

ABSTRACT

Lestari, Prila Rizki. Registered Number Student. 2813123138, 2016. *The Effectiveness of Using Generating Interaction between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade of SMPN 5 Tulungagung*, in Academic Years 2015/2016. Thesis. English Education Program. Institute Islamic Collage (IAIN) of Tulungagung. Advisor: Muhammad Basuni, M.Pd

Keywords: effectiveness, GIST strategy, reading comprehension

In the process of teaching-learning English, students are always faced by English reading of texts. Reading is a process of getting information from written words. Based on the curriculum of Junior High School that recommended by the government in the seventh grade, there are some texts that must be mastered by the students Junior High School. One of texts is descriptive text. In learning descriptive text, the students may have difficulty in learning it. Student may be confused to understand the text because they didn't have strategy to get the main idea of text. To improve the students' reading ability, the teacher must have an appropriate strategy of teaching to help the students learn it. Therefore, in this research, the researcher will try to apply Generating Interaction between Schemata and Text (GIST) strategy. This strategy is expected to solve the difficulty of students in reading descriptive text.

The formulation of the research problem were id there any significant difference score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy?

The objectives of the research is intended to know whether there are any significant difference scores of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy?

The research method: the research design in this research was a pre-experimental research with single group pre-test and post-test design. The population of this research was population study. Means that the subject of the research was the seventh grade students at SMPN 5 Tulungagung consists of nine classes and the sample is seventh H class that consists of thirty three students. The instrument used in this researcher was test; the data analysis of this study was using T-test.

The result showed that there was a significant different between the result of the pre-test and post-test score. The mean score of post-test was higher (71.52) than pre-test (57.45). The t-test value was higher than the value of t-table (9.933 >

1.694). It indicated that the alternative hypothesis (H_a) saying that there is significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at SMPN 5 Tulungagung was accepted and the null hypothesis (H_0) saying that there is no significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at SMPN 5 Tulungagung was rejected. It could be concluded that the GIST strategy was effective used in teaching reading descriptive text comprehension.

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ABSTRAK

Lestari, Prila Rizki. Nomor Induk Mahasiswa. 2813123138. 2016. The Effectiveness of Using Generating Interaction between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade students at SMPN 5 Tulungagung. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institute Agama Islam Negeri Tulungagung. Pembimbing: Muhammad Basuni, MP.d

Kata Kunci: efektivitas, strategi GIST, Pemahaman membaca dan nilai siswa.

Didalam proses belajar-mengajar bahasa Inggris, para siswa selalu menghaapi reading teks bahasa Inggris. Membaca adalah proses memperoleh informasi dari kata tertulis. Berdasarkan kurikulum di sekolah menengah pertama yang dibuat pemerintah untuk kelas tujuh, ada beberapa jenis teks yang harus dikuasai oleh siswa pada sekolah menengah pertama. Satu diantaranya adalah teks deskripsi. Ketika belajar teks deskripsi, para siswa mempunyai kesulitan dalam mempelajarinya. Siswa mungkin bingung dengan memahami teks karena mereka tidak mempunyai strategi untuk mendapatkan ide pokok dari bacaan. Untuk memperbaiki kemampuan membaca siswa, guru harus menyiapkan strategi mengajar untuk membantu siswa mempelajarinya. Oleh karena itu, dalam penelitian ini, peneliti akan mencoba untuk memakai strategi Generating Interaction between Schemata and Text (GIST). Strategi ini diharapkan mampu mengatasi kesulitan siswa didalam membaca teks deskripsi.

Rumusan masalah penelitian ini adalah apakah ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks dekripsi siswa baik sebelum dan sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST)?

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks deskripsi siswa baik sebelum dan sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST).

Di dalam penelitian ini, peneliti mengaplikasikan penelitian pre-experimental dengan desain satu grup pre-test dan post-test. Populasi dari penelitian ini adalah studi populasi. Maksudnya subjek penelitian ini adalah siswa kelas tujuh SMPN 5 Tulungagung yang terdiri dari 9 kelas dan sampelnya adalah kelas tujuh H yang terdiri dari 33 siswa. Instrument yang digunakan di dalam penelitian ini adalah tes, analisis data penelitian ini menggunakan uji T.

Hasil penelitian menunjukkan adanya perbedaan yang mendasar antara hasil nilai pre-test dan nilai post-test. Nilai rata-rata dari post-test lebih tinggi

(71.52) dari pada nilai rata-rata pre-test (57.45). nilai uji T lebih tinggi daripada nilai T table (9.933 >1694). Ini mengindikasikan bahwa alternative hypothesis (Ha) yang berbunyi ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks deskriptif siswa baik sebelum dan sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST) pada siswa kelas tujuh SMPN 5 Tulungagung diterima dan null hypothesis (Ho) yang berbunyi tidak ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks deskriptif siswa baik sebelum dan sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST) pada siswa kelas tujuh SMPN 5 Tulungagung ditolak. Ini dapat disimpulkan bahwa strategi GIST efektif digunakan dalam mengajar pemahaman membaca teks deskriptif.

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