

**USING GIST (GENERATING INTERACTION BETWEEN  
SCHEMATA AND TEXT) STRATEGY TO IMPROVE  
STUDENTS' READING COMPREHENSION OF SHORT  
FUNCTIONAL TEXTS**

**(Classroom Action Research at Eighth Grade Students of SMPN 05 Kota  
Bengkulu in Academic Year 2018/2019 )**

**THESIS**

Presented as Partial Requirement for Sarjana Degree (S.Pd)  
in English Language Education



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**RATIFICATION**

This is to certify that the thesis entitled: **"Using Gist (Generating Interaction Between Schemata And Text) Strategy To Improve Students' Reading Comprehension Of Short Functional Texts (Classroom Action Research at Eighth Grade Students of SMPN 05 Kota Bengkulu in Academic Year 2018/2019)"** by: Henti Sari (NIM. 1416232841) has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* (S.Pd) in English Education.

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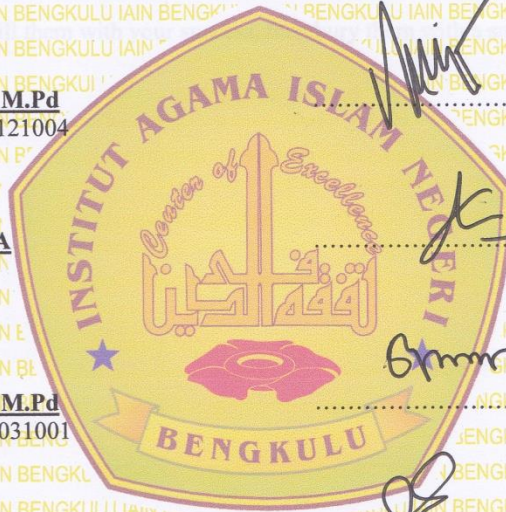
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Has already fulfilled the requirements to be presented for the Board of

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## **MOTTO**

“So actually with difficulties there is ease. Indeed, with difficulties there is ease. So when you have finished something business still work hard for other matters. And only to your good do you hope ” (Al-insyirah: 6-8)

Learn from the mistakes in the past, try by using a different way, and always hope for a succesful future.

Kill them with your success, then bury them with a smile.

## DEDICATION

*Bismillahirrahmanirrohim*

In this name of allah SWT, the most gracious and most merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friend. This thesis was dedication to :

1. Allah SWT as the only one of my god, the researcher would like to say allhamdulillah to Allah SWT, who has given me blessing , healthy, strongest that I can finish the thesis.
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12. My almamater IAIN BENGKULU.

### **PRONOUNCEMENT**

Name : Henti Sari

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I hereby sincerely state that the thesis title “Using Gist ( Generating Interaction Between Schemata and Text) Strategy to Improve Students’ Reading Comprehension of Short Functional Texts (Classroom Action Research At Eighth Grade Students of SMPN 05 Kota Bengkulu In Academic Year 2018/2019)” is real my 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 had discrepancies, I am writing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu, 31 Januari, 2019  
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Henti Sari  
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## ABSTRACT

Henti Sari. (2019). *Using Gist (Generating Interaction Between Schemata And Text) Strategy To Improve Students' Reading Comprehension Of Short Functional Texts (Classroom Action Research at Eighth Grade Students of SMPN 05 Kota Bengkulu in Academic Year 2018/2019 )*. Advisor 1: Dr. Syamsul Rizal, M.Pd, Advisor 2: Detti Lismayanti, M.Hum.

The problems of the research were eighth grade students of SMPN 05 kota bengkulu still have problems in understanding reading texts, especially short functional texts; the teacher's and students' interaction in the classroom were still low; the monotonous activities like doing exercise became the dominant activities do by students in the classroom; the students could not understand the text perfectly because they do not understand most vocabularies that they find in reading texts. The aim of this research was to investigate whether *GIST (Generating Interaction between Schemata and Text) Teaching Strategy* can improve students' reading comprehension of short functional texts at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019. This research applied Classroom Action Research (CAR) method. The respondents of this research were the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019 that consisted of 32 students. The data in this research were collected by giving the students reading comprehension test, observation – identifying students' and teacher's interaction in the classroom, interview – identifying deeply the students' problems during the lesson, and documentation – preparing authentic evidence for the research. The result of this research showed that *GIST Teaching Strategy* could improve the students' reading comprehension of short functional texts, especially at eighth grade students of SMPN 5 Kota Bengkulu. The improvement was showed by the students' average score in pre-assessment test (60.10) that was included into "Moderate" category; and average score in cycle III test was (75.96) that was included into "Good" category. It means that the students got (15.86) point of improvement after getting actions for three cycles. The most important progress for students were in their discipline, attitude, and actively respond learning activities during the lesson in the classroom. It created better classroom atmosphere and better learning motivation for students in learning English.

Key Words: *GIST Teaching Strategy, Short Functional Texts.*

## ABSTRAK

Henti Sari. (2019). *Penggunaan strategi GIST untuk meningkatkan membaca pemahaman siswa terhadap teks fungsional pendek (Penelitian Tindakan Kelas pada Siswa Kelas Delapan SMPN 05 Kota Bengkulu tahun Ajaran 2018/2019)*. Pembimbing I: Dr. Syamsul Rizal, M.Pd, Pembimbing II: Detti Lismayanti, M.Hum. Masalah dalam penelitian ini adalah siswa kelas delapan SMPN 05 kota Bengkulu masih bermasalah dengan membaca pemahaman teks, terutama teks fungsional pendek; interaksi siswa dan guru di dalam kelas masih rendah; kegiatan masih bersifat monoton seperti mengerjakan latihan sebagai aktivitas utama di kelas; dan siswa tidak dapat memahami teks dengan baik karena mereka tidak memahami sebagian besar kosa kata yang mereka temui dalam teks yang mereka baca. Tujuan penelitian ini adalah untuk menyelidiki apakah strategi pengajaran GIST dapat meningkatkan kemampuan membaca pemahaman siswa terhadap teks fungsional pendek pada kelas delapan SMPN 05 Kota Bengkulu tahun ajaran 2018/2019. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Responden pada penelitian ini adalah siswa kelas delapan SMPN 05 Kota Bengkulu yang terdiri dari 32 siswa. Data dalam penelitian ini dikumpulkan melalui tes membaca pemahaman, observasi – mengidentifikasi interaksi siswa dan guru di kelas, wawancara – mengidentifikasi masalah siswa dengan lebih mendalam, dan dokumentasi – menyiapkan bukti autentik penelitian. Hasil penelitian ini menunjukkan bahwa Strategi Pengajaran GIST dapat meningkatkan membaca pemahaman siswa terhadap teks fungsional pendek pada siswa kelas delapan SMPN 05 Kota Bengkulu. Perubahan dapat dilihat pada nilai rata-rata pada penilaian awal (60,10) yang termasuk dalam kategori “sedang”; dan nilai rata-rata siswa pada tes siklus III adalah (75,96) yang termasuk kategori “Bagus”. Dengan demikian siswa mengalami peningkatan (15,86) poin setelah mendapatkan tindakan selama tiga siklus. Peningkatan yang paling penting bagi siswa adalah kedisiplinan, sikap, dan respon aktif terhadap kegiatan pembelajaran selama pelajaran di kelas. Strategi pengajaran ini menciptakan suasana belajar yang aktif di kelas dan perbaikan pada motivasi belajar bahasa Inggris siswa.

Key Words: Strategi Pengajaran *GIST*, *Teks Fungsional Pendek*.



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Alhamdulillah, all praise to allah SWT , the god who creates human being and teacher them languages, and with his permission, I can finish this thesis. May peace be always on our leaders, the desserts prince and noblest human being, prophet Muhammad SAW, along with his family and companious.

This thesis entitles **“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)”** is one of the partial requirements for graduating from english education study program at institute Agama Islam Negeri (IAIN) Bengkulu.

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2. Dr. Zubaedi, M.Ag. M.Pd, as the Dean of faculty of Tarbiyah and Tadris IAIN Bengkulu
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The researcher realizes this proposal still has many mistakes. So, the critique and suggestion would be accepted for better improvement. Finally, this proposal is hoped can be useful for the reader and the researcher herself.

*Wassalamu'alaikum warahmatullahi wabarakatuh*

Bengkulu, January 2019  
The researcher

**Henti Sari**  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Reading is one of skill in learning English because it gives many advantages for students. By reading, students can gain actual information from the text that they are reading. Then, reading activities can help students to learn new English vocabularies. In addition, students can also learn about various kinds of English pattern that they experience while reading texts. Therefore, reading always gets more portion in Indonesian curriculum. By doing reading comprehension, it can also help students to develop their ability in mastering other skills. That is why reading is important to learn for students for lower level.

There are many problems happened to students related to reading comprehension. The general reading problem is the students still have comprehension problems<sup>1</sup>. It means that the students did reading activities, but they have problems in the process of comprehending information in reading. During reading activities in the classroom, the students only read the text without comprehending the real information stated in the text that they are reading. As the result, they do some mistakes in doing exercise in evaluation. It can be said that the students ability is still in the level of decoding reading texts, not comprehending the texts.

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<sup>1</sup>Joanna. P. Williams. *Strategic Processing of Text: Improving Reading Comprehension for Students with Learning Disabilities*, ERIC Clearinghouse on Disabilities and Gifted Education. Council for Exceptional Children, 2000, P.4.

In addition, another serious problem in reading comprehension is the students look understand about the information they read, but in fact they can not understand at all. This kind of problem can be called as difficulties of strategic processing and metacognition as some experts explained<sup>2</sup>. It means that when this kind of problem happens to the students, they are difficult to get the point of a text. In other words, they can understand the meaning of word per word even sentences they find in whole text, but they do not understand the substance of the text. In short, the students will not understand about the main point stated in the text that the students read.

In this research, the researcher will conduct her research in SMPN 05 Kota Bengkulu. it is important to inform that this school still adopts *KTSP* Curriculum (School-based Curriculum). In *KTSP* Curriculum (School-based Curriculum), the students learn the four skills of English, namely: speaking, listening, reading, and writing. In implementing curriculum, the English teachers dominantly teach the students about reading comprehension which has many kinds of types and topics. In *KTSP* Curriculum (School-based Curriculum) especially in reading skill, the students learn to explore about two kinds of general texts; they are genre texts and short functional texts. Genre texts consist of five main genres, such as: descriptive, narrative, recount, repot, and procedure texts<sup>3</sup>. Then, in short

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<sup>2</sup>Joanna. P. Williams. *Ibid*.

<sup>3</sup>Badan Standard Nasional Pendidikan (BSNP) and Direktorat Pembinaan SMP Ditjen Mandikdasmen Depdiknas. *Model Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: BSNP, 2006, P. 41.



functional texts, the students learn about advertisement, invitation, announcement, and short message. These kinds of short functional texts are also used in learning writing skill<sup>4</sup>. In the classroom, genre texts have been taught widely to the students, especially narrative genre. However, short functional texts; such as advertisement, invitation, announcement, and short message seem to need more exploration because the texts need different interpretation in understanding them. That is why this research will focus on exploration short functional texts.

To explore the students' problem in reading comprehension, the researcher conducting preliminary observation at the eighth grade students of SMPN 05 Kota Bengkulu to get the real problems that happen to students. The observation was conducting for two meetings on February 26 and 28, 2018. The researcher conducted observation by observing teacher's and students' interaction in the classroom. Then, for the deepest problem exploration, the researcher interviewed the teacher and the students.

Based on the observation, the researcher found that the students learned about reading comprehension in two meetings. In the second meeting, students learned about invitation. The students did not look understand about the material. Even they were not interested in joining the English class. The students did other activities in the classroom. On the other hand, the teacher was too busy writing and explaining the teaching material in front of the classroom without paying

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<sup>4</sup>BNSP. *Ibid.*

more attention to the students in the back of the class. Then, the teacher only used English textbook as teaching media. At the last part of lesson, the teacher gave the students exercise to do without controlling them during the activities. The teacher only waited the students finished their exercise in her desk. Therefore, it can be said that it was called as teacher center class.

To know about the detail problem and students' perception about English lesson as well as students' perception about their English teacher, the researcher interviewed the teacher and the students. The teacher explained that the students' ability in English, especially reading comprehension still needed improvement. The students had some problems in English especially vocabulary mastery that can be an important element for reading comprehension. In addition, the students' motivation in learning English was good. It means that although the students' skill in English especially reading comprehension still needed improvement, but they have good motivation in learning English.

In addition, most of the students said that English made them confused. They can not understand about English, and English was regarded as very difficult for them. They also felt bored to learn English because they did the same activities every English class, like doing exercise from their textbook. Although English was hard for them, some of the students had good motivation to learn English because they knew about the important of English as international communication. Some students explained that they could not understand most words in English texts. Therefore, they have difficulties in mastering a text

meaning. as the result, they could not answer the questions in reading activities quickly and correctly. Other students felt that they could not understand about the teacher's explanation because the English class was too serious for them.

From the explanation above, it can be concluded that the students still have problem in English, especially reading comprehension skills. The students' ability in reading comprehension only in the level of decoding text. They have problems in comprehending texts. Their fear in English lesson makes them are not really interested in English and feel that English as very difficult lesson. This condition can decrease the students' interest in English. The students seemed to need to get more enjoyable, challenging, innovative strategy in learning short functional texts in reading comprehension.

To overcome this problems, the researcher offered a challenging and innovative teaching strategy to the eighth grade students of SMPN 05 Kota Bengkulu. It is *GIST Strategy*. GIST stands for *Generating Interaction between Schemata and Text*. GIST Teaching Strategy was firstly introduced by Cuningham J (1982). Then, this strategy was developed by many researchers from year to year. In this research, the researcher will adopt GIST Strategy that is developed by Muth and Alvermann (1999).

*GIST Strategy* is appropriate to overcome the eighth grade students of SMPN 05 Kota Bengkulu because *GIST Strategy* provides an opportunity for students to identify important vocabulary and synthesize important pieces of information, and this strategy also shows students how to distinguish between

important and less important pieces of information and how to group similar idea together<sup>5</sup>. It means that the purpose of this teaching strategy will be appropriate to overcome the students' reading comprehension problem because the students' main problem is English vocabulary mastery. GIST Strategy offers not only identifying and discussion important vocabulary in the beginning reading activities, but also synthesize important pieces of information as well as shows students how to distinguish between important and less important pieces of information and how to group similar idea together. This activities can be activate the students' knowledge in pre-reading activity by understanding content material, vocabulary, and clarify meaning.

In addition, when faced with reading and extended text that contains a multitude of information, the students can be overwhelmed with information and recognize important information from varying degrees of detail; in this strategy, students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement. Therefore, this part will make students to be enjoyable and fun during the English lesson because they can collaborate actively with their friends.

Based on the above analysis, it is clear that students need to improve their reading comprehension skill, especially reading comprehension of short functional texts by implementing an inovative strategy in order to encourage

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<sup>5</sup>Margaret Boucher. *Comprehension Strategies for English Language Learners*, (New York, Scholastic), 2005, P. 40.

students to learn English seriously and have better interest in reading comprehension with good standard of skill. Therefore, the researcher is very interested in doing research entitled “*Using GIST (Generating interaction between schemata and text) Strategy To Improve Student’s Reading Comprehension of Short Functional Texts (Classroom Action Research at EighthGrade Students of SMPN 05 Kota Bengkulu in Academic Year 2018/2019)*”.

## **B. Identification of the Problem**

The problems of this research can be identified that:

1. The eighth Grade Students of SMPN 05 Kota Bengkulu still have problems in understanding reading texts, especially short functional texts although reading has bigger portion in English activities in the classroom.
2. The teacher still becomes center of the lesson, the teacher dominates the classroom.
3. The teacher’s and students’ interrection in the classroom still low.
4. The monotonous activities like doing exercise becomes the dominant activities do by students in the classroom.
5. The most cause that makes students can not understand the text perfectly because they do not understand most vocabularies that they find in reading texts.



### **C. Limitation of the Problem**

There were many problems happened in the classroom, but the researcher could not overcome all problems. This research is only limited on improving students' reading comprehension of short functional texts at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019. In other words, the research will focus on how *GIST Strategy* can improve students' reading comprehension of short functional texts at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019?

### **D. Research Question**

The question of the research can be formulated as follow: "How can *GIST (Generating Interaction between Schemata and Text) Strategy* can improve Reading Comprehension of Short Functional Texts at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019?"

### **E. Research objective**

The objective of this research is to investigate whether *GIST (Generating Interaction between Schemata and Text) Strategy* can improve students' reading comprehension of short functional texts at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019.

## **F. Significance of the research**

The result of this research is expected to give information to students, teachers, and institution (school). The significances of this research are:

1. To inform the students that reading skill is one of important skill in learning English.
2. To encourage the students that in mastering reading skill they should apply specific strategy in order to be easy and enjoyable in learning reading.
3. To motivate students in learning reading skill more seriously because by reading they will get much knowledge.
4. For English teachers, this can be as an information for the teachers about one kind of effective teaching strategy in English, especially in teaching reading in order to improve their students' potency in English reading skill, create enjoyable and fun learning atmosphere.
5. For school, it is important to give chance for researcher to do research in order to give the newest teaching strategy that can be applied in the process teaching and learning proces in the classroom.

## **G. Operational definition of key term**

1. *GIST (The Generating Interaction between Schema and Text) Strategy* is an provides and opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show the gist of the reading by facilitating them by understanding how the “parts”

fit together to make the “whole” as well as collaborative learning as extension activities.

2. *Short Functional Texts* are kinds of texts which practically used in daily life and they cover important information for certain person or for public; it is specifically in form of advertisement, invitation, announcement, and short message.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Reading Comprehension

##### 1. The Definition of Reading Comprehension

Reading is one of dominant activities in learning English both in formal education and daily activities. People can get much important information from reading. To get information, students should do reading comprehension. Reading comprehension does not merely reading texts, but the readers should try to construct meaning. Therefore, different experts define reading comprehension in different ways.

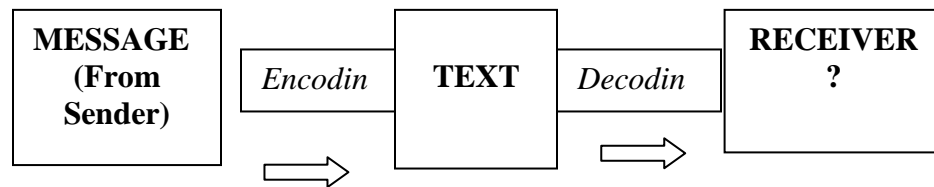
In defining reading comprehension, Nuttall stated that reading as a process of getting information from a text which has two main purposes, namely<sup>6</sup>: (1) *reading for meaning*. The view of reading offered in essentially concern to meaning, specifically with the transfer of meaning from mind to mind. It means that reading comprehension is the process of transfer meaning from writer to reader. The central meaning of reading here is how the readers explore how to get meaning by reading, and how the reader, the writer and the text each contribute to the process; and (2) *reading for getting message*. It is the main purpose of reading comprehension because the important aspect in reading is how the readers' way to get a message from a

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<sup>6</sup>Christine Nuttall. *Teaching Reading Skills in a Foreign Language*, Great Britain: Heinemann, 1996, P. 4.

text. To give clear description of reading and its communication process based on Nuttal above, see the following figure<sup>7</sup>:

**Figure 1:**  
**Reading Comprehension Process**



Furthermore, reading is also a way to understand the inside meaning of the text that read by the readers. The reader's purpose is to find the message or information from the author through the book or the text that they are reading. According to Anthony, Pearson, and Raphael, reading comprehension is a process of constructing meaning through the dynamic interaction among the readers' existing meaning through the, the information suggested by the written language, and the context of the reading situation<sup>8</sup>. This seems to suggest that the meaning of the text is constructed by the readers by trying to make connections between the text and what they already know about the world based on their culture values, native language, and discourse process.

In addition, Gillet and Temple explained some definitions of reading as below:

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<sup>7</sup>Chritine Nuttal. *Loc Cit.*

<sup>8</sup>Bambang Setiyadi. *TEFL 2*. Jakarta, Universitas Terbuka, 2008, P. 5.3.



1. Reading is language ability. It means that reading is first of all language ability. The raw material of reading is much the same as language in general
2. Reading is a set of perceptual abilities. Reading is different from other language skills like speaking or listening. The difficulty in reading is the challenge post by reading but not by speech is to recognize visual symbol.
3. Reading is a literary act. It means that readers read texts, and texts have particular structure, quite different from talking that makes special demands on reader's understanding. The whole challenge and whole point of reading is to know these structures and the great works of literature that employ them, because only by being family with many write texts can a reader pick up new text and read it with real comprehension.
4. Reading is strategic. It means that people learn to read and continue to read by executing a set of complex strategies. Any comprehensive understanding of reading will take consider also the individual learners their strengths, strategies and goals, and the contexts in which we find them.

Based on some definitions about reading comprehension above, it can be summarized that reading comprehension is a language ability and literary act to understand meaning and information from written texts by using specific strategy to construct meaning through the dynamic interaction between readers and texts. Therefore, for the most readers who

have more experiences in reading, they surely have considered many kinds of comprehension activities related to the development of their reading skill in order to facilitate successful comprehension.

## **2. Activities In Reading Comprehension**

Reading is a meaningful activity for the students since it is not merely reading the text loudly or silently; however reading is a process of comprehending the text. According to Ur, reading activities can be<sup>9</sup>:

### ***a. Text + Comprehension Question Activities***

A conventional type of reading activity or test consists of a text followed by comprehension questions. Then, the answer, perhaps, is that vocabulary simply echoes the text, while the grammar of both text and questions is fairly obvious and corresponds neatly, so that if the learners recognize the grammar context, they can imply slot in the appropriate vocabulary. Furthermore, the most difficult part for this type is the questions here are different in that they do not verbatim from the text but paraphrase it, or request paraphrases, or invite some measure of interpretation and application of the reader's background knowledge. They thus demand real comprehension, and encourage interactive, personal 'engaging' with the text, as well as being more interesting to do.

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<sup>9</sup>Ur, Penny. *A Course in Language Teaching*. USA: Cambridge University Press, 1996, 143.

Interpretative questions often have more than one possible answer and can be used as a basis for discussion.

***b. Comments***

Students probably felt more motivated to read, and the reading itself was more purposeful, because of the challenge of finding out whether the learners had got the answers right or not. Probably some of students' answers were in fact right; they will have based them both on information given within the questions themselves and their own 'Schemata'.

Whether the learners found the reading text easier to understand is more difficult to judge, since their level of English obviously too high for this example, but for a learner, the passage would probably have been easily simply because of the preparation of topic and vocabulary which was provided through the questions.

Guessing the answers to comprehend questions before reading is one way of motivating learners to read texts. There are, of course, many others, and these can often be based on the learners' own previous ideas on the topic rather than the teacher's or textbook writer's.

***c. Reading Tasks other than Questions***

It is regarded as the highest level in reading comprehension. Setting question to answer, whether before or after the text, the only way to get learners to engage with the meaning of a reading passage. If

the passage is easy if motivating to read: the learner reads, as in his or her own mother tongue, for enjoyment or information. However, tasks are useful for two reasons: first, it may provide the learners with a purpose in reading and make the whole activity more interesting and effective; second, teachers need to know how well the learners are reading, and they can get the information conveniently through looking at the result of the comprehension tasks.

Based on the explanation above, it can be concluded that reading activities is not merely reading the text, but the most important thing is the comprehension process. Based on the reading activities above, it is also important to discuss about some kinds of reading activities that can be used by the readers. According to Ahmad, there are five kinds of reading activities<sup>10</sup>:

*(1) Intensive Reading*

Intensive reading is a key to get knowledge. Intensive reading is conducted carefully, analytically, and slowly in order to understand perfectly about the materials. This kind of reading activities usually do by the students in understanding their literature of study.

*(2) Critical Reading*

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<sup>10</sup>Ahmad Listiyanto. *Speed Reading: Teknik dan Metode Membaca Cepat*. Jogjakarta: A Plus Books, 2010, P. 29.

Critical reading is conducted to find facts in the text, and give assessment toward the fact. In critical reading, it is important to remember the main idea. So, speed is not important to figure out in this technique. In this kind of activity, the readers not only read the text but also analyze the sentences they read critically to give constructive argument or critics about the text.

(3) *Reading Fast*

Reading fast emphasizes to speed of understanding the information in the text in short time. Reading fast is usually used when the reader only wants to get main idea and general idea of the texts. In reading fast, time must be used efficiently. This kind of activities is only for reading newspapers and others that only find main idea without looking at details of texts accurately.

(4) *Pleasure Reading*

Pleasure reading is concerned to reading skill in literature. This kind of reading technique emphasizes on expressing of the pleasure that exists in a literature. When students read novel, short stories, and so on, they read it in order to get pleasure, not for finding serious information to analyze and give arguments after reading activity.

(5) *Technical Reading*

Technical reading is reading by using loud voice. The purpose is in order that the students have reading skills in loud voice by using

good prosody, intonation, producing sounds correctly. Then, it is hoped that someone that reads the text has good skill in reading English fluently due to all listeners can understand the meaning of the text that he is reading. Then, they can find the information together in the classroom.

Actually the most important thing in reading is whether the readers can comprehend the text or not. If the readers have understood about the text they are reading, they have implemented reading comprehension. Reading as comprehension is as an interaction between a writer and a reader in a printed text, because in reading activity a reader attempts to figure out the information from a result of interaction between the perceptions of graphic symbols that represent language and readers' language skills, cognitive skills, and knowledge about the words. In this process, students try to create the meaning that is intended by the writer. The interaction in reading is only one way; it is from the writer to the reader.

### **3. Aspect of Reading Comprehension**

Reading comprehension as one of English skills is not easy to master. There are many aspects that the students should learn in order to comprehend a certain text. Vaughs and Linan Thompson stated that there are five essential components students must master to become proficient readers are phonemic

awareness, phonics, fluency, vocabulary, and comprehension<sup>11</sup>. These components must be well understood to reach comprehension level.

*Phonemic Awareness* supports for the success of reading comprehension. Phonemes are the smallest units of sound that make up spoken words and Phonemic Awareness is defined as the ability to focus on and manipulate phonemes in spoken words that impacts meaningful reading, and thus it is critical for students to develop this skill<sup>12</sup>. When a person hears and can understand the three sounds that the word ‘cat’ has, they’ve demonstrated their understanding. Some skills involved in phonemic awareness include: Identifying specific sounds at the beginning, middle, and end of words. For example, what is the first sound in the word “Table.”, Blending sounds. For example joining /s/ and /it/ to form sit; Making a new word by adding a phoneme to a word. For example, deriving what work is created when adding /s/ to the word “and.”

*Phonic* is as the important component of reading comprehension. Phonics are a set of rules that specify the relationship between letters and sounds<sup>13</sup>. The English language has such rules that help predict the sounds in new words. However, it is not always consistent. Learning about phonics will help students read and spell easily and accurately. It involves recognizing

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<sup>11</sup>Vaughns and Linan Thompson. *Five Components of Reading Comprehension*. 2016, P. 1. Retrieved from internet on April 04, 2017 from site <http://teacherlingo.com/resources/articles/fivecomponentsreadingcomprehension/2016.aspx>

<sup>12</sup>Selly Amstrong. *What are the Components of Reading?*. 2016, P. 1. Retrieved from internet on April 4, 2017 from <http://k12teacherstaffdevelopment.com/tlb/what-are-the-components-of-reading/>

<sup>13</sup>Selly Amstrong. *Ibid*. P. 2



letter-sound relationships and then using those relationships to read connected text. An example of Phonics is learning about the various letter combinations that can be used for the sound /k/.

Another component of reading comprehension that support comprehension level is *fluency*. Fluency is the accurate and rapid recognition of words in a text and using phrasing and emphasis in a way that makes what is read sound like spoken language. Fluency is important for reading comprehension, because it frees up working memory in the brain providing an opportunity for students to comprehend what they are reading.

*Vocabulary* needs to help readers in reading comprehension. Vocabulary refers to the words that we use in reading, writing, listening and speaking. A good vocabulary helps ease word recognition, and thus makes reading easier.

*Comprehension* becomes the most important components of reading. Comprehension refers to the ability to understand the meaning of text, and is the end goal of all reading instruction<sup>14</sup>. Students with strong comprehension skills are use a variety of comprehension strategies as they read to help them make sense of what they are reading. They choose these strategies logically and use these strategies intentionally. This automaticity is developed by purposeful teacher instruction and extensive student practice. Reading comprehension worksheets are a critical element in providing students with the practice they need. They can be used before, during, or after reading to

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<sup>14</sup>Vaughns and Linan Thompson. *Ibid*. P. 1.

help students better comprehend what they are reading. Reading comprehension worksheets can be carefully selected to provide students a chance to practice the specific comprehension strategies they are learning about in the classroom or as a review of previously learned material.

#### **4. The Procces of EffectiveReading Comprehension**

Reading compreenhension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. Most of what we know has been learned since 1975. why have we been able to make so much progress so fast? we believe that far of the reason behindthis steep learning curve has been the lack controversy about teaching comprehension. unlike decoding, oral reading and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other aspects of reading.

As it should be, much work on the process of reading comprehension has been grounded in studies of good readers. We know a great deal about what good readers do went they:

- a. Good reader are *active* readers.
- b. From the outset they have clear *goals* in mind for their reading.They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.

- c. Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text section that might be most relevant to their reading goals.
- d. As they read, good readers frequently make predictions about what is to come.
- e. Good readers construct, revise, and question the meaning they make as they read

## **5. The Process of Teaching Reading Comprehension**

In getting knowledge, it needs acquisition process. The process can be from experience. Another way is through teaching and learning process. The better quality of teaching proposed by the teachers, the better results will be got by the students about the knowledge. In short, a good strategy of teaching will determine the quality of output of education.

In the process of teaching reading, it is suggested to use schema theory. There are three processes of teaching reading by using schema theory, namely: pre-reading activities, during reading activities, and post-reading activities; The activities in each stage can be explained below<sup>15</sup>:

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<sup>15</sup>Syamsul Rizal. Developing ESP Reading Comprehension Instructional Materials Through Schema Theory Approach at PAI Study Program of Tarbiyah Faculty of IAIN Bengkulu, *The Fourth UAD TEFL International Conference*, 2017, P.494.

**a. *Pre-reading Activities***

All reading and learning depend on what the learners bring to the task. For this reason, the pre-reading stage is considered the most important phase of a reading lesson. In this process, the students are guided to reflect on what they already know or think about a topic so that it can help them understand what they are going to read. Pre-reading activities have three main goals; they are: firstly, *activation of prior knowledge and building background information*. In this stage, there is *something in students' head* that the teacher carries. The *something in students' head* is background or prior knowledge and is referred to as a *scheme*. According to scheme theory a reader's knowledge play a crucial role in his/her understanding of the text especially in working out implicit information. There are some techniques to activate the students' prior knowledge and build background information, namely: previewing, predicting, and story impression.

The second goal is *development of concept of vocabulary*. In developing concept and vocabulary of reading comprehension, the teacher can apply some techniques to maximize students' skill in understanding unfamiliar words in reading text; they are: (1) introducing a new word to make more meaningful experience; (2) demonstrate the meaning of the word as better as possible; (3) the word is used in sentence that carries with it a clue that directs the learner to the meaning

in focus; and (4) using semantic mapping in order to help the students see the relationship among the words.

The third goal is *development of motivation and purpose of reading*. Before the actual reading the teacher assists students in analyzing the material. The teacher helps the students to get a feel for the text they read and help them in analyzing the purpose for their reading. Three factors which contribute to motivation are: attitude, interest, and self-concept.

The same conception explained by Pearson-Casanave that pre-reading activities fall into two broad categories: Those that involve interaction with the text (e.g., surveying, scanning, skimming, and questioning) and those that do not<sup>16</sup>. The second type has labeled, where there is no interaction with the text, the Communi- cative Pre-Reading Activity (CPA). The CPA is the result of a number of considerations, including both the reading material to be read and class- room factor

Based on the explanation above, it is concluded that in pre-reading activities, they are related to previewing, prediction, vocabulary concept, and motivation.

#### ***b. During reading Activities***

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<sup>16</sup>Christine R. Pearson-Casanave. *Communicative Pre-Reading Activities: Schema Theory in Action*. USA: TESOL Quarterly, Vol. 18, No. 2. 2014. P. 335

Reading of the text, which is the most obvious aspect of the reading phases, may be taken to mean that the students read the text silently in the classroom or at home as part of the assignment. Provide some guide questions so that they can focus better while reading. In the early grades the teacher reads aloud as the students listen. In short, during reading the readers interact with and make connections with the text in the process of understanding or constructing meaning.

During-reading activities focus on the process of understanding rather than the result of reading. The activities can be: Information transfer activities, reading comprehension questions, understanding references, and making inferences. In this research, the researcher uses SMHF Strategy in helping the students in reading activities.

**c. *Post-Reading Activities***

Post-reading is the last stage of the reading lesson. The main purpose is to ensure learner's comprehension and retention of the information of the text that they have already read; It is also to develop and clarify learners' interpretation of the text and help them remember what they have created in their mind individually about the text<sup>17</sup>.

It is after reading when the readers want to share and discuss ideas with others. Post-reading might include the following: discussion,

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<sup>17</sup>Ida Soraya Hamidon, et al. *Potential of Twitter in Post-reading Activities Among Community College Students in Malaysia*, Turkey: Procedia-Social and Behaviour Science, 2013, P. 728.

engagement activities, and reading writing-link. For these, see the following explanation:

### ***Discussion***

After reading, discussion follows to check the students' comprehension of the text. The discussion usually begins with the motive question. The rest of the questions are planned in anticipation of the answers of the students will give.

### ***Engagement Activities***

Going beyond the literature after reading enables students to elaborate on and reconsider the selection. Elaboration is based on the notion that when the readers actively integrate new information with existing knowledge, greater understanding and use of the new material will result.

Comparing perspective, debating, recollecting, summarizing, writing and reacting to the literature in a variety of ways are all forms of elaboration or engagement activities for students to reinforce, heighten, and develop ownership of the reading experience.

### ***Reading Writing-link***

Students may do journal writing response to literature through the following activities: (1) writing an ending a story; (2) retelling the story from the point of view of a character; (3) reading response journal; (4) doing a news write-up about the existing events in the story; (5)

summary journal – this should describe the action of the story, development of characters, impact of the setting on the plot, comments on the author's style, or other ideas the reader has after reading the selection.

In summary, the three stages of teaching reading above must be applied by the teacher in the process of teaching and learning process in the classroom in order that the students know about effective learning process in studying reading comprehension.

## **6. Criteria of Reading Assessment**

Teachers and other education professionals spend a lot of time testing, evaluating and assessing students. Sometimes this is to measure the students' abilities to see if they can enter a course or institution. Sometimes it is to see how well they getting on. Sometimes it is because the students themselves want a qualification. Sometimes this assessment is formal and public, and sometimes it is informal and takes place in day-to-day lessons. In reading comprehension, it is important for the teacher to assess the students' reading comprehension in order to measure the students' competency in comprehending texts.



There are some criteria for reading assessment. According to Caldwell, there are some criteria for reading assessment in the classroom, namely<sup>18</sup>: *First*, the students should know how to scan, skim and discuss longer field-specific texts in order to locate the main points. These can be the main skills that must be have by the readers. *Second*, the students can identify various types of reporting and argumentation. The readers should can select which part is included into reporting and argmentation in order that they can select major and minor information. *Third*, the reader can distinguish between facts and opinions in texts and recognize discourse and culture-specific conventions. These skills are important for readers to know the core topic or discourse that the texts delivered as well as distinguish between the writer's opinion and a real fact in society. *The fourth*, the readers are able to use appropriate strategiesfor extensive and intensive reading. It means that the readers can use appropriiate strategies in dig information from the texts their are reading in order to reach the effectiveness of time in reading activities.

From the explanation above, there are four criterias of reading assessment, namely: main skill (scan, skim, and main idea), identify report and argument, distinguish fact and opinion, and appropriate strategies in intensive and extensive strategies in reading activities.

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<sup>18</sup>Joanne Schudt Caldwell. *Reading Assessment: A Primer for Teachers and Coaches*, New York, The Guldford Press, 2008, p. 137.

## B. Short Functional Texts

Short functional text is a teaching reading comprehension in the level of junior high school, the kinds of texts used are genre texts and short functional texts. However, this research focuses in short functional texts. According to Cameron and Myers , short functional text is a text which has a purpose to give the readers specific information or to help the readers to perform a day-to-day task<sup>19</sup>. It means that short functional text is a short text that expresses specific information for the readers.

Then, Fauziati, et al, sated that Short functional texts are types of informational texts to help the information receivers or readers grasp the information quickly such as: brochures, food nutrition labels, menus, recipes, class schedules, and others<sup>20</sup>. It means that short functional texts have their own social function for people. Since Short Functional texts are intended to make the readers understand the texts quickly, they are usually characterized by: (1) the use of clear, simple, and concise sentences; (2) pictures or symbols; and (3) the use of particular words or letters<sup>21</sup>.

Related to short functional text, based on *KTSP* (School-Based Curriculum), the students learn about many short functional texts in reading comprehension; however for ninth grade students, the kinds of short functional

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<sup>19</sup>Cameron, Schyrlet and Myers, Suzanne. *comprehending functional texts: Instruction, Practice, Assesment*. USA : Mark Twain Media: 2013, P.5.

<sup>20</sup>Fauziati, Endang, et al, *English Language Teaching and Learning: Theory and Practice*. Jakarta PLPG:2013,P.203.

<sup>21</sup>Fauziati, Endang, et al. *Ibid*.

texts only focus on: *invitation*, *advertisement*, and *short message*<sup>22</sup>. Therefore, this research focuses on the three kinds of short functional texts which will be discussed below:

### ***1. Invitation***

An invitation is a type of letter which is written to invite a guest to a particular event or celebration<sup>23</sup>. It means that when someone wants to invite friends or families to visit his or her party, she or he must write an invitation. To write an invitation, the writer should understand the structure and features of an invitation. It is widely known that an conveys information about the event and the latter ensures that the guest is going to attend. Invitation is categorized differently. Some categorize it into a formal and informal invitation. Formal invitation, for example, an invitation letter inviting peers or clients to an event hosted by the company or inviting persons for an important. Invitation letters sent to friends and family members can be less formal. This type of letter is sent for a social function such as such as birthday, marriage, baby shower ceremonies, etc. For clearer description about invitation, see the following example:

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<sup>22</sup>BNSP. *Ibid*.

<sup>23</sup>Fauziati, Endang, et al. *Loc Cit*. P. 23

You are cordially invited to view  
CANADIAN LANDSCAPES  
an exhibition of work by  
yoshiko yamaguchi  
included will be works from her most  
recent project in the art refuge  
THE WITHMORE GALLERY  
8028 lakeshore boulevard  
opening reception : 6:00 to 10:00 P.M  
Friday, 6<sup>th</sup>  
Show runs from 9:00 A.M. to 4:00 P.M  
Mon-fri  
12:00 t 5:00 P.M. Sat –Sun  
Admision - free

## 2. *Advertisement*

Advertisement can be defined as typical information used to persuade audience (readers or listeners) to do something or to take some action<sup>24</sup>. It means that someone will write an advertisement to persuade public to do or buy something that is writer promotes. The advertisement has commercial purposes. In order to be succeeded in writing advertisement, of course, there are fixed structure and language features in writing it.

To get persuasive effect, an advertisement contains the name of a product or service and the explanation of how the product or service benefits the audience. For clearer description of advertisement, see the following example:

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<sup>2424</sup>Fauziati, Endang, et al. *Op Cit.* P. 25

**Make apartment your family home**  
**Casablanca**

Apartment Casablanca offers 5-star luxury and facilities, including a playground and the beach pool to keep your children happy.

As for parents, Apartment Casablanca is only minutes away from the Central Business District. Safety is ensured by state-of-the-art security system and low profile guards.

There is a wide selection of comfortable and spacious apartment for sale or lease.

**3. *Short Message***

Short message is one of popular short functional texts in daily life nowadays. It can be found in a handphone or email in computer. Message is written or oral information which is sent or leave to someone when the sender can not meet face-to-face with the intended people in the message. In other words, short message has important roles in human's life in digital era. In writing a short message, it has a standard of written and language features in order that it can be understood by the readers. In general, from its name, short message must be short in written but it has concise in content. For better understanding for message, see the following examples:

*Message from Hand phone*

Sorry Liz, I can't fulfill my promise to go with you to Deni's birthday party tonight. I have to meet Mr. Ridwan at 7 p.m. Please don't be angry.

*Message from email*

To : [Ichadut@yahoo.com](mailto:Ichadut@yahoo.com)  
From : [Ikamanis@yahoo.com](mailto:Ikamanis@yahoo.com)

Hi! Have you seen the whether forecast broadcast this morning? There has been a big disaster because of snow in Europe. And it is reported that hail will come. The temperature is below 0. I am afraid you should cancel your departure to Europe.

Regards,  
Ika

### **C. GIST Strategy**

Applying appropriate teaching strategy in the classroom is important in order that the students to be easy and cheerful in experiencing the class. One of good teaching strategy for reading comprehension is *GIST Strategy*. It was firstly introduced by Cunningham. J in 1982. Then, the strategy was developed by many researchers in the later years till now. In 1999, Muth and Alvermann developed this theory and succeeded in doing their research. However, this research uses original theory and combined with *GIS Strategy* developed by Margaret Boucher in this recent year.

GIST Strategy is a teaching strategy that aims to help students in reading comprehension by providing an opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show the gist of the reading<sup>25</sup>. It means that *GIST Strategy* facilitates students to understand how the “parts” fit together to make the “whole.” In addition, this strategy also show how to distinguish between important and less important pieces of information and how to group similar ideas together. In short, *GIST Strategy* will be applied by the researcher to teach eighth grade students of SMPN 05 Kota Bengkulu in mastering short functional text.

There are many reasons why *GIST Strategy* appropriate to apply in the classroom. Boucher said that there are some key benefits of applying *GIST Teaching Strategy* in reading comprehension class, namely<sup>26</sup>: (1) The process of summarization can greatly assist ELLs comprehending text; (2) when faced with reading and extended text that contains a multitude of information, they can be overwhelmed with information and at a loss as to how to recognize important information from varying degrees of details; (3) in this strategy, students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement; (4) this procedure is repeated until and expanded section of text is summarized; (5) a comprehensive summary statement/paragraph is then written; (6) this strategy also provides ELLs

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<sup>25</sup>Margaret Bouchard. *Comprehension Strategies for English Language Learners*, New York, Scholastic, 2005, P. 40.

with an opportunity to verbally discuss the content material and vocabulary and clarify meaning. It means that the procedures of this strategy are very helpful for students to comprehend text, especially short functional text.

The original GIST Teaching Strategy has been adapted somewhat to take into consideration the need ELLs. It is particularly helpful for the teacher to model the strategy initially and explain the process during the lesson. The detailed procedures in applying this strategy in reading comprehension class are the following steps:

1. The teacher prepares a transparency of a section of text or designates a portion of text to be read. This usually includes text that may be a challenge for the students.
2. Typically, in a class, the teacher and students read the section silently. For ELLs, it is more effective if you read the passage aloud while they follow along.
3. As a class, decide upon the “most important” words or concepts that are essential to understanding that portion of the text. (The number of concepts and words may vary depending upon the length of the text). The teacher can underline or highlight these on the overhead or handout. (It is helpful for students to have a copy of the text so they can underline also.) The teacher can also ask ELLs to write the words and concept on the *GIST Activity sheet*.



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

Then, the researcher continue to *Working in Cooperative Groups*. For this activity , it is helpful to place ELLs in groups with strong English speakers and readers. if a beginning level ELL is included in the group, try to place this student with a student who speaks the same language. if needed, first language support can be offered. After students are familiar with te process, this should be done as a cooperative group strategy. Follow these steps:

1. Assign a section of text for students to read.
2. Form groups and assign a group leader.
3. Students read the text silently (or a group member can read it aloud).
4. The group collaboratively identifies important vocabulary and concepts.
5. The group develops the summary statement identifying the gist of the reading.

6. Each member of the group writes the summary statement on a piece of paper.
7. The group reads the next portion of text and repeats the process.
8. Move from group to group observing and providing support when needed.
9. Each group presents in summary statement(s).
10. Discuss as a class and compare.

Then, the teacher can come to *extension activities*: When ELLs become more comfortable working in cooperative groups, you can have each group be responsible for summarizing a different section of text. Discuss the varying summary statements and write them on the board. Then, students can copy them to use as study guides. Students might also explain how they constructed their summary.

The teacher should do the procedures systematically and consistently in order to make students to be better in mastering reading comprehension short functional texts.

#### **D. Related Previous Studies**

There have been many researchers who conducted their research in the field of education that related to specific strategies in teaching reading comprehension and short functional texts. One of them is a research which was conducted by Cunningham, J.(1982) entitled “*Generating interaction between schemata and text* ”. In this action research study, a kindergarten, first and second

grade teacher, along with a special education teacher, implemented the *GIST strategy* in their classrooms over a four week period. The teachers were trained in the strategy prior to implementing it in their classrooms. They were shown engaging methods of implementing the *GIST* with young students. Support was then provided to them throughout the entire implementation period. The results indicate that the *GIST strategy*, if implemented effectively, can increase comprehension of young students and provide a strong foundation for reading comprehension<sup>27</sup>.

Another researcher is Junizon (2015) conducted his research entitled “Improving Students’ Ability in Understanding Short Functional Texts by Using *QAR (Question-Answer Relationships) Strategy* (An Action Research at Eighth Grade Students of SMPN 14 Seluma Academic Year 2014/2015)”. The result of this research showed that eighth grade students of SMPN 14 Seluma did not have good ability in comprehending short functional texts of reading comprehension before they have not got the actions. Their average score in pre- assessment test was (67.41) which was included into “Moderate” category. After giving actions in two cycles, the students’ ability in comprehending short functional texts of reading comprehension was improved. In cycle II test, the students’ average

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<sup>27</sup>Cunningham, *Generating interaction between scemata and texts*). International Journal of Early Chilhood Special Edition (INT-JESCE), June 2010: 2:1). Retrived on March 30, 2014 from <http://www.int-jecse.net/files/SESL1EHUMIG76LBM.pdf>, 2010, P. Abstract.

score was (76.41) which was included into “Good” category. The students made (9.00) point of the total improvement after the action given<sup>28</sup>.

The two research above have some similarities and differences with this research. The similarities are: they focus on improving students’ reading skills by using *QAR Teaching Strategy*. However, there are many differences. Cuningham.j. (1982) focused their research on how well the kindergarten teacher implemented *GIST Strategy* can give basic/prior knowledge of reading comprehension for young students, and Junizon (2013) focused on understanding information of short functional texts in junior high school level; on the other hand, this research totally focus on how well *GIST Strategy* improving students’ ability of short functional texts. In addition, different research method and population may cause the differences in the result of the research.

It is important to conduct a research by using specific teaching strategy in order to improve the students’ ability in reading comprehension skill of short functional texts, and it is also useful for improving the teacher’s professionalism in teaching English in the classroom. By conducting this research, it can be found how the process of *GIST Teaching Strategy* can improve students’ ability in understanding reading comprehension of Short functional text at eight grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019.

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<sup>28</sup>Erwen Junizon. *Improving Students’ Ability in Understanding Short Functional Texts by Using QAR (Question-Answer Relationships) Strategy (An Action Research at Eighth Grade Students of SMPN 14 Seluma Academic Year 2013/2014)*, Bengkulu, Unpublished Thesis-Tarbiyah and Tadris Faculty IAIN Bengkulu, 2013, P. i.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research applied Classroom Action Research (CAR) method. Different experts will define in in their different ways. According to Tomal, CAR is a systematic process of solving educational problems and making improvement<sup>29</sup>. In this case, as a method of a research, CAR does not require elaborate statistical analysis and lengthy narrative explanations, but it is more concerned with solving a problem in efficient and feasible manner. It means that CAR is a research method that focuses on improving educational problems. Then, Rust and Clerk define CAR as a rather simple set of ideas and techniques that can introduce the power of systematic reflection of the practice<sup>30</sup>. This definition means that CAR is as a method focuses on the effectiveness of strategy implementation in order to solve the students' problems, especially in improving their English mastery.

From the explanation above, it can be concluded that CAR is a research method that does not focus on elaborating statical, but focuses on solving educational problems and improving students' skills in language. In this research, the researcher applied CAR to improve students' ability in reading

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<sup>29</sup>Daniel R Tomal, *Action Research for Educators*, (The Scarecrow Press, Inc, Oxford), 2003, P. 5.

<sup>30</sup>Frances Rust and Christopher Clerk, *How to Do Action Research in Your Classroom*, (Teachers Network Leadership Institute, USA), 2012, P. 3.

comprehension of short functional texts by using *GIST Strategy* at eighth grade students of SMPN 05Kota Bengkulu in academic year 2018/2019.

## B. Respondents

CAR calls the subject of the research as respondents. Classroom Action Research (CAR) does not know about population and sample because the effects of the action focus on the subject that is investigated<sup>31</sup>. In this research, researcher conducted the research at eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019. At eighth grade, there are nine classes in this school. They can be seen as the following table:

**Table 1:**  
**Eighth Grade Students of SMPN 05 Kota Bengkulu**

No.	Class	Number of Students
1	VIII A	26 Students
2	VIII B	36 Students
3	VIII C	40 Students
4	VIII D	32 Students
5	VIII E	38 Students
6	VIII F	37 Students
7	VIII G	37 Students
8	VIII H	37 Students
9	VIII I	36 Students
Total Number of Students		319 Students

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<sup>31</sup>Suharsimi Arikunto, Suharjo, and Supardi. *Penelitian Tindakan Kelas*. Jakarta: PT Bumi Aksara, 2008, P. 39.

The researcher took class VIII D as respondents of this research which consists of 32 students. This class was appropriate as respondents of this research because based on the English teacher, most of the students had problem in English, especially in reading comprehension. In addition, this class consisted of heterogeneous students in their ability.

### **C. Research Instrument**

Instrument is tool that used in collecting the data in a research. In this research, the researcher used reading comprehension test, observation, interview, and documentation. The explanation can be as the following details:

#### ***1. Reading Comprehension Test***

Reading comprehension in this research was the main instrument. The items were designed in multiple choices. There were 30 items which were taken from a preferable English textbook. The researcher discussed with the English teacher as collaborator whether the items are appropriate or not for students. The most selective items were the instruments in this research.

#### ***2. Observation Sheet***

Another instrument to collect the data was observation. In this research, the researcher designed observation sheets. The researcher designed list of activities and students' behaviour as the focus of observation. By doing observation, the researcher can observe all activities

and behaviour in the classroom during the implementation of cycles (action). By doing observation, the researcher obtained the data about the suitability between the implementation of action with teaching planning that has been designed before as well as describe the data of the students' responses in doing the implementation.

### **3. *Interview***

The researcher also used interview in doing the research. The researcher made dialogue with teacher and students as source of information or data. Interview was used to describe students' basic condition and problem, their learning habit, and the students' responses in implementing *GIST Strategy* in the classroom during the research.

In this research, the researcher used *structural interview* where the researcher made some list of questions that relate to the students' condition and difficulties in the classroom during the research to dig needed information or data of the research. The researcher tried to make the interviewees as comfortable as possible during the interview even they feel like not having interview. This condition could make the interviewee answered the questions honestly.

The interview used to collect the data in preliminary research to find the actual problem of the research at school and to know about the information about population and sample by interviewing both the teacher



and the students. Then the researcher also interviewed the students during the implementation of action in order to know about their problems' in reading comprehension of Short functional text.

#### **4. Documentation**

Documentation was used to obtain data from all documents. Arikunto said that documentation is observed in form of notes, books, and other sources besides human beings<sup>32</sup>. In this research, the documentation data could be photographs during the teaching and learning process especially students and teacher interaction, student's worksheet, as well as teacher's and students' observation sheet. The documentation data above can be used to support to describe authenticity of the data in the research.

#### **D. Technique for Collecting the Data**

In the process of collecting the data, the researcher asked the students to conduct pre-assessment test and test for every cycle. In collecting the data, the researcher used prepared instruments. The procedures of collecting the data are as follows:

1. The first step was doing pre-assessment test. In pre-assessment test, the researcher gave *reading comprehension test* to students to measure their ability in understanding reading comprehension of short functional texts. The result of pre-assessment test was used as students' basic data of their real reading

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<sup>32</sup>Arikunto, *ibid.* P. 234-235.

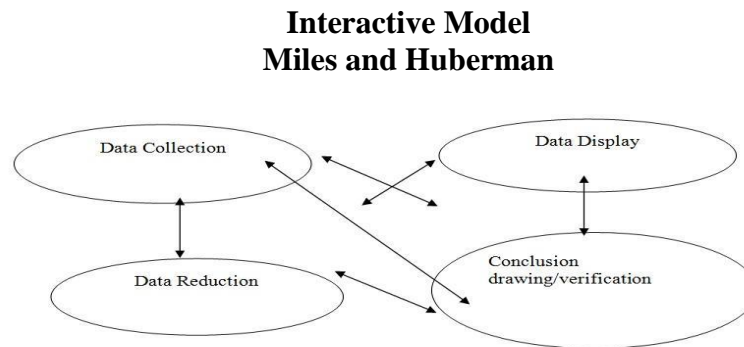
comprehension skill. In this case, the researcher used reading comprehension test to take quantitative data of the students.

2. The second step was giving students action by using *Generating interaction between schemata and texts (GIST) Strategy*. During this action, the researcher used *observation* and *interview* to know about students' progress and the teaching strategy effect to their learning process in the classroom. It also used as an instrument to measure teacher's appropriateness of using *GIST Teaching Strategy* in the classroom. During the action, the researcher did *documentation* by taking some photographs that describe classroom activities in order to prove the concrete data. In other words, the researcher used observation sheet, interview, and documentation to collect qualitative data in this research.
3. At the end of every cycle conducted a test that is called cycle test. The test used *reading comprehension test*. The data described students' progress. When the students' score of cycle test has reached the target, the cycle would be stopped. The test of last cycle showed the students' improvement of their ability after reaching the research target.

#### **E. Data Analysis**

The data in this research were got from the pre-assessment test and some cycle tests. This research used interactive model of data analysis proposed by Miles and Huberman (1994). The data analysis consists of three main

components, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. The components above can be illustrated as the following figure<sup>33</sup>:



The figure above can be explained that:

1. *Data reduction*: Data reduction occurs continually through out the analysis. In earlt stages, it happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through coceptualizing and explaining, since developing abstaract concepts is also a way of reducing the data.
2. *Data Display*: Data display organize, compress and assemble information. In this reseach, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer.

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<sup>33</sup>Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

3. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

Then, the result of the students' reading comprehension test was scored based on the following formulation below<sup>34</sup>:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: The Students' Reading Comprehension Score

F: Total Correct Answer of the Students

N: Total Number of the items

After the researcher scoring the students' worksheet, she classified the result into category. In this step, the result of this research was interpreted by using the table of score interval based on scoring standard the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019 that explained as the following table<sup>35</sup>:

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<sup>34</sup>Rosma Hartini Sam's. *Metode Penelitian Tindakan Kelas: Teknik Bermain Konstruktif untuk Peningkatan Hasil Belajar Matematika*. Yogyakarta, Teras, 2010, P. 94.

<sup>35</sup>SMPN 05 Kota BEngkulu. *Assessment Standard of SMPN 05 Kota Bengkulu*, Bengkulu: SMPN 05 Kota Bengkulu, 2016, P. 9

**Table 2:**  
**The Students' Score Category**

<b>Score Interval</b>	<b>Category</b>
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

Improvement is the most important value to find in this research. To investigate the improvement made by the students during the research, the researcher reduced the students's average score in last cycle with students' average score in pre-assessment test.

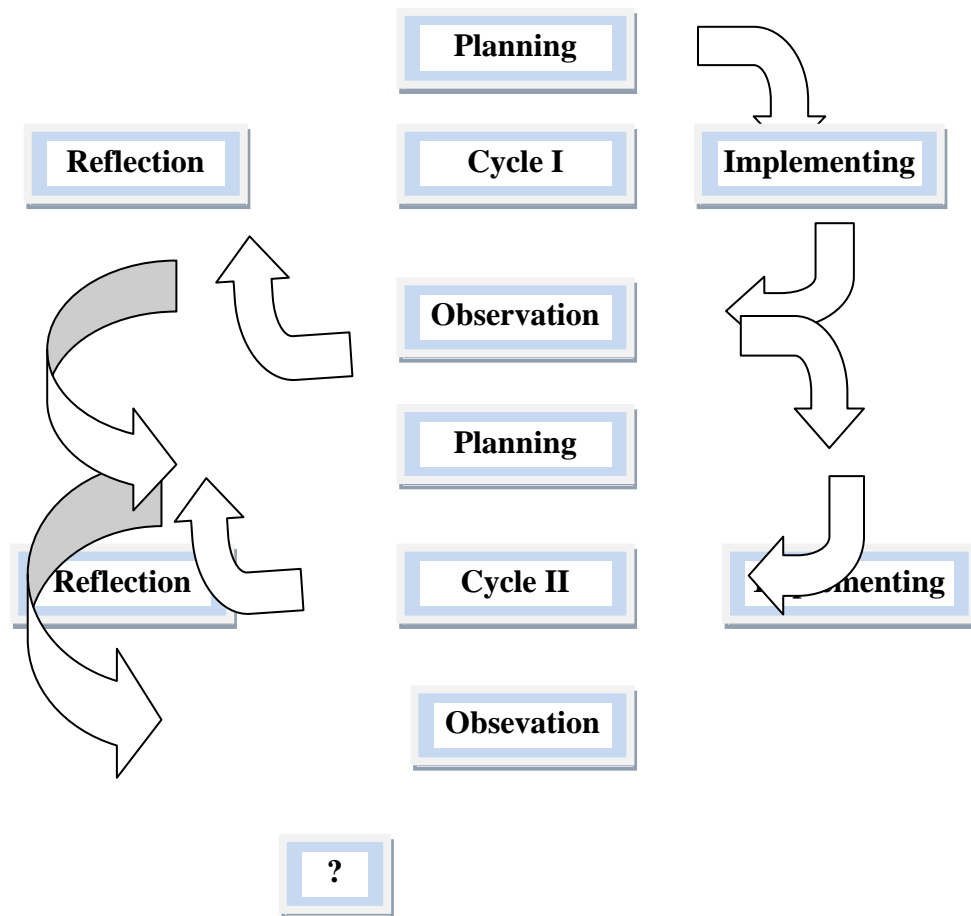
#### **F. Research Procedures**

In conducting this research applied Classroom Action Research (CAR) that consists of planning, implementation of the action, observation, and reflection. For clearer image, see the following figure<sup>36</sup>:

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<sup>36</sup>Suharsimi Arikunto, Suharjo, and Supardi. *Penelitian Tindakan Kelas*, Jakarta: PT Bumi Aksara, 2008, P. 16.

**Figure 1:**  
*An Ideal Classroom Figure of Action Research Cycle Mechanism*



The action research based on figure 1 above can be explained as the following details:

#### 1. Pre-Assessment

In this step, the researcher gave a pre-assessment test to the students by giving them reading comprehension test. The result of this test was the students' basic score to know the students' basic ability in understanding main

information of short functional texts before they get some actions by using *GIST Strategy*.

## 2. Actions

The researcher gave actions to the students in order that they get some improvement in mastering reading comprehension of Short functional texts . Taggart in Endraswara stated his concept about cycle in classroom action research that one cycle consists of four systematic steps; they can be<sup>37</sup>:

### **Cycle 1**

#### a. Planning

In planning, the researcher should do the following activities: (1) the researcher should identify the problems that concern with the process of teaching reading by the teacher at school; (2) researcher should find the information from the teacher who teaches English in the classroom about his/her teaching process and strategy which he/she applies in the classroom; (3) the researcher should identify the alternative in solving the problems which the students faced in the classroom; (4) the researcher should have discussion with the teacher/collaborator to plan the action.

#### b. Implementing of action 1

In implementation of action one, the researcher did the following activities in order to reach the goals; firstly, the researcher give teaching

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<sup>37</sup>Suwardi Endarswara. *Metode Penelitian Sastra*, Yogyakarta: CAPS. 2003, P. 195.

planning that has been prepared in the lesson plan. In this case, it is the concept of GIST in teaching reading comprehension of short functional texts. Secondly, the researcher will apply the technique in order that the students can understand and use it in reading activities. Thirdly, the collaborator should observe the researcher's activities in order to give constructive suggestion for improvement in the next meeting. The last one, the evaluation was given to the students to know how far the improvement of the students to compare it with the next cycle.

c. Observation

In the observation, the researcher collected the data from the action and planning that have been prepared, included all of what the students do in the classroom during the action based on observation instrument that made by the researcher. The researcher was helped by an observer as collaborator in this research. The process that must be done by the researcher and collaborators are: (1) observe the teaching process that they have done; (2) observe the obstacles and situation the researcher and students have interaction; (3) observe the things that make easy or support the teaching and learning process.

d. Reflection

In this stage, the researcher was evaluated the action that has been given to the students, included evaluation about quality, quantity and time from each action. Then, the researcher did some discussions with



the collaborator about what the researcher had to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress in the process of teaching and learning during the action. The real activities in this stage, the researcher should: (1) remember and re-plan all given actions; (2) understand the problems and obstacles; (3) consider all things that are not found in the planning process; (4) understand the problems and the situations of the problem happened; (5) have discussion with collaborator and the students to re-plan the next action; (6) ask some suggestions about the strategies for the next action.

### **Cycle 2**

Cycle two was conducted as better as the cycle one, and it was done based on the result of the first cycle.

### **Cycle 3**

Cycle three was conducted as well as the cycle one and two, and it was done based on the result of the cycle two.

### **G . Indicator of Success**

Indicators of the Success in this research are:

1. Quantitatively, the indicator of the students' success is when 75% students have high percentage in reading comprehension of short functional text.

2. Qualitatively, the indicator of the students' success is when 75% of the students get actively involved during teaching and learning process by using *GIST Strategy*.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

After completing collecting the data and doing data analysis, the researcher described the result of the research and gave detail discussion for the research in this part. For clearer description, the result of this research can be described in detail as the following explanation:

#### **A. Result of the Research**

The result of the research was a description of all stages passed by the students in reaching research target. It was started from pre-assessment, the implementation of Cycle I, Cycle II, and Cycle III. For the detail description of the process, it was illustrated as the following explanation:

##### **1. Pre-Assessment Stage: Students' Condition before Getting Actions**

Pre-Assessment is the first stage in Classroom Action Research. In this stage, the researcher measured the students' basic skill before they got actions. In this research, it was conducted on November 9, 2018. The result of pre-assessment test became the basic students' ability in reading comprehension of short functional texts before they got actions by using *GIST (Generating Interaction between Schemata and Text) Strategy*. This result would be the basic information for the researcher to do actions in the classroom for students' improvement. The students' score calculation for pre-assessment test

was explained in appendix 12. The description can be illustrated as the following table:

**Table 3:**  
**The Result of Pre-Assessment Test**

No.	Score Interval	Qualification	Frequency	Percentage(%)
1	80 – 100	Excellent	-	-
2	70 – 79	Good	6	18.75
3	60 – 69	Moderate	12	37.50
4	50 – 59	Poor	9	28.13
5	< 50	Very Poor	5	15.62

The table 3 above described that there were 6 students (18.75%) included into “Good” category; 12 students (37.50%) were included “Moderate” category; 9 students (28.13%) were included into “Poor” category; 5 students (15.62%) were included into “Very Poor” category. In this stage, there was no students included into “Excellent” category. Based on the data in appendix 12, there were 26 students who got score under 70 in pre-assessment test. It means that the students’ ability in mastering reading comprehension of short functional texts was low. For better description, see the following chart:

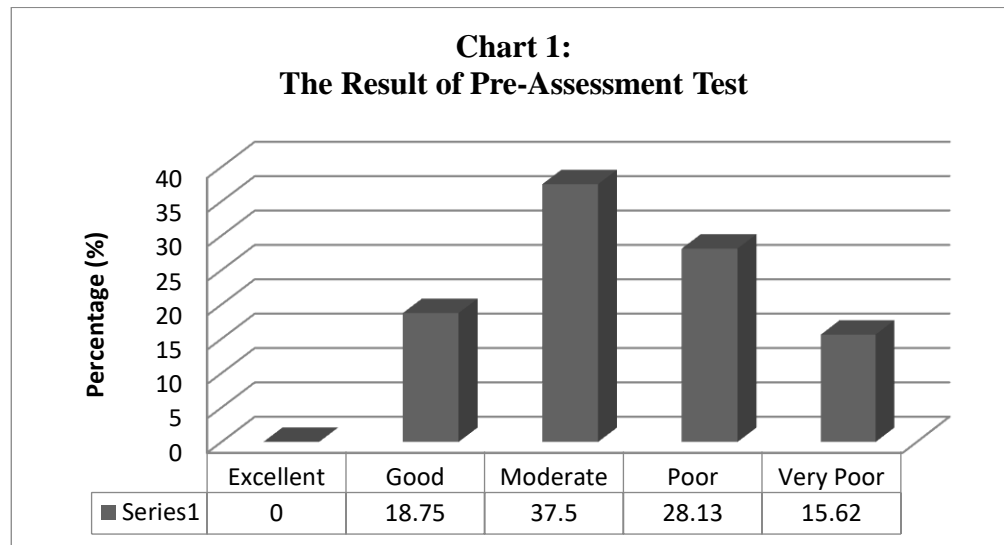


Chart 1 above shows that the students' range of category was from "Very Poor" to "Good" category. There was no students who got "Excellent" category. However, in average, they were included into "Moderate" category with average score (60.10). The student got (43.3) for the lowest score and (76.7) for the highest score.

Based on the data description above, it was obvious that the students' average ability in pre-assessment stage was far from the research target. It means that they needed improvement in mastering reading comprehension of short functional texts. Therefore, it is important to continue the research by giving actions to the students in form of cycle I, II, and III for improvement in reading comprehension of short functional texts.

## 2. Cycle I Stage: The Initial Process of Improvement

To follow up the students' problems in pre-assessment stage, the researcher designed the lesson in Cycle I. It was conducted in four meetings. Three meetings were for giving actions by using *GIST Strategy*, and one meeting was for cycle I test. The teaching activities can be conducted as the following schedule and activities:

Cycle I Activities and Schedule			
No.	Meeting	Teaching Activities	Date of Implementation
1	1	Teaching by Using GIST	November 14, 2018
2	2	Teaching by Using GIST	November 16, 2018
3	3	Teaching by Using GIST	November 21, 2018
4	4	Cycle I Test	November 23, 2018

The process of cycle I was started from planning, implementing cycle I, observation, and reflection. The detail process of conducting cycle I, see the following stages:

### 1. *Planning Stage*

Before doing action, the researcher made design of teaching reading comprehension of short fuctional texts and disscussed it with collaborator. The lesson plan was designed based on some data sources, namely: observation of students' learning process and the result of interview with teacher (collaborator). In this planning stage, the action was designed of

four meetings with different materials. The main materials were about exploration of short functional texts. For clearer design of teaching, it can be seen on lesson plan for cycle I in appendix 3, 4, and 5.

Then, the researcher prepared complete classroom instructions and instrument before conducting actions for the students in the classroom. The researcher prepared fixed *lesson plan* as a guide for teaching, *some short functional texts* as teaching and learning sources, *students' and teacher's observation checklist*, *research instrument* for testing students after getting actions in cycle I, *GIST Activity Sheet*, and students' answer sheets.

## ***2. The Implementation of Cycle I***

The researcher and collaborator did action by using *GIST Strategy* in teaching and learning reading comprehension of short functional text during the implementation of cycle I. In this stage, the researcher implemented all teaching instructions and instrument that had been prepared before. The detail activities in each meeting can be seen as the following description:

### ***Pre- Reading Activities***

At the first step activity which also called as preparation activity, the teacher helped the students to be ready in having lesson at the day. Therefore, the teacher prepared them by doing the following activities:

- 1) The teacher grouped the students into a small group that consisted of 4 members. Then, organized them in to sit in their group. The teacher also chose the leader of the group to control their friends.
- 2) The teacher checked their attendance.
- 3) The teacher made sure that the students brought their dictionaries and stationaries.
- 4) The teacher informed the goals of today lesson. The students would learn reading comprehension by using *GIST Strategy*.

### ***During-Reading Activities***

In during reading activities, the students had come to the main activities of reading comprehension of short fuvtional texts by using *GIST Startegy*. In this part, the students should learn about the procedure and apply it in reading texts, in this case short functional texts. The detail procedures of *GIST Startegy* were as the following activities:

8. The teacher prepare a tranparency of a section of text or designates a portion of text to be read. This usually includes text that may be a challenge for the students.
9. Typically, in a class, the teacher and students read the section silently.  
The teacher read the passage aloud while the students follow along.
10. The students decided upon the “most important” words or concepts that are essential to understanding that portion of the text.



- 11.The students underlined or highlight these on a copy of the text.
- 12.The teacher asked the students to write the words and concept on the *GIST Activity sheet*.
- 13.The teacher asked the students to use as many of the “most important words and concept” as possible, write a summary statement consisting of one or two sentences together. These sentences should offer the “gist” of the reading passage.
- 14.Each student then wrote the completed summary statement on the *GIST Activity sheet*.
- 15.The teacher asked the students to repeat the procedure using subsequent section of the text.
- 16.Finally, students used the summary statements that have already been generated as a comprehensive summary for the entire text in their group.

Then, the researcher continue to *Working in Cooperative Groups*.After students are familiar with the process, this should be done as a cooperative group strategy. The steps were as follows:

- 11.The teacher assigned a section of text for students to read.
- 12.Students read the text silently (or a group member can read it aloud).
- 13.The group collaboratively identified important vocabulary and concepts.
- 14.The group developed the summary statement identifying the gist of the reading.

15. Each member of the group wrote the summary statement on a piece of paper.
16. The group read the next portion of text and repeated the process.
17. The teacher moved from group to group observing and providing support when needed.
18. Each group presented its summary statement.
19. Teacher and students discussed as a class and compared.

### ***Post-Learning Activities***

Post learning activities can come to *extension activities* in *GIST Teaching Strategy*. The teacher asked the students to do the activities as follows:

- 1) Each group was responsible for summarizing a different section of text. Discuss the varying summary statements and write them on the board. Then, students can copy them to use as study guides. Students might also explain how they constructed their summary.
- 2) The teacher asked the students' difficulties in following the lesson.
- 3) The teacher motivated students to practice this strategy when the students read texts, especially short functional texts.

### ***3. Observation of Cycle I***

During the implementation of cycle I, the researcher and collaborator observed directly how the teaching and learning process were implemented

in the classroom by using *GIST Teaching Strategy*. The aims of doing observation was to know how the teaching and learning design can influence actions and what the effects of doing the action for students, teacher, and teaching and learning system in a whole. The information can be as the following explanation:

#### 1. Students' Attitude during the Lesson Activities in the Classroom

In this stage, the students' average score could not reach the research target. This failure was dominated by students' bad attitude in the classroom. *The first, in the preparation stage*, most of the students did not bring dictionaries. Most of them said that they did not have dictionaries. In this situation, the researcher tried to give the students an understanding of bringing dictionaries when learning English. After the students looked understand, the researcher made a commitment with the students for this problem. The commitment was if the students did not bring dictionaries, it was the same as did not come to the classroom. The researcher would not fill their attendant list.

*The second, in the stage of implementation* of the lesson by using *GIST Teaching Strategy*, the students found some problems, namely:

- a) The students could not follow the GIST Activities very well. It happened because the students were new learned reading by using this strategy. They needed time to be familiar with new learning strategy. The best solution for this problems was the researcher

gave the students more chances to do the activities and repeated for the explanation.

- b) Problems in group study. Most of the students did not realize that they were working in a group. The students often changed their seat positions. It seemed that the students did their activities individually in their previous lesson. The best solution for this problem, the researcher gave them an understanding of learning in a group. The advantages of learning in a group. Then, the researcher asked the students to sit again in their group.
- c) Problems in orally presentation a summary statements developed by group. Very few students who wanted to do orally presentation at the last lesson of strategy. They looked have low self-confidence to stand up and speak in front of the classroom. The best solution for this problems, the researcher made a schedule for the students to present orally. It means that the students would have their own turn to orally presentation. However, for the first meeting, the presentation was conducted by the leader of the group. The next meeting would be conducted by the members.

*The third, the students' behaviour during the lesson.* The students did not look interested in learning English. They did not pay serious attention to to the teacher's explanation. As the result, they could not understand and apply the strategy. Then, the students

did not give active responds in learning activities. The best solution for the two problems above, the researcher asked the students to follow and to do the activities in order that they pay attention and to be active responded the activities in the classroom. Then, most of the students still spent their time to chat other topics with their friends. It made the classroom noisy. The best solution for this problems was the researcher asked the students who made noisy to be a model in the classroom, re-explain the lesson or do activities based on strategy.

*The fourth, closing activities.* The students did not do the exercise seriously. They did not focus to the items that they were doing. The solution for this problem was the researcher would ask the students to be model to make conclusion for today's lesson. For detail information of students' attitude, see appendix 15,16, and 17.

## 2. Teacher's Performance during the Lesson

During giving actions in the classroom, the researcher also got some notes for improvement from the collaborator. The notes were:

- a) The teacher responded to students' problem during the lesson. The collaborator suggested that the researcher should also pay attention to the students' problems during the lesson, not only focusing to the lesson explanation.

- b) The teacher defined unfamiliar terms, concepts, and principles in the lesson and strategy. The students were new in learning GIST Strategy. They needed more explanation of new terms, concept, and strategy principle. In this part, the researcher should give more stressing in defining and explaining it.
- c) The teacher responded to the students' boredom, confusion, and curiosity. The teacher should make the situation cheerful when showing the class started to be boring, confusing, or curious by doing something that made them more focus.
- d) The teacher gave the students time for taking note after the lesson. The students needed to write the points of the lesson. Therefore, the teacher should give students some minutes to write the learning material on the whiteboard. The notes can be a source for them to review the materials at home.

Some notes above must be overcome in the next cycle in order to give improvement in teaching for the researcher, and better teaching presentation also caused better result for the students.

### 3) The Result of Cycle I Test

Based on the research schedule of cycle I, the researcher conducted cycle I test to measure students' progress in cycle I after getting actions by using *GIST Strategy*. The cycle I test was conducted on November 23, 2018. The result can be seen as the following table:

**Table 4:**  
**The Result of Cycle I Test**

No.	Score Interval	Qualification	Frequency	Percentage(%)
1	80 – 100	Excellent	1	3.13
2	70 – 79	Good	10	31.24
3	60 – 69	Moderate	11	34.38
4	50 – 59	Poor	7	21.88
5	< 50	Very Poor	3	9.37

The table 4 above described that there were: 1 students (3.13%) included into “Excellent” category; 10 students (31.24%) included into “Good” category; 11 students (34.38%) were included “Moderate” category; 7 students (21.88%) were included into “Poor” category; 3 students (9.37%) were included into “Very Poor” category. Based on the data in appendix 13, there were 21 students who got score under 70 in cycle I test. It means that the students’ ability in mastering reading comprehension of short functional texts was improved significantly. However, it has not reached the research target. For better description, see the following chart:

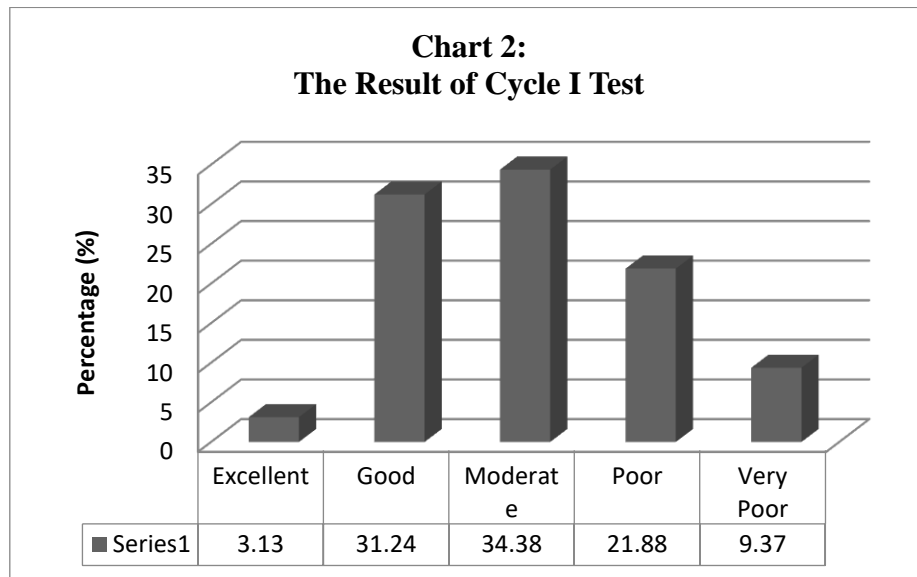


Chart 2 above showed that the students' range of category was from "Very Poor" to "Excellent" category. They were included into "Moderate" category with average score (64.59). The student got (46.7) for the lowest score and (80) for the highest score.

Based on the data description above, it was obvious that the students got improvement after getting actions in cycle I. However, their average score had not reached the research target. Therefore, they needed more action to have improvement in mastering reading comprehension of short functional texts. To reach the research target, it is important to re-design the research by giving actions to the students in form of cycle II.

#### ***a. Reflection of Cycle I Action***

Reflection was an evaluation conducted by the researcher and collaborator, especially to the students' progress during the lesson. After



instrument test did in cycle I test toward teaching process and the implementation of *GIST Strategy*, there were some matters happened to the students that can be identified by the researcher. The students' achievement after the actions was: the students' average score was improved. They got (64.59) in average score of cycle I. It was better than pre-assessment test that only reached (60.10). It means that quantitatively, the students made improvement after getting one cycle of action. Qualitatively, in attitude, they have not showed significant improvement.

On the other hand, the students still did many indiscipline activities and weakness as explained in detail in observation section. Those problems would be the focus of improvement in cycle II.

### **3. Cycle II: The Process of Improvement in Teaching Design**

To follow up the students' problems in cycle I, the researcher designed the lesson in Cycle II. It was conducted in four meetings. Three meetings were for giving actions by using *GIST Strategy*, and one meeting was for cycle I test. The teaching activities can be conducted as the following schedule and activities:

Cycle II Activities and Schedule			
No.	Meeting	Teaching Activities	Date of Implementation
1	1	Teaching by Using GIST	November 28, 2018
2	2	Teaching by Using GIST	November 30, 2018
3	3	Teaching by Using GIST	December 2, 2018
4	4	Cycle II Test	December 4, 2018

The process of cycle II was started from planning, implementing cycle II, observation, and reflection. The detail process of conducting cycle II, see the following stages:

***a. Planning Stage***

Before doing action, the researcher made design of teaching reading comprehension of short fuctional texts and disscussed it with collaborator. The lesson plan was designed based on some data sources, namely: observation of students' learning process and the result of interview with teacher (collaborator) in cycle I. In this planning stage, the action was designed of four meetings with different materials. The main materials were about exploration of short functional texts. For clearer design of teaching, it can be seen on lesson plan for cycle II in appendix 6, 7, and 8.

Then, the researcher prepared complete classroom instructions and instrument before conducting actions for the students in the classroom. The researcher prepared fixed *lesson plan* as a guide for teaching, *some short*

*functional texts* as teaching and learning sources, *students' and teacher's observation checklist*, *research instrument* for testing students after getting actions in cycle I, *GIST Activity Sheet*, and students' answer sheets.

The most important things were the researcher should focus on improving the students' weakness in cycle I that was dominated in the problems of indiscipline in the classroom during the lesson in learning stages from: preparation, the implementation of GIST Strategy, behaviour, and closing activities. Then, the researcher also focused on some notes that had been said by the collaborator in cycle I for improvement.

#### ***b. The Implementation of Cycle II***

The researcher and collaborator did action by using *GIST Strategy* in teaching and learning reading comprehension of short functional text during the implementation of cycle II. In this stage, the researcher implemented all teaching instructions and instrument that had been prepared before. The detail activities in each meeting can be seen as the following description:

##### ***Pre- Reading Activities***

At the first step activity which also called as preparation activity, the teacher helped the students to be ready in having lesson at the day. Therefore, the teacher prepared them by doing the following activities:

- 1) The teacher re-grouped the students into a small group that consisted of 4 members. Then, organized them in to sit in their group. The teacher also chose the new leader of the group to control their friends during doing classroom activities.
- 2) The teacher checked their attentance.
- 3) The teacher made sure that the students brought their dictionaries and stationaries.
- 4) The teacher informed the goals of today lesson. The students would learn reading comprehension by using *GIST Strategy*.

### ***During-Reading Activities***

In during reading activities, the students had come to the main activities of reading comprehension of short fuvtional texts by using *GIST Startegy*. In this part, the students should learn about the procedure and apply it in reading texts, in this case short functional texts. The detail procedures of *GIST Startegy* were as the following activities:

- 1) The teacher prepare a tranparency of a section of text or designates a portion of text to be read. This usually includes text that may be a challenge for the students.
- 2) Typically, in a class, the teacher and students read the section silently. The teacher read the passage aloud while the students follow along.

- 3) The students decided upon the “most important” words or concepts that are essential to understanding that portion of the text.
- 4) The students underlined or highlight these on a copy of the text.
- 5) The teacher asked the students to write the words and concept on the *GIST Activity sheet*.
- 6) The teacher asked the students to use as many of the “most important words and concept” as possible, write a summary statement consisting of one or two sentences together. These sentences should offer the “gist” of the reading passage.
- 7) Each student then wrote the completed summary statement on the *GIST Activity sheet*.
- 8) The teacher asked the students to repeat the procedure using subsequent section of the text.
- 9) Finally, students used the summary statements that have already been generated as a comprehensive summary for the entire text in their group.

Then, the researcher continue to *Working in Cooperative Groups*. After students are familiar with the process, this should be done as a cooperative group strategy. The steps were as follows:

- 1) The teacher assigned a section of text for students to read.
- 2) Students read the text silently (or a group member can read it aloud).
- 3) The group collaboratively identified important vocabulary and concepts.

- 4) The group developed the summary statement identifying the gist of the reading.
- 5) Each member of the group wrote the summary statement on a piece of paper.
- 6) The group read the next portion of text and repeated the process.
- 7) The teacher moved from group to group observing and providing support when needed.
- 8) Each group presented its summary statement.
- 9) Teacher and students discussed as a class and compared.

### ***Post-Learning Activities***

Post learning activities can come to *extension activities* in *GIST Strategy*. The teacher asked the students to do the activities as follows:

- 1) Each group was responsible for summarizing a different section of text. Discuss the varying summary statements and write them on the board. Then, students can copy them to use as study guides. Students might also explain how they constructed their summary.
- 2) The teacher asked the students' difficulties in following the lesson.
- 3) The teacher motivated students to practice this strategy when the students read texts, especially short functional texts.

### ***c. Observation of Cycle II***

During the implementation of cycle II, the researcher and collaborator observed directly how the teaching and learning process were implemented in the classroom by using *GIST Strategy*. The aims of doing observation was to know how the teaching and learning design can influence actions and what the effects of doing the action for students, teacher, and teaching and learning system in a whole. The information can be as the following explanation:

1) Students' Attitude during the Lesson Activities in the Classroom

In this stage, the students' average score could not reach the research target, but they got better improvement quantitatively. This failure was caused by some students still not focus and did bad attitude as well as interaction during the lesson. *The first, in the preparation stage*, in cycle II meeting 1, some students, not many, did not bring dictionaries. They still had the same reasons. They said that they did not have dictionaries. The researcher still used the same solution for this problems. The researcher tried to give the students an understanding of bringing dictionaries when learning English. After the students looked understand, the researcher reminded them about commitment in the previous meeting. The commitment was if the students did not bring dictionaries, it was the same as did not come to the classroom. The researcher would not fill their attendant list. This punishment was

effective enough. In cycle II meeting 2 and 3, all of the students brought their dictionaries.

*The second, in the stage of implementation* of the lesson by using *GIST Strategy*, the students found some problems, namely:

- a) The students could not follow the GIST Activities very well. It happened because the students were new learned reading by using this strategy. They needed more time and more practice to be familiar with new learning strategy. The best solution for this problems was the researcher gave the students more chances to do the activities and repeated for the explanation.
- d) Problems in group study. Some students did not realize that they were working in a group. They still often changed their seat positions. It seemed that the students did their activities individually in their previous lesson. The best solution for this problem, the researcher gave them an understanding of learning in a group. The advantages of learning in a group. Then, the researcher asked the students to sat again in their group.
- e) Problems in orally presentation a summary statements developed by group. Some had started to try to do this activities. However, many students did not wanted to do orally presentation at the last lesson of strategy. They looked have low self-confidence to stand up and speak in front of the classroom although they had their own turn to



perform. Many students refused to do it because they could not. The best solution for this problems, the researcher made a schedule gain for the students to present orally like in this cycle. It means that the students would have their own turn to orally presentation.

*The third, the students' behaviour during the lesson.* The students started to be interested in learning English. Some of them paid serious attention to the lesson. However, many of them did not pay serious attention to to the teacher's explanation. As the result, Many of them could not understand and apply the strategy. Then, some the students gave their active response, but many did not give active reponds in learning activities. The best solution for the two problems above, the researcher asked the students to follow and to do the activities in order that they pay attention and to be active responded the activities in the classroom. Then, some students still spent their time to chat other topics with their friends. It made the classroom rather noisy. The best solution for this problems was the researcher asked the students who made noise to be a model in the classroom, re-explain the lesson or do activities based on strategy. This way was effective enough to reduce the number of noisy students.

*The fourth, closing activities.* Some students had done their exercise seriously, but many of them did not do the exercise seriously. They were less focus to the items that they were doing. The solution for

this problem was the researcher would ask the students to be model to make conclusion for today's lesson. This solution was effective enough to encourage students to be active in doing their exercise seriously. For detail information of students' attitude, see appendix 18, 19, and 20.

### 3. Teacher's Performance during the Lesson

During giving actions in the classroom, the researcher also got some notes for improvement from the collaborator. The notes were:

a) The teacher defined unfamiliar terms, concepts, and principles in the lesson and strategy. Actually, the teacher had defined unfamiliar terms, but she still missed some. Based on the collaborator, the teacher missed giving definition or clear explanation for some unfamiliar terms. It made students rather confused.

b) The teacher responded to the students' boredom, confusion, and curiosity. The teacher should make the situation cheerful when showing the class started to be boring, confusing, or curious by doing something that made them more focus.

Some notes above must be overcome in the next cycle in order to give improvement in teaching for the researcher, and better teaching presentation also caused better result for the students.

### 2) The Result of Cycle II Test

Based on the research schedule of cycle II, the researcher conducted cycle II test to measure students' progress in cycle II after getting actions by using *GIST Strategy*. The cycle II test was conducted on December 4, 2018. The calculation of the students' result in cycle II can be seen in appendix 7. The result can be seen as the following table:

**Table 5:**  
**The Result of Cycle II Test**

No.	Score Interval	Qualification	Frequency	Percentage(%)
1	80 – 100	Excellent	5	15.63
2	70 – 79	Good	14	43.74
3	60 – 69	Moderate	9	28.13
4	50 – 59	Poor	4	12.50
5	< 50	Very Poor	-	-

The table 4 above described that there were: 5 students (15.63%) included into “Excellent” category; 14 students (43.74%) included into “Good” category; 9 students (28.13%) were included “Moderate” category; and 4 students (12.50%) were included into “Poor” category. There were no students who included into “Very Poor” category. There were 13 students who got score under 70 in cycle II test (see appendix 14). It means that the number of “Good” students were increased significantly, but it has not reached the research target. For better description, see the following chart:

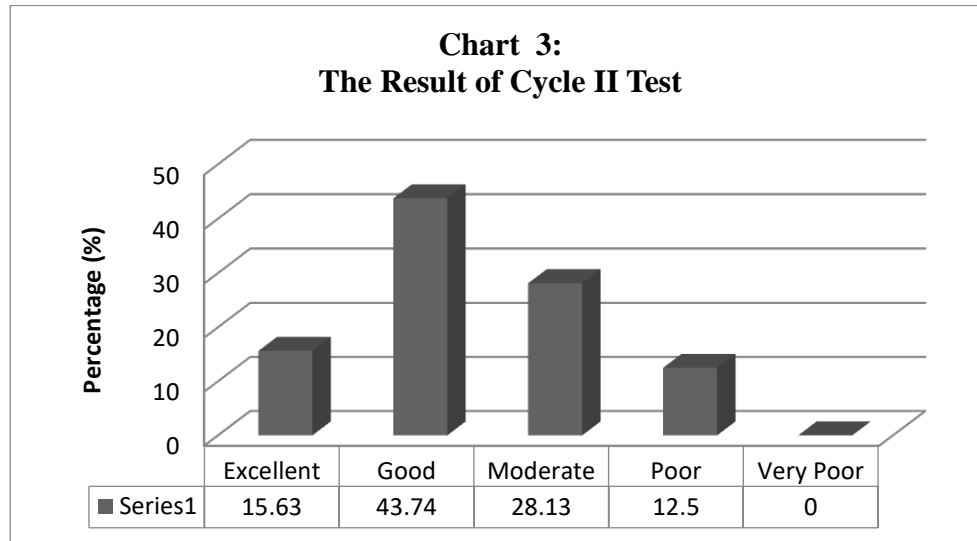


Chart 3 above showed that the students' range of category was from "Poor" to "Excellent" category. They were included into "Good" category with average score (71.16). The student got (56.7) for the lowest score and (83.3) for the highest score.

Based on the data description above, it was obvious that the students got significant improvement after getting actions in cycle II for three meetings. However, their average score had not reached the research target. Therefore, they needed more actions to reach better improvement in mastering reading comprehension of short functional texts. To reach the research target, it is important to re-design the research by giving actions to the students in form of cycle III.

#### ***4. Reflection of Cycle II***

As explained before that reflection was an important part in CAR. It was an evaluation conducted by the researcher and collaborator, especially to the students' progress during the lesson. After instrument test did in cycle II test toward teaching process and the implementation of *GIST Strategy*. The students' achievement after the actions was: the students' average score was improved, and they had good progress in dicipline as well as attitude. They got (71.16) in average score of cycle II. It was better than cycle I test test that only reached (64.59). It means that quantitatively, the students made significant improvement after getting one cycle of actions. Qualitatively, in dicipline and attitude, they showed significant improvement. The number of active students were increased.

On the other hand, the students still did some indicipline activities and weakness as explained in observation section of this cycle. Those problems would be the focus of improvement in cycle III in order that the students could reach the research target.

#### **4. Cycle III: The Process of Reaching Research Target**

To follow up the students' problems in cycle II, the researcher designed the lesson in Cycle III. It was conducted in four meetings. Three meetings were for giving actions by using *GIS Strategy*, and one meeting was for cycle I test. The teaching activities can be conducted as the following schedule and activities:

Cycle III Activities and Schedule			
No.	Meeting	Teaching Activities	Date of Implementation
1	1	Teaching by Using GIST	December 12, 2018
2	2	Teaching by Using GIST	December 14, 2018
3	3	Teaching by Using GIST	December 19, 2018
4	4	Cycle III Test	December 21, 2018

The process of cycle III was started from planning, implementing cycle III, observation, and reflection. The detail process of conducting cycle III, see the following stages:

***a. Planning Stage***

Before doing action, the researcher re-designed of teaching reading comprehension of short fuctional texts and disscussed it with collaborato for knowing the level of appropriatenessr. The lesson plan was designed based on some data sources, namely: observation of students' learning process and the result of interview with teacher (collaborator) in cycle II. In this planning stage, the action was designed of four meetings with different materials. The main materials were about exploration of short functional texts by using *GIST Strategies*. For clearer design of teaching, it can be seen on lesson plan for cycle III in appendix 9, 10, and 11.

Then, the researcher prepared complete classroom instructions and instrument before conducting actions for the students in the classroom. The researcher prepared fixed *lesson plan* as a guide for teaching, *some short functional texts* as teaching and learning sources, *students' and teacher's observation checklist*, *research instrument* for testing students after getting actions in cycle I, *GIST Activity Sheet*, and students' answer sheets.

The most important things were the researcher should focus on improving the students' weakness in cycle II that was dominated in the problems of indiscipline and attitude in the classroom during the lesson in learning stages from: preparation, the implementation of GIST Strategy, behaviour, and closing activities. Then, the researcher also focused on some notes that had been said by the collaborator in cycle II for improvement.

#### **b. The Implementation of Cycle III**

The researcher and collaborator did action by using *GIST Strategy* in teaching and learning reading comprehension of short functional text during the implementation of cycle III. In this stage, the researcher implemented all teaching instructions and instrument that had been prepared before. The detail activities in each meeting can be seen as the following description:

##### ***Pre- Reading Activities***

At the first step activity which also called as preparation activity, the teacher helped the students to be ready in having lesson at the day. Therefore, the teacher prepared them by doing the following activities:

- 1) The teacher re-grouped the students into a small group that consisted of 4 members. Then, organized them in to sit in their group. The teacher also chose the new leader of the group to control their friends during doing classroom activities.
- 2) The teacher checked their attendance.
- 3) The teacher made sure that the students brought their dictionaries and stationaries.
- 4) The teacher informed the goals of today lesson. The students would learn reading comprehension by using *GIST Strategy*.

### ***During-Reading Activities***

In during reading activities, the students had come to the main activities of reading comprehension of short functional texts by using *GIST Startegy*. In this part, the students should learn about the procedure and apply it in reading texts, in this case short functional texts. The detail procedures of *GIST Startegy* were as the following activities:

- 1) The teacher prepared a tranparency of a section of text or designated a portion of text to be read. This usually includes text that may be a challenge for the students.



2) Typically, in a class, the teacher and students read the section silently.

The teacher read the passage aloud while the students follow along.

3) The students decided upon the “most important” words or concepts that are essential to understanding that portion of the text.

4) The students underlined or highlight these on a copy of the text.

5) The teacher asked the students to write the words and concept on the *GIST Activity sheet*.

6) The teacher asked the students to use as many of the “most important words and concept” as possible, write a summary statement consisting of one or two sentences together. These sentences should offer the “gist” of the reading passage.

7) Each student then wrote the completed summary statement on the *GIST Activity sheet*.

8) The teacher asked the students to repeat the procedure using subsequent section of the text.

9) Finally, students used the summary statements that have already been generated as a comprehensive summary for the entire text in their group.

Then, the researcher continue to *Working in Cooperative Groups*. After students are familiar with the process, this should be done as a cooperative group strategy. The steps were as follows:

1) The teacher assigned a section of text for students to read.

2) Students read the text silently (or a group member can read it aloud).

- 3) The group collaboratively identified important vocabulary and concepts.
- 4) The group developed the summary statement identifying the gist of the reading.
- 5) Each member of the group wrote the summary statement on a piece of paper.
- 6) The group read the next portion of text and repeated the process.
- 7) The teacher moved from group to group observing and providing support when needed.
- 8) Each group presented its summary statement.
- 9) Teacher and students discussed as a class and compared.

### ***Post-Learning Activities***

Post learning activities can come to *extension activities* in *GIST Teaching Strategy*. The teacher asked the students to do the activities as follows:

- 1) Each group was responsible for summarizing a different section of text. Discuss the varying summary statements and write them on the board. Then, students can copy them to use as study guides. Students might also explain how they constructed their summary.
- 2) The teacher asked the students' difficulties in following the lesson.

- 3) The teacher motivated students to practice this strategy when the students read texts, especially short functional texts.

### **c. Observation of Cycle III**

During the implementation of cycle III, the researcher and collaborator observed directly how the teaching and learning process were implemented in the classroom by using *GIST Strategy*. The aims of doing observation was to know how the teaching and learning design can influence actions and what the effects of doing the action for students, teacher, and teaching and learning system in a whole. The information can be as the following explanation:

#### **1) Students' Attitude during the Lesson Activities in the Classroom**

In this stage, the students' average score had reached the research target. However, there were some notes for the students' bad attitude during the lesson although it was only very small number. *The first, in the preparation stage*, in cycle III, all the students had brought dictionaries. The commitment "if the students did not bring dictionaries, it was the same as did not come to the classroom" was very effective to solve this problem. In this stage, there were no problems related to preparation stage. Everything run well.

*The second, in the stage of implementation of the lesson by using GIST Teaching Strategy*, the students found some problems, namely:

- 1) Few students could not follow the GIST Activities very well. It happened because the students lack practice. However, most of the students could understand the procedures and applied them in reading comprehension of short functional texts.
- 2) Few students still had problems in group study. However, most of the students had enjoyed learning in group. Group activities made the classroom alive. It also encourage joy in learning activities.
- 3) Few students still had problems in self-confidence. They were reluctant to do orally presentation a summary statements developed by group. However, most of the students were very curious to do this activity. They were waiting for their turn for oral presentation.

*The third, the students' behaviour during the lesson.* The students started to be interested in learning English. Most of them paid serious attention to the lesson. However, few students did not pay serious attention to to the teacher's explanation. As the result, they could not understand and apply the strategy. Then, many the students gave their active response, but few students still did not give active reponds in learning activities.

*The fourth, closing activities.* Most of the students had done their exercise seriously, but few of them did not do the exercise seriously. They were less focus to the items that they were doing. The researcher still used the same solution for this problem that the researcher would

ask the students to be model to make conclusion for today's lesson. This solution was effective enough to encourage students to be active in doing their exercise seriously. For detail information of students' attitude, see appendix 21, 22, and 23.

## 2) Teacher's Performance during the Lesson

During giving actions in the classroom, the researcher did not get any notes from the collaborator. The collaborator said that the researcher taught the students very well. Teaching and learning process run well, too. It means that the researcher had conducted the teaching by using GIST Teaching Strategy very well.

## 3) The Result of Cycle III Test

The researcher conducted cycle III test to measure students' progress in cycle III after getting actions by using *GIST Strategy*. The cycle III test was conducted on December 21, 2018. The calculation of the students' result in cycle III can be seen in appendix 8. The result can be seen as the following table:

**Table 6:**  
**The Result of Cycle III Test**

No.	Score Interval	Qualification	Frequency	Percentage(%)
1	80 – 100	Excellent	6	18.75
2	70 – 79	Good	18	56.25
3	60 – 69	Moderate	7	21.87
4	50 – 59	Poor	1	3.13
5	< 50	Very Poor	-	-

The table 6 above described that there were: 6 students (18.75%) included into “Excellent” category; 18 students (56.25%) included into “Good” category; 7 students (21.87%) were included “Moderate” category; and 1 student (3.13%) were included into “Poor” category. There were no students who included into “Very Poor” category. There were 8 students who got score under 70 in cycle III test (see appendix 15). It means that the number of “Good” students were increased significantly, and the students’ average score could reached the research target in this cycle. For better description, see the following chart:

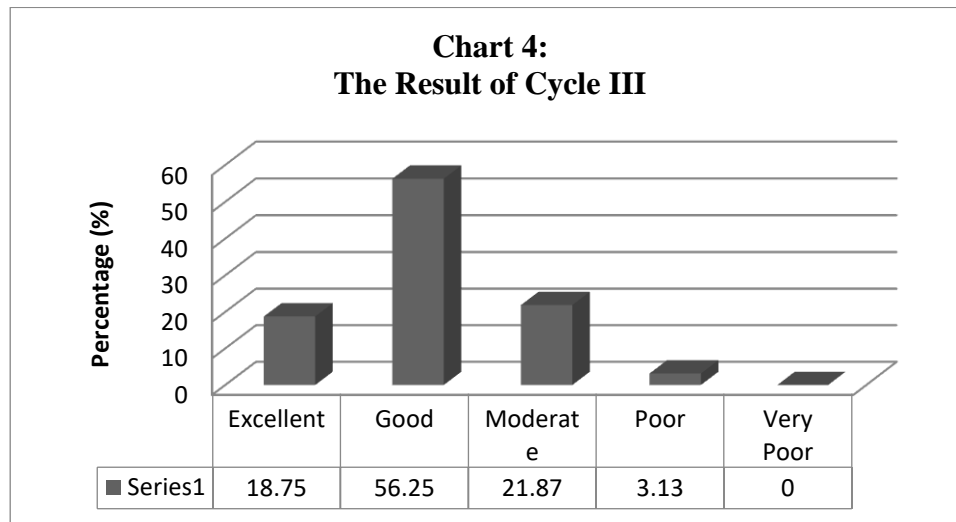


Chart 4 above showed that the students' range of category was from "Poor" to "Excellent" category. They were included into "Good" category with average score (75.96). The student got (56.7) for the lowest score and (93.3) for the highest score.

Based on the data description above, it was obvious that the students got significant improvement after getting actions in cycle III for three meetings. Their average score had reached the research target in this stage. They did not need more actions in mastering reading comprehension of short functional texts. The researcher stopped giving action only until cycle III. It means that *GIST Strategy* was an effective strategy to improve students' reading comprehension of short functional texts at eighth grade students of SMPN 039 in academic year 2018/2019. This strategy was very helpful for students.

#### ***d. Reflection of Cycle III***

After instrument test did in cycle III test toward teaching process and the implementation of *GIST Strategy*. The students' achievement after the actions was: the students' average score was improved, and they had good progress in discipline as well as attitude. They got (75.96) in average score of cycle III. It was better than cycle II test that only reached (71.16). It means that quantitatively, the students made significant improvement after getting one cycle of actions. Qualitatively, in discipline and attitude, they showed significant improvement. The number of active students were increased in this cycle. The number of students who included into "Good" category also increased. However, there were few students who still had minor problems in discipline activities and weakness in understanding and applying *GIST Strategy*. In this stage, the students had reached the research target. Therefore, the actions would be stopped.

### **5. The Improvement Made by the Students during III Cycle Actions**

This part describes the students' improvement quantitatively and qualitatively during pre-assessment and the actions in cycle I, II, and III. Then, the process of teaching and learning process of *GIST Strategy* in the classroom also explains till it can be proven that this strategy could improve the at eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019 in reading comprehension of short functional texts. The result of



the research can prove that *GIST Teaching Strategy* was an effective teaching strategy to English teachers who have the same problems with the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019. Applying this strategy can help the English teachers to solve the students' problems. For clear description of the students' improvement in reading comprehension of short functional texts in three cycles, see the following chart:

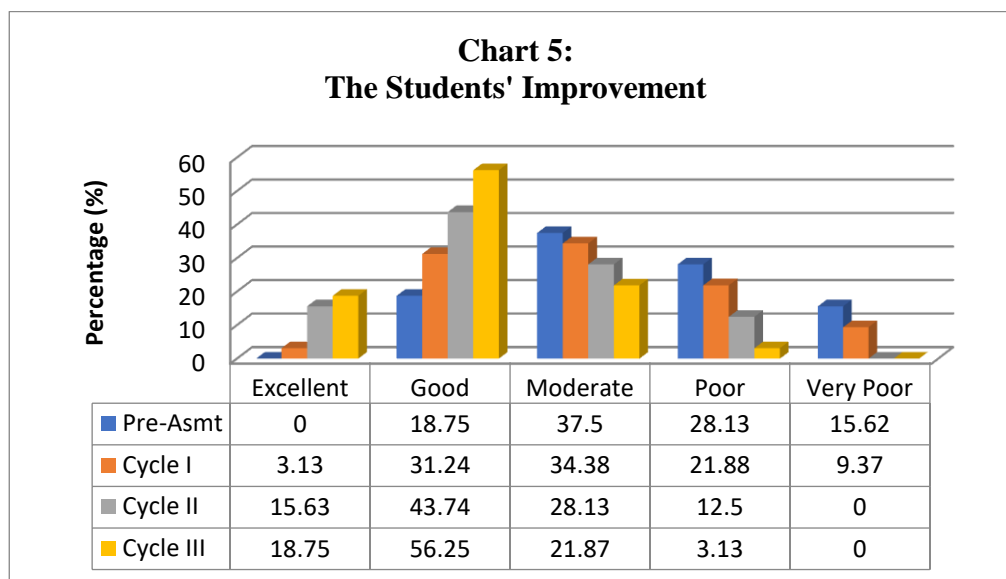


Chart 5 above shows that actions given to the students from cycle I until cycle III affect the students very much in mastering reading comprehension of short functional texts. The cycles contribution made better improvement from one meeting to other meeting, and finally the students could reach the research target in cycle III. In pre-assessment test, there were no students included into “Excellent” category in this research. There were only 6 (18.75%) students who

got into “Good” category. But, after the students got actions in cycle I in three meetings, the condition improved. There were 1 student (3.13%) of the students got into “Excellent” category and 10 students (31.24%) of the students got into “Good” category. Although the students have not reached the research target, but they got better score and improvement in behavior in this cycle. The students’ condition became better after getting cycle II test. There were 5 students (15.63%) got into “Excellent” category and 14 students (43.74%) got into “Good” category. The number of “Good” and “Excellent” students increased. After getting actions in cycle III, the students could reach the research target. There were 6 students (18.75%) got into “Excellent” category and 18 students (56.25%) got into “Good” category. For clear number of the students based on their category, see the following table:

**Table 7:**  
**The Students’ Improvement**

No .	Score Interval	Qualification	Pre-asmnt	Cycle I	Cycle II	Cycle III
1	80 – 100	Excellent	0	1	5	6
2	70 – 79	Good	6	10	14	18
3	60 – 69	Moderate	12	11	9	7
4	50 – 59	Poor	9	7	4	1
5	< 50	Very Poor	5	3	0	0

Table 7 above describes the students’ process of improvement from pre-assessment until cycle III. In pre-assessment stage, there was lack number of the students who got “Excellent” and “Good” categories. Therefore, they needed

serious actions for three cycles for improvement. After getting cycles, the number of the students who got “Excellent” and “Good” categories were increased significantly from one cycle to another cycle. Finally, at the cycle III, the students could reach the research target quantitatively and qualitatively. It means that the students have had better understanding of reading comprehension of short functional texts by using *GIST Strategy*; and they could also improve the students’ classroom atmosphere, behavior, and participation in the classroom. These good conditions really encouraged the students’ success in mastering reading materials and learning strategy effectively.

The students improvement could be calculated by reducing students’ average score in cycle III and the students’ average score in pre-assessment test as the following calculation:

$$Y: 75.96 - 60.10 = 15.86$$

It was obvious that the students made (15.86) point of improvement after getting actions in three cycles by using *GIST Strategy*.

In summary, chart and table above described about the students’ process and progress in reaching the research target. It means that *GIST Strategy* was succeeded tested as one of good strategy to apply by English teachers in teaching reading comprehension of short functional texts. After applying *GIST Strategy* at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019.

## **B. Discussion**

This research was conducted by some background of problems happened at the at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019. during learning reading comprehension in the classroom. Based the preliminary observation and interviewed with students and the English teacher, the main problems in this research can be identified that reading comprehension activities got bigger portion at school, but the students still had problem in comprehending texts. Most of the problems relate to as the following problems:

6. The eighth Grade Students of SMPN 05 Kota Bengkulu still have problems in understanding reading texts, especially short functional texts although reading has bigger portion in English activities in the classroom.
7. The teacher still becomes center of the lesson, the teacher dominates the classroom.
8. The teacher's and students' interrection in the classroom still low.
9. The monotonous activities like doing exercise becomes the dominant activities do by students in the classroom.
10. The most cause that makes students can not understand the text perfectly because they do not understand most vocabularies that they find in reading texts.

Based on the description above, it was important for the researcher to do this research for improvement of students' reading comprehension of short functional texts by using a certain teaching strategy, in this case *GIST Strategy*.

The researcher used CAR as method of the research in order to give actions to students in the classroom. Because the researcher had limited time for the research, this research was only limited in investigating how *GIST Strategy* could improve the students' reading comprehension of short functional texts at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019. This investigation would prove whether the strategy was appropriate or not for the students.

To reach the research target, the researcher designed some sets of lesson plan which were used in every meeting in each cycle. In this research, the students' average score could reach the research target in the position of Cycle III. The result of the research could prove that *GIST Strategy* could improve the students' reading comprehension of short functional texts at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019. For detail description of the research process, the researcher explained it from the following explanation:

*First*, the researcher described pre-assessment condition by doing pre-assessment test before the students got some cycle by using *GIST Strategy*. The result showed that the students' range of category was from "Very Poor" to "Good" category. There was no students who got "Excellent" category. In average, they were included into "Moderate" category with average score (60.10). The student got (43.3) for the lowest score and (76.7) for the highest score. In other words, the students' basic ability in reading comprehension of

short functional texts were still under the standard of research target. That is why the researcher needed to give students actions in form of cycle I, cycle II, and cycle III to reach the research target.

*Second*, the researcher tried to solve the students' learning problems in cycle I. By conducting cycle I, the researcher found that almost all of the students basically did not very good at reading comprehension, especially short functional text. However, the students looked very interested in doing *GIST Strategy* in learning reading comprehension. This action could grow the students' learning motivation. They were still confused and difficult to follow the lesson. It may cause of their learning habit in the previous time. However, most of them looked so curious to know about this strategy. Although there were some students that did not pay serious attention to the lesson and did indiscipline activities. This motivation encouraged them to give more attention to the lesson in the next meeting. At the end of cycle I, the students started to be little familiar in short functional texts and some parts of *GIST Strategy*. Quantitatively, the students' score in cycle I test improved. The students' average score in this stage was the students' range of category was from "Very Poor" to "Excellent" category. They were included into "Moderate" category with average score (64.59). The student got (46.7) for the lowest score and (80) for the highest score. It means that the students got significant improvement after getting actions by using *GIST Strategy*. But, their average score had not reached the research target. That is why it was important to do cycle II for improvement.

*Third*, after conducting the implementation of cycle II, the students had been more familiar in short functional texts and most parts of *GIST Strategy*. However, they did not understand about the theory and application completely. In this stage, there was a significant improvement of students' ability in understanding reading comprehension of short functional texts in cycle II test. The students' range of category was from "Poor" to "Excellent" category. They were included into "Good" category with average score (71.16). The student got (56.7) for the lowest score and (83.3) for the highest score. However, the result had not reached the research target. It is important for the researcher to do cycle III to reach it.

*Fourth*, after completing the implementation of cycle III, most of the students have got the best improvement in reading comprehension skill of short functional texts. In addition, most of them had good understanding in almost all parts of *GIST Strategy* as well as the application of the strategy to the text. The students had good learning motivation and better interaction during the process of teaching and learning in the classroom. The students had been familiar in short functional texts and most parts of *GIST Strategy* because the researcher gave more focus for those materials in this stage. In this stage, the students' range of category was from "Poor" to "Excellent" category. They were included into "Good" category with average score (75.96). The student got (56.7) for the lowest score and (93.3) for the highest score. It means that the students got significant improvement, and they had reached the research target.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After completing this research, the result showed that *GIST Strategy* could improve the students' reading comprehension of short functional texts, especially at eighth grade students of SMPN 5 Kota Bengkulu. The improvement was showed by the students' average score in pre-assessment test (60.10) that was included into "Moderate" category; and average score in cycle III test was (75.96) that was included into "Good" category. It means that the students got (15.86) point of improvement after getting actions for three cycles. The most important progress for students were in their discipline, attitude, and actively respond during the lesson in the classroom. It created better classroom atmosphere and better learning motivation for students in learning English.

#### B. Suggestion

After completing this research, the researcher would like to suggest that: finding the best strategy or technique in learning reading comprehension is important for students in order to help them improve their ability in mastering English skills, especially reading comprehension skill. Then, it is true that *GIST Teaching Strategy* is one of recommended teaching strategy for teachers who have the same problems with the eighth grade students of SMPN 05 Kota Bengkulu in



academic year 2017/2018. For this case, it is hoped that SMPN 05 Kota Bengkulu can give more chances to other new researchers to do research at this school in exploration of teaching strategies in different English skills. Finally, for other researchers, it is necessary to conduct research by applying other teaching strategies or techniques to improve students' ability in English skills. The technique or strategy will be very helpful for the teachers to solve their teaching and learning quality in order to get better output of education in Indonesia.

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