

**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 2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



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STRATEGY TO TEACH STUDENTS' READING
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(An Experimental Research at the Tenth Grade Students of SMA
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Assalamu 'alaikum wr. wb.

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Wassalamu 'alaikum wr. wb.

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ABSTRACT

Title : **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 2016/2017)**

Writer : **Walugianah**

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This research is conducted on the basis of researcher's observation where the students are getting difficulties to understand the meaning of texts. The objective of the research is to find out the effectiveness of GIST strategy to teach students' reading comprehension on narrative text. This research involved 60 students. Thirty students were in the experimental class and thirty students were in the control class. The researcher used cluster random sampling to determine a sample. An instrument test to collect the data used test. They are pre-test and post-test. The type of test is multiple choices test. The assessment of the test result was focused on students' reading comprehension on narrative texts. Furthermore, the data was analyzed by using statistical analysis technique and the hypothesis used t-test. Based on the computation of result, the average of pre-test score of experimental class was 69.67 and the control class was 64.83. Meanwhile, the average of post- test score in the experimental class was 81.17 and the one in the control class was 72.17. It was obtained that t-test was 3.606 and the t-table was 2.000 with the standard of significance of 5%. The t-test was higher than t-table ($3.606 > 2.000$). Because $t_{count} \geq t_{table}$, it means that H_a was accepted and H_o was rejected. Based on the result, the researcher concluded that the use of GIST (Generating Interaction between Schemata and Text) strategy was effective to teach students' reading comprehension on narrative text at SMA Negeri 13 Semarang in the academic year of 2016/2017.

Keywords: Generating Interaction between Schemata and Text (GIST) Strategy, Reading Comprehension, Narrative Text.

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Therefore, I would like to extend my appreciation to all of them, especially to:

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Finally, the writer realizes that this thesis is still far from being perfect. The writer needs any suggestions and criticisms to make it perfect. The writer hopes this thesis can be useful for the improvement of English teaching and learning process, especially for the writer and for the readers in general. Amen.

Semarang, November 27th 2017

The Writer,

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TABLE OF CONTENT

TITLE.....	i
THESIS PROJECT STATEMENT.....	ii
RATIFICATION.....	iii
ADVISOR APPROVAL.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENT.....	ix
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii

CHAPTER I: INTRODUCTION

A. Background of Study.....	1
B. Research Question.....	5
C. Objectives of Research.....	6
D. Pedagogical of Research.....	6

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Previous Research.....	8
B. Literature Review.....	13
1. Reading.....	13
a. Definition of Reading.....	13
b. Reading Comprehension.....	15
2. Text.....	17
a. Definition of Text.....	17
b. Types of Text.....	17
c. Genre of the Text.....	18
3. Narrative Text.....	21
a. Definition of Narrative Text.....	21
b. Generic Structure of Narrative Text.....	24
c. Language Features of Narrative Text.....	25
d. Example of Narrative Text.....	25
4. Generating Interaction between Schemata and Text (GIST) Strategy.....	27
a. Definition of GIST.....	27
b. Implementation of GIST Strategy.....	30

5. Teaching Narrative Text by Using GIST Strategy	32
C. Hypothesis	34

CHAPTER III : RESEARCH METHOD

A. Research Design	35
B. Research Setting	36
C. Population and Sample	38
D. Variables and Indicators	39
E. Technique of Data Collection	41
F. Technique of Data Analysis	43

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Description of Research Findings	53
B. Data Analysis and Hypothesis Test	55
C. Discussion of Research Findings	71
D. Limitation of the Research	73

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	75
B. Suggestion	76
C. Closing	77

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 3.1	Schedule of the Research
Table 4.1	Validity of Test Item
Table 4.2	Computation of Item Validity Test
Table 4.3	Criteria of Reliability Analysis
Table 4.4	Level Difficulty of Each Item
Table 4.5	Discriminating Power of Number 1
Table 4.6	Discriminating Power of Each Item
Table 4.7	Pre-test Score of Experimental Class and Control Class
Table 4.8	Normality of Pre-test in Experimental Class and Control Class
Table 4.9	Homogeneity Result of Pre-test in Experimental Class and Control Class
Table 4.10	Similarity of Average Result Initial Data Between Experimental Class and Control Class
Table 4.11	Normality of Post-test in Experimental Class and Control Class
Table 4.12	Homogeneity Result of Post-test in Experimental Class and Control Class
Table 4.13	Result of Computation T-test

LIST OF APPENDICES

Appendix 1	Subject List of Try-out Class
Appendix 2	Subject list of Experimental Class
Appendix 3	Subject List of Control Class
Appendix 4	Computation of Validity, Reliability, Difficulty Level and Discriminating Power of Try-out Test
Appendix 5	Pre-test score of Experimental and Control Class
Appendix 6	Post-test score of Experimental and Control Class
Appendix 7	Result of Normality Test of Pre-test of Experimental Class
Appendix 8	Result of Normality Test of Pre-test of Control Class
Appendix 9	Result of Homogeneity Test of Pre-test between Experimental and Control Class
Appendix 10	Hypothesis Analysis (T-Test)
Appendix 11	Result of Normality Test of Post-test of Experimental Class
Appendix 12	Result of Normality Test of Post-test of Control Class
Appendix 13	Result of Homogeneity Test of Post-test between Experimental and Control Class
Appendix 14	Hypothesis Analysis (T-Test)
Appendix 15	Lesson Plan for Experimental Class
Appendix 16	Lesson Plan for Control Class
Appendix 17	Instrument of Try out test
Appendix 18	Instrument of Pre-test
Appendix 19	Instrument of Post-test
Appendix 20	Answer Key of Pre-test and Post-test
Appendix 21	Documentation of Research

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research question, objectives of the study and pedagogical significance of the study.

A. Background of Study

Reading is generally defined as the process of constructing meaning from written texts. Having good reading skill is very important for the students. By reading, students can get more information and knowledge from books, newspaper, magazine, article, journals and others.

According to Andrew (2008), reading is the practice of using text to create meaning.¹The two key words here are creating and meaning. It means that if there is no meaning being created, there is no reading taking place. Andrew also states that reading is a constantly developing skill.²The students got better on reading by practicing. It means that if they did not practice, they did not get better on reading.

Reading also as a component in learning process is considered as one of the important areas of teaching. It is one of the most important academic skills. The reading ability has a

¹ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Rowman& Littlefield Education, 2008), P.3

²Andrew P. Johnson, *Teaching Reading and Writing*, ..., P.3

central role in teaching and learning success at all education stages. It means that the students need to improve their reading skill in order to understand the teaching and learning materials. The students will be on the road to academic failed, if they could not read and understand the main idea of the reading.

So, the researcher concluded that reading is about understanding written texts. By understanding the text the students got many kinds of information. Not only the information but also the students enlarge their knowledge and vocabulary, the students found new things and many new words. The students also need good comprehension in reading. By having good comprehension the students are easier to understand their reading.

Allah said in the Qur'an about the command to read:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Proclaim! (or Read) in the name o the Lord and Cherisher, who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And the Lord is Most Beautiful. He who taught (the use of) the pen.taught men that which he knew not.” (Al-Alaq 1-5).³

According to the verses above, it is clear that Qur'an emphasizes reading skill to build knowledge and understanding in order to mastery the world.

³ A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*,(America:Amana Corp, 1983), P.1761-1762

Reading comprehension is considered as the real core for reading process. Understanding a reading text is not an easy activity. In fact, it is not always as easy as it seems to comprehend reading text especially for students. The student often thought to be easier to obtain information from written text by reading.

Based on 2013 curriculum, at the tenth grade students of senior high school should get some genres such as descriptive text, recount text and narrative text. Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.⁴ The text consists of orientation, complication or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal.

In senior high school, reading is not easy. Based on the researcher's observation in SMA Negeri 13 Semarang, the students have the problems to understand their English learning especially in reading. The students got difficulties to understand the meaning of texts. They are still lack of vocabulary. The students had difficulties in comprehending their reading text. Their low comprehension is shown when they do not understand what they read. Most of students could read the passage but they did not understand the content of it. They also have difficulties to find the main idea of the text. They did not know each paragraphs

⁴ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan,1998), P.3

tell about, and also they can not conclude the content of the text entirely.

There are some factors that can make students failed in comprehending the text. First, the text was not interesting for the students. The teacher should choose interesting topic for the students and make them want to know what the content of the text. Second, the students were difficult to find the topic and main idea from the text. Because of the students lazy to read a text, they felt the text is complicated. So, the teacher should make them easy to find topic and main ideas. Third, the students were lack of vocabulary. The students were lazy to find the meaning of difficult words. Lack in vocabulary also makes the students did not comprehend in reading well. The students have assumption that learning English reading is the most difficult subject.

Another problem that influence in students' reading skill is the teaching learning process. Some teachers who teach reading still use an old strategy and method. Like a lecturing method in their teaching process. It makes students sleepy and didn't pay attention during learning process. Their teaching style is teacher-centered learning. Their classroom environment is not interesting. All those reasons can make the learning process is monotonous. This condition makes students unmotivated in learning reading skill.

Based on the problem above, in order to make comprehension reading text is easier, teacher should use the

strategy that is easy for the students in teaching reading comprehension. One of reading strategies have been use to improve students' reading comprehension is GIST strategy.

GIST strategy is a comprehension strategy that is used both during and after reading. According to Forget (2004), GIST is stated useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, and help students remember what they read. When using GIST, the students create summaries that consist of 20 or less for increasingly large number of text.⁵ This strategy can help the students to understand the content of the text easier and prioritize the information.

Considering the explanation above, the researcher was interested to conduct a research entitled The Effectiveness of Using GIST (Generating Interaction between Schemata and Text) Strategy to Teach Students' Reading Comprehension on Narrative Text. (An Experimental Study at the Tenth Grade of SMA Negeri 13 Semarang in the Academic year of 2016/017).

B. Research Question

How effective is GIST strategy to teach students' reading comprehension on narrative text at the tenth grade students of SMA Negeri 13 Semarang in the academic year of 2016/2017?

⁵ M.A Forget, *Max Teaching with Reading and Writing: Using literacy skills to help students learn subject matter*, (2004) P.46

C. Objectives of Study

The objective of the research is to find out the effectiveness of using GIST strategy to teach students' reading comprehension on narrative text at the tenth grade students of SMA Negeri 13 Semarang in the academic year of 2016/2017.

D. Pedagogical Significance

This result of the study expected to be able to give the following benefit for:

1. For the teachers

To help teachers in teaching learning process to provide the active learning, effective, creative and innovative

2. For the students

By using GIST, it hopes the students can improve and develop their ability in reading comprehension which to help them to be mastered English.

3. For the School

The result of this research is hoped as a reference to develop the school to make teaching learning strategy is more interactive.

4. For the reader

This research is expected to give more inspiration to the reader who is looking for ideas in teaching reading comprehension.

5. For the researcher

By doing this research, the researcher got some experiences related to her practical teaching-learning processes. The researcher can explore her capacity and her ability to teach reading

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about the review of related literature of this research. They are previous study and literature review.

A. Previous Research

The researcher has some relevant previous researches which related to this research, these are:

1. A research entitled “The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students” written by Akbar Azizifar, Soghra Roshani, Habib Gowhary, Ali Jamalinesari (2015), Islamic Azad University. This research was designed as an experimental design. There are two objective of the research were to compare the learners’ comprehension ability before and after the implementation of two types of pre-reading activities, guessing reading content from asking pre- reading questions and vocabulary definition. And to investigate the learners’ attitudes towards the implementation of two pre-reading activities. The sample of this research was 60 students at the tenth grade of at Omol Habibeh high school in Ilami, Iran. The result of this research showed that post-test for experimental group (G1) was higher than control group (G2). It means that pre- reading activities have effect on reading comprehension performance. It can be seen from the average

of post-test score. 2.03 is for G1 and 1.16 is for G2¹. This research gives information that pre-reading activities gives positive contribution to the students' reading comprehension performance. It can be used as a motivation to use pre reading activities. They are guessing reading content from pictures, learning vocabulary before reading, and pre-reading question. The similarity of this research is the researcher examines students' ability in reading comprehension. The differences of this research are the strategy of teaching learning process.

2. A research entitled "The Effect of Using GIST (Generating Interaction between Schemata and Text) and Students' Reading Interest toward Students' Reading Comprehension at Fifth Semester STKIP YPM BANGKO" written by Novi Riani, Anas Yasin, M. Zaim (2014), State University of Padang. This research had been conducted by experimental design. The subject of the research was the students at the fifth semester of STKIP YPM BANGKO. The objective of the research was to find out the effect of using GIST and students' reading interest toward students' reading comprehension. The population of this research was 92 students. The researcher used cluster random sampling. The

¹ Akbar Azizifar, SoghraRoshani, Habib Gowhary Ali Jamalinesari, "The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students", *Journal of Procedia- Social and Behavioral Sciences*, (Vol. 192, 2015), P. 188-194

total of 62 students as a sample.² The result of this research showed that the students who were taught by GIST strategy have better reading comprehension than students' who were taught by questioning strategy. The calculation of the result was t-observed 2.87 and t-table 1.645. Then, the students with higher interest taught by GIST strategy have better reading comprehension than those with higher interest taught by questioning strategy and also the students with low interest taught by GIST strategy have better reading comprehension than those with low interest taught by questioning strategy . This research gives information that the GIST strategy gives positive contribution to the students' interest in reading. It can be used as a reference for teacher to use this effective strategy in their teaching. The similarity of this research is the researcher examines students' reading comprehension by GIST strategy. The differences of this research are their research measures and compared students' interests (high and low interest) who taught by GIST strategy and questioning strategy. While this research only focused in teaching narrative text using GIST strategy.

² Novi Riani, Anas Yasin and M. Zaim, "The Effect of Using GIST (Generating Interaction between Schemata and Text) and Students' Reading Interest toward Students' Reading Comprehension at Fifth Semester STKIP YPM BANGKO", *Journal English Language Teaching*, (Vol.2, 2014), P. 105-111

3. Thesis entitled “Teaching Reading Narrative Text through PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy” by Anizul Fatuni’mah (2015). Tarbiyah Faculty of Walisongo State Islamic University of Semarang. This research had been conducted by experimental design. The objective of this research is to find out the effectiveness of PQ4R strategy to improve students’ reading comprehension on narrative text at the ninth grade of SMP Ma’arif NU 02 Jatinegara. The researcher used non probability sampling. The researcher determines 46 students as a sample. The researcher used statistical analysis to calculate the data. The result of this research showed that the result of post-test for experimental class is higher than control group. It means that the PQ4R strategy is effective to teach narrative text. It can be seen from the average of post test score. The score of experimental group was 74.78 and the control class was 65.43.³ This research gives information that the strategy of PQ4R gives positive contributions to the students’ ability in comprehending reading on narrative text. It can be used as creative learning strategy in their teaching. The similarity of this research is the object of this research focused on students’

³Anizul Fatuni’mah (113411017), “Teaching Reading Narrative Text through PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy”, *Thesis*, (Semarang :Tarbiyah Faculty of Walisongo State Islamic University of Semarang, 2015)

reading comprehension on narrative text. The differences are the strategy of the teaching learning process.

B. Literature Review

1. Reading

a. Definition Reading

Reading is the practice of using text to create meaning. It is one of the language skills that people should have in order to communicate in English fluently. According to Andrew P. Johnson reading is the act of linking one idea to another.⁴ It means that each passage must be related.

Mc Donough and Shaw also stated that reading is one of the most important skills. Reading is the ability to draw meaning from the printed page and interpret the information appropriately⁵. “Reading is making meaning from print and from visual information. But, reading is not simple. Reading is an active process that requires a great deal of practice and skill.”⁶ It means that reading is complex. It is unlike speech that can be gotten naturally but reading has to be learnt

⁴Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Rowman& Littlefield Education, 2008), P. 4

⁵ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), P. 9.

⁶ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago : American Library Association, 2007) P. 10

because for many people reading is something that they do rarely.

For many people, reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they have read accurately. The other difficulty is the reader has to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process.

Reading is one of the main four skills that the students need to master in order to ensure success in learning. To learn the language, reading is very important that the student needs.

According to Grabe and Stoller, there are many purposes for reading, they are:⁷

- 1) Reading to search for simple information is a common reading ability through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purposes.
- 2) Reading to skim quickly is combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.

⁷ William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*, (United Kingdom: Licensing Agency Ltd. 2002), P. 13-14

- 3) Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
- 4) Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader's goal.
- 5) Reading for general comprehension is the process of understanding and constructing meaning from a piece of text connected text is any written material involving multiple words that forms coherent thoughts.

From the explanation above, it can be concluded that understanding reading need a special attention. It is not surprised if reading is very important for human being. Knowing meaning and information is the goals of learning to read. Knowing how to read words has little value if the student is unable to construct the meaning from the text.

b. Reading comprehension

One of the goals of reading is comprehension. Reading can help people to improve their comprehension. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and

fluency.”⁸ To get comprehension we have to know some types of comprehension. They are:⁹

- 1) Literal comprehension is reading in order to understand, remember, or recall the information explicitly contained in passage.
- 2) Inferential comprehension is reading in order to find information which is not explicitly stated in passage, using the reader’s experience and intuition and by inferring
- 3) Evaluative comprehension/ Critical is reading in order to compare information in a passage with the reader’s own knowledge and value.
- 4) Appreciative comprehension is reading in order to gain an emotional or other kind of valued response from passage.

To be successful at reading comprehension, students need to be actively process what they read. Students have practiced with strategies and media for monitoring their understanding, increasing their interest in the text, and creating goals and purpose for their reading.

⁸ Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to students with Learning Difficulties* (London : The Guilford Press, 2007), P.2

⁹ Jack Richard, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group, 1990), P. 238

2. Text

a. Definition of the text

Text is a unit of meaning which is coherent and appropriate for its context.¹⁰ It is words which are put together to communicate a meaning. It can be created by a writer or a speaker.

Oxford Advanced Learner's Dictionary stated that "text is the main written or printed part of a book or page contrasted with notes".¹¹ Creating a text requires us to make choices then we can communicate with others. Our choice of words will depend on our purpose and our context.

From the explanation above, the researcher concluded the text is a passage that has composition on which a note is written, also it has meaning.

b. Types of text

There are two types of the text, they are:

1) Literary texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, fairy tales, novels, song lyrics, mimes and soap operas. They are constructed to appeal to our imagination and emotions. Literary texts can make us laugh or cry,

¹⁰Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI, 2010), P. 7

¹¹Oxford University Press, *Oxford Advanced Learner's Pocket Dictionary*, (UK: Oxford University Press, 2008), P.459

think about on our life and considers our beliefs. There are three main text types in this category: narrative, poetic and dramatic.

2) Factual texts

Factual texts include advertisements, announcements, debates, current affairs shows, debates, internet web sites, recipes, reports and instructions. The present information or ideas and aim to show, tell or persuade the reader and audience. The main text types in this category are recount, explanation, discussion, response, information report, procedure and exposition.¹²

c. Genre of the text

Genre is text type or kind of text. Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation. Actually, there are two different kinds of genres/text types. It is based on story genre and based on factual genre. Based on story genre, they are: Narrative, New story, Exemplum, Anecdote, Recount, Spoof text. Based on factual genre, they are: Procedure, Explanation, Report, Exposition, Discussion, Description, Review, News item, Commentary.¹³

¹²Mark Anderson and Kathy Anderson, *Text Types in English 1-2* (South Yarra: Mcmillan Education Australia, 1997), P. 21

¹³Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), Page. 9-11

According to Gerrot and Wignell, there are kinds of genre, they are:¹⁴

1) Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.¹⁵

2) Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.¹⁶

3) Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social culture phenomenon.¹⁷

4) Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.¹⁸

5) Description

Description is a genre which has social function to describe a particular person, place or thing.¹⁹

¹⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales : Antipodean Educational Enterprise, 1995), P.192

¹⁵Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P.194

¹⁶Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P. 206

¹⁷Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P. 212

¹⁸Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P. 214

6) Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find resolution.²⁰

7) Spoof

Spoof is genre which has social function to retell an event with a humorous twist.²¹

8) Anecdote

Anecdote is a genre which has social function to share with others an account and usual or amusing incident.²²

9) Hortatory Exposition

Hortatory Exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.²³

10) Analytical Exposition

Analytical Exposition is a genre which has social function to persuade the reader or listener that something is the case.²⁴

¹⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P.208

²⁰Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P.204

²¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P.192

²²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P.202

²³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P. 209

11) News Item

News item is a genre which has social function to inform the readers, listener, or viewer about events of the day which are considered newsworthy or important.²⁵

12) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man made and social function phenomenon in our environment.²⁶

13) Review

Review is a genre which has social function to critique an art work or event for a public audience. Such words of art include movies, TV shows, books, operas, recordings exhibition, concert, and ballet.²⁷

3. Narrative Text

a. Definition of Narrative Text

A narrative is a text that tells a story and, in doing so, entertains the audience.²⁸ Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a

²⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P.197

²⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P. 200

²⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P.196

²⁷ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar...*, P. 217

²⁸Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p.3.

story strictly in chronological order. Narrative has social function to amuse or entertain and to deal with actual or various experiences in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²⁹ Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy described many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.³⁰

From the explanation above, can be concluded that narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features. Chatman classified narrative text into four basic elements as follows:³¹

1) Characters

In every story, there must be characters that play on it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It

²⁹Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments...*, P. 15

³⁰ Mark Anderson and Kathy Anderson, *Text Types in English 3.....* P. 18

³¹S. Chatman and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), P.23

describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.

2) Settings

Settings are what author writes to describe where and when the story takes place. The setting addressed the location (where) and period (when) of the story whether the story tells a readers among realistic, historical fiction or fantasy.

3) Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.

4) Conclusion

The writer ends up the story by summarizing and telling the solution of the problem in the story. This is the last part is called by conclusion.³²

³²S. Chatman, and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p.23

b. The Generic Structure and Language Features of Narrative Text

The schematic or generic structures of narrative text are: ³³

1) Orientation

Every story needs an orientation although how simple that story. An orientation is an opening chapter to introduce the participants that includes of character, time and place that will be told in the story. It is impossible to tell a story without knowing characters set up in a particular time and place.

2) Complication

In this part, crisis of the story arises. Complication is sets of a chain of events that influences what will happen in the story. This complication involved the main character and often serve to (temporarily) toward them from reaching the goal.

3) sequence of events

Sequence of events is where the characters react to the complication

4) Resolution

Resolution is the crisis is resolved, for better or for worse in which the characters finally sort out the complication.

³³Mark and Kathy Anderson, *Text Type in English 1-2* , ..., Page. 9.

5) Coda

A coda that provides a comment or moral based on what has been learned from the story (an optional step).

c. Language Features of Narrative Text

Narrative text has some characteristics of language features, such as:

- 1) Focus on specific and usually individually participant.
- 2) Use of material (action) processes.
- 3) Use of relational and mental processes.
- 4) Use of temporal conjunctions and temporal circumstances.
- 5) Use of past tense.
- 6) Short telegraphic information about story summarized in one sentence headline.³⁴

d. The Example of Narrative Text

The Golden Tree

Orientation :

Once upon a time a long, long time ago on a hill outside a little village, there was a big palace bigger than the village itself and in the place there lived a king. The king wanted to be rich.

³⁴Entika Fani Prastikawati and Siti Musarokah, *Writing3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), P.9.

Complication :

Now one day the king promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit.

The gardener searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl that lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.

Resolution :

The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump.

The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for a long time, staring at it open-mouthed, the gardener asked for his three million coins. So the king agreed to the request and the gardener took his money and went home and lives happily ever after.³⁵

³⁵Entika Fani Prastikawati and Siti Musarokah, *Writing3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), P.16-17

4. Generating Interaction between Schemata and Text (GIST) Strategy

a. Definition of GIST

GIST is an acronym for Generating Interaction between Schemata and Text. GIST is a reading strategy used to clarify the main idea of text that they have read. This strategy is developed to help students learn to write organized and concise summaries of their reading.

Schemata can be loosely defined as patterns which represent the way experience and knowledge are organized in the mind. ³⁶Schemata constitute a powerful means used by readers in understanding information which is both explicit and implicit in texts.

Schemata are cognitive structures representing generic knowledge. Structures do not contain information about particular entities, instances or events, but rather about general form. The readers use schemata to make sense of events and descriptions by providing default background information for comprehension, as it is rare and often unnecessary for texts to contain all the detail required for them to be fully understood. It means that

³⁶ José Luiz Meurer, Schemata and Reading Comprehension, (Ilha do Desterro, 19 Semestre de 1985) P.31

many or even most of details are omitted, and readers' schemata compensate for any gaps in the text.

There are some definitions of GIST strategy suggested by experts.

According to Cunningham (1982), GIST can effectively improve students' reading comprehension and summary of writing. The GIST is a strategy for taking notes while we are reading and writing good summaries. This strategy works on many levels. First, it helps to focus on what is important when we read. Second, it allows to check our understanding of the reading by forcing to limit our response in the form of summary. This allows students to put concepts into their own words.³⁷ So, GIST helps the students to comprehend the passage of their reading with summaries the important information by their own words.

NBSS (National Behaviour Support Service) also assumes according to Cunningham, NBSS quoted is:

GIST is an acronym for Generating Interactions between 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

³⁷ M.A Forget, *Max Teaching with Reading and Writing: Using literacy skills to help students learn subject matter*, (2004) P.46

and ultimately 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 concept.³⁸

From the quoted above, GIST focused on main ideas of a text, with the way focused on the main idea for each paragraphs without omitting key ideas, then summaries it. It means that GIST work well in the form of reading and writing. It is possible what students write can show their reading comprehension ability.

Klinger and Vaughn (1998) stated that “get the gist” can improve students’ understanding and memory of what they have learned.³⁹The students learn to get the gist by identifying is the most important ideas in a section of text (usually a paragraph). So, in this strategy the researcher taught students to restate their own words that the most important point based on the text or paragraph they have read and make the students understand. The students could improve students’ understanding and memory of what they have learned.

³⁸National Behaviour Support Service, *Get The GIST Reading and Learning Strategy*, retrieved on 6th august 2017 at 14:00 [http:// www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf](http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf)

³⁹Janette.K. Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading*, (1998). P. 38

From the explanation above, can be concluded that GIST is strategy can be used in teaching reading that could help students to determine the main idea and the important information in the text. The students could learn how to find the main idea and important information with the step eliminate unimportant information in each paragraphs, remove redundancy, highlight the questions 5W+ 1H, and write a brief summary in 20 words or less. In this case, the researcher applied the reading passage of narrative text for the students. It is because narrative has long passage and many students got difficulties in comprehending the narrative text.

b. The implementation of GIST Strategy

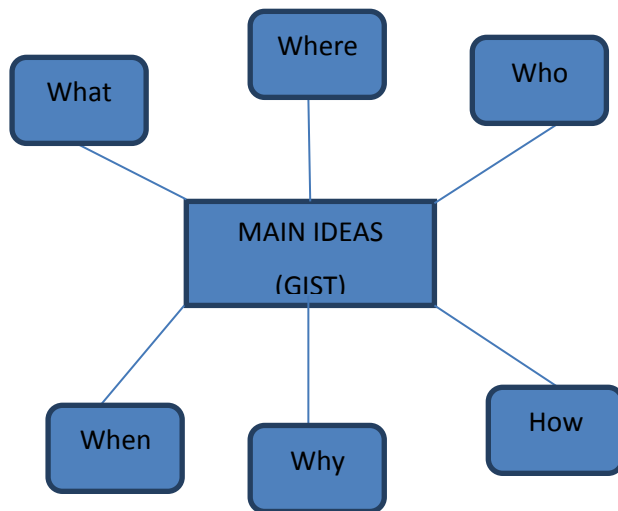
Adrienne L. Herrel and Michael Jordan stated there are seven steps in implementing GIST Strategy in reading skill learning: ⁴⁰

- 1) Identifying appropriate text for GIST.
- 2) Making group
- 3) Demonstrating the strategy
- 4) Discussing summary sentence
- 5) Discussing summary paragraph
- 6) Comparing the summary
- 7) Assessing student progress and understanding

⁴⁰ Adrienne L. Herrel and Michael Jordan, *50 Strategies for Teaching English Language Learner*, (Columbus: Pearson Merrill Prentice Hall, 2008), Third Edition. P. 273-274.

To get the GIST or implementation the GIST, NBSS stated GIST Strategy is different with summing text up. Based on NBSS, to get the GIST, the students should do these following steps: ⁴¹

- 1) Previewing the text by looking at headings, subheading, pictures, etc.
- 2) The students should read the selection carefully.
- 3) The students also highlight the 5 W+ 1 H (Who, What, When, Where, Why, and How) of the text as a main idea.



- 4) The last step is by writing a 20 words “GIST” summary using the information, in this section is the best way to dig student

⁴¹National Behaviour Support Service, *Get The GIST Reading and Learning Strategy*, retrieved on 6th August 2016 at 14:00, from http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf

critical thinking or comprehension about text through the answer sheet.

The implementation above explained that reading is a skill which not only reading text but also comprehending in varying ways. To know students reading ability, teacher did not only give test to them to read but also to write summary in each paragraph. It is able to measure students' understanding what they read through summary by their own words based on comprehended the content of text that they have read. Because reading and writing is skill related each other. It is possible what students write can show their reading ability. It applied equally to implementation of GIST strategy.

GIST is one of a way of developing critical reading and GIST is included an activity in kind of summary and outline. It is similar, but not exactly the same, as summarizing. This because summarizing finds the most important ideas and put them together into a short statement, but GIST has systematic check of understanding through list the main idea with generating text through WH question to comprehend the text of reading. It means that GIST Strategy monitoring comprehension in small chunks of text.

5. Teaching Narrative Text by Using GIST Strategy

Generating Interaction between Schemata and Text (GIST) is a summarizing strategy to help students pull out the most important information. According to Sethna (2011), there are some

procedures that help the teacher to present GIST strategy as follows:⁴²

- a. In this phase, teacher divided class into small groups and shows the class the first paragraph. Have students look at the first paragraph of narrative text and identify the most important or key concepts.
- b. Choose a paragraph section of a narrative text and place it on the overhead. For modeling this strategy to the students, find a paragraph that present a concept, event, time period, problem, sequential instruction, and many more.
- c. Each student read the paragraph silently and writes a summary of the paragraph in 20 words or less using as many of text.
- d. Repeat with the second paragraph but summary must be included information from first and second paragraph and the teacher asks students to summary both sentences.
- e. Repeat with the next few paragraphs.
- f. The students should end up with 20 words summary of the entire passage at the end.
- g. Students share their summaries and write a group summary based on all their ideas and writes this on the board.
- h. Write a class summary

⁴² M. Sethna, *Literacy skill and strategies for content area teacher: Comprehension and vocabulary*. Retrieved from http://www.valrc.org/resources/docs.MHS_literacy_strategy_book.pdf. Accessed on Friday 25th August, 2017 at 6 p.m

The teacher should observe and guide students with these summaries. These summaries can be done in small group. Students can share their group summaries with the whole class.

C. Hypothesis

Hypothesis is temporary answer of problems in research until proved from the data which collected.⁴³ It is kind of predictive statements.

In conducting the research, the researcher proposed the working hypothesis ; (Ha) GIST is effective to teach narrative text on reading comprehension. It is because there is a significant difference of the improvement in reading comprehension on narrative text who are taught using GIST and students who are not taught using GIST. It means that the use of GIST Strategy to improve students' reading comprehension is effective.

⁴³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Revised Edition*, (Jakarta: Rineka Cipta1998), p.64

CHAPTER III

RESEARCH METHOD

This chapter discusses about sources data, research design, research setting, population and sample of research, variables and indicators of research, technique of data collection, and technique of data analysis.

A. Research Design

In this research, the researcher used the form of experimental research. Experimental research is a research method that used to find the effect of a specific treatment against the other in controlled conditions.¹ An experimental research there was two groups, they are experimental group (X) and control group (Y).

An experimental group received a new treatment while control group received usual treatment. This research used pre-test and post-test.

The design of the experiment could be describes as follows:

E 01 X 02

C 03 Y 04

It adopted from Arikunto.²

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), P. 72.

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2010), P.125

Where:

E = experimental group

C = control group

01 = pre-test for experimental group

02 = post-test for experimental group

03= pre-test for control group

04= post- test for control group

X = treatment by using GIST strategy

Y = treatment by using conventional method

From the design above, subject of the research were grouped into an experimental group in the top line and a control group in the bottom line. The quality of subjects was first checked by pre-testing them (01 and 03). Then experimental treatment was taught by using GIST strategy while the control group was taught by conventional method. The results of post-test (02 and 04) was analyzed statistically.

B. Research Setting

1. Subject and Place of the Research

This research was conducted in SMA Negeri 13 Semarang located at Mijen, Semarang. The subject of the research was the tenth grade students of SMA Negeri 13 Semarang in the Academic Year 2016/2017. This research is in the second semester.

2. Time of the Research

This research was conducted from April 25th to May 19th, 2017 it were counted since the proposal was submitted until the end of the research.

3. The Schedule of the Research

Table 3.1
The schedule of the research

No	Task	Plan	Date
1	Preliminary visit (meet the administration officer and the headmaster)	Letter of pre-research	Wednesday, April 19, 2017
2	Contact the English teacher	Discussion	Friday, April 21, 2017
3	Try out test	Try out test worksheet	Tuesday, April 25, 2017
4	Give the pre-test	Pre- test worksheet	Control class: Friday, April 28, 2017 Experiment class: Friday, April 28, 2017
5	Give the treatment	Lesson plan, worksheet, teaching materials.	Control class: - First meeting: Friday, May 5, 2017 -Second meeting: Friday, May 12, 2017 -Third meeting: Friday, May 19, 2017 Experimental class: -First meeting: Wednesday, May 3, 2017 -Second meeting: Wednesday May 10, 2017

			-Third meeting: Wednesday, 17 May, 2017
5	Give post test	Post -test worksheet	Control class: Friday, May 19, 2017 Experiment class: Friday, May 19, 2017

C. Population and Sample

1. Population

Population is all members of well-defined class of people, events, or objects. The population of this research was the tenth grade of SMA Negeri 13 Semarang in the academic year 2016/2017. The tenth grade of SMA Negeri 13 Semarang which consists of 8 classes with 30 students in each class.

2. Sample and Sampling Technique

According to Arikunto, Sample is a representative of population which is studied. It is subject of population.³ Sample was done by taking the subject which is not based on strata, random or area but it is based on the consideration of a certain purpose. There are some reasons for using sample:

- a. The large among of population
- b. The observation that done for all unit of population may damage
- c. Saving time, power and money

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2010), P.174

- d. Be able to give comprehensive output⁴

In this research, the researcher used cluster random sampling technique. The researcher selects two groups of students from the population as sample of research. There are two classes as a sample. In this case, the researcher takes sample from the tenth grade of students X IPS 3 as the experimental class that consists of 30 students and X IPS 2 as a control class that consists of 30 students of SMA Negeri 13 Semarang in the academic year 2016/2017.

D. Variable and Indicator

According to Sutrisno as cited by Arikunto variable is the object of research or something that becomes the concern of research.⁵ There are two types of variables in this research:

1. The Independent Variable (X)

Independent variable is variable that the experimenter expects to influence the other.⁶ The independent variable in this research is the use of GIST strategy in teaching students' reading comprehension on narrative text.

The indicators are of this variable are:

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2010), P.176

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2010), P.159

⁶ Sugiyono, *Statistik Untuk Pendidikan*, (Bandung: CV. Alfabeta, 2008). P.4

- a. Teacher gives the reading passage to the students
 - b. Students read the text silently
 - c. Students collaboratively identify the important information (key concepts) in each paragraph.
 - d. Students eliminate the redundant information of the text
 - e. Students generate some questions 5Ws and 1 H
 - f. Students develop the summary statement identifying the gist of the reading.
 - g. Students summaries the important information in each paragraph in 20 words or less by own words.
 - h. Students should end up with 20 words or less summary of the entire passage at the end.
 - i. Students share their summaries and write a group summary based on all their ideas.
2. The Dependent Variable (Y)

Dependent variable is variable that is affected resulting, because of the existence of independent variable⁷. The dependent variable in this research is the improve students' reading comprehension on narrative text. The indicators are:

- a. Identifying main idea of a paragraph
- b. Identifying the difficult words of a paragraph
- c. Identifying sentence meaning in the text

⁷ Sugiyono, *Statistik Untuk Pendidikan*, (Bandung: CV. Alfabeta, 2008), P.4

- d. Identifying the purpose of the text
- e. Identify social function, generic structure, and language features of narrative text.
- f. Identifying meaning of words in the text

E. Technique of Data Collection

To get the better data in this research, the researcher chosen the data that appropriate for the problem statement. In this research the researcher used test.

1. Test

Test is a tool or procedure that used to know and measure something in a situation by the way and rule that have been determined before.⁸ The purpose of a test is several, for example to diagnose a students' strength, weakness and difficulties, to measure achievement, to identify readiness for a program. In this research, test is given to try out class, experimental class and control class. Test were used to measure students' reading comprehension skill and were administered twice, they are pre-test and post- test.

a. Pre-test

Before the teacher taught new material by using GIST strategy the teacher give the test to the students. Pre-test was given to the experimental class and control class in the same way. The questions of pre-test are multiple choices. Pre-test

⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), P.51

is given to know students' reading understanding on narrative text.

b. Post-test

The post test was given to the experimental class and control class after receiving treatment. The questions of post- test are multiple choices. Post-test is given to measure the students' understanding on narrative text after giving treatment by using GIST strategy (experimental class), and without using GIST strategy (control class).

In collecting the data in the test the researcher used multiple choices. The choice of multiple choices type was based on the following considerations:

- 1) It was consistent and easy
- 2) It was economical because the number of items can be answered in a short period of testing time
- 3) It was easy to calculate and determine the reliability of the test

The item of tests consisted of some reading passage and some multiple choices reading comprehension questions followed in reading passage. To assess the test, the researcher calculate the correct answer are score 1 and wrong answer are score 0. The questions consist of 20 items with time allocation was 45 minutes.

The score of students' achievement can be calculated by using this formula:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{Total item}} \times 100 \%$$

2. Documentation

The documentation method was to look for the data about the matters or the variable that took the form of note, transcript, book, magazine, inscription, agenda, and others.⁹

It means that to the archival data that helps the researcher to collect the data. This method is used to collect the data from the result of students' test. It is also for documented in teaching learning process. The researcher also got the data of the students' name list that include in sample of research documentation of teaching learning process in English subject from English guidance.

F. Technique of Data Analysis

There were three kinds of test that held in experimental research, they were instrument test, pre-request test and hypothesis test. So there could be three process of analyzing the data collected from test.

1. Instrument test of try out test

a. Validity

The validity was an important quality of any test. It was a condition in which a test can measure what was

⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), P.274

supposed to be measured. According to Arikunto, a test is valid if it measures what it purpose to be measured.¹⁰

The measure instrument to count coefficient of question validity use biserial formula are:

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Where:

γ_{pbi} = Correlation coefficient biserial

Mp = The sum of object item

Mt = The average of total score

St = Result value of test item

P = Students proportion that answer true in question

q = Students proportion that answer false in question.¹¹

b. Reliability

Reliability refers to consistency of test scores. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is K-R 20:¹²

¹⁰Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), Page. 76

¹¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002) p. 79

¹²Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, ..., Page. 115.*

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{11} = Reliability coefficient of items

p = The proportion of students who give the right answer

q = The proportion of students who give the wrong answer ($q= 1-p$)

$\sum pq$ = The total result of multiplication between p and q

n = Number of items in the test

S^2 = Total variances

c. Degree of Test Difficulty

Level of test difficulty is the degree of test items difficulty which researcher has given in the try out test. The categories of the level of test items difficulty included of easy, medium and difficult category. To know the item difficulty, the researcher used formula:¹³

$$P = \frac{B}{JS}$$

Where:

P = Index of difficulty

B = The number of students who answer an item correctly

JS = The total number of students

¹³Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, ...*, Page. 208.

Where the criterion of computation is:

Table 3.2 Criteria of Difficulty Test

P = 0.00	Very difficult
0.00 < P	Difficult
0.30 < P	Medium
0.70 < P	Easy
P = 1.00	Very easy

d. Discriminating power

The discriminating power is a measure of the effectiveness of whole test. The higher and low values of discriminating power are the more effective the test will be. To calculate the index of discriminating power, the researcher used formula:¹⁴

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

J_A = Number of all students in the upper group

J_B = Number of all students in the lower group

B_A = Number of students in the upper group who answer the item correctly

B_B = Number of students in the lower group who answer the item correctly

¹⁴Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, ...*, Page. 223

Table 3.3 the Criteria of Discrimination Index

Criteria	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.40 – 0.70	Good
D = 0.70 – 1.00	Excellent

1. Pre-request Test (Pre-Test)

Before the researcher determined the statistical analysis technique used, the researcher examined the normality and homogeneity test of the data. To get the normality and homogeneity test the researcher used pre-test score.

a. Normality Test

Normality test used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi-Square to calculate the Chi-square test is as follows:¹⁵

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

X^2 = Chi-Square

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

k = The sum of interval class

¹⁵Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), Page. 273.

The calculation result of X^2 is compared with X^2_{table} by 5% degree of significance, if $X^2_{count} < X^2_{table}$ the data is not normal distribution and if $X^2_{table} < X^2_{count}$. So, the distribution list is normal.

b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the homogeneity of data, researcher uses two variant similarity tests, are:

$$F_{count} = \frac{\text{Biggest Variants}}{\text{Smallest Variants}}$$

Where :

Vb : biggest variance

Vk : smaller variance

The couple of hypothesis test are:

$H_0: \sigma_1^2 = \sigma_2^2$ (homogeny variance)

$H_a: \sigma_1^2 \neq \sigma_2^2$ (non homogeny variance)

The calculation result of $F_{count} < F_{table}$ with $\alpha = 5\%$ degree of significant so H_0 is accepted, it means the data is homogeneous and have same variance.

c. Test of average

It is used to examine average whether experimental and control group that has been decided having significant different average. The formula is:¹⁶

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Where:

\bar{x}_1 = The mean score of experimental group

\bar{x}_2 = The mean score of control group

n_1 = The number of experimental group

n_2 = The number of control group

s_1^2 = The deviation standard of experimental group

s_2^2 = The deviation standard of control group

2. Analysis Phase End (Post-Test)

This test was used to measure students' achievement after the experimental class and the control class was given treatments and explanation. The result of test is analyzed statistically. There are types of post-test as follow:

¹⁶Sudjana, *Metode Statistika*, ..., Page. 239

a. Normality Test

The second step of this test is same as the normality test on the initial data.

b. Homogeneity Test

The second step of this test is same as the homogeneity test on the initial data.

c. Hypothesis test

Hypothesis test is used to conclude whether the hypothesis is accepted or rejected. The statistical used t-test.

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

μ_1 : average data of experimental class

μ_2 : average data of control class

And the formula is:¹⁷

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

¹⁷Sudjana, *Metode Statistika, ...*, Page. 239

Where:

\bar{x}_1 = The mean score of experimental group

\bar{x}_2 = The mean score of control group

n_1 = The number of experimental group

n_2 = The number of control group

s_1^2 = The deviation standard of experimental group

s_2^2 = The deviation standard of control group.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discussed the research finding and discussion that is discussed by the researcher. It deals with the descriptions of research finding, data analysis and hypothesis test, discussion of research findings and the limitation of the research.

A. Descriptions of Research Findings

Findings of this research described that there were difference result between the students who were taught using GIST strategy and the students who were not taught using GIST Strategy in teaching reading comprehension on narrative text in SMA N 13 Semarang. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes. The subject of this research was divided into two classes. They were experimental class (X IPS 3) and control class (X IPS 2).

The data was obtained by giving pre test and post test. Before the items of pre test and post test were given to the students, the researcher gave try out test first for try out class (XI IPA 1) on 10th April 2017 to analyze validity, reliability, difficulty level and discriminating power of each item. The researcher prepared 35 items as the instrument of the test. Test was given to know the validity, reliability, degree of test difficult and

discriminating power of test item of try out test in tryout class that was provided by the researcher.

In this research finding of tryout test, the researcher used biserial formula to analyze validity and reliability of item test, the degree of test difficulty used difficulty level formula by considered five levels of difficulty. Then the discriminating power is divided into two groups. They are lower group consist of 15 students and upper group consist of 15 students.

Pre test was given on 28th April 2017 in experimental and control class. The questions consisted of 20 items were stated valid according to tryout analysis. After giving pre-test, the researcher determined the materials and lesson plans of the teaching learning activities. Pre-test was conducted to experimental and control class to know that two classes were normal and homogeny.

After knowing the experimental class and control class had same variant. The researcher prepared material and make lesson plan before giving treatment for experimental class and conventional method for control class in teaching learning activity.

The researcher conducted conventional method in control class on 5th, 12th and 19th May 2017 at 07.00 - 08.30 a.m. The control class was taught with conventional method without giving variation or special treatment in teaching learning process. Then the researcher gave the treatment for experimental class on 3rd,

10th and 17th May 2017 at 10.15- 11.45 a.m. The treatment taught by using GIST strategy to teach narrative text.

After the treatments was given. On 19th May the researcher gave post test to both experimental class and control class. Post test was given to know that there were significant result between experimental class and control class by hypothesis test which showed the value of t-test is higher than t-table.

B. Data Analysis and Hypothesis Test

1. Data analysis

a. Data analysis of try out finding

1) Validity

Validity is the precise measurement of the test. In this research, the item validity was used to know the index validity of test.¹ The researcher used biserial formula to analyze each item. There were 35 test items, there were 22 test items were valid and 13 test items were invalid. It was invalid with the reason the computation result of their r_{xy} value was lower than their r_{table} value. Then, the researcher took 20 test items to use in pre test.

¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), Page. 76

Table 4.1
Validity of test item

Criteria	r _{table}	Number of question	Total
Valid	0,334	1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 18, 19, 21, 22, 24, 28, 31, 32, 35	22
Invalid		4, 8, 13, 17, 20, 23, 25, 26, 27, 29, 30, 33, 34	13

The following is the example of item validity computation for item number 1 and for the other items will use the same formula.

Formula:

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Explanation:

M_P : The average of subject score who can answer right
on the items which the validity is looked for

M_t : The average of total score

S_t : The deviation standard of total score

p : The student proportion who can answer right

q : The student proportion who answer wrong

Criteria:

The item is valid if r_{xy} > r_{table}

The following is the example of the item validity of number 1, and the other items use the same formula.

Table 4.2
The computation of item validity test

No	Code	X	Y	X ²	Y ²	XY
1	T-1	1	29	1	841	29
2	T-2	1	28	1	784	28
3	T-3	1	30	1	900	30
4	T-4	1	29	1	841	29
5	T-5	1	28	1	784	28
6	T-6	1	29	1	841	29
7	T-7	1	30	1	900	30
8	T-8	1	30	1	900	30
9	T-9	0	30	0	900	0
10	T-10	1	26	1	676	26
11	T-11	1	30	1	900	30
12	T-12	1	30	1	900	30
13	T-13	1	28	1	784	28
14	T-14	0	27	0	729	0
15	T-15	1	28	1	784	28
16	T-16	0	26	0	676	0
17	T-17	0	22	0	484	0
18	T-18	1	30	1	900	30
19	T-19	0	21	0	441	0
20	T-20	1	33	1	1089	33
21	T-21	0	24	0	576	0
22	T-22	1	13	1	169	13
23	T-23	0	27	0	729	0
24	T-24	0	22	0	484	0
25	T-25	1	26	1	676	26
26	T-26	0	26	0	676	0
27	T-27	0	23	0	529	0
28	T-28	0	13	0	169	0
29	T-29	0	26	0	676	0
30	T-30	1	16	1	256	16
Σ		18	780	18	20994	493

From the table, obtained data:

$$M_p = \frac{\text{Total scores of student who get right answer on item number 1}}{\text{Total students who get right answers on item number 1}}$$

$$= \frac{493}{18}$$

$$= 27,38$$

$$M_t = \frac{\text{Total score of whole students}}{\text{Total of students}}$$

$$= \frac{780}{30}$$

$$= 26$$

$$P = \frac{\text{Total students who get right answer on item number 1}}{\text{Total of students}}$$

$$= \frac{18}{30}$$

$$= 0,6$$

$$q = 1 - p$$

$$q = 1 - 0,6 = 0,4$$

$$S_t = \sqrt{\frac{20994 - \frac{(780)^2}{30}}{30}} = 4,87$$

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

$$= \frac{27,38 - 26}{4,87} \sqrt{\frac{0,6}{0,4}}$$

$$= \frac{1,38}{4,87} = 1,22$$

$$= \frac{1,6836}{4,87}$$

$$= 0,34$$

r_{xy} for $\alpha = 5\%$ with $N = 30$, it would be obtained 0,334

Because r count $>$ r table, so the item number 1 is valid.

From the computation above, the result of computing validity of the item number 1 was 0,34. Then, the researcher counted the result to the r_{table} with the number of subject (N) = 30 and significance level 5% it was 0.334. The result of the computation was higher than r_{table} , and the index of validity of the item number 1 to be valid.

2) Reliability

A good test must be valid and reliable. Reliability refers to the nation that an instrument can be trusted enough to be used as data collection tool for instrument which has been already good.² The researcher uses the K–R20 formula to measure the reliability of the instrument with the formula below:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Table 4.3
Criteria of reliability analysis

Interval	Criteria
$r_{11} \leq 0,2$	Very low
$0,2 < r_{11} \leq 0,4$	Low
$0,4 < r_{11} \leq 0,6$	Medium
$0,6 < r_{11} \leq 0,8$	High
$0,8 < r_{11} \leq 1,0$	Very High

²Suharsismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 221

Based on the analysis of test table obtained:

$$\begin{aligned}
 n &= 35 \\
 \sum pq &= 5,18 \\
 S^2 &= \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \\
 &= \frac{20994 - \left[\frac{608400}{30} \right]}{30} \\
 &= 23,8 \\
 &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\
 &= \left(\frac{35}{35-1} \right) \left(\frac{23,8 - 5,18}{23,8} \right) \\
 &= (1,029)(0,78) \\
 &= 0,80
 \end{aligned}$$

From the computation of the reliability of try out test. it was found that r_{11} was 0,80 and the number of subjects is 30 and r_{table} with significance level 5% was 0,334. The result showed that r_{11} was higher than r_{table} . It could be concluded that the instruments that used in this research was reliable. The result of r_{11} was 0,80. It means that the item of instrument was high criteria based on the table above.

3) The Level of test difficulty

Level of test difficulty is the degree of test items difficulty which researcher has given in the try out test.

The categories of the level of test items difficulty included of easy, medium and difficult category.

The following is the computation of the level difficulty for item number 1 and for the other items use the same formula.

$$B = 18$$

$$JS = 30$$

$$P = \frac{B}{JS}$$

$$P = \frac{18}{30}$$

$$P = 0,60$$

The index difficulty of the item number 1 above was medium category, because the calculation of item number 1 is in the interval $0,60 \leq P \leq 0,70$. Then the researcher computing 35 items of try out test, there are 23 items to be easy, and 12 items to be medium category.

Table 4.4
The level of difficulty each item

Criteria	Number of Question	Total
Easy	3, 6, 7, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 32, 35	23
Medium	1, 2, 4, 5, 8, 13, 17, 23, 30, 31, 33, 34	12

4) Discriminating power

Discriminating power is an ability of question to discriminate between smart students (high ability) and the students who have less ability (low ability).³

The following is the computation of discriminating power of question number 1. To do this analysis, the number of try out subjects divided into two groups. They are upper and lower group.

Table 4.5
The table of discriminating power of number 1

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-1	1	16	T-16	0
2	T-2	1	17	T-17	0
3	T-3	1	18	T-18	1
4	T-4	1	19	T-19	0
5	T-5	1	20	T-20	1
6	T-6	1	21	T-21	0
7	T-7	1	22	T-22	1
8	T-8	1	23	T-23	0
9	T-9	0	24	T-24	0
10	T-10	1	25	T-25	1
11	T-11	1	26	T-26	0
12	T-12	1	27	T-27	0
13	T-13	1	28	T-28	0
14	T-14	0	29	T-29	0
15	T-15	1	30	T-30	1
Sum		13	Sum		5

³ Suharsismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 215

The analysis discriminating power for item number 1 :

$$\begin{aligned}
 B_A &= 13 & J_A &= 15 \\
 B_B &= 5 & J_B &= 15 \\
 D &= \frac{B_A}{J_A} - \frac{B_B}{J_B} \\
 &= \frac{13}{15} - \frac{5}{15} \\
 &= 0,86 - 0,33 \\
 &= 0,53
 \end{aligned}$$

Based on the criteria the item number 1 was medium category and the discriminating power of items number 1 was good category, because the calculation result is 0,53 in the interval $0,40 \leq D \leq 0,70$. After computing 35 items of try out test there was 2 items were good, 11 items were enough, 20 items were less and 2 items were poor.

Table 4.6
The discriminating power of each item

Criteria	Number of questions	Total
Poor	23, 33	2
Less	3, 4, 5, 8, 12, 13, 15, 17, 18, 20, 21, 24, 25, 26, 28, 29 30, 31, 34, 35	20
Enough	6, 7, 9, 10, 11, 14, 16, 19, 22, 27, 32	11
Good	1, 2	2

Based on the analysis of validity, reliability, the level of difficulty, and discriminating power, from 35 items of try out test, there were 20 items was accepted to be used in pre test. Then for post test was different question but the type of question were same.

2. The data analysis of pre-request test

Table 4.7
Pre test score of the experimental and control class

EXPERIMENT (X1)			CONTROL (X2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	75	1	C-1	70
2	E-2	70	2	C-2	65
3	E-3	75	3	C-3	80
4	E-4	60	4	C-4	60
5	E-5	65	5	C-5	75
6	E-6	45	6	C-6	40
7	E-7	85	7	C-7	75
8	E-8	75	8	C-8	70
9	E-9	55	9	C-9	50
10	E-10	65	10	C-10	65
11	E-11	85	11	C-11	65
12	E-12	80	12	C-12	75
13	E-13	75	13	C-13	70
14	E-14	80	14	C-14	80
15	E-15	75	15	C-15	70
16	E-16	65	16	C-16	75
17	E-17	70	17	C-17	65
18	E-18	85	18	C-18	80
19	E-19	55	19	C-19	55
20	E-20	60	20	C-20	65
21	E-21	45	21	C-21	50
22	E-22	80	22	C-22	55
23	E-23	75	23	C-23	70
24	E-24	70	24	C-24	70
25	E-25	65	25	C-25	40
26	E-26	60	26	C-26	55
27	E-27	85	27	C-27	65
28	E-28	75	28	C-28	60
29	E-29	80	29	C-29	60
30	E-30	55	30	C-30	70
Sum		2090	Sum		1945
N		30	N		30
Average		69.67	Average		64.83
Variance (s ²)		126.56	Variance (s ²)		110.81
Standard Deviation (S)		11.44	Standard Deviation (S)		10.71

a. Normality test

The normality test used to know whether the data obtained was normally distributed or not. To test normality data of this research used the formula Chi square.

Ha = The distribution list was normal

Ho = The distribution list was not normal

With the criteria:

Ho accepted if $X^2_{count} < X^2_{table}$

Ho rejected if $X^2_{count} > X^2_{table}$

With $\alpha = 5\%$ and $df = k-1$

Table 4.8
The normality of pre-test in experimental class and control class

Class	X^2_{count}	X^2_{table}	Criteria
Experimental	9,58	11,07	Normal
Control	3,07	11,07	Normal

Based on the analysis above, it can be conclude that X^2_{count} was lower than X^2_{table} ($X^2_{count} < X^2_{table}$), so Ho accepted. The distribution data of experimental and control classes were normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample was taken from population is homogenous or not.

Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 \neq \sigma_2^2$

Table 4.9
The homogeneity result of pre-test in experimental and control class

Class	Variance (S ²)	N	Df	F _{count}	F _{table}	Criteria
Experimental	126,56	30	29	1,14	1,85	homogen
Control	110,81	30	29			

Based on the formula above, it is obtained that:

$$F = \frac{vb}{vk}$$

$$F = \frac{126,56}{110,81}$$

$$F = 1,14$$

Based on the computation above it is obtained that F_{count} is lower than F_{table}, so Ho accepted. It can be conclude that the data of pre test from experimental and control class have the same variance and homogeneous.

- c. Testing the similarity of average of the initial data between experimental class and control class.

The researcher used t-test to test the difference of average.

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

μ_1 : average data of experimental class

μ_2 : average data of control class

Table 4.10
The similarity of average result initial data between
experiment class and control class

Variation source	Experimental	Control	Criteria
Sum	2090	1945	Ho accepted
N	30	30	
Average	69,67	64,83	
Variance (S ²)	126,56	110,81	
Standard deviation (S)	11,44	10,71	

Based on the table above, it is obtained that:

$$\begin{aligned}
 s &= \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \\
 &= \sqrt{\frac{(30 - 1)126,56 + (30 - 1)110,81}{30 + 30 - 2}} \\
 &= \sqrt{\frac{(29)126,56 + (29)110,81}{58}} \\
 &= \sqrt{\frac{3670,2 + 3213,4}{58}} \\
 &= \sqrt{118,68} \\
 &= 10,894
 \end{aligned}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$T_{\text{count}} = \frac{69,67 - 64,83}{10,894 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 1,689$$

With $\alpha = 5\%$ and $df = 30+30-2 = 58$, it is obtained $t_{\text{table}} = 2,000$. From the result of calculation $t_{\text{test}}, t_{\text{count}} = 1,689$ because t_{count} was lower than t_{table} ($1,689 < 2,000$), so H_0 was accepted.

3. The data analysis of post-request test

a. Normality test

Formula Chi square.

H_a = The distribution list was normal

H_0 = The distribution list was not normal.

With the criteria:

H_0 accepted if $X^2_{\text{count}} < X^2_{\text{table}}$

H_0 rejected if $X^2_{\text{count}} > X^2_{\text{table}}$

With $\alpha = 5\%$ and $df = k-1$

Table 4.11
The normality of post-test in experimental class and control class

Class	X^2_{count}	X^2_{table}	Criteria
Experimental	10,77	11,07	Normal
Control	9,60	11,07	Normal

Based on the analysis above, it can be conclude that X^2_{count} was lower than X^2_{table} ($X^2_{count} < X^2_{table}$), so H_0 accepted. The distribution data of experimental and control classes were normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample was taken from population is homogenous or not.

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Table 4.12
The homogeneity result of post-test in experimental and control class

Class	Variance (S^2)	N	Df	F_{count}	F_{table}	Criteria
Experimental	94,47	30	29	1,097	1,85	homogen
Control	86,14	30	29			

Based on the formula above, it is obtained that:

$$F = \frac{vb}{vk}$$

$$F = \frac{94,47}{86,14}$$

$$F = 1,097$$

Based on the computation above it is obtained that F_{count} is lower than F_{table} , so H_0 accepted. It can be conclude that the data of pre test from experimental and control class have the same variance and homogeneous.

c. Hypothesis

Hypothesis test is used to know whether there is a difference on post test o experimental and control classes. The data was taken from score post test in experimental and control class which is used to test the hypothesis. To test the difference of average used t-test.

$$H_0 : \mu_1 = \mu_2 :$$

It means there is no significant difference between the reading comprehension improvement of students who were taught by using GIST Strategy and without using GIST Strategy.

$$H_a : \mu_1 \neq \mu_2 :$$

It means there is significant difference between the reading comprehension improvement of students who were taught by using GIST Strategy and without using GIST Strategy.

Table 4.13
The result of computation T-Test

Class	N	Average	Variance	Deviation Standard	t _{table}	t _{count}	Criteria
Experimental	30	81,17	94,47	9,89	2,000	3,606	Ha accepted
Control	30	72,17	86,14	9,44			

Based on the table above, it is obtained that:

$$\begin{aligned}
 s &= \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \\
 &= \sqrt{\frac{(30 - 1)94,47 + (30 - 1)86,14}{30 + 30 - 2}} \\
 &= 9,503
 \end{aligned}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$T_{\text{count}} = \frac{81,17 - 72,17}{9,503 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 3,606$$

Based on the computation above, it is obtained that the average (\bar{X}) of post-test experimental class who are taught by using GIST strategy is 81,17 and deviation standard (S) is 9,89. While the average (\bar{X}) of post-test of the control class who are taught by using non GIST strategy is 72,17 and deviation standard (S) is 9,44, with $df = 30+30-2 = 58$ by $\alpha = 5\%$, so obtained $t_{\text{table}} = 2,000$. From the result of calculation t-test $t_{\text{count}} = 3,606$. If compared between t_{count} and t_{table} , $t_{\text{count}} > t_{\text{table}}$ ($3,606 > 2,000$). H_0 is rejected and H_a is accepted. There is significance different between the reading comprehension improvement of students who were taught by using GIST strategy and without GIST strategy.

C. Discussion of Research Findings

After getting this research, the researcher discussed the data. Based on the teaching learning processed, GIST strategy was able to answer the statement of the problem.

1. The score of initial ability (Pre-test)

Based on the calculations of normality, homogeneity test, both of classes are normal distribution and homogenous. The score average of experimental class was 69,67 and control class was 64,83.

2. The score of final ability (Post test)

Based on the result of this research is obtained the average score of experimental class was 81,17 which were higher than control class was 72,17. It means that the teaching reading narrative text in experimental class by using GIST strategy can encourage the students to be more active and enjoy their reading. GIST strategy as a teaching strategy can make students to open mind in understanding reading, and easily to know the content of entire the passage. Especially, student was able to express the main idea of reading text by own words. It can be seen on average score of experimental class which has better result than control class.

The average score of control class was 72,17. Teaching reading comprehension in control class by using conventional method makes students feel bored with the material because the method is not interesting and monotonous. The students still get difficulties to comprehend their reading text.

The result of the calculation of t-test with the standard of significant 5% , it is found $t_{count} = 3,606$ and $t_{table} = 2,000$ for $\alpha = 5\%$ and $df = (30+30-2)$. It means that t_{count} was higher than

$t_{\text{table}} (3,606 > 2,000)$, so it means there is significant difference between reading comprehension improvement of students was taught by using GIST strategy and learning without using GIST strategy on narrative text.

D. Limitation of the Research

The researcher realized that this research is not optimally. There are obstacles faced during the process. Some limitations of this research are:

1. This research is limited in SMA Negeri 13 Semarang and the sample just used class X IPS 2 and X IPS 3. So that when the same researches conducted in other school. It is still possible that different result will be gained.
2. The researcher still lack of many experiences and knowledge for doing this research, so makes the implementation process of this research was less smooth. But the researcher tried as good as possible to do this research.
3. The limitation of the time makes the implementation process could not do maximally. But it was enough to fulfill all requirements of this research.
4. The researcher does not expert in statistical area, there are a lot of formulas and need more time to calculate the result of data. But the researcher as maximal as possible to calculate the data of this research.

Considering all those limitations, there is need to do more research about teaching narrative text using the same or different strategy. Hopefully there will be more optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion from the researcher to the teacher especially.

A. Conclusion

Based on the results, it can be conclude that there was a significant difference between experimental and control class. In the result of average score of pre-test for the experimental class was 69.67 and post test score was 81.17. While the average scores of pre-test for the control class was 64.83 and post test score was 72.17. It means that there was an improvement of the students' achievement in narrative text. The achievement of the experimental class was higher than the control class.

In the result of post- test of experimental class was 81.17 which higher than the control class 72.17. It means that teaching reading narrative text by using GIST strategy was better than teaching reading narrative text without GIST strategy.

The result of the calculation of t-test with the standard of significant 5% , it is found $t_{\text{count}} = 3.668$ and $t_{\text{table}}=1.672$ for $\alpha = 5\%$ and $df = (30+30-2)$. It means that t_{count} was higher than t_{table} ($3.668 > 1.672$), so there is difference result of the learning using GIST strategy and learning without using GIST strategy. Based on the testing, GIST strategy is

effective to improve students' reading comprehension on narrative text.

B. Suggestions

From the conclusion above, the writer would like to offer some suggestions to improve the students' achievement in reading narrative text in order to get better result. Suggestion are given to :

1. Teacher

- a. In teaching and learning English at senior high school. The teacher may consider the use of GIST strategy in teaching reading comprehension on narrative text. Because it can make students become more active to deliver the main idea based on the own words, and can make students not bored. The students can enjoy the reading process.
- b. The teacher can create an entertainment and enjoyment situation class by giving GIST in delivering the materials. By using GIST strategy not only can make students pay attention to the material but also they can identify some grammatical structures in interesting and different way. The students also will be easy open their minds in understanding the material.
- c. Teacher should plan the time well. Teacher should be careful to managing each session of the activities. Teacher should be considered the duration and length of times for reading activity and discussion.

C. Closing

The true praise only belongs to Allah, who gives power, protection and guidance until this thesis can be finished. The writer realized that this thesis is far from perfection. Because of that, criticism and advices from the reader are really expected for the perfection of this thesis. The writer hoped that this thesis would be useful for the readers and another research writer of similar discourse.

Appendix 1

The Subject List of Try-out Class (XI MIPA 1)

NO	NAME	CODE
1	Aditya Rizky Muhayanto	T-1
2	Agung Canyo	T-2
3	Andi Feri Setyawan	T-3
4	Ayu Fatimah DB	T-4
5	Belia Desri Purwandhani	T-5
6	Candra Maulana	T-6
7	Damar Adi Prasojo	T-7
8	Dewa Restu H	T-8
9	Diajeng Wulan Kurnia	T-9
10	Dina Amalia hazraty	T-10
11	Ega Maharani Sofi	T-11
12	Evi Yuliani	T-12
13	Hanifatul Hikmah	T-13
14	Ida Puji Lestari	T-14
15	Isna Alfin	T-15
16	Ita Safira	T-16
17	Mayang Kholip aqbah	E-17
18	Muhammad Darmawan	E-18
19	Muhammad Sholahuddin Al Ayubi	E-19
20	Nada Nabila	E-20
21	Nikmatul Riski	E-21
22	Novita Anggi Setyaningsih	E-22
23	Nur Arif	E-23
24	Nur Hasanah	E-24
25	Nur Huda Alfiansyah	E-25
26	Ratna Setiawati	E-26
27	Rizal Maulana	E-27
28	Rizka Aristya	E-28
29	Seno Ali Tugeni	E-29
30	Tarisa Dwi Noviani	E-30
31	Umi Fazidatul Khusniah	E-31

Appendix 2

The Subject List of Expeimental Class (X IPS 3)

NO	NAME	KODE
1	Aisa Munira Tri Arifatul Husna	E -1
2	Ana Jihan Hanifa	E-2
3	Anggun Rahma Febriyanti	E-3
4	Anisa Uswatun Chasanah	E-4
5	Cantika Huda Maysifa	E-5
6	Devi Anggreani Kuastutik	E-6
7	Dimas Andika Permata	E-7
8	Dwika Rendika	E-8
9	Eko Wahyu Ferdyanto	E-9
10	Fanie Ayu Zalsabil Setiawan Putri	E-10
11	Ferdian Dwi Akbar	E-11
12	Gading Gemintang	E-12
13	Hellen Handani Zerina Angela	E-13
14	Ilham Sholahuddin	E-14
15	Isya' Sandiman Febri Mukti	E-15
16	Jihan Salsabella Ayu Andini	E-16
17	Karina Ayu Wardani	E-17
18	Laila Dwi Agustin	E-18
19	Mahadiva Rahmalia	E-19
20	Maria Marselina	E-20
21	Muhammad Arif Pramudya	E-21
22	Muhammad Izzudin Sheva Maulana	E-22
23	Nadia Rizky Pramesthi	E-23
24	Naufal Maulana Putra	E-24
25	Niken Putri Indah Cahyani	E-25
26	Nisrina Khairunnisa	E-26
27	Novia Kusuma Hermawan	E-27
28	Prasetya Ranu Wiaya	E-28
29	Rahma Puspa Wigati	E-29
30	Restu Oktaviani Pratama	E-30

Appendix 3

The Subject List of Control Class (X IPS 2)

NO	NAME	KODE
1	Ainaya Qothrunnafa	C -1
2	Amalia Amanda Astuti	C-2
3	Bintang Laila Wijaya Santoso	C-3
4	Dea Ambarwati	C-4
5	Dimas Fais Bahtiar	C-5
6	Dita Aprilianti	C-6
7	Faizal Fardan	C-7
8	Ferdian Syamsul Addafiq	C-8
9	Frisca Pramudianti	C-9
10	Grasia Dimitrisa Putri	C-10
11	Herlina Sulistiya	C-11
12	Ithosin Billah	C-12
13	Jody Rubi Aryanto	C-13
14	Kevin Aprilliawan	C-14
15	Laila Devi Wulandari	C-15
16	Lucky Bestian Febrianto	C-16
17	Mauilyta Wira Asti	C-17
18	Muhammad Azriel Yardan	C-18
19	Muhammad Isyfa'lana	C-19
20	Nadya Salma Salsabilla Yulianto	C-20
21	Naja Saifiya Salsabilla	C-21
22	Nova Dwi Ariyanto	C-22
23	Octaviana Ayu Maryani	C-23
24	Rahma Dwi Mumtazati	C-24
25	Restu Ismail Fauzi	C-25
26	Rifka Ika Septianda	C-26
27	Sarah Stevana Wong	C-27
28	Shelomita Agustin	C-28
29	Uning Ratna Ariska	C-29
30	Winda Aulia Rahma	C-30

THE COMPUTATION OF THE VALIDITY, RELIABILITY, DIFFICULTY LEVEL, AND DISCRIMINATING POWER OF THE TRY OUT TEST

NO	CODE								
		1	2	3	4	5	6	7	8
1	T-1	1	1	1	1	0	1	1	0
2	T-2	1	1	1	0	0	1	1	1
3	T-3	1	1	0	1	1	1	1	1
4	T-4	1	1	1	1	0	1	1	1
5	T-5	1	0	1	0	0	1	0	0
6	T-6	1	1	1	0	1	1	1	1
7	T-7	1	1	1	0	0	1	1	1
8	T-8	1	1	0	0	1	1	1	1
9	T-9	0	1	1	1	0	1	1	0
10	T-10	1	0	1	0	0	1	1	0
11	T-11	1	1	1	0	1	1	1	1
12	T-12	1	1	1	0	0	1	1	0
13	T-13	1	0	1	1	1	1	1	1
14	T-14	0	1	1	0	0	1	1	0
15	T-15	1	1	1	0	0	1	1	1
16	T-16	0	0	1	0	0	1	1	1
17	T-17	0	0	0	0	1	1	0	0
18	T-18	1	0	1	1	1	1	1	1
19	T-19	0	0	0	0	0	1	1	0
20	T-20	1	1	1	0	1	1	1	1
21	T-21	0	0	1	1	0	1	0	0
22	T-22	1	1	0	0	0	0	1	1
23	T-23	0	1	1	1	1	1	1	1
24	T-24	0	0	0	1	0	1	1	0
25	T-25	1	1	1	0	0	0	1	1
26	T-26	0	0	1	1	0	1	0	0
27	T-27	0	0	1	0	0	0	1	1
28	T-28	0	0	0	0	0	1	0	1
29	T-29	0	1	1	0	0	1	1	0
30	T-30	1	0	1	0	0	0	0	1
$\sum X$		18	17	23	10	9	26	24	18
$\sum X^2$		324	289	529	100	81	676	576	324
Validity	Mp	27.3888889	27.94117647	27.34782609	27.5	28.77777778	27	27.125	26.05555556
	Mt	26	26	26	26	26	26	26	26
	p	0.6	0.566666667	0.766666667	0.33333333	0.3	0.866666667	0.8	0.6
	q	0.4	0.433333333	0.233333333	0.666666667	0.7	0.133333333	0.2	0.4
	p/q	1.5	1.307692308	3.285714286	0.5	0.428571429	6.5	4	1.5
	St	4.87852437	4.878524367	4.878524367	4.87852437	4.878524367	4.87852437	4.878524	4.878524367
	r	0.34867809	0.455018783	0.500795338	0.21741414	0.372752554	0.52259855	0.461205	0.013947123
	r table	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334
Criteria	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	
Difficult Level	B	18	17	23	10	9	26	24	18
	JS	30	30	30	30	30	30	30	30
	P	0.6	0.566666667	0.766666667	0.33333333	0.3	0.866666667	0.8	0.6
	Criteria	Medium	Medium	Easy	Medium	Medium	Easy	Easy	Medium
Discriminating Power	BA	13	12	13	5	5	15	14	9
	BB	5	5	10	5	4	11	10	9
	JA	15	15	15	15	15	15	15	15
	JB	15	15	15	15	15	15	15	15
	D	0.53333333	0.466666667	0.2	0	0.066666667	0.266666667	0.266667	0
	Criteria	Good	Good	Less	Less	Less	Enough	Enough	Less
Criteria		Used	Used	Used	Unused	Used	Used	Used	Unused
Reliability	p	0.6	0.566666667	0.766666667	0.33333333	0.3	0.866666667	0.8	0.6
	q	0.4	0.433333333	0.233333333	0.666666667	0.7	0.133333333	0.2	0.4
	pq	0.24	0.245555556	0.178888889	0.22222222	0.21	0.115555556	0.16	0.24
	n	35							
	$\sum pq$	5.18							
	S²	23.8							
	r₁₁	0.80536332							
	r_{table}	0,334							
Criteria	Reliable								

Appendix 5

PRE TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

EXPERIMENT (X1)			CONTROL (X2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	75	1	C-1	70
2	E-2	70	2	C-2	65
3	E-3	75	3	C-3	80
4	E-4	60	4	C-4	60
5	E-5	65	5	C-5	75
6	E-6	45	6	C-6	40
7	E-7	85	7	C-7	75
8	E-8	75	8	C-8	70
9	E-9	55	9	C-9	50
10	E-10	65	10	C-10	65
11	E-11	85	11	C-11	65
12	E-12	80	12	C-12	75
13	E-13	75	13	C-13	70
14	E-14	80	14	C-14	80
15	E-15	75	15	C-15	70
16	E-16	65	16	C-16	75
17	E-17	70	17	C-17	65
18	E-18	85	18	C-18	80
19	E-19	55	19	C-19	55
20	E-20	60	20	C-20	65
21	E-21	45	21	C-21	50
22	E-22	80	22	C-22	55
23	E-23	75	23	C-23	70
24	E-24	70	24	C-24	70
25	E-25	65	25	C-25	40
26	E-26	60	26	C-26	55
27	E-27	85	27	C-27	65
28	E-28	75	28	C-28	60
29	E-29	80	29	C-29	60
30	E-30	55	30	C-30	70
Sum		2090	Sum		1945
N		30	N		30
Average		69,66666667	Average		64,83333333
Varians (s2)		126,5555556	Varians (s2)		110,8055556
Standard Deviation		11,4420077	Standard Deviation		10,70637365

Appendix 6

POST TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

EXPERIMENT (X1)			CONTROL (X2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	95	1	C-1	80
2	E-2	95	2	C-2	85
3	E-3	80	3	C-3	75
4	E-4	85	4	C-4	85
5	E-5	65	5	C-5	80
6	E-6	75	6	C-6	70
7	E-7	70	7	C-7	70
8	E-8	75	8	C-8	65
9	E-9	75	9	C-9	50
10	E-10	90	10	C-10	75
11	E-11	85	11	C-11	85
12	E-12	95	12	C-12	70
13	E-13	85	13	C-13	75
14	E-14	70	14	C-14	65
15	E-15	65	15	C-15	55
16	E-16	85	16	C-16	80
17	E-17	95	17	C-17	75
18	E-18	90	18	C-18	85
19	E-19	70	19	C-19	70
20	E-20	80	20	C-20	80
21	E-21	75	21	C-21	75
22	E-22	90	22	C-22	85
23	E-23	85	23	C-23	55
24	E-24	65	24	C-24	60
25	E-25	75	25	C-25	70
26	E-26	70	26	C-26	75
27	E-27	90	27	C-27	70
28	E-28	95	28	C-28	65
29	E-29	80	29	C-29	70
30	E-30	85	30	C-30	65
Sum		2435		Sum	2165
N		30		N	30
Average		81,16666667		Average	72,16666667
Varians (s2)		94,47222222		Varians (s2)	86,13888889
Standard Deviation		9,885842658		Standard Deviation (S)	9,439766703

Appendix 7

The Result of Normality Test of Pre-test of Experimental Class

Hipotesis

Ho : The data distributes normally
 Ha : The data does not distribute normally

Hypothesis test :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

with the criteria

Ho diterima jika $\chi^2 < \chi^2_{tabel}$

Hypothesis test:

Maximum score	=	85,00	length of the class (P)	=	6,67	=	7
Minimum score	=	45,00	Avarege \bar{x}	=	68,00		
Range	=	40,00	s	=	10,70		
Class interval (k)	=	6	n	=	30		

Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$	
45,00 - 51,00	44,50	-2,20	0,4860	0,0475	0,5082	0	0,508	
52,00 - 58,00	51,50	-1,54	0,4385	0,1258	1,3459	2	0,318	
59,00 - 65,00	58,50	-0,89	0,3127	0,2203	2,3574	2	0,054	
66,00 - 72,00	65,50	-0,23	0,0924	0,2553	2,7320	2	0,196	
73,00 - 79,00	72,50	0,42	0,1630	0,1958	2,0950	3	0,391	
80,00 - 86,00	79,50	1,07	0,3588	0,0993	1,0629	4	8,117	
	86,50	1,73	0,4581					
							χ^2	= 9,5840

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh χ^2 tabel =

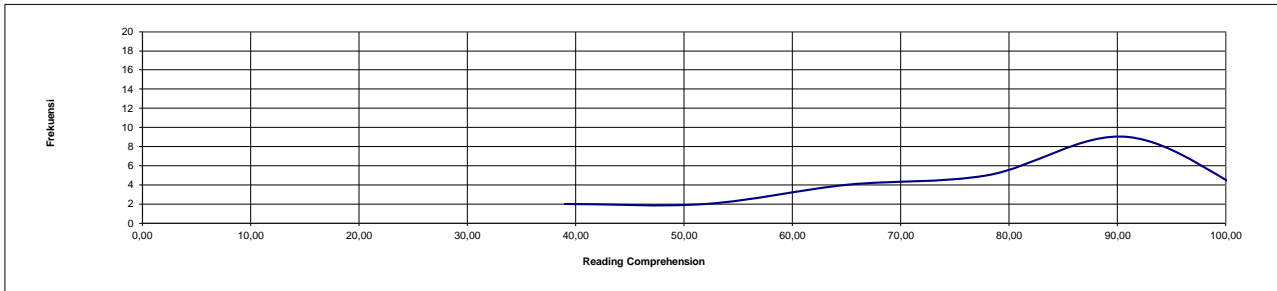
11,0705

Daerah penerimaan H_0

Daerah penolakan H_0

0,00 9,58396

Karena χ^2 berada pada daerah penerimaan H_0 , maka data tersebut berdistribusi normal



Appendix 8

The Result of Normality Test of Pre-test of Control Class

Hypothesis

Ho : The data distributes normally
 Ha : The data does not distribute normally

Hypothesis test :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

with the criteria

Ho diterima jika $c^2 < c^2_{tabel}$

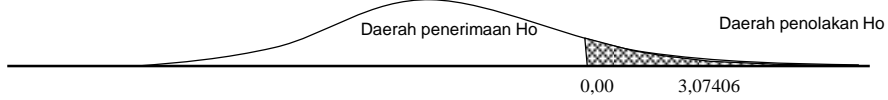
Hypothesis test:

Maximum score	=	80,00	length of the class (P)	=	6,67	=	7 1
Minimum score	=	40,00	Avarege \bar{x}	=	64,80		
Range	=	40,00	s	=	10,50		
Class interval (k)	=	6	n	=	30		

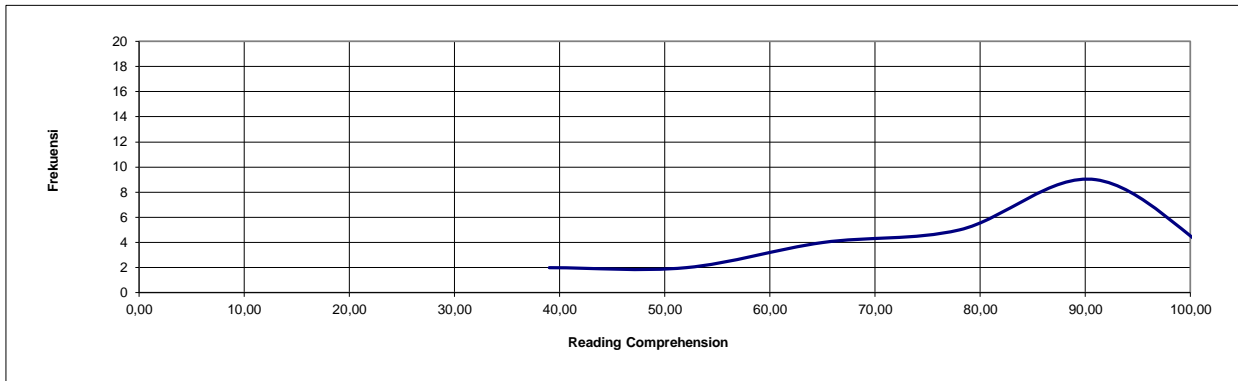
Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
40,00 - 45,00	39,50	-2,41	0,4920	0,0250	0,2629	0	0,263
46,00 - 51,00	45,50	-1,84	0,4670	0,0696	0,7309	1	0,099
52,00 - 57,00	51,50	-1,27	0,3974	0,1408	1,4786	2	0,184
58,00 - 63,00	57,50	-0,70	0,2565	0,2073	2,1764	2	0,014
64,00 - 69,00	63,50	-0,12	0,0493	0,2221	2,3316	0	2,332
70,00 - 86,50	69,50	0,45	0,1728	0,3078	3,2322	4	0,182
	86,50	2,07	0,4806				
χ^2						=	3,0741

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh χ^2 tabel =

11,070498



Karena c^2 berada pada daerah penerimaan H_0 , maka data tersebut berdistribusi normal



Appendix 9

The Result of Homogeneity Pre Test Between Experimental and Control Class

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Hypothesis test

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

H_0 accepted if $F_{hitung} \leq F_{tabel}$

Variation source	Experimental	control
Sum	2090	1945
n	30	30
\bar{x}	69,67	64,83
Standard Deviation (s)	11,44	10,71
Varians (s ²)	126,56	110,81

Berdasarkan rumus di atas diperoleh:

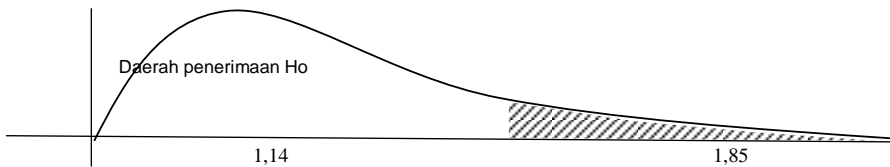
$$F = \frac{126,56}{110,81} = 1,14$$

Taraf signifikansi 5% dengan:

$$dk \text{ pembilang} = nb - 1 = (30-1) = 29$$

$$dk \text{ penyebut} = nk - 1 = (30-1) = 29$$

$$F_{tabel} = 1,85$$



Karena F_{hitung} lebih kecil daripada F_{tabel} , maka H_0 diterima dan dapat disimpulkan bahwa kedua kelas homogen

Appendix 10

T-Test

Pre test score of Experimental and Control Class

Hypothesis

Ho : $\mu_1 = \mu_2$
 Ha : $\mu_1 \neq \mu_2$

Hypothesis test :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho accepted if $t < t_{(1-\alpha)(n_1+n_2-2)}$



Dari data diperoleh:

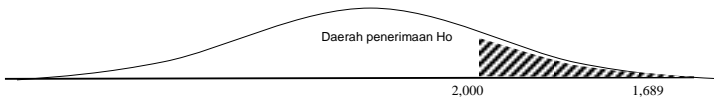
Variation source	Experimental	Control
sum	2090	1945
n	30	30
\bar{x}	69,67	64,83
Varians (S^2)	126,56	110,81
Standart deviasi (S)	11,44	10,71

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{\left[\frac{29}{29} \right] 126,56 + \left[\frac{29}{29} \right] 110,81}{2}} = 10,894$$

$$t = \frac{69,67 - 64,83}{10,894 \sqrt{\frac{1}{29} + \frac{1}{29}}} = 1,689$$

with $\alpha = 5\%$ dengan $dk = 30 + 30 - 2 = 58$ it is obtained $t_{(0,95)(60)} = 2,000$



Karena $t_{hitung} < T_{TABEL}$, maka dapat disimpulkan bahwa rata-rata gain kelompok eksperimen lebih tinggi dari pada rata-rata gain kelompok kontrol .

Appendix 11

The Result of Normality Test of Post-test of Experimental Class

Hipotesis

Ho : The data distributes normally
 Ha : The data does not distribute normally

Hypothesis test :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

with the criteria

Ho diterima jika $\chi^2 < \chi^2_{tabel}$

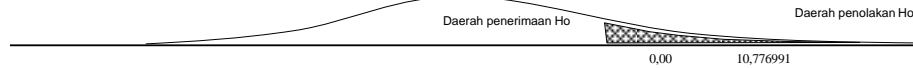
Hypothesis test:

Maximum score = 95,00 length of the class (P) = 5,00 = 5
 Minimum score = 65,00 Average \bar{x} = 81,17
 Range = 30,00 s = 9,72
 Class interval (k) = 6 n = 30

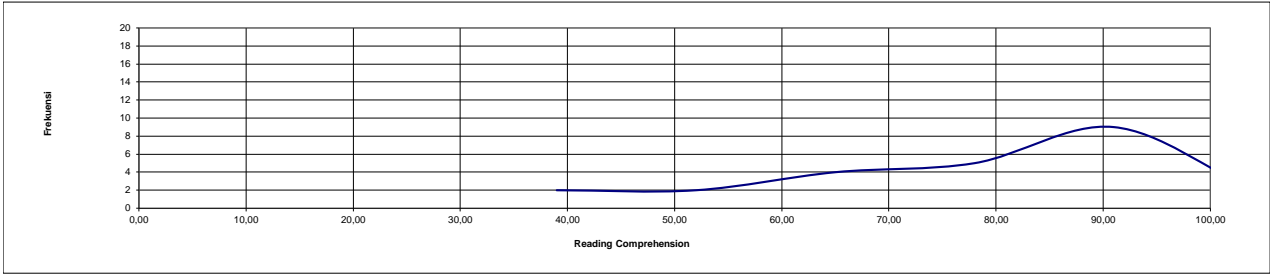
Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$	
65,00 - 69,00	64,50	-1,71	0,4568	0,0718	0,6980	0	0,698	
70,00 - 74,00	69,50	-1,20	0,3850	0,1314	1,2770	2	0,409	
75,00 - 79,00	74,50	-0,69	0,2536	0,1855	1,8033	3	0,794	
80,00 - 85,00	79,50	-0,17	0,0681	0,2402	2,3348	4	1,188	
86,00 - 90,00	85,50	0,45	0,1721	0,1594	1,5493	5	7,686	
91,00 - 95,00	90,50	0,96	0,3315	0,0983	0,9556	1	0,002	
	95,50	1,47	0,4298					
						χ^2	=	10,7770

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh $\chi^2_{tabel} =$

11,07049769



Karena χ^2 berada pada daerah penerimaan H_0 , maka data tersebut berdistribusi normal



Appendix 12

The Result of Normality Test of Post-test of Control Class

Hipotesis

Ho : The data distributes normally
 Ha : The data does not distribute normally

Hypothesis test :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

with the criteria

Ho diterima jika $\chi^2 < \chi^2_{tabel}$

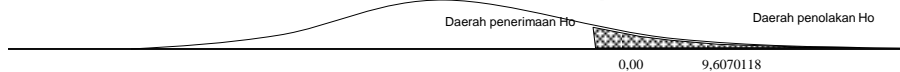
Hypothesis test:

Maximum score	=	85,00	length of the class (P)	=	5,83	=	
Minimum score	=	50,00	Avarege \bar{x}	=	72,17		
Range	=	35,00	s	=	9,28		
Class interval (k)	=	6	n	=	30		6

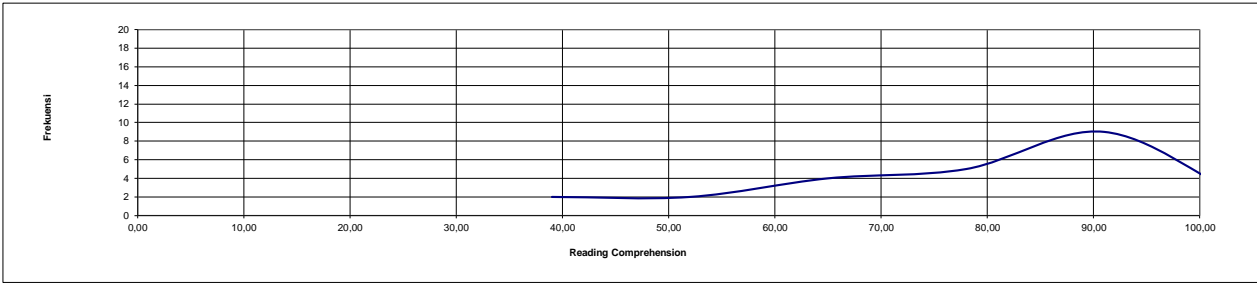
Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$		
50,00 - 55,00	49,50	-2,44	0,4927	0,0290	0,2689	0	0,269		
56,00 - 61,00	55,50	-1,80	0,4637	0,0890	0,8256	2	1,671		
62,00 - 67,00	61,50	-1,15	0,3748	0,1823	1,6922	1	0,283		
68,00 - 73,00	67,50	-0,50	0,1925	0,2496	2,3163	2	0,043		
74,00 - 79,00	73,50	0,14	0,0571	0,2282	2,1176	4	1,673		
80,00 - 85,00	79,50	0,79	0,2853	0,1393	1,2929	4	5,668		
	85,50	1,44	0,4246						
							χ^2	=	9,6070

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh $\chi^2_{tabel} =$

11,070498



Karena χ^2 berada pada daerah penerimaan H_0 , maka data tersebut berdistribusi normal



Appendix 13

The Result of Homogeneity Post test Between Experimental and Control Class

Hypothesis

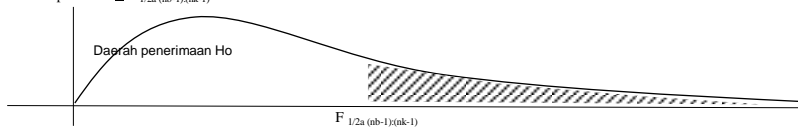
Ho : $s_1^2 = s_2^2$
 Ha : $s_1^2 \neq s_2^2$

Hypothesis test

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho accepted if $F \leq F_{1/2\alpha (nb-1)(nk-1)}$



Variation source	Experimental	Control
Sum	2435	2165
n	30	30
\bar{x}	81,17	72,17
Varians (s^2)	94,47	86,14
Standart deviasi (s)	9,89	9,44

$$F = \frac{94,47}{86,14} = 1,097$$

Pada $\alpha = 5\%$ dengan:

dk pembilang = $nb - 1$

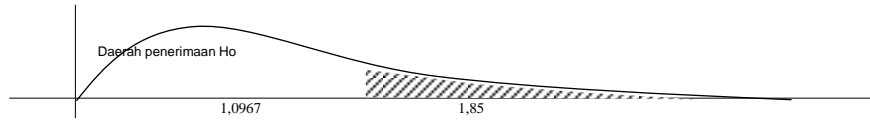
dk penyebut = $nk - 1$

$F_{(0.025)(31;31)}$

$$= 30 - 1 = 29$$

$$= 30 - 1 = 29$$

$$= 1,85$$



Karena F berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelas homogen.

Appendix 14

T-Test
Post test score of Experimental and Control Class

Hypothesis

Ho : $\mu_1 = \mu_2$
Ha : $\mu_1 \neq \mu_2$

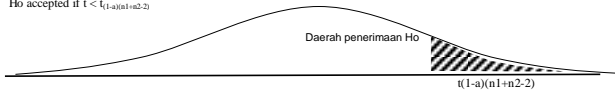
Hypothesis test :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho accepted if $t < t_{(1-\alpha/2)(n_1+n_2-2)}$



Dari data diperoleh:

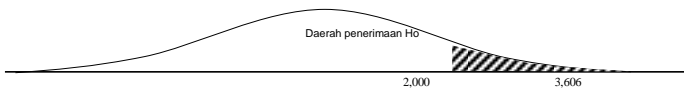
Variation source	Experimental	Control
sum	2435	2165
n	30	30
\bar{x}	81,17	72,17
Varians (S^2)	94,47	86,14
Standart deviasi (S)	9,89	9,44

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{\left(\frac{29}{29} \cdot 94,47\right) + \left(\frac{29}{29} \cdot 86,14\right)}{2}} = 9,503$$

$$t = \frac{81,17 - 72,17}{9,503 \sqrt{\frac{1}{29} + \frac{1}{29}}} = 3,606$$

with $\alpha = 5\%$ dengan $dk = 30 + 30 - 2 = 58$ it is obtained $t_{(0,95)(58)} = 2,000$



Karena $t_{hitung} > T_{TABEL}$, maka dapat disimpulkan bahwa rata-rata gain kelompok eksperimen lebih tinggi dari pada rata-rata gain kelompok kontrol.

Appendix 15

LESSON PLAN FOR EXPERIMENTAL CLASS

Name of school	: SMA Negeri 13 Semarang
Class/Semester	: X IPS 3 / 2
Subject	: English
Material	: Narrative Text
Skill	: Reading (Writing)
Allocated Time	: 3 Meeting (6 x 45 minutes)

A. Core Competence

1. Appreciating and applying the teachings of their religious values.
2. Comprehending and practicing the values of honesty, self discipline, responsibility, care (mutual aid, cooperation, tolerance, peace), polite, responsive and proactive; demonstrating such attitudes in solving various problems in interacting effectively with the social and natural environment as well as in being a model Indonesian in the global society.
3. Understanding, applying, analysing factual, conceptual and procedural knowledge based on the interest in science, technology, arts, culture and humanities with humanistic, nationalistic and civilized insights in relation to the causes of

phenomena and events; applying procedural knowledge in desired specific field of studies in solving problems.

4. Exploring, Associating and Communicating developments of the concrete and abstract domains of the learned materials; being able to apply various methods according to the rules of science

B. Basic Competences and indicators

No	Basic Competence	Indicator of competence achievement
1	3.10. Analyzing social functions, text structures, and language features of simple narrative texts in the form of legends, according to the context of used.	3.10.1 Students identify the generic structure, the social function and language features of narrative text. 3.10.2 Students identify the important information from the passage 3.10.3 Students answer some questions 5W+1H
2	4.15 Understanding simple spoken and written narrative text in the form of simple short stories.	4.15.1 Students grasp the meaning of narrative text. 4.15.2 Students find the main idea in each paragraph 4.15.3 Students make simple summary based on the story

		that they have read by their own words at less 20 words.
--	--	--

C. Learning Aims

1. Students are able to identify generic structure and language features of narrative text after read and analyse the example of narrative text.
2. Students are able to comprehend the meaning of narrative text
3. Students are able to identify the important information from the passage of the text
4. Students are able to answer some questions 5W+1H
5. Students are able to find the main idea in each paragraph
6. Students are able to make simple summary based on the story that they have read by their own words.

D. Teaching Materials

1. Regular Learning

a. Text 1

The Golden Tree

Once upon a time a long, long time ago on a hill outside a little village, there was a big palace bigger than the village itself and in the

place there lived a king. The king wanted to be rich. **(Orientation)**

Now one day the king promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit.

The gardener searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl who lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant. **(Complication)**

The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump.

The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for a long time, staring at it open-mouthed, the gardener asked for his three million coins. So the king agreed to the request and the

gardener took his money and went home and lives happily ever after. (**Resolution**)

b. Narrative Text

Narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener

c. The Social Function: A narrative is a text that is aimed to entertain or amuse the reader.

d. The Generic Structure:

- a) Orientation : Introduces the participants and the setting
- b) Complication : A crisis or problem rises
- c) Resolution : The crisis or the problem is solved (problem solving)

e. Language Features of Narrative Text

- Focus on specific and usually individually participant.
- Use of material (action) processes.
- Use of relational and mental processes.
- Use of temporal conjunctions and temporal circumstances.
- Use of past tense.

2. Remedial Learning

Find the generic structure and then underline the important information of the text (main ideas)

Snow White

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king remarried. This new queen was wicked and hated Snow White. The queen gave orders that Snow White to be treated as a servant.

Snow White grew to be a very beautiful girl. One day a prince who was riding by, saw her at work and immediately fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" And the mirror always answered, "You are the fairest one of all".

One day the mirror answered that Snow White was the fairest in the land. In a rage the queen gave orders to one of her huntsmen to take Snow White into the woods and kill her. But the huntsman had a kind heart and couldn't carry out the order. So he told Snow White to run away.

Then she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day at work in the diamond mine. They invited Snow White to share their supper.

Snow White felt so safe with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands.

She fled to the dungeon beneath the castle and took an apple and slowly dipped it into another potion. "One bite of this poisoned apple and Snow White will close her eyes forever!" she cackled.

The old woman appeared at Snow White's window. "Hello, dear," she said. "Taste one of my delicious apples. It's apple pies that make men folk's mouths water. Pies made from apples like these." Then she held the poisoned apple out to Snow White.

The seven dwarfs raced to the cottage and found the old woman trying to sneak away and Snow White lying lifeless on the floor. At that moment, lightning struck. The Queen lost her balance and fell to her doom! The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watch over her, day and night.

Then one day a handsome prince rode into the forest. How beautiful the young woman was! The Prince knelt down and kissed Snow White tenderly. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they lived happily ever

after.(*Source* :
<https://overplayers.uk/html/snowstory.html>)

3. **Enrichment Learning**

Read the text and then make simple summary based on the story.

The Fly and the Bull

There was once a little fly that thought he was very important. On sunny morning, he flew around looking for someone to talk to. He saw a bull grassing in the field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing on grass. The fly then buzzed right inside the bull's ears. The bull continued chewing the grass. The fly thought, "What a stupid animal!".

Now, the fly decided to land on one of the bull's horns to make the bull noticed him. He waited for the Bull say something, but the bull kept quite. The fly then shouted angrily, and "of bull, if you find that I'm too heavy for you, let me know and I'll fly away!"

The bull laughed and said, "Little fly, I don't care if you stay or leave. You're so tiny that your weight does not make any difference to me, so please be quite and leave me alone."(*Source : Look Ahead 1*

Book, An English Course for Senior High School Students)

E. Teaching Method

1. Approach : Scientific Approach
2. Method : GIST Strategy

F. Media, Tools, and Source of Learning

- Media : Power point, text, worksheet
- Tools : LCD, whiteboard, boardmarker
- Sources : Entika Fani Prastikawati and Siti Musarokah, *Writing3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang, 2010
- Sudarwati and Eudia Grace, *Look Ahead 1 Book, An English Course for Senior High School Students*, Erlangga, 2007
- Kementrian pendidikan dan Kebudayaan, *Buku Guru Bahasa Inggris*, Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, 2014

G. Teaching Activities

1. First meeting (2x45 minute)

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none">• Teacher greets the students.• Teacher guides students to pray before learning.• Teacher takes students' attendance list• Teacher gives few questions as a warm up before learning.• Teacher explains the purpose, the strategy and the assignment of learning	5 minutes
Main activities	<p>Observing</p> <ul style="list-style-type: none">• Students read and understand the example of narrative text <p>Questioning</p> <ul style="list-style-type: none">• Every student makes 1 question about narrative text• Teacher and students discuss the answer of student's questions. <p>Exploring</p> <ul style="list-style-type: none">• Students analyze the generic structure, the language features of narrative text with their pair.• Teacher and student discuss the students' work <p>Associating</p> <ul style="list-style-type: none">• Students underline the difficult words from the text individually <p>Communicating</p> <ul style="list-style-type: none">• Students share their work in front of the class	80 minutes
Post-activity	<ul style="list-style-type: none">• Teacher gives reflection<ul style="list-style-type: none">- Teacher asks materials that have learned.- Teacher gives review about the materials• Students and teacher conclude the the material.• Teacher explains material and learning activities for the next meeting.	5 minutes

2. Second meeting (2x45 minute)

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none"> • Teacher greets to the students. • Teacher guides students to pray before learning. • Teacher takes students' attendance list • Teacher reviews previous material 	5 minutes
Main-Activity	<p>Observing</p> <ul style="list-style-type: none"> • Teacher shows text on slide and students read the text • Teacher gives questions based on the text and students answer orally <p>Questioning</p> <ul style="list-style-type: none"> • Every student make 1 question based on the text • Teacher and students discuss the answer of student's questions. <p>Exploring</p> <ul style="list-style-type: none"> • Students find the important information (key concept) of the text • Students and teacher discuss their work <p>Associating</p> <ul style="list-style-type: none"> • Students work in six groups • Students get the text • Students discuss the text (answer the questions based on the text) <p>Communicating</p> <ul style="list-style-type: none"> • Students demonstrate the result of discussion to another groups 	80 minutes
Post-Activity	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the material that have learned. - Teacher asks the material that students have not understood. - Teacher asks the material which students have understood. • Students and teacher conclude the material. • Teacher finishes the activities and closes the meeting. 	5 minutes

3. Third meeting (2x45 minute)

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none"> • Teacher greets to the students. • Teacher guides students to pray before learning. • Teacher takes students' attendance list • Teacher reviews previous material 	5 minutes
Main-Activity	<p>Observing</p> <ul style="list-style-type: none"> • Teacher shows text on slide and students find the main idea in each paragraph (orally) <p>Questioning</p> <ul style="list-style-type: none"> • Every student make 1 question about the story of the text • Teacher and students discuss the answer of student's questions. <p>Exploring</p> <ul style="list-style-type: none"> • Students read silently • Students highlight some question 5W+1H <p>Associating</p> <ul style="list-style-type: none"> • Students work in six groups • Students read the first paragraph and explore the important information in the first paragraph • Students write the important information as the main point of first paragraph with their own words • Students read the next paragraphs and identify the important information. Summarize the important information by their own words (summary must be included information from the first paragraph and the second paragraph) • Students continued until the end of the paragraphs • Students make summary of the entire paragraphs with 20 words or less by their own words. 	80 minutes

	<p>Communicating</p> <ul style="list-style-type: none"> • Each group shares their group summaries on the board. • Teacher and students conclude and write a class summary 	
Post-Activity	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the material that have learned. - Teacher asks the material that students have not understood. - Teacher asks the material which students have understood. • Students and teacher conclude the material. • Teacher finishes the activities and closes the meeting. 	5 minutes

H. Assessment

1. Attitude Assessment

Form : Performance

Aspect : Self Confidence

Technique : Teacher Observation

Scoring Rubric:

No	Indicator	Score			
		1	2	3	4
1	Students attend to the class on time				
2	Students give good responses to the learning process				
3	Student presents the result of work in small group				
4	Student is not easily discouraged				

Description: 1: very good, 2: good, 3: medium, 4: Bad

Form of Instrument:

	Students' name	Indicator 1				Indicator 2				Indicator 3				Indicator 4				Average
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
....																		

2. Cognitive Assessment

Form : Reading test

- Technique : 1. Students find generic structure and then circle the difficult word of narrative text
2. Students find the important information (key concept) of narrative text
3. Students do narrative text in essay form

Instrument: 1. Read the text! Find generic structure and then circle the difficult word of the story!

A WOLF IN SHEEP CLOTHING

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very angry, and thought, “I must find a way to get close to the sheep.” It was by luck that he

found sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, which was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

(Source :Buku Guru, BahasaInggriskurikulum 2013)

Instrument 2: Find the important information (key concept) of the story above that you have read!

Instrument 3: Read the text and answer the questions based on the story!

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin kundang. Malin kundang and his mother had to live hard because his father had passed away when he was a baby. Malin kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin kundang to sail with him. Malin kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful wife. When he was sailing on his trading journey, his ship landed on a coast near a small

village. The local people recognized that it was Malin kundang, a boy from the area. The news ran fast in the town; “Malin kundang has become rich and now he is here”.

An old woman, who was Malin kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin kundang to recognize her as his mother but he kept refusing and yelling at her. At last Malin kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!”

After that he ordered his crews to set sail to leave old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin kundang that he would turn into a stone if he didn’t apologize to her. Malin kundang just laughed and set sail.

Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his

course, he had turned into a stone. (*Source :Buku Guru, Bahasa Inggris kurikulum 2013*)

Answer the questions based on the story!

1. What did story tell about?
2. Who is Malin kundang?
3. Where did Malin kundang live?
4. When did Malin kundang leave his mother?
5. How did the curse happen?
6. Why did Malin kundang hate her mother?
7. What did Malin kundang say to his mother?
8. How was the end of Malin kundang story?
9. How did the merchant allow Malin kundang to join him in the sail?
10. What is moral value of the story?

Scoring Rubric instrument 1 and 2:

Understanding Level	Indicator	Score
Literal	Students can find written information in the text	25
Reorganization	- Students can find main idea - Students can conclude the contain of paragraph - Students can find generic structure of the story	30
Inferential	Students can understand implicit meaning in the text/ difficult word	25
Appreciation	Sharing the ideas	20

Scoring Rubric instrument 3

The number of questions is	10
Each correct answer is scored	1
Total is	10

3. Skill Assessment

Form : Reading and Written test

Aspect : Reading comprehension

Technique : Students summarize the story by using text that you have read in previous worksheet.

Instrument :

1. Read the text, then identify the main idea in each paragraph from the text above that you have read!
 - a. First paragraph :
 - b. Second paragraph :
 - c. Third paragraph :
 - d. Fourth paragraph :
 - e. Fifth paragraph :
 - f. Sixth paragraph :
2. Use the main idea words listed above to make a 20 words main idea summary to the entire paragraphs by own words!

Scoring Rubric:

Understanding Level	Indicator	Score
Literal	Students can find written information in the text	25
Reorganization	- Students can find main idea in each paragraph - Students can summarize the contain of paragraph by their own words in 20 words	40
Inferential	Students can understand implicit meaning in the text/ difficult word	20
Appreciation	Sharing the ideas	15

Approved by:

The English Teacher

The Researcher

Dra. Nasri Sunarsih
NIP: 19580421 198803 2 001

Walugianah
NIM: 133411083

Appendix 16

LESSON PLAN FOR CONTROL CLASS

Name of school	: SMA Negeri 13 Semarang
Class/Semester	: X IPS2 / 2
Subject	: English
Material	: Narrative Text
Skill	: Reading (Writing)
Allocated Time	: 3 Meeting (6 x 45 minutes)

A. Core Competence

1. Appreciating and applying the teachings of their religious values.
2. Comprehending and practicing the values of honesty, self discipline, responsibility, care (mutual aid, cooperation, tolerance, peace), polite, responsive and proactive; demonstrating such attitudes in solving various problems in interacting effectively with the social and natural environment as well as in being a model Indonesian in the global society.
3. Understanding, applying, analysing factual, conceptual and procedural knowledge based on the interest in science, technology, arts, culture and humanities with humanistic, nationalistic and civilized insights in relation to the causes

of phenomena and events; applying procedural knowledge in desired specific field of studies in solving problems.

4. Exploring, Associating and Communicating developments of the concrete and abstract domains of the learned materials; being able to apply various methods according to the rules of science

B. Basic Competences and indicators

No	Basic Competence	Indicator of competence achievement
1	3.10 Analyzing social functions, text structures, and language features of simple narrative texts in the form of legends, according to the context of used.	3.10.1 Students identify the generic structure, the social function and language features of narrative text. 3.10.2 Students identify the important information from the passage 3.10.3 Students answer some questions 5W+1H
2	4.15. Understanding simple spoken and written narrative text in the form of simple short stories.	4.15.1 Students grasp the meaning of narrative text. 4.15.2 Students find the main idea in each paragraph 4.15.3 Students retell the story of the text in the form of

		paragraph at less 1 paragraph from the text that they have read.
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C. Learning Aims

1. Students are able to identify generic structure and language features of narrative text after read and analyse the example of narrative text.
2. Students are able to comprehend the meaning of narrative text
3. Students are able to identify the important information from the passage of the text
4. Students answer some questions 5W+1H
5. Students are able to find the main idea in each paragraph
6. Students are able to retell the narrative text in the form of paragraph at less 1 paragraph from the text that they have read.

D. Teaching Materials

1. Regular Learning

a. Text 1

The Golden Tree

Once upon a time a long, long time ago on a hill outside a little village, there was a big palace bigger

than the village itself and in the place there lived a king. The king wanted to be rich. **(Orientation)**

Now one day the king promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit.

The gardener searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl who lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant. **(Complication)**

The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump.

The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for a long time, staring at it open-mouthed, the gardener asked for his three million coins. So the king agreed to the request and the gardener took his money and went home and lives happily ever after. **(Resolution)**

b. Narrative Text

Narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener

c. The Social Function: A narrative is a text that is aimed to entertain or amuse the reader

d. The Generic Structure:

- a) Orientation : Introduces the participants and the setting
- b) Complication : A crisis or problem rises
- c) Resolution : The crisis or the problem is solved (problem solving)

e. Language Features of Narrative Text

- Focus on specific and usually individually participant.
- Use of material (action) processes.
- Use of relational and mental processes.
- Use of temporal conjunctions and temporal circumstances.
- Use of past tense.

2. Remedial Learning

Find the generic structure and then underline the important information of the text (main ideas)

Snow White

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king remarried. This new queen was wicked and hated Snow White. The queen gave orders that Snow White be treated as a servant.

Snow White grew to be a very beautiful girl. One day a prince who was riding by, saw her at work and immediately fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" And the mirror always answered, "You are the fairest one of all".

One day the mirror answered that Snow White was the fairest in the land. In a rage the queen gave orders to one of her huntsmen to take Snow White into the woods and kill her. But the huntsman had a kind heart and couldn't carry out the order. So he told Snow White to run away.

Then she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day at work in the diamond mine. They invited Snow White to share their supper. Snow White felt so safe

with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands.

She fled to the dungeon beneath the castle and took an apple and slowly dipped it into another potion. "One bite of this poisoned apple and Snow White will close her eyes forever!" she cackled.

The old woman appeared at Snow White's window. "Hello, dear," she said. "Taste one of my delicious apples. It's apple pies that make men folk's mouths water. Pies made from apples like these." Then she held the poisoned apple out to Snow White.

The seven dwarfs raced to the cottage and found the old woman trying to sneak away and Snow White lying lifeless on the floor. At that moment, lightning struck. The Queen lost her balance and fell to her doom! The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watch over her, day and night.

Then one day a handsome prince rode into the forest. How beautiful the young woman was! The Prince knelt down and kissed Snow White tenderly. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they lived happily ever after. (*Source* : <https://overplayers.uk/html/snowstory.html>)

3. Enrichment Learning

Read the text and then make simple summary based on the story.

The Fly and the Bull

There was once a little fly that thought he was very important. On sunny morning, he flew around looking for someone to talk to. He saw a bull grassing in the field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing on grass. The fly then buzzed right inside the bull's ears. The bull continued chewing the grass. The fly thought, "What a stupid animal!".

Now, the fly decided to land on one of the bull's horns to make the bull noticed him. He waited for the Bull say something, but the bull kept quite. The fly then shouted angrily, and "of bull, if you find that I'm too heavy for you, let me know and I'll fly away!"

The bull laughed and said, "Little fly, I don't care if you stay or leave. You're so tiny that your weight does not make any difference to me, so please be quite and leave me alone."(Source : *Look Ahead 1 Book, An English Course for Senior High School Students*)

E. Teaching Method

1. Approach : Scientific Approach
2. Method : Lecturing and discussions

F. Media, Tools, and Source of Learning

Media : Power point, text, worksheet

Tools : LCD, whiteboard, boardmarker

Sources: Entika Fani Prastikawati and Siti Musarokah, *Writing3:*

Handouts and Assignments, Semarang: IKIP PGRI Semarang. 2010

Sudarwati and Eudia Grace, *Look Ahead 1 Book, An English Course for Senior High School Students*, Erlangga. 2007

Kementrian pendidikan dan Kebudayaan, *Buku Guru Bahasa Inggris*, Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang. 2014

G. Teaching Activities

1. First meeting (2x45 minute)

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none">• Teacher greets the students.• Teacher guides students to pray before learning.• Teacher takes students' attendance list• Teacher gives few questions as a warm up before learning.• Teacher explainsthe purpose, the strategy and the assignment of learning	5 minutes

Main activities	<p>Observing</p> <ul style="list-style-type: none"> Students read and understand the example of narrative text <p>Questioning</p> <ul style="list-style-type: none"> Every student makes 1 question about narrative text Teacher and students discuss the answer of student's questions. <p>Exploring</p> <ul style="list-style-type: none"> Students analyze the generic structure, the language features of narrative text with their pair. Teacher and student discuss the students' work <p>Associating</p> <ul style="list-style-type: none"> Students underline the difficult words from the text individually <p>Communicating</p> <ul style="list-style-type: none"> Students share their work in front of the class 	80 minutes
Post-activity	<ul style="list-style-type: none"> Teacher gives reflection <ul style="list-style-type: none"> Teacher asks materials that have learned. Teacher gives review about the materials Students and teacher conclude the the material. Teacher explains material and learning activities for the next meeting. 	5 Minutes

2. Second meeting (2x45 minute)

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none"> Teacher greets to the students. Teacher guides students to pray before learning. Teacher takes students' attendance list Teacher reviews previous material 	5 minutes
Main-Activity	<p>Observing</p> <ul style="list-style-type: none"> Teacher shows text on slide and students read the text 	80 minutes

	<ul style="list-style-type: none"> • Teacher gives questions based on the text and students answer orally <p>Questioning</p> <ul style="list-style-type: none"> • Every student make 1 question based on the text • Teacher and students discuss the answer of student's questions. <p>Exploring</p> <ul style="list-style-type: none"> • Students get a narrative text • Students read aloud the text one by one <p>Associating</p> <ul style="list-style-type: none"> • Students work in six groups • Students get text, and then read aloud one by one • Students discuss the text (answer the questions based on the text) <p>Communicating</p> <ul style="list-style-type: none"> • Students demonstrate the result of discussion to another groups 	
Post-Activity	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the material that have learned. - Teacher asks the material that students have not understood. - Teacher asks the material which students have understood. • Students and teacher conclude the material. • Teacher finishes the activities and closes the meeting. 	5 minutes

3. Third meeting (2x45 minute)

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none"> • Teacher greets to the students. • Teacher guides students to pray before learning. • Teacher takes students' attendance list 	5 minutes

	<ul style="list-style-type: none"> • Teacher reviews previous material 	
Main-Activity	<p>Observing</p> <ul style="list-style-type: none"> • Teacher shows text on slide and students find the main idea in each paragraph (orally) <p>Questioning</p> <ul style="list-style-type: none"> • Every student make 1 question about the story of the text • Teacher and students discuss the answer of student's questions. <p>Exploring</p> <ul style="list-style-type: none"> • Students read the previous text • Students explain the content of the text <p>Associating</p> <ul style="list-style-type: none"> • Students work in six groups • Students get a text • Students read the text one by one in group • Students discuss the text • Students retell the story in the form of paragraph at less 1 paragraph. <p>Communicating</p> <ul style="list-style-type: none"> • Each group share their work in front of the class 	80 minutes
Post-Activity	<ul style="list-style-type: none"> • Teacher gives reflection <ul style="list-style-type: none"> - Teacher asks the material that have learned. - Teacher asks the material that students have not understood. - Teacher asks the material which students have understood. • Students and teacher conclude the 	5 minutes

	material. • Teacher finishes the activities and closes the meeting.	
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H. Assessment

1. Attitude Assessment

Form : Performance

Aspect : Self Confidence

Technique : Teacher Observation

Scoring Rubric:

No	Indicator	Score			
		1	2	3	4
1	Students attend to the class on time				
2	Students give good responses to the learning process				
3	Student presents the result of work in small group				
4	Student is not easily discouraged				

Description: 1: very good, 2: good, 3: medium, 4: Bad

Form of Instrument:

	Students' name	Indicator 1				Indicator 2				Indicator 3				Indicator 4				Average
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
....																		

2. Cognitive Assessment

Form : Reading test

Technique :

1. Students find generic structure and then circle the difficult word of the narrative text
2. Students find the important information (key concept) of the narrative text
3. Students do narrative text in essay form

Instrument: 1. Read the text! Find generic structure and then circle the difficult word of the story!

A WOLF IN SHEEP CLOTHING

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very angry, and thought, "I must find away to get close to the sheep." It was by luck that he found sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the

innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

Instrument 2: Find the important information (key concept) of the story above that you have read!

Instrument 3: Read the text and answer the questions based on the story!

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin kundang. Malin kundang and his mother had to live hard because his father had passed away when he was a baby. Malin kundang was a healthy, diligent, and strong boy. He usually went to

sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin kundang to sail with him. Malin kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful wife. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin kundang, a boy from the area. The news ran fast in the town; "Malin kundang has become rich and now he is here".

An old woman, who was Malin kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin kundang to recognize her as his mother but he kept refusing and yelling at her. At last Malin kundang said to her "Enough, old

woman! I have never had a mother like you, a dirty and ugly woman!”

After that he ordered his crews to set sail to leave old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin kundang that he would turn into a stone if he didn't apologize to her. Malin kundang just laughed and set sail.

Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone. (*Source :Buku Guru, Bahasa Inggris kurikulum 2013*)

Answer the questions based on the story!

1. What did story tell about?
2. Who is Malin kundang?
3. Where did Malin kundang live?
4. When did Malin kundang leave his mother?
5. How did the curse happen?
6. Why did Malin kundang hate her mother?
7. What did Malin kundang say to his mother?
8. How was the end of Malin kundang story?
9. How did the merchant allow Malin kundang to join him in the sail?
10. What is moral value of the story?

Scoring Rubric instrument 1 and 2:

Understanding Level	Indicator	Score
Literal	Students can find written information in the text	25
Reorganization	- Students can find main idea - Students can conclude the contain of paragraph - Students can find generic structure of the story	30
Inferential	Students can understand implicit meaning in the text/ difficult word	25
Appreciation	Sharing the ideas	20

Scoring Rubric instrument 3

The number of questions is 10

Each correct answer is scored 1

Total is 10

3. Skill Assessment

Form : Reading and Written test

Aspect : Reading comprehension and writing

Technique : Retell the story in the form of paragraph at less 1 paragraph in previous worksheet that have you read

Instrument :

1. Retell the story in the form of paragraph at less 1 paragraph in previous worksheet that have you read!
(Comprehension question)

Scoring Rubric:

Understanding Level	Indicator	Score
Literal	Students can find written information in the text	25
Reorganization	- Students can find main idea in each paragraph - Students can retell the story in the form of paragraph	40
Inferential	Students can understand implicit meaning in the text/ difficult word	20
Appreciation	Sharing the ideas	15

Approved by:

The English Teacher

The Researcher

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Appendix 17

RESEARCH INSTRUMENT (Try out Test) READING COMPREHENSION

Name :

Class :

Instructions:

1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 35 items and you have 60 minutes to answer them.
4. Please answer the questions based on the correct answer.

Read this text and answer the following questions no. 1 – 4

THE MOUSE DEER AND THE CROCODILE

The mouse deer was a very tricky animal but he had many enemies. One of his enemies was a crocodile. The crocodile lived in a river near a forest.

One day, the mouse deer went to the river. It was a very hot day, and he was very thirsty and dirty. He wanted something to drink from the river and then he bathed and splashed about in the water. Suddenly the crocodile saw the mouse deer. “Hmm.. a nice meal.” He thought. Then, he silently crawled behind the mouse deer and grabbed him. He caught the mouse deer’s legs.

The mouse deer was startled and terrified as well. Then, he had an idea. He saw a twig floating near him. He picked it up and said, “You stupid fool! So you think you’ve got me. You’re biting a twig-not my leg, you, stupid crocodile! Here’s my leg.” And with that, he showed the crocodile the twig. The crocodile could not see well. He was a very stupid creature, too. He believed the cunning mouse deer. He freed the mouse deer’s leg and snapped upon the twig. The mousedeer ran out of the water immediately. “Ha..Ha..ha..”. He laughed. “I tricked you!”

(Source: <https://williyan.wordpress.com/2012/02/29/the-mouse-deer-and-the-crocodile/>, accessed on 18th March 2017 at 18.35)

1. What is the main idea of the first paragraph?
 - a. The mouse deer was a very tricky animal but he had many enemies.
 - b. One of his enemies was a crocodile.
 - c. The crocodile lived in a river near a forest
 - d. The mouse deer was startled and terrified as well.
 - e. The mouse had an idea.
2. Which one is NOT TRUE based on the text?
 - a. It was a very hot day
 - b. The mouse deer was very thirsty and dirty
 - c. Crocodile saw the mouse deer
 - d. The crocodile could see very well
 - e. The mouse deer was very kind
3. The mouse deer changed his leg with?
 - a. Leave

- b. Twig
 - c. Flower
 - d. Tree
 - e. Root
4. He saw a twig floating near him. He picked it up and said, “You stupid fool! So you think you’ve got me. You’re biting a twig-not my leg, you, stupid crocodile! Here’s my leg.” The word of underline in paragraph above in Indonesia mean...?
- a. Akar
 - b. Pohon
 - c. Batang
 - d. Bunga
 - e. Ranting

Read this text and answer the following questions no. 5-10

LITTLE RABBITS

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. George’s garden because their father had an accident there.

Flopsy, Mopsy, Cotton tail were good little rabbits. But Peter was very naughty. They went down the lane to pick blackberries. But Peter runs straight away to Mr. George’s garden. He ate some lettuces, France beans, and radishes. Suddenly, he met Mr. George. Peter was very frightened and rushed away as fast as he could. He lost a pair of

shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

(Source: Kumpulan soal bahasa inggris)

5. The story mainly tells about?
 - a. Four little rabbits
 - b. A rabbits and crocodiles
 - c. Big rabbits
 - d. The food of rabbits
 - e. Peter was very naughty
6. He ate some lettuces, France beans, and radishes. (Paragraph two). The word "he" refers to...
 - a. Four little rabbit
 - b. Mr. George
 - c. Mopsy
 - d. Cotton tail
 - e. Peter
7. Which one of the following sentences is CORRECT...?
 - a. Peter lose one of his shoes while he was running
 - b. The four little rabbit didn't have mother anymore
 - c. Peter was very pleased and rushed away as fast as he could
 - d. Their mother didn't allow them to play outside
 - e. Mr. George was very frightened and run away in the garden
8. What is tense that uses in the story?
 - a. Simple present tense

- b. Simple past tense
 - c. Present continuous tense
 - d. Past perfect tense
 - e. Past continuous tense
9. Why didn't mother rabbit remind them not to go to Mr. George's garden...?
- a. They were allowed to play outside
 - b. Peter was naughty
 - c. Their father had an accident there
 - d. He lost a pair of shoes and jacket
 - e. Peter was sick
10. What is the antonym of "naughty"?
- a. Evil
 - b. Bad
 - c. Arrogant
 - d. Patient
 - e. Furious

Read this text and answer the following questions no. 11-14

THE LION AND THE MOUSE

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Source: Kumpulan soal bahasa inggris)

11. What is the main idea of paragraph three?
 - a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the king
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
 - e. From the first, the lion believed in what the little mouse said
12. What is the purpose of the text?
 - a. To entertain the readers
 - b. To describe something in general
 - c. To make a prediction
 - d. To tell a particular thing
 - e. To retell about past events
13. What is generic structure of paragraph 2?
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Reorientation

- e. Events
14. What is the moral value of the text?
- a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honestly begins at home

Read this text and answer the following questions no.15- 19

BEAUTY AND THE BEAST

Once upon a time there was a prince. He was god looking and very reach. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent a woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer god looking. He looked very ugly instead and all his entire servants turned into furniture.

One day an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay at the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

(Source: Kumpulan soal bahasa inggris)

15. What is the main idea of second paragraph.....
 - a. The prince was god looking and very reach
 - b. He lived in a beautiful castle together with his staffs and servants
 - c. One rainy dark night, a woman came to his castle.
 - d. An old man named Maurice was traveling past the castle.
 - e. Belle was staying at the castle, the Beast slowly changed
16. The synonym of the word “ugly” is.....
 - a. Sweet
 - b. Bad
 - c. Beautiful
 - d. Fat
 - e. Thin
17. The resolution of the text is found in...
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
 - e. paragraph
18. Which one is NOT TRUE based on the text?
 - a. The prince lived in a beautiful castle
 - b. The prince didn't like woman and sent her away

- c. Maurice was a belle's grandfather
 - d. Belle and beast fell in love with each other
 - e. The prince become looked very ugly instead
19. When the beast saw him,... (in the third paragraph). The word "him" refers to.....
- a. Maurice
 - b. Prince
 - c. Fairy
 - d. Belle
 - e. A woman

Read this text and answer the following questions no.20- 28

CINDERELLA

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on.

The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

(Source: <http://abidinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html>, accessed on 18th March 2017 at 17.00)

20. What is the purpose of the text?
 - a. To tell us how to write story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl
 - d. To entertain readers with an actual, or various experience
21. What is the main idea of the last paragraph?
 - a. The prince married Cinderella.
 - b. Cinderella was killed by her step mother
 - c. The prince turned into a horse forever.
 - d. The king gave the kingdom to Cinderella
 - e. Cinderella was betrayed by the king.
22. What was there at the palace one day?
 - a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
 - e. Glass slippers

23. What is the generic structure of paragraph 1?
- Orientation
 - Resolution
 - Complication
 - Re-orientation
 - Events
24. Why did the king hold the event at his palace?
- To celebrate his birthday
 - To celebrate his wedding
 - To find his crown prince a wife
 - To entertain his people
 - To show give amusement to his guests.
25. What is the type of text?
- Recount text
 - Descriptive text
 - Narrative text
 - Report text
 - Expository text
26. How many characters are there in the story?
- One
 - Two
 - Three
 - Four
 - Five
27. She lived with *her* bad step-mother and two step-sisters.”. Her refers to?
- Prince

- b. Step-mother and step sister
 - c. Coach
 - d. Two horses
 - e. Footmen
28. “She also gave Cinderella a lovely dress....” (Paragraph 4).
The underlined word has the same meaning with
- a. Boring
 - b. Honest
 - c. Polite
 - d. Loyal
 - e. Pretty

Read this text and answer the following questions no.29- 33

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Sat Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(Source: Detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

29. Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Kingdom
 - d. Jakarta
 - e. Buenos Aires
30. What is the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Nataco
 - D. Canato
 - E. Nacato
31. Which statement is true according to the text?
 - a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
 - e. Parrot is a helpful bird.
32. The complications of the text are found in...
 - a. Paragraph 1
 - b. Paragraph 2, 3, 4

- c. Paragraph 5
 - d. Paragraph 6
 - e. Paragraph 3 and 4
33. What is the story about?
- a. A Parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
 - e. A stupid parrot

Read this text and answer the following questions no.34-35

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after! (*Source: [http: soal-narrative-pilihan-ganda-2.html](http://soal-narrative-pilihan-ganda-2.html)*)

34. The story is about a stepmother who
- a. Cried every night
 - b. Planned to eat her children
 - c. Begged a witch for money
 - d. Tried to run away from a witch
 - e. Saved her children from a witch
35. Which statement is TRUE about the step mother?
- a. She was the witch's friend.
 - b. She loved her stepchildren.
 - c. She hit the witch with a broom.
 - d. She locked her children in a cage.
 - e. She visited the witch to see her children.

Appendix 18

RESEARCH INSTRUMENT (Pre-Test) READING COMPREHENSION

Respondent:

The tenth grade students of IPS 2 and IPS 3 in SMA Negeri 13 Semarang

Name :

Class :

Instructions:

1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 20 items and you have 45 minute to answer them.
4. Please answer the questions based on the correct answer.

Read this text and answer the following questions no. 1 – 3

THE MOUSE DEER AND THE CROCODILE

The mouse deer was a very tricky animal but he had many enemies. One of his enemies was a crocodile. The crocodile lived in a river near a forest.

One day, the mouse deer went to the river. It was a very hot day, and he was very thirsty and dirty. He wanted something to drink from the river and then he bathed and splashed about in the water. Suddenly the crocodile saw the mouse deer. “Hmm.. a nice meal.” He

thought. Then, he silently crawled behind the mouse deer and grabbed him. He caught the mouse deer's legs.

The mouse deer was startled and terrified as well. Then, he had an idea. He saw a twig floating near him. He picked it up and said, "You stupid fool! So you think you've got me. You're biting a twig-not my leg, you, stupid crocodile! Here's my leg." And with that, he showed the crocodile the twig. The crocodile could not see well. He was a very stupid creature, too. He believed the cunning mouse deer. He freed the mouse deer's leg and snapped upon the twig. The mousedeer ran out of the water immediately. "Ha..Ha..ha..". He laughed. "I tricked you!"

(Source: <https://willian.wordpress.com/2012/02/29/the-mouse-deer-and-the-crocodile/>, accessed on 17th March 2017 at 18.35)

1. What is the main idea of the first paragraph?
 - a. The mouse deer was a very tricky animal but he had many enemies.
 - b. One of his enemies was a crocodile.
 - c. The crocodile lived in a river near a forest
 - d. The mouse deer was startled and terrified as well.
 - e. The mouse had an idea.
2. Which one is NOT TRUE based on the text?
 - a. It was a very hot day
 - b. The mouse deer was very thirsty and dirty
 - c. Crocodile saw the mouse deer
 - d. The crocodile could see very well

- e. The mouse deer was very kind
3. The mouse deer changed his leg with?
- a. Leave
 - b. Twig
 - c. Flower
 - d. Tree
 - e. Root

Read this text and answer the following questions no. 4-8

LITTLE RABBITS

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. George's garden because their father had an accident there.

Flopsy, Mopsy, Cotton tail were good little rabbits. But Peter was very naughty. They went down the lane to pick blackberries. But Peter runs straight away to Mr. George's garden. He ate some lettuces, France beans, and radishes. Suddenly, he met Mr. George. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

(Source: Kumpulan soal bahasa inggris)

4. The story mainly tells about?
 - a. Four little rabbits
 - b. A rabbits and crocodiles
 - c. Big rabbits
 - d. The food of rabbits
 - e. Peter was very naughty
5. He ate some lettuces, France beans, and radishes. (paragraph two). The word “he” refers to...
 - a. Four little rabbit
 - b. Mr. George
 - c. Mopsy
 - d. Cotton tail
 - e. Peter
6. Which one of the following sentences is CORRECT...?
 - a. Peter lose one of his shoes while he was running
 - b. The four little rabbit didn't have mother anymore
 - c. Peter was very pleased and rushed away as fast as he could
 - d. Their mother didn't allow them to play outside
 - e. Mr. George was very frightened and run away in the garden
7. Why didn't mother rabbit remind them not to go to Mr. George's garden...?
 - a. They were allowed to pay outside
 - b. Peter was naughty
 - c. Their father had an accident there
 - d. He lost a pair of shoes and jacket

- e. Peter was sick
- 8. What is the antonym of “naughty”?
 - a. Evil
 - b. Bad
 - c. Arrogant
 - d. Patient
 - e. Furious

Read this text and answer the following questions no. 9-11

THE LION AND THE MOUSE

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, which placed his huge paw upon him, and open his big jaws to swallow him. “Pardon, O king,” cried the little mouse, “Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days.”

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Source: Kumpulan soal bahasa inggris)

9. What is the main idea of paragraph three?
 - a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the king
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
 - e. From the first, the lion believed in what the little mouse said
10. What is the purpose of the text?
 - a. To entertain the readers
 - b. To describe something in general
 - c. To make a prediction
 - d. To tell a particular thing
 - e. To retell about past events
11. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honestly begins at home

Read this text and answer the following questions no. 12 –1 5

BEAUTY AND THE BEAST

Once upon a time there was a prince. He was god looking and very reach. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent a woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer god looking. He looked very ugly instead and all his entire servants turned into furniture.

One day an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay at the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after. (*Source: Kumpulan soal bahasa inggris*)

12. What is the main idea of second paragraph....
 - a. The prince was god looking and very reach
 - b. He lived in a beautiful castle together with his staffs and servants
 - c. One rainy dark night, a woman came to his castle.

- d. An old man named Maurice was traveling past the castle.
 - e. Belle was staying at the castle, the Beast slowly changed
13. The synonym of the word “ugly” is.....
- a. Sweet
 - b. Bad
 - c. Beautiful
 - d. Fat
 - e. Thin
14. Which one is NOT TRUE based on the text?
- a. The prince lived in a beautiful castle
 - b. The prince didn’t like woman and sent her away
 - c. Maurice was a belle’s grandfather
 - d. Belle and beast fell in love with each other
 - e. The prince become looked very ugly instead
15. When the beast saw him,.... (in the third paragraph). The word “him” refers to.....
- a. Maurice
 - b. Prince
 - c. Fairy
 - d. Belle
 - e. A woman

Read this text and answer the following questions no. 16 – 20

CINDERELLA

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach two horses and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

(Source: <http://abidinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html>, accessed on 18th March 2017 at 17.00)

16. What is the main idea of the last paragraph?
- a. The prince married Cinderella.
 - b. Cinderella was killed by her step mother

- c. The prince turned into a horse forever.
 - d. The king gave the kingdom to Cinderella
 - e. Cinderella was betrayed by the king.
17. What was there at the palace one day?
- a. A game c. A birthday party e. Glass slippers
 - b. A ball d. Crown part
18. Why did the king hold the event at his palace?
- a. To celebrate his birthday d. To entertain his people
 - b. To celebrate his wedding e. To show give amusement to his guests.
 - c. To find his crown prince a wife
19. “She also gave Cinderella a lovely dress....” (Paragraph 4).
The underlined word has the same meaning with
- a. Boring d. Loyal
 - b. Honest e. Pretty
 - c. Polite
20. The complications of the text are found in...
- a. Paragraph 1
 - b. Paragraph 2 and 3
 - c. Paragraph 4
 - d. Paragraph 1 and 3
 - e. Paragraph 3 and 4

Appendix 19

RESEARCH INSTRUMENT (Post-Test) READING COMPREHENSION

Respondent:

The tenth grade students of IPS 2 and IPS 3 in SMA Negeri 13 Semarang

Name :

Class :

Instructions:

1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 20 items and you have 45 minutes to answer them.
4. Please answer the questions based on the correct answer.

Read this text and answer the following questions no. 1 – 4

THE SMARTEST ANIMAL

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “You are so big and strong. Why do you do everything the man tells you?” The buffalo answered; “Oh, the man is very intelligent”.

The tiger asked; “Can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”.

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “It at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “But I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

(Source://www.soal.narrativetext.com, accessed on 14th march 2017 at 18:47)

1. What is the main idea of the last paragraph?
 - a. Farmer and his buffalo working
 - b. Big animal listening to a small animal
 - c. The farmer shows his intelligence
 - d. The tiger want to see farmer’s intelligence
 - e. The farmer plow his field
2. Where did the story happen?
 - a. In the Zoo
 - b. In the Forest
 - c. In the Field
 - d. In the Park
 - e. In the River

3. When does the farmer plow his field?
 - a. In the morning and afternoon
 - b. In the morning and evening
 - c. Only in the afternoon
 - d. Only in the morning
 - e. In the midnight

4. “The tiger was surprised to see big animal **listening** to a small animal” (paragraph 2 line 2). The underlined word means.....
 - a. Hear
 - b. Afraid
 - c. Obey
 - d. Weak
 - e. Lazy

Text for questions number 5-8

FOX AND GOAT

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. “Good,” said fox, “It's the best water I've tasted in all my life. Come down and try it yourself.

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, “I have a good idea. You stand on your hind legs and put your walked forelegs against the side of the well. Then I'll climb your

back from there. I'll step on your horns and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he was asked and the fox on his back and climb out of he well. Then, he coolly walked away. The goat called out loudly after him of his promise to help him out. The fox merely turned to him and said, "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat fell very sad. He called out loudly. An old walking nearby heard him and put plank into well. The goat out and thanked the old man.

(Source: kumpulan soal bahasa inggris)

5. What is the main idea of second paragraph?
 - a. How the fox helped the goat
 - b. How the fox got out of the well
 - c. The fox's idea of how to get out of the well
 - d. How both the goat and the fox got out
 - e. The goat got out of the well
6. Who are the main participants of story?
 - a. Mouse deer and lion
 - b. Cat and mouse
 - c. A cow
 - d. The goat and the Fox
 - e. A dog
7. The synonym of word "carefully" in line 12 is.....
 - a. Sweet
 - b. Bad

- c. Angry
 - d. Well
 - e. Hate
8. Why the goat went to in the well?
- a. Because the goat was slept
 - b. Because the goat was thirsty
 - c. Because the goat was hungry
 - d. Because the goat was tired
 - e. Because the goat was sad

Read this text and answer the following questions no. 9-13

LITTLE RABBITS

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. George's garden because their father had an accident there.

Flopsy, Mopsy, Cotton tail were good little rabbits. But Peter was very naughty. They went down the lane to pick blackberries. But Peter runs straight away to Mr. George's garden. He ate some lettuces, France beans, and radishes. Suddenly, he met Mr. George. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

(Source: Kumpulan soal bahasa inggris)

9. The story mainly tells about?
- Four little rabbits
 - A rabbits and crocodiles
 - Big rabbits
 - The food of rabbits
 - Peter was very naughty
10. He ate some lettuces, France beans, and radishes. (paragraph two). The word “he” refers to...
- Four little rabbit
 - Mr. George
 - Mopsy
 - Cotton tail
 - Peter
11. Which one of the following sentences is CORRECT...?
- Peter lose one of his shoes while he was running
 - The four little rabbit didn't have mother anymore
 - Peter was very pleased and rushed away as fast as he could
 - Their mother didn't allow them to play outside
 - Mr. George was very frightened and run away in the garden
12. Why didn't mother rabbit remind them not to go to Mr. George's garden...?
- They were allowed to pay outside
 - Peter was naughty
 - Their father had an accident there

- d. He lost a pair of shoes and jacket
 - e. Peter was sick
13. What is the antonym of “naughty”?
- a. Evil
 - b. Bad
 - c. Arrogant
 - d. Patient
 - e. Furious

Read this text and answer the following questions no. 14 –17

BEAUTY AND THE BEAST

Once upon a time there was a prince. He was god looking and very reach. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent a woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer god looking. He looked very ugly instead and all his entire servants turned into furniture.

One day an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay at the castle so that her father could go home. While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like

him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after. (*Source: Kumpulan soal bahasa inggris*)

14. What is the main idea of the second paragraph?
 - a. The prince was god looking and very reach
 - b. He lived in a beautiful castle together with his staffs and servants
 - c. One rainy dark night, a woman came to his castle.
 - d. An old man named Maurice was traveling past the castle.
 - e. Belle was staying at the castle, the Beast slowly changed
15. The synonym of the word “ugly” is.....
 - a. Sweet
 - b. Bad
 - c. Beautiful
 - d. Fat
 - e. Thin
16. Which one is NOT TRUE based on the text?
 - a. The prince lived in a beautiful castle
 - b. The prince didn't like woman and sent her away
 - c. Maurice was a belle's grandfather
 - d. Belle and beast fell in love with each other
 - e. The prince become looked very ugly instead
17. When the beast saw him,.... (in the third paragraph). The word “him” refers to.....
 - a. Maurice
 - b. Prince
 - c. Belle
 - d. Belle
 - e. A woman

- c. Fairy
18. The complications of the text are found in...
- a. Paragraph 1
 - b. Paragraph 2 and 3
 - c. Paragraph 4
 - d. Paragraph 1 and 3
 - e. Paragraph 3 and 4

Read this text and answer the following questions no. 19-20

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

(Sources: //www.soal.narrativetext.com, accessed on 18th March 2017 at 19.00)

19. What is the main information discussed in the third paragraph?
 - a. The bird left the farmer.
 - b. The birds welcomed the farmer
 - c. The farmer got a little casket from the birds.
 - d. The farmer was so angry and went out to find the bird
 - e. The farmer was happy having got a box of precious stones.
20. The word “discovered” (p3) means....
 - a. Proved
 - b. Found out
 - c. Saw
 - d. Invented
 - e. Believed

Appendix 20

THE ANSWER KEY OF PRE-TEST AND POST-TEST

THE ANSWER KEY FOR PRE-TEST

NO	ANSWER	NO	ANSWER
1	A	11	C
2	D	12	A
3	B	13	B
4	A	14	C
5	E	15	E
6	A	16	A
7	C	17	B
8	D	18	C
9	D	19	E
10	A	20	B

THE ANSWER KEY FOR POST-TEST

NO	ANSWER	NO	ANSWER
1	C	11	A
2	C	12	C
3	B	13	D
4	A	14	A
5	B	15	B
6	D	16	C
7	D	17	E
8	B	18	B
9	A	19	B
10	E	20	B

Appendix 21

DOCUMENTATION OF RESEARCH

Pre-test in Experimental Class



Pre-test in Control Class



Treatment in Experimental Class



Treatment in Control Class



Post-test in Experimental Class



Post-test in Control Class



Appendix 22



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 13 SEMARANG

Jl. Rowosemanding, Mijen, Kota Semarang ☎ 50215 ☎ (024) 7711024 Fax 76672807
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SURAT KETERANGAN PENELITIAN

Nomor : 070/728/2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 13 Semarang menerangkan bahwa :

Nama : Walugianah
NPM : 133411083
Fakultas : Education And Teacher Training Faculty
Perguruan Tinggi : UIN Walisongo Semarang

Telah melakukan Observasi (penelitian) di SMA Negeri 13 Semarang untuk keperluan pembuatan Skripsi pada :

Waktu : Bulan 25 April s.d. 19 Mei 2017

Judul Skripsi : The Effectiveness Of Using Generating Interaction Between Schemata And Next (Gist) Strategy To Teach Students' Reading Comprehension On Narrative Text
(An Experimental Study at the Tenth Grade of SMAN 13 Semarang in the Academic Year of 2016/2017)

Demikian surat keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.



Semarang, 15 Nopember 2017

Kepala Sekolah

Dra. Endah Dyah Wardani, M.Pd.

9650617 198903 2 010

Appendix 23



**LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG**

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu I.t.3) ☎ 7601295 Fax, 7615387 Semarang 50182

PENELITI : Walugianah
NIM : 133411083
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TO TEACH STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT
(An Experimental Research at the Tenth Grade Students SMA Negeri 13 Semarang in the Academic Year of 2016/2017)

HIPOTESIS :

a. Hipotesis Varians :

H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar siswa kelas eksperimen = kontrol.

H_1 : Rata-rata hasil belajar siswa kelas eksperimen \neq kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H_0 DITERIMA, jika nilai $t_{hitung} \leq t_{tabel}$

H_0 DITOLAK, jika nilai $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

Group Statistics

kelas	N	Mean	Std. Deviation	Std. Error Mean	
nilai awal	eksp	30	69.6667	11.44201	2.08902
	kontr	30	64.8333	10.70637	1.95471
nilai akhir	eksp	30	81.1667	9.88584	1.80490
	kontr	30	72.1667	9.43977	1.72346



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Independent Samples 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
nilai awal	Equal variances assumed	.494	.485	1.689	58	.097	4.83333	2.86092	-.89342	10.56009
	Equal variances not assumed			1.689	57.746	.097	4.83333	2.86092	-.89396	10.56082
nilai akhir	Equal variances assumed	.557	.459	3.606	58	.001	9.00000	2.49559	4.00453	13.99547
	Equal variances not assumed			3.606	57.877	.001	9.00000	2.49559	4.00431	13.99569

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,459. Karena sig. = 0,459 \geq 0,05, maka H_0 DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_{hitung} pada baris pertama (*Equal variances assumed*), yaitu $t_{hitung} = 3,606$.
3. Nilai $t_{tabel} (58; 0,05) = 2,001$ (*nvo tail*). Berarti nilai $t_{hitung} = 3,606 > t_{tabel} = 2,001$ hal ini berarti H_0 DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen berbeda dengan rata-rata hasil belajar siswa kelas kontrol.

Semarang, 7 November 2017
Dosen Jurusan Pend. Matematika,
Elia Komadiastri

Appendix 24

THE PRE TEST SCORE OF CONTROL CLASS

Nama : Muhammad Isyfa'Alana
 No. Urut : 19
 Kelas : X IPS - 2
 Hari, tanggal : Jumat, 28 April 2014
 Tipe Soal : Pilihan ganda

55

No	Pilihan				
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Pilihan				
11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

B = 11

THE PRE TEST SCORE OF CONTROL CLASS

Nama : Dita Apri Lianti
No. Urut : 6
Kelas : X IPS - 2
Hari, tanggal : Jumat 28 April 2017
Tipe Soal :

40

No	Pilihan				
1	<input checked="" type="checkbox"/>	B	C	D	E
2	A	B	C	D	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D	E
4	<input checked="" type="checkbox"/>	B	C	D	E
5	<input checked="" type="checkbox"/>	B	C	D	E
6	A	B	<input checked="" type="checkbox"/>	D	E
7	A	B	C	<input checked="" type="checkbox"/>	E
8	A	B	C	D	<input checked="" type="checkbox"/>
9	A	<input checked="" type="checkbox"/>	C	D	E
10	<input checked="" type="checkbox"/>	B	C	D	E

No	Pilihan				
11	<input checked="" type="checkbox"/>	B	C	D	E
12	<input checked="" type="checkbox"/>	B	C	D	E
13	A	<input checked="" type="checkbox"/>	C	D	E
14	<input checked="" type="checkbox"/>	B	C	D	E
15	A	B	C	<input checked="" type="checkbox"/>	E
16	A	B	C	D	<input checked="" type="checkbox"/>
17	A	<input checked="" type="checkbox"/>	C	D	E
18	A	B	<input checked="" type="checkbox"/>	D	E
19	A	B	C	<input checked="" type="checkbox"/>	E
20	A	B	C	D	<input checked="" type="checkbox"/>

B = 8

THE PRE TEST SCORE OF CONTROL CLASS

Nama : Frisca Pramudianti
No. Urut : 9
Kelas : X IPS 2
Hari, tanggal : Jumat, 28 April 2017
Tipe Soal :

50

No	Pilihan				
1	A	B	C	X	E
2	A	B	X	X	E
3	A	X	C	D	E
4	X	B	C	D	E
5	A	B	X	D	E
6	A	B	C	X	E
7	X	B	C	D	E
8	A	B	X	D	E
9	X	B	C	D	E
10	A	B	C	D	X

No	Pilihan				
11	A	B	X	D	E
12	A	B	X	D	E
13	A	X	C	D	E
14	X	B	C	D	E
15	A	X	C	D	E
16	A	B	C	X	E
17	X	B	C	D	E
18	A	X	C	D	E
19	A	B	C	D	X
20	A	B	C	X	E

B = 10

THE POST TEST SCORE OF CONTROL CLASS

Nama : Dita Apri Lianti
No. Urut : 6
Kelas : X IPS-2
Hari, tanggal : Jumat 19 Mei 2017
Tipe Soal :

70

No	Pilihan				
1	A	B	C	D	E
2	A	B	C	D	E
3	A	X	C	D	E
4	A	B	C	D	E
5	A	B	X	D	E
6	A	B	C	D	E
7	A	B	C	D	X
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	X	D	E

No	Pilihan				
1	A	B	X	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	X	E

B = 14

THE POST TEST SCORE OF CONTROL CLASS

Nama : Frisca Pramugianti
No. Urut : 9
Kelas : X- IPS 2
Hari, tanggal : Jumat, 19 Mei 2017
Tipe Soal :

50

No	Pilihan				
1	A	B	C	X	E
2	A	B	X	D	E
3	A	X	C	D	E
4	X	B	C	D	E
5	A	B	X	D	E
6	A	B	C	X	E
7	X	B	C	D	E
8	A	B	X	D	E
9	X	B	C	D	E
10	A	X	C	D	E

No	Pilihan				
11	X	B	C	D	E
12	A	B	X	D	E
13	A	B	X	D	E
14	X	B	C	D	E
15	A	B	C	X	E
16	A	X	C	D	E
17	A	B	C	D	X
18	A	B	C	D	X
19	A	X	C	D	E
20	A	B	C	X	E

B = 10

Appendix 25

THE PRE TEST SCORE OF EXPERIMENTAL CLASS

Nama : MARIA MARSELINA
 No. Urut : 20
 Kelas : X IPS-3
 Hari, tanggal : Jumat, 28 April 2017
 Tipe Soal :

60

No	Pilihan				
1	A	B	C	D	E
2	A	B	C	D	E
3	X	B	C	D	E
4	A	B	C	D	E
5	A	X	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	X	D	E
9	A	B	X	D	E
10	A	B	C	D	E

No	Pilihan				
11	X	B	C	D	E
12	A	B	C	D	E
13	A	B	C	X	E
14	X	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	X	E
20	A	B	C	D	E

B: 12

THE PRE TEST SCORE OF EXPERIMENTAL CLASS

Nama : Ana Jihan Hanifah
 No. Urut : 2
 Kelas : X IPS 3
 Hari, tanggal : Jumat, 28 April 2017
 Tipe Soal : Pilihan ganda

70

No	Pilihan				
1	X	B	C	D	E
2	A	B	C	D	X
3	A	X	C	D	E
4	X	B	C	D	E
5	A	B	C	D	X
6	A	X	C	D	E
7	A	B	X	D	E
8	A	B	C	D	X
9	X	B	C	D	E
10	X	B	C	D	E

No	Pilihan				
11	X	B	C	D	E
12	X	B	C	D	E
13	A	X	C	D	E
14	A	B	C	X	E
15	A	B	C	D	X
16	X	B	C	D	E
17	A	X	C	D	E
18	A	B	X	D	E
19	A	B	C	D	X
20	A	X	C	D	E

B = 14

THE POST TEST SCORE OF EXPERIMENTAL CLASS

Nama : MARIA MARSELINA
No. Urut : 20
Kelas : X IPS-3
Hari, tanggal : Jumat, 19 Mei 2017
Tipe Soal :

80

No	Pilihan				
1	A	B	<input checked="" type="checkbox"/>	D	E
2	A	B	<input checked="" type="checkbox"/>	D	E
3	A	<input checked="" type="checkbox"/>	C	D	E
4	<input checked="" type="checkbox"/>	B	C	D	E
5	A	B	<input checked="" type="checkbox"/>	D	E
6	A	B	C	<input checked="" type="checkbox"/>	E
7	A	B	C	<input checked="" type="checkbox"/>	E
8	A	<input checked="" type="checkbox"/>	C	D	E
9	<input checked="" type="checkbox"/>	B	C	D	E
10	A	B	C	D	<input checked="" type="checkbox"/>

No	Pilihan				
11	<input checked="" type="checkbox"/>	B	C	D	E
12	A	B	<input checked="" type="checkbox"/>	D	E
13	A	B	C	<input checked="" type="checkbox"/>	E
14	<input checked="" type="checkbox"/>	B	C	D	E
15	A	<input checked="" type="checkbox"/>	C	D	E
16	A	B	<input checked="" type="checkbox"/>	D	E
17	A	B	C	D	<input checked="" type="checkbox"/>
18	A	B	<input checked="" type="checkbox"/>	D	E
19	<input checked="" type="checkbox"/>	B	C	D	E
20	A	B	<input checked="" type="checkbox"/>	D	E

B: 16

THE POST TEST SCORE OF EXPERIMENTAL CLASS

Nama : ANISA USWATUN CHASANAH

No. Urut : 04

Kelas : ~~XXXX~~ X IPS 3

Hari, tanggal : Jumat, 19 May 2017

Tipe Soal :

85

No	Pilihan				
1	A	B	C	X	E
2	A	B	X	D	E
3	A	X	C	D	E
4	X	B	C	D	E
5	A	X	C	D	E
6	A	B	C	X	E
7	A	B	C	X	E
8	A	B	X	D	E
9	X	B	C	D	E
10	A	B	C	D	X

No	Pilihan				
1	A	B	C	D	X
12	A	B	X	D	E
13	A	B	C	X	E
14	X	B	C	D	E
15	A	X	C	D	E
16	A	B	X	D	E
17	A	B	C	D	X
18	A	X	C	D	E
19	A	X	C	D	E
20	A	X	C	D	E

B = 17

THE POST TEST SCORE OF CONTROL CLASS

Nama : Ana Jihan Hanifah
No. Urut : 2
Kelas : X IPS 3
Hari, tanggal : Jumat, 19 Mei 2017
Tipe Soal : Pilihan Ganda

95

No	Pilihan				
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

No	Pilihan				
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

B : 19

CURRICULUM VITAE

Name : Walugianah
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Education : 1. SD N Beji 01
2. SMP N 2 Tulis
3. SMK PGRI Batang
4. Students of Education and Teacher
Training Faculty Walisongo State Islamic
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