

AN UNDERGRADUATE THESIS

THE EFFECT OF USING GENERATING INTERACTION SCHEMATA
AND TEXT STRATEGY TOWARD THE STUDENTS' READING
COMPREHENSION IN SMP N 1 BANJAR AGUNG

By:

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

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TEXT STRATEGY TOWARD THE STUDENTS' READING
COMPREHENSION IN SMP N 1 BANJAR AGUNG

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

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Title : THE EFFECT OF USING GIST STRATEGY TOWARD
THE STUDENTS' READING COMPREHENSION IN SMP
N 1 BANJAR AGUNG

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NOTIFICATION LETTER

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Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis proposal,
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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. Thanks you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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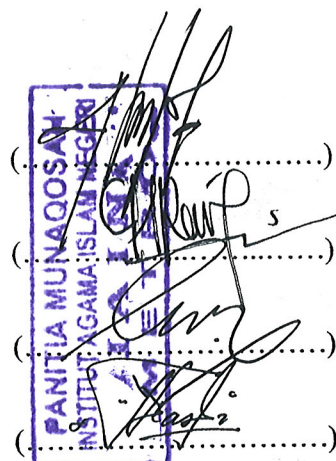
RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF USING GIST STRATEGY TOWARD THE STUDENTS READING COMPREHENSION. Written by: Nika Kurnia, Student Number 1701070190, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 23rd, 2022 at 10.00-12.00 a.m.

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**THE EFFECT OF USING GIST STRATEGY TOWARD
THE STUDENTS' READING COMPREHENSION
IN SMP N 1 BANJAR AGUNG**

ABSTRACT

**By:
NIKA KURNIA**

The purpose of this research are to show that using GIST Strategy can be increasing the students' reading comprehension and students' learning activities at SMP 1 Banjar Agung. The researcher had outlined the problem in this research that focused on reading comprehension abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

In this research conducted a quantitative, in form of experiment research; the characteristic of the writer is correlated at SMP N 1 Banjar Agung. The population of this research consist of 151 students. And the sample is of the class VII.1 grade students. Is the established through the total sampling technique. The instruments used test, observation, and document. Before writer give test, writer has been teaching about 6 times at the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 26,67% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 51. it can say that the result of pre-test was unsatisfactory. Then, in post-test there are 56,67% students that can fulfill minimum mastery criteria (KKM) and mean of the post-test is 66. it means that there is a significant effect of using GIST Strategy on the the students reading comprehension in SMP N 1 Banjar Agung.

Keywords: *Reading Comprehension, GIST Strategy.*

**PENGARUH PENGGUNAAN STRATEGI GIST TERHADAP
KEMAMPUAN PEMAHAMAN MEMBACA SISWA
DI SMP N 1 BANJAR AGUNG**

ABSTRAK

Oleh:

NIKA KURNIA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan GIST Strategy dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa tingkat VII SMP 1 Banjar Agung. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian eksperimen dan bersifat hubungan antara variabel pada murid kelas VII SMP N 1 Banjar Agung. Populasi dalam penelitian ini berjumlah 151 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VII.1. teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang terutama. Sebelum melakukan tes penulis mengajar terlebih dahulu sekitar 6 kali pemberian materi untuk mendapatkan informasi dari siswa. Tes digunakan untuk mengukur hasil belajar bahasa Inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 26,67% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 51. hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan hasil post-test ada 56,67% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 66. hal ini dapat disimpulkan bahwa ada pengaruh yang nyata antara penggunaan GIST Strategy terhadap kemampuan membaca siswa di SMP N 1 Banjar Agung.

Kata Kunci : *Pemahaman Membaca, Strategi GIST.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Nika Kurnia

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

Metro, December 2022
The Writer,



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

Metro, December 2022

Penulis,



NIKA KURNIA
NPM. 1701070190

MOTTO

..... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
.....

“Allah will elevate those who believe among you and
those who were given knowledge..”

(QS.Al-Mujadilah:11)

“*Intellegent Without Ambition is a Bird Without Wings*”
“Kecerdasan Tanpa Ambisi Bagaikan Burung Tanpa Sayap”

-Salvador Dali-

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

My beloved parents, Mr. Sriyono and Mrs. Rut Oktavia who always support me
by their endless love

My beloved little family, Novandi Saputra is my husband and Starla Aghnia
Queenzhanara is my little princess in my life. Who has always give me motivation
and spirit for my thesis if I can graduate.

My beloved almamater of State Institute for Islamic Studies of Metro

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1. Dr. Zuhairi, M.Pd., as Dean of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute.
2. Andianto, M.Pd., as the Head of the English Education Department.
3. Andianto, M.Pd, as Supervisor who motivated researchers to finish this research as soon as possible, and took the available time to guide and provide good suggestions for researchers.
4. My beloved family, who always pray for the goodness for the researcher.

Finally, in this research, the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of her heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestion and also criticisms for the perfect research.

Metro, December 31th 2022

The Researcher,



Nika Kurnia

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the important aspects in human life. The function of language is to communicate each other. The language learners should be master four skills in language. The four skills that must be mastered by all language learners are Listening, Speaking, Writing, and Reading. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, eyes work, motivation, and reading interest. Maximal reading skill can not be achieved,

if still any bad habit when they are reading. One of the readers' bad habit is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In SMP Negeri 1 BanjarAgung, reading is the main activities. Most of the material in junior high school is about discourse or text. The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching technique used by the teacher of the students are unattractive and monotonous. So the students need something to solve those problem.

In motivating students to read, teacher should find out some techniques that can attract the students' motivation and interest. The students need technique that can be motivate and increase their ability, especially in reading skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given.

In fact, there are some kinds of reading technique. However, they do not choose and use one of the effective strategy in reading. In fact some students with reading comprehension interpret word by word which inefficient in reading comprehension.

Based on the result of interview with English teachers at seventh graders of SMP Negeri1 BanjarAgung, they said that the level of students reading comprehension is low, because either teacher or student have not used yet the problem based learning technique in teaching learning process, especially to teach reading. This statement corroborate by the result of pre survey at the seventh graders of Junior High School 1 BanjarAgung, only 20 % the students who passed for the material of reading and 80 % the students failed with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) for English is 65, the data can be known as follows:

Table 1.
The Data Students'of Score Reading Test in SMPN 1 BajarAgung

| No | Name | Score | Explanation |
|----|------|-------|-------------|
| 1 | AS | 40 | Bad |
| 2. | ASA | 40 | Bad |
| 3 | AM | 50 | Less |
| 4 | AH | 50 | Less |
| 5 | A P | 30 | Bad |
| 6 | ASP | 70 | Good |
| 7 | AA | 80 | Good |
| 8 | APS | 70 | Good |
| 9 | AU | 30 | Bad |

| | | | |
|----------------|-----|------|------|
| 10 | AI | 20 | Bad |
| 11 | AS | 50 | Less |
| 12 | AGP | 60 | Good |
| 13 | AP | 20 | Bad |
| 14 | AH | 60 | Good |
| 15 | ADD | 60 | Good |
| 16 | AK | 40 | Bad |
| 17 | AOH | 70 | Good |
| 18 | BYA | 20 | Bad |
| 19 | AND | 50 | Less |
| 20 | BP | 70 | Good |
| 21 | BRM | 40 | Bad |
| 22 | BJ | 50 | Less |
| 23 | BS | 40 | Bad |
| 24 | DN | 50 | Less |
| 25 | DA | 50 | Less |
| 26 | DF | 40 | Bad |
| 27 | DA | 60 | Good |
| 28 | DS | 50 | Less |
| 29 | DWY | 30 | Bad |
| 30 | DY | 40 | Bad |
| Total | | 1430 | |
| Average | | 47,7 | |

Source: Take on pra survey of study reading comprehension in SMP Negeri 1 Banjar Agung at the First Semester in the Academic Year of 2020/2021.

Table 2.
The Data of Percentage Students' Reading Test in SMPN 1 Bajar Agung

| No | Grade | Explanation | Frequencies | Percentage |
|----|-------|-------------|-------------|------------|
| 1 | < 65 | Bad | 25 | 83,33% |
| 2 | ≥ 65 | Good | 5 | 16,67% |
| | | Total | 30 | 100 % |

Source: Take on pra survey of study reading comprehension in SMP Negeri 1 Banjar Agung at the First Semester in the Academic Year of 2020/2021.

Based on the data above, many students failed in reading test. Its means that they do not have good readings' comprehension of the text. From the result of pre survey it can seen that just 5 students from 30 students has good score in reading comprehension test, it can be said that 80% of the students do not reach minimum requirement yet.

The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested for using GIST strategy for helping students' reading comprehension.

The resercher assume that to motivate the students in learning English especially reading comprehension, the resercher interested for using GIST strategy for helping student's reading comprehension. The researcher choose GIST strategy because in the seventh graders have studied about reading comprehension and they need a strategy for study it and they must be read to get the main ideas quickly. So the researcher uses GIS as strategy for teaching learning English, so that it should be more effective to encourage students to learn English and also more interesting.

In this research, the researcher want to investigate whether GIST strategy gives the positive effect on the reading comprehension.

B. Problem Identification

Regarding to the background of the study, the writer identifies the problem as follows:

1. The students are not interested in the reading comprehension
2. The students have low vocabulary
3. The students have low ability of structure and grammar
4. The students can not meet the minimum requirement

C. Problem Limitation

For there is a great number of problems dealing with reading comprehension, the researcher will only focuses on the teaching strategy using by teacher in reading comprehension, the researcher limits the problem only to “The Effect Of Using Gist Strategy Toward The Students’ Reading Comprehension In Smp N 1 BanjarAgung”

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is “ Is there any significant effect of using GIST strategy on the Students’ Reading Comprehension in SMP N 1 Banjar Agung”?

E. The Objective and Benefit of the study

1. The Object of the Research

The objective of this research is to find out whether there is any positive and significant effect of using GIST strategy on the students' reading comprehension in SMP N 1 Banjar Agung.

2. Benefits of the Study

a. For the Students:

- 1) To enable the students to increased reading comprehension in the most efficient way.
- 2) To enable the students would enjoyed reading and they will also get great advantage in doing the National Final Examination because many of the test items require the ability to skim texts.

b. For the Teachers:

- 1) To enable given English teachers some ideas of various ways of teaching reading to students in the classroom
- 2) To enable the teachers to known the advantages of GIST Strategy to teach reading comprehension more effectively and interestingly.

F. Prior Research

Muntafi'ah (2016) conducted a research about "The Use of the GIST Strategy Towards Students' Reading Comprehension. (Classroom Action Research at the Eight Year Students of MTs AswajaTengaran in the Academic Year of 2015/2016)". The objectives of the study are to find out that the GIST (Generating Interactions between schemata and text) strategy improves the

students' reading comprehension and to find out the significant improvement on the students' reading comprehension after being taught by using Generating Interactions between schemata and text (GIST) strategy¹. In this research, the researcher acted as an observer. There were two cycles in this research, in each cycle comprised of two meetings. The final result showed to $\geq t$. It means that t-test score is 4.07, it was higher than the t- table score, 2.977. With a significance level of 0.5 %, It proved that there is a significant difference of the students' reading comprehension after taught by the GIST strategy.

Yuniar Nita Alfiana (2017) conducted a research about "The Effectiveness Of Gist Strategy To Eighth Grade Students' Reading Comprehension of SMP Prasetya Wiyata Ngasem Kediri In The Academic Year 2016/2017". The objective of this research was to find out whether using GIST Strategy is effective to the eight grade students' reading comprehension at SMP Prasetya Wiyata Ngasem Kediri and to describe the students' response when GIST strategy applied teaching reading comprehension. The researcher conducted quasi experimental quantitative research. Finding of coefficient is statistical computation the result of t-score was 13,41. Then t-test was compared to the t-table with the degree of significant 5% (2,093) and 1% (2,861) of 20 students². It means that the alternative hypothesis was accepted

¹ Muntafi'ah, *The Use of the GIST Strategy Towards Students' Reading Comprehension. (Classroom Action Research at the Eight Year Students of MTs AswajaTengaran in the Academic Year of 2015/2016)*, Vol 6.

² Yuniar Nita Alfiana, *The Effectiveness Of Gist Strategy To Eighth Grade Students' Reading Comprehension of SMP Prasetya Wiyata Ngasem Kediri In The Academic Year 2016/2017*, Vol 10

and it proved that outline activity had significant effect to the students' reading comprehension.

Therefore, students' reading comprehension. It is related to the problem that teacher and students faced in teaching-learning reading comprehension at SMP N BanjarAgung. By applying GIST strategy the researcher hope that it is as an effective strategy to teach the students achievement in reading comprhension and make the classroom's atmosphere alive.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concepts of Reading Comprehension

a. Definition of Reading Comprehension

Reyko defined reading is an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.³ It means that, reading has an important thing in education world, through reading people can understand what the meaning of the text and also can help the people to get some information that the people need, not only in education world but also in world job through reading.

According to Karen Tankersley reading is a complex process made up of several interlocking skills and processes.⁴ It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

³Kamiyama Reyko, "CAR a Means for Motivating Students to Read" (United States: English Teaching Forum, 2009, Number 3, p. 32

⁴ Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development , 2003), p. 2

Moreover, Praveen and Patel say that reading is most useful and important skill for people. This skill is more important than speaking and writing.⁵ It means that, reading is a process of sequence between something that is written with the knowledge about speaking and writing.

Based on the quotation above, it can be inferred that reading is a complex activity process which is very important involving the language and though in order to get meaningful message, science of information that to sent by writer through such as graphic symbol, written verbal symbol.

According to Sharon and Sylvia, Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.⁶ In these senses, comprehension is the understanding of the text which involves reader's interaction and prior knowledge to get information in the text.

According to Linda and Carla, Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.⁷ In other word, knowledge of the word gave a role play to expression and understanding the reading text.

⁵M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers and Distributors, 2008), p. 113

⁶Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Instruction*, (Virginia USA: ASCD, 2004), 3th Edition, p. 98

⁷Linda J. Dorn and Carla Soffos, *Teaching For Deep Comprehension*, (Australia: Stenhouse Publishers, 2005), p. 14

Meanwhile, according to McNamara "...comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".⁸ In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

Based on the quotation above, it can be concluded that comprehension is to understand that encompasses ability to construct meaning and knowledge related of the activities that include the purpose associated with reading.

Then, according to Snow reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.⁹ It means that, in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Gordon Wainwright assumes that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.¹⁰ The complex process of this defines is the students

⁸Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

⁹Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p. 11

¹⁰Gordon Wainwright, *How to Read Faster and Recall More*, (United Kingdom: How To Content, a Division of How To Books Ltd, 2007) p. 35

must be able to select the important point or the main idea of the text, and find the differences of fact or opinion, and they must be able to conclude an overall text that they have read before.

Moreover, Judi Moreillon defines reading comprehension as strategies and tools that proficient readers use to solve the comprehension problems they encounter in texts.¹¹ It means that, reading comprehension is the comprehension to find and understand new things the readers read by using their knowledge actively.

Based on the quotations above, it can be inferred that reading comprehension is the looking for meaning that involves much more than the reader's responses to the text to understand each new thing we read.

b. The Models of Reading

There are some models of reading :

1) The Top-down Model

In top-down processing the readers or listeners get a general view of the reading or listening passage by, in some way, absorbing the overall picture.

2) The Bottom-up Model

In Bottom-up processing, on the other hand, the readers or listeners focus on individual words and phrases, and achieve understanding by stringing these detailed elements together to build

¹¹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (American Library Association: Chicago, 2007) p. 10

up a whole.¹² In other words, Bottom-up is processing of the readers understand the linguistics signals

c. The Importance of Learning Reading Comprehension

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills require a long term strategy in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

d. Level of Comprehension

According to Petter reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level. There are four levels of comprehension :

1) Literal Level

literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the

¹²Jeremy Hermer, *The Practice of English Language Teaching*, Longman : Longman, p.201

10th floor; her neighbours are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

2) Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain.

3) Critical Level

critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbour, the reader knows he could be exaggerating.

4) Creative Level

creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the

landlord receives complaints, the tenant will be asked to leave within one week.¹³

e. Indicators of Reading Comprehension

There are a lot of indicators to measure the reading comprehension. In this research, the researcher focus on the literal comprehension. Such as kind of the criteria of reading comprehension are:¹⁴

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).
- 2) The specific information needed about the student's reading comprehension (types of questions missed, level).
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class).
- 4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).
- 5) Whether the test is an individually or group-administered test.
- 6) The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come

¹³Weswood, Peter. *Reading and Learning Difficulties : Approaches assesment*, Australia : ACER Press, 2001, p.21

¹⁴Janette K. Klingner, Sharon vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : London, 2007, p. 17

with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest).

- 7) For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
- 8) The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).
- 9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).

f. Measurement of Reading Comprehension

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:

1) Pronominal Question, Imperatives

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

2) True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more

general aspect on the text. The correct answer is not always shorter or longer than the distractor.

3) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.¹⁵

g. The Scoring of Reading Comprehension

To know how far the students' reading skill should be measured use the assessment of reading skill. There are many kind of questions of reading skill they are:¹⁶

1. Pronominal Question, Imperatives The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.
2. True/False, Yes/No, Alternatives Question, Multiple-choice. In these questions the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

¹⁵I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, New York : Routledge, 2009, p.77-79

¹⁶I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York : Routledge, 2009), p.77-79.

3. Transfer Information Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

In addition, in assessing reading skill there should be a rubric of reading that was used to measure students' reading skill, as follow:

Table 3
Rubric of Reading Comprehension¹⁷

| Criteria | 4 | 3 | 2 | 1 |
|---|-----------------------------|------------------------------|-----------------------------|------------------------------------|
| Classification | 3 complete elements present | 2 complete elements present | 1 complete elements present | Evidence of 2+ incomplete elements |
| <ul style="list-style-type: none"> • Identifies story type • Recognizes story mood • Makes comparisons with similar stories | | | | |
| Plot | 3 complete elements present | 2 complete elements presents | 1 complete elements present | Evidence of 2+ incomplete elements |
| <ul style="list-style-type: none"> • Retells in correct order • Distinguishes major events from supporting details • Recognizes subplots | | | | |
| Conflict | 3 elements present | 2 elements presents | 1 complete elements present | Evidence of 2+ incomplete elements |
| <ul style="list-style-type: none"> • Identifies main character's struggle • Understands why main character is struggling • Identifies type of conflict | | | | |

¹⁷ Joan F. Groeber, *Second Edition, Designing and using Rubric for Reading and Language arts, ke-6*, (United States America : Corwin Press, 2007), p. 27

| Theme | 3 elements present | 2 elements presents | 1 complete elements present | Evidence of 2+ incomplete elements |
|---|--------------------|---------------------|-----------------------------|------------------------------------|
| <ul style="list-style-type: none"> • Knows what author wants to say • Restates theme in 1-3 words • Identifies passage that convey story theme | | | | |

2. The Concepts of GIST Strategy

a. The Definition of Generating Interaction between Schemata and Text (GIST) Strategy

Such Approach that matches the goals of this element by explicitly and systematically teaching students how to summarize texts is the GIST Strategy.¹⁸ It means that, the GIST Strategy is students higher over thinking skills to analyzed about material of the teacher applies to students in the learning process. And than the summary is usually no more than fifteen word.

According to Sarah, GIST Strategy is valuable not only when summarizing a reading passage but also when writing the summary of a multi-paragraph easy.¹⁹ Therefore, the students help to meet their own individual needs and they are given more chance to activity construct their own meaning, it is believe that having more chooces in reading.

¹⁸ William G. Brozo, *Disciplinary and Content Literacy for Today's Adolescent : Sixth Edition*. (New York : 2017), p. 283

¹⁹ Sarah Kartehner Clark, *Writing Strategies for Science*, (Shell Education : 2011), p.154

GIST forces students to eliminate extraneous details and determine what is most important in the reading.²⁰ In other hand, it is strategy help students to recognized information and beginning to think about text prior to reading.

Bonnie stated the GIST strategy of making cognitive shifts that can help you get into a positive frame of mine, the text step for managing overload is to add behavioral-modification strategies that help you push through the fear.²¹ Thus, the strategy of reading, the students can be know about summarize of material reading and writing. The students to get gist of summarize sentences.

b. Procedures of GIS Strategy

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

- 1) Prepare a transparency of a section of text or designates a portion of text to be read. This usually includes text that may be a challenge for the students.,
- 2) Typically, in a class of all native English speakers, you and students read the section silently. For ELLs, it is more effective if you read the passage aloud while they follow along.
- 3) As a class, decide upon the “most important” words or concepts that are essential to understanding that portion of the text. (The number of concepts and words may vary depending upon the

²⁰ Stephanie Macceca, *Reading Strategies for Science*, (Shell Education : 2007), p. 152

²¹ Bonnie Jacobson, *The Shy Single: A Bold Guide to Dating for the Less-Than-Bold Dater*, (Rodale : USA, 2004), p.3

length of the text.) You can underline or highlight these on the overhead. (It is helpful for students to have a copy of the text so they can underline also.)

- 4) Using as many of the “most important words and concepts” as possible, write a summary statement consisting of one or two sentences together with students. These sentences should offer the “gist” of the reading passage.
- 5) Each student then writes the completed summary statement on the GIST Activity Sheet.
- 6) Repeat the procedure using subsequent sections of the text.
- 7) Finally, students use the summary statements that have already been generated as a comprehensive summary for the entire text. These can be grouped together to form a summary paragraph.²²

In other word, those strategy is especially useful when trying to teach main idea and supporting details. If the students using GIST strategy, we will find no time that their abilities to comprehension text and find the main idea increases.

c. The Purpose of GIST Strategy

Bouchard stated that GIST strategy provides an opportunity for student to identify important vocabulary and synthesize important piece of information into summary statement to show the gist of reading. It facilitates understanding how the “part” fit together to

²² Bouchard, Margareth, *Comprehension Strategies for English Language Learners*. (New York: Scholastic Inc, 2005), p. 40

make the “whole”. This strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together.²³ Thus, the students move toward independent integration of the strategy, teachers should provide opportunities for them to make, revise, and verify their own summarizing after reading.

d. The Implementation of GIST Strategy In Teaching Reading

GIST is helpful for teachers to use when students have difficulty with reading comprehension. This strategy helps students to recognize information that is not necessarily essential as well as what is necessary to make predictions and begin to think about text prior to reading, thus after it is read, for more material that are comprehended.

Through the use of this strategy, the students learn to think about what they are reading, the purpose for reading and begin to form a habit of thinking about the material and making connections to background knowledge that is critical in skilled reading and comprehension. It helps to activate prior knowledge and improves students' reading comprehension.

²³ *Ibid.*,

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Ary, Jacobs, Sorensen, and Razavieh say, “a variable is a construct or a characteristic that can take on different values or scores”.²⁴ It means that variable is determined by researcher as a main focus for a research. “In experimental studies, the treatment is the independent variable and outcome is the dependent variable”.²⁵ Based on the statement, there are two variables in this research. They are independent (X) variable and dependent variable (Y). The independent variable is the variables that affect the other variables or suspected as the cause of the other variables. The dependent variable is the variable that is affected by the independent variable or variables that emerge as a result of the independent variable. From the title of the study, which is “The Effect of Using Gist Strategy toward the Students’ Reading Comprehension In SMP N 1 Banjar Agung”.

the researcher concluded that this study has two variables. Those are independent variable and dependent variable. The independent variable was GIST Strategy and the dependent variable was reading comprehension.

Approach of this research was quantitative. “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data”, The statement refers that quantitative research use the form

²⁴Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. *Introduction to Research in Education*. Canada: Wadsworth.(2010). P:37

²⁵Ibid.

of number that was analyzed by using statistical formula. In this case, there were two means scores, the means scores are pre-test and post-test.

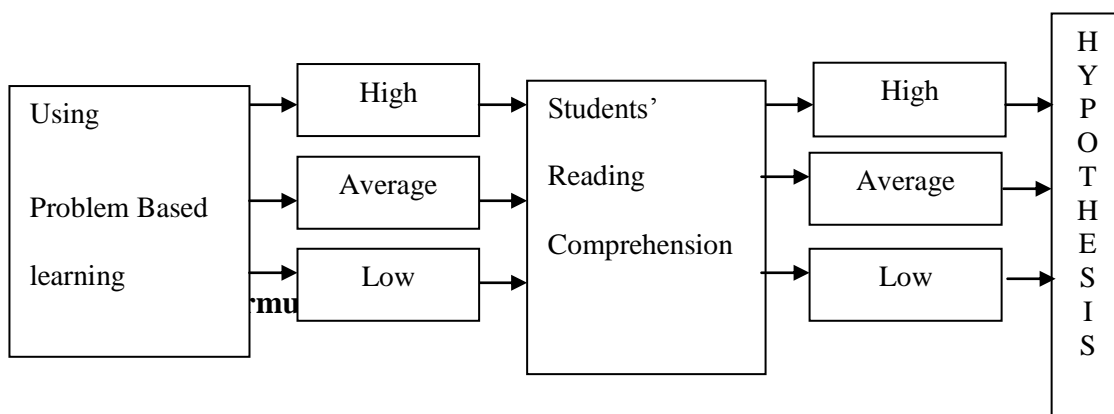
Then the researcher computed t-score to know The Effect of Using Gist Strategy toward the Students' Reading Comprehension In SMP N 1 Banjar Agung of this research was experimental research. "Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable". It means that experimental research is a research to know the effect of a variable to the other variable. The research carried out at SMP N 1 Banjar Agung. The population of this research was the seventh grade students in academic year 2020/2021 of SMP N 1 Banjar Agung which consists of 35 students of 1 class.

The sample of this research was the seventh grade students of SMP N 1 Banjar Agung in 7.1 1 class (Accounting). The total numbers of students in the class are 35 students. It consists of female and male students. It was taken used purposive sampling technique.

In order to collect the data, the researcher had to use instrument as a tool. To know the effectiveness of GIST to the students' reading comprehension, the researcher used test to measure it.

2. Paradigm

Based on the theoretical framework above the researcher describes paradigm as following:



Based on the theoretical framework and paradigm above, the writer formulates the hypothesis is as follow:

There is positive and significant correlation between students' prior knowledge and their GIST Strategy of reading comprehension among the first semester students of SMP N 1 Banjar.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was conducted under experimental research. In this study, the researcher wanted to find the significant differences before and after teaching reading skill by GIST strategy. So that the writer had to take an experimental teaching to prove this technique. According to Creswell, an experimental design is the traditional approach to conducting quantitative research.²⁶ In this case, the researcher tested a procedure chosen to determine whether it influences an outcome. First, the researcher had to decide on a procedure which will be applied to be one of variable experience. After the treatment, the researcher determines whether those who experienced the procedure performed better on some outcome or not.

Moreover, the purpose of the experimental study is to indicate cause and effect between independent and dependent variable.²⁷ The variables are expected to show some changes as a result of an experimental research of the independent variables. Independent variable is stable or static and unaffected by other variables that are measured. So, in this study, GIST strategy was the independent variable which influences students' reading comprehension which is a dependent variable.

²⁶ Creswell, J. W. 2012. *Educational Research (4 Ed)*. Boston: Pearson Education Inc. P. 294

²⁷ Sugiyono, Sugiyono. 2015. *Metode Penelitian Pendidikan. (21st Ed)*. Bandung: CV. Alfabeta. p.120

This experimental study was true experimental study design in form of pretest and post-test group design. In this study, there were two classes chosen. Both classes were given pre-test in the beginning and post-test at the end of the meeting. Moreover, the experimental class was given a treatment, with GIST strategy, while the other one was the control class which was not given any treatment. The use of the strategy could be seen in the result of students' improvement which showed on the post-test's score, taken after the treatment and post-test given. In this study, the researcher conducted 5 meetings. In the first meeting, the writer did pre-test. The second, third and fourth meetings were the treatment by GIST strategy. In the last meeting, the writer did a post-test which was conducted with the same content given in the pre-test.

B. The Operational Definitions Variables

Operational definitions of variables in this research are:

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is GIST strategy which is defined as a reading technique in reading process to get the main ideas quickly without read word by word. In this research the students can read using Generating Interaction between Schemata and Text (GIST) strategy. The method was conducted by reading text, start from the teacher

gave the rulers of doing the test, distribute the reading passages and then ask the students to finishing the questions for 30 minutes.

2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension that can be defined as knowledge of student in identification the text such us: main idea, topic and the other. In this research the students can identify and analyze the reading text.

Moreover, based on the theoretical review, the indicators of reading comprehension in learning process of the eleventh grade of SMP N 1 BanjarAgung are in the topics of Electronic, Family and Job.

C. Population and Sampling Technique

1. Population

Marczyk et.al defined that “The population of interest is usually defined by the purpose of the research and the research question itself”²⁸. It means that the population is all subject which will be presumed in this research. The population of this research is the students of seventh graders of SMP N 1 BanjarAgung. In this research the total population was 151 students.

²⁸Geoffrey marczyk, *Essential of Research Design and Methodology*, New Jersey: John Willey & Sons, Inc. 2005, p:84

2. Sampling Technique

Marczyk et.al defined that samples is representative of the population as a whole.²⁹ The quality of a research is not only determined by a big number of sample, but also by the valid theories and the data analysis.

The samples of the research as respondent is students who have seventh graders of State Junior High School 1 of Banjar Agung that number of 30 students. The number of the class in the seventh graders is 1 classes. Meanwhile, the technique sample by using the cluster random sampling. The researcher was took 1 class from the class to be became respondent in the research because their ability is low based on the pre research. The class that choosed is VII.1 that number is 30 students. The model of this sample is dependent sample, based on Donal Ary stated that “Sample is indispensable to the researcher”.³⁰

In this research, researcher will use source triangulation. The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

D. Data Collection Method

1. Test

In this research, the researcher gives the students two tests that are pre-test and post-test to know the improvement of students' reading

²⁹ Ibid p:83

³⁰ Donal Ary *et.al*, *Introduction to Research in Education*, USA, Rinehart and Winston, 1979 p:149.

comprehension abilities. The kind of this test is written test with multiple choice test. The test is given to know the students' achievement before and after learning process.

a. Pre-test

The pre-test will be given before applying treatment through GIST Strategy in order to know ability of the students in reading comprehension. The researcher gives the students some questions that related the text. The researcher uses multiple choice questions to assess the students' reading comprehension. Thus, the researcher conducts the treatment after giving pre-test to the students.

b. Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average scores of the post-test is higher than pre-test.

A test that used in this research is achievement test. Achievement test is test that used to measure the achievement of someone after learning something. To know the result of test so the researcher using rate of test, from pretest till post test.

2. Documentation

In getting the information, the researcher was got three kind of source such as: paper, place and people. According to Donal Ary said that

“Documentation be of written or text-based artifacts (textbooks, novels, journals, etc.”³¹

The researcher using the documentation to get detail information about GIST strategy, reading comprehension and the condition of school in SMP N 1 Banjar Agung.

E. Research Instrument

Colton said that “An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making and ultimately understanding”³². It means that, the instrument is the frame of questions for assessment base on the theory which use to measuring phenomena.

The research instrument in this research will be the tests which will be described as follow:

1. Instrument Blueprint

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument used was in the test form that consists of multiple choice questions about various kinds of text in the different themes such as electronic, family and job.

Furthermore, there were two tests in this research. The first test was pre-test and the second test was post test.

In addition, the writer demonstrated the research instrument in the form of grilles as follows:

³¹Ibid., p. 442

³²David Colton & Robert, *Designing and Constructing Instruments For Social Research and Evaluation*. USA, John Willey and Sons Inc, 2007. p: 5

Table.1
The instrument grilles test for Reading Comprehension³³

| No | Variable | Indicator | Item number |
|----|-----------------------|---|--|
| 1 | Reading Comprehension | 1. Place of Holiday a. Main idea of the passage b. Main point of the paragraph 1) Creating question about main idea 2) Monitoring understanding 3) Clarifying parts of the text which have confused them | 3 4,5 1,2 6 |
| | | 2. Placein Bangkok a. Main idea of the passage b. Main point of the paragraph 1) Monitoring understanding 2) Creating question about main idea | 7 8,9 10 |

³³Ibid., h. 116

2. Instrument Calibration

Instrument calibration used to know the validity and reliability instrument degree. Validity has three distinct aspects; content validity, creation validity and construct validity. The researcher will use content validity based on the syllabus and materials at the tenth graders of SMP N 1 Banjar Agung.

F. Data Analysis Technique

To investigate whether there is any positive and significant effect of the Generating Interaction between Schemata and Text (GIST) strategy on reading comprehension, the researcher analyzes the data by using t-test. According to Donal Ary the formulation of t-test as follows:³⁴

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

Notes :

t = t value for correlation sample

D = (difference), difference between pre-test score with post-test score.

D² = Square of D

³⁴Donal Ary *et.al*, *Introduction to Research.*, h. 177

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research Result

1. Description of The Research Location

a. History of SMP Negeri 1 Banjar Agung

SMP Negeri 1 Banjar Agung was established based on the decision of The Ministry of Educational and Cultural Affairs of Republic of Indonesia by number 0363/2007 on 20th June 2007. SMP Negeri 1 Banjar Agung located at Tulang Bawang Street in Lintas Timur, Lampung.

In addition, SMP Negeri 1 Banjar Agung have guided by 2 principles as follows:

- 1) Khoirudin, S.Pd (in the period of 2006 – 2019)
- 2) Yenny Sofyan, S.T.,M.Pd (in the period of 2019 – Now)

b. Visim and Mission of SMP Negeri 1 Banjar Agung

1) Visim

Being an independent and prestigious school based on educational manner and knowledgeable about technology advance.

2) Mission

- a) Creating the developing of curriculum
- b) Increasing the effectivity of learning process
- c) Creating accomplishment with the standard minimum $\geq 6,5$ for each lesson

- d) Creating human resources of good teacher
- e) Completing the infrastructures

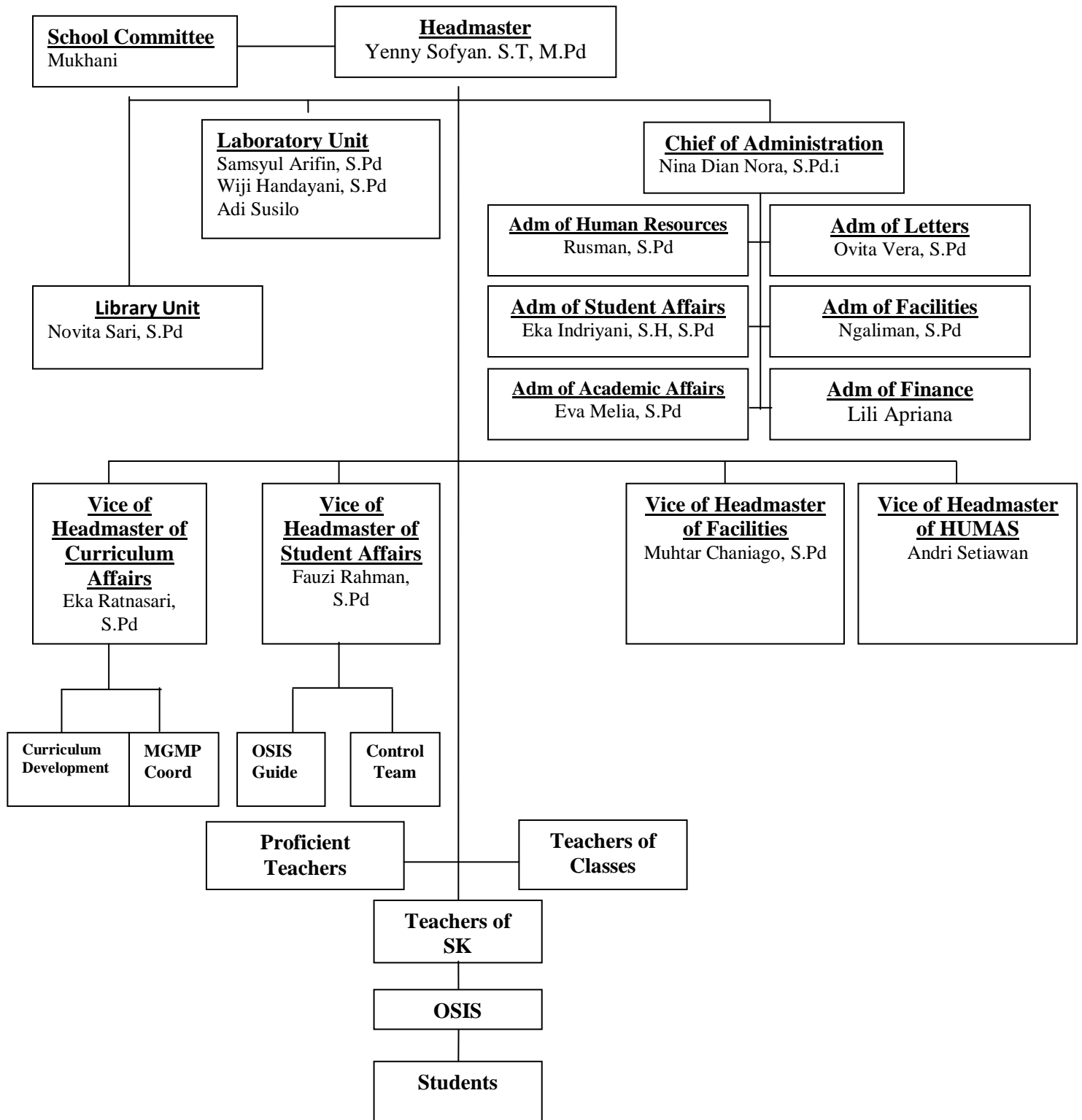
Moreover, The orientation of SMP Negeri 1 Banjar Agung is the official management. The school consists of fourteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Negeri 1 Banjar Agung is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

c. Structure of Organization

The structure of organization of SMP Negeri 1 Banjar Agung is stated below:

ORGANIZATION STRUCTURES OF SMP Negeri 1 Banjar Agung



d. Condition of The Teachers and Employers

The condition of the teachers and employers in SMP Negeri 1

Banjar Agung is stated below:

Table 5: Condition of Teachers and Employers

| NO | N A M A | NIP | Mengajar Mata Pelajaran |
|----|-----------------------------|---------------------|----------------------------|
| 1 | Yenny Sofyan, S.T, M.Pd | 107509262009022001 | IPS Terpadu |
| 2 | Wiji Handayani, S.Pd | 198102172008012003 | IPS Terpadu |
| 3 | A. Musolih | 197305171999031003 | IPS Terpadu |
| 4 | Ovita Vera | | IPS Terpadu |
| 5 | Rusman, S.Pd | 1966041220080110014 | Bhs Indonesia |
| 6 | Fauzi Rahman, S.Pd | | Bhs Indonesia |
| 7 | Nina Dia Nora, S.Pd.I | | Bhs Indonesia |
| 9 | Muhkani | 197610071999031004 | Bhs Inggris |
| 10 | Y. Dani Bayun Anggara, S.Pd | 198107182006041005 | Bhs Inggris |
| 11 | Lili apriana | | Bhs Inggris |
| 12 | Aris Mulyanto, S.Pd | 197910102003121006 | IPA Terpadu |
| 13 | Syamsul Arifin,S.Pd | 197902242003121002 | IPA Terpadu |
| 14 | Muhtar Chaniago, S.Pd | | IPA Terpadu |
| 15 | Eka Ratnasari, S.Pd | | IPA Terpadu |
| 16 | Eka Indrayani.S.H, S.Pd | 1986062520090220001 | Matematika |
| 17 | Elly Riati, S.Pd | | Matematika |
| 19 | Eva Melia, S.Pd | | Bhs Inggris |
| 20 | Muhtar Chaniago, S.Pd | | Matematika |
| 21 | Ngaliman, S.Pd.I | 196906241993081000 | Pend. Agama |
| 22 | Agus Setiawan, S.Pd. | | Pend. Agama |
| 23 | Martini, S.HI | | PKn |
| 24 | Agus Setiawan, S.Pd. | | PKn |
| 25 | Adi Susilo | | TIK |
| 27 | Novita Sari, S.Pd | | Bhs Indonesia |
| 28 | Dwi Sartika, S.PdI | | Bhs Lampung |
| 30 | Andri Setiawan | | Penjasorkes |
| 31 | Saiful Anam, | | Penjasorkes |
| 32 | Eka Puji Astuti, S.Pd | | Seni Budaya |
| 33 | Linda Pusparani, S.PdI | | IPS Terpadu |
| 34 | Dwi Efianti, S.Pd | | IPS Terpadu |
| | Jumlah Jam | | |

Source: documentation of SMP Negeri 1 Banjar Agung gathered on 11th, July 2022.

e. Condition of Students

The condition of students in SMP Negeri 1 Banjar Agung is

stated as follows:

Table 6: Recapitulation of Students in SMP Negeri 1 Banjar Agung

| NO | Classes | Sex | | Total |
|--------------|------------|------------|------------|------------|
| | | Male | Female | |
| 1. | Class VII | 51 | 100 | 151 |
| 2. | Class VIII | 52 | 92 | 144 |
| 3. | Class IX | 53 | 74 | 127 |
| Total | | 156 | 266 | 422 |

Source: documentation of SMP Negeri 1 Banjar Agung gathered on 11th, July 2022..

f. Condition of Facilities

The condition of facilities in SMP Negeri 1 Banjar Agung is stated

below:

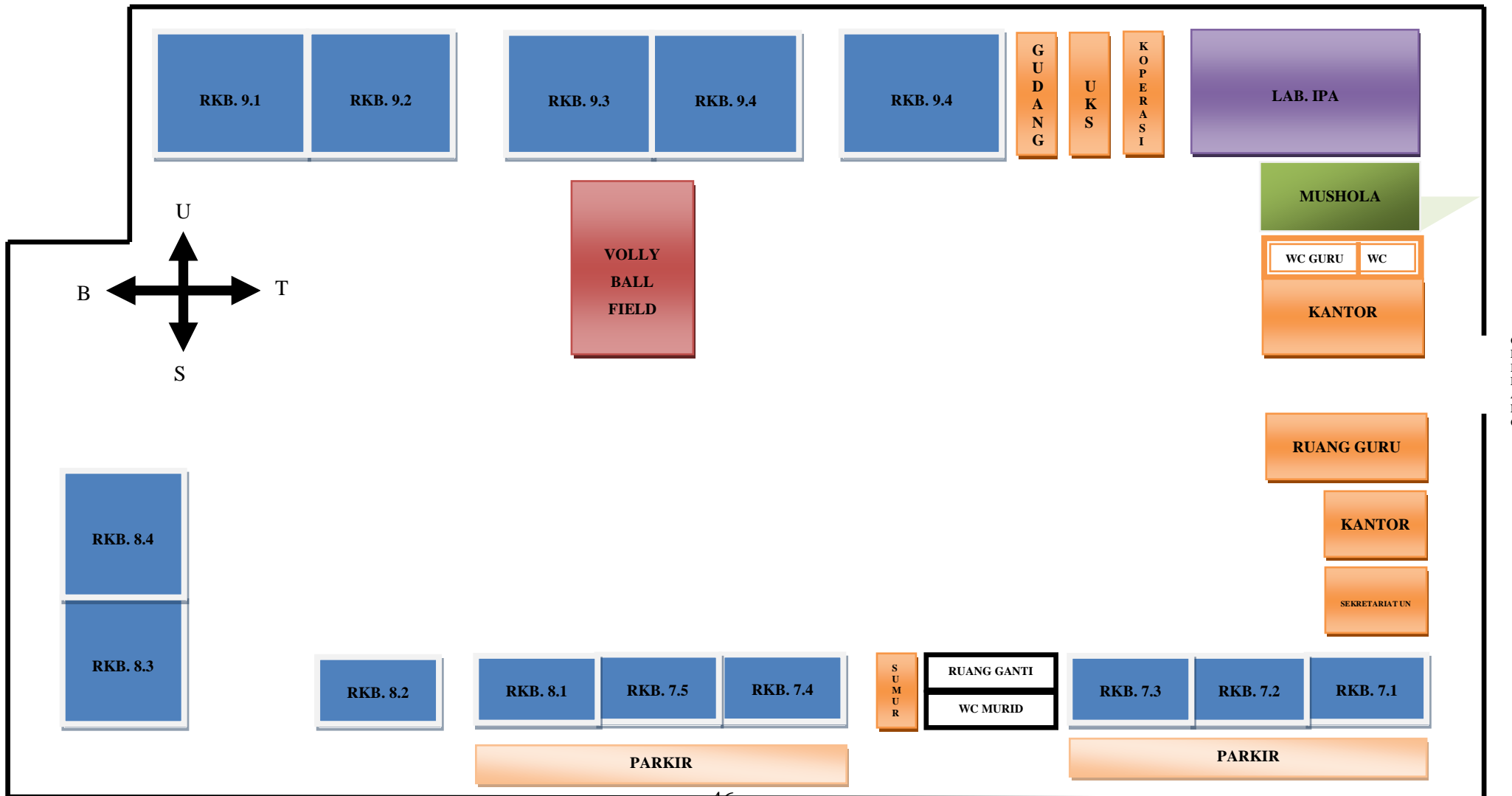
Table 7: Recapitulation Facilities in SMP Negeri 1 Banjar Agung

| NO | FACILITIES | QUANTITY |
|----|--------------------------|----------|
| 1 | Classroom (Class VII-IX) | 14 |
| 2 | Headmaster Room | 1 |
| 3 | Teacher Room | 1 |
| 4 | TU Room | 1 |
| 5 | Counseling Room | 1 |
| 6 | Library | 1 |
| 7 | OSIS Room | 1 |
| 8 | Mosque | 1 |
| 9 | Warehouse | 1 |
| 10 | Parking Area | 1 |
| 11 | Teacher Toilet | 1 |
| 12 | Student Toilet | 2 |
| 13 | Canteen | 5 |
| 14 | The Locker Room | 1 |
| 15 | Sciences Laboratory | 1 |
| 16 | Economic enterprise | 1 |

Source: documentation of SMP Negeri 1 Banjar Agung gathered on 11th, July 2022.

g. Location Sketch of SMP Negeri 1 Banjar Agung

Location sketch of SMP Negeri 1 Banjar Agung is stated below:



2. Description of The Research Data Experiment and Control Class

a. Pre-test Result (Experiment Class)

The researcher conducted pre-test on 11th, July 2022. It was done to find out the students' basic knowledge towards reading comprehension in multiple choice before giving treatment. The result of preliminary test could be seen as follows:

Table 8:
The students' pre-test result GIST Strategy towards reading comprehension in SMP Negeri 1 Banjar Agung.

| No | Codes of Respondents | Pre-test Scores |
|----|----------------------|-----------------|
| 1 | AS | 50 |
| 2 | ASA | 60 |
| 3 | AM | 70 |
| 4 | AS | 50 |
| 5 | AP | 70 |
| 6 | BS | 50 |
| 7 | BI | 20 |
| 8 | CA | 40 |
| 9 | DD | 60 |
| 10 | DPP | 60 |
| 11 | DKS | 30 |
| 12 | DPS | 50 |
| 13 | GE | 20 |
| 14 | GA | 80 |
| 15 | IAP | 30 |
| 16 | IW | 70 |

| | | |
|----|----------------|-------------|
| 17 | JS | 50 |
| 18 | KA | 60 |
| 19 | KN | 50 |
| 20 | LP | 50 |
| 21 | LSP | 20 |
| 22 | MB | 70 |
| 23 | MR | 20 |
| 24 | MS | 30 |
| 25 | NS | 70 |
| 26 | PA | 70 |
| 27 | RK | 50 |
| 28 | RA | 60 |
| 29 | WS | 70 |
| 30 | YA | 50 |
| | Total | 1530 |
| | Average | 51 |

Source: documentation of pre-test result of GIST Strategy toward reading comprehension gathered on 11th, Mey 2022.

From the data above, it could be found that the highest scores was 80 and the lowest scores was 20. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,477$$

$$K = 1 + 4,77$$

$$K = 5,77 = 6$$

$R = \text{the highest scores} - \text{the lowest scores}$

$$R = 80 - 20$$

$$R = 60$$

$$I = \frac{R}{K}$$

$$I = \frac{60}{6}$$

$$I = 10$$

Where:

$K = \text{number of interval class}$

$R = \text{distance of maximum and minimum scores}$

$I = \text{length of interval class (total of interval class)}$

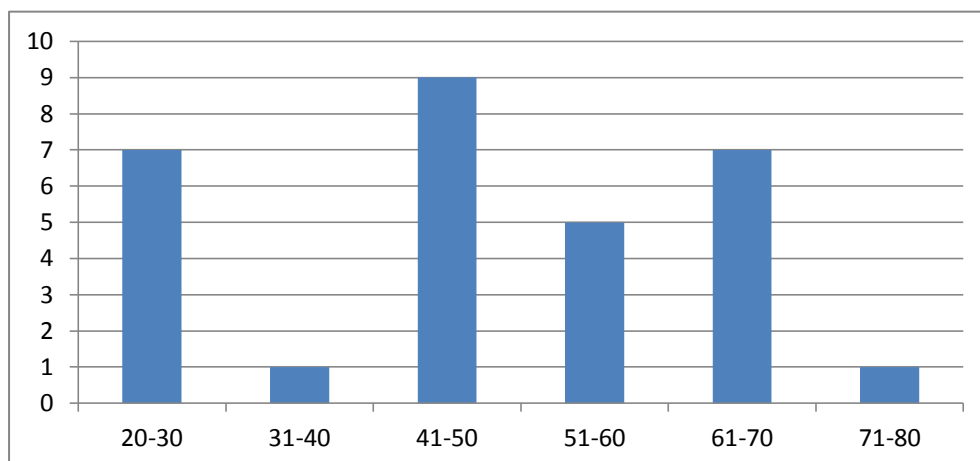
$N = \text{total participants/students}$

The total of interval class (I) in this research was 10. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 9:
Table of frequency distribution of students' pre-test result GIST Strategy towards reading comprehension in SMP Negeri 1 Banjar Agung.

| No | Interval Classes | Frequencies | Percentages |
|----|------------------|-------------|-------------|
| 1 | 71 – 80 | 1 | 3,33% |
| 2 | 61 – 70 | 7 | 23,33% |
| 3 | 51 – 60 | 5 | 16,67% |
| 4 | 41 – 50 | 9 | 30% |
| 5 | 31 – 40 | 1 | 3,33% |
| 6 | 20 – 30 | 7 | 23,33% |
| | Total | 30 | 100% |

Graph 1:
The result of students' pre-test GIST Strategy towards reading comprehension in SMP Negeri 1 Banjar Agung.



Further, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just for about 1 students who had got the score similar to or higher than PBL, which is 80. The data revealed that 7 students got the score between 20 – 30 or as many as 23.33%. Next, there were 1 students got the score between 31 – 40 or as many as 3,33%. There were 9 students who got the score between 41 – 50 or in the other words, as many as 30%. Besides, there were 5 students who got the score between 51 - 60 and 7 students got the score between 61 - 70 in percentage of 16,67% and 23,33% of each. The last, there were 1 students who got the score between 71 – 80 or as many as 3,33%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using in effective strategy in teaching

learning process. As a result, most of the students got the scores lower than GIST Strategy.

b. Post-test Result (Experiment Class)

After considering the pre-test result of descriptive text in multiple choice reading comprehension, the researcher conducted the treatment of concept mapping to help the students getting better understanding of descriptive text. Beware of that, the researcher identified the students' difficulty in multiple choice reading comprehension and offered concept GIST strategy to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept GIST strategy and they had understood already, the researcher gave the post-test to measure their descriptive text in multiple choice reading comprehension. The result of post-test could be seen below:

Table 10:

The students' post-test result GIST Strategy towards reading comprehension in SMP Negeri 1 Banjar Agung.

| No | Codes of Respondents | Post-test Scores |
|----|----------------------|------------------|
| 1 | AS | 70 |
| 2 | ASA | 70 |
| 3 | AM | 50 |
| 4 | AS | 100 |
| 5 | AP | 60 |
| 6 | BS | 50 |
| 7 | BI | 60 |

| | | |
|----|----------------|-------------|
| 8 | CA | 70 |
| 9 | DD | 70 |
| 10 | DPP | 70 |
| 11 | DKS | 60 |
| 12 | DPS | 50 |
| 13 | GE | 70 |
| 14 | GA | 50 |
| 15 | IAP | 80 |
| 16 | IW | 60 |
| 17 | JS | 40 |
| 18 | KA | 80 |
| 19 | KN | 60 |
| 20 | LP | 90 |
| 21 | LSP | 50 |
| 22 | MB | 40 |
| 23 | MR | 70 |
| 24 | MS | 80 |
| 25 | NS | 80 |
| 26 | PA | 90 |
| 27 | RK | 70 |
| 28 | RA | 70 |
| 29 | WS | 50 |
| 30 | YA | 70 |
| | Total | 1980 |
| | Average | 66 |

Source: documentation of post-test result multiple choose of reading comprehension gathered on 11th, July 2022.

From the data above, it could be found that the highest scores was 100 and the lowest scores was 40. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 = 6$$

R = the highest scores – the lowest scores

$$R = 100 - 40$$

$$R = 60$$

$$I = \frac{R}{K}$$

$$I = \frac{60}{6}$$

$$I = 10$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

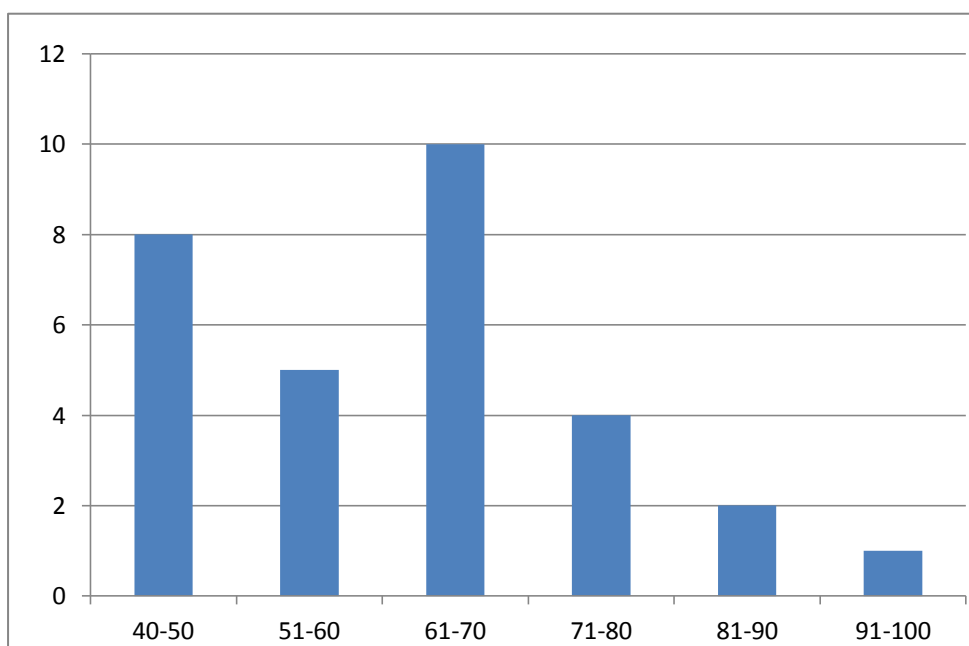
N = total participants/students

The total of interval class (I) in this research was 6. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 11:
Table of frequency distribution of students' post-test result GIST Strategy towards reading comprehension in SMP Negeri 1 Banjar Agung.

| No | Interval Classes | Frequencies | Percentages |
|----|------------------|-------------|-------------|
| 1 | 91– 100 | 1 | 3,33% |
| 2 | 81– 90 | 2 | 6,67% |
| 3 | 71 – 80 | 4 | 13,33% |
| 4 | 61 – 70 | 10 | 33,33% |
| 5 | 51 – 60 | 5 | 16,67% |
| 6 | 40 – 50 | 8 | 26,67% |
| | Total | 30 | 100% |

Graph 2:
The result of students' post-test GIST Strategy towards reading comprehension in SMP Negeri 1 Banjar Agung



Further, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of this research, there were 1 students got the score similar to or higher than GIST Strategy, which is 100. To be known, there were 8 students who got the

score between 40-50 or as many as 26.67%, and there were 5 students who got the score between 51-60 or as many as 16,67% and there were 10 students who got the score between 61-70 or as many as 33.33%. In addition, there were 4 students who got the score between 71 – 80 or as many as 13,33% and there were 2 students who got the score between 81-90 or as many as 6.67%. The last, there were 1 students who got the score between 91-100 or as many as 3,33%.

To sum up, the post-test result was categorized into sufficient category even though several students was still lack on GIST strategy toward students reading comprehension, but on the whole, there was certain influence to help the students get better understanding.

c. The Result of Pre-Test Score (Control Class)

The pre-test was administered in the first meeting, and the researcher administered a pre-test to determine the previous students' vocabulary mastery. The test was followed by 30 students. The highest score was 75 and the lowest score was 25 with the total score 1275. The total of interval class of this result pre-test was 8. It can be seen on the table bellow:

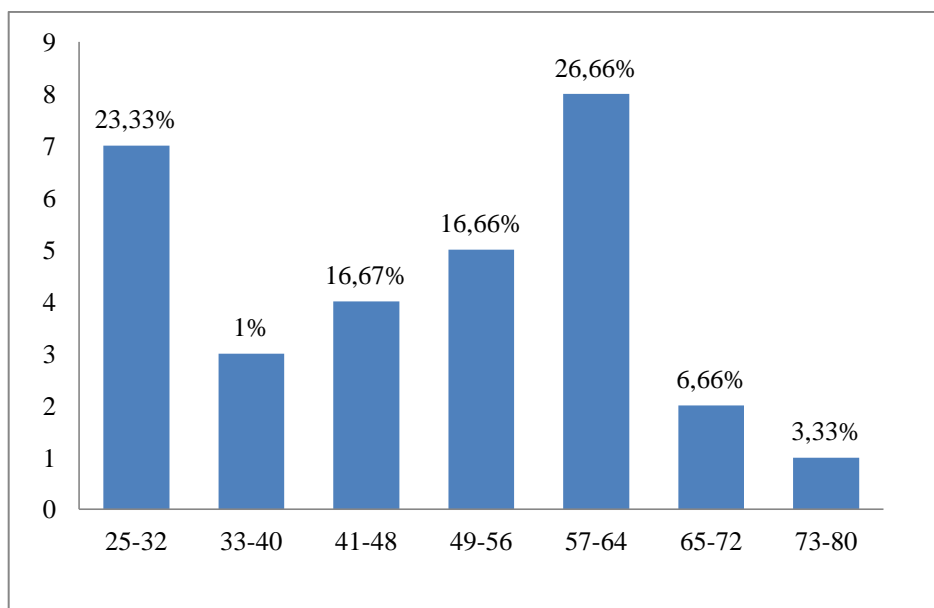
Table. 13
The Result of Pre-Test Score (Control Class)

| No. | Interval Class | Fi | Percentage |
|------------|-----------------------|-----------|-------------------|
| 1. | 73-80 | 1 | 3,33% |
| 2. | 65-72 | 2 | 6,66% |
| 3. | 57-64 | 8 | 26,66% |

| | | | |
|----|-------|---|--------|
| 4. | 49-56 | 5 | 16,66% |
| 5. | 41-48 | 4 | 16,67% |
| 6. | 33-40 | 3 | 1% |
| 7. | 25-32 | 7 | 23,33% |

Based on the table above, can be seen that most of students got score <75. So, it means that the most students of the first semester of English Education Department at SMP Negeri 1 Banjar Agung got low score in pre-test. If the data was put into graphic, it can be seen as follow:

Figure 3
The Result of Pre-Test Score



Furthermore, based on the and graphic above, it can be concluded that 30 students as the researcher sample can be divided. First, the number of the students that got score 25-32 was 7 student or

3,33%. Then, the number of the students that got score 33-40 was 3 student or 1%. And then, the number of the students that got score 41-48 was 4 students or 16,67%. Next, the number of the students that got score 49-56 was 5 students or 16,66%. The number of the students that got score 57-64 was 8 students or 26,66%. Then, the number of the students that got score 65-72 was 2 students or 6,66%. And then the number of the students that got score 73-80 was 1 students or 3,33%.

d. The Result of Post-Test (Control Class)

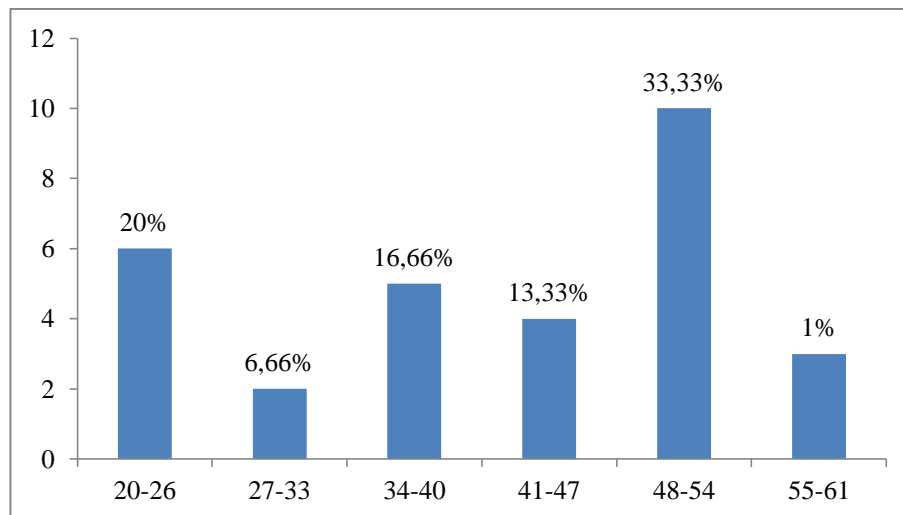
The test was followed by 30 students. The highest score was 60 and the lowest score was 20 with the total score 1085. The total of interval class of this result of post-test was 7. It can be seen on the table below:

Table. 13
The Result of Post-Test Score (Control Class)

| No. | Interval Class | Fi | Percentage |
|-----|----------------|----|------------|
| 1. | 55-61 | 3 | 1% |
| 2. | 48-54 | 10 | 33,33% |
| 3. | 41-47 | 4 | 13,33% |
| 4. | 34-40 | 5 | 16,66% |
| 5. | 27-33 | 2 | 6,66% |
| 6. | 20-26 | 6 | 20% |

If the data was put into graphic, it can be seen as follow:

Figure. 4
The Result of Post-Test Score



Furthermore, based on the table and graphic above, it can be concluded that 30 students as the researcher sample can be divided. First, the number of the students that got score 20-26 was 6 students or 20%. Then, the number of the students that got score 27-33 was 2 student or 6,66%. And then, the number of the students that got score 34-40 was 5 student or 16,66%. Next, the number of the students that got score 41-47 was 4 students or 13,33%. The number of the students that got score 48-54 was 10 students or 33,33%. Then, the number of the students that got score 55-61 was 3 students or 1%.

B. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using chi-square and t-test in order to prove whether there was a positive and significant the effect of using GIST strategy toward students reading comprehension in SMP Negeri 1 Banjar Agung, as follows:

1. Getting the data into the formula of chi-square (χ^2)

After holding the essay test, the researcher analyzed the data by using chi-square in order to prove whether there was any significant and positive effect of GIST strategy toward students' reading comprehension in SMP Negeri 1 Banjar Agung as stated below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 12:
The Contingency Table of The Expected Frequencies of The Result of Students' Pre-test and Post-test

| Variables | Categories | | | | | Total |
|-----------|------------|------------|------------|------------|-----------|------------|
| | Excellent | Good | Fair | Poor | Failed | |
| Pre-test | 1 | 2 | 3 | 4 | 5 | $r_n = 30$ |
| | 0 | 6 | 12 | 10 | 2 | |
| Post-test | 6 | 7 | 8 | 9 | 10 | $r_n = 30$ |
| | 3 | 15 | 10 | 2 | 0 | |
| Total | $c_n = 3$ | $c_n = 21$ | $c_n = 22$ | $c_n = 12$ | $c_n = 2$ | $n = 60$ |

Hypothesis testing by using chi-square was analyzed as follows:

Table 13:
Testing of The Data

| Sel: | f_o | $f_e = \frac{c_n \times r_n}{n}$ | $f_o - f_e$ | $(f_o - f_e)^2$ | $\frac{(f_o - f_e)^2}{f_e}$ |
|------|-------|----------------------------------|-------------|-----------------|-----------------------------|
| 1 | 0 | $\frac{3 \times 30}{60} = 1.5$ | -1.5 | 2.25 | 1.5 |
| 2 | 6 | $\frac{21 \times 30}{60} = 10.5$ | -4.5 | 20.25 | 1.928 |
| 3 | 12 | $\frac{22 \times 30}{60} = 11$ | 1 | 1 | 0.195 |
| 4 | 10 | $\frac{12 \times 30}{60} = 6$ | 4 | 16 | 0.090 |
| 5 | 2 | $\frac{2 \times 30}{60} = 1$ | 1 | 1 | 1 |

| | | | | | |
|-------|-----------|----------------------------------|------|------|----------------|
| 6 | 3 | $\frac{3 \times 30}{60} = 1.5$ | 1.5 | 2.25 | 1.5 |
| 7 | 15 | $\frac{20 \times 30}{60} = 10$ | 5 | 25 | 2.5 |
| 8 | 10 | $\frac{23 \times 30}{60} = 11.5$ | -1.5 | 2.25 | 0.195 |
| 9 | 2 | $\frac{12 \times 30}{60} = 6$ | -4 | 16 | 2.667 |
| 10 | 0 | $\frac{2 \times 30}{60} = 1$ | -1 | 1 | 1 |
| Total | n = 60 | $f_t = 60$ | | | $X^2 = 15.047$ |

Accordingly, the value of chi-square was 15,72. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

$$df = (c - 1) (r - 1)$$

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

$$df = (5-1)(2-1)=4$$

Table 14:
Critical Value of Chi-Square

| Degrees of Freedom | Level of Significant | |
|--------------------|----------------------|--------|
| | 5% | 1% |
| df4 | 9.488 | 13.227 |

- The critical value of χ^2 table for 5% level was 9.488.
- The critical value of χ^2 table for 1% level was 13.227.

From all data analysis above, it could be known that:

- $\chi^2_{\text{observed}} = 15.72$

2) $\chi^2_{\text{table or expectancy}} = 5\% (9.488) \text{ and } 1\% (13.227)$

The degrees of freedom is 4. Therefore, the values of χ^2_{table} on degrees of freedom in the level of 5% are 9.488 and in the level of 1% are 13.227. From the data above, it revealed the comparison between F_o and F_t was: $9.488 < 15.72 > 13.227$ in the level of significant of 5% and 1%. It meant that the alternative hypothesis (H_a) which explained “there is a positive and significant influence of using problem based learning strategy on the students’ reading comprehension in descriptive text” was accepted and H_o was rejected.

2. Getting the data into the formula of t-test

To find whether there was positive and significant effect of GIST strategy on the students’ reading comprehension in SMP Negeri 1 Banjar Agung. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get t_{observed} .

Table 15:
The scores of pre-test and post-test result of reading comprehension in descriptive SMP Negeri 1 Banjar Agung.

| No | Codes of Resp | Pre-test (X_1) | Post-test (X_2) | D ($X_2 - X_1$) | $D^2 = (X_2 - X_1)^2$ |
|----|---------------|--------------------|---------------------|-------------------|-----------------------|
| 1 | AS | 50 | 70 | 20 | 400 |
| 2 | ASA | 60 | 70 | 10 | 100 |
| 3 | AM | 70 | 50 | -20 | 400 |
| 4 | AS | 50 | 100 | 50 | 2500 |
| 5 | AP | 70 | 60 | -10 | 100 |
| 6 | BS | 50 | 50 | 0 | 0 |
| 7 | BI | 20 | 60 | 40 | 1600 |

| | | | | | |
|----|-----|-------------------|-------------------|----------------|--------------------|
| 8 | CA | 40 | 70 | 30 | 900 |
| 9 | DD | 60 | 70 | 10 | 100 |
| 10 | DPP | 60 | 70 | 10 | 100 |
| 11 | DKS | 30 | 60 | 30 | 900 |
| 12 | DPS | 50 | 50 | 0 | 0 |
| 13 | GE | 20 | 70 | 50 | 2500 |
| 14 | GA | 80 | 50 | -30 | 900 |
| 15 | IAP | 30 | 80 | 50 | 2500 |
| 16 | IW | 70 | 60 | -10 | 100 |
| 17 | JS | 50 | 40 | -10 | 100 |
| 18 | KA | 60 | 80 | 20 | 400 |
| 19 | KN | 50 | 60 | 10 | 100 |
| 20 | LP | 50 | 90 | 40 | 1600 |
| 21 | LSP | 20 | 50 | 30 | 900 |
| 22 | MB | 70 | 40 | -30 | 900 |
| 23 | MR | 20 | 70 | 50 | 2500 |
| 24 | MS | 30 | 80 | 50 | 2500 |
| 25 | NS | 70 | 80 | 10 | 100 |
| 26 | PA | 70 | 90 | 30 | 900 |
| 27 | RK | 50 | 70 | 20 | 400 |
| 28 | RA | 60 | 70 | 10 | 100 |
| 29 | WS | 70 | 50 | -20 | 400 |
| 30 | YA | 50 | 70 | 20 | 400 |
| | | $\sum X_1 = 1530$ | $\sum X_2 = 1980$ | $\sum D = 460$ | $\sum D^2 = 24400$ |

Average of D = 813,33

Therefore, the data was put into the formula of t-test then calculated it. It could be calculated by using the formula below:

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

$$t = \frac{813,33}{\sqrt{\frac{23100 \cdot \frac{(430)^2}{30}}{30(30-1)}}$$

$$t = \frac{813,33}{\sqrt{\frac{23100 - 6163,33}{30(30-1)}}$$

$$t = \frac{813,33}{\sqrt{\frac{16936,67}{870}}}$$

$$t = \frac{813,33}{\sqrt{19,47}}$$

$$t = \frac{813,33}{4,41}$$

$$t = 184,43$$

To be known, t_{observed} was 184,43 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N - 1$. N is the number of research population:

$$df = N - 1$$

$$= 30 - 1$$

= 29

After considering the t_{table} by using df which was 29. The critical value of t_{table} was as follows:

Table 16:
Critical Value of t_{table}

| Degrees of Freedom | Level of Significant | |
|--------------------|----------------------|-------|
| | 5% | 1% |
| df 29 | 2.045 | 2.756 |

To df 29 with the level of significant in 5% was 2.045 and in 1% was 2.756 by $t_{observed}$ was 4.951. Then, the data confirmed that t_{table} 2.045 < $t_{observed}$ 4.951 > t_{table} 2.756.

C. Interpretation

1. Interpretation of $\chi^2_{observed}$

- If $\chi^2_{observed} > \chi^2_{table}$, H_a is accepted and H_o is rejected.
- If $\chi^2_{observed} < \chi^2_{table}$, H_a is rejected and H_o is accepted.

The critical value of $\chi^2_{observed}$ was 15.047 which meant that H_a was accepted and H_o was rejected. To conclude, the effect of GIST strategy toward students' reading comprehension of SMP Negeri 1 Banjar Agung.

2. Interpretation of $t_{observed}$

- If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected.
- If $t_{observed} < t_{table}$, H_a is rejected and H_o is accepted.

Finally, the data confirmed that $t_{observed} = 4.951$ was higher than t_{table} 2.045 in the level of 5% and 2.756 in the level of 1%. It meant that H_a was accepted and H_o was rejected. Therefore, it could be concluded that "there

was a positive and significant the effect of using GIST strategy toward students' reading comprehension in SMP Negeri 1 Banjar Agung”.

D. Discussion

In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) was GIST strategy and dependent variable (Y) was GIST strategy toward students' reading comprehension. Based on the data analysis, the researcher concluded that GIST strategy was an alternative strategy that had effect toward students' reading comprehension. On account for this, it could be seen by the result of pre-test and post-test. Students of the seventh graders of SMP Negeri 1 Banjar Agung, particularly VII.1 had done pre-test and post-test whereby before holding the post-test, the researcher gave them certain treatment that consisted of GIST strategy.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 51. Meanwhile, the average score of class in the post-test was 66. In conclusion, the result of this research was $t_{\text{observed}} > t_{\text{table}}$ ($2.045 < 4.951 > 174,6$) which revealed that H_a was accepted and H_o was rejected. In other words, there was a positive and significant effect of using GIST strategy toward students' reading comprehension in SMP Negeri 1 Banjar Agung.

To be exact, through GIST as an alternative strategy, the students learnt such make a descriptive text in learning English. More precisely, there is a positive and significant effect of using GIST strategy toward students'

reading comprehension after treatment. The fact showed that there was a change at the amount of the students who got lower scores.. At the end, they were able to implement their result of research especially reading comprehension.

Lastly, GIST strategy could be a solution for teaching learning process especially in reading because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this strategy, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

E. Limitation

This research was conducted only at the seventh graders of SMP Negeri 1 Banjar Agung with the purpose to see whether there was any positive and significant the effect of using GIST strategy on the students' reading comprehension. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

GIST strategy is one of the strategy in learning reading. To understand the text easier and faster, the reader need problem based learning strategy. Based on the analysis and result of the research, the researcher can conclude that the problem based learning strategy has a positive effect toward the students reading comprehension. It can be used as the strategy in learning reading comprehension and it can improve in reading comprehension. It can be seen from the result of critical value “ t_{observed} ” is 184,43 and “ t_{table} ” is 2.045. The data confirmed that “ t_{observed} ” is higher than “ t_{table} ”. Therefore, it can be concluded that H_a is accepted and H_o is rejected. So, there is the effect of using GIST strategy toward the students’ reading comprehension in SMP Negeri Banjar Agung in the Academic Year of 2022/2023.

B. SUGGESTIONS

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

1. For the Teachers
 - a. The teacher are suggested to give the guidance to the students in reading the text.

- b. The teacher are suggested to teach reading comprehension, using GIST strategy. So, the students can understand Reading comprehension easier and faster
2. For the Students
 - a. The students are suggested to study hard in analyzing the reading text.
 - b. The students are suggested to be accustomed to read the text.
 - c. The students are suggested to try to read the text using GIST strategy
3. For the Headmaster
 - a. The headmaste is suggested to complete the facilities to support learning process.
 - b. The headmaster is suggested to observe the teacher in learning process.

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APPENDICES

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SILABUS PEMBELAJARAN

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : VII
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginn 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.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|--|--|---------------|---|
| 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta | Teks <i>descriptive</i> lisan dan tulis, sederhana, tentang keluarga/perilaku/kejadian/peristiwa. Fungsi sosial Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. | Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>descriptive</i> tentang keluarga/perilaku / kejadian / peristiwa yang di berikan / diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>descriptive</i> | Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>descriptive</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian | 4 X 45 Menit | <ul style="list-style-type: none"> Buku teks yang relevan Laptop LKS Bahasa Inggris Lembar Cerita Kertas Nomor |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|--|---|--|---------------|----------------|
| <p>damai, dalam melaksanakan komunikasi fungsional</p> <p>4.13. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p> | <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas & rapi</p> | <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam descriptive <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text recount dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks descriptive kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi | <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk descriptive dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks descriptive <p>Pengamatan (observation):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|--|--|--|---------------|----------------|
| | <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p> | <p>text descriptive.</p> <ul style="list-style-type: none"> Siswa secara berkelompok menuliskan /menyalin teks <i>descriptive</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut | <p>komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca | | |

Banjar Agung, July 2022

Mengetahui,
Kepala SMP Negeri 01 Banjar Agung



Guru Pengampu,

LILI APRIANA, S.Pd

LESSON PLAN 1

| | |
|----------------|------------------------------|
| Sekolah | : SMP Negeri 01 Banjar Agung |
| Matapelajaran | : BAHASA INGGRIS |
| Kelas/Semester | : VII/2 |
| Materi Pokok | : <i>Descriptive Text</i> |
| Sub Tema | : Teks tertulis dan lisan |
| Alokasi Waktu | : 2 x 40 Menit |

A. Kompetensi Inti (KI):

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

1. KOMPETENSI DASAR:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan pada guru dan teman perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional
- 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri serta responnya sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalandiri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Indikator Pencapaian KD

| Dimensi | Indikator |
|--|--|
| Sikap dan Perilaku | Menunjukkan Keantusiasan |
| | Menunjukkan Kesantunan |
| | Menunjukkan Kepedulian |
| Pengetahuan tentang struktur teks unsur kebahasaan. | Menggunakan struktur teks yan tepat sesuai fungsinya. |
| | Memilih kata yang tepat sesuai dengan konteksnya. |
| | Menentukan tekanan kata yang benar. |
| Keterampilan | Berkomunikasi menggunakan ungkapan sapaan dengan lancar, akurat dan berterima. |

C. Tujuan Pembelajaran

Siswa berkomunikasi dalam bahasa Inggris untuk menjalin hubungan interpersonal dengan guru, teman-temannya, dan orang-orang disekitarnya melalui sapaan secara bersungguh-sungguh, santun dan peduli dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

D. Materi Pembelajaran

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen

3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He plays football and tennis.

4. According to the passage, we know that Peter is
 - a. The writer's youngest brother

- b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
5. It is implied in the passage that ...
- a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
6. From the text, we may conclude that....
- a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
7. What is the text mostly about?
- a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. D. peters' elder brother
8. "He is fourteen years old . . . Than me." The underlined word refers to
- a. Peter
 - b. The writer
 - c. The writer's brother
 - d. the writer's family
9. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much

d. Finds sport not really entertaining

10. "But he usually does what he is asked to do" The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.

Kunci Jawaban

- 1. B
- 2. C
- 3. C
- 4. A
- 5. D
- 6. C
- 7. A
- 8. B
- 9. B
- 10. D

E. Metode Pembelajaran

- 1. Pendekatan : Problem Based Learning Strategy
- 2. Strategi : Pengamatan, pemodelan, kerja berpasangan / kelompok, mempraktikan.

F. Langkah-langkah Pembelajaran

Pendahuluan

- a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- b. Guru memberikan motivasi belajar siswa.
- c. Guru menanyakan pengalaman siswa dalam berbahasa Inggris.

- d. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
- e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Inti

Mengamati (Observing)

- Siswa menyimak rekaman percakapan yang sedang diputar atau yang dibacakan oleh guru.

Mempertanyakan (Questioning)

- Siswa membuat pertanyaan berkaitan dengan percakapan yang disimak (pada tahap awal siswa boleh bertanya dengan bahasa Indonesia).
- Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang fungsi menyapa, cara menyapa, serta variasi ungkapannya.

Menalar (Associating)

- Guru memberikan penguatan dengan menjelaskan penggunaan ungkapan-ungkapan yang dipelajari.
- Guru bertanya kepada siswa sapaan yang sesuai dengan situasi pada gambar.
- Siswa membuat kalimat sapaan yang sesuai dengan gambar.
- Siswa membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari.

Eksperimen (Experimenting)

- Siswa melakukan latihan-latihan secara bertahap dari yang mudah hingga yang kompleks.

Latihan 1. Menjodohkan gambar.....

Latihan 2. Pair Work

Mengkomunikasi hasil (Networking)

- Siswa menggunakan ungkapan-ungkapan yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari.
- Siswa melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat kesimpulan / rangkuman pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Media Pembelajaran

1. LKS yang terkait dengan topik
2. Buku yang terkait dengan topik
3. Laptop
4. Text paper.

H. Sumber Belajar

- **Buku Bahasa Inggris “When English Rings the Bell”**

I. Penilaian Hasil Pembelajaran

1. Rubrik penilaian
 - a. Sikap (Dengan lembar pengamatan)
 - b. Pengetahuan (Dengan lembar pengamatan)

c. Keterampilan (Dengan lembar pengamatan)

RUBRIK PENILAIAN

A. Penilaian Dari Aspek Pengetahuan (knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang dinilai | Nilai |
|----|------------------------------|-------|
| 1 | Kosa Kata (Vocabulary) | |
| 2 | Kelancaran (Fluency) | |
| 3 | Pengucapan (Pronunciation) | |
| 4 | Pemahaman (Understanding) | |

a. Kosa Kata (vocabulary)

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Kelancaran

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

c. Pengucapan

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami

B. Penilaian dari segi sikap (attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang dinilai | Nilai |
|----|--------------------|-------|
| 1 | Jujur | |
| 2 | Disiplin | |
| 3 | Tanggung Jawab | |
| 4 | Toleransi | |
| 5 | Gotong Royong | |
| 6 | Santun | |
| 7 | Percaya Diri | |

a. Jujur

- 5 = Sempurna
- 4 = Ada kesalahan tetapi tidak mengganggu makna
- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Disiplin

- 5 = Sempurna
- 4 = Ada kesalahan tetapi tidak mengganggu makna
- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami

c. Tanggung Jawab

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

d. Toleransi

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

e. Gotong Royong

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Santun

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sulit dipahami

g. Percaya Diri

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

C. Penilaian dari segi keterampilan

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang dinilai | Nilai |
|----|---|-------|
| 1 | Melakukan tindak komunikasi (communicative action) | |
| 2 | Kerja sama (team work) | |

a. Melakukan tindak komunikasi (communicative action)

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Kerja sama (team work)

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

Guru Mata Pelajaran



LILI APRIANA, S.Pd

Metro, July 2022

Researcher



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PRE TEST

This follow text is for question 1-4

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

1. "My classroom is very big". The underlined word ..
 - a. Large
 - b. Great
 - c. Fat
 - d. Clean
 - e. Dirty

2. Where does the teacher sit ?
 - a. In front of the classroom
 - b. Behind the whiteboard.
 - c. Behind the table
 - d. Under the map
 - e. behind the board

3. Where is the whiteboard ?
 - a. behind the table
 - b. Beside the teacher
 - c. Behind the wall
 - d. Behind the teacher
 - e. In front of the window

4. Does the writer like his class very much ?
 - a. No, it is not
 - b. yes, it is
 - c. yes, I am
 - d. yes, he is

Passage 2

Read the following text and answer question 5-10

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

5. What kind of text is the text above?
 - a. Recount
 - b. Descriptive
 - c. Narrative
 - d. Report
 - e. Procedure

6. The generic structure of the text is
 - a. description–identification
 - b. Identification–description
 - c. Orientation–events–Reorientation
 - d. Reorientation – events – Orientation

7. "She has long and thick fur". The antonym of the underlined word is...
- Heavy
 - Length
 - Short
 - Fragrant
 - Colored
8. How many dogs does the writer have?
- 1
 - 2
 - 3
 - 4
 - 5
9. What does Casper look like?
- Short with long body and strong legs
 - Brown, with long and thick fur
 - Slim body, long legs
 - Thin fur and dots
10. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because
- she like brownies
 - she has brown ear
 - she has brown fur
 - she has black fur
 - she likes to eat brownies

The following text is for question 11 – 16

My name is James and I am 37 years old. My family and I left our hometown Acapulco, Brazil for New York nineteen years ago. I missed the sunshine, food, my friend, etc. However, I now have a successful business with my brother and two sisters. We run a soccer store in New Brunswick and I am married with two children, who attend American schools.

When asked why I came to the US, I say without hesitation, "Because I wanted to work hard and be successful." I certainly work hard. I am at the store all day, then work as a driver in the evening, "that's why I like America", I say, "You can be what you

12. What was James' reason leaving his country?

- A. He wanted to continue his studies.
- B. He wanted to open a new business.
- C. He pursued his dream to be a businessman.
- D. He wanted to work hard and be successful.
- E. He wanted to live in the crowded city.

13. "..... I say without hesitation." (paragraph 2)

What is the synonym of '*hesitation*'?

- A. Certainly
- B. Doubt
- C. Regret
- D. Sadness
- E. Reason

14. According to the passage, we know that James is

- A. A naughty man
- B. A doctor
- C. An enthusiasm man
- D. A teacher
- E. A handsome man

15. From the text, we can conclude that James

- A. Feels regret moving to New York.
- B. Has a small shop in New York.
- C. Has one sister and two brothers.

- D. Spent his childhood in New York.
- E. Has got married and has two children.

16. What is the type of the text?

- A. Descriptive Text
- B. Narrative Text
- C. Recount Text
- D. Culture Text
- E. Procedure Text

The following text is for question 17 – 30

Steve Jobs

Steven Paul Jobs was born on 24 February 1955 in San Francisco, California, to Abdulfattah Jandali and Joanne who gave him up for adoption. He was taken in by Paul and Clara Jobs, and grew up with them in Mountain View, California.

He attended Homestead High School in Cupertino California and went to Reed College in Portland Oregon in 1972 but dropped out after only one semester, staying on to "drop in" on courses that interested him. He took a job with video game manufacturer Atari to raise enough money for a trip to India and returned from there a Buddhist.

Back in Cupertino he returned to Atari where his old friend Steve Wozniak was still working. Wozniak was building his own computer and in 1976 Jobs pre-sold 50 of the as yet unmade computers to a local store and managed to buy the components on credit solely on the strength of the order, enabling them to build the Apple I without any funding at all.

The Apple II followed in 1977 and the company Apple Computer was formed shortly afterwards. By the time production of the Apple II ended in 1993 it had sold over 6 million units. In 1985 Jobs was fired from Apple and immediately founded another computer company, NeXT.

In the meantime, in 1989, Jobs bought The Computer Graphics Group from Lucasfilm. The group was responsible for making high end computer graphics hardware but under its new name, Pixar, it began to produce innovative computer animations. Their first title under the Pixar name, Luxo Jr. (1986) won critical and popular acclaim and in 1991 Pixar signed an agreement with Disney, with whom it already had a relationship, to produce a series of feature films, beginning with Toy Story (1995).

In 1996 Apple bought NeXT and Jobs returned to Apple, becoming its CEO. In 2003, Jobs was diagnosed with pancreatic cancer and underwent surgery in 2004. Despite the success of this operation he became increasingly ill and received a liver transplant in 2009. He returned to work after a six month break but eventually resigned his position in August 2011 after another period of medical leave which began in January 2011. He died on 5 October 2011.

17. What is the text above?

- A. Apple Company
- B. Jobs' Description
- C. Jobs' Biography
- D. California's Company
- E. Computer Company

18. Steve Jobs is EXCEPT

- A. Working in Apple Company.
- B. A son of Paul and Clara Jobs.
- C. A founder of NeXT.
- D. A founder of Pixar.
- E. A founder of Apple.

19. What is Jobs' first job?

- A. Video game manufacturer Atari
- B. Building unique his own computer
- C. Founding NeXT
- D. CEO of NeXT
- E. CEO of Pixar

20. Apple II was built in

- A. 1975
- B. 1976
- C. 1977
- D. 1993
- E. 1995

21. What did Steve do when he was fired from Apple?

- A. Returning to Atari
- B. Joined in video manufacturer Atari
- C. Signing an agreement with Disney
- D. Producing a series of feature films
- E. Founding NeXT

22. The group where began to produce innovative computer animations is

- A. Apple Company
- B. Apple II Company
- C. NeXT
- D. Pixar
- E. Computer Group

23. Steve Jobs resigned from his position because

- A. Apple fired him.
- B. He signed an agreement with Disney.
- C. He won critical and popular acclaim
- D. He produced a series of feature films.
- E. His health condition became worse.

24. “..... and grew up with them in Mountain View. (1st paragraph)

The underlined word refers to

- A. Jobs and Joanne
- B. Paul and Clara Jobs
- C. Paul and Joanne
- D. Jandali and Joanne
- E. Jandali and Clara Jobs

25. What is the main idea of first paragraph?

- A. Jobs' family
- B. Jobs' job
- C. Job's company
- D. Jobs' health
- E. Jobs' wealth

26. “.....but dropped out after only one semester.” (paragraph 2)

What is the synonym of 'drop out'?

- A. Check in
- B. Enter
- C. Run
- D. Resign
- E. Participate

27. Why Steve Jobs worked with video game manufacturer Atari?

- A. He won critical and popular acclaim
- B. He produced a series of feature films.
- C. His health condition became worse.
- D. He raised enough money for a trip to India.
- E. He signed an agreement with Disney.

28. “in 1991 Pixar signed an agreement with Disney.” (paragraph 5).

That sentence means.....

- A. Disney gave acclaim for Pixar.
- B. Pixar gave acclaim for Disney.
- C. Pixar and Disney created relationship.
- D. Pixar was fired by Disney.
- E. Disney was fired by Pixar.

29. “In 1996 Apple bought NeXT.....” (last paragraph).

Why Apple did it?

- A. Because NeXT was a great company.
- B. Because Jobs got low health condition.
- C. Because NeXT was cheap company.
- D. Because Jobs returned to Apple.
- E. Because Jobs resigned from Apple.

30. Which is the generic structure of the text?

- A. Orientation-reorientation-events
- B. Orientation-events-reorientation
- C. Reorientation-events-orientation
- D. Events-reorientation-orientation
- E. Events-orientation-reorientation

POST TEST

This follow text is for question 1-10

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The Hobbit is a movie which is based on a book whose author is...
 - a. Jackson
 - b. Tolkien
 - c. Peter Tolkien
 - d. J.R.R Jackson

2. They are based on the... (*Paragraph 1*). The word "they" in the sentence refers to...
 - a. The Hobbit books
 - b. The Hobbit actors
 - c. Adventure series films
 - d. The Hobbit film series

3. The films take place in the fictional world... (*Paragraph 2*). The antonym of "fictional" is...
 - a. Fabricated
 - b. Fictive
 - c. True
 - d. Imagined

4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?
 - a. 1100
 - b. 1210
 - c. 1090
 - d. 1134

5. What did the Wizard want Bilbo to do in the movie?
 - a. To join the dwarves' journey
 - b. To take care of the dwarves
 - c. To accompany him to meet smaug

d. To accompany dwarves and smug to the lonely mountain

6. The role of the dwarves' leader is played by?

- a. Thorin Oakenshield
- b. Bilbo Baggins
- c. Richard Armitage
- d. Ian McKellen

7. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*).

The synonym of vengeance.

- a. Kindness
- b. Revenge
- c. Reconciliation
- d. Anger

8. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*).

The word "his" in the sentence refers to...

- a. Azoh
- b. Bolg
- c. Thorin and ancestors
- d. Thorin

9. How many people that lined in the red carpet on the first premiered The Hobbit film?

- a. 1000000
- b. 100000
- c. 10000
- d. 1000

10. Which of the following statement is false according to the text?
- a. The premiers of the hobbit movies were held in the different places of the same country
 - b. The Hobbit movies consists of three epic adventurous film that were released on different years
 - c. The first series of The Hobbit wasn't premiered in Europe
 - d. The Third series of the Hobbit was premiered in a country of an European continent

The following text is for question 11 – 20

Muhammad Yamin

Muhammad Yamin was one of the Indonesian national heroes. He was raised as one of the sons of Tuanku Oesman Gelar Baginda Khatib (1856-1924) the penghulu andiko of Indrapura and author of a manuscript on Minangkabau adat laws that now is stored at the Royal Netherlands Institute of Southeast Asian and Caribbean Studies (KITLV).

Muhammad Yamin was also a historian, poet, playwright and politician. He was educated at the Algemme Middelbare School (AMS) in Jogja, majoring in history and Far Eastern languages, including Malay, Javanese and Sanskrit. Upon his graduation in 1927, he went on to study law at the Rechtshogeschool in Batavia, as Jakarta was known during the colonial period in Indonesia. The Rechtshogeschool, founded in 1924, is the precursor of the Faculty of Law of what became the Universiteit van Indonesie and, after the transfer of sovereignty, changed its name in 1950 to Universitas Indonesia, the premier tertiary institution in the country (Ref1). Yamin earned his doctorate in law (meester in de rechten) in 1932. He worked in Jakarta until 1942 specializing in "private law". Yamin's political career started early and he was active in nationalist movements. In 1928, Yamin participated in the second Congress of Indonesia Youth, which issued the Sumpah Pemuda. Through the organization Indonesia Muda, Yamin became an active proponent for Malay to become the national and unifying language. It has since been renamed "Indonesia" and made the official language of the Republic of Indonesia and the principle vehicle for innovative literary expression.

In 1937, Yamin married Siti Sundari, daughter of a nobleman from Surakarta, Central Java, by whom he had one child, a son, Dang Rahadian Sinayangish Yamin (Dian). In 1969, Dian married Gusti Raden Ayu Retno Satuti, the eldest daughter of Mangkunegara VIII, Sultan of Surakarta.

Choose the correct answer!

11. According to the text; at the point who is Muhammad Yamin?

- A. Only the son of Tuanku Oesman Gelar Baginda Khatib.
- B. One of Indonesian national heroes
- C. One of Malaysian national heroes
- D. A lecturer
- E. A politician

12. Muhammad Yamin was educated in.....

- A. Universitas Indonesia
- B. Rechtshogeschool
- C. Algemene Middelbare School (AMS) Jogja
- D. Surakarta School
- E. Batavia School

13. What is Muhammad Yamin specialization in 1942?

- A. Private law
- B. Poetry
- C. Cooking
- D. Writing
- E. Politician

14. What is language who Muhammad Yamin learned?

- A. Javanese
- B. Malay
- C. Sanskrit
- D. A B C are right
- E. English

15. When Muhammad Yamin's graduated?

- A. 1942
- B. 1945
- C. 1946
- D. 1920
- E. 1927

16. "..... of the Indonesian national heroes." (first paragraph).

The synonym of "heroes" is.....

- A. Patriot
- B. Artist
- C. Superman
- D. Power man
- E. Power man

C. Minister

17. What does the historian do?

- A. Write the biography of someone
- B. Write the description of someone
- C. Study of many unique places
- D. Write and study about the history of something
- E. Identify something that already happened

18. Which of the following statement is NOT TRUE according to the text?

- A. Tuanku Oesman was Yamin's father.
- B. Yamin was a historian, poet, singer, and politician.
- C. Yamin took majoring in history and Far Eastern languages.
- D. In 1924 Rechtshogeschool was built.
- E. Yamin participated in Sumpah Pemuda.

19. Why Yamin can be said as hero in Indonesia? Because.....

- A. He was a poet.
- B. He was Tuanku Oesman's son.
- C. He became an active proponent for Malay to become the national language.
- D. He took law major in Univeristas Indonesia.
- E. He participated in Sumpah Pemuda.

20. What are the tenses in the text above?

- A. Future and Past tense.
- B. Past and Past continues tense
- C. Past Future tense
- D. Future continues and Present tense
- E. Past and Present tense.

The following text is for question 21 – 25

Albert Einstein

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905, he also did some of his famous work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then, in 1933 he had to leave Germany because of Hitler and the Nazi Party. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

21. What is the topic of the text?
- A. Albert Einstein's home town.
 - B. Life of Albert Einstein.
 - C. Albert Einstein's study.
 - D. The achievement of Albert Einstein.
 - E. Albert Einstein's family.
22. When did Albert Einstein win the Noble Prize?
- A. In 1905
 - B. In 1933
 - C. In 1934
 - D. In 1919
 - E. Between 1919 and 1933
23. Which is the following statement is TRUE according to the text?
- A. Albert Einstein was a Deutsch.
 - B. Albert Einstein won the Nobel Prizes for Chemistry.
 - C. Albert Einstein had done some famous work in Physics before 1905.
 - D. Albert Einstein had spent the rest of his life in America for 21 years.
 - E. Albert Einstein died on age of 75 years old.

24. "In 1905 he also did some of his famous work in physics."

What is the similar meaning of the underlined word?

- A. Excellent
- B. Great
- C. Very good
- D. Amazing
- E. Well known

25. What is the type of the text?

- A. Descriptive text
- B. Narrative text
- C. Recount text
- D. Procedure text
- E. Report text

The following text is for question 26 – 30

I think my first memories started when I was about three or perhaps four years old. I remembered falling from a tree and breaking my arms. I thought I was playing in the garden, old house we lived in. it was in a suburb of London. I can remember starting school when I was five.

There was a little boy called Thomas in the same class. He pulled my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember his saying, "Little girl don't do things like that." But since it Thomas never pulled my hair again.

26. The writer started studying in her school when she was years old.

- A. 3
- B. 4
- C. 5
- D. 6
- E. 7

27. The writer hit Thomas' head because

- A. He lost her pencil.
- B. He pulled her hair.
- C. He hit her leg.
- D. He pulled her body.
- E. He spelled her.

28. "One day I hit him on the head with....." (paragraph 2).

The word "*hit*" means.....

- A. Broke
- B. Offended
- C. Attacked
- D. Struck
- E. Bumped

29. Why the teacher was angry with the writer? Because

- A. The teacher hated the writer.
- B. The teacher wanted the writer to resign from the school.
- C. The teacher wanted to hit the writer.
- D. The writer was annoyed.
- E. The teacher wanted the writer to be kind girl.

30. What is the purpose of this story?

- A. To tell the writer's experience.
- B. To describe the bad girl.
- C. To explain how important of patient.
- D. To narrate the writer's family.
- E. To entertain the readers.

Answer Sheet of Pre-Test

Name :

NIS :

Class :

Score:

Cross the right answer!

| | | | | | |
|-----|---|---|---|---|---|
| 1. | A | B | C | D | E |
| 2. | A | B | C | D | E |
| 3. | A | B | C | D | E |
| 4. | A | B | C | D | E |
| 5. | A | B | C | D | E |
| 6. | A | B | C | D | E |
| 7. | A | B | C | D | E |
| 8. | A | B | C | D | E |
| 9. | A | B | C | D | E |
| 10. | A | B | C | D | E |
| 11. | A | B | C | D | E |
| 12. | A | B | C | D | E |
| 13. | A | B | C | D | E |
| 14. | A | B | C | D | E |
| 15. | A | B | C | D | E |
| 16. | A | B | C | D | E |
| 17. | A | B | C | D | E |
| 18. | A | B | C | D | E |
| 19. | A | B | C | D | E |
| 20. | A | B | C | D | E |

| | | | | | |
|-----|---|---|---|---|---|
| 21. | A | B | C | D | E |
| 22. | A | B | C | D | E |
| 23. | A | B | C | D | E |
| 24. | A | B | C | D | E |
| 25. | A | B | C | D | E |
| 26. | A | B | C | D | E |
| 27. | A | B | C | D | E |
| 28. | A | B | C | D | E |
| 29. | A | B | C | D | E |
| 30. | A | B | C | D | E |

Answer Sheet of Post-Test

Name :

NIS :

Class :

Score:

Cross the right answer!

| | | | | | |
|-----|---|---|---|---|---|
| 1. | A | B | C | D | E |
| 2. | A | B | C | D | E |
| 3. | A | B | C | D | E |
| 4. | A | B | C | D | E |
| 5. | A | B | C | D | E |
| 6. | A | B | C | D | E |
| 7. | A | B | C | D | E |
| 8. | A | B | C | D | E |
| 9. | A | B | C | D | E |
| 10. | A | B | C | D | E |
| 11. | A | B | C | D | E |
| 12. | A | B | C | D | E |
| 13. | A | B | C | D | E |
| 14. | A | B | C | D | E |
| 15. | A | B | C | D | E |
| 16. | A | B | C | D | E |
| 17. | A | B | C | D | E |
| 18. | A | B | C | D | E |
| 19. | A | B | C | D | E |
| 20. | A | B | C | D | E |

| | | | | | |
|-----|---|---|---|---|---|
| 21. | A | B | C | D | E |
| 22. | A | B | C | D | E |
| 23. | A | B | C | D | E |
| 24. | A | B | C | D | E |
| 25. | A | B | C | D | E |
| 26. | A | B | C | D | E |
| 27. | A | B | C | D | E |
| 28. | A | B | C | D | E |
| 29. | A | B | C | D | E |
| 30. | A | B | C | D | E |

Answer Key of Pre-Test

| | | |
|-------|-------|-------|
| 1. B | 11. B | 21. E |
| 2. C | 12. D | 22. D |
| 3. D | 13. B | 23. E |
| 4. E | 14. C | 24. B |
| 5. B | 15. E | 25. A |
| 6. B | 16. C | 26. D |
| 7. C | 17. C | 27. D |
| 8. D | 18. E | 28. C |
| 9. A | 19. A | 29. A |
| 10. C | 20. C | 30. B |

Answer Key of Post-Test













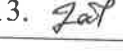






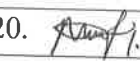

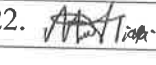





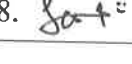


| | | |
|-------|-------|-------|
| 1. B | 11. B | 21. B |
| 2. D | 12. C | 22. D |
| 3. C | 13. A | 23. A |
| 4. C | 14. D | 24. E |
| 5. A | 15. E | 25. C |
| 6. C | 16. A | 26. C |
| 7. B | 17. D | 27. B |
| 8. D | 18. B | 28. D |
| 9. B | 19. C | 29. E |
| 10. A | 20. E | 30. A |

Criteria of Reading Comprehension

| No. | Criteria | Score |
|------------|---|--------------|
| 1. | Students can identify the meaning of the ideas in the text | 0-25 |
| 2. | Students can identify the communicative purpose of the text | 0-15 |
| 3. | Students can identify main idea of the text | 0-25 |
| 4. | Students can identify information contained in the text | 0-35 |
| | Total | 100 |

ABSEN SISWA

SMP N IBANJAR AGUNG

| NO. | NAMA | PARAF |
|-----|-------------------------------|---|
| 1 | Alvino Hendrian | 1.  |
| 2 | Anugerah Milliona Goldy | 2.  |
| 3 | Arista Ananta | 3.  |
| 4 | Athallarie Raffa Kadarisman | 4.  |
| 5 | Az-Zulfa Arifia Ayatul Husna | 5.  |
| 6 | Aziz Nur Ikhsan | 6.  |
| 7 | Carissa Zakia Amani. S | 7.  |
| 8 | Cetta Nareswari Aqni Puteri | 8.  |
| 9 | Chagiya Febri | 9.  |
| 10 | Davina Keyla Reani | 10.  |
| 11 | Defrillian Trioza Hendrawan | 11.  |
| 12 | Diya Aira Santana | 12.  |
| 13 | Fakhri Zain Firdaus | 13.  |
| 14 | Farahdina Salsabila | 14.  |
| 15 | Fiqrinata Maulana Yusuf | 15.  |
| 16 | Gendis Kayla Belka Ziva | 16.  |
| 17 | Habib Asyraf Rifaie | 17.  |
| 18 | M. Ikram Danaitra Sanjaya | 18.  |
| 19 | M. Priyarasya Rastra Qirain | 19.  |
| 20 | Muhammad Fakhri Ash Shidiqi P | 20.  |
| 21 | Muhammad Rasyel Ronaldy | 21.  |
| 22 | Mutiara Hafiza | 22.  |
| 23 | Nabil Mirzatama | 23.  |
| 24 | Naila Aisyah Putri | 24.  |
| 25 | Naila Atikah Adya Zahra | 25.  |
| 26 | Najwa Anisa Khamidah | 26.  |
| 27 | Naufal Hakiim | 27.  |
| 28 | Naura Anindi Sefira | 28.  |
| 29 | Nayla Sukma Andika | 29.  |
| 30 | Nazwa Shendy Anieela | 30.  |

ABSEN SISWA

SMP NEGERI 1 BANJAR AGUNG

| NO. | NAMA | KELAS |
|-----|------------------------|---------------------|
| 1 | Adi Setiawan | 1. <i>Adi</i> |
| 2 | Adinda Sukma Anggraini | 2. <i>Adinda</i> |
| 3 | Adista Margareta | 3. <i>Adista</i> |
| 4 | Agung Saifudin | 4. <i>Agung</i> |
| 5 | Ajeng Pratiwi | 5. <i>Ajeng</i> |
| 6 | Bayu Siswanto | 6. <i>Bayu</i> |
| 7 | Budi Irawan | 7. <i>Budi</i> |
| 8 | Cantika Agustin | 8. <i>CA</i> |
| 9 | Dedi Delion | 9. <i>DD</i> |
| 10 | Dedi Pugeng Pangestu | 10. <i>DP</i> |
| 11 | Dian Krisna Safitri | 11. <i>Dian</i> |
| 12 | Dinda Purnama Sari | 12. <i>Dinda</i> |
| 13 | Galang Erlangga | 13. <i>Galang</i> |
| 14 | Georgi Angkasa | 14. <i>Georgi</i> |
| 15 | Irawan Ardi Putra | 15. <i>Irawan</i> |
| 16 | Iryan Wijaya | 16. <i>Iryan</i> |
| 17 | Jaya Saputra | 17. <i>Jaya</i> |
| 18 | Kaila Ayu | 18. <i>Kaila</i> |
| 19 | Kinanti Ningrum | 19. <i>Kinanti</i> |
| 20 | Lupi Purnama | 20. <i>Lupi</i> |
| 21 | Lailani Siska Pratiwi | 21. <i>Lailani</i> |
| 22 | Muhammad Budi | 22. <i>Budi</i> |
| 23 | Muhammad Rozaki | 23. <i>Rozaki</i> |
| 24 | Maulidya Safitri | 24. <i>Maulidya</i> |
| 25 | Nawang Satria | 25. <i>Nawang</i> |
| 26 | Prakoso Agustam | 26. <i>Prakoso</i> |
| 27 | Rifky Kaukaba | 27. <i>Rifky</i> |
| 28 | Rafa Ardiansyah | 28. <i>Rafa</i> |
| 29 | Wahyu Saputra | 29. <i>Wahyu</i> |
| 30 | Yolanda Ayu | 30. <i>Yolanda</i> |




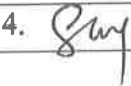

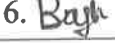
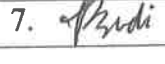





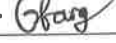

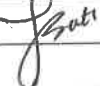
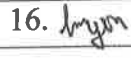



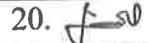
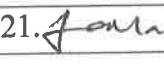


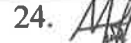


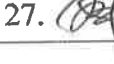

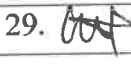

ABSEN SISWA

SMP NEGERI 1 BANJAR AGUNG

| NO. | NAMA | KELAS |
|-----|------------------------|---------------------|
| 1 | Adi Setiawan | 1. <i>Adi</i> |
| 2 | Adinda Sukma Anggraini | 2. <i>Dina</i> |
| 3 | Adista Margareta | 3. <i>Adi</i> |
| 4 | Agung Saifudin | 4. <i>Agung</i> |
| 5 | Ajeng Pratiwi | 5. <i>Ajeng</i> |
| 6 | Bayu Siswanto | 6. <i>Bayu</i> |
| 7 | Budi Irawan | 7. <i>Budi</i> |
| 8 | Cantika Agustin | 8. <i>CA</i> |
| 9 | Dedi Delion | 9. <i>Delion</i> |
| 10 | Dedi Pugeng Pangestu | 10. <i>Del</i> |
| 11 | Dian Krisna Safitri | 11. <i>Dian</i> |
| 12 | Dinda Purnama Sari | 12. <i>Dinda</i> |
| 13 | Galang Erlangga | 13. <i>Galang</i> |
| 14 | Georgi Angkasa | 14. <i>Georgi</i> |
| 15 | Irawan Ardi Putra | 15. <i>Irawan</i> |
| 16 | Iryan Wijaya | 16. <i>Iryan</i> |
| 17 | Jaya Saputra | 17. <i>Jaya</i> |
| 18 | Kaila Ayu | 18. <i>Kaila</i> |
| 19 | Kinanti Ningrum | 19. <i>Kinanti</i> |
| 20 | Lupi Purnama | 20. <i>Lupi</i> |
| 21 | Lailani Siska Pratiwi | 21. <i>Lailani</i> |
| 22 | Muhammad Budi | 22. <i>Muhammad</i> |
| 23 | Muhammad Rozaki | 23. <i>Muhammad</i> |
| 24 | Maulidya Safitri | 24. <i>Maulidya</i> |
| 25 | Nawang Satria | 25. <i>Nawang</i> |
| 26 | Prakoso Agustam | 26. <i>Prakoso</i> |
| 27 | Rifky Kaukaba | 27. <i>Rifky</i> |
| 28 | Rafa Ardiansyah | 28. <i>Rafa</i> |
| 29 | Wahyu Saputra | 29. <i>Wahyu</i> |
| 30 | Yolanda Ayu | 30. <i>Yolanda</i> |

ABSEN SISWA

SMP NEGERI 1 BANJAR AGUNG

| NO. | NAMA | KELAS |
|-----|------------------------|---|
| 1 | Adi Setiawan | 1.  |
| 2 | Adinda Sukma Anggraini | 2.  |
| 3 | Adista Margareta | 3.  |
| 4 | Agung Saifudin | 4.  |
| 5 | Ajeng Pratiwi | 5.  |
| 6 | Bayu Siswanto | 6.  |
| 7 | Budi Irawan | 7.  |
| 8 | Cantika Agustin | 8.  |
| 9 | Dedi Delion | 9.  |
| 10 | Dedi Pugeng Pangestu | 10.  |
| 11 | Dian Krisna Safitri | 11.  |
| 12 | Dinda Purnama Sari | 12.  |
| 13 | Galang Erlangga | 13.  |
| 14 | Georgi Angkasa | 14.  |
| 15 | Irawan Ardi Putra | 15.  |
| 16 | Iryan Wijaya | 16.  |
| 17 | Jaya Saputra | 17.  |
| 18 | Kaila Ayu | 18.  |
| 19 | Kinanti Ningrum | 19.  |
| 20 | Lupi Purnama | 20.  |
| 21 | Lailani Siska Pratiwi | 21.  |
| 22 | Muhammad Budi | 22.  |
| 23 | Muhammad Rozaki | 23.  |
| 24 | Maulidya Safitri | 24.  |
| 25 | Nawang Satria | 25.  |
| 26 | Prakoso Agustam | 26.  |
| 27 | Rifky Kaukaba | 27.  |
| 28 | Rafa Ardiansyah | 28.  |
| 29 | Wahyu Saputra | 29.  |
| 30 | Yolanda Ayu | 30.  |

Answer Sheet of Post-Test

Name : Adi Setiawan
 NIS :
 Class : VII^A

Score:
 70

Cross the right answer!

| | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |
| 11 | A | B | C | D | E |
| 12 | A | B | C | D | E |
| 13 | A | B | C | D | E |
| 14 | A | B | C | D | E |
| 15 | A | B | C | D | E |
| 16 | A | B | C | D | E |
| 17 | A | B | C | D | E |
| 18 | A | B | C | D | E |
| 19 | A | B | C | D | E |
| 20 | A | B | C | D | E |

| | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 21 | A | B | C | D | E |
| 22 | A | B | C | D | E |
| 23 | A | B | C | D | E |
| 24 | A | B | C | D | E |
| 25 | A | B | C | D | E |
| 26 | A | B | C | D | E |
| 27 | A | B | C | D | E |
| 28 | A | B | C | D | E |
| 29 | A | B | C | D | E |
| 30 | A | B | C | D | E |

Answer Sheet of Post-Test

Name : Adinda Sulema A
 NIS :
 Class :

Score:
70

Cross the right answer!

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | C | D | E |
| 2. | A | B | C | D | E |
| 3. | A | B | C | D | E |
| 4. | A | B | C | D | E |
| 5. | A | B | C | D | E |
| 6. | A | B | C | D | E |
| 7. | A | B | C | D | E |
| 8. | A | B | C | D | E |
| 9. | A | B | C | D | E |
| 10. | A | B | C | D | E |
| 11. | A | B | C | D | E |
| 12. | A | B | C | D | E |
| 13. | A | B | C | D | E |
| 14. | A | B | C | D | E |
| 15. | A | B | C | D | E |
| 16. | A | B | C | D | E |
| 17. | A | B | C | D | E |
| 18. | A | B | C | D | E |
| 19. | A | B | C | D | E |
| 20. | A | B | C | D | E |

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 21. | A | B | C | D | E |
| 22. | A | B | C | D | E |
| 23. | A | B | C | D | E |
| 24. | A | B | C | D | E |
| 25. | A | B | C | D | E |
| 26. | A | B | C | D | E |
| 27. | A | B | C | D | E |
| 28. | A | B | C | D | E |
| 29. | A | B | C | D | E |
| 30. | A | B | C | D | E |

15

Answer Sheet of Post-Test

Name Adista Margareta

NIS

Class

Score:
50

Cross the right answer!

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | X | D | E |
| 2. | X | B | C | D | E |
| 3. | A | X | C | D | E |
| 4. | A | B | X | D | E |
| 5. | X | B | C | D | E |
| 6. | A | B | C | D | X |
| 7. | A | B | C | D | X |
| 8. | A | X | C | D | E |
| 9. | A | B | C | X | E |
| 10. | A | X | C | D | E |
| 11. | X | B | C | D | E |
| 12. | A | X | C | D | E |
| 13. | X | B | C | D | E |
| 14. | A | B | C | X | E |
| 15. | A | B | X | D | E |
| 16. | A | X | C | D | E |
| 17. | A | B | C | X | E |
| 18. | A | B | C | X | E |
| 19. | A | X | C | D | E |
| 20. | A | X | C | D | E |

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 21. | A | B | X | D | E |
| 22. | A | B | C | X | E |
| 23. | X | B | C | D | E |
| 24. | A | B | C | D | X |
| 25. | A | X | C | D | E |
| 26. | A | B | C | X | E |
| 27. | X | B | C | D | X |
| 28. | A | B | C | D | X |
| 29. | X | B | C | D | E |
| 30. | X | B | C | D | E |

Answer Sheet of Post-Test

Name : Agung... Saifudin.....
 NIS :
 Class :

Score:
 100
 Good Job!

Cross the right answer!

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | C | D | E |
| 2. | A | B | C | D | E |
| 3. | A | B | C | D | E |
| 4. | A | B | C | D | E |
| 5. | A | B | C | D | E |
| 6. | A | B | C | D | E |
| 7. | A | B | C | D | E |
| 8. | A | B | C | D | E |
| 9. | A | B | C | D | E |
| 10. | A | B | C | D | E |
| 11. | A | B | C | D | E |
| 12. | A | B | C | D | E |
| 13. | A | B | C | D | E |
| 14. | A | B | C | D | E |
| 15. | A | B | C | D | E |
| 16. | A | B | C | D | E |
| 17. | A | B | C | D | E |
| 18. | A | B | C | D | E |
| 19. | A | B | C | D | E |
| 20. | A | B | C | D | E |

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 21. | A | B | C | D | E |
| 22. | A | B | C | D | E |
| 23. | A | B | C | D | E |
| 24. | A | B | C | D | E |
| 25. | A | B | C | D | E |
| 26. | A | B | C | D | E |
| 27. | A | B | C | D | E |
| 28. | A | B | C | D | E |
| 29. | A | B | C | D | E |
| 30. | A | B | C | D | E |

Answer Sheet of Post-Test

Name : A Jeng Pratiwi

NIS :

Class :

Score:

60

Cross the right answer!

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | C | D | E |
| 2. | A | B | C | D | E |
| 3. | A | B | C | D | E |
| 4. | A | B | C | D | E |
| 5. | A | B | C | D | E |
| 6. | A | B | C | D | E |
| 7. | A | B | C | D | E |
| 8. | A | B | C | D | E |
| 9. | A | B | C | D | E |
| 10. | A | B | C | D | E |
| 11. | A | B | C | D | E |
| 12. | A | B | C | D | E |
| 13. | A | B | C | D | E |
| 14. | A | B | C | D | E |
| 15. | A | B | C | D | E |
| 16. | A | B | C | D | E |
| 17. | A | B | C | D | E |
| 18. | A | B | C | D | E |
| 19. | A | B | C | D | E |
| 20. | A | B | C | D | E |

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 21. | A | B | C | D | E |
| 22. | A | B | C | D | E |
| 23. | A | B | C | D | E |
| 24. | A | B | C | D | E |
| 25. | A | B | C | D | E |
| 26. | A | B | C | D | E |
| 27. | A | B | C | D | E |
| 28. | A | B | C | D | E |
| 29. | A | B | C | D | E |
| 30. | A | B | C | D | E |

Answer Sheet of Pre-Test

Name : Adi Setiawan
 NIS :
 Class : VII A

Score:
 50

Cross the right answer!

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 1. | A | B | C | D | E |
| 2. | A | B | C | D | E |
| 3. | A | B | C | D | E |
| 4. | A | B | C | D | E |
| 5. | A | B | C | D | E |
| 6. | A | B | C | D | E |
| 7. | A | B | C | D | E |
| 8. | A | B | C | D | E |
| 9. | A | B | C | D | E |
| 10. | A | B | C | D | E |
| 11. | A | B | C | D | E |
| 12. | A | B | C | D | E |
| 13. | A | B | C | D | E |
| 14. | A | B | C | D | E |
| 15. | A | B | C | D | E |
| 16. | A | B | C | D | E |
| 17. | A | B | C | D | E |
| 18. | A | B | C | D | E |
| 19. | A | B | C | D | E |
| 20. | A | B | C | D | E |

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|--------------|
| 21. | A | B | C | D | E |
| 22. | A | B | C | D | E |
| 23. | A | B | C | D | E |
| 24. | A | B | C | D | E |
| 25. | A | B | C | D | E |
| 26. | A | B | C | D | E |
| 27. | A | B | C | D | E |
| 28. | A | B | C | D | E |
| 29. | A | B | C | D | E |
| 30. | A | B | C | D | E |

Answer Sheet of Pre-Test

Name : Adinda Sukma A.

NIS :

Class : 7A

Score:
60

18

Cross the right answer!

| | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |
| 11 | A | B | C | D | E |
| 12 | A | B | C | D | E |
| 13 | A | B | C | D | E |
| 14 | A | B | C | D | E |
| 15 | A | B | C | D | E |
| 16 | A | B | C | D | E |
| 17 | A | B | C | D | E |
| 18 | A | B | C | D | E |
| 19 | A | B | C | D | E |
| 20 | A | B | C | D | E |

| | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 21 | A | B | C | D | E |
| 22 | A | B | C | D | E |
| 23 | A | B | C | D | E |
| 24 | A | B | C | D | E |
| 25 | A | B | C | D | E |
| 26 | A | B | C | D | E |
| 27 | A | B | C | D | E |
| 28 | A | B | C | D | E |
| 29 | A | B | C | D | E |
| 30 | A | B | C | D | E |

Answer Sheet of Pre-Test

Name : Agung Saifudin
 NIS :
 Class : VII A

Score:
 50

Cross the right answer!

| | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |
| 11 | A | B | C | D | E |
| 12 | A | B | C | D | E |
| 13 | A | B | C | D | E |
| 14 | A | B | C | D | E |
| 15 | A | B | C | D | E |
| 16 | A | B | C | D | E |
| 17 | A | B | C | D | E |
| 18 | A | B | C | D | E |
| 19 | A | B | C | D | E |
| 20 | A | B | C | D | E |

| | | | | | |
|---------------|--------------|--------------|--------------|---|--------------|
| 21 | A | B | C | D | E |
| 22 | A | B | C | D | E |
| 23 | A | B | C | D | E |
| 24 | A | B | C | D | E |
| 25 | A | B | C | D | E |
| 26 | A | B | C | D | E |
| 27 | A | B | C | D | E |
| 28 | A | B | C | D | E |
| 29 | A | B | C | D | E |
| 30 | A | B | C | D | E |

Answer Sheet of Pre-Test

Name : Ajeng Pratiwi
 NIS :
 Class : 7.^A

Score:
70

Cross the right answer!

| | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |
| 11 | A | B | C | D | E |
| 12 | A | B | C | D | E |
| 13 | A | B | C | D | E |
| 14 | A | B | C | D | E |
| 15 | A | B | C | D | E |
| 16 | A | B | C | D | E |
| 17 | A | B | C | D | E |
| 18 | A | B | C | D | E |
| 19 | A | B | C | D | E |
| 20 | A | B | C | D | E |

| | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 21 | A | B | C | D | E |
| 22 | A | B | C | D | E |
| 23 | A | B | C | D | E |
| 24 | A | B | C | D | E |
| 25 | A | B | C | D | E |
| 26 | A | B | C | D | E |
| 27 | A | B | C | D | E |
| 28 | A | B | C | D | E |
| 29 | A | B | C | D | E |
| 30 | A | B | C | D | E |

Table

The Students' Score of Pre-Test

| NO | NAMA | NILAI |
|-----------|-------------------------------|--------------|
| 1. | Alvino Hendrian | 60 |
| 2. | Anugerah Milliona Goldy | 55 |
| 3. | Arista Ananta | 30 |
| 4. | Athallaric Raffa Kadarisman | 70 |
| 5. | Az-Zulfa Arifia Ayatul Husna | 55 |
| 6. | Aziz Nur Ikhsan | 30 |
| 7. | Carissa Zakia Amani. S | 80 |
| 8. | Cetta Nareswari Aqni Puteri | 50 |
| 9. | Chagiya Febri | 60 |
| 10. | Davina Keyla Reani | 40 |
| 11. | Defrillian Trioza Hendrawan | 60 |
| 12. | Diya Aira Santana | 30 |
| 13. | Fakhri Zain Firdaus | 70 |
| 14. | Farahdina Salsabila | 25 |
| 15. | Fiqrinata Maulana Yusuf | 50 |
| 16. | Gendis Kayla Belka Ziva | 40 |
| 17. | Habib Asyraf Rifaie | 25 |
| 18. | M. Ikram Danaitra Sanjaya | 60 |
| 19. | M. Priyarasya Rastra Qirain | 25 |
| 20. | Muhammad Fakhri Ash Shidiqi P | 25 |
| 21. | Muhammad Rasyel Ronaldy | 50 |
| 22. | Mutiara Hafiza | 25 |
| 23. | Nabil Mirzatama | 40 |
| 24. | Naila Aisyah Putri | 25 |
| 25. | Naila Atikah Adya Zahra | 60 |
| 26. | Najwa Anisa Khamidah | 25 |
| 27. | Naufal Hakiim | 50 |
| 28. | Naura Anindi Sefira | 40 |
| 29. | Nayla Sukma Andika | 60 |
| 30. | Nazwa Shendy Anieela | 50 |

Table

The Students' Score of Post-Test

| NO | NAMA | NILAI |
|-----------|-------------------------------|--------------|
| 1. | Alvino Hendrian | 60 |
| 2. | Anugerah Milliona Goldy | 50 |
| 3. | Arista Ananta | 45 |
| 4. | Athallaric Raffa Kadarisman | 40 |
| 5. | Az-Zulfa Arifia Ayatul Husna | 25 |
| 6. | Aziz Nur Ikhsan | 30 |
| 7. | Carissa Zakia Amani. S | 60 |
| 8. | Cetta Nareswari Aqni Puteri | 50 |
| 9. | Chagiya Febri | 40 |
| 10. | Davina Keyla Reani | 45 |
| 11. | Defrillian Trioza Hendrawan | 50 |
| 12. | Diya Aira Santana | 40 |
| 13. | Fakhri Zain Firdaus | 45 |
| 14. | Farahdina Salsabila | 50 |
| 15. | Fiqrinata Maulana Yusuf | 30 |
| 16. | Gendis Kayla Belka Ziva | 60 |
| 17. | Habib Asyraf Rifaie | 40 |
| 18. | M. Ikram Danaitra Sanjaya | 25 |
| 19. | M. Priyarasya Rastra Qirain | 50 |
| 20. | Muhammad Fakhri Ash Shidiqi P | 45 |
| 21. | Muhammad Rasyel Ronaldy | 40 |
| 22. | Mutiara Hafiza | 50 |
| 23. | Nabil Mirzatama | 50 |
| 24. | Naila Aisyah Putri | 50 |
| 25. | Naila Atikah Adya Zahra | 50 |
| 26. | Najwa Anisa Khamidah | 25 |
| 27. | Naufal Hakiim | 25 |
| 28. | Naura Anindi Sefira | 25 |
| 29. | Nayla Sukma Andika | 50 |
| 30. | Nazwa Shendy Anieela | 25 |

Nomor : B-4438/In.28.1/J/TL.00/10/2022
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NIKA KURNIA**
NPM : 1701070190
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF USING GIST STRATEGY TOWARD THE
STUDENT READING COMPREHENSION IN SMPN 1 BANJAR
AGUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Oktober 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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.iain@metrouniv.ac.id

Nomor : B-0612/In.28.1/J/TL.00/03/2021
Lampiran :-
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
Kepala SMPN 1 BANJAR AGUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **NIKA KURNIA**
NPM : 1701070190
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE EFFECT OF USING GIST STRATEGY TOWARD THE STUDENTS READING COMPREHENSION IN SMPN 1 BANJAR AGUNG**

untuk melakukan *pra-survey* di SMPN 1 BANJAR AGUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Maret 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014




PEMERINTAH KABUPATEN TULANG BAWANG
DINAS PENDIDIKAN
SMP NEGERI 1 BANJAR AGUNG

Alamat : Jalan Kampung Tridarma Wirajaya, Unit 3 Kecamatan Banjar Agung
NPSN : 10808413 E-mail : smpn1banjaragung@yahoo.co.id



SURAT KETERANGAN

Nomor : 800/..../1.3/SMPN.01/BA/09/2021

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Banjar Agung :

Nama : YENNY SOFYAN, S.T.,M.Pd
NIP : 197509262009022001
Pangkat/ Gol : Penata TK 1/ III D
Jabatan: Kepala Sekolah
Unit Kerja : SMP Negeri 1 Banjar Agung

Menerangkan bahwa :

Berdasarkan surat izin Pra-Survey dari Institut Agama Islam Negeri Metro Nomor :B – 0612/In.28.1/J/TL.00/03/2021, Kami pihak sekolah memberikan izin kepada :

Nama : NIKA KURNIA
NPM : 1701070190
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Bahasa Inggris

untuk melakukan pra – Survey di SMP Negeri 1 Banjar Agung dengan ketentuan mengikuti peraturan dan ketertiban yang ada di SMP negeri 1 Banjar Agung.

Demikian surat izin ini kami sampaikan atas kerjasamanya diucapkan terima kasih.



Banjar Agung, 21 Juni 2021
Kepala SMP Negeri 1 Banjar Agung

YENNY SOFYAN, S.T.,M.Pd
NIP. 107509262009022001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

IAIN
METRO

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

Nomor : B-4453/In.28/D.1/TL.00/10/2022

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SMPN 1 BANJAR AGUNG

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4452/In.28/D.1/TL.01/10/2022, tanggal 10 Oktober 2022 atas nama saudara:

Nama : **NIKA KURNIA**
NPM : 1701070190
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 BANJAR AGUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING GIST STRATEGY TOWARD THE STUDENT READING COMPREHENSION IN SMPN 1 BANJAR AGUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Oktober 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA

NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-4452/In.28/D.1/TL.01/10/2022

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

Nama : NIKA KURNIA
NPM : 1701070190
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 1 BANJAR AGUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING GIST STRATEGY TOWARD THE STUDENT READING COMPREHENSION IN SMPN 1 BANJAR AGUNG".
 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 : 10 Oktober 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





PEMERINTAH KABUPATEN TULANG BAWANG
DINAS PENDIDIKAN
SMP NEGERI 1 BANJAR AGUNG



Alamat : Jalan Kampung Tridarma Wirajaya, Unit 3 Kecamatan Banjar Agung
NPSN : 10808413 E-mail : smpn1banjaragung@yahoo.co.id

SURAT BALASAN RESEARCH

Nomor : 1534/1.3/SMPN.01/BA/09/2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Banjar Agung :

Nama : YENNY SOFYAN, S.T.,M.Pd
NIP : 197509262009022001
Pangkat/ Gol : Penata TK 1/ III D
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Banjar Agung

Menerangkan bahwa :

Berdasarkan surat izin Research dari Institut Agama Islam Negeri Metro Nomor :B - 0612/In.28.1/J/TL.00/03/2021, Kami pihak sekolah memberikan izin kepada :

Nama : NIKA KURNIA
NPM : 1701070190
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Bahasa Inggris

untuk melakukan Research di SMP Negeri 1 Banjar Agung dengan ketentuan mengikuti peraturan dan ketertiban yang ada di SMP negeri 1 Banjar Agung.

Demikian surat izin ini kami sampaikan atas kerjasamanya diucapkan terima kasih.



Banjar Agung, 30 September 2022
Kepala SMP Negeri 1 Banjar Agung

YENNY SOFYAN, S.T.,M.Pd
NIP. 107509262009022001



KEMENTRIAN AGAMA REPUBLIK INDONESIA
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nika Kurnia
NPM : 1701070190
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 29 Desember 2022

Ketua Jurusan TBI

Andianto, M.Pd.

NIP. 1987 1102 201503 1 004

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1670/In.28/S/U.1/OT.01/12/2022

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

Nama : Nika Kurnia
NPM : 1701070190
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070190

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Desember 2022
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

THE EFFECT OF USING GIST STRATEGY TOWARD THE STUDENTS' READING COMPREHENSION IN SMPN 1 BANJAR AGUNG

by Nika Kurnia 1701070190

Submission date: 13-Dec-2022 12:00AM (UTC+0700)

Submission ID: 1979253952

File name: 65._NIKA_KURNIA-1701070190.docx (210.01K)

Word count: 9494

Character count: 48234



AN UNDERGRADUATE THESIS

**THE EFFECT OF USING GIST STRATEGY TOWARD THE STUDENTS'
READING COMPREHENSION IN SMPN 1 BANJAR AGUNG**

By:

**Nika Kurnia
Student Number: 1701070190**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATEINSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M**

THE EFFECT OF USING GIST STRATEGY TOWARD THE STUDENTS' READING COMPREHENSION IN SMPN 1 BANJAR AGUNG

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Telp (0725) 41057 faks mili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id;
E-mail: www.tarbiyah.metrouniv.ac.id

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

Nama : NIKA KURNIA

Jurusan : TBI

NPM : 1701070190

Semester : IX/2021

| No | Hari / Tanggal | Pembimbing | Materi Yang Dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-------------------------|----------------|---|------------------------|
| 1 | 03-08-2021 | Andianto, M.Pd | Revisi chapter 1-3 | |
| 2 | Rabu, 06 Okt 2021 | | - Add your source - Reche your ser | |
| 3 | Jum'at, 21 Januari 2022 | | Research Design - Indicator Paradigm? - Hypothesis formulation? - The Operational definition Variables (Gis / method?) - Change table Instrument - Data Analysis Technique | |

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 001

Dosen Pembimbing,

Andianto, M.Pd
NIP. 19871102 201503 1 001



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmlili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;
E-mail : www.tarbiyah.metrouniv.ac.id

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

Nama : NIKA KURNIA

Jurusan : TBI

NPM : 1701070190

Semester : X/2022

| No | Hari / Tanggal | Pembimbing | Materi Yang Dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-----------------------------|------------|--|------------------------|
| 4 | Rabu, 2 februari 2022 | | See Lemuru | |
| 5 | 10 agustus 2022 | | -Indikator reading -Buck soal mini Mal 30 | |
| 6 | 5 okt 2022 | | Revisi per paket soal minimal untuk 10 soal, sedangkan soal harus 30. Jadi ada 3 paket soal. | |
| 7 | 6 okt 2022 | | See Resuh. | |

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 001

Dosen Pembimbing,

Andianto, M.Pd
NIP. 19871102 201503 1 001



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;
E-mail : www.tarbiyah.metrouniv.ac.id

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

Nama : NIKA KURNIA

Jurusan : TBI

NPM : 1701070190

Semester : XI/2022

| No | Hari / Tanggal | Pembimbing | Materi Yang Dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------|------------|--------------------------------------|------------------------|
| 1. | 26 okt 2022 | | How is about observation chi square? | |
| 2. | 23 Nov 2022 | | Revisi: class control | |
| 2 | 09-des 2022 | → | | |

Mengetahui,

Ketua Jurusan TBI

Andianto, M.Pd

NIP. 19871102 201503 1 001

Dosen Pembimbing,

Andianto, M.Pd

NIP. 19871102 201503 1 001

DOCUMENTATION GUIDE

1. Pre Test

The teacher explained the direction to the students.



2. Treatment

The teacher helped the students who didn't understand and explained the materials



3. Post Test

The students doing the post test “Introduction Test”



CURICULUM VITAE



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