

**The Effectiveness of Using GIST Strategy
in Teaching Students' Reading Comprehension on Narrative
Text**

**(A Quasi-Experimental Study at the Ninth Grade of SMP
Negeri 7 Bengkulu in the Academic Year of 2021/2022)**

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana
Pendidikan (S.Pd)* in Study of English Education



Written by:

UTARI NADIA SALSABILA

1811230091

**STUDY PROGRAM OF ENGLISH EDUCATION
DEPARTMENT OF TADRIS
FACULTY OF TARBIYAH AND TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI
SUKARNO BENGKULU
2022**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Baran Fatmahan Pringgoman Kota Bengkulu 39211
Telp: (0736) 51291-51171-51172, Faksimil: (0736) 51174-51175
Website: www.uinbengkulu.ac.id

ADVISORS SHEET

Subject: Utari Nadia Salsabila

NIM: 1811230091

To: The Dean of Tarbiyah and Tadris Faculty

UIN Fatmawati Sukarno Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices,

herewith, as the advisors, we state that the thesis of:

Name: Utari Nadia Salsabila

NIM: 1811230091

Title: "The Effectiveness of Using GIST Strategy
in Teaching Students' Reading Comprehension on
Narrative Text (A Quasi-Experimental Study at the Ninth
Grade of SMP Negeri 7 Bengkulu in the Academic Year
of 2021/2022)"

Has already fulfilled the requirements to be presents before
the board of examiners (munaqosah) to gain bachelor degree in
English Education. Thank you for the attention

Wassalamu'alaikum Wr. Wb

Bengkulu, 17 August 2022

First Advisor

Second Advisors

Dmm

Anita M. Hum

Dr. Svamsul Rizal, M.Pd

Anita, M.Hum

NIP. 196901291999031001

NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp: (078) 51275-51174-51172, Faks: (078) 51171-51172
Website: www.iainfatmawati.ac.id

RATIFICATION

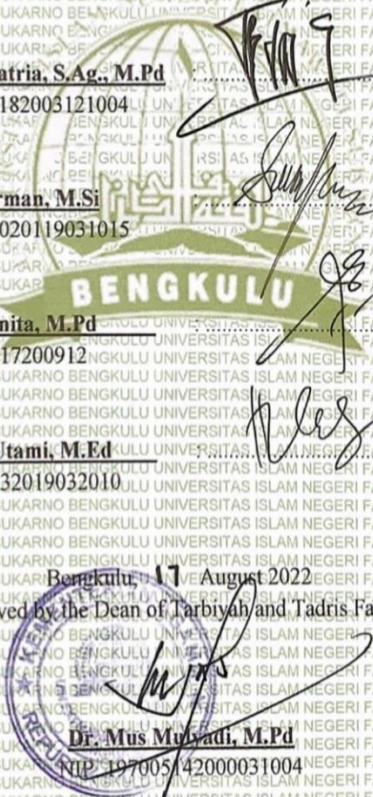
This is to certify the thesis entitled: **The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Text (A Quasi-Experimental Study at the Ninth Grade of SMP Negeri 7 Bengkulu in the Academic Year of 2021/2022)** by **Utari Nadia Salsabila (1811230091)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana Pendidikan in English Education Program**.

Chairman
Dr. Irwan Satria, S.Ag., M.Pd
NIP. 197407182003121004

Secretary
Sepri Yunarman, M.Si
NIP. 199021020119031015

Examiner I
Fera Zasrianita, M.Pd
NIP. 19790217200912

Examiner II
Valisneria Utami, M.Ed
NIP. 19890332019032010



Bengkulu, 17 August 2022
Approved by the Dean of Tarbiyah and Tadris Faculty

Dr. Mus Mubtadi, M.Pd
NIP. 19700542000031004

MOTTO

**"Believe that Allah will not give a test beyond the limits
of his servant."**

(Utari Nadia Salsabila)

DEDICATION

- 1.** In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to My Greatest God, Allah SWT, I really thank you because, without your blessing, I am nothing in this world.
- 2.** My beloved parents, Mr. Ahmad Bastoni and Mrs. Kesia Hairi. Thank you a million for supporting me through the power of your pray and everything so that I could finish this thesis.
- 3.** My beloved brother and sister, Muhammad Viabel Akbar, Bunga Ramadhani, and Abdullah Hafizh, thanks for always support me and for every single pray that you gave to me. I love you more than anything.
- 4.** My first advisor, Dr. Syamsul Rizal, M.Pd and my second advisor, Anita, M.Hum Thank you very much for your supports, suggestions, corrections, and ideas during the process of writing this thesis.
- 5.** All lecturers who teach in Tarbiyah and Tadris Faculty, especially in English Education Program. Thanks for all experiences you've gave me during the study.
- 6.** My friend all of my friends of TBI 2018, thank for all the happiness we've passed together. I love you guys.
- 7.** All of my great friends: Alma, Anandia, Devi, Dio, Dila, Farid, Rere, Vera, Wildan, Zahira. Thank you very much for always giving the best color to my life and thank you for always being there when I needed you the most.
- 8.** My great almamater Universitas Islam Negeri Fatmawati Soekarno Bengkulu.

PRONOUNCEMENT

Name : Utari Nadia Salsabila
NIM : 1811230091
Study Program : Tadris Bahasa Inggris
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled " **The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Text (A Quasi-Experimental Study at the Ninth Grade of SMP Negeri 7 Bengkulu in the Academic Year of 2021/2022)** " is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, August 2022

Stated By,



Utari Nadia Salsabila

NIM. 1811230091

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the One and Only, the Lord of the Universe, the Master of the day of Decision, for all benefits and kindness that have enabled the researcher to submit a study proposal titled: "The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Text". Peace given unto Prophet Muhammad SAW, as a great leader and source of motivation for the revolutionary movement.

The researcher is certain this idea would not have been accomplished without such assistance, encouragement, and thoughts of many people. As a result, the researcher would like to extend her heartfelt gratitude to everyone who assisted, encouraged, and advised her throughout the process of making this proposal. This is for:

1. Prof. Dr. H. Zulkarnain, M. Pd, as the Rector of UIN Fatmawati Sukarno Bengkulu;
2. Dr. Mus Mulyadi, M. Pd, as the Dean of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu;
3. Risnawati, M. Pd, as the Head to Tadris Departmen of UIN Fatmawati Sukarno Bengkulu;
4. Feni Martina, M. Pd, as the Head of Study Program of English Education of UIN Fatmawati Sukarno Bengkulu;

5. Dr. Syamsul Rizal, M. Pd, as the first advisor for his assistance, valuable counsel, and inspiration;
6. Anita, M. Hum, as the second advisor for his patient, advises the researcher.

Bengkulu, Juni 2022

Utari Nadia Salsabila
SRN.1811230091

ABSTRACT

Utari Nadia Salsabila. 2022. The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Text (A Quasi-Experimental Study at the Ninth Grade of SMP Negeri & Bengkulu in Academic Year of 2021/2022)

Supervisor : 1. Dr. Syamsul Rizal, M.Pd

2. Anita, M. Hum

This research is conducted on the basis of the researcher's observatthathere the students are getting difficulties to understand the meaning of texts. The objective of the research is to find out the effectiveness of GIST strategy to teach students' reading comprehension of narrative text. This research involved 50 students. 25 students were in the experimental class and 25 students were in the control class. The researcher used cluster random sampling to determine a sample. An instrumented test to collect the data used test. They are pre-test and post-test. The type of test is multiple choicestest. The assessment of the test result was focused on students' reading comprehension on narrative texts. Furthermore, the data was analyzed by using statistical analysis technique and the hypothesis used t-test. Based on the computation of result, the average of pre-test score of experimental class was 65.5 and the control class was 57.72. Meanwhile, the average of post- test score in the experimental class was 80.2 and the one in the control class was 72.2. So, it can be concluded that based on the result, the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. The reason alternative hypothesis was accepted because the p- value (0.045) was lower than sig. $\alpha = 0.05$ (5%). So, it means that there was a significance increase after applying GIST strategy on teaching students' Reading comprehension on Narrative text

Keywords: *GIST Strategy, Reading Comprehension, NarrativeText.*

ABSTRAK

Utari Nadia Salsabila. 2022. Keefektifan Penggunaan Strategi GIST Dalam Mengajarkan Pemahaman Membaca Siswa pada Teks Narasi (Quasi—Studi Eksperimen Kelas Sembilan SMP Negeri 7 Bengkulu Tahun Ajaran 2021/2022)

Pembimbing : 1. Dr. Syamsul Rizal, M.Pd

2. Anita, M.Hum

Penelitian ini dilakukan atas dasar observasi peneliti dimana siswa mengalami kesulitan dalam memahami makna teks. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan strategi GIST dalam mengajarkan pemahaman membaca siswa pada teks naratif. Penelitian ini melibatkan 50 siswa. 25 siswa berada di kelas eksperimen dan 25 siswa berada di kelas kontrol. Peneliti menggunakan cluster random sampling untuk menentukan sampel. Instrumen tes untuk mengumpulkan data digunakan tes. Yaitu pre-test dan post-test. Jenis tesnya adalah tes pilihan ganda. Penilaian hasil tes difokuskan pada pemahaman membaca siswa pada teks narrative. Selanjutnya data dianalisis dengan teknik analisis statistik dan uji hipotesis menggunakan uji-t. Berdasarkan hasil perhitungan, rata-rata nilai pre-test kelas eksperimen adalah 65,5 dan kelas kontrol adalah 57,72. Sedangkan rata-rata nilai post-test di kelas eksperimen adalah 80,2 dan di kelas kontrol adalah 72,2. Jadi, dapat disimpulkan bahwa berdasarkan hasil, hipotesis nol (H_0) ditolak dan hipotesis alteratif (H_a) diterima. Alasan hipotesis alternatif diterima karena p-value (0,045) lebih rendah dari sig $\alpha = 0,05$ (5%). Jadi, berarti ada peningkatan yang signifikan setelah penerapan strategi GIST dalam pembelajaran pemahaman membaca siswa pada teks Narasi.

Kata Kunci: *Strategi GIST, Pemahaman Membaca, Teks Narasi.*

TABLE OF CONTENTS

RATIFICATION	
MOTTO	ii
DEDICATIONS	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER 1: INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem	9
C. Research Questions	10
D. Research Objective.....	10
E. Significant of the Study.....	10
F. Limitation of the Problem	11
G. Definition of Key Terms	11
CHAPTER II: LITERATURE REVIEW	14
A. Theoretical Review	14
1. Generating Interaction between Schemata and Text (GIST) Strategy	14
2. Reading.....	20
3. Narrative Text.....	27

4. Text.....	40
B. Conceptual Framework	42
C. Previous Research	46
D. Hypothesis.....	48
CHAPTER III: RESEARCH METHOD.....	50
A. Research Design.....	50
B. Research Setting.....	52
C. Technique of Collecting Data	53
D. Research Instrument.....	55
E. Technique of Data Analysis	57
F. Validity and Reliability.....	59
CHAPTER IV: RESEARCH FINDING	
AND DISCUSSION.....	61
A. Descriptions of Research Findings.....	61
B. Preliminary Data Analysis	66
C. Discussions.....	73
CHAPTER V: CONCLUSIONS AND SUGGESTION.....	78
A. Conclusions	78
B. Suggestion	79
REFERENCES.....	81

LIST OF TABLES

Table 3.1 Sample of the research	53
Table 3.2 Research Activity Planning.....	55
Table 3.3 Instrument Reading.....	57
Table 3.4 The Criteria of Reliability.....	60
Table 4.1 Experimental Class Score Data.....	62
Table 4.2 Controlled Class Score Data.....	64
Table 4.3 Normality of the Pre-Test	67
Table 4.4 Normality of Post-Test.....	68
Table 4.5 Homogeneity test of Pre-Test	69
Table 4.6 Homogeneity test of Post-Test.....	70
Table 4.7 The Result of t-test Calculation	71
Table 4.8 The Result of Independent Sample Test	72

LIST OF FIGURES

Figure 4.1 The Diagram of Pre-Test and Post-Test from Experimental Class and Controlled Class	65
Figure 4.2 The Diagram of Gained Score of Experimental Class and Controlled Class	66

LIST OF APPENDIX

Appendices 1 RPP Experiment Class

Appendices 2 RPP Control Class

Appendices 3 Research Instrument (*Pre-Test*)

Appendices 4 Research Instrument (*Post-Test*)

Appendices 5 The Answer Key For Pre-Test

Appendices 6 Students' Reading Score Of Experimental
Class

Appendices 7 Students' Reading Score Of Control Class

Appendices 8 Documentations

CHAPTER I

INTRODUCTION

The researcher explains the background of the study. This chapter is also mentioning the identification of the problem, research objective, significance of the study, limitation of the problem, and definition of key terms.

A. Background of the Study

Reading is the simplest and cheapest approach to obtaining knowledge, as it can assist in understanding basic information to more sophisticated information (HASHEMI, 2021). Furthermore, the ability to comprehend what they had read should have been the most significant factor for the readers. Reading is a crucial aspect of learning English, although other English abilities are examined (Westhisi, 2019). It may be observed in the final exam, which is almost entirely based on reading skills.

Researchers assume that reading is getting the substance out of the compiled text. By understanding the text, students can gain a wide variety of insights. Regardless of insights, students expand their knowledge and vocabulary and keep track of new things and many new words. Students also need proper reading comprehension.

Reading comprehension has been taught from the early childhood level until the university level. At the university level, reading is a process that has to be done in

every lecture. This happens because all lectures are integrated with many kinds of reading activities such as reading text, articles, journals, and so on. The reading activity that has been done by the students is a kind of comprehensive reading. Reading comprehension is a process of reading to build understanding (Tarchi, 2017). In the reading comprehension process, there are some stages should such as literal, inferential, critical, and, (Boardman et al., 2016). In the literal comprehension stage, students are required to understand the information that is explicitly stated in the text (Duncan et al., 2016) .Literal comprehension is the lowest stage of comprehension. Even though this comprehension is in the lowest stage, it is important as a requirement for the next higher stage. The second stage of comprehension is inferential comprehension where it is emphasized the comprehension to understand the information that is implicitly stated in the text (Kocaarslan, 2016).

Understanding the text inferentially is to know what is information implied in the text. In this time, readers use the information that is explicitly stated in the background of knowledge, and personal experience to make a hypothesis. The next stage of comprehension is critical comprehension where students are required to master the ability to evaluate text material. Critical comprehension is similar to

evaluative comprehension (Bogan et al., 2012). In this comprehension, readers compare the information that is found in the text with particular norms, knowledge, and background experience of the readers to evaluate the text. The highest stage of comprehension is creative comprehension which involves a cognitive dimension of reading because it is related to the psychological impact and esthetic of text toward the readers. In creative comprehension, readers are required to use their imagination to get a new perspective to exceed what is served by a writer (Tarchi, 2017).

Allah said:

"Read by (mentioning) the name of your Lord who created, (1) He has created man from a clot of blood. (2) Read, and your Lord is the Most Gracious, (3) Who teaches (humans) with a pen. (4) He taught man what he did not know. (5)" (Q.S. Al-Alaq [96]: 1-5).

The command word "read!" is the first word that was revealed to the Prophet Muhammad. The revelation of the Qur'an began to descend on the night of 27 Ramadan 611 AD when the Prophet was contemplating in the Cave of Hira near Mecca. We know that Muhammad was illiterate. It is said that the Prophet Muhammad answered five times, "I can't read." However, revelation insisted that he should read. "What should I read?" Rasulullah finally asked. "Read

it!" thus the answer of revelation, "In the name of your Lord who created. He created man from a clot of blood. Read and your Lord is Most Gracious; who teaches humans through the medium of kalam. He taught man what he did not know." (Q.S. Al-'Alaq [96]: 1-5).

Reading comprehension is at the genuine center of the understanding system. Knowing how to read a sentence is not a smooth exertion. Getting the text, particularly for students, is not consistently basically as clear as it sounds. Students frequently find it simple to know current realities by reading the substance of the composed text. Dependent fundamentally upon the 2013 curriculum, ninth-grade understudies are given an assortment of classes, including descriptive text, recount text, and narrative text. The narrative text is a text that recounts a story while keeping readers and audience members fascinated and enlightening. The text contains Complication or problems, and resolutions. Students are relied upon to get the text, yet many battles to accomplish their desires.

The examination is difficult in junior high school. Based on the observation of SMP (junior high school) Negeri 7 Bengkulu, students find it hard to dominate English abilities, particularly reading. Because the students struggled to get the significance of the text. The students are still lacking in vocabulary. Students struggle to read the

text. Their absence of skill demonstrates that they know nothing about the thing they are contemplating. Most students can become familiar with the substance of the text, yet they do not remember it. They likewise find it challenging to track down the fundamental ideas in the text. Some of the time the students are not sure what each fragment is and would rather not end the substance of the text.

Because of different elements, understudies may not get the substance of the text. First of all, the text was not interesting for the students. The teacher should choose an interesting for the students and make them want to know the content of the text. Second, the students were difficult to find the topic and main idea from the text. Because the students were too lazy to read a text, they felt it was complicated. So, the teacher should make them easy to find the topic and main ideas. Third, the students were lack of vocabulary. The students were lazy to find the meaning of difficult words. Lack of vocabulary also makes the students not comprehend reading well. The students have the assumption that learning English reading is the most difficult subject.

Researchers found several problems related to students' reading comprehension skills at SMPN 7 Bengkulu. First, students cannot get the main idea of the

text without translating the text. In this case, students cannot only read the text if they are facilitated by the dictionary while they are reading the text. Furthermore, even though the students had gotten the translation of the text, they still had difficulty understanding the text. Second, students are not motivated, for example to practice reading text, reading stories, but what happened at SMPN 7 Bengkulu was the opposite. Students are not interested in reading activities. They just do the exercise and translate the text, then discuss it. Third, students are not confident and afraid to ask questions about what they don't understand. This also cause many students at SMPN 7 Bengkulu who do not reach the students of completeness provisions (KKM) at school, which is 75.

Some factors that make students' low reading comprehension which is students' motivations are still weak make students cannot optimize their reading comprehension to read English text and they still have a low understanding of reading literacy. Because of those factors, the students' scores become low (Ati Ningsih, 2018). Besides, some problems or difficulties faced by students are low vocabularies, grammatical, and reading strategies that are very important to reach reading comprehension and reduce their difficulties in reading a text (Samad et al., 2017). Moreover, teaching with an

inappropriate strategy can make students confuse and not understand what the material or the text is about. In the teaching-learning process, several tests should be learned by the students at SMP (junior high school) Negeri 7 Bengkulu.

Another issue that influences students reading skills in the course of education and learning. Some reading teachers utilize old systems and strategies. Like the talk strategy in their instructive interaction. It makes students sleepy and didn't pay attention during the learning process. Their teaching style is teacher-centered learning. Their classroom environment is not interesting. All those reasons can make the learning process monotonous. This condition makes students unmotivated in learning reading skills. Based on the problem above, to make comprehension of reading text. Teachers can use a strategy that is easy for the students in teaching reading comprehension.

Furthermore, in delivering the material of the English text, especially the explanation text, teachers have to use the appropriate strategy to make sure that students can understand the material easily. Because of that, students can get confused when have to understand a whole text in school. Thus, the teacher has to use an appropriate strategy to make it easy. In language learning, using an appropriate strategy can assist students to comprehend the text.

Sometimes students often read English text, but still, be questioned whether they can comprehend the text or not (Muhid et al., 2020). Research on instructional strategy is important in the education field, particularly when implementation is a course related to the real-world difficulties of the classrooms (Boardman et al., 2016).

It means that strategies are important to manage the classrooms and reduce difficulties that can be faced by learners. One of them is the GIST (Generating Interactions between Schemata and Text) strategy. GIST strategy is a strategy to explain the main idea of a text (Sari, 2019). Summarizing is the focus the of GIST strategy. Students have the opportunity to assemble important information and recognize important vocabulary into a summary to indicate the gist of what they read (Octavia & Wilany, 2018). Besides, asking students to read using the GIST strategy is a way to improve their comprehension of the text that they read (Rahmawati, 2020). According to (Ati Ningsih, 2018) stated that the GIST strategy can upgrade the students' motivation, it can be a pleasant reading process, and it can help students to increase their vocabulary mastery.

Besides, the GIST strategy can be useful for the students to understand the entire text easily and improve their comprehension by summarizing what they have read (Rahmawati, 2020). As supported by (Alfiana, 2017) the

GIST strategy is one the useful strategies and needs to be applied by the students to reduce their difficulties when reading the entire text. Thus, this strategy gives the students a chance to recognize important vocabulary and important ideas in summary (Octavia & Wilany, 2018). Researchers have written entitled "The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Texts." Researchers are fascinated (Experimental study of ninth grade 2021/2022 SMP Negeri 7 Bengkulu).

B. Identification of Problem

Based on the explanation above, the researcher identified there are some problems faced by students that relate to reading:

1. Many students still have problems and little understanding of reading text, like when they answer the exercise, pointed the main idea and the topic in reading text.
2. Many students do not read the text effectively, when they find new vocabulary or difficult words, they are lazy to look up in the dictionary or guess the meaning according to the context, so they have limited vocabulary.
3. Because of those factors, it can predict that they will find difficulties when attempting to comprehend the

materials of English which is learning and it may cause their low achievement and unsatisfied.

C. Research Question

Based on the above research, this study is as follows: How effective is the GIST strategy in teaching students reading comprehension on the narrative text in the ninth-grade students of SMP Negeri 7 Bengkulu in the academic year of 2021/2022?

D. Research Objective

According to background and research questions, the objectives of this research are to discover the effectiveness of using the GIST strategy to teach the reading comprehension of narrative texts to the ninth grade of SMP Negeri 7 Bengkulu in grade 2021/2022.

E. Significant of the study

Researcher hope that this research will contribute to the education and learning of English. They have two main meanings: theoretical and practical:

1. Theoretically

Theoretically, we are hoping that the outcomes of this have a look at will assist the teacher's the instructional getting to know the system to allow active, effective, innovative, and progressive learning. This study additionally gives useful reasons for further

research that want to investigate the equal case, making this have a look at useful information and reference for the next study.

2. Practically

The researcher hope that the results of this observation can be used as a reference for teachers in assessing students and methods or techniques in the course of the assessment and getting to know the system. consequently, teachers can enhance the ability of the assessment process to be effective and efficient. The outcomes of this survey are meant to provide new insights and be beneficial to readers.

F. Limitation of the Problem

This research focuses on the effect of generating interaction between Schemata and text (GIST) strategies, reading comprehension, and difficult vocabularies from the context that is provided in the form of a reading comprehension test by the teacher.

G. Definition of Key Terms

The definition of key terms based on the title is:

1. GIST

GIST is an acronym for Generating Interactions Between Schema and Text. This is a summary approach. Effective summarization leads to a progressive improvement in student knowledge. In

summary, students need to be aware of the key ideas in text content and determine the points without skipping the points of the idea. The purpose of the GIST method is to get students to discard nonsensical and irrelevant information. Focus on the symptoms they recognize and consider to help students learn organized writing (Muhid et al., 2020).

2. Reading Comprehension

Reading comprehension formulates meaning in a complex way by organizing skills and numbers that are related to interpreting, reading words fluently, and integrating vocabulary, students' background knowledge, and experiences (Mete Dogan et al., 2022). Besides, reading comprehension is facilitated for measuring learners' understanding, thus learners can identify the author's top-level structure (Alvermann, 1981). Moreover, learners' ability to comprehend the particular content of the course can be called reading comprehension. Besides, a good reader can be a contributor to developing their society (Khasawneh & Al-Rub, 2020).

3. Narrative Text

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not

the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. The narrative is the most common of writing because the writer just tells his/her story without any purpose. Narrative places act in times and tell what happened according to the natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. The narrative does not have; for example, a singular generic purpose, as do some of the other genres. Narrative also has a powerful social role beyond that of being of medium for entertainment. The narrative is also a powerful medium for changing social opinion and attitudes (Purba, 2018).

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical review, theoretical framework, and previous studies.

A. Theoretical Review

1. Generating Interaction between Schemata and Text (GIST)

1.1 Definition of GIST

GIST is an acronym for Generating Interaction Between Schema and Text. GIST is a reading approach used to clarify the main concepts of textual content to read. This strategy is designed to help students organize and write the correct summaries. Schemas can be defined as patterns that describe how a person experiences and benefits from thinking. Schemas are an effective tool that readers use to explicitly and implicitly display statistics in the textual content.

Schemata is a well-known cognitive structure. The structure does not contain information about a particular entity, instance, and event, but in its general form. Readers rarely create the meaning and description of an event by providing a standard understanding of background information, so it contains all the details needed to fully understand the

text. That is, many details are omitted, and the reader scheme corrects the text gap.

According to (Octavia & Wilany, 2018), GIST can effectively improve students' literacy skills. GIST is a strategy for taking notes while reading and writing appropriate summaries. This approach works at many levels. First, reading helps identify your needs. Second, it allows us to check our reading comprehension by forcing us to rationalize our answers in the form of summaries. This allows students to insert ideas into their writing. As a result, the core helps college students convey important notes in their language through summaries. NBSS (National Behavior Support Service) will also launch Cunningham is GIST is an acronym for generating interaction between schemata and text. It is Summarizing strategy. Effective shortcuts improve students getting to know. This summary specializes in the principal idea of the text and determines if it is important without removing the vital thoughts. The ability to summarize has splendid advantages in information, in the long run, keeping, and recalling information. Get the Gist helps you integrate information.

This is an advanced wondering ability that includes analyzing statistics and identifying key principles. Based on the content quoted above, GIST will awareness of the main ideas within the text and give an explanation for a way to recognize and summarize the primary thoughts in each paragraph without omitting them. This means GIST works well within the form of reading and writing. What the students write can display their reading comprehension.

According to (Shamsudin et al., 2019) found that "Get the GIST" can improve understanding and bear in mind what has been found. Students discover ways to apprehend the factor via identifying essential ideas in sections of the text (usually paragraphs). In this method, researchers taught and understood students to repeat words that represent essential factors based on the text and paragraphs they read. Students can deepen their understanding and remember what they have learned.

In the early stages of learning with the GIST method, the teacher actively provides assistance to every student in the class. The assistance is in the form of instructions, encouragement, warnings, outlining the problem into solving steps, providing

examples, and other actions that allow students to learn independently. According to (Munawir et al., 2022) this condition is in line with Vygotsky's theory of scaffolding, namely the term providing assistance to students during the early stages of learning, then reducing the assistance and providing an opportunity to take on greater responsibility after he can do it.

From the above explanation, we can conclude that GIST is a strategy that can be used while reading the lesson and helps students find important ideas and information in the text. Students remove important information in each paragraph, eliminate redundancy, mark questions as 5W + 1H, mark summaries of 20 words or less, and emphasize the increase in important ideas and important information. Increase in this case, the researcher applied the story text reader to the student. This is because there is a problem with the narrative text and many students got difficulties understanding the narrative text.

1.2 The implementation of the GIST Strategy

GIST strategy has several steps, according to (Ati Ningsih, 2018), GIST strategy's steps are:

1. the teacher guides the students to make some groups
2. the teacher exhibits the GIST strategy

3. the teacher gives instructions for the students to write the main idea of the text in 20 words
4. both of them discuss the summary that has been made by the students
5. the students summarize the first paragraph to the last in 20 words
6. the teacher compares each summary to the others, and
7. the teacher assesses and evaluates their understanding and progress.

As supported (Ridlo & Hartono, 2018) showed that the GIST strategy is very useful for recognizing the main ideas, helping students remember the text that they read before, omitting unnecessary information, and recalling a summary from the text. Besides, (Milarisa et al., 2019) explained that the GIST strategy can be used to promote reading comprehension because it can help students to decide the main information from one sentence to another after that continue it for the whole paragraphs.

1.3 Teaching Narrative Text by Using GIST Strategy

Generating interaction between Schemata and text (GIST) is a summarization strategy that allows students to derive their most important information.

Several steps can help teachers present their GIST strategy as follows:

1. In this phase, the teacher divides the class into smaller groups and shows the primary paragraph of the class. Invite students to observe the first paragraph of the story text and identify the most crucial or important ideas.
2. Pick out the paragraph section of the story text and place it overhead. find paragraphs that constitute principles, activities, times, troubles, contiguous statements, and many others. So that students can model this strategy.
3. Every student quietly reads the paragraph and uses the same amount of text to write down a paragraph summary in 20 words or much less.
4. Repeat in the second paragraph, the summary should contain the information inside the first and second paragraphs, and the teacher asks the student to summarize both sentences.
5. Repeat within the next paragraph.
6. Students need to give up with a 20-word summary of the entire section.
7. Students share summaries, create group summaries primarily based on all ideas, and write them on the board.

8. Write a summary of the class.

Teachers should use these summaries to observe and guide students. These summaries can be done in small groups. Students can share a group assessment throughout the class.

1.3 Advantages of GIST Strategy

There are several advantages to using a gist strategy when teaching reading:

- a) Easy to predict the main idea of a passage
- b) Easy to understand text message
- c) Knowing the quality of individual students
- d) Stimulates the brain in processing a quick understanding of passages.

1.4 Disadvantages of GIST Strategy

Using the Gist strategy when teaching reading has several disadvantages, including:

- a) Not all students can understand the passage quickly
- b) Show the level of reading quality of the students
- c) Students with low abilities are not confident.

2. Reading

2.1 Definition Reading

Reading is a tool of communication in written language through the form of the text. It is the most

efficient way to gain information about many aspects of life, including science and technology. By reading, people can absorb some information. Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information is required. Reading is an essential skill for learners of English as a foreign language. For most learners, it is the most important skill to master to succeed not only in learning English but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning (Lofgren, 2022).

Reading is a way to create this resource using text. It's far one of the linguistic skills that humans want to have the ability to speak English fluently. According to (Klingner et al., 2004), Reading is the system of connecting one idea to another. It means that each passage must be related. Additionally defined that analysis is one of the maximum critical capabilities. Reading may additionally retrieve those sources from published net pages and interpret the information correctly. "Reading means creating facts from published remember and visuals. but reading is not easy. Reading is a lively practice that requires

quite a few practices and ability." Its reading is complicated. It is different from the language you may get, but for many humans reading is something they do not do regularly, so reading must be discovered.

reading comprehensively by mastering the indicators of reading comprehension that have been discussed is difficult to do by the students in learning English as foreign language. The expectation of teaching English curriculum asks the teacher to do the better effort in teaching English. It is the reason of the teacher to apply kinds of approaches, methods, techniques and strategies in teaching English. One of the methods that can be applied in teaching reading called Directed Activities Related to Text (DART). According to (Dagostino et al., 2014), DART is activity which get students to interact with texts. The purpose is to improve the students' reading comprehension and to make them to be critical readers; it can be done by individual or groups. Therefore,(Boardman et al., 2016) insists that DART is the central value placed on exchanges by pupils in small group. Those, this paper will describe the application of DART method in teaching reading for senior high school students. It can be used as

information of the DART procedure that can be applied by the teacher in teaching reading comprehension.

For plenty of humans, reading is a tough ability to master. When reading, the reader should effectively recognize the means of the phrase or sentence being read. Some other issue is that the reader has to be privy to the intention or intellectual concept of each paragraph of the text. Many students additionally have identical troubles in the process of reading.

Reading is one of the four predominant capabilities students need to acquire which will reap positive outcomes in obtaining understanding. Studying may be very critical for students to study a language. According to (Alfiana, 2017), there are numerous purposes to read. They are:

1. Fundamental facts reading is a common skill in reading text to discover specific information or to get a primary influence on whether the text is appropriate for a particular cause.
2. Reading skims are a combination of strategies for guessing vital data inside the textual content and using primary reading abilities to those segments of the text until a well-known idea emerges.

3. Reading from textual content to learn is usually achieved in instructional and vocational contexts wherein human beings need to learn the quantity of data from text.
4. Reads to integrate data require an important evaluation of facts that reads to determine how to integrate facts and goals.
5. Reading for a preferred knowledge is the method of knowledge and constructing the significance of text components. The connected textual content is a document that carries numerous words that form consistent ideas.

Reading From the above description, it can be concluded that unique interest is important to understand the reading. It is not always unexpected that reading could be very important to people. Understanding that means and information is the aim of learning to read. Knowing how to read a phrase is of little value if the student cannot guess the meaning from the text.

2.2 Reading Comprehension

Reading is not just a means of understanding. It is about recognizing how the author expresses the meaning and allowing them to be reconstructed for understanding. Reading can increase our knowledge

as each word is read to build meaning for understanding. Reading gives us more knowledge and information. This means that reading is important for learning.

One of the goals of reading is comprehension. Reading helps to deepen people's understanding. Reading comprehension builds meaning by coordinating several complex processes such as reading words, words, knowledge of the world, and fluency of language. To get an understanding, you need some understanding:

1. Reading comprehension is reading to apprehend, remember, or get an initial impression of whether the text is suitable for a given purpose.
2. Inference comprehension is reading to find information that is not explicitly stated within the text, using the reader's experience and intuition.
3. Evaluative comprehension critical reading comprehension enables the evaluation of a passage of information with the reader's own understanding and value.
4. Comprehension gratitude is reading emotional or different gratitude reactions to passages.

To enhance reading comprehension, students need to be proactive in processing what

they read. Students monitored comprehension, extended interest in textbooks, and practiced strategies and media to create reading goals and targets.

There are three stages to applying schema theory when teaching reading comprehension. In other words, reading aloud, reading aloud, and reading back. In the first stage, the activities performed to activate the student's prior knowledge of the content of the reading text are to be discussed. The second step is the activity where the instructor asks and inserts some questions. The third step is an activity that provides repetition, feedback, and cognitive stimulation.

(Boardman et al., 2016) states that reading comprehension levels can be divided into four levels: literal comprehension, speculative comprehension, critical comprehension or evaluation, and appreciation at the literal level of comprehension, the reader must be able to understand, remember, or repeat the content of the reading comprehension with clear information. Deductive understanding requires the reader to extract information from a less

obvious reading text to conclude using instinct and experience at an important level of comprehension, the reader must be able to understand the written language.

The reading comprehension questions used in this study relate to the formulation developed by Sharp at Baron's TOEFL. As quoted by (Rizal, 2017) identifies five commonly used questions in reading tests. The five types of questions are (1) questions to identify key ideas, (2) questions about vocabulary in context (using context for vocabulary), (3) looking for details, (4) drawing conclusions, (5) Find a reference (find a reference) and ask a question about the context.

3. Narrative Text

3.1 Definition of Narrative Text

A narrative is a text that tells a story while entertaining the audience. Moreover, the purpose of the narrative is to sort the activities in strict chronological order in the story, often telling large sentences. Narratives have a social character, entertaining and entertaining, and process real-life experiences and different experiences in different ways. The narrative text deals with extravagant activities that lead to crises and turning points, which

in turn reveal the choices. The narrative text can be fictitious or factual (fairy tales, mysteries, fables, romance and adventure stories, myths and legends). Anderson and Kathy told many unique types of stories. Especially humor, romance, crime, real-life fiction, historical fiction, mysteries, fantasy, science fiction, diary novels, and adventures.

The narrative is the textual content that tells a story while enjoying the audience. Furthermore, the purpose of the story is to type the activities in strict chronological order in the tale, regularly telling large sentences. Narratives have a social person, wonderful and exciting, and process actual life experiences and exceptional stories differently. The story deals with extravagant activities that result in crises and turning points, which in flip screen the picks. The story can be fictitious or genuine (fairy tales, mysteries, parables, romance and adventure tales, myths and legends). Anderson and Kathy advised many specific kinds of tales. Particularly humor, romance, crime, contemporary existence novels, ancient novels, mysteries, fantasy, science fiction, diary novels, and adventures.

From the above rationalization, will conclude that the text of the narrative text is a story that has

befallen through the years, and its social feature is to entertain and entertain the reader. It is miles written with particular characteristics and linguistic characteristics. Chatman classified the story text into four fundamental elements:

1. Characters

Every story requires characters to play in that story. Two characters are seen in one story. They can be the main character and the secondary character. Letters are the maximum important element of story text. It describes the physics of an individual, which includes age, weight, height, or even character tendencies composed of strengths and weaknesses.

2. Settings

The settings were written by the author to provide a plain where the story takes place. The setting treated the place and time of the story, whether or not the story conveys realistic, historical fiction, or fantasy to the reader.

3. Plot

The plot incorporates a series of episodes or events written through the way of the author to maintain the reader's interest and build suspense due to the fact the story progresses. The plot

consists of preliminary events that launch the protagonist into a sequence of activities aimed at problem fixing.

4. Conclusion

The writer finally ends the story by summarizing the solution to the problem in the story. that is the remaining element, called final.

3.2 The Purpose of Narrative Text

The use of the narrative text itself has more than one purpose, consisting of entertainment, education, storytelling, communication of the author's experience, or a medium to develop the reader's imagination. Examples of story texts such as folklore, fairy tales, and legendary parables from around the world. story texts are typically resourceful; however, a few story texts are also actual.

3.3 Social Function Narrative Text

Its social function is to entertain the reader using a way of talking about past events. The social function of the narrative is to entertain and deal with the actual or subrogated experience in different ways.

3.4 The Generic Structure

The schematic or generic structures of narrative text are:

a. Orientation

This story is quite simple, but each tale desires course. Orientation is the first chapter to introduce individuals, including the characters, times, and locations knowledgeable within the story. It is not possible to tell a story without understanding the character set at a particular time and location.

b. Complication

This is where the historical crisis arises. Complications are a series of events that affect what takes place within the story. This complexity impacts the protagonists and frequently (quickly) helps prevent them from accomplishing their goals.

c. Sequence of events

In a series of events, the character reacts to complications.

d. Resolution

The Resolution, for better or for worse, is the danger that the character will eventually resolve the complication.

e. Coda

A coda that gives a remark or is morally based totally on what has been

learned from the story (an optionally available step).

3.5 Language Features of Narrative Text

The narrative text has several features of language features, including:

1. Focus on particular, generally individual participants.
2. Use of material (action) process.
3. Use of relational and spiritual techniques.
4. Use of temporal conjunctions and temporal conditions.
5. Use of the past tense.
6. Brief telegraph information about the story is summarized in the sentence heading.

The following is a concept or example of narrative text:

Putri Gading Cempaka

Long long time ago, there lived a great king in Bengkulu. His name is king Ratu Agung. He ruled Sungai Serut Kingdom for years and during those years, the people in the kingdom live peacefully and prosperous. The king has seven children. The last child was the only daughter in the family and her name is Putri Gading Cempaka. Putri Gading Cempaka was very beautiful and

kind. There were so many noble men came to their kingdom to propose the princess but her father, king Ratu Agung, refused all of them because for him Putri Gading Cempaka was still too young to get married.

One day, the king summons all of his children into his room. At that moment he was so weak and he said to all of them “My children, I think my time has come to leave you. I hope you all can keep your relationship as brother and sister. I have two important message that I want to tell you before I die. First, I appointed Anak Dalam as my sixth son to be the next king of our kingdom. I hope you all can accept my decision. Second, if a big disaster ever happened on this land and you think that there is nothing you can do to save it, go to Bungkuk mountain and stay there. Wait until a great king came to propose my daughter”. All of his children listened to his message carefully. None of them complained about it. A couple days later, the king passed away.

All people in the kingdom mourned the king’s death. Putri Gading Cempaka and all of her brothers burried their father in a special place. A couple days after the burial ceremony, they started

to carry out their father's will. They held the crowning ceremony of Anak Dalam to replace their father as the new king. For some reasons, they decided to change the name of the kingdom into Bangkahulu kingdom. Just like his father, Anak Dalam lead the kingdom wisely and the people love him so much.

One day, a prince of Aceh kingdom came to their land. He brought along with him so many people and present because he wanted to propose Putri Gading Cempaka. He sent some of his soldiers and counselor to the palace to see king Anak Dalam. When they arrived at the palace, the counselor stated their intention to the king. King Anak Dalam told the counselor that they couldn't accept the prince proposal because they had to keep their promise to their father. After that the counselor and the soldiers returned to their ship and report the result to the prince.

The prince was so angry tohear the news from his counselor. He felt that king Anak Dalam and his brother had insulted him with their decision. So, he challenged king Anak Dalam to a war. The big war was inevitable and it last for days with so many casualties. At that moment,

king Anak Dalam and his brothers realized that this may be the right time to carry out their father's second will. So, they decided to bring anything they can and they flee to Bungkuk mountain with some survivors of the war.

When king Anak Dalam and his people flee from the kingdom, the prince from Aceh also returned to his kingdom. This condition left Bangkahulu kingdom to be empty and unguarded. Hearing the news, some noble men from Lebong Balik Bukit came to the kingdom and tried to claim it. But, instead of combining their power to claim the throne, those noble men fight each other over the throne. A couple weeks later, a wise man by the name Maharaja Sakti came to the land and brought all of the noble men into an agreement.

The noble men realized that they cannot be a king so they asked Maharaja Sakti to be their king and claimed Bangkahulu kingdom. Maharaja Sakti agreed to their idea so they held a crowning ceremony at the palace. On the day of the ceremony, a big storm suddenly appeared in the kingdom. They canceled the ceremony and they waited for the storm to be over. But the storm was not getting lighter.

Maharaja Sakti was curious about the storm, it was as if as he was not meant to held the crowning ceremony. So he decided to ask to his shaman about the unusual condition. The shaman told him that if he wanted to be the king of the kingdom, he should wed the descendant of the rightful king. After that, Maharaja Sakti asked the shaman to locate the princess whereabouts. The shaman used his magical power and he found that the princess was in Bungkuk mountain with her brothers.

Maharaja Sakti sent some of his soldiers and his counselor to go to Bungkuk mountain to deliver his message to the princess and her brother. When they arrived at Bungkuk mountain, they went to Putri Gading Cempaka's location right away and they stated their intention to her and her brother. Putri Gading Cempaka and her brothers realized that this was exactly the same as their father told them before he die, so they gladly accept the proposal.

After that, Putri Gading Cempaka and her brothers along with the soldiers which were sent to deliver the message from Maharaja Sakti returned to Bangkahulu kingdom. They held a big wedding

party in the palace and they crowned Maharaja Sakti as the new king of Bangkahulu kingdom with Putri Gading Cempaka as the queen. Together, they rebuilt the kingdom and moved the palace into a new location at Kuala Sungai Lemau. When the construction process was complete, they changed the name of the kingdom into Sungai Lemau kingdom.

(<https://www.bigbanktheories.com/contoh-narrative-text-panjang-tentang-putri-gading-cempaka/>)

3.6 Kinds of Narrative Text

a. Fable

A fable is a short parable story in which an animal character traditionally speaks and acts like a human to set a moral tone. Here is an example of a parable in the story text:

1. Mousedeer and crocodile
2. The smartest parrot
3. The story of monkey and crocodile

b. Myths

Myths are stories that some people believe, but stories are not true. In ancient culture, it was

said to explain customs, beliefs, or spontaneous occurrences. Here are some examples of myths:

1. Nyi Roro Kidul
2. Gatot Koco
3. Srikandi

c. Legend

Legend is a story of human behavior recognized by both narrators and listeners as part of human history. Legends are usually short, traditional, and historical stories that run in conversational mode. Some people define legends as fairy tales. Here is an example of a narrative text legend:

1. Malin Kundang
2. Roro Jonggrang
3. The legend of Tangkuban Perahu

d. Fairy tales

The story tells a lot of magic. Fairies usually feature fairies, goblins, elves, trolls, dwarves, giants, gnomes, and usually folk characters such as magic and witchcraft. Here are some examples of fairy tales in the story text:

1. Cinderella
2. Snow white
3. Beauty and the beast

e. Science fiction story

Science fiction is fiction based on the extrapolation of imaginary scientific developments or social trends. Science fiction, as we know it, is a class of prose stories dealing with situations that are unlikely to happen in the world. Here are some examples of science fiction:

1. To the Moon from the Earth by Jules Verne
2. Starship Trooper by Robert Heinlein
3. A Space Odyssey by Arthur C. Clarke

f. Novels

The novel is a fictional prose tale of widespread length and complexity, managing the human experience imaginatively, normally thru a sequence of occasions regarding a collection of human beings in a specific placing. Here are a few examples of the novel:

1. Harry Potter
2. The Line of Beauty

4. Text

4.1 Definition of the text

The ability to use a language is revealed through the creation of text. The text of this study not only reads the texts we normally use when learning a language but also has a broader meaning. Words are constructed to convey meaning and part of the text is created (Alvermann, 1981).

The ability to use the language is revealed through the creation of text. The text of this study not only reads the texts we normally use when learning a language but also has a broader meaning. Words are grouped to convey their meaning and some text is created (Kokotsaki et al., 2016).

From the above explanation, the researchers conclude that the text consists of memos and is meaningful.

4.2 Types of text

There are two types of text, they are:

1. Literary texts

Literary texts encompass Aboriginal dream tales, movie scripts, fairy tales, novels, lyrics, pantomimes, and operas. they may be designed to

attract our imagination and emotions. Literary texts should make us snicker and cry, appear again in our lives, and appearance goes back to our faith. This magnificence has three essential text types: tale, poetry, and drama.

2. Factual text

The factual text consists of marketing, indicates, discussions, affairs programs, discussions, websites, recipes, reviews, and guides. They purpose to offer information and ideas to show, carry and persuade readers and audiences. The maximum vital text sorts in this class are retelling, factors, discussions, replies, reporting, methods, and expressions.

4.3 The genre of the text

The genre is a text type or a type of text. Genre is a text grouping term that describes how a sentence typically corresponds to a recurring scenario in the use of a language. There are different styles of genres/text kinds. it's miles primarily based on the genre of the story and the genre of the facts. based totally on the style of the story, those are narratives, new stories, exam plums, anecdotes, counts, and spoofed texts. based totally on the style of statistics, these are

procedures, factors, reports, presentations, discussions, explanations, opinions, news articles, and commentary.

B. Previous Research

The researcher has some relevant previous research related to this research; these are:

1. The study entitled " The Effect of Pre-reading Activities on the Reading Comprehension Performance of Islami High School Students " was written by (Azizifar et al., 2015), and Experimental Design at Islamic Azad University. There are two research objectives: Assessment of learners' reading comprehension before and after conducting forms of look-in advance activities, guessing of reading comprehension content material using asking look-in advance questions, and vocabulary definition of the two reading activities. A pattern of this looks at becoming 60 10th-grade students from Omol Habibeh high faculty in Islam, Iran. The outcomes of this study showed that the post-test inside the experimental group (G1) becomes higher than in the control group (G2). which means reading comprehens affectn effect on reading comprehension. This means that reading comprehension sports activities affect reading comprehension. this can be seen from the

consequences of the average post-test. 2.03 is for G1 and 1.16 is for G21. This observation affords proof that reading aloud activities make a high-quality contribution to students' reading comprehension. It can be used as a motivation to engage in analyzing activities. They inspire you to observe the content material from the pics, examine the vocabulary earlier than reading and examine the questions aloud. The similarity of this takes a look at is that researchers have a look at students' reading comprehension. The distinction in this study lies in the approach of teaching and getting to know the system. While there is a difference between the research conducted by Azizifar et al., (2015) and the research conducted by the researcher namely, in the research conducted by the researcher, using the GIST Strategy for students' reading comprehension, while in the study by the Azizifar (2015) using pre-reading activities.

2. The research entitled "The Effect of Using GIST (Generating Interaction between Schemata and Text) and Students' Reading Interest toward Students' Reading Comprehension at Fifth Semester STKIP YPM BANGKO" written by (RIANI. N, YASIN.A, 2014) State University of Padang. This study was carried out by the design of experiments. The subjects

of the survey were STKIP YPM BANGKO students in the fifth semester. The purpose of this study was to demonstrate the benefits of leveraging GIST and students' interest in reading comprehension. The population of this study consisted of 92 students. Researchers used cluster random sampling. A total of 62 students as a random sample. The consequences of this survey confirmed that students taught the use of the GIST approach had better reading comprehension than students taught the use of the query strategy. when the researcher calculated the consequences, the researcher got 2.87 and t-table 1.645. Then, high-interest students taught with the aid of the GIST method have better-analyzing comprehension than high-interest students taught by way of the question strategy, and much less-fascinated students taught with the aid of the GIST strategy are taught through the query method. It has better reading comprehension than a lot much less involved students. This looks at shows that the GIST approach actively contributes to students' interest in studying. it may be used as a reference for teachers to apply this powerful method in the lecture room. The similarity of this examination is that researchers use the GIST method to check students' analyzing comprehension.

The distinction in this examination is the interest in their research device and the equivalent students (high and low interest) taught consistent with GIST and questioning strategies. despite the reality that this study centered most effectively on coaching narrative texts with the usage of the GIST technique. The difference between the research conducted by Riani (2014) and the research conducted by the researcher namely, in this study the researcher applied the GIST Strategy for Junior High School, while in the research by Riani (2014) was applied to college students.

3. Thesis entitled “teaching reading Narrative text thru PQ4R (Preview, question, read, reflect, Recite and review) method” using (Andnyani, 2011). Tarbiyah faculty of the Walisongo country Islamic University of Semarang. This research was performed by experimental design. This research aims to find out the effectiveness of the PQ4R strategy to improve students` analyzing comprehension of the narrative text in the ninth grade of SMP Ma`arif NU 02 Jatinegara. Researchers used non-opportunity sampling. Researchers have diagnosed 46 college students with a random pattern. Researchers used statistical analysis to calculate the information. The effects of this look showed that the results of the experimental elegance publish-check were better than

those of the manipulated organization. which means the PQ4R approach is effective in teaching story texts. this could be seen from the consequences of the average post-test. The experimental organization rating became 74.78 and the manipulated class score was 65.43. This observation indicates that PQ4R's method actively contributes to students' capacity to apprehend how to study story texts. it could be used as a creative studying approach inside the classroom. The similarity of this examination is the subject of this study, which focuses on Junior High School but the differences in the research conducted by the researcher namely, in the research conducted by the researcher, using the GIST Strategy for students' reading comprehension, while in the study by Andnyani (2011) using PQ4R (Preview, question, read, reflect, Recite and review) method.

C. Conceptual Framework

This research is motivated by the problem of reading comprehension in the ninth grade at SMPN 7 Bengkulu. Based on a preliminary study in the field, many problems were found in the implementation of the language learning process, especially in reading comprehension, most of the students are still not able understand and content of a reading text, especially in summarizing or retelling of a text of the reading material. The cause of this problem is

weak application of students understanding of a reading test and the learning process of reading comprehension carried out still use less innovative learning methods. According to (Dagostino et al., 2014), DART is activity which get students to interact with texts. The purpose is to improve the students' reading comprehension and to make them to be critical readers; it can be done by individual or groups. To overcome these problems, in this research, the researcher uses a GIST strategy. According to (Munawir et al., 2022) this condition is in line with Vygotsky's theory of scaffolding, namely the term providing assistance to students during the early stages of learning, then reducing the assistance and providing an opportunity to take on greater responsibility after he can do it.

According to Muhid et al, (2020) GIST is an acronym for Generating Interactions Between Schema and Text. This is a summary approach. Effective summarization leads to a progressive improvement in student knowledge. In summary, students need to be aware of the key ideas in text content and determine the points without skipping the points of the idea. The purpose of the GIST method is to get students to discard nonsensical and irrelevant information. Focus on the symptoms they recognize and consider to help students learn organized writing. This is reinforced by the previous

research conducted by Riani. N, Yasin.A (2015), whose result are the students taught with the aid of the GIST method have better-analyzing comprehension than high-interest students taught by way of the question strategy, and much less-fascinated students taught with the aid of the GIST strategy are taught through the query method. It has better reading comprehension than a lot much less involved students. This looks at shows that the GIST approach actively contributes to students' interest in studying. It may be used as a reference for teachers to apply this powerful method in the lecture room.



X= Gist Strategy

Y= Students' Reading Comprehension

Improving The Students' Reading Comprehension

It can be predicted that the Gist strategy (Generating Interaction between Schemata and Text) can be used in teaching reading comprehension and it can improve the students' reading comprehension.

D. Hypothesis

To answer the research questions, the following hypotheses of the null hypothesis (H0) and alternative hypothesis (H1) are proposed. If the null hypothesis (H0) is rejected, the alternative

(H1) is accepted. Conversely, if the null hypothesis is accepted, the alternative is rejected.

The hypothesis is:

H1 = The usage of the GIST strategy in teaching has significant effect toward students reading comprehension achievement.

H0 = The usage of the GIST strategy in teaching has no significant effect toward students reading comprehension achievement.

CHAPTER III

RESEARCH METHOD

This chapter will explain the research design, Research Setting, technique for collecting data, research instrument, the technique of data analysis, and validity and reliability.

A. Research Design

The design of this study is quasi-experimental. This study uses two variables, an independent variable, and a dependent variable. Reasoning strategies have become an independent variable that affects the reading comprehension of dependent students.

Based on the research questions, the researcher wants to know students' scores as the results by using a pre-experimental design through pre and post-test, observes how the implementation of GIST strategy in teaching reading comprehension on explanation text during their learning activities by using observation, and wants to know the responses of the students after using GIST strategy by using interview. A pre-experimental design is an experiment that may be carried out in an intact or existing class which conducts pre and post-test in a one-class (Milarisa et al., 2019).

Besides, a pre-experimental design is a design that conducts the research on one single group and uses treatment to assume that there is a cause change (Klang et al., 2022).

The researcher applied SPSS Version 20 using a t-test to analyze the data to know whether there was an improvement or not in the students' reading comprehension and the different scores from pre-test and post-test after using the GIST strategy. SPSS is a statistical analysis tool and data management which has a very informative data processing capability.

This design uses two classes, an experimental and a control class. The experimental class will be a class that uses the GIST strategy as a treatment for student reading comprehension. On the other hand, control classes are classes that use traditional methods to handle student reading comprehension. In addition, this design runs pretest and posttest on both classes. The preliminary examination will be done before treatment. In the meantime, post-processing is done after processing.

The following chart is the design of this research:

Experimental class:

Control class :

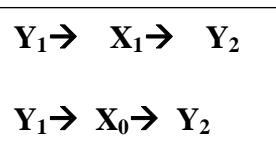
Where:

Y_1 = pre-test

Y_2 =post-test

X_1 = treatment with GIST strategy

X_0 = treatment with direct instruction



B. Research Setting

1. Setting

A population consists of all members of a well-defined class of people, events, or objects. The population of this study is the ninth grade of SMP Negeri 7 Bengkulu in the 2021/202 grade. The ninth grade of SMP Negeri 7 Bengkulu consists of 8 classes with 30 students in each class.

2. Population & Sampel

The researcher used purposive sampling in selecting two classes from the population to become the experimental and control class. The researcher used purposive sampling because this sampling method was one of the most effective and time-effective sampling methods available. This research took two classes to sample. The first class was IX.A.1 which had 25 students as a control class, and the second class was IX.B.2 which had 25 students as an experimental class. Total of the sample was 50 students. The Control class had taught by using group investigation and an experimental class had taught by using the test conducted in a multiple-choice format. The classes have the same level of English proficiency.

Table 3.1 Sample of the research

Population	Sample	
	Male	Female
255	121	134
Total Sample	25 students	

The researcher take a sample of ninth grade as an experimental class of 25 students and a control class of 25 students of SMP Negeri 7 Bengkulu in grade 2021/2022.

C. Technique of Collecting Data

Testing is the process of measuring a student's ability and knowledge of specific resources, skills, intellect, and talents that may belong to an individual or group. According to (Shamsudin et al., 2019), the test is a series of stimuli presented to an individual to elicit a response to which a numerical score can be assigned. Tests can be created primarily as a means of enhancing learning and motivating students, or as a primary means of assessing a student's language performance.

1. Administering Pre-test

As a step before using reasoning strategies in conducting research, researchers conducted pre-tests in experimental and control groups to determine a student's reading comprehension. Given at the beginning of the

lesson. In this study, the test is conducted in a multiple-choice format. Pre-testing is important for obtaining data on a student's abilities before receiving treatment.

This stage is treated by the researcher as a teacher in performing the treatment. The researchers in this study divide the classes into two classes, an experimental class, and a control class, so the two classes are treated differently. The treatment used in the experimental class is the use of the GIST strategy. On the other hand, the process used in the control class is the process that is the use of a direct statement strategy. Treatment will be performed in six sessions, similar to (Syaveny, 2017) study.

2. Administering Post-test

In a step after using reasoning strategies in conducting the study, the investigator will perform post-tests on the experimental and control groups to determine the student's reading comprehension after treatment. Finally, there is research. In this study, the test is conducted in a multiple-choice format. Post-testing is important for obtaining data and assessing students after receiving treatment. In addition, both control and experimental class research activity plans can be viewed as follow:

Table 3.2 Research Activity Planning

Meeting	Activity		Time Allocation
	Experimental Class	Control Class	
1	Administering Pre-Test	Administering Pre-Test	40 minutes
2	Introducing of GIST (generating interaction between schemata and text)	Introducing of GIST (generating interaction between schemata and text)	40 minutes
3	Implementing reading comprehension with narrative text using the GIST strategy	Implementing reading comprehension with narrative text using conventional strategy	40 minutes
4	Giving the students some text to be discussed together with the teacher by implementing the GIST strategy	Giving the students some text to be discussed together with the teacher	40 minutes
5	Giving quizzes to the students to answer some questions in the reading text	Giving the task to the students to answer some questions in the reading text	40 minutes
6	Administering Post-Test	Administering Post-Test	40 minutes

D. Research Instrument

This device has an important function in this research. Equipment is one of the essential steps in conducting this research. (Dagostino et al., 2014)states that a measuring instrument is a tool or device used by researchers. Therefore, researchers need to select multiple devices during the data acquisition process. This device is a tool for collecting the data needed for research. The tool for this study is a reading test aimed at measuring a student's reading comprehension.

The Reading Comprehension Test is a test that measures a student's reading comprehension for a particular material. This test also aims to improve students' reading comprehension before and after treatment. There are pre-test and post-test. Since the final junior high school test, researchers have always used the multiple-choice format (ABCD option) in the form of multiple-choice questions that include 20 items from the pre-test (experimental and control questions). 20 post-test questions (experimental and control questions). The device first tries to find the validity and reliability of the test question. The pre-test and post-test difficulties are the same because the researchers create the leading questions for the pre-test and the post-test at the same level.

Table 3.3 Instrument Reading

No	Aspects	Scores				
		4	3	2	1	0
1	Can respond to graphic symbols, such as punctuation, capitalization, italics					
2	Can identify language elements in reading text, such as word structure, sentence word link in a sentence, sentence link, and paragraph					
3	Can identify the meaning of words and sentences according to their context					
4	Can identify main ideas, supporting ideas, and detailed information					
5	Can draw conclusions and inferences from reading texts					

Source: Adapted from Musdalifah (2017)

Description:

4 = very fast and accurate

3= fast and accurate

2= quite fast and accurate

1= less fast and accurate

0= cannot identify

E. Technique of Data Analysis

The data from this study analyze used SPSS v.20. Calculate the results of the pre-test and post-test. The procedure for the data analysis technique is as follows:

1. Normality test

The normality test is used to determine if the data is normally distributed. The value $\alpha = 0.05$ is used as the standard to know if the data are normally distributed. The hypothesis for testing normality is:

H₀: Data is normally distributed

H₁: Data is not normally distributed

If $p\text{-value} > \alpha = 0.05$, the data is considered to be normally distributed.

2. Homogeneity test

A homogeneity test used the homogeneity of variance of the data. To know whether the data is homogenous or not, the following steps can be considered:

a. Formulate the hypothesis

From the topic of the research, the hypothesis is formulated as follows:

H₀: The variances before having treatment are equal

H₁: The variances before having treatment are not equal

b. H₀ is accepted or rejected, $\alpha = 0.05$ is use.

The variances are considered homogenous when the $p\text{-value} > \alpha = 0.05$

3. Hypothesis Testing

It consists of four steps:

- a. The research hypothesis is tested
- b. T-Count is calculated
- c. T-table is consulted (2 tailed test $\alpha=0,05$)
For formula A= $df= n_1+n_2-2$; for formula B, n_1 o n_2 is whichever is smaller
- d. T-count is compared with the t-table.
There are two possibilities:
There are two possibilities:
 1. If $t_{count} \geq t_{table}$; (sig. $p \leq 0,05$) H_1 will be accepted and H_0 will be rejected
 2. If $t_{count} < t_{table}$; (sig. $p > 0,05$) H_0 will be accepted and H_1 will be rejected

F. Validity and Reliability

1. Validity

Validity refers to the degree to which the instrument measures what it claims to measure (Kokotsaki et al., 2016). This means that the test is useful when measuring what you are measuring. The criterion for validation using SPSS is that the question element in the question text is valid if the significance is less than 0.05. Researchers have only addressed valid questions that can be used as a means of this study. Invalid questions will be removed from the device.

2. Reliability Test

Reliability is a measurement that repeatedly gives the same (or nearly the same) results. To determine the reliability of the equipment used in this study, researchers try them before and after testing before deploying them. The test will be randomly conducted on 60 ninth-grade students of SMP Negeri7 Bengkulu. After receiving the data, researchers use SPSS 20.0 to analyze the data. The following table shows the category reliability tests.

Table 3.3 The Criteria of Reliability

The Reliability Value	The Criteria
0,80 – 1,00	Very high reliability
0,60 – 0,80	High reliability
0,40 – 0,60	Medium reliability
0,20 – 0,40	Reliable
0,00 – 0,20	Unreliable

(Source by Sugiyono, 2010)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Descriptions of Research Findings

Findings of this research described that there was difference result between the students who were teach using GIST strategy and the students who were not teach using GIST Strategy in teaching reading comprehension on narrative text in ninth grade 2021/2022 SMP Negeri 7 Bengkulu. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes. The subject of this research was divided into two classes. They were IX.B.2 as experiment class, and IX.A.1 as control class.

a. The Score of Pre-test and Post-test of Experimental Class

In this research, the researcher used class IX.B.2 in ninth grade 2021/2022 SMP Negeri 7 Bengkulu as the experimental class. In class IX.B.2, it consists 25 students who learned English language and taught by using GIST strategy. Hence, here is the result of the tests score of experimental class presented in Table 4.1.

Table 4.1 Experimental Class Score Data

NO	Participants	Pre-test	Post-test	Gained Score
1	Student 1	75	85	10
2	Student 2	95	100	5
3	Student 3	65	85	20
4	Student 4	65	80	15
5	Student 5	65	75	10
6	Student 6	55	65	10
7	Student 7	65	75	10
8	Student 8	65	75	10
9	Student 9	65	80	15
10	Student 10	60	75	15
11	Student 11	55	65	10
12	Student 12	65	85	20
13	Student 13	75	85	10
14	Student 14	75	85	10
15	Student 15	75	85	10
16	Student 16	55	65	10
17	Student 17	75	85	10
18	Student 18	75	80	5
19	Student 19	65	75	10
20	Student 20	60	85	25
21	Student 21	60	80	20
22	Student 22	75	85	10
23	Student 23	75	80	5
24	Student 24	85	95	10
25	Student 25	60	75	15
	SUM	1635	2005	370
	AVERAGE SCORE	65.5	80.2	14.8
	MINIMUM SCORE	55	65	
	MAXIMUM SCORE	95	100	

According to the data in Table 4.1 above, it showed the pre-test and post-test of the 25 students from class IX.B.2 in ninth grade 2021/2022 SMP Negeri 7 Bengkulu as the experimental class. The sum of the pre-test score is 1635 with the average score of the pre-test is 65.5. However, from the experimental class, the lowest scored gained of speaking pre-test is 55 while the highest scored gained is 95.

b. The Score of Pre-test and Post-test of Controlled Class

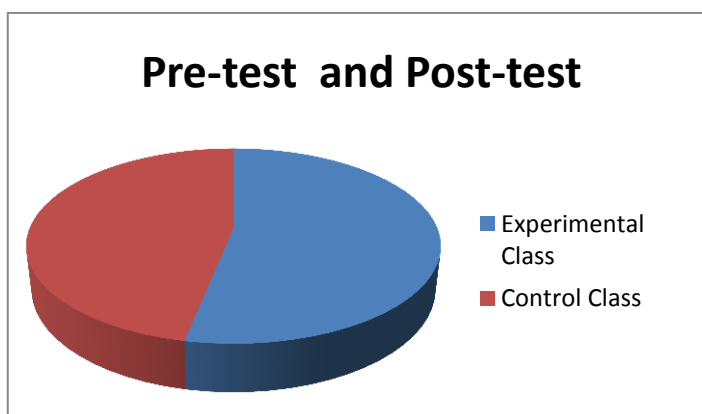
In this research, the researcher is used class IX.A.1 ninth grade 2021/2022 SMP Negeri 7 Bengkulu as a controlled class. Similar with the experimental class, this class was had to do the similar pre-test as the experimental class. The result of pre-test and post-test of controlled class are shown in Table 4.2.

Table 4.2 Controlled Class Score Data

NO	Participants code	Pre-test	Post-test	Gained Score
1	Student 1	80	80	0
2	Student 2	60	60	0
3	Student 3	90	95	5
4	Student 4	60	65	5
5	Student 5	75	80	5
6	Student 6	80	85	5
7	Student 7	60	70	10
8	Student 8	75	75	0
9	Student 9	80	80	0
10	Student 10	60	60	0
11	Student 11	60	65	5
12	Student 12	65	70	5
13	Student 13	60	60	0
14	Student 14	75	75	0
15	Student 15	55	60	5
16	Student 16	75	65	-10
17	Student 17	75	80	5
18	Student 18	75	75	0
19	Student 19	65	65	0
20	Student 20	55	60	5
21	Student 21	85	85	0
22	Student 22	75	80	5
23	Student 23	75	60	-10
24	Student 24	75	80	5
25	Student 25	75	75	0
	SUM	1693	1805	112
	AVERAGE SCORE	57.72	72.2	4.48
	MINIMUM SCORE	55	60	
	MAXIMUM SCORE	90	95	

In conclusion, based on the table above, it can be present that in the experimental class, the students' pre-test score was 65.5 while for the students' post-test score was 80.2. In addition, in controlled class, the students' pre-test score was 57.72 while the students' post-test score was 72.2. It showed that there was an effect of using GIST strategy in teaching students' reading comprehensions on narrative text. Further, in order to see the differences of the score of pre-test and post-test from both classes, the researcher presented the diagram below based on the of pre-test and post-test from experimental class and controlled class. From the diagram, it was clearly that experimental class got higher score than controlled class in the post-test.

Figure 4.1 The Diagram of Pre-Test and Post-Test from Experimental Class and Controlled Class



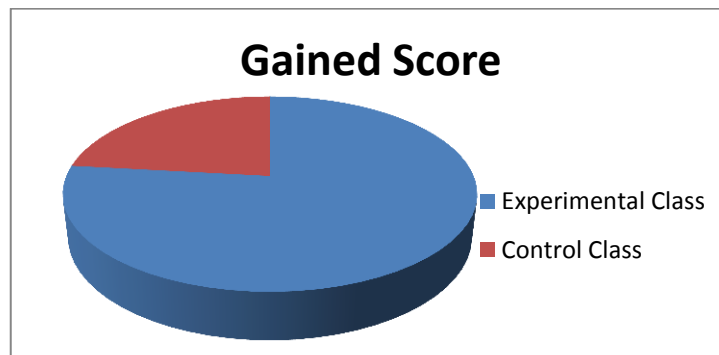
To make it esier to understand, in addition to diagram, the researcher also presents these comparisons in tabular form.

Table 4.3 comparison of the total scores

	Pre-Test	Post-Test
Experimet Class	65.5	80.2
Controlled Class	57.72	72.2

In addition, it was also presented the diagram of gained score from both classes. It showed that the experimental class gained the higher score than the controlled class.

Figure 4.2 The Diagram of Gained Score of Experimental Class and Controlled Class



B. Preliminary Data Analysis

In this study, the researcher conducted preliminary analysis before analyzing t-test data value. The preliminary data analysis consisted of homogeneity and normality test.

Both two tests have function to see whether the data was distributed normally and also the data was homogeneous or not. In order to find out the normality of the data and homogeneity of the data, the researcher used IBM SPSS Statistics 20. The result of preliminary analysis can be seen as follows:

a. Normality of the Test

Normality of the test is one of the requirements to measure the data of the study. In this study, the researcher implemented Kolmogorov-Smirnov methods in order to test the normality of the data and in order to know if the data were distributed normally.

Table 4.3 Normality of the Pre-Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Significance	Statistic	df	Significance
Experiment Class	.139	25	.084	.960	25	.229
Control Class	.146	25	.056	.952	25	.135

a. Lilliefors Significance Correction

Based on the Table 4.3 above, the normality test that used above is *Kolmogorov-Smirnov*. In addition, according to the significance level of 0.05, it can be presented that the significance value (Sig.) of the

normality test of the pre- test in experimental class was 0.084 while the normality test of pre-test in control class was 0.056. However, the data can be said distributed normally if the significance value is higher than significance α (significance level). Based on the Table 4.3, the data showed that $p \geq \alpha$ ($0.084 \geq 0.05$) and ($0.056 \geq 0.05$) means that in this study, the pre-test data was distributed normally and also all of the items of pre-test are suitable and able to be done by the IX grade students.

Table 4.4 Normality of Post-Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sign.	Statistic	Df	Sign.
Experiment Class	.138	25	.087	.945	25	.077
Control Class	.142	25	.073	.942	25	.066

a. Lilliefors Significance Correction

Moreover, according to the Table 4.4 above, the normality test that used above is *Kolmogorov-Smirnov* with the significance level is 0.05. According to the table above,

it can be seen that the significance value (Sig.) of the normality test of the post-test in experimental class was 0.087 while the normality test of post-test in control class was 0.073. In addition, the data can be said normally distributed if the significance value is higher than significance α (significance level). So, based on the Table 4.4, the data showed that $p \geq \alpha$ ($0.087 \geq 0.05$) and ($0.073 \geq 0.05$) which means that in this study, the post-test data was distributed normally because the significance value from both post-test from experimental class and control class were higher than significance level which was 0.05.

b. Homogeneity of the Test

After doing normality test in order to know the data was normally distributed or not, the researcher did the homogeneity of the test. The purpose of doing homogeneity of the test was to test the similarity of the sample from experimental class and control class. The researcher used Levine statistic test in IBM SPSS Statistic 20 to calculate the homogeneity of the test. The results of the homogeneity of the test are presented as follows:

Table 4.5 Homogeneity test of Pre-Test

Levene Statistic	df1	df2	Sig.
.167	1	68	.684

Based on the data in Table 4.5, it showed that the significance value (Sig.) of pre-test between the experimental class and the control class was 0.684. Therefore, the data can be said homogeneous if the significance value is higher than significance α (significance level) which was 0.05. So, it can be concluded that the data of the pre-test of experimental class and control class was homogeneous because it was higher than significance α ($0.684 > 0.05$) and also the students from both experimental class and control class have similar traits to done the pre-test.

Table 4.6 Homogeneity test of Post-Test

Levene Statistic	df1	df2	Sig.
1.089	1	68	.300

Based on the data in Table 4.6, it presented that the significance (Sig.) of post-test between the experimental class and control class was 0.300. However, the data can be said homogeneous if the significance value is higher than significance α (Significance level). So, it can be said that the data of post-test of experimental and control class was homogeneous because it was higher than significance α which was 0.05 ($0.300 > 0.05$). In addition, the data showed that the students from both experimental class and control class have similar characteristics to done the post-test.

c. Hypothesis Testing

After doing some procedures in Preliminary Data Analysis which was doing normality test and homogeneity test and the data were proved distributed normally and homogeneous (the sample from experimental and control class have similar characteristic), the next step of calculation was to test the hypothesis. In order to test the hypothesis, the researcher calculated the data by using t-test. The purpose of using t-test was to check whether there is significance different between the students' Reading Comprehension on narrative text in experimental class and control class.

So, in order to test the hypothesis of this study, the researcher using SPSS 20, and conducted by using the formulation of both experimental class and control class mean scores. Then, in this study, the researcher also determined the significance value or alpha (α) to use it in the formulation. The researcher determined to use significance value which is 5% or 0.05.

Table 4.7 The Result of t-test Calculation

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	Experimental Class	25	80.2	9.522	1.610
	Control Class	25	72.2	8.237	1.392

Based on the Table 4.7 above, it was presented that the result of the post-test from both experimental class and control class. When looking at the Table 4.7, each class had similar amount of students which is 25 students and symbolized with N. In addition, the column of Mean showed that the average score of post- test scores from both experimental class and control class. According to the Table 4.7, the mean score of experimental class was 80.2 while the mean score of control class was 72.2. So, it can be said that the experimental class has higher average score rather than control class.

Table 4.8 The Result of Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results of try out by students'	Equal variances assumed	1.089	.300	2.041	68	.045	4.343	2.128	.096	8.590
	Equal variances not assumed			2.041	66.618	.045	4.343	2.128	.095	8.591

According to the Table 4.8 above, it is presented the result of t-test analysis of post-test score from both

experimental class and control class. Based on the data in Table 4.8, the researcher used the equal variances assumed that was on the table in order to read the result and also refers to significance value of sig $\alpha = 0.05$ (5%). According to the Table 4.8, the result of independent sample t-test in p-value or sig. (2-tailed) was 0.045.

So, it can be concluded that based on the result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The reason alternative hypothesis was accepted because the p- value (0.045) was lower than sig. $\alpha = 0.05$ (5%). So, it means that there was a significance increase after applying GIST strategy on teaching students' Reading comprehension on Narrative text.

C. Discussions

The discussion of the research results is carried out in order to provide an explanation and description of the results of this research. The discussion contains a research of findings related to research so that it can be seen to determine whether there is a significant effect of teaching students' reading comprehension on Narrative text using GIST strategy. Previously, the teach reading started by using GIST strategy in the experimental class while in the control class without using strategies and auxiliary media. The measurement of students' initial abilities called the

pretest was carried out in 4 meetings both in the Experiment class and in the control class. Then given treatment in the Experiment class, the treatment was given 4 times. After being given treatment, students measure the final ability called post-test in 4 meetings. The researchers provided treatment instructions using GIST strategy in teaching students' reading comprehension on narrative text.

In this research, students who were taught using GIST strategy in teaching students' reading comprehension on narrative text had an average pre-test and post-test score after being given treatment which showed a significant increase. This can be seen from the average value of the pre-test in the Experiment class is 65.5 and the average value of the post-test is 80.2. In the control class the mean value of the pretest was 57.72 and the posttest was 72.2. This shows that the experimental class has increased. Based on the explanation above, it can be concluded that teaching students' reading comprehension on narrative text has a significant effect on students' reading comprehension.

Based on a comparison with previous research, this study has the same theme, as research conducted by Ali Jamalinesari (2015) which focuses on reading skills. this study also uses an experimental class, which distinguishes the research by ali jamalinesari (2015) from the research conducted by the current researcher is, in the research

carried out the study used the GIST strategy while in previous studies it did not use the GIST strategy. then the previous research conducted by Novi Riani, et al (2014). In this study, both use the GIST Strategy, while the research findings can also be interpreted as the benefits of the GIST Strategy to create more effective learning, which encourages better learning opportunities for students to improve performance. and the results improved their scores on the post-reading test. Although there is only a slight difference in the average score between the Experiment class and the control class, learning using the GIST strategy for students' reading skills has an effective end result. Then the research conducted by Anizul Fatuni'mah (2015) on teaching reading narrative text thru PQ4R (Preview, Question, read, reflect, recite and review) method. in this study also used the experimental class. What distinguishes this previous research from the research conducted by the researcher is that this previous study did not use the GIST strategy but did not rule out the possibility that in this study it was found that PQ4R learning was also effective in increasing students' interest in learning.

In teaching and learning English at senior high school, the teacher may consider the use of GIST strategy in teaching reading comprehension on narrative text. Because it can make students become more active to deliver the

main idea based on the own words, and can make students not bored. The students can enjoy the reading process. By using GIST strategy not only can make students pay attention to the material but also they can identify some grammatical structures in interesting and different way. The students also will be easy open their minds in understanding the material

From the results of this research, it can be concluded that the reading comprehension of students in the experimental class who were taught using GIST strategy, experienced a significant increase. The instructions reversed managed to reveal the difference. This study also proves that GIST strategy on narrative text at the ninth grade of SMP Negeri 7 Bengkulu in the Academic Year of 2021/2022, especially in reading comprehension. In Reading skill during teaching more effectively and efficiently, with this model students are more interested in the lesson. The researcher concludes that there is an effect on the reading comprehension who teaches using GIST strategy. This indicates that the research question has been answered. Evidenced by the students scores in table 4.1 in the experimental class data session that, students' reading comprehension score of post-test of experimental class there was an increase in that there was one student who managed to answer all the questions correctly. In the experimental

class also got the highest difference score of 25. Then, it indicates that after implementing using GIST Strategy in the teaching students' reading comprehension on narrative text at the experimental class, the using of GIST strategy is affects in students' reading comprehension on narrative text. While in the control class (see table 4.2), there was also an increase in score but it did not dominate, some even previously scored 75 in the pre-test and then changed to 65 in the post-test. This proves that in the class control students still have a lot of difficulty in understanding the reading text, causing them to be lazy to read and carelessly choose answeres without understanding the contents of the texts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings of research conducted at the Ninth Grade of SMP Negeri 7 Bengkulu in Academic Year 2021/2022, the researcher can draw the following conclusions:

1. The average score in experimental class that used GIST strategy is 80.2, while in the control class that only used teaching material derived from printed books without any auxiliary media and strategies is 72.2. Thus, it can be said that the experiment class showed a higher average result than the average score in the control class.
2. GIST strategy in teaching students' reading comprehension on narrative text, indicated by scores they get and from students' responses to three meetings teach activities. It can be concluded that students enjoy the IST strategy.
3. Students become more active and participate in the learning process. Therefore, a GIST strategy can be an alternative teaching strategy for teacher in teaching Reading comprehension, especially on narrative text.

In conclusion, it can be stated that the used GIST strategy in teaching students' reading comprehension on narrative text

is effective, because students also like learning used GIST strategy in the Ninth Grade of SMP Negeri 7 Bengkulu in the academic Year of 2021/2022.

B. Suggestion

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

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

be careful to managing each session of the activity. The teacher should be considered the duration and length of times for reading activity and discussion.

2. Students

For the students are hoped to be more active and creative in enriching their ideas in do a speaking. They have to comprehend the general concept of the main material clearly before do a reading. Thus, they should ask the teacher if there is something misunderstands.

3. Next Researcher

For the next researcher, the result of this research can be used as reference and can be applied this media in the other classroom when teaching English material.

REFERENCES

- Alfiana, Y. N. (2017). Article The Effectiveness of Gist Strategy to Eighth Grade Students ' Reading Comprehension of Smp Prasetia Wiyata Ngasem Kediri In The Academic Year 2016 / 2017. *Faculty Of Teacher Training And Education Surat Pernyataan Artikel SkR. 01(01)*, 0–9.
- Alvermann, D. E. (1981). The Compensatory Effect of Graphic Organizers on Descriptive Text. *The Journal of Educational Research*, 75(1), 44–48.
<https://doi.org/10.1080/00220671.1981.10885354>
- Andnyani, L. D. S. (2011). *The Effect of Generating Interactions Among Schemata, Text, and Beliefs About Language Learning on Reading Comprehension. 18(2)*, 95–114.
<https://doi.org/10.23887/lis.v18i2.16047>
- Ati Ningsih, N. (2018). *Jakarta Post Newspaper to Teach Reading Through Gist (Generating Interaction Between Scemata and Text) Strategy. 222(SoSHEC)*, 127–131.
<https://doi.org/10.2991/soshec-18.2018.28>
- Azizifar, A., Roshani, S., Gowhary, H., & Jamalinesari, A. (2015). The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students. *Procedia - Social and Behavioral Sciences*, 192, 188–194.
<https://doi.org/10.1016/j.sbspro.2015.06.027>
- Boardman, A. G., Buckley, P., Vaughn, S., Roberts, G., Scornavacco, K., & Klingner, J. K. (2016). Relationship

Between Implementation of Collaborative Strategic Reading and Student Outcomes for Adolescents With Disabilities.

Journal of Learning Disabilities, 49(6), 644–657.

<https://doi.org/10.1177/0022219416640784>

Bogan, B. L., King-Mckenzie, E., & Bantwini, B. D. (2012).

Bogan Differentiated Instruction Model. *US-China Education Review A*, 12, 1548–6613.

Dagostino, L., Carifio, J., Bauer, J. D. C., Zhao, Q., & Hashim, N. H. (2014). Assessment of a reading comprehension instrument as it relates to cognitive abilities as defined by Bloom’s Revised Taxonomy. *Current Issues in Education*, 17(1), 1–15.

Duncan, L. G., McGeown, S. P., Griffiths, Y. M., Stothard, S. E., & Dobai, A. (2016). Adolescent reading skill and

engagement with digital and traditional literacies as predictors of reading comprehension. *British Journal of Psychology (London, England : 1953)*, 107(2), 209–238.

<https://doi.org/10.1111/bjop.12134>

Hashemi, A. (2021). The effects of using games on teaching vocabulary in reading comprehension: a case of gifted students. *Journal for the Education of Gifted Young Scientists*, 9(June), 181–191.

<https://doi.org/10.17478/jegys.846480>

Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development of reading comprehension skills among the students of

learning disabilities. *Universal Journal of Educational Research*, 8(11), 5335–5341.

<https://doi.org/10.13189/ujer.2020.081135>

- Klang, N., Åsman, J., Mattsson, M., Nilholm, C., & Folkryd, J. W. (2022). Intervention combining cooperative learning and instruction in reading comprehension strategies in heterogeneous classrooms. *Nordic Journal of Literacy Research*, 8(1), 44. <https://doi.org/10.23865/njlr.v8.2740>
- Klingner, J. K., Vaughn, S., Arguelles, M. E., Tejero Hughes, M., & Ahwee Leftwich, S. (2004). Collaborative Strategic Reading. *Remedial and Special Education*, 25(5), 291–302. <https://doi.org/10.1177/07419325040250050301>
- Kocaarslan, M. (2016). An exploratory study of the relationships between reading comprehension competence, reading attitude and the vividness of mental imagery among Turkish fourth-grade students. *International Electronic Journal of Elementary Education*, 8(4), 675–686.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Durham Research Online Exceptionally. *Language Learning Journal*, 19(3), 267–277.
- Lofgren, A. (2022). Unraveling Contradictions: Which Glosses Facilitate Reading Comprehension Among ELLs, and Why? *Journal of Language Teaching and Research*, 13(1), 1–11. <https://doi.org/10.17507/jltr.1301.01>
- Mete Dogan, H., Sujayev, A., Mammadli, N., Sokmen, M., &

- Kosimov, A. (2022). *International journal of conference series on education and social sciences. (Online)*. 2(2).
- Milarisa, S., Kalimantan, E., Hevinadewi, P., & Kalimantan, E. (2019). *The Effect of Paired Reading Strategy In Reading*. 14–20.
- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The effect of metacognitive strategies implementation on students' reading comprehension achievement. *International Journal of Instruction*, 13(2), 847–862. <https://doi.org/10.29333/iji.2020.13257a>
- Munawir, A., Khair, U., & Putriani, N. (2022). *The Impact of using A Reciprocal Teaching Strategy on Reading Comprehension by Prospective Teachers*. 1(2), 169–175. <https://doi.org/10.51574/ijrer.v1i2.334>
- Octavia, V., & Wilany, E. (2018). the Use of Generating Interaction Between Schemata and Text (Gist) Strategy Towards Students' Reading Comprehension. *Cahaya Pendidikan*, 4(1), 13–22. <https://doi.org/10.33373/chypend.v4i1.1278>
- Purba, R. (2018). Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Language and Literary Studies*, 9(1), 27. <https://doi.org/10.7575/aiac.all.v.9n.1p.27>
- Rahmawati, W. (2020). Teaching Students ' Reading Comrehension By Using Generating Interaction Between

- Schemata and Text (Gist) Strategy. *JELTE : Journal of English Language Teaching and Education*, 1(1).
- Riani, N, Yasin.A, Z. . (2014). Interest Toward Students ' Reading Comprehension At. *Journal English Language Teaching*, 2.
- Ridlo, S., & Hartono, R. (2018). Development of Instruments Reading Ability Short Functional Text for Eight Junior High School. *Journal of Research and Educational Research Evaluation*, 7(1), 78–86.
- Rizal, S. (2017). Developing Esp Reading Comprehension Instructional Materials Through Schema Theory Approach At Pai Study Program of Tarbiyah Faculty of Iain Bengkulu. *UAD TEFL International Conference*, 1, 491.
<https://doi.org/10.12928/utic.v1.205.2017>
- Samad, I. A., Jannah, M., & Fitriani, S. S. (2017). Efl students' strategies dealing with common difficulties in toefl reading comprehension section. *International Journal of Language Education*, 1(1), 29–36.
<https://doi.org/10.26858/ijole.v1i1.2869>
- Sari, H. (2019). *Using Gist (Generating interaction between schemata and text) Strategy to improve Students' Reading Comprehension of Short Functional Texts (Classroom Action Research At Eight Grade Students' of Smpn 5 Kota Bengkulu In Academic Year 2018/2019*. **Skrispsi**. Institut Agama Islam Negeri Bengkulu, Bengkulu

- Shamsudin, H., Hashim, H., & Yunus, M. M. (2019). Integration of Asynchronous and Synchronous Gameplay to Improve Pupils' Vocabulary. *Creative Education*, 10(12), 3101–3106. <https://doi.org/10.4236/ce.2019.1012234>
- Syaveny, N. (2017). Teaching Reading Comprehension By Using Directed Activities Related To Text (Drta) for the Students. *Jurnal KATA*, 1(2), 153. <https://doi.org/10.22216/jk.v1i2.2002>
- Tarchi, C. (2017). Comprehending Expository Texts: The Role of Cognitive and Motivational Factors. *Reading Psychology*, 38(2), 154–181. <https://doi.org/10.1080/02702711.2016.1245229>
- Westhisi, S. M. (2019). Metode Fonik Dalam Pembelajaran Membaca Permulaan Bahasa Inggris Anak Usia Dini. *Jurnal Tunas Siliwangi*, 5(1), 23–37.

A

P

P

E

N

D

I

X

Appendices 1 : RPP Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 07 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/ Ganjil
Materi Pokok : **Teks Naratif**; Memberi dan meminta informasi terkait *fairytale*s
Alokasi Waktu : 4 Minggu x 4 Jam Pelajaran @40 Menit

A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Mengidentifikasi isi cerita teks <i>fairytale</i>s yang didengar atau dibaca• Membacakan dongeng dengan ucapan, dan tekanan kata yang benar• Mengidentifikasi informasi dari isi teks yang sedang dibacakan.• Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan	<ul style="list-style-type: none">• Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang tepat sesuai cerita

unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytales</i>	<ul style="list-style-type: none"> • Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing • Menuliskan dengan tulisan tangan makna cerita terkait <i>fairytales</i>, sangat pendek dan sederhana
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi isi cerita teks *fairytales* yang didengar atau dibaca
- Membacakan dongeng dengan ucapan, dan tekanan kata yang benar
- Mengidentifikasi informasi dari isi teks yang sedang dibacakan.
- Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan
- Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang yang tepat sesuai cerita
- Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing
- Menuliskan dengan tulisan tangan makna cerita terkait *fairytales*, sangat pendek dan sederhana

D. Materi Pembelajaran

- Fungsi sosial
Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur
- Struktur teks
Dapat mencakup:
 - Orientasi
 - Evaluasi
 - Krisis
 - Resolusi
 - Reorientasi
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past tense
 - Frasa adverbial: *a long time ago, once upon a time, in the end, happily ever after*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik

- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas IX, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Teks naratif fairytales

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Teks naratif fairytales dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none">● Lembar kerja materi Teks naratif fairytales● Pemberian contoh-contoh materi Teks naratif fairytales untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Teks naratif fairytales</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait Teks naratif fairytales</p> <p>→ Mendengar</p> <p>Pemberian materi Teks naratif fairytales oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Teks naratif fairytales</i></p>

	<p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/ identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>Teks naratif fairytales</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi Teks naratif fairytales yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Teks naratif fairytales yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Teks naratif fairytales yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi Teks naratif fairytales yang telah disusun dalam daftar pertanyaan kepada guru.</p>

	<p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Teks naratif fairytales → Mengumpulkan informasi Mencatat semua informasi tentang materi Teks naratif fairytales yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Teks naratif fairytales sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <i>Teks naratif fairytales</i> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <i>Teks naratif fairytales</i> → Mengolah informasi dari materi Teks naratif fairytales yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi Teks naratif fairytales

<p>Verification (pembuktian)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>Teks naratif fairytales</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi Teks naratif fairytales berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Teks naratif fairytales</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Teks naratif fairytales dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi Teks naratif fairytales yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>Teks naratif fairytales</i></p>

- Menjawab pertanyaan tentang materi Teks naratif fairytales yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Teks naratif fairytales yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi Teks naratif fairytales yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Teks naratif fairytales berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Teks naratif fairytales yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Teks naratif fairytales yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Teks naratif fairytales
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Teks naratif fairytales kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

2. Pertemuan Ke-2 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**

- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p style="padding-left: 20px;">Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi ● Pemberian contoh-contoh materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

	<p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</p> <p>→ Mendengar</p> <p>Pemberian materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p>

Mengamati dengan seksama materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.

→ **Membaca sumber lain selain buku teks**

Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sedang dipelajari.

→ **Aktivitas**

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sedang dipelajari.

→ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

→ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi

→ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

→ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi sesuai dengan pemahamannya.

→ **Saling tukar informasi** tentang materi :

	<p><i>Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
<p>Data processing (pengolahan Data)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</i></p> <p>→ Mengolah informasi dari materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</p>
<p>Verification (pembuktian)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</i></p>

	<p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi</i> → Menjawab pertanyaan tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang akan selesai dipelajari

→ Menyelesaikan uji kompetensi untuk materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3. Pertemuan Ke-3 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Frasa adverbial: a long time ago, once upon a time

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Frasa adverbial: a long time ago, once upon a time dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none">● Lembar kerja materi Frasa adverbial: a long time ago, once upon a time● Pemberian contoh-contoh materi Frasa adverbial: a long time ago, once upon a time untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p>

	<p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Frasa adverbial: a long time ago, once upon a time</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait Frasa adverbial: a long time ago, once upon a time</p> <p>→ Mendengar</p> <p>Pemberian materi Frasa adverbial: a long time ago, once upon a time oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Frasa adverbial: a long time ago, once upon a time</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>Frasa adverbial: a long time ago, once upon a time</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi Frasa adverbial: a long time ago, once upon a time yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p>

→ **Membaca sumber lain selain buku teks**

Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Frasa adverbial: a long time ago, once upon a time yang sedang dipelajari.

→ **Aktivitas**

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Frasa adverbial: a long time ago, once upon a time yang sedang dipelajari.

→ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi Frasa adverbial: a long time ago, once upon a time yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

→ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Frasa adverbial: a long time ago, once upon a time

→ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi Frasa adverbial: a long time ago, once upon a time yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

→ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Frasa adverbial: a long time ago, once upon a time sesuai dengan pemahamannya.

→ **Saling tukar informasi** tentang materi :

Frasa adverbial: a long time ago, once upon a time

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik

	<p>atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
<p>Data processing (pengolahan Data)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Frasa adverbial: a long time ago, once upon a time</i></p> <p>→ Mengolah informasi dari materi Frasa adverbial: a long time ago, once upon a time yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Frasa adverbial: a long time ago, once upon a time</p>
<p>Verification (pembuktian)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda-beda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Frasa adverbial: a long time ago, once upon a time</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi Frasa adverbial: a long time ago, once upon a time berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media</p>

lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :

Frasa adverbial: a long time ago, once upon a time

→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Frasa adverbial: a long time ago, once upon a time dan ditanggapi oleh kelompok yang mempresentasikan.

→ Bertanya atas presentasi tentang materi Frasa adverbial: a long time ago, once upon a time yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :

Laporan hasil pengamatan secara *tertulis* tentang materi :

Frasa adverbial: a long time ago, once upon a time

→ Menjawab pertanyaan tentang materi Frasa adverbial: a long time ago, once upon a time yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.

→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Frasa adverbial: a long time ago, once upon a time yang akan selesai dipelajari

→ Menyelesaikan uji kompetensi untuk materi Frasa adverbial: a long time ago, once upon a time yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Frasa adverbial: a long time ago, once upon a time berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Frasa adverbial: a long time ago, once upon a time yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Frasa adverbial: a long time ago, once upon a time yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Frasa adverbial: a long time ago, once upon a time
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Frasa adverbial: a long time ago, once upon a time kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

4. Pertemuan Ke-4 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Frasa adverbial: in the end, happily ever after

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p style="color: blue; text-decoration: underline;">KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Frasa adverbial: <i>in the end, happily ever after</i> dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi Frasa adverbial: <i>in the end, happily ever after</i> ● Pemberian contoh-contoh materi Frasa adverbial: <i>in the end, happily ever after</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Frasa adverbial: <i>in the end, happily ever after</i></p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait Frasa adverbial: <i>in the end, happily ever after</i></p> <p>→ Mendengar</p> <p>Pemberian materi Frasa adverbial: <i>in the end, happily ever after</i> oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Frasa adverbial: in the end, happily ever after</i></p>

	<p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/ identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>Frasa adverbial: in the end, happily ever after</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi Frasa adverbial: in the end, happily ever after yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Frasa adverbial: in the end, happily ever after yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Frasa adverbial: in the end, happily ever after yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi Frasa adverbial: in the end, happily ever after yang telah disusun</p>

dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

→ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Frasa adverbial: *in the end, happily ever after*

→ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi Frasa adverbial: *in the end, happily ever after* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

→ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Frasa adverbial: *in the end, happily ever after* sesuai dengan pemahamannya.

→ **Saling tukar informasi** tentang materi :

Frasa adverbial: in the end, happily ever after

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data
processing
(pengolahan
Data)

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

→ **Berdiskusi** tentang data dari Materi :

Frasa adverbial: in the end, happily ever after

<p>Verification (pembuktian)</p>	<p>→ Mengolah informasi dari materi Frasa adverbial: <i>in the end, happily ever after</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Frasa adverbial: <i>in the end, happily ever after</i></p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda-beda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>Frasa adverbial: in the end, happily ever after</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi Frasa adverbial: <i>in the end, happily ever after</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Frasa adverbial: in the end, happily ever after</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi Frasa adverbial: <i>in the end, happily ever after</i> dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi Frasa adverbial: <i>in the end, happily ever after</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p>

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
Frasa adverbial: in the end, happily ever after
- Menjawab pertanyaan tentang materi Frasa adverbial: in the end, happily ever after yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Frasa adverbial: in the end, happily ever after yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi Frasa adverbial: in the end, happily ever after yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Frasa adverbial: in the end, happily ever after berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Frasa adverbial: in the end, happily ever after yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Frasa adverbial: in the end, happily ever after yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Frasa adverbial: in the end, happily ever after
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Frasa adverbial: in the end, happily ever after kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik
75 = Baik
50 = Cukup
25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksanakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan		1	

		tepat			
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	

		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4

		Tulisan tidak rapi tetapi mudah terbaca	4	3	
		Tulisan tidak rapi dan tidak mudah terbaca	3	2	
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan	Hampir semua	2	1

		dan mengganggu makna	salah dan mengganggu makna		
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Appendices 2 : RPP Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) BAHASA INGGRIS

Satuan Pendidikan : SMP Negeri 7 Kota Bengkulu
Kelas / Semester : IX/ genap
Waktu : 3 Minggu x 4 Jam Pelajaran
Materi : Teks Naratif; Memberi dan meminta informasi terkait fairytales

A. Tujuan Pembelajaran: peserta didik diharapkan dapat Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca, Membacakan dongeng dengan ucapan, dan tekanan kata yang benar, Mengidentifikasi informasi dari isi teks yang sedang dibacakan.

B. Peran Orang tua: Mendampingi selama proses pembelajaran

C. Langkah – Langkah Pembelajaran:

1. Stimulation

Peserta didik diberi motivasi atau rangsangan untk memusatkan perhatian pada topic.

2. Problem Statement

Guru memberi kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi.

3. Data Collection

Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan jawaban, bertukar informasi, mempresentasikan tentang Memberi dan meminta informasi terkait materi

4. Data Processing

Peserta didik dalam kelompok berdiskusi mengelola data hasil pengamatan, mengelola informasi berdasarkan materi

5. Data Verivication

Peserta didik berdiskusi hasil pengamatannya dengan data-data atau teori-teori pada buku sumber melalui kegiatan pengelolaan informasi tentang materi.

6. Generalitation

Menyimpulkan poin-poin penting dalam kegiatan pembelajaran berupa laporan hasil, pengamatan tertulis, menjawab pertanyaan, bertanya hal-hal yang belum dipahami, dan menyelesaikan uji kompetensi untuk materi yang terkait.

D. Penilaian:

1. Penilaian Sikap: Observasi / jurnal
2. Penilaian Pengetahuan: Tes tertulis, Penugasan
3. Penilaian Keterampilan: unjuk kerja kegiatan , presentasi

Appendices 3 :**RESEARCH INSTRUMENT (*Pre-test*)
READING COMPREHENSION**

Name :

Class :

Instructions:

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

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

THE MOUSE DEER AND THE CROCODILE

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

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

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

immediately. “Ha..Ha..ha..”. He laughed. “I tricked you!”

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

1. What is the main idea of the first paragraph?
 - a. The mouse deer was a very tricky animal but he had many enemies.
 - b. One of his enemies was a crocodile.
 - c. The crocodile lived in a river near a most fore
 - d. The mouse deer was startled and terrified as well.
 - e. The mouse had an idea.

2. Which one is NOT TRUE based on the text?
 - a. It was a very hot day
 - b. The mouse deer was very thirsty and dirty
 - c. A crocodile saw the mouse deer
 - d. The crocodile could see very well
 - e. The mouse deer was very kind

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

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

LITTLE RABBITS

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

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

4. The story mainly tells about?
 - a. Four little rabbits
 - b. A Rabbits and crocodiles
 - c. Big rabbits
 - d. The food of rabbits
 - e. Peter was very naughty
5. He ate some lettuces, France beans, and radishes. (Paragraph two). The word "he" refers to...

a. Four little rabbits	d. Cotton tail
b. Mr. George	e. Peter
c. Mopsy	
6. Which one of the following sentences is CORRECT...?
 - a. Peter loses one of his shoes while he was running
 - b. The four little rabbits didn't have a mother anymore
 - c. Peter was very pleased and rushed away as fast as he could
 - d. Their mother didn't allow them to play outside
 - e. Mr. George was very frightened and run away into the garden
7. Why didn't mother rabbit remind them not to go to Mr. George's Garden...?
 - a. They were allowed to pay outside
 - b. Peter was naughty
 - c. Their father had an accident there

- d. He lost a pair of shoes and a jacket
8. What is the antonym of “naughty”?
- Evil
 - Bad
 - Arrogant
 - Patient
 - Furious

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

THE LION AND THE MOUSE

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

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

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

9. What is the main idea of paragraph three?
- The little mouse asked for forgiveness
 - The hunters carried the lion alive to the king
 - The lion was tied to a tree by the hunters
 - The little mouse could prove that he could help the lion
 - From the first, the lion believed in what the little mouse said

10. What is the purpose of the text?
 - a. To entertain the readers
 - b. To describe something in general
 - c. To make a prediction
 - d. To tell a particular thing
 - e. To retell past events
11. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honesty begins at home

Read this text and answer the following questions no. 12 –15

BEAUTY AND THE BEAST

Once upon a time, there was a prince. He was good-looking and very rich. He lived in a beautiful castle together with his staff and servants.

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

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

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived at the castle and she

found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay at the castle so that her father could go home.

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

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

- b. Prince
- c. Fairy
- e. A woman

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

CINDERELLA

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

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

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

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

(Source: [http://abidinfaz.blogspot.com/2015/01/soal- Bahasa](http://abidinfaz.blogspot.com/2015/01/soal-Bahasa) accessed on 18th March 2017 at 17.00)

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

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

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

(Source: [http://abidinfaz.blogspot.com/2015/01/soal- Bahasa](http://abidinfaz.blogspot.com/2015/01/soal-Bahasa) accessed on 18th March 2017 at 17.00)

16. What is the main idea of the last paragraph?
 - a. The prince married Cinderella.
 - b. Cinderella was killed by her stepmother
 - c. The prince turned into a horse forever.
 - d. The king gave the kingdom to Cinderella
 - e. Cinderella was betrayed by the king.
17. What was there at the palace one day?

a. A game	c. A birthday party	e. Glass
b. A ball	d. Crown part	
18. Why did the king hold the event at his palace?

a. To celebrate his birthday	d. To entertain his people
b. To celebrate his wedding	e. To show give amusement to his guests.
c. To find his crown prince a wife	
19. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with

- a. Boring
 - b. Honest
 - c. Polite
 - d. Loyal
 - e. Pretty
20. The complications of the text are found in...
- a. Paragraph 1
 - b. Paragraph 2 and 3
 - c. Paragraph 4
 - d. Paragraph 1 and 3
 - e. Paragraph 3 and 4

Appendices 4

RESEARCH INSTRUMENT(*Post-test*)

READING COMPREHENSION

Name :

Class :

Instructions:

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

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

THE SMARTEST ANIMAL

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

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

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

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

So, the next day the tiger asked the man; “Can I see your intelligence?”. But the man answered; “It is at home”. “Can you go and get it?” asked the tiger. “Yes,” said the man; “But I am afraid you will kill

my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plow and hit the tiger. Then he said; "Now you know about my intelligence even though you haven't seen it. (Source://www.soal.narrativetext.com, accessed on 14th March 2017 at 18:47)

1. What is the main idea of the last paragraph?
 - a. Farmer and his buffalo working
 - b. Big animal listening to a small animal
 - c. The farmer shows his intelligence
 - d. The tiger wants to see the farmer's intelligence
 - e. The farmer plows his field
2. Where did the story happen?
 - a. In the Zoo
 - b. In the Forest
 - c. In the Field
 - d. In the Park
 - e. In the River
3. When does the farmer plow his field?
 - a. In the morning and afternoon
 - b. In the morning and evening
 - c. Only in the afternoon
 - d. Only in the morning
 - e. In the midnight
4. "The tiger was surprised to see a big animal **listening** to a small animal" (paragraph 2 line 2). The underlined word means.....
 - a. Hear

- b. Afraid
- c. Obey
- d. Weak
- e. Lazy

Text for questions number 5-8

FOX AND GOAT

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

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

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

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

(Source: kumpulan soal bahasa inggris)

- 5. What is the main idea of the second paragraph?
 - a. How the fox helped the goat
 - b. How the fox got out of the well

- c. The fox's idea of how to get out of the well
 - d. How both the goat and the fox got out
 - e. The goat got out of the well
6. Who are the main participants of the story?
- a. Mouse deer and lion
 - b. Cat and mouse
 - c. A cow
 - d. The goat and the Fox
 - e. A dog
7. The synonym of the word "carefully" in line 12 is.....
- a. Sweet
 - b. Bad
 - c. Angry
 - d. Well
 - e. Hate
8. Why does the goat go to the well?
- a. Because the goat was slept
 - b. Because the goat was thirsty
 - c. Because the goat was hungry
 - d. Because the goat was tired
 - e. Because the goat was sad

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

LITTLE RABBITS

Once upon a time, there were four little rabbits. Their names were Flopsy, Mopsy, Cottontail, and Peter. One morning they were allowed to

play outside. Their mother reminded them not to go to Mr. George's garden because their father had an accident there.

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

(Source: Kumpulan soal bahasa inggris)

9. The story mainly tells about?
 - a. Four little rabbits
 - b. Rabbits and crocodiles
 - c. Big rabbits
 - d. The food of rabbits
 - e. Peter was very naughty

10. He ate some lettuces, France beans, and radishes. (Paragraph two). The word "he" refers to...
 - a. Four little rabbits
 - b. Mr. George
 - c. Mopsy
 - d. Cotton tail
 - e. Peter

11. Which one of the following sentences is CORRECT...?
 - a. Peter lose one of his shoes while he was running
 - b. The four little rabbits didn't have a mother anymore

- c. Peter was very pleased and rushed away as fast as he could
 - d. Their mother didn't allow them to play outside
 - e. Mr. George was very frightened and run away into the garden
12. Why didn't mother rabbit remind them not to go to Mr. George's garden...?
- a. They were allowed to play outside
 - b. Peter was naughty
 - c. Their father had an accident there
 - d. He lost a pair of shoes and jacket
 - e. Peter was sick
13. What is the antonym of "naughty"?
- a. Evil
 - b. Bad
 - c. Arrogant
 - d. Patient
 - e. Furious

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

BEAUTY AND THE BEAST

Once upon a time, there was a prince. He was good-looking and very rich. He lived in a beautiful castle together with his staff and servants.

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

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

After some time, Maurice's daughter, Belle, began to worry about

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

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

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

17. When the beast saw him,... (in the third paragraph). The word "him" refers to.....
- a. Maurice
 - b. Prince
 - c. Fairy
 - d. Belle
 - e. A woman
18. The complications of the text are found in...
- a. Paragraph 1
 - b. Paragraph 2 and 3
 - c. Paragraph 4
 - d. Paragraph 1 and 3
 - e. Paragraph 3 and 4

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

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

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

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

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket, but this one

was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

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

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

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

Appendices 5 :

THE ANSWER KEY FOR PRE-TEST

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

THE ANSWER KEY FOR POST-TEST

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

Appendices 6 :

**STUDENTS' READING SCORE OF EXPERIMENTAL
CLASS**

NO	Participants	Pre-test	Post-test	Gained Score
1	Ahmad Mukhran. Q	75	85	10
2	Alhafiz Wirayuza	95	100	5
3	Al-Walid Fadil. R	65	85	20
4	Andre Agustin	65	80	15
5	Azzahro Hairunnisa	65	75	10
6	Ella Nopiya	55	65	10
7	Elvina Agustin	65	75	10
8	Faizon Viva	65	75	10
9	Gahry Farolah G	65	80	15
10	Gusti Eka Ranzani	60	75	15
11	Hanif M Artasari	55	65	10
12	Intan Halimatussa'diah	65	85	20
13	Laura Fransiska	75	85	10
14	Meylani Putri Utami	75	85	10

15	Muhamad Deki. R	75	85	10
16	Muhammad Abil Irnaman	55	65	10
17	Muhammad Dzaki. K	75	85	10
18	Octa Dea Amelia	75	80	5
19	Rahayu Wulandari	65	75	10
20	Rahma Tri Anjani	60	85	25
21	Rahmat Firmansyah	60	80	20
22	Ramadani Aldo Arizqi	75	85	10
23	Rendi Zulkarnaen	75	80	5
24	Rio Surya Mandala	85	95	10
25	Rivaldo Arya Wijaya	60	75	15

Appendices 7 :

STUDENTS' READING SCORE OF CONTROL CLASS

NO	Participants Code	Pre-test	Post-test	Gained Score
1	Aflahal Mu'minum	80	80	0
2	Al Fahri Fernando	60	60	0
3	Andika Bramanthia	90	95	5
4	Anggy Anggelia	60	65	5
5	Anjas Hidayah. S	75	80	5
6	Chikara Egi Rifaldi	80	85	5
7	Cici Nuraini	60	70	10
8	Decah Pertiwi	75	75	0
9	Deri Andika	80	80	0
10	Desi Fitriani	60	60	0
11	Dhendra Firgho. D	60	65	5
12	Dion Alamsyah	65	70	5
13	Fathiya Hanan Satirah	60	60	0
14	Gilang Rahmat. S	75	75	0
15	Ilham Adriana Putra	55	60	5
16	Keyla Putrialdi	75	65	-10
17	M. Farel Alfasyah	75	80	5
18	M. Gathan Al	75	75	0

19	M. Iqsah Hidayatullah	65	65	0
20	Marsya Dwi Andini	55	60	5
21	Muh. Febriyal Alhadi	85	85	0
22	Muh. Rafi Arrahim	75	80	5
23	Muh. Rifqi Fadhil	75	60	-10
24	Novriko Andika. R	75	80	5
25	Nurul Aulia	75	75	0

Appendices 8 :

DOKUMENTATIONS

1. Pre-test

It looks like the researcher is distributing the Pre-test question sheet.



2. Post-test

It looks like the researcher is distributing the Post-test question sheet



3. Teaching Process with GIST strategy





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 2314 / Un.23/F.II/TL.00/05/2022

31 Mei 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMP Negeri 7 Bengkulu
Di –
Bengkulu

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***“THE EFFECTIVENESS OF USING GIST STRATEGY IN TEACHING STUDENTS’ READING COMPREHENSION ON NARRATIVE TEXT (A Quasi-Experimental Study AT The Ninth Grade Of SMP Negeri 7 Bengkulu In The Academic Year Of 2021/2022)”***.

Nama : Utari Nadia Salsabila
NIM : 1811230091
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMP Negeri 7 Bengkulu
Waktu Penelitian : 2 Juni s/d 15 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.

Dekan,



Mas Mulyadi

SURAT PERMOHONAN

No : -
Lampiran : -
Perihal : Permohonan Penelitian di SMP Negeri 7 Kota Bengkulu.

Kepada Yth. Bapak Haidir, S.Pd
Selaku Kepala Sekolah SMP Negeri 7 Kota Bengkulu
Di Tempat

Dengan Hormat, yang bertanda tangan dibawah ini:

Nama : Utari Nadia Salsabila
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris
Judul : The Effectiveness of Using GIST Strategy in Teaching Students'
Reading Comprehension on Narrative Text (A Quasi-Experimental Study
at the Ninth Grade of SMP Negeri 7 Bengkulu in the Academic Year of
2021/2022.

Dengan surat ini saya memohon izin kepada Bapak Kepala Sekolah, untuk melaksanakan Penelitian di SMP Negeri 7 Kota Bengkulu. Sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Bapak saya ucapkan terima kasih.

Mengetahui
Kepala Sekolah



Pemohon

Utari Nadia Salsabila
NIM. 1811230091



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 7
Jl. Enggano Kecamatan Sungai Seut Kota Bengkulu ☎ (0736) 22611
Akreditasi : A NSS : 201266002007 NPSN :10702498 E-Mail : smp.negeri.07@yahoo.co.id

7

SURAT KETERANGAN SELESAI PENELITIAN

NOMOR : 421.1 / 341 /SMPN7

Kepala Sekolah Menengah Pertama (SMP) Negeri 7 Kota Bengkulu Menerangkan bahwa:

No	Nama	NPM	Prodi	Instansi
1.	Utari Nadia Salsabila	1811230091	Tadris Bahasa Inggris (TBI)	UIN Fatmawati Sukarno Bengkulu

Telah selesai melaksanakan penelitian di SMP Negeri 7 Kota Bengkulu dari tanggal 02 Juni-15 Juli 2022 dengan Judul *"The Effectiveness Of Using Gist Strategy In Teaching Students' Reading Comprehension On Narrative Text (A Quasi-Experimental Study AT The Ninth Grade Of SMP Negeri 7 Bengkulu In The Academic Year Of 2021/2022"*

Demikian surat keterangan ini dibuat untuk digunakan seperlunya.

Bengkulu, 15 Juli 2022

Kepala Sekolah


Haidir, S.Pd
NIP. 19650802 199303 1 004





**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI
BENGKULU**

Jalan Raden Fatah Pagar Dewa
Telepon (0736) 51276-51171-53879
Website: www.iainbenkulur.ac.id

SURAT PENUNJUKAN PEMERIKSAAN

Nomor: 5100 /In.11/F.II/1

Dalam rangka membantu penyelesaian tugas a

TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan

No	Nama-NIP	Jabatan	Mahasiwa/NIM
1	Dr. Syamsul Rizal, M.Pd 196901291999031001	P I	Utari Nadia Salsabila
2	Anita, M.Hum 199008142019032011	P II	1811230091

Untuk membimbing, menuntun, mengarahkan, dan me
penyusunan draf skripsi, penelitian, hingga persiapan sidang
tertera di atas.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 5/00 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd 196901291999031001	P I	Utari Nadia Salsabila	TBI	The Effectiveness of Using GIST(Generating Between Schemata and Text) Strategy to Teach Students' Reading Comprehension on Narrative Text (An Experimental Research at The Eight Grade of SMP Negeri 7 Bengkulu in The Academic Year of 2021/2022
2	Anita, M.Hum 199008142019032011	P II	1811230091		

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 2¹ November 2021



Terbuan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Utari Nadia Salsabila
NIM : 1811230091
Jurusan : Tarbiyah & Tadris
Program Studi : Pendidikan Bahasa Inggris

Pembimbing I : Dr. Syamsul Rizal, M.Pd
Judul Skripsi : The Effectiveness of Using
GIST Strategy in Teaching Students' Reading
Comprehension on Narrative Text

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	14 March 22	Reading Comprehension Background of study	- Instrument Reading - sesuai catatan.	
2.	15 March 2022	Instrument	. Research Instrument	
3.	March 16, 2022	Chapter 1-10	Ace	

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP.197005142000031004

16 Maret
Bengkulu, 19 February 2022

Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP.196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN)
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN SKRIPSI

Nama : Utari Nadia Salsabila Pembimbing I : Dr. Syamsul Rizal, M.Pd
NIM : 1811230091 Judul Skripsi : The Effectiveness of Using GIST Strategy
in Teaching Students' Reading
Comprehension on Narrative Text.

Jurusan : Tarbiyah & Tadris

Prodi : Pendidikan Bahasa

Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	28 Juni 2022	Chapter II	- Pahami teori GIST - Pahami teori Reading - Discussion tambahkan persamaan dan perbedaan dari previous Research	✓
2.	1 Juli 2022	chapter II	- Ubah urutan: Theoretical Review, Previous Research, conceptual framework, hypothesis.	✓
3.	6 Juli 2022	chapter II	- conceptual framework - menambahkan previous study	✓
4.	15 Juli 2022	chapter II	- conceptual framework - menambahkan teori	✓
5.	21 Juli 2022	chapter IV	- Experimental class score data, cukup 1 paragraph - DISCUSS - conclusion	✓
6.	25 Juli 2022	chapter 1-V	A cc	✓

Mengetahui
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 19700514200031004

Bengkulu, July 25 2022
Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Utari Nadia Salsabila
NIM : 1811230091
Jurusan : Tarbiyah & Tadris
Program Studi : Pendidikan Bahasa Inggris

Pembimbing II : Anita, M.Hum
Judul Skripsi : The Effectiveness of Using
GIST Strategy in Teaching Students' Reading
Comprehension on Narrative Text

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	26 November 21	- Perbaiki judul	- Lihat RPP SMP N 7	
2.	6 Desember 2021	- Variabel penelitian - Margin, Tab, and many more	- Reading Skill, Reading comprehes - Narrative text : social function, etc - Decide what is your method in this current research.	
3.	3 Desember 2021	- tentukan pasti narative di grade 8 atau 9	- Rpp Narrative	
4.	13 Desember 2021	- Perbaiki chapter I	- Research question cukup 1-2 - significant study, dsabarkan secara teoritis dan practicaly - Defination of key term dijabarkan secara teoritis di chapter II	

Mengetahui,
Dekan



NIP.197001142000031004

Bengkulu, 26 November 2021

Pembimbing II

Anita, M.Hum

NIP.196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
 Website: www.uinfasbengkulu.ac.id

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
5.	24 Desember 2021	Limitation of the study significant of the study	Perbaiki sesuai catatan	
6.	14 Januari 2022	Identification of study theoretical review theoretical framework previous study	Perbaiki sesuai catatan.	
7.	18 Januari 2022	- Bagan theoretical framework - table previous study	Perbaiki sesuai catatan.	
8.	31 Januari 2022	- Text, narrative text - theoretical framework	Perbaiki sesuai catatan.	
9.	7 Februari 2022	Conceptual framework	Perbaiki sesuai catatan.	
10.	17 Februari 2022	Acc	Acc	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN)
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN SKRIPSI

Nama : Utari Nadia Salsabila Pembimbing II : Anita, M.Hum
NIM : 1811230091 Judul Skripsi : The Effectiveness of Using GIST Strategy
in Teaching Students' Reading
Comprehension on Narrative Text.
Jurusan : Tarbiyah & Tadris
Prodi : Pendidikan Bahasa
Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	18 Juli 2022	- Example Narrative text : kearifan lokal	Tambahkan sesuai catatan	
2.	19 Juli 2022	- Rapikan penulisan Diagram - Rapikan Tab - Research setting	" "	
3.	20 Juli 2022	- Grammarly / Google Doc - Rapikan tabel	" "	
4.	21 Juli 2022	- tambahkan Discussion - Ubah Penulisan abstrak	" "	
5.	22 Juli 2022	- Acc.	Acc	

Mengetahui
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,
Pembimbing II

Anita, M.Hum
NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51278-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBİYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor :1744 /Un.23/F.II/PP.00.9/03/2022
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Utari Nadia Salsabila
NIM : 1811230091
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tercantum pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Zubaedi, M.Ag, M.Pd	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Pebri Prandika Putra, M.Hum	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Valisneria Utami, M.Ed	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor 1



Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

Nomor : 4172 /Un.23/F.II/PP.00.9/04/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Prof.Dr. H.Rohimin,M.Ag (Penyeminar I)
2. M.Arif Rahman Hakim, Ph.D (Penyeminar II)

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Jum'at, 22 April 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Sinthya Melinda 1811230077	08.00-08.50 WIB	The Correlation Between Metacognitive Skill And Critical Thinking Skill In EFL Students' Argumentative Writing Skills.
2.	Reza Eka Saputri 1811230117	08.50-09.40 WIB	EFL Students' learning behavior under blanded learning environment (A qualitative study at SMAN 09 Bengkulu)
3.	Lesi Meji Lestari 1811230109	09.40-10.30 WIB	A Comparative Study Of Students' Vocabulary Achievement Using Silent Way Method And Direct Method (Quasi-Experimental Research At The Second Grade Of SMPN 15 Bengkulu City)
4.	Utari Nadia Salsabila 1811230091	10.30-11.20 WIB	The Effectiveness Of Using Gist Strategy In Teaching Students' Reading Comprehension On Narrative Text

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 21 April 2022

Dekan,



Mrs Mulyadi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Utari Nadia Salsabila
NIM : 1811230091
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **"The Effectiveness of Using GIST (Generating Interaction between Schemata and Text) Strategy to Teach Students' Reading Comprehension on Narrative Text" (An Experimental Research at the Eighth Grade of SMP Negeri 7 Bengkulu in the Academic Year of 2021/2022).** Menjadi: **"The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Text (A Quasi-Experimental Study at the Ninth Grade of SMP Negeri 7 Bengkulu in the Academic Year of 2021/2022).**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, April 2022
Dibuat oleh,

Utari Nadia Salsabila
1811230091

Pembimbing II,

Anita, M. Hum
NIP.199008142019032011

Disetujui oleh,

Pembimbing I,

Dr. Svamsul Rizal, M. Pd
NIP. 196901291999031001

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M. Pd
NIP.197405231999032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama: Utari Nadia Salsabila, NIM: 1811230091 yang berjudul **"The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Text (A Quasi-Experimental Study at the Ninth Grade of SMP Negeri 7 Bengkulu in the Academic Year of 2021/2022) "**.

Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 22 April 2022

Pukul : 08.00 s.d Selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, 29 Mei 2022

Penyeminar I

Penyeminar II

Prof. Dr. H. Rohimin, M.Ag
NIP. 19640311992121001

M. Arif Rahman Hakim, Ph.D
NIP. 199012152015031007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

Bengkulu, 27 Juli 2022

Nomor : 020 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Irwan Satria, M.Pd (Ketua)
2. Sepri Yunarman, M.Si (Sekretaris)
3. Fera Zasrianita, M.Pd (Penguji Utama)
4. Valisneria Utami, M.Ed (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,


Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 28 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Ayu Mayang Sari 1611230034	08.00-08.50 WIB	An Analysis of Parents' Support on Students' English Achievement During Covid-19 Outbreak
2	Utari Nadia S 1811230091	08.50-09.40 WIB	The Effectiveness of Using GIST Strategy in Teaching Student Reading Comprehension on Narrative Text
3	Nurmala Septiani 1711230098	09.40-10.30 WIB	Survey Study of Students' Strategies in Learning Listening Skills During the Covid-19 Pandemic at UIN Fatmawati Sukarno
4	Ega Rizki Ardia 1811230076	10.30-11.20 WIB	An Analysis of EFL Students' Ability in Translating Abstract Text
5	Melu Sudarmi Putri 1811230058	11.20-12.00 WIB	Online Learning Readiness at Tenth Grade Students of SMAN 7 Kota Bengkulu in Academic year 2022/2023

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan

L. Mulyadi





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

YUDISIUM

Nomor :

Setelah Ketua/Pimpinan Sidang Munaqosyah Skripsi musyawarah bersama Anggota/Team Penguji hasil sidang Munaqosyah pada :

Hari / Tanggal : Kamis, 28 Juli 2022
Nama Mahasiswa : Utari Nadia S
Nomor Induk Mahasiswa : 1811230091
Jurusan / Prodi : TADRIS / TBI
Judul Skripsi : The Effectiveness of Using GIST Strategy in Teaching Student Reading Comprehension on Narrative Text

Selanjutnya dengan memperhatikan nilai-nilai teori, KKN, nilai pembimbing I dan II serta nilai sidang munaqosyah skripsi, maka dengan ini saudara yang tersebut di atas dinyatakan **Lulus Ujian Strata Satu (S1)** dengan peringkat IPK :, oleh karenanya diberi hak untuk memakai gelar Sarjana Pendidikan (S.Pd.) dalam Ilmu Tadris.

Ditetapkan : Bengkulu

Pada Tanggal : 28 Juli 2022

Nilai Sidang Munaqosyah :

Pembimbing I : 82
Pembimbing II : 85
Ketua : 78
Sekretaris : 85
Penguji Utama : 75
Penguji Anggota : 75
Jumlah :

6 = 80
480

Pimpinan Sidang

Dr. Irwan Satria, M.Pd.



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website www.uinfasbengkulu.ac.id

BERITA ACARA

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu Bengkulu
Jurusan TADRIS, Pada :

- I. Hari / Tanggal : Kamis, 28 Juli 2022
Nama : Utari Nadia S
NIM : 1811230091
Program Tahun : 2022
Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Irwan Satria, M.Pd	Ketua	
2.	Sepri Yunarman, M.Si	Sekretaris	
3.	Fera Zsrianita, M.Pd	Penguji Utama	
4.	Valisneria Utami, M.Ed	Penguji Anggota	

I. Catatan Yang Dianggap Penting

.....
.....
.....
.....

Bengkulu, 28 Juli 2022
SIDANG TERBUKA MUNAQSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr. Irwan Satria, M.Pd

Sekretaris

Sepri Yunarman, M.Si



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI

Hari / Tanggal : Kamis, 28 Juli 2022
Waktu : 08.00 WIB s/d selesai
Tempat : Ruang Sidang Munaqosah TBI

I. Mahasiswa Yang Munaqosyah

Nomor Induk Mahasiswa	Nama	Tanda Tangan	Keterangan
1811230091	Utari Nadia. S		

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Irwan Satria, M.Pd	Ketua	
2.	Sepri Yunarman, M.Si	Sekretaris	
3.	Fera Zasrianita, M.Pd	Penguji Utama	
4.	Valisneria Utami, M.Ed	Penguji Anggota	

Bengkulu, 28 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr. Irwan Satria, M.Pd

Sekretaris

Sepri Yunarman, M.Si

Cek Turnitin Utari_TBI

22/2022
Harura Febriani

ORIGINALITY REPORT

23% SIMILARITY INDEX	22% INTERNET SOURCES	7% PUBLICATIONS	3% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	ejournal.unesa.ac.id Internet Source	8%
2	media.neliti.com Internet Source	4%
3	eprints.walisongo.ac.id Internet Source	2%
4	repository.radenintan.ac.id Internet Source	2%
5	ejournal.lldikti10.id Internet Source	2%
6	repository.uinjkt.ac.id Internet Source	1%
7	etd.iain-padangsidempuan.ac.id Internet Source	1%
8	okp.uinjkt.ac.id Internet Source	1%
9	eprints.uny.ac.id Internet Source	<1%
10	repository.umsu.ac.id Internet Source	<1%

11	repository.uin-suska.ac.id Internet Source	<1 %
12	Submitted to Universitas Muria Kudus Student Paper	<1 %
13	Submitted to University of Peloponnese Student Paper	<1 %
14	eprints.iain-surakarta.ac.id Internet Source	<1 %
15	ejournal.iainbengkulu.ac.id Internet Source	<1 %
16	repository.iainpalopo.ac.id Internet Source	<1 %
17	Iisrohli Irawati. "Teaching And Learning Writing Using Teacher's Written Feedback And Conference", Register Journal, 2012 Publication	<1 %
18	Lalu Jaswadi Putera, Udin Udin, Lalu Jaswadi Putera. "How Effective is Implementing Jigsaw IV in Teaching Reading of the Narrative Text to the Eleventh Grade Students?", FONDATIA, 2022 Publication	<1 %
19	repo.iain-tulungagung.ac.id Internet Source	<1 %
20	e-journal.ikhac.ac.id Internet Source	<1 %

21	Internet Source	<1 %
22	eprints.unisnu.ac.id Internet Source	<1 %
23	WWW.TEACHIFYME.COM Internet Source	<1 %
24	Submitted to Universitas Muhammadiyah Makassar Student Paper	<1 %
25	Submitted to University of College Cork Student Paper	<1 %
26	digilibadmin.unismuh.ac.id Internet Source	<1 %
27	hdl.handle.net Internet Source	<1 %
28	mjltn.org Internet Source	<1 %
29	A.M. Irfan Taufan Asfar, A.M. Iqbal Akbar Asfar, Darmawati, Dedi Darmawan. "The Effect of REACE (Relating, Exploring, Applying, Cooperating and Evaluaring) Learning Model Toward the Understanding of Mathematics Concept", Journal of Physics: Conference Series, 2018 Publication	<1 %
30	Riswanto Riswanto, Anita Anita, Kasmaini Kasmaini, Anisa Imelda. "The effect of the	<1 %

shaw English online channel on the EFL students' speaking ability", JOALL (Journal of Applied Linguistics and Literature), 2022
Publication

31 jurnal.untad.ac.id <1 %
Internet Source

32 text-id.123dok.com <1 %
Internet Source

33 Azizifar, Akbar, Soghra Roshani, Habib Gowhary, and Ali Jamalinesari. "The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students", Procedia - Social and Behavioral Sciences, 2015.
Publication

Exclude quotes On
Exclude bibliography Off

Exclude matches Off



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Utari Nadia Salsabila
NOMOR INDUK MAHASISWA : 1711230091
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum'at 31-12-2021	08.00	Murnala Septiani	1711230098	A Survey study of students' strategies in Learning listening skills during the covid-19 Pandemic at IAIN Bengkulu	
2	Jum'at 31-12-2021	08.50	Kintan Fatmahan	1711230022	The Effect of Flipped Classroom in Improving EFL students' Achievement during covid-19 Pandemic	
3	Jum'at 31-12-2021	09.35	Beka Rosetika	1711230007	An analysis of students' difficulties in making writing essay during online learning	
4	Jum'at 31-12-2021	10.18	Reyfo Meizullia	1711230124	The Analysis EFL Teacher's Technological Pedagogical Content Knowledge (TPACK) at ITS Muhammadiyah Batu Dulek	
5	Jum'at 31-12-2021	10.48	Peb Purni Mahesa	1711230112	Analysis of English Teacher's Understanding of Formative Test Assessment at MAN Manau South Bengkulu	
6						

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Utari Nadia Salsabila
Nim : 1811230091
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Text.

Telah melakukan verifikasi plagiasi melalui program turnitin.com
Skripsi ini memiliki indikasi plagiat sebesar 23% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini di buat dengan sebenarbenarnya, dan untuk dipergunakan sebagaimana semestinya, apa bila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

<p>Mengetahui Ketua Tim Verifikasi</p>  <p><u>Dr. Edi Ansyah, M.Pd</u> Nip. 197007011995031002</p>	<p>Bengkulu, 2022</p> <p>Yang Menyatakan</p>   <p><u>Utari Nadia Salsabila</u> Nim. 18112300091</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------