must identify the topic sentence and supporting sentences and nderstanding the text generally
- 7) Student written down the major points in a sentence
- 8) Student must to reread the gist sentence
- 9) Student must to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

LESSON PLAN FOUR

Study Program : English

Topic : Summer

Meeting : First Meeting

Duration : 2 x 40 minutes

- 1) The researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material
- 3) The researcher gave introduction abaout reading comprehension
- 4) The researcher distribute a text about summer for student
- 5) The researcher instruction student to read the next around five minutes
- 6) Student must identify the topic sentence and supporting sentences and understanding the text generally
- 7) Student written down the major points in a sentence Student must to reread the gist sentence Student must to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

LESSON PLAN FIVE

Study Program : English
Topic : Photograph
Meeting : First Meeting
Duration : 2 x 40 minutes

- 1) The researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material
- 3) The researcher gave introduction ababout reading comprehension.
- 4) The researcher distribute a text about photograph for student
- 5) The researcher instruction student to read the next around five minutes
- 6) Student must identify the topic sentence and supporting sentences and understanding the text generally
- 7) Student written down the major points in a sentence
- 8) Student must to reread the gist sentenceStudent must to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

LESSON PLAN SIX**Study Program : English****Topic : Technology****Meeting : First Meeting****Duration : 2 x 40 minutes**

- 1) The researcher opened the class by getting and pray before study
- 2) The reasearcher gave motivation/information to the student before giving the material
- 3) The researcher gave introduction abaout reading comprehension.
- 4) The researcher distribute a text about technology for student
- 5) The researcher instruction student to read the next around five minutes
- 6) Student must identify the topic sentence and supporting sentences and understanding the text generally
- 7) Student written down the major points in a sentence
- 8) Student must to reread the gist sentence
- 9) Student must to make revision necessary of the text written and repeat the steps to create the gist to another piece of the text.

Appendix 3. Documentation







Appendix 4. Research Allowance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Serang Parepare 91132 telp. (0421) 21307 Fax.24404
 PO Box 906 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.3457/In.39.5.1/PP.00.9/11/2021
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-
 Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Imrayani
Tempat/Tgl. Lahir	: Batulappa, 10 Februari 1997
NIM	: 15.1300.125
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XIII (Tiga Belas)
Alamat	: Batulappa, Kec. Batulappa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :
"Improving Students' Reading Comprehension Through Gist Strategy At MTs Negeri Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 22 November 2021
 Muthi Dahlan Thalib Dekan I,

 Muthi Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU

Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0592/PENELITIAN/DPMPPTSP/12/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 02-12-2021 atas nama IMRAYANI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :

1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :

1. Rekomendasi Tim Teknis PTSP : 1093/IVT.Teknis/DPMPPTSP/12/2021, Tanggal : 02-12-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0592/BAP/PENELITIAN/DPMPPTSP/12/2021, Tanggal : 02-12-2021

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :

1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG
3. Nama Peneliti : IMRAYANI
4. Judul Penelitian : IMPROVING STUDENTS' READING COMPREHENSION THROUGH GIST STRATEGY AT MTS NGERI PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA MTS NEGERI PINRANG
7. Lokasi Penelitian : Kecamatan Paoleoang

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 02-06-2022.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 02 Desember 2021



Biaya : Rp 0,-



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
 Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang



Balai
Sertifikasi
Elektronik



**ZONA
HIJAU**



OMBUDSMAN
REPUBLIC OF INDONESIA



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN PINRANG
MADRASAH TSANAWIYAH NEGERI PINRANG
Jalan Bulu Pakora Nomor 418 Pinrang Telepon (0421) 924338
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SURAT KETERANGAN

Nomor : B- 30 /MTs.21.01.17/KP.01.2/01/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri Pinrang menerangkan bahwa :

Nama : Imrayani
Tempat Tanggal Lahir : Batulappa, 10 Februari 1997
NIM : 151300125
Jenis Kelamin : Perempuan
Program Study : Bahasa Inggris
Jurusan : Tarbiyah
Mahasiswa : IAIN Pare Pare
Alamat : Batulappa

Yang bersangkutan telah melaksanakan Penelitian di Madrasah Tsanawiyah Negeri Pinrang, terhitung bulan Agustus tahun 2021, berdasarkan surat Pemerintah Kabupaten Pinrang Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Unit Pelayanan Terpadu Satu Pintu nomor : 503/0592/PENELITIAN/DPMPSTSP/12/2021, tanggal 02 Desember 2020, dengan Judul Penelitian : **IMPROVING STUDENTS READING COMPREHENSION THROUGH GIST STRATEGY AT MTS NEGERI PINRANG.**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 17 Januari 2022



CURICULUM VITAE



Imrayani, the writer was born on February 10th 1997 in Batulappa. She is from the couple Surah and Nuru She began her study in Elementary School at SDN 198 Batu lappa and graduated on 2009. In the same year, she continued her study in SMPN 2 Batu lappa and finished her study there on 2012. After that she enrolled in SMKN 2 Pinrang which has been and graduated on 2015. In the same year, she decided to continue her study at State Islamic Collage (STAIN) Parepare which has become State Islamic Institute (IAIN) Parepare.

