

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS READING COMPREHENSION ABILITY  
BY USING GENERATING INTERACTION BETWEEN SCHEMATA  
AND TEXT (GIST) STRATEGY AMONG THE ELEVENTH GRADERS  
AT SMA N 1 PUNGGUR CENTRAL LAMPUNG  
IN THE ACADEMIC YEAR OF 2018/2019**



**BY:**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2019 M**

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BY USING GENERATING INTERACTION BETWEEN SCHEMATA AND  
TEXT (GIST) STRATEGY OF THE ELEVENTH GRADERS  
AT SMA N 1 PUNGGUR CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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1440 H / 2019 M**



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Title : IMPROVING STUDENTS READING  
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THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR  
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**NOTA DINAS**

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Lampiran :  
Perihal : **Pengajuan Munaqosyah**  
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Kepada yth,  
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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya  
maka Skripsi yang disusun oleh:

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GENERATING INTERACTION BETWEEN  
SCHEMATA AND TEXT (GIST) STRATEGY AMONG  
THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR  
CENTRAL LAMPUNG. -**

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian  
harapan kami atas perhatiannya kami terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the Munaqosyah of DIAH AYU HIDAYAH**

To:  
The Honorable the Head of Tarbiyah Department  
of State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research proposal script which is written by:

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Students Number : 1501070037  
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

No. B-3381/In-2B-1/D/PP-00-9/10/2019 .

An Undergraduate thesis entitled: IMPROVING STUDENTS' READING COMPREHENSION ABILITY BY USING GENARTING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY AMONG THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG, written by Diah Ayu Hidayah student number 1501070037, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, September 26<sup>th</sup>, 2019 at 09.00-11.00 a.m.

**BOARD OF EXAMINERS:**

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## **ABSTRACT**

### **IMPROVING STUDENTS' READING COMPREHENSION ABILITY BY USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY AMONG THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG IN THE ACADEMIC YEAR 2018/2019**

**By:  
Diah Ayu Hidayah**

The main aims of this research were to improve not only students' reading comprehension ability but also their learning activity at SMA N 1 Punggur by using Generating Interaction Between Schemata And Text (GIST) strategy. The researcher tried to investigate whether GIST strategy can be a strategy used to improve students' reading comprehension ability. The researcher had outlined the problem in this research that focused on reading comprehension ability. It is related to the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The subjects of this research are 15 students in XI MIA<sup>a</sup> class of SMA N 1 Punggur. In collecting data, the researcher used tests (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMA N 1 Punggur.

The result of this research shows that Generating Interaction Between Schemata And Text (GIST) strategy has a positive result in improving students' reading comprehension ability and students' learning activity. It is provided by the average mark result of pre-test and post-test showing that there were improved marks. At post test I is 61 and post test II is 73 it improved 12 points. In addition the students' learning activities were improved from 76% in cycle 1 to 90% in cycle 2. The researcher concluded that there was significant improvement of using Generating Interaction Between Schemata And Text (GIST) strategy on the reading comprehension ability at eleventh grade of SMA N 1 Punggur.

*(Keyword :Reading Comprehension, Generating Interaction Between Schemata And Text (GIST) Strategy, Classroom action research)*

## **ABSTRAK**

### **PENGUNAAN STRATEGI *GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST)* UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA PADA KELAS XI DI SMA N 1 PUNGGUR LAMPUNG TENGAH TAHUN AJARAN 2018/2019**

**Oleh:  
Diah Ayu Hidayah**

Tujuan utama dari penelitian ini adalah bukan hanya untuk meningkatkan pemahaman membaca siswa saja tetapi juga aktivitas pembelajaran siswa di SMA N 1 Punggur. Peneliti mencoba untuk meneliti apakah penggunaan strategi GIST dapat meningkatkan pemahaman membaca siswa. Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 15 siswa kelas sebelas MIA 1 SMA N 1 Punggur. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMA N 1 Punggur.

Hasil penelitian ini menunjukkan bahwa strategi *Generating Interaction Between Schemata And Text (GIST)* dapat meningkatkan pemahaman membaca dan aktivitas pembelajaran siswa di SMA N 1 Punggur. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 61 dan post test II adalah 73 dan meningkat 12. Kemudian dalam aktivitas pembelajaran 76 % pada siklus 1 dan 90 % pada siklus 2. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategi *Generating Interaction Between Schemata And Text (GIST)* pada kemampuan pemahaman membaca siswa di kelas sebelas SMA N 1 Punggur .

*(Kata kunci : Kemampuan Pemahaman membaca, Generating Interaction Between Schemata And Text (GIST), Penelitian tindakan kelas)*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is the result of the writer's research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, July 7<sup>th</sup> 2019  
The Writer



**DIAH AYU HIDAYAH**  
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## ORISINALITAS PENELITIAN

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Jurusan : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 7 Juli 2019

Penulis



**DIAH AYU HIDAYAH**  
NPM: 1501070037

## MOTTO

لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا ﴿سورة التوبة: ٤٠﴾

*“Do not be sorrowful, Because Allah always with us.” (Q.S. At-Taubah :40)*

## **DEDICATION PAGE**

*This Piece of work is dedicated to:*

*My beloved Parents  
(Mr. Budi Satmono and Mrs.Siti Khodijah)*

*My beloved Sister*

*My beloved lectures at English Education Department  
State Institute For Islamic Studies of Metro*

*My beloved Family at FLP,IAI Lampung and IKABIM*

*My Almamater*

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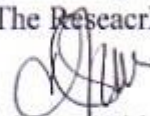
Thank to Allah SWT as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research undergraduate thesis entitle "IMPROVING STUDENTS READING COMPREHENSION ABILITY BY USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY AMONG THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG IN ACADEMIC YEAR OF 2018/2019"

Regarding to the research undergraduate thesis, the researcher offers her big thank to the Dr. Umi Yawisah, M.Hum as the sponsor and to Ahmad Subhan Roza, M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research undergraduate thesis writing process.

As human being the researcher completely realize that this research undergraduate thesis still has a plenty of weaknesses. The researcher do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research undergraduate thesis. Hopefully, this research undergraduate thesis can be a meaningful benefit for the reseacrher especially and for our campus and all readers generally.

Metro, July 7<sup>th</sup> 2019  
The Reseachrer,



Diah Ayu Hidayah  
ST.N 1501070037

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**CURRICULLUM VITAE**



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# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

English Language Teaching (ELT) is an educational process that aims not only to transfer knowledge but also habituate English Language Learner (ELL) in order to understand and to apply the English in daily live. ELT has various significant functions at each educational level in Indonesia. ELT is one of the important aspects for teacher of any respect should not only to learn but also master. Trough ELT, the students have opportunity to learn English in each step of their education. By involving in English learning process, they are able to understand English as an international language.

Moreover, English is a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the world. Therefore, Indonesian government incorporates English into its educational curriculum as one of compulsory subjects starting from elementary school. In order to be able to communicate in English, there must be complete mastery related on the language skills. There are two kinds of language skills that include of productive and receptive. Productive skills consist of speaking and writing ability while receptive skills consist of listening and reading ability.

In addition, reading is one of the receptive language skills that has correlation with the readers' understanding in the message of the reading. Reading has an important position to get many information from the writer. From the process of reading English text, the reader can get English vocabulary, analyze the grammar and new knowledge that related to the content of the reading.

Furthermore, reading always come along with comprehension. In order to have the ability to read well, there are many aspects that are very profitable. It includes of internal and external aspect. Internal aspects that affect reading include of motivation, interest, learning style, personality type and learning habits. While, external aspects that affects the ability to learn externally comes from the good environment of parents, peers or the wider community. In addition, a very powerful external aspect that exists in the classroom is the teaching medium and strategy taught by the teacher.

While reading, the students are not able to understand the meaning of the reading passage well. It is hard for them to find out the mind idea and supporting details of each paragraph of the text. The students have low motivation in reading the English text because they are confuse in guessing meaning the difficult vocabularies provided in the text. Therefore, the students' comprehensions in reading need to be improved. In conclusion, there are many problems in the students' reading comprehension.

In line with the reading problem above, the result of pre-survey that was conducted on December 14<sup>th</sup>, 2018 at SMA N 1 Punggur shows that the

eleventh graders of SMA N 1 Punggur have low reading comprehension. The result of pre-survey is illustrated in the following table :

**Table 1**  
**Students' reading score frequency**

No	Score	Frequency	Percentage
1	$\geq 77$	7	21,2 %
2	$< 77$	26	78,8 %
<b>Total</b>		<b>33</b>	<b>100%</b>

The pre-survey was done on December 14<sup>th</sup> , 2018. They were 33 students at the eleventh Grade of SMA N 1 Punggur. The English minimum passing grade in this school is 77. It means that the students who got the score under 77 don't pass the examination. In fact, there are not any students who get 77-100, there are only 7 and 26 students got score 0-77. The average score is 39.53% of the total of students.

In addition based on the process of pre-survey, it is investigated by the researcher that the eleventh graders of SMA N 1 Punggur have low motivation in reading. They also have different reading habits. Moreover, they have less vocabulary that make them difficult to understand the meaning of the text. It is find out that they also have low grammar mastery so they tend to be lazy in reading the long text. It is hard for them to find out the mind idea and supporting details of each paragraph of the text.

In order to solve the problem above, the researcher used GIST strategy for helping students to learn how to pick out the most important information from a text. GIST is a focused strategy to support students in summarizing

passages of text in order to get their gist. GIST stands for Generating Interactions Between Schemata and Text.

Based on all of the illustration above, the researcher had conducted a classroom action research as the effort to improve students' reading comprehension by outlining a research in title of "Improving Students' Reading Comprehension Ability By Using GIST Strategy Among The Eleventh Graders Of SMA N 1 Punggur Central Lampung"

### **B. Problem Identification**

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

1. The students do not have much motivation in reading.
2. The students have low skills in understanding the meaning of vocabulary.
3. Most of students have low reading comprehension ability.
4. Most of students are difficult in comprehending the content of the reading text.
5. Most of students have low ability in determining the main idea.

### **C. Problem Limitation**

Based on identification of problem, the researcher limited the problem by focusing the research problem of number three that is the students' low reading comprehension ability.



#### **D. Problem Formulation**

Based on the background problem above, the researcher formulates the problem are as follows:

1. Can the use of GIST improve the students' reading comprehension ability among the eleventh graders at SMA N 1 Punggur Central Lampung?
2. Can the use of GIST improve the students' learning activity among the eleventh graders at SMA N 1 Punggur Central Lampung?

#### **E. The Objective and Benefits of Study**

##### 1. Objective of the Study

In line with the problem formulation above, the researcher decides the objectives, as follows:

- a. To investigate whether there is improvement of reading comprehensions among the eleventh graders of SMA N 1 Punggur
- b. To know whether there is improvement of students' learning activity of using GIST strategy among the eleventh graders of SMA N 1 Punggur

##### 2. Benefit of the study

- a. For the students

This research is beneficial as a motivation for the students' in reading comprehension ability. By implementing GIST strategy, the students are easy to summarize what they have been read effectively. It is because GIST strategy guides the students to limit the words to be summarized in form of not more than twenty words in each paragraph.

b. For the teacher

It is hoped that this research can be an alternative strategy to the teacher in improving reading comprehension ability.

c. For other researcher

This research can be used as information to facilitate learning English process the future.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension Ability

##### 1. The Definition of Reading

Reading is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a researcher's ideas or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes for reading guide the reader's select better texts to read.

By reading many meaningful books written in English, the people can easily find out information from many sources such as from newspaper, magazine, advertisement, brochures and so on. Reading is one of language skills that people have to master if they want to learn English. That is why reading is important is an activity in every language.

Reading is a complex information processing skill in which the reader interacts with text in order to (re)create meaningful discourse.<sup>1</sup> Then, Bassma explains that reading is the process of understanding a written text by learner.<sup>2</sup> It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language. During the reading process, the English language learner can

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<sup>1</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 12.

<sup>2</sup> Bassma Basheer Nomas, *The Impact of Using Technology in Teaching English as a Second Language: English Language and Literature Studies* (Baghdad : Canadian Center of Science of Education, 2013) Vol.3,no.1:2013 ISSN 1925-4708 E-ISSN 1925-4776, P. 113

improve his vocabulary and terms, acquire new information and ideas and enhance his real-world knowledge.

Furthermore, Patel states that reading is not only as a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.<sup>3</sup> It means that reading is not only as a source of notice and an enjoyable activity but also as a way to reinforce and to enlarge the reader's know.

Harmer states that reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all.<sup>4</sup>

According to the definition above, the researcher concludes that reading is very important for language acquisition, because it makes the students better after they read. It is concluded that reading is the information process from the author to the reader to tell about the messages, or ideas or to entertain the reader.

To understand a reading text, the students must have a good competence in knowing the meaning of words, sentences, content and the most important is to know about the researcher's idea. "Believed that if we could understand reading we would understand the mysteries of human mind." It means by reading the readers can know everything that they do not know before. By reading people can realize the lack of knowledge,

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<sup>3</sup> Patel, M.F. and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Techniques*, (Jaipur, Sunrise Publishers & Distributors, 2008), p.114

<sup>4</sup> Jeremy Harmer, *How to Teach English*. (Longman: Pearson Education Limited, 2007), p.99

Allah as our Lord also command us to Read, as Allah's Say in the Holy Qur'an in Surah Al-,Alaq verse 1-5:

Therefore, Allah SWT told Prophet Muhammad SAW to read in his first vision; it means that reading is the first priority for human kind to live in this world. By reading people can get a lot of information, knowledge, entertainment, and etc. In addition, reading also makes someone understand a lot of things because reading is a way of gathering information and books are windows of the world.

Based on the definition above, the researcher concludes that reading is the process of understanding the meaning of the content and the researcher's idea about the topic. Furthermore, understand means comprehending the reading materials.

## **2. The Definition of Comprehension**

Comprehension is something that can be eximend only indirectly. We can not actually see what is occuring in a student's head as he or she comprehends.<sup>5</sup>

The other research that available at the free dictionary:

“Comprehension is the act of grasping with the mind, comprehending, containing, or comprising; inclusion. And other definition is comprehended or enclosed within narrow limits; a summary; an epitome”.<sup>6</sup>

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<sup>5</sup> JoAnne Schudt Caldwell, *Comprehension Assessment*.(London: The Guilford Press,2008),P.34

<sup>6</sup> [Http//Wikipedia.freedictionary.readingcomprehension.org](http://Wikipedia.freedictionary.readingcomprehension.org), November 19, 2018

According to the definition above, the researcher can assume that comprehension is as same as containing or enclosing within the limits of a summary.

### **3. The Definition of Ability**

Ability is ascribed for what it is that one is able to do certain action.<sup>7</sup> Then, Natika Newton states that ability could be a sign of some other mental state, the act of subsuming the perceived object under a pre-existing concept.<sup>8</sup>

Regarding to the theories above, it can be concluded that ability is competence to perform an observable behavior or a behavior that results in an observable product.

### **4. The Definition of Reading Comprehension Ability**

Reading comprehension ability involves much more than readers' responses to text. "Reading comprehension ability is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself." as quoted from Klinger.<sup>9</sup> From the definitions above, it can be said that reading comprehension ability is defined as the condition of the reader in being able to comprehend the reading passage before, while, and after the process of reading.

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<sup>7</sup> Waltraud Brennenstuhl. *Control and Ability*. (New York : Benjamins Publishing Company, 1982), p.27

<sup>8</sup> Natika Newton. *Foundations of Understanding*. (New York : Benjamin Publishing Company, 1984), p.86

<sup>9</sup> Janette Klinger. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York : The Guildford Press, 2007), p.8

It is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. Many readers can not be able to catch the reader idea because of the limitation of thinking and analyzing the meaning of words and sentences. Besides that the readers should know about lexical , grammatical, cultural meaning, text organization and connection between sentences.

When constructing reading ability exercise on a given text , it starts with overall meaning of the text, its function and aim, rather than studying vocabularies. Of course it should be started with the global understanding and go toward detailed understanding. The texts are given to begin with more fluently and get the gist of the text easily.

Based on definition above, reading comprehension ability is not only an activity: such as with the printed materials to get meaning out of it but also involves the interaction of reader and the material being read.

## **5. Kinds of Reading**

According to Harmer, “There are two kinds of reading related to its purpose, those are intensive reading and extensive reading”.<sup>10</sup>

Jeremy Harmer points out that there are two kinds of reading; they are intensive reading and extensive reading.

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<sup>10</sup> Jeremy Harmer, *How to Teach English*.(New York: Pearson education limited, 2007), p.99

a. Intensive reading

In line with the notion intensive reading, Harmer defines intensive reading as reading detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively.

Based on the explanation above, the researcher concludes that intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and to force the reader to understand. It means that the time for reading is usually in classroom.

b. Extensive reading

Extensive reading is an approach pedagogy with no real dictators. Even those who argue for balance of intensive and extensive reading acknowledge the importance and indispensability of extensive reading.<sup>11</sup>

After discussing the intensive reading now this term will focus the extensive reading refers to reading which students do often (but not exclusively) away from the classroom. It means that the time for reading as usual and can be done wherever the students are beside the classroom.

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<sup>11</sup> John S. edgcock, *Teaching Readers of English*,(Francis : British Library, 2009),p.210



Therefore, to summarize, extensive reading is a kind of reading in which the reader can focus for the value of story in a book not for the specific items of the text.

c. The Purpose of Reading

Harmer states that the purpose of reading is divided into two general purposes. First, reading for pleasure. People read the material is interesting, such as comics, novels or magazines. Second, reading for usefulness of the text. People read because they need the information contained in the text, such as book, newspaper, encyclopedia, and so on.<sup>12</sup>

Related to the statement above, whatever materials people read, they always read it on purpose. In this case, the purpose is reading for pleasure. It is different when they read a textbook or a recipe. People read it because they need information, when they read anything like comic, novel, newspaper, magazine and others, it does not mean that our reading does not have a purpose.

## 6. The Strategies for Reading Comprehension Ability

According to Henry Mintzberg points out that people use "strategy" in several different ways, the most common being these four:<sup>13</sup>

- a. Strategy is a plan, a "how," a means of getting from here to there.

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<sup>12</sup> Jeremy Harmer. *How to Teach*, p.182

<sup>13</sup> Henry Mintzberg, *The Rise and Fall of Strategic Planning*, (San Fransisco: Cambridge University Press, 1994), P.3

- b. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
- c. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.
- d. Strategy is perspective, that is, vision and direction.

Mintzberg argues that strategy emerges over time as intentions collide with and accommodate a changing reality. Thus, one might start with a perspective and conclude that it calls for a certain position, which is to be achieved by way of a carefully crafted plan, with the eventual outcome and strategy reflected in a pattern evident in decisions and actions over time. This pattern in decisions and actions defines what Mintzberg called "realized" or emergent strategy.

Mintzberg's typology has support in the earlier writings of others concerned with strategy in the business world, most notably, Kenneth Andrews, a Harvard Business School professor and for many years editor of the *Harvard Business Review*.

Following are ten such strategies, each of which can be practically applied to classroom techniques. They are :

- 1) Identify the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. People did only a mediocre job of retaining what they "read" and perhaps were rather slow in the process.

- 2) Use graphemic rules and patterns to aid in bottom-up decoding.

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have come acquainted with oral language and have some difficulty learning English spelling conventions.

- 3) Use efficient silent reading techniques for relatively rapid comprehension.

If people are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatically.

- 4) Skim the text for main ideas.

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. The people can train students to skim passage by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

5) Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text for academic English, scanning is absolutely essential.

6) Use the semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7) Guess when the readers aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to:

- a) Guess the meaning of a word
- b) Guess a grammatical relationship
- c) Guess a discourse relationship
- d) Infer implied meaning
- e) Guess about a cultural reference

f) Guess content messages.

g) Analyze vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

8) Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

9) Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.<sup>14</sup>

Many strategies for reading comprehension which have been explained by Brown. The researcher concludes that all of the categories must be included in strategies for reading comprehension to understand and comprehend the language to achieve the aim of teaching reading.

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<sup>14</sup> H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco: Cambridge University Press, 2000), page.306-310

## 7. Levels of Comprehension

The three levels of comprehension, or sophistication of thinking, are presented in the following hierarchy from the least to the most sophisticated level of reading.<sup>15</sup>

a. Literal is the first level that what is actually stated.

- 1) Facts and details
- 2) Rote learning and memorization
- 3) Surface understanding only

Tests in this category are objective tests dealing with true / false, multiple choice and fill-in-the-blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

b. Interpretive is the second level that what is implied or meant, rather than what is actually stated.

- 1) Drawing inferences
- 2) Tapping into prior knowledge / experience
- 3) Attaching new learning to old information
- 4) Making logical leaps and educated guesses
- 5) Reading between the lines to determine what is meant by what is stated.

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<sup>15</sup> John R. Searle, *Expression and meaning: Studies in the theory of speech acts.* (Cambridge, London, New York, Melbourne: Cambridge University Press, 1979). page. xiv -187

Tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how.

- c. Applied is the third level that taking what was said (literal) and what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation.

- 1) Analyzing

- 2) Synthesizing

- 3) Applying

In this level we are analyzing or synthesizing information and applying it to other information.

Therefore, the conclusion that what the level of reading comprehension for SMP at the eighth grade is literal meaning is simply what the text says. It is what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the material on this level, people could not go any farther.

Here are examples of the type of information that could be identified as literal meaning:

- 1) The main idea

- 2) Stated facts

- 3) The sequence of events

- 4) Characters in the story

## 8. The Measurement of Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured use the assessment of reading. There are the measurements of reading comprehension ability according to Joan F. Groeber, as follows:<sup>16</sup>

Criteria	4	3	2	1	Total Points
<b>Purpose</b> <ul style="list-style-type: none"> <li>identifies topic</li> <li>understand author's purpose</li> </ul>	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements	... x = 3 ...points
<b>Format</b> <ul style="list-style-type: none"> <li>identifies text structure</li> </ul>	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2 + incomplete elements	... x = 3 ...points
<b>Conflict</b> <ul style="list-style-type: none"> <li>can compare the text information with prior knowledge of topic</li> </ul>	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2 + incomplete elements	... x = 4 ...point

**The Value :**

**A = 93 – 100 points**

**B = 88 – 92 points**

**C = 78 – 87 points**

**D = 70 - 77 points**

**E = <69 points**

<sup>16</sup> Silmon Grenall and Michael Swan, effective Reading: *Reading Still for advanced students*: Teacher's Books, (Cambridge: Cambridge University Press, 2004), P. 34



## **B. Report Text**

### **1. The Understanding of Report Text**

There are two main categories of texts, literary and factual. Within these, there are various text types. Each type has a common and usual way of using language. In this paper, the writer will only discuss one of the texts that is being used for his research, that is report text.

A report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans.<sup>17</sup> Also, its report purpose is mainly to present information about something generally.

An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things) can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).<sup>18</sup>

From the explanation above, report text is a text that contains information that describe something in reality, from sources like ; natural, man-made , and social phenomena in our environment. In writing a report text, the research must describe the subject in correct information as it is

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<sup>17</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

<sup>18</sup> *Ibid.*, p. 18.

observed.

## **2. The Purpose of Report Text**

People write report text might be basically for pleasure, to gain and hold the reader' interest in a topic. It means that they like to write any kinds of topic to inform or even to teach the readers about the writer's reflection on experience.

This is one idea to Moss's explanation that report text is to make students explore factual information and create a format for sharing information.<sup>19</sup> Then, according to Mark Anderson the purpose of report text is tells information about a subject. It is usually contains facts about the subject, a description and information on its parts, behavior and qualities.

From the explanation above, it means that the social function of report text is to convey information of observation through systematic analysis. The information described in the report text is usually general, whether natural or artificial like mammals, planets, rocks, plants, states, culture, transportation, and so forth.

## **3. The Structures of Report Text**

The generic structures of Report texts are general classification, description and conclusion.<sup>20</sup> A more detailed generic structure of report text has been proposed by Anderson and Anderson who argue that a report text includes of, as follows:

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<sup>19</sup> Mark Anderson and Kathy Anderson., 2003, p. 6.

<sup>20</sup> Mark Anderson and Kathy Anderson, op.cit., 1998, p. 4.

- a. General opening statement that introduce the subject of the report, it can include a short description and definition.
- b. Description that describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.
- c. Conclusion that summarizes the information and signals the end of the report (optional/not always). It just to make the text clearly in the end of the text and make the readers comprehend the text tell about. In generally, the generic structure in a report text just explained general classification and description.

**i. The Linguistic Features of Report Text**

The language features usually found in report text are:

- a. Use timeless present tense.
- b. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
- c. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
- d. Use descriptive language (color, shape, size, function, habit, behavior)
- e. Use technical terms.

## **C. The Concept of Generating Interactions between Schemata and Text (GIST)**

### **1. The Definition of Generating Interactions between Schemata and Text (GIST).**

There are many kinds of strategy that can be used in teaching and learning reading comprehension ability. One of them is GIST. GIST is a summarization strategy that will improve students' abilities to comprehend and summarize the gist or main idea of paragraphs. GIST is an acronym for Generating Interaction between Schemata and Text. Margot Kinberg point outs that GIST is a strategy developed by James Cunningham as strategy for helping students to learn how to pick out the most important information from the text.<sup>21</sup> GIST is a good transfer strategy for researcher as well as students. Cunningham emphasizes that it is recommended for teaching students to summarize text effectively.<sup>22</sup>

In addition, according to Michaela Colombo, GIST strategy is appropriate for ELLs with proficiency levels from developing to bridging, providing that the text is comprehensible.<sup>23</sup> This strategy can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for reading from group sentence to sentence production to individual.

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<sup>21</sup> Margot Kinberg, *Teaching Reading in the Content Areas for Elementary Teachers* (USA: Shell Education,2007),p.103

<sup>22</sup> Judi S Richardson,Rayman F Morgan, Charlene Fleener, *Reading to Learn in the Content Areas, Read: Seventh Edition (USA : Wadsworth Cengage Learning,2009),p.378*

<sup>23</sup> Michaela Colombo,*Teaching English Language Learners* (USA: Sage Publications,2012), p.206

Moreover, Trisha Brummer and Sarah Kartchner Clark, state that GIST is valuable strategy not only when summarizing a reading passage but also when writing the summary of a multi paragraph essay.<sup>24</sup> Student may even wish to try get the gist of entire chapter or unit in a summary sentence.

Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or “the gist” of the selection<sup>25</sup>. It is believed that by having more choices in reading, students are helped to meet their own individual needs and therefore, they are given more chances to actively construct their own meaning.

The interaction is supposed to happen between the schemata, that is the past experiences and background knowledge of the learners and the text they will read Schemata is defined as a plan or purpose. It means, we are trying to figure out the plan or purpose for what the author has written. We want students to use the GIST strategy in order to learn to connect what they already know, with a logical prediction about the outcome of a story, or the purpose of a reading selection.

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<sup>24</sup> Trisha Brummer and Sarah Kartchner Clark, *Writing Strategies for Mathematics : Second Edition (California : Shell Education,2014),p.193*

Based on the explanation above the researcher concludes that GIST as a strategy in learning reading comprehension ability is concerned in helping the students' to comprehend the text.

## **2. The Implementations of Teaching Reading Comprehension Ability through GIST**

Judi S Richardson, Rayman F Morgan, and Charlene Fleener state that the implementations for teaching reading comprehension ability by using GIST recommended by Cunningham, as follows:<sup>26</sup>

- a. Selecting a short passage in a chapter that has an important main idea. A passage containing from three to five paragraphs works best. Type the paragraphs on an overhead transparency.
- b. Placing the transparency on the projector, but display only the first paragraph (cover the others). Put 20 blanks on the chalkboard. Have students read the paragraph, and instruct them to write a summary with 20 or fewer of their own words.
- c. Having students generate a class summary on the board in 30 or fewer words. Their individual summaries will function as guides for this process.
- d. Revealing the next paragraph of the text and have students generate a summary of 30 or fewer words that encompasses both of the first two paragraphs.

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<sup>26</sup> Judi S Richardson, Rayman F Morgan, Charlene Fleener, *Content Areas...*, p. 378

- e. Continuing this procedure paragraph by paragraph until students have produced a GIST statement for the entire passage being taught. In time, they will be able to generate GIST statements for segments of text in a single step.

### **3. The Benefit of GIST**

The benefits of using GIST strategy are:<sup>27</sup>

- a. GIST can be constructed after the reading as an excellent reflective activity, although one should practice with the strategy in both the assistance and reflection phases of lesson.
- b. GIST can help students to learn how to pick out the most important information from a text.
- c. GIST is valuable not only when summarizing a reading passage in the process of reading activity but also when writing the summary of a multiparagraph essay
- d. GIST strengthens students' writing skill by teaching them to eliminate unnecessary information and determine the key points of the text to students produce more focused writing in which the development and organization are appropriate for the writing task.

### **B. Teaching Steps Using GIST strategy to improve Reading comprehension ability.**

Teaching steps using GIST strategy to improve Reading comprehension ability is explained by Margot Kinberg, as follow:<sup>28</sup>

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<sup>27</sup> Judi S Richardson, Rayman F Morgan, Charlene Fleener, *Content Areas...*, p. 378

1. The teacher selects a passage of text that will be read by the students.
2. Once, the passage has been chosen, the teacher explains to the students that they will be learning a strategy for getting the most important details from what they read.
3. The teacher places 15 lines on the over head or whiteboard and instructs students to read the first sentence of the passage.
4. The students are told to summarize the sentence using no more that 15 words which correspond to the 15 available lines.
5. Once this task is completed, students are asked to read the second sentence and revise the summary of the two sentences is no more than 15 words.
6. Students continue reading the passage, revising their class summary after each sentence. In this way, students end up with a 15 word summary of an entire passage.
7. After the teacher leads the whole class in their initial GIST experience, students can then use this strategy in small groups and later individually.

### **C. Action Hypothesis**

Based on the theoretical assumption above, the researcher formulates the action hypothesis, as follows:

“By using GIST strategy, it can improve the students’ reading comprehension ability and learning activity among the eleventh graders at SMA N 1 Punggur Central Lampung in the Academic Year of 2018/2019.”

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<sup>28</sup> Margot Kinberg, *Teaching Reading...*, p. 104



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Setting**

This research was conducted at SMA N 1 Punggur in the Academic Year of 2018/2019. It is located on Jl. Nunggalrejo Punggur Central Lampung.

#### **B. Subject of the Study**

The students of this research are twenty five students of class XI of SMA N 1 Punggur. The researcher chose this class because most of the students have low score in English lesson especially in reading. They are also less interested in English learning.

#### **C. Research Procedure**

##### **1. The Concept of Classroom Action Research**

In this research, the researcher chose classroom action research because the researcher wants to encourage the students to be active in learning process activities and improving students' reading comprehension ability by using Generating Interaction between Schemata and Text (GIST) strategy.

Gay states that action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching learning environment that involves gathering

information about the ways in which their particular schools operate, the teachers teach, and the students learn.<sup>29</sup>

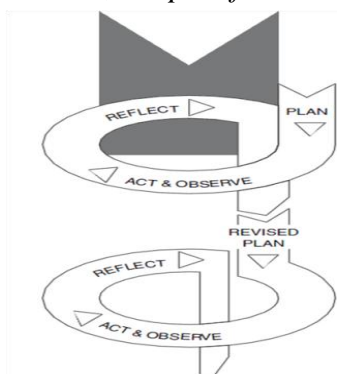
According to Donald “Classroom action research is one of the approach in action research. Classroom action research involves teachers in their classrooms and can involve groups of teachers examining common issues”.<sup>30</sup>

From the explanation above, it is inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

Here is step of classroom action research design:

*(Activities in CAR, adapted from Mc Taggart design)*



*Figure 1 Anne Burn's Action Research Cycle<sup>31</sup>*

<sup>29</sup> Gay ,Mills, And Airasian, *Educational Research: Competencies For Analysis And Applications*.Tenth Edition (New York: Florida international university 2012) p.508

<sup>30</sup> Donald, Ary. *Introduction to Research in Education*. Eight edition(USA. Wadsworth. 2010)p.515

<sup>31</sup> Valsa Khosy,*Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

## 2. Action Plan

Classroom Action Research (CAR) Cycles are:

### a. Cycle I

#### 1) Planning

Planning is the first step in every activity. A plan is developed for taking action and or for gathering information and data in order to observe or capture the experience or monitor the practice.

Without planning, the researcher's activity does not focus on the main learning objective. The planning is reference in doing action. The steps that the researcher did in planning are as follows:

- 5) The researcher identified problem causes and found the problem solving.
- 6) The researcher made a lesson plan.
- 7) The researcher prepared the material, and the worksheet needed in applying GIST strategy in teaching reading comprehension.
- 8) The researcher prepared the source of learning.
- 9) The researcher prepared the format to observe
- 10) The researcher prepared the instrument of evaluation.

## 2) Acting

Doing action is the second step in activity. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process had done in the eleventh grade of SMA N 1 Punggur. It describes about teaching procedures of the research. There are the steps that the researcher did in the action:

- d. The teacher applied the lesson plan
- e. The teacher explained the strategy of learning to reading comprehension.
- f. The teacher asked the students to discuss with their group about the lesson or materials.
- g. The teacher guided the students in teaching learning process based on the lesson plan.

## 3) Observing

Observing is activity when researcher synthesizes and analyzes the data. Key issues related to the problem are identified. The observation is done in teaching learning process.

Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher

wants. In this step, the researcher observed the process of teaching learning by using form of observation.

4) Reflecting

By reflection, the researcher analyzed and discussed the result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

b. Cycle II

- Planning

10) The researcher identified the problem and found the problem from the first cycle

11) The researcher prepared a lesson plan

12) The researcher prepared the material, method and strategy of teaching

13) The researcher prepared the source of learning

14) The researcher prepared format to observe

15) The researcher prepared the instrument of evaluation.

- Acting

This stage was designed on the basis of result of planning of cycle II.

- Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

- Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

CAR was applied in this study. It is important for the researcher to develop reading comprehension ability of XI grade students at SMA N 1 Punggur by applying Generating Interaction between Schemata and Text (GIST) strategy.

The classroom action research design applied in this study is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMA N 1 Punggur as an observer and collaborator. The researcher plays a role as an English teacher who teach reading comprehension ability to the student's, while the real English teacher's role is as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

Here, the collaborator not only observed the learning activity but also took actions by making lesson plan and giving assessment.

#### **D. Data Collecting Technique**

In collecting the data, the researcher used the following technique:

##### 1. Test

In this research the researcher used test as data collection method to measure both of variables. The test consists of pre-test and post-test. The test was used by the students in reading comprehension. The materials in pre-test and post-test are different, but they have same difficulties.

##### a) Pre test

The pre-test was given before doing treatments in order to know comprehension of the students before doing the action research.

##### b) Post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the improving of students' reading comprehension by applying GIST strategy.

##### 2. Observation

Observation is a monitoring and recording systematically to the phenomenon that is investigates. It means that observation is a data

collection strategy in which the activities of subjects are visually examine.

The purpose of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

### 3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher used this method to get the data about the history of the school, total of teachers, official employee and students at SMA N 1 Punggur.

### 4. The Field Note

To collect the data more accurately, the researcher used the field notes, it would make the data analyzed simpler. In many professions, it is a manner of good practice to make “field notes” while actually engaged in professional. This note has been prepared systematically and given interpretation.

## **E. Data Analysis Method**

### 1. The Analysis of Learning Result Data

After setting the data from the result of pre test and post test the researcher would analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students reading comprehension use GIST strategy after the



students is give treatment. In this research, the researcher used very simple statistical formula for comparing the result of pre test and post test to know the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyzed the data and related the result of the treatment. To find the average score, the data is analyzed by using:<sup>32</sup>

$$\bar{x} = \frac{\sum X}{N}$$

Note:

$\bar{x}$  = Mean (Average score)

$\sum$  = Sum of

$X$  = Raw score

$N$  = Total of Students

After that, to know the result the researcher compared the average scores between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the researcher used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note:

$P$  = Percentage

$\sum x$  = Total Score of the Students

$N$  = Total of Students

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<sup>32</sup>Donald Ary, p.108

Furthermore, to know the result the researcher compared between pre test and post test. Then, the result is matched by minimum standard at the school at least 70. If from cycle 1, there are some students are not successful so the researcher conducts cycle 2. Therefore, if in cycle 2 all of the students are successful. It is not continued to another cycle.

#### **F. The Indicator of Success**

The indicator of success takes from the process and the result of the action research. The research is called successful if 80% students get 77 as minimal score and 70% students are active in learning activity and do not need to continue the next cycle.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Result of the Research

##### 1. The Description of Research Location

###### a. The History of SMA N 1 Punggur

SMA Negeri 1 Punggur began to accept new students based on the head of education department and the head of tourism, Art and Culture department's decision of Lampung Tengah Regency, number: 420/003/05/D.8/2003 in March 17, 2003. The learning-teaching activity of SMA Negeri 1 Punggur was begun in academic year 2003/2004.

In first of existence, the management and development of SMA Negeri 1 Punggur was implemented by the Head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tahmid M.M) because SMA Negeri 1 Punggur did not become teacher and staffs yet. Therefore, the Head of SMA Negeri 1 Kotagajah assigned the Vice Head of SMA Negeri 1 Kotagajah (Drs. Sontang Simanjutak) to manage SMA Negeri 1 Punggur.

###### b. Vision and Missions of SMA Negeri 1 Punggur

###### 1) Vision

The vision of SMA Negeri 1 Punggur is God-fearing, educated, and virtuous.

The Indicators of vision:

- a. Being excellent in belief and God-fearing.
- b. Being excellent in knowledge and technology mastery.
- c. Being excellent in attainment of final examination score.
- d. Being able to be competent in the selection of new students in college.
- e. Being active in teen science work activity.
- f. Being excellent in sport performance.

## 2) Missions

The missions of SMA Negeri 1 Punggur are as follows:

- a. Molding the students who have fearing against God.
- b. Greeting the innovative, fun and creative learning activity.
- c. Molding the students who have knowledge and skill.
- d. Preparing the students to go on to the next education level.

### e. **The Condition of Teacher and Official of SMA N 1 Punggur**

The number of teachers and official employers in SMA N 1 Punggur in the academic year of 2018/2019 can be identified as follows:

**Table 4**

The Condition of Teacher and Official Employees in  
SMA N 1 Punggur

Theacher Educational Background	
S1	S2
78	4
Total	82 teachers

*Source: Documentation of SMA Negeri 1 Punggur in academic year 2018/2019*

#### **d. Students Quantity of SMA N 1 Punggur**

The students' quantities of SMA N 1 Punggur in academic year 2018/2019 are 683 students that can be identified as follow:

**Table 5**

The Students' Quantity of SMA N 1 Punggur in Academic Year  
2018/2019

No.	Class	Total
1.	X	300
2.	XI	292
3.	XII	287

*Source: Documentation of SMA Negeri 1 Punggur in academic year 2018/2019*

## **B. The Description of Research Data**

### **1. Action and Learning at Pre-Test**

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMA N 1 Punggur. It was conducted in two cycles. The researcher used Generating Interaction between Schemata and Text (GIST) strategy to improve the students Reading Comprehension.

In this research, before the process of cycle one, the researcher conducted the pre-test on Saturday, Wednesday 8<sup>th</sup> 2019. The researcher gave

a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave a reading comprehension test. The researcher gave the questions that consist of essay test. The result of pre-test could be seen on the table below:

**Table 4**  
**The Students' Pre-test Result of Reading Comprehension**

No	Name	Score	Note
1	ICF	50	Incomplete
2	LFR	50	Incomplete
3	ER	78	Complete
4	NNA	50	Incomplete
5	SRD	77	Complete
6	IS	78	Complete
7	SN	78	Complete
8	TR	28	Incomplete
9	SSH	48	Incomplete
10	AEK	40	Incomplete
11	TS	40	Incomplete
12	ZA	40	Incomplete
13	SRA	40	Incomplete
14	MPA	40	Incomplete
15	RCA	29	Incomplete
Total		766	
Average		51	
High Score		78	
Low Score		28	

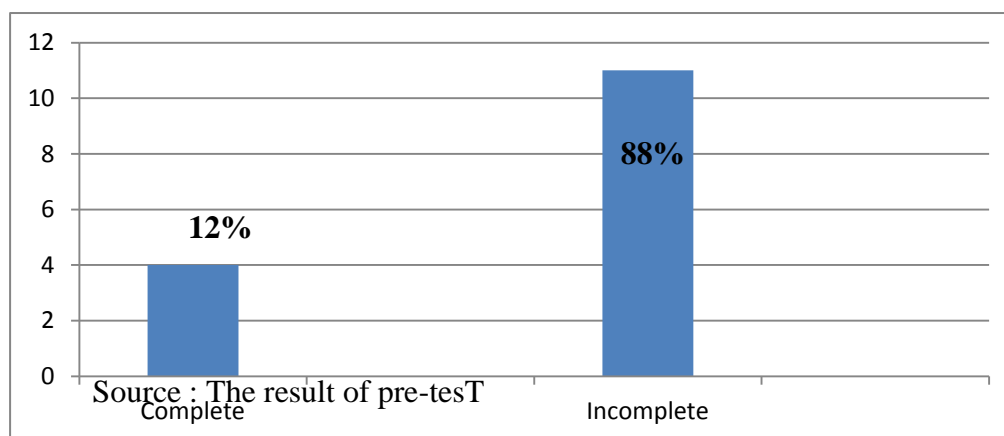
Source: The result of Pre-test on May 8<sup>th</sup> 2019

**Table 5**  
**Percentage Students' Grade of Pre-test of Reading Comprehension**

No	Grade	Frequency	Percentages	Category
1	$\geq 77$	4	12%	Complete
2	$< 77$	11	88%	Incomplete
Total		15	100%	

Source: The result of Pre-test on May 8<sup>th</sup> 2019

**Graphic 1**  
**The Percentage of Students' Grade on pre-test**



Based on the data above, it was investigated that there were just only 4 students who have complete criteria and 11 students were incomplete. While the standard minimum for English lesson in SMA N 1 Punggur is 77. It was the reason why the researcher implemented the Generating Interaction between Schemata and Text (GIST) strategy to improve their reading comprehension.

## 2. Action and Learning Activity in cycle 1

### a. The first meeting

The first meeting was conducted on Thursday, May 9<sup>th</sup> 2019, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

## a) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was report text. The material included the definition, the generic structure, the language features and the example of report text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was observed during teaching learning process.

## b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 6**

**The Schedule of Action in Cycle I**

<b>Meeting</b>	<b>Day/Date</b>	<b>Time</b>
1 <sup>st</sup>	Thursday , May 9 <sup>th</sup> 2019	09.00 – 10.20 a.m
2 <sup>nd</sup>	Friday, May 10 <sup>th</sup> 2019	10.20– 11.40 a.m

The first meeting was conducted on Thursday, May 9<sup>th</sup> 2019, for 2x40 minutes. The meeting was started by praying, at the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Waalaikumsalam wr. Wb



and good morning miss.” Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students’ daily activity. After that, the researcher explained material about report text.

After finishing the explanation, the researcher selected a passage of the text that will be learning a strategy for getting read by the students. The passage has been chosen an title is “Thanks Giving Day”. Then, the researcher informed to the students that they will be learning a strategy for getting the most important details from what they have been read. The researcher placed 15 lines on the paper and instructed students to read the first paragraph from the text. After that the students are told to find the difficult vocabularies and find out the meaning. Once this task completed, the researcher instructed the students to summarize the first paragraph not more than 15 words which correspond to 15 lines. Then, students continued reading the report text, revising their summary after each sentence. In this way, students end up with a 15 words summary after each sentence.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. However, there were still some problems faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to comprehend the text.

After 2 x 40 minutes the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing step was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

**b. The Second meeting**

The second meeting was conducted on Friday, May 10<sup>th</sup> 2019, for 2x40 minutes. The steps of learning activity at the second meeting as follows:

1) Planning

- a) Preparing the material of report text.
- b) Preparing the lesson plan.
- c) Making the learning media.
- d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

## 2) Acting

The second meeting was done on Tuesday, May 21<sup>th</sup> 2019. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about report text. The text was about a Cats. The researcher asked the students to read the text. After it the researcher asked student “do you understand about the text. Most of students did not understand. The researcher said “Let’s reread the first paragraph, “Cats also called the domestic cat or house cat”. and then researcher gave the clue. After gave the clue the researcher asked students to image it. Then, at the end of this meeting the researcher gave post-test cycle I with the similar task on pre-test before. The students had to answer the questions that are consist of five item of essay questions that was given in 40 minutes. The students did it seriously. It seemed that the students’ score will be improved. The score of post-test cycle I can be seen on the table below:

**Table 7**  
**The Students' Post-test 1 Result of Reading Comprehension in Cycle I**

No	Name	Grade	Note
1	ICF	65	Incomplete
2	LFR	90	Complete
3	ER	83	Complete
4	NNA	78	Complete
5	SRD	65	Incomplete
6	IS	65	Incomplete
7	SN	65	Incomplete
8	TR	90	Complete
9	SSH	88	Complete
10	AEK	63	Incomplete
11	TS	88	Complete
12	ZA	68	Incomplete
13	SRA	78	Complete
14	MPA	65	Incomplete
15	RCA	68	Incomplete
Total		1119	
Average		75	
High Score		90	
Low Score		65	

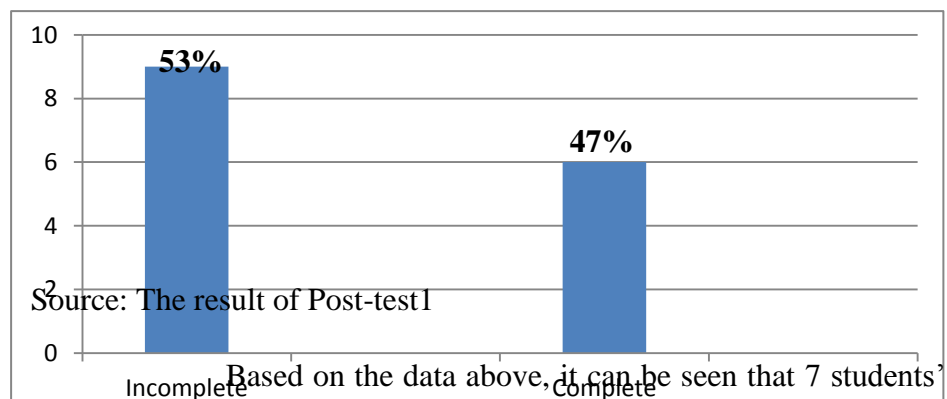
Source: The result of Post-test1 on May 10<sup>th</sup> 2019

**Table 8**  
**Frequency of Students' Grade of Post test I of Reading Comprehension**

No	Grade	Frequency	Percentages	Category
1	$\geq 77$	7	47%	Complete
2	$< 77$	8	53%	Incomplete
Total		15	100%	

Source: The result of Post-test1 on May 10<sup>th</sup> 2019

**Graphic 2**  
**The Quantity of Students' Grade on post-test 1**



Based on the data above, it can be seen that 7 students' got high Grade and 8 students' got average Grade. It was higher than the result of pre-test. The criterion of students' who got minimum Grade is 77. Learning process is said success, when 70% got Grade above 77. The fact showed that the result was unsatisfied.

### 3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observed the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 9**  
**The Result of Students' Learning Activity in Cycle I**

No	Aspect of the Research	Frequency	Percentage
1	Attention to teacher explanation	10	67 %
2	Giving respond	8	53 %
3	Following Teacher Instruction	13	87 %
4	Doing the task	15	100 %
<b>Total</b>			307
<b>Average</b>			76 %

From table above, it was revealed that there were 10 students (67%) who paid attention to the teacher explanation, 8 students (53%) giving respond in learning process, 13 students (87%) made the notes from the material, 15 students (100%) Following Teacher Instruction and 15 students doing the task, the average from the cycle I 76%

According to the result of observation above, it is concluded that the learning process was sufficient. The weakness of implementation in the learning process in cycle I was that the some studentmade noisy and still confuse with the material was given.

#### 4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students were interested enough in learning process, but the research should be continued to the next cycle because the condition of learning

process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

### **3. Action and Learning Activity in cycle II**

The actions in the cycle II consist of 2 meetings, one meeting for the action, and one meeting for the test II as follows:

#### **a. The First Meeting**

##### **1. Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was report text. The material included the definition, the generic structure, and the example of report text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

##### **2. Acting**

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result

discussion well. The first meeting was done on Wednesday, May 22<sup>nd</sup> 2019 at 09.00-10.20 am. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle II was focused on the weakness of cycle I. The researcher found the students' problems were in finding the main idea and write the summary of the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what report text is and how to understand it. Then, the researcher gave an example of report text.

The researcher selected a passage of the text that will be learning a strategy for getting read by the students. The passage has been chosen an title is "Laptop". Then, the researcher informed to the students that they will be learning a strategy for getting the most important details from what they have been read. The researcher placed 15 lines on the paper and instructed students to read the first paragraph from the text. After that the students are told to find the difficult vocabularies and find out the meaning. Once this task completed, the researcher instructed the students to summarize the first paragraph not more than 15 words which correspond to 15 lines. Then, students continued reading the report



text, revising their summary after each sentence. In this way, students end up with a 15 words summary after each sentence.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about report text.

## **b. The Second Meeting**

### 1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

### 2) Acting

The second meeting was done on Thursday, May 23<sup>th</sup> 2019 at 10.20 – 11.40 a.m. The researcher began the class by greeting the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of report text. The researcher gave the report text. The researcher said “Let’s reread the first paragraph of the Whales text. Right here on the first paragraph it says “Whales are the largest marine mammals.” Researcher discribe about the Whales. Then, student creat image in their mind. The researcher gave the clue untill the last paragraph. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, on May 24<sup>th</sup> 2019 the researcher gave pos-test cycle II by giving reading comprehension test. She gave 40 minutes to the students to finish the test. The score of post-test cycle II can be seen on the table below:

**Table 10**  
**The result Score of Students' Reading Comprehension Post Test II**

No	Name	Grade	Note
1	ICF	90	Complete
2	LFR	98	Complete
3	ER	88	Complete
4	NNA	75	Incomplete
5	SRD	93	Complete
6	IS	83	Complete
7	SN	93	Complete
8	TR	83	Complete
9	SSH	93	Complete
10	AEK	75	Incomplete
11	TS	70	Incomplete
12	ZA	90	Complete
13	SRA	93	Complete
14	MPA	83	Complete
15	RCA	90	Complete
Total		1297	
Average		87	
High Score		98	
Low Score		70	

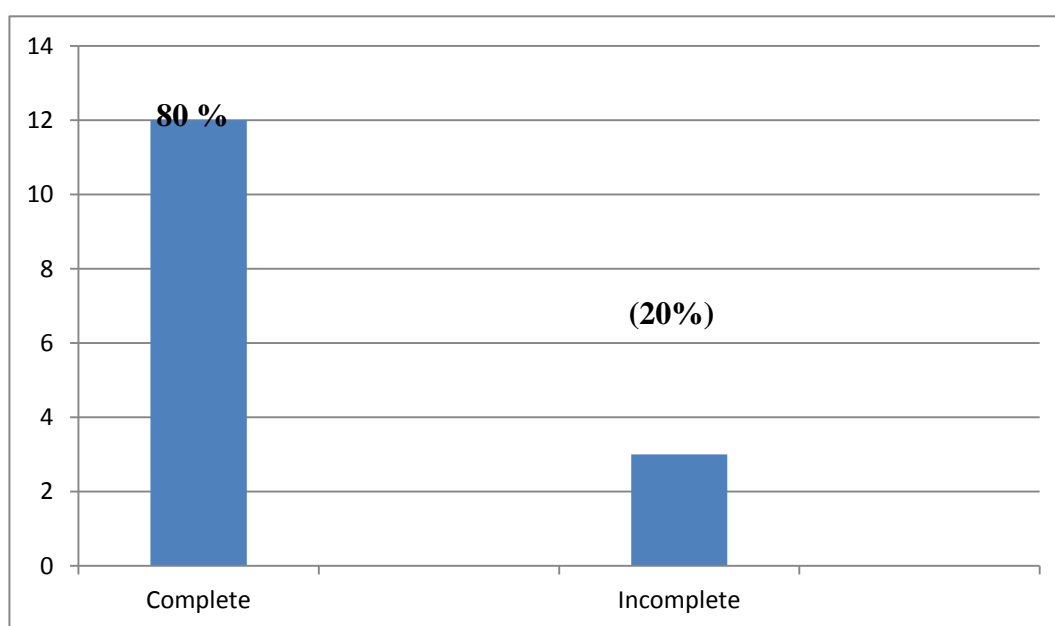
Source: The result of Post-test II on May 24<sup>th</sup> 2019

**Table 11**  
**Percentage Students' Grade of Pos-test in Cycle II**

No	Grade	Frequency	Percentages	Category
4	$\geq 77$	12	80 %	Complete
5	$< 77$	3	20 %	Incomplete
Total		15	100%	

Source: The result of Post-Test II on May 24<sup>th</sup> 2019

**Graphic 3**  
**The Quantity of Students' Grade on post-test II**



Source: The result of Post-Test II

The table above is the result of students' Grade at post test 2. It can be seen that there was an improving from the Grade of post test 1 and post test 2. There were 69% got average Grade and 31% got high Grade. The lowest Grade was 70 and the highest Grade was 98 and the average Grade was 87. The average on post-test 1 was 74. It means that there was an improving from post-test 1 and post-test 2.

### 3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students' activities, and observation on the result of the evaluation.

The observation was done by the researcher that is presented in meeting II in cycle II. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 12**  
**The Students' Activities Result In Cycle II**

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	13	87%
2	Giving Respond	11	73 %
3	Following Teacher Instruction	15	100%
4	Doing the Task	15	100%
<b>Total</b>			360
<b>Average</b>			90 %

Based on the data above, it was investigated that there were 13 students (87%) who paid attention to the teacher explanation, 11 students (73%) gave respond, 15 students (100%) followed teacher instruction and 15 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle I and cycle II. It is from the average of the cycle I about 76% to be 90%, it is

concluded that the learning process was successful. It is inferred that the learning process has done well and the students were active in the class than cycle I.

#### 4) Reflecting

The result of cycle II is better than cycle I. It can be seen that the most of the students have no difficulty to find the main idea and summarize the text. It happened because the student was easy to Generating Interaction between Schemata and Text (GIST) in their mind. The students have been serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Generating Interaction between Schemata and Text (GIST) strategy. The teacher help student to comprehend the text by Generating Interaction between Schemata and Text (GIST) in their mind, so they were easy to understand about the text and their reading comprehension were improving.

## **C. Interpretation**

### **1. The Result of Pre Test**

To see the students' reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Wednesday, May 8<sup>th</sup>, 2019.

Based on the result of the students' pre-test, just 4 (12%) students passed The Standard Minimum Criteria that was 77. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen by the students' score in pre-test. There were 11 students who got score less than 77. It showed that the result of students' reading comprehension was still low. Therefore, it needs improvement by using Generating Interaction between Schemata and Text (GIST).

### **2. Action and Learning Result at Cycle I**

English learning process at cycle I was successful enough, although the students' average grade is low. Nevertheless, there was an improvement grade of the students post test 1 than pre-test grade. This is the illustration grade in cycle I.

**Table 13**  
**The Result Grade of Students' Reading Comprehension Score in Pre-test and Post-test 1**

NO	Student's Code	Students Result			Category
		Pre test	Post-test 1	Improve	
1	ICF	50	65	15	Improve
2	LFR	50	90	40	Improve
3	ER	78	83	5	Improve
4	NNA	50	78	28	Improve
5	SRD	77	88	11	Improve
6	IS	78	78	0	Constant
7	SN	78	90	12	Improve
8	TR	28	65	37	Improve
9	SSH	48	65	17	Improve
10	AEK	40	63	23	Improve
11	TS	40	88	48	Improve
12	ZA	40	68	28	Improve
13	SRA	40	65	25	Improve
14	MPA	40	65	25	Improve
15	RCA	29	68	39	Improve
<b>Total</b>		766	1119		
<b>Average</b>		51	75		

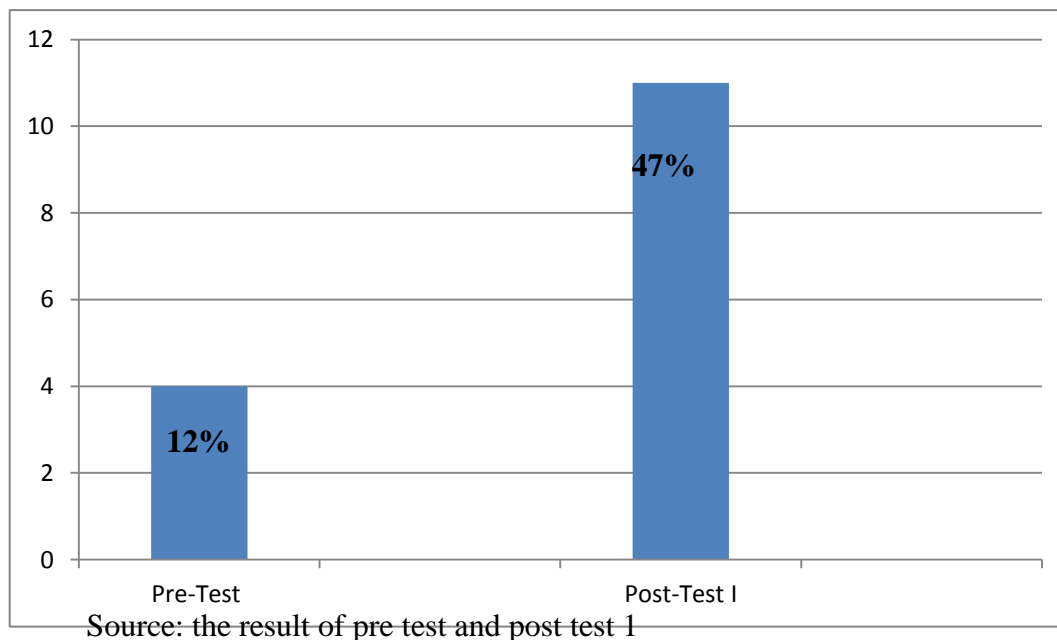
Source : The result of Pre Test and Post Test 1

**Table 14**  
**The Comparison of Pre-Test and Post-Test I**

Grade	Pre-Test	Percentage	Post Test I	Percentage	Implementation
$\geq 77$	4	27%	7	47%	Complete
$< 77$	11	73%	8	53%	Incomplete

Source : The Result of Pre Test and Post Test 1

**Graphic 4**  
**The Comparison of Students' Learning Activity Percentage**  
**in Pre test and Post Test I**



In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average Grade of pre-test and post-test 1 above, it can be seen that there was an improving of students' Reading Comprehension. The average Grade in pre-test is 51 improved to 75 in post test 1, so there is an improving 24 points.

### **3. Action and Learning Result at Cycle II**

Teaching and learning process at cycle II was on climax situation. The students Grade was improve significantly and the condition in the class conducive.



**Table 15**  
**The Result Grade of Students' Reading Comprehension Score in Post test 1**  
**and Post-test II**

No	Name	Students' Result			Category
		Post test 1	Post test 2	Improve	
1	ICF	65	75	10	Improve
2	LFR	90	98	8	Improve
3	ER	83	88	5	Improve
4	NNA	78	90	12	Improve
5	SRD	88	93	5	Improve
6	IS	78	83	5	Improve
7	SN	90	93	3	Improve
8	TR	65	83	18	Improve
9	SSH	65	70	5	Improve
10	AEK	63	75	12	Improve
11	TS	88	93	5	Improve
12	ZA	68	90	22	Improve
13	SRA	65	93	28	Improve
14	MPA	65	83	18	Improve
15	RCA	68	90	22	Improve
<b>Total</b>		1119	1297		
<b>Average</b>		75	87		

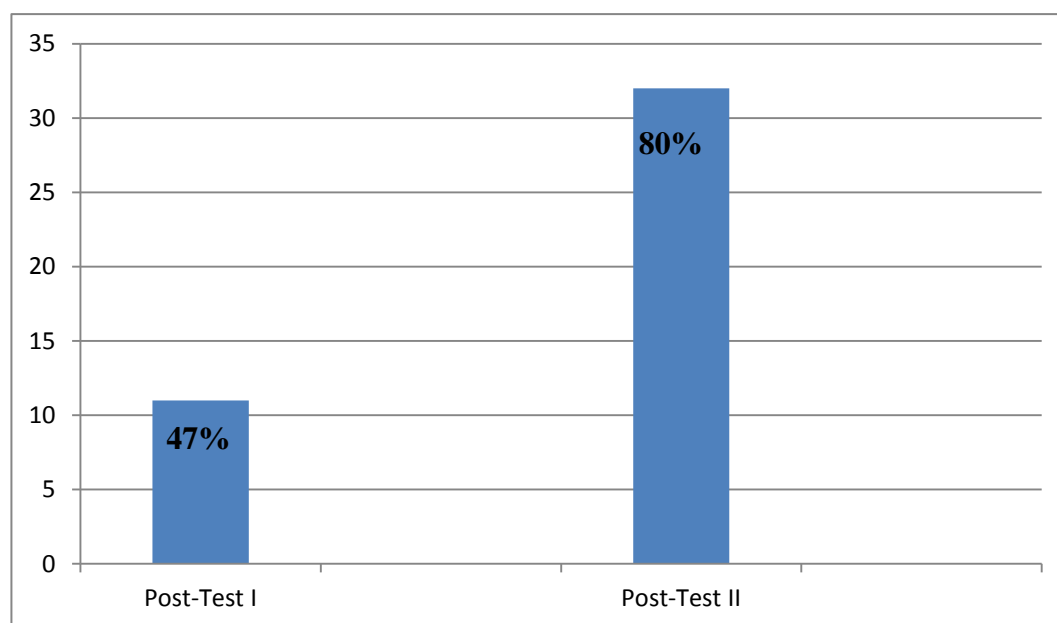
Source: The result of post test 1 and post test 2

**Table 16**  
**Comparison of post-test 1 and post-test 2**

Grade	Post Test 1	Percentage	Post Test 2	Percentage	Implementation
≥77	7	47%	12	80%	Complete
<77	8	53%	3	20%	Incomplete

Source : The Result of Post Test 1 and Post Test 2

**Graphic 5**  
**The Comparison of Students' Grade Percentage**  
**on Post-test I and Post-test II**



Source: The result of post test I and post test II

Never Thales, there is an improve Grade of the students' post test I than pre-test. At the cycle II, the improving of post test II better than post test I. This is the illusion Grade of them.

**Table 17**  
**The Result Grade of Students' Reading Comprehension Score in Pre-test,**  
**Post test I and Post test II**

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	ICF	50	65	75	Improve
2	LFR	50	90	98	Improve
3	ER	78	83	88	Improve
4	NNA	50	78	90	Improve
5	SRD	77	88	93	Improve
6	IS	78	78	83	Improve

7	SN	78	90	93	Improve
8	TR	28	65	83	Improve
9	SSH	48	65	70	Improve
10	AEK	40	63	75	Improve
11	TS	40	88	93	Improve
12	ZA	40	68	90	Improve
13	SRA	40	65	93	Improve
14	MPA	40	65	83	Improve
15	RCA	29	68	90	Improve
Total		766	1119	1297	
Average		51	75	87	

Source: the result of pre test, post test I and post test II

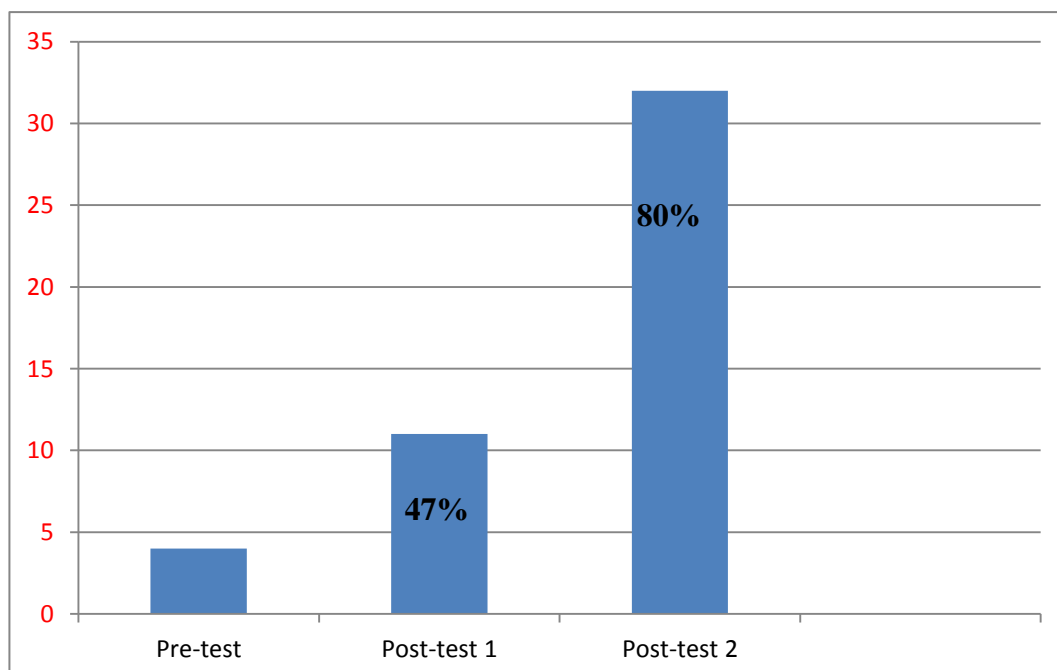
**Table 18**

**Comparison of pre-test, post-test I and post-test 2**

Grade	Pre Test	Percentage	Post Test 1	Percentage	Post Test 2	Percentage	Implementation
>77	4	27 %	7	47%	12	80%	Complete
<77	11	73%	8	53 %	3	20%	Incomplete

**Graphic 6**

**The Quantity of the Average of the Students' Grade at Pre-test, Post-test I  
Cycle I and Post-test 2 Cycle II**



12%

Source: the result of pretest, post test 1 and post test II

#### 4. The Result of the Students' Activity

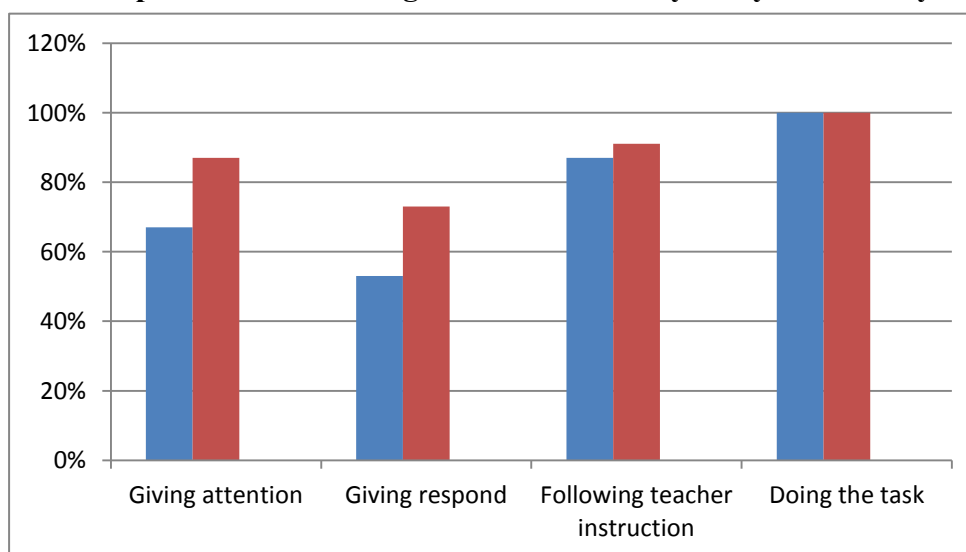
This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow

**Table 19**  
**The Result of The Students' Activity in Cycle I & II**

No	The Students' Activity	Cycle		Increase the percentage	Average
		1	2		
1	Giving attention	67%	87%	20%	86%
2	Giving respond	53%	73%	20%	32%
3	Following teacher instruction	87%	100%	14%	69%
4	Doing the task	100%	100%	0%	100%
<b>Average</b>		76 %	90%	23%	73%

**Graphic 7**

**The Comparison of Percentage Students' Activity in Cycle I and Cycle II**



Source: the result of the Students' Activity in Cycle I&II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using imaging strategy. It means that Generating Interaction between Schemata and Text (GIST) strategy had positive effect to improve the teaching learning process.

Related this research until cycle II, the result Grade and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum Grade 77. Based on the result of this research was known that more than 70% from the students got minimum Grade 77. Therefore, it can be said that this research was finish and didn't need to be continued to the next cycle.

#### **D. Discussion**

In teaching reading at the grade of SMA N 1 Punggur based on pre-survey there were some problems, such as some students' difficulties to understand about text in reading. The researcher chose Generating Interaction between Schemata and Text (GIST) strategy to improve the students' reading comprehension ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Generating Interaction between Schemata and Text (GIST) strategy could improve the students' reading comprehension ability. There was a progress average score from pre-test was 51, post-test I was 75 and become 87 in post-test II. It concluded that there was an improvement on the

average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' reading comprehension, the researcher used Generating Interaction between Schemata and Text (GIST) as a strategy to train the students' reading comprehension and made the students more understand report text in reading also interested in learning english reading. The students' score improved because the students' had trained with Generating Interaction between Schemata and Text (GIST) strategy.

Moreover, the researcher used the Generating Interaction between Schemata and Text (GIST) strategy which could be improve the students' reading comprehension. The researcher gave a text to the students which contained of report text. The students read the text. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' reading comprehension was improved because the researcher used Generating Interaction between Schemata and Text (GIST) strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research can be concluded that the use of Generating Interaction between Schemata and Text (GIST) in teaching reading comprehension ability the researcher answer the problem formulation, as follows :

Generating Interaction between Schemata and Text (GIST) is strategy that can improve the reading comprehension ability at eleventh grade of SMA N 1 Punggur. It can be seen from the average result of students reading comprehension ability in the pre-test was 56, post-test I was 60 and become 70 in post-test II. It is concluded be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The Students activity in learning process is also improved. There five indicators that were observed and analyzed in this research. It can be seen progress of the students' learning activities from cycle I to cycle II for all indicators. The average in cycle I was 76% and the average in the cycle II was 90%. Based on the data, the writer concluded that the use of Generating Interaction between Schemata and Text (GIST) to improve reading comprehension ability was improved.

## **B. Suggestions**

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to understand the material and to improve their result learning especially in reading comprehension ability.
2. The English Teachers are suggested to use Generating Interaction between Schemata and Text (GIST) strategy because this strategy is effective to improve the students reading comprehension ability in learning process.
3. The principle is supposed to give more facilitation to the students so that they can be more excite in English learning.



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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 1 Punggur  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Materi Pokok : Report Text  
Alokasi Waktu : 4 Jam Pelajaran @45 Menit

### **A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p>	<p>1.1.1 Menunjukkan rasa syukur kepada sang Pencipta.</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p>
<p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p>	<p>2.3.1 Menampilkan perilaku tanggung jawab dalam komunikasi fungsional</p> <p>2.3.2 Menampilkan perilaku peduli dalam komunikasi fungsional</p> <p>2.3.3 Menampilkan perilaku kerjasama dalam komunikasi fungsional</p> <p>2.3.4 Menampilkan perilaku cinta damai dalam komunikasi fungsional</p>
<p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks report sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>3.9.1 Menganalisis unsur kebahasaan pada teks report sesuai dengan konteks penggunaannya.</p> <p>3.9.2 Menganalisis struktur teks, pada teks report sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya</p> <p>3.9.3 Menganalisis unsur kebahasaan pada teks report sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya</p>

<p>4.13. Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>4.13.1 Menemukan makna dan informasi tersurat dalam teks report. 4.8.2 Menemukan makna dan informasi tersirat dalam teks report.</p>
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### C. Materi Pembelajaran

- ✓ Fungsi Sosial
 

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
- ✓ Struktur text
  - a. General Clasification
 

Pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya.
  - b. Description
 

Pada bagian ini biasanya memberikan gambaran fenomena-fenomena yang terjadi, baik bagian-bagiannya, sifat-sifatnya, kebiasaannya, ataupun tingkah lakunya. Intinya adalah penjabaran dari klasifikasi yang disajikan dengan ilmiah.
- ✓ Unsur kebahasaan
  - a. Menggunakan kata benda secara umum atau *General nouns*, maksudnya ialah suatu benda “baik itu hidup atau mati” yang bersifat umum. Contoh : Hunting dogs >< My dog, hunting dogs bersifat umum, sedangkan my dog bersifat khusus.
  - b. Menggunakan *Relating verbs*, dalam grammar disebut juga dengan linking verbs, seperti to be “is, am, are: present”, seem, look, taste dan lain sebagainya.

- c. Menggunakan *Present Tense*, ialah salah satu penanda waktu dalam simple present seperti “often, usually, always, dan lain-lain.
- d. Menggunakan *Technical terms*, maksudnya ialah istilah-istilah yang meliputi teks report tersebut, misalnya tentang “music” maka istilah-istilah musik harus.

#### **D. Metode Pembelajaran**

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning
- 3) Sintaks Model Pembelajaran :
  - a. Stimulation (stimulasi/pemberian rangsangan)
  - b. Problem statement (pernyataan/ identifikasi masalah)
  - c. Data collection (pengumpulan data)
  - d. Data processing (pengolahan data)
  - e. Verification (pembuktian)
  - f. Generalization (menarik kesimpulan/generalisasi)
- 4) Metode : Tanya jawab dan diskusi.

#### **E. Media Pembelajaran**

- 1. **Media**
  - ✓ Contoh Teks Report
  - ✓ Lembar penilaian
- 2. **Alat/Bahan**
  - ✓ Spidol
  - ✓ Papan Tulis

## F. Sumber Belajar

- ✓ Buku Bahasa Inggris SMA/MA, *English for Senior High School XI*, BSE
- ✓ Buku Bahasa Inggris SMA/MA, *Developing English Competencies*, BSE
- ✓ Kamus Bahasa Inggris
- ✓ Pengalaman peserta didik dan guru

## G. Langkah-Langkah Pembelajaran

### 1 . Pertemuan Pertama ( 2 x 45 Menit)

#### Kegiatan Pendahuluan (10 Menit)

**Guru :**

#### **Orientasi**

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin

#### **Apersepsi, motivasi, dan pemberian acuan**

3. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
4. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
5. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
6. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
7. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
  - Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi: *Report Text*

1 . Pertemuan Pertama ( 2 x 45 Menit)	
Kegiatan Inti ( 70 Menit )	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><b><u>KEGIATAN LITERASI</u></b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Report Text</i> dengan cara : <b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa mengamati gambar Report orang terkenal atau tempat wisata terkenal.</li> <li>2. Siswa diminta mengamati contoh teks Report yang telah disediakan oleh guru</li> <li>3. Pemberian contoh-contoh materi <i>Report Text</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb</li> <li>4. Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Report Text</i></li> <li>5. Siswa menuliskan kata atau kalimat yang belum dimengerti dari contoh teks Report yang diberikan guru.</li> <li>6. Dengan bimbingan dan arahan guru, siswa mencari informasi terkait kata atau kalimat yang sering digunakan dalam teks Report dengan benar sesuai dengan konteks penggunaannya dalam bahasa Inggris</li> </ol>
Problem Identification	<p><b><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <ol style="list-style-type: none"> <li>7. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks Report yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia</li> <li>8. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks Report</li> </ol>



### 1 . Pertemuan Pertama ( 2 x 45 Menit)

Data collection (pengumpulan data)	<p><b><u>KEGIATAN LITERASI</u></b></p> <p>9. Siswa secara kelompok membacakan teks Report lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.</p> <p>10. Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks Report yang dibaca/didengar</p> <p>11. Siswa menyunting teks Report yang diberikan guru dari segi struktur dan kebahasaan</p> <p>12. Berkelompok, peserta didik berdiskusi untuk menggambarkan salah satu teman di kelasnya</p>
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**Catatan :** Selama pembelajaran *Report Text* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **tanggung jawab, peduli, kerjasama, dan cinta damai**

### Kegiatan Penutup (10 Menit)

**Peserta didik :**

1. Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Report Text* yang baru dilakukan.
2. Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau di rumah.

**Guru :**

3. Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Report Text*
4. Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Report Text*

### 1 . Pertemuan Pertama ( 2 x 45 Menit)

5. Memberikan penghargaan untuk materi pelajaran *Report Text* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

### 1 . Pertemuan Kedua ( 2 x 45 Menit)

#### Kegiatan Pendahuluan (10 Menit)

**Guru :**

#### **Orientasi**

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin

#### **Apersepsi, motivasi, dan pemberian acuan**

3. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
4. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
5. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
6. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
7. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
  - Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi: *Report Text*

1 . Pertemuan Kedua ( 2 x 45 Menit)	
Kegiatan Inti ( 70 Menit )	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Data processing (pengolahan Data)	<p><b><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <ol style="list-style-type: none"> <li>1. Siswa memperhatikan teks Report sederhana</li> <li>2. Siswa diminta menjawab pertanyaan dari teks teks Report sederhana</li> <li>3. Siswa diminta untuk mengidentifikasi ciri-ciri kebahasaan dan generic structure dari teks Report sederhana</li> </ol>
Verification (pembuktian)	<p><b><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></b></p> <ol style="list-style-type: none"> <li>4. Siswa membuat draft teks Report menggambarkan ciri-ciri fisik dan karakter salah satu teman di kelasnya</li> <li>5. Siswa mengembangkan draft yang sudah ditulis</li> </ol>
Generalization (menarik kesimpulan)	<p><b><u>COMMUNICATION (BERKOMUNIKASI)</u></b></p> <ol style="list-style-type: none"> <li>6. Siswa membandingkan teks Report yang sudah ditulis dengan teman sebangku</li> <li>7. Siswa membacakan teks descriptive yang telah ditulisnya di depan kelas</li> <li>8. Mendapatkan feedback dari guru dan teman-temannya terkait dengan presentasi yang telah dilakukan.</li> <li>9. Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan</li> <li>10. Menjawab pertanyaan tentang materi yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</li> <li>11. Bertanya tentang hal yang belum dipahami, atau guru</li> </ol>

### 1 . Pertemuan Kedua ( 2 x 45 Menit)

	<p>melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Report Text</i> yang akan selesai dipelajari</p> <p>12. Menyelesaikan uji kompetensi untuk materi <i>Report Text</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
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**Catatan :** Selama pembelajaran *Report Text* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **tanggung jawab, peduli, kerjasama, dan cinta damai**

### Kegiatan Penutup (10 Menit)

#### Peserta didik :

6. Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Report Text* yang baru dilakukan.
7. Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

#### Guru :

8. Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Teks lisan dan Report Text*.
9. Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran *Report Text*.
10. Memberikan penghargaan untuk materi pelajaran *Report Text* kepada peserta didik yang memiliki kinerja dan kerjasama yang baik.

## H. Penilaian Hasil Pembelajaran

### Skor Penilaian

<b>A</b>	<b>= 93 – 100 points</b>
<b>B</b>	<b>= 88 – 92 points</b>
<b>C</b>	<b>= 78 – 87 points</b>
<b>D</b>	<b>= 70 - 77 points</b>
<b>E</b>	<b>= &lt;69 points</b>

Collaborator

Punggur, Mei 2019  
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**DIAH AYU HIDAYAH**  
**NPM. 1501070037**

## OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

### CYCLE 1

**Subject : SMAN 1 Punggur**

**Class/semester: XI/Genap**

**Subject : English**

No	Student's Name	The aspects that observed			
		The students pay attention of teacher's explanation	The students giving respond	The students follow teachers instruction	The students able do the task
1	ICF	✓	-	✓	✓
2	LFR	✓	✓	✓	✓
3	ER	✓	✓	✓	✓
4	NNA	✓	✓	✓	✓
5	SRD	-	-	✓	✓
6	IS	✓	✓	✓	✓
7	SN	✓	✓	✓	✓
8	TR	-	-	✓	✓
9	SSH	✓	✓	✓	✓
10	AEK	✓	-	✓	✓
11	TS	✓	✓	-	✓
12	ZA	-	-	✓	✓
13	SRA	✓	✓	-	✓
14	MPA	-	-	✓	✓
15	RCA	-	-	✓	✓

**Note:**

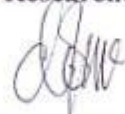
- Tick (✓) for each positive activity
- Percentage of student's activities
  1. The students pay attention of teacher's explanation= 10
  2. The students askanswer question= 8
  3. The students were active in class= 13
  4. The students able do the task= 15

**Collaborator**



**Ari Alfia Arista**  
NIP.19841231 200903 2 00

**The Researcher**



**Diah Ayu Hidayah**  
NPM. 1501070037

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES**

**CYCLE 2**

**Subject : SMAN 1 Punggur**

**Class/semester: XI/Genap**

**Subject : English**

No	Student's Name	The aspects that observed			
		The students pay attention of teacher's explanation	The students giving respond	The students follow teachers instruction	The students able do the task
1	ICF	✓	✓	✓	✓
2	LFR	✓	-	✓	✓
3	ER	✓	✓	✓	✓
4	NNA	✓	✓	✓	✓
5	SRD	✓	✓	✓	✓
6	IS	-	-	✓	✓
7	SN	✓	✓	✓	✓
8	TR	✓	✓	✓	✓
9	SSH	✓	✓	✓	✓
10	AEK	✓	-	✓	✓
11	TS	✓	✓	✓	✓
12	ZA	-	-	✓	✓
13	SRA	✓	✓	✓	✓
14	MPA	✓	✓	✓	✓
15	RCA	✓	✓	✓	✓

**Note:**

- Tick (✓) for each positive activity
- Percentage of student's activities
  1. The students pay attention of teacher's explanation= 13
  2. The students askanswer question= 11
  3. The students were active in class= 15
  4. The students able do the task= 15

**Collaborator**



**Ari Alfia Arista**  
NIP.19841231 200903 2 00

**The Researcher**



**Diah Ayu Hidayah**  
NPM. 1501070037

Name : Salwa Salsabila Hartono  
Class : X Sains 1

### Jawaban Pre-Test :

1) To describe the penguin and give information about penguin

2) Identification - Description



Paragraf 1



Paragraf 2 and 3

### Text 2.

1) Identification and Description about the owl

2) Identification - Description



Paragraf 1



Paragraf 2 and 3

3) Owls are carnivorous birds, and nocturnal birds. They Inhabited all of the world except Antarctica. //

Owls have maximum size 13,5 cm and maximum weight 31 g. for smallest owl.

Owls have a large and round head with forward-facing eyes and ear holes.



NAME = ENDAR RISMANDA

### TEXT 1. { The Penguin }

1. What is the author's purpose of the text above?

Answer = To give informations about penguin for the readers.

2. Identify the structure of the text above?

Answer = The kind of the text above is report text. The structure of the report text is = 1. General Classification. → Paragraph 1.  
2. Description. → Paragraph 2 and 3.

### TEXT 2 { Owl }

1. What is the topic of the text above?

Answer = Owl.

2. Identify the structure of the text above?

Answer = The kind of the text above is report text. The structure of the report text is = 1. General Classification → in Paragraph 1.  
2. Description → in Paragraph 2 and 3.

3. Write a short summary based on the text above!

Answer =

#### Owl

Owls are carnivorous and nocturnal birds. They lived in almost all regions of the world except Antarctica and some remote Islands.

The smallest and the lightest owl in the world is elf owl. And the largest are Eurasian eagle-owl and Blakiston's fish owl.

They have a large and round head with forward-facing eyes and ear holes, a very flexible neck, and a special feathers to perform a silent flight. Their tail is short but their wings are very wide.

Name : Zaria Adninduyanti

### TEXT 1

- 1.) To describe the information about various types of penguins
- 2.) paragraph one : Narrative  
paragraph two : Deskriptiv  
paragraph three : Deskriptiv

### TEXT 2

- 1.) owl
- 2.) paragraph 1 : Orientation  
paragraph 2 : Deskriptive  
paragraph 3 : Deskriptive
- 3.) owl are Carnivorous birds that belong to the order Strigiformes.  
They are love hunt by night.  
The smallest owls, elf owl, have the maximum size of 13,5 cm and the maximum weight of 31 g.  
They have a large and round head with forward-facing eyes and ear holes.

Soal post-test 1

NAMA: ADEZIA ELVANI KHOIFAI GAH

TEXT 1

(Dawai Dayak)

1. To provide information about the dayak gawai (Dayak Festival) in the sarawak.

2. Paragraf I = General Classification

Paragraf II = General Classification

Paragraf III = Description

Text 2

(Thanksgiving Day)

1. Thanksgiving Day from America is interpreted as a celebration of harvest, which is held in the fall.

2. Paragraf I = general Classification

Paragraf II = Description

3. Thanksgiving is a celebration of the autumn harvest which comes from America. The whole flower decorated house the whole family gathered to enjoy the rooster.

Name = Nadhila Nur Amalia

### Answer Text 1

1. To give inform about Gawai Dayak Festival
2. General Klasifikasi - Description  
↓ ↓  
First paragraph Second Paragraph  
and last paragraph

### Answer Text 2

1. About Thanksgiving Day in Amerika
2. General Clasification - Description  
↓ ↓  
first paragraph second paragraph  
or last paragraph
3. A. The difficult Vocabularies
  1. Attempt = mencoba
  2. Autumn = musim gugur
  3. Held = diadakan
  4. Harvest = Panen
  5. Survival = Bertahan hidup
  6. Dish = hidangan
  7. wreaths = karangan bunga
  8. brighten = menerangi
  9. environment = lingkungan hidup
  10. occasion = kesempatan

Thanksgiving day is a harvest celebration day or a day of thanks to God because of the many harvests (1)

This celebration is usually celebrated by gathering with family and eating together, and the house is decorated

ama = LAELY FATIYANII RAHAYU

soal Post-Test 2

2t 1

to present information about characteristic generally of the camel.

Generic structure:

→ first paragraph as the general classification

→ second paragraph as the description.

2t 2

The topic of the text about information of the Kangaroo

Generic structure

→ First paragraph as the general classification

→ second paragraph as the description

→ Third paragraph as the description

→ Fourth paragraph as the description.

3).

A Kangaroo is an animal found only in Australia | Kangaroo have very strong back legs which can make forward jumps of over eight meters |

The largest kangaroos are the Grey Kangaroo have the body weigh over 90 kilos | They are marsupials and they have an external pouch on the female body

## POST - TEST 2

### Text 1

- 1). To retell and give information for the readers about the Camel.
- 2). General Classification - Description  
↓ ↓  
Paragraf 1 Paragraf 2.

~~#~~.

### Text 2.

- 1). Report about Kangaroo, that one of description about Kangaroo.
- 2). General Classification - Description  
↓ ↓  
Paragraf 1 Paragraf 2, 3, 4
- 3). A Kangaroo found only in Australia /  
Kangaroos eat grass and plants, have short front legs, and strong back legs and a tail. /  
Kangaroo grow to a length of 1.60 meters and weigh over 90 kilo. /  
Kangaroos are marsupials.

### WorkSheet 1.

Name : ENDAR RISMANDA

Class : XI MIA 1

### Cats

Cats also called the domestic cat or house cat (with its scientific name: *Felis silvestris catus* or *Felis catus*) is a type of carnivorous mammal of the family Felidae. The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed prey. In captivity, cats can not adapt to a vegetarian diet because they can not synthesize all the amino acids they need from plant material; it is in contrast with domesticated dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently, the cat is one of the most popular pet in the world. Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the sphinx. These kinds of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.

#### A. The Difficult Vocabularies :

- |               |              |                |                  |
|---------------|--------------|----------------|------------------|
| 1. Mingled    | : Berbau     | 6. Tract       | : Traktat        |
| 2. Scientific | : Ilmiah     | 7. Ancient     | : Kuno           |
| 3. Skeleton   | : Kerangka   | 8. Traits      | : Sifat          |
| 4. Particular | : Khusus     | 9. Captivity   | : Penangkaran    |
| 5. Digestive  | : Pencernaan | 10. Synthesize | : Mempersatukan. |





## WorkSheet 2.

Name : ADETIA ELVANI KHOIFAIGAH

Class : XI MIA 1

### Laptop

Laptop, often called a notebook, is a portable personal computer with a clamshell form factor, suitable for mobile use. Although originally there was a distinction between laptops and notebooks, the former being bigger and heavier than the latter, as of 2014, there is often no longer any difference. Laptops are commonly used in a variety of settings, such as at work, in education, and for personal multimedia.

A laptop combines the components, inputs, outputs and capabilities of a desktop computer, including the display screen, speakers, a keyboard, and pointing devices (such as a touchpad or trackpad) into a single unit. Most 2016-era laptops also have integrated webcams and built-in microphones. The device can be powered either from a rechargeable battery or by mains electricity from an AC adapter. Laptops are diverse devices and specialised kinds, such as rugged notebooks for use in construction or convertible computers, have been optimized for specific uses. The hardware specifications, such as the processor speed and memory capacity significantly vary between different types, makes, and models.

#### A. The Difficult Vocabulries :

1. Suitable : cocok
2. heavier : Lebih berat
3. Commonly : umumnya
4. webcams : kamera web
5. powered : bertenaga
6. rugged : kasar
7. hardware : perangkat keras
8. Such : Seperti itu
9. between : antara
10. distinction : perbedaan

B. Write The Summary of each paragraph not more than 15 words!

Laptop is a portable personal computer with a clamshell form factor, suitable for mobile use.

Laptop combines the component, inputs, outputs, capabilities of a desktop computer, and printing devices

### WorkSheet 3.

Name : lola Sariha  
Class : XI MIA 1

#### Mouse-deer

Mouse-deer, are small ungulates that make up the family Tragulidae, the only members of the infraorder Tragulina. They are found mostly in forests in South and Southeast Asia, with a single species in the rainforests of Central and West Africa.

Mouse-deer have primitive features, closer to non-ruminants such as pigs. All species in the family lack of horns, but both sexes have elongated canine teeth. These are especially prominent in males, where they project out on either side of the lower jaw, and are used in fights. Their legs are short and thin, which make them lack in agility, but also helps them maintain a smaller profile to aid in running through the dense foliage of their environments.

They are solitary or live in pairs. The young are weaned at three months of age, and reach sexual maturity between five and 10 months. Parental care is relatively limited. Although they lack the types of scent glands found in most other ruminants, they do have a chin gland for marking each other as mates or antagonists, and, in the case of the water chevrotain, anal and preputial glands for marking territory. Their territories are relatively small, on the order of 13–24 hectares (32–59 acres), but neighbors generally ignore each other, rather than compete aggressively.  
*Source : britishcourse.com*

#### A. The Difficult Vocabularies :

- |               |                 |              |              |
|---------------|-----------------|--------------|--------------|
| 1. Ungulates  | : berkutu       | 6. Prominent | : Menonjol   |
| 2. Infraorder | : Infra Order   | 7. Jaw       | : rahang     |
| 3. Lack       | : kekurangan    | 8. legs      | : kaki       |
| 4. horns      | : tanduk        | 9. agility   | : kelincahan |
| 5. Sexes      | : jenis kelamin | 10. Parental | : Orang tua  |

B. Write The Summary of each paragraph not more than 15 words!

mouse deer belonging to mammalia that uses  
the tip of its tail, mostly in the forest /  
this species has no horns, but long canines,  
short legs, long ears, and fine fur / deer  
living in pairs, parenting patterns are limited,  
islands of China to many traits

#### Worksheet 4.

Name : Sherin Rahma Damayanti  
Class : XI MIA 1

### Whales

Whales are the largest marine mammals. Along with Dolphins and Porpoises, they belong to the order of Cetacea. There are two suborders of whale, they are: Baleen Whales (Mysticeti) and Toothed Whales (Odontoceti). The main diet is varied among the species of whales, some of them are: microscopic plankton, fish, squid and other marine mammals.

Each species of whales have different maximum body size. The smallest whale, the Dwarf Sperm Whale, can grow up to 2,6 m and have the body weight of 135 kg. The largest whale, the Blue Whale, can grow up to 29,9 m and have the body weight of 210 tons. Some species of whale show different size between the female and the male. This phenomenon is called as sexual dimorphism.

Their body are mostly resembled the body of a dolphin. They have a streamlined body with two paddle-shaped flippers on the bottom front part of the body and a tail which also has similar part as a dolphin's tail. Some of them also have a dorsal fin on top of their body. Each of them also have a blowhole on their head. They have a layer of fat beneath their skin called as "blubber" which function as energy reservoir and insulation that keep their body warm.

Source : britishcourse.com

#### A. The Difficult Vocabularies :

- |            |            |              |           |
|------------|------------|--------------|-----------|
| 1. Largest | : terbesar | 6. different | : berbeda |
| 2. Marine  | : laut     | 7. Dwarf     | : kerdil  |
| 3. Baleen  | : balin    | 8. grow      | : tumbuh  |
| 4. main    | : utama    | 9. resembled | : mirip   |
| 5. each    | : setiap   | 10. warm     | : hangat  |

B. Write The Summary of each paragraph not more than 15 words!

Along with dolphins and porpoises, they belong to the order of Cetacea and other marine mammals (the first paragraph).

Some species of whale show different size between the female and the male as sexual dimorphism (the second paragraph).

They have a layer of fat beneath their skin called as "blubber" as energy.

(the third paragraph).

### Grading of Post-Test 1 Result

No	Name of Students	Criteria				Total of the points	Grade	
		Purpose		Format				Content
		Item test no 1 of text 1	Item test no 1 of text 2	Item test no 2 of text 1	Item test no 2 of text 2			
1	LCF	12	6	12	2	12	65	
2	LEZ	6	6	6	2	12	42	
3	ER	12	6	6	2	8	49	
4	NNA	12	12	12	2	12	60	
5	SRD	9	9	6	2	8	44	
6	IS	12	9	12	2	8	53	
7	SN	9	12	12	2	12	57	
8	TR	9	12	12	2	8	53	
9	SSH	9	6	9	2	8	41	
10	AEK	6	6	12	2	8	44	
11	TS	12	12	12	2	12	69	
12	GA	9	12	12	2	12	59	
13	SPA	6	6	12	2	8	40	
14	MDA	6	6	12	2	8	44	
15	PCA	6	6	6	2	12	56	

ATTENDANCE LIST

No	Name of Students	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Ishika Cahya Fitrana	Nil	Nil	Nil	Nil
2	Sherin Rahma Damayanti	Nil	Nil	Nil	Nil
3	Zariya Adhodayanti	Zariya	Zariya	Zariya	Zariya
4	Adetia Elvani Khofaighah	Adetia	Adetia	Adetia	Adetia
5	Siti Nur Halizah	Siti	Siti	Siti	Siti
6	Nadhila Nur Amalia	Nadhila	Nadhila	Nadhila	Nadhila
7	Salwa Salsabila Hartono	Salwa	Salwa	Salwa	Salwa
8	Sheviatur Rohmah A.S	Sheviatur	Sheviatur	Sheviatur	Sheviatur
9	Triana Selviani	Triana	Triana	Triana	Triana
10	Tarsini	Tarsini	Tarsini	Tarsini	Tarsini
11	Ida Sariha	Ida	Ida	Ida	Ida
12	Rahmika Chantika	Rahmika	Rahmika	Rahmika	Rahmika
13	Endar Rismanda	Endar	Endar	Endar	Endar
14	Laelly Fatiani Rahayu	Laelly	Laelly	Laelly	Laelly
15	Siti Nur Jannah	Siti	Siti	Siti	Siti



### Grading of Pre-Test Result

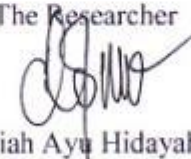
No	Name of Students	Criteria				Total of the points	Grade	
		Purpose		Format				Content
		Item test no 1 of text 1	Item test no 1 of text 2	Item test no 2 of text 1	Item test no 2 of text 2			
1	ICF	6	6	6	6	40	50	
2	LEP	3	6	6	6	32	50	
3	FER	12	6	9	9	29	65	
4	MVA	3	6	6	6	44	50	
5	SRD	6	6	9	9	32	68	
6	JS	12	6	6	6	47	78	
7	SN	12	6	6	6	38	78	
8	IR	3	3	3	3	38	28	
9	SSH	6	3	6	6	20	48	
10	AEK	6	3	3	3	29	40	
11	IS	6	3	3	3	23	40	
12	2A	6	3	3	3	23	40	
13	SRA	3	6	3	3	23	40	
14	MDA	3	6	3	3	23	40	
15	RCA	3	6	6	6	29	40	
448						29.		

The Result of Pre-Survey On December, 14<sup>th</sup> 2018, as follow :

No.	NAMA	JUMLAH BENAR	JUMLAH SALAH	TOTAL NILAI
1	AGATHA KASUMAWATI	11	9	55
2	AGUNG PRATAMA	9	11	45
3	AISYAH ROHMANI DEWI	9	11	45
4	ARLIANA ZAHWA	18	2	90
5	AULIA ANANTA	14	6	70
6	AYU FADILAH WAHID	9	11	45
7	AYUNDA DIAN PUSPITA SARI	11	9	55
8	CANTIKA DIAN NOVITA	15	5	75
9	CINDY DAMAYANTI	10	10	50
10	DHEA SALSABILA	8	12	40
11	DIANA AMELIA	9	11	45
12	DITA AJENG PRASTIKA	17	3	85
13	DITO RAMADHAN	13	7	65
14	DIVA AULIA AZZAHRA	12	8	60
15	FANESA AMALIA ROSA	15	5	75
16	FEBRI AL RASID	17	3	85
17	FEBY ANGELINA	10	10	50
18	FRISCILA SETYA NINGRUM	11	9	55
19	GALIH PRAMUDYA	12	8	60
20	LAELY FATIYANI RAHAYU	9	11	45
21	LIDYA MAYA HERAWATI	7	13	35
22	M. YAZID IZZA SETIYAWAN	16	4	80
23	MARATUS SHOLEHA	15	5	75
24	MULIKA ZAHRO ATIKA	18	2	90
25	OMEGA TRIGRESE MARINI	17	3	85
26	PUTRI LUTHFI AMANDA	11	9	55
27	SEPTIANA NURJANAH	10	10	50
28	SINDI VERTIKASARI	10	10	50
29	VELI JULIANA PUTRI	12	8	60
30	VITA SEPTIANA	15	5	75
31	WIDI NURAI DA	10	10	50
32	WIJI ASTUTI	12	8	60
33	WINDY DWI LESTARI	18	2	85

Punggur, Desember 2018

The Researcher

  
Diah Ayu Hidayah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-746/In.28/S/OT.01/08/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DIAH AYU HIDAYAH

NPM : 1501070037

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070037.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Agustus 2019  
Kepala Perpustakaan

Drs. Mokhtandi Sudin, M.Pd.  
NIP. 195808311981031001

## SURAT KETERANGAN

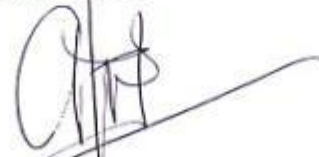
Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *DIAH AYU HIDAYAH*  
NPM : *1501070037*  
Fakultas : *TARBIYAH DAN ILMU KEGURUAN*  
Angkatan : *2015*

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *DIAH AYU HIDAYAH*  
NPM : *1501070037*  
Fakultas : *TARBIYAH DAN ILMU KEGURUAN*  
Angkatan : *2015*

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

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Nomor : B-1187 /In.28.1/J/PP.00.9/5/2019

03 Mei 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Diah Ayu Hidayah  
NPM : 1501070037  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Improving Students Reading Comprehension Ability By Using Generating Interaction Between Schemata And Text (GIST) Strategy Of The Eleventh Graders At SMA N 1 Punggur Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd  
NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1837/In.28/D.1/TL.01/06/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : DIAH AYU HIDAYAH  
NPM : 1501070037  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSIONS ABILITY BY USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY OF THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 17 Juni 2019





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-1838/In.28/D.1/TL.00/06/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA N 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1837/In.28/D.1/TL.01/06/2019, tanggal 17 Juni 2019 atas nama saudara:

Nama : **DIAH AYU HIDAYAH**  
NPM : 1501070037  
Semester : 8 (Delapan) -  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSIONS ABILITY BY USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY OF THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Juni 2019  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
19670531 199303 2 003







PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 PUNGGUR**

NPSN : 10801962 NSS : 301120208048

AKREDITASI "A"

Alamat : JL. Raya Nunggalrejo Lampung Tengah (34152) Telp. ( 0725 ) 47413  
Website : [www.sman1punggur.sch.id](http://www.sman1punggur.sch.id) Email : [sman1punggur@yahoo.co.id](mailto:sman1punggur@yahoo.co.id)



**SURAT KETERANGAN**

**No : 423.6 / 437 / V.01 / SMA / 2019**

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **DIAH AYU HIDAYAH**  
NPM : 1501070037  
Semester : 8 ( Delapan )  
Program Studi : Pendidikan Bahasa Inggris

Akan mengadakan Observasi / Survey guna mengumpulkan data untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **IMPROVING STUDENTS READING COMPREHENSIONS ABILITY BY USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT ( GIST ) STRATEGY OF THE ELEVENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG** ".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1837/In.28/D.1/TL.00/06//2019, tertanggal : 17 Juni 2019 perihal permohonan izin Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 23 Juli 2019

An Kepala SMA Negeri 1 Punggur

Wakil Kepala Sekolah Bidang Kurikulum,



**DR. HARYANTO**

Pangkat : Pembina Tk. I / IV.b

NIP. 19630322 199203 1 001



**KEMENTERIAN AGAMA**  
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Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : DIAH AYU HIDAYAH

Jurusan : TBI

NPM : 1501070037

Semester : IX

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	8 / 2019 17	✓	Revisi. bab 4-5.	
2.	21/8-2019	✓	- Revision is OK - Acc for munagasyah	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Pembimbing I

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : DIAH AYU HIDAYAH

Jurusan : TBI

NPM : 1501070037

Semester : IX

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	5/7 2019	✓	- Spasi - Margin - Cover	
2.	12/7 2019	✓	- Data siswa - Penilaian	
3.	23/7 2019	✓	Mu Munzori Se i Akur	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Pembimbing II,

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

## **DOCUMENTATION**



**The Researcher Explain About Report Text and GIST Strategy**



**The Researcher Gives Worksheet On Pre-Test**



**The Researcher Explain More About The Implementation of GIST Strategy**



**The Researcher Asked The Students To Do The Test**



**The Researcher Asked Students To Make 15 Lines**



**The Researcher and The Students Focus To Review The Students' Worksheet**

## **CURRICULUM VITAE**



Diah Ayu Hidayah was born on November 19<sup>th</sup> 1997 in Ngestirahayu, Central Lampung. Ethnically speaking, she comes from Javanese family descent. She is the first child of Mr. Budi Satmono and Mrs. Siti Khodijah.

She took her elementary school at SDN 1 Ngestirahayu (2004-2009). Then, she continued to junior high school at SMPN 1 Punggur (2009-2012). Having graduated from Senior high school, she took her study on SMAN 1 Punggur and finished in 2015. Then in the same year she registered as a S1 student of English Education Study Program of State Institute For Islamic Studies of Metro. She likes to write fiction like novel, short story, poem and release. She has created five books the tittle are Desa di Ujung Rindu, Dalam Naungan Al-Quran, Di Ujung Penantian, Kisah Tangga No.1 and Memaknai Perasaan.