THE EFFECT OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY ON STUDENTS' READING EXPOSITION TEXT ABILITY AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN

A Thesis

Submitted To State Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fullfilment of the Requirement
for the Graduate Degree Of Educational (S.Pd) in English

Written By:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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PADANGSIDIMPUAN
2025

LETTER OF AGREEMENT

Term : Thesis

    a.n. Anggi Zahra Rani Lubis

Padangsidimpuan, 26 May 2025

To: Dean of Tarbiyah and Teacher Training Faculty

In

    Padangsidimpuan

Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anggi Zahra Rani Lubis**, entitled **"The Effect of Generating Interactiom Between Schemata And Text (GIST) Strategy on Students' Reading Exposition Text Ability at Grade XI SMA Negeri 3 Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

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AGREEMENT OF PUBLICATION OF FINAL TASK
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LEGALIZATION

Thesis	:	The Effect of Generating Interaction Between Schemata And Text Strategy on Students' Reading Exposition Text Ability at Grade XI SMA Negeri 3 Padangsidimpuan
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ABSTRACT

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Title of Thesis : The Effect Of Generating Interaction Between Schemata and Text Strategy On Students' Reading Exposition Text Ability At Grade XI SMA Negeri 3 Padangsidimpuan

The objectives of this research are 1) To examine the students' reading exposition text ability before learning by using Generating Interaction Between Schemata and Text Strategy at SMA Negeri 3 Padangsidimpuan. 2) To examine the Effect of Generating Interaction Between Schemata and Text Strategy on Reading Exposition text ability after using learning by Generating Interaction Between Schemata and Text Strategy at the eleventh grade students of SMA Negeri 3 Padangsidimpuan. 3) To examine the significant the effect of Generating Interaction Between Schemata and Text Strategy at the eleventh grade students of SMA Negeri 3 Padangsidimpuan. This research is a quantitative research with experimental method a pre-test post-test control group design. The population of this research was the seventh grade students of XI SMA Negeri 3 Padangsidimpuan. The sample of this research was 68 students. The instrument in this research is a multiple choice test. The result of this study showed that the mean score of experimental class before learning by using generating interaction between schemata and text strategy Strategy was 64.47 and after learning by using generating interaction between schemata and text strategy Strategy was 76.94. Based on the test results, it is known that students' reading ability before learning using the Generating Interaction Between Schemata and Text Strategy for class XI SMA Negeri 3 Padangsidimpuan is in the enough category. Then students' reading ability after using Generating Interaction Between Schemata and Text Strategy is included in the high category. After calculating the t-test, the researcher found the result of this research that was t_{tabel} 5.273 > t_{count} 2441. It means hypothesis was accepted. It can be concluded that there is a significant effect of Generating Interaction Between Schemata and Text Strategy On Students' Reading Exposition Text Ability At Grade XI SMA Negeri 3 Padangsidimpuan.

Keywords: Generating Interaction Between Schemata and Text Strategy (GIST), Reading ability

ABSTRAK

Nama   : Anggi Zahra Rani Lubis
Nomor Reg.   : 21 203 00048
Judul Tesis   : Pengaruh Menghasilkan Interaksi Antara Skema Dan Strategi Teks Terhadap Kemampuan Membaca Teks Eksposisi Siswa Di Kelas XI SMA Negeri 3 Padangsidimpuan

Tujuan penelitian ini adalah 1) Mengkaji kemampuan membaca teks eksposisi siswa sebelum belajar dengan menggunakan Menghasilkan Interaksi Antara Skema dan Strategi Teks di SMA Negeri 3 Padangsidimpuan. 2) Mengkaji Pengaruh Menghasilkan Interaksi Antara Skema dan Strategi Teks terhadap kemampuan teks Eksposisi Membaca setelah menggunakan pembelajaran dengan Menghasilkan Interaksi Antara Skema dan Strategi Teks pada siswa kelas 11 SMA Negeri 3 Padangsidimpuan. 3) Mengkaji signifikan pengaruh Menghasilkan Interaksi Antara Skema dan Strategi Teks pada siswa kelas 11 SMA Negeri 3 Padangsidimpuan. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimental dengan desain kelompok kontrol pre-test post-test. Populasi penelitian ini adalah siswa kelas tujuh SMA XI Negeri 3 Padangsidimpuan. Sampel penelitian ini sebanyak 68 mahasiswa. Instrumen dalam penelitian ini adalah tes pilihan ganda. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen sebelum pembelajaran menggunakan Strategi GIST adalah 64.47 dan setelah pembelajaran menggunakan Strategi GIST adalah 76.94. Berdasarkan hasil tes, diketahui bahwa kemampuan membaca siswa sebelum belajar menggunakan Strategi Menghasilkan Interaksi Antara Skema dan Teks kelas XI SMA Negeri 3 Padangsidimpuan termasuk dalam kategori yang cukup. Kemudian kemampuan membaca siswa setelah menggunakan Menghasilkan Interaksi Antara Skema dan Strategi Teks termasuk dalam kategori tinggi. Hasil uji-t peneliti menemukan hasil penelitian ini yaitu t_{tabel} 5.273 > t_{count} 2.441. Artinya, hipotesis diterima. Dapat disimpulkan bahwa terdapat pengaruh signifikan dari Menghasilkan Interaksi Antara Skema dan Strategi Teks Terhadap Kemampuan Membaca Teks Eksposisi Siswa Di Kelas XI SMA Negeri 3 Padangsidimpuan.

Kata kunci: Menghasilkan interaksi antara skema dan strategi teks (GIST), Kemampuan membaca

تجريدي

اسم : أنجي زهرة راني لوبيس
رقم التسجيل. : ٢١٢٠٣٠٠٠٤٨
عنوان الرسالة : تأثير توليد التفاعل بين المخططات والاستراتيجيات النصية على القدرة على قراءة نصوص العرض للطلاب في الصف الحادي عشر من مدرسة الولاية الثانوية نغري ٣ بادنغ سيديمڤوان .

١) فحص قدرة الطلاب على قراءة نصوص العرض قبل التعلم باستخدام توليد: أهداف هذا البحث هي التفاعل بين المخطط واستراتيجية النص في مدرسة الولاية الثانوية نغري ٣ بادنغ سيديمڤوان. ٢) فحص تأثير توليد التفاعل بين المخطط واستراتيجية النص على قدرة قراءة نص العرض بعد استخدام التعلم عن طريق توليد التفاعل بين المخطط والاستراتيجية نص في طلاب الصف الحادي عشر من مدرسة الولاية الثانوية نغري ٣ بادنغ سيديمڤوان . ٣) افحص أهمية تأثير توليد التفاعل بين المخطط واستراتيجية النص على طلاب الصف الحادي عشر من مدرسة الولاية الثانوية نغري ٣ بادنغ سيديمڤوان. هذه الدراسة عبارة عن بحث كمي بطريقة تجريبية مع تصميم مجموعة تحكم ما قبل الاختبار اللاحق. سكان هذه الدراسة هم طلاب الصف السابع من مدرسة الولاية الثانوية نغري ٣ بادنغ سيديمڤوان. كانت عينة هذه الدراسة ٦٨ طالبا. الأداة في هذه الدراسة هي اختبار متعدد الخيارات. وأظهرت نتائج هذه الدراسة أن متوسط درجات الصف التجريبي قبل التعلم باستخدام استراتيجية توليد التفاعل بين المخططات كان وبعد التعلم باستخدام استراتيجية توليد التفاعل بين المخططات واستراتيجية النص ٦٤,٤٧ كان ٧٦,٩٤. بناءعلى نتائج الاختبار ، من المعروف أن قدرة الطلاب على القراءة قبل التعلم باستخدام استراتيجية إنتاج التفاعل بين المخطط والنص في الصف الحادي عشر من مدرسة الولاية الثانوية نغري ٣ بادنغ سيديمڤوان مدرجة في الفئة الكافية. ثم تندرج قدرة الطالب على القراءة بعد استخدام توليد التفاعل بين المخطط واستراتيجية النص في الفئة العالية. بعد حساب اختبار ت ، وجد الباحث نتيجة هذا البحث التي كانت قيمة ت الجدولية ٢,٤٤١ أكبر ت المحسوبة ٥,٢٧٣. هذا يعني أن الفرضية قد تم قبولها. يمكن الاستنتاج أن هناك تأثيرا كبيرا لتوليد من قيمة التفاعل بين المخطط واستراتيجية النص على قدرة الطلاب على قراءة عرض النص في الصف الحادي عشر من مدرسة الولاية الثانوية نغري ٣ بادنغ سيديمڤوان.

الكلمات المفتاحية: توليد التفاعل بين مخططات واستراتيجيات النص ، قابلية القراءة

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I realize that there are still many short comings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, 26 Mei 2025
Researcher

ANGGI ZAHRA RANI LUBIS
Reg No. 2120300048

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the important aspect in language skills. It becomes very important in education field because students need to be exercised and trained in order to have a good reading skill. Understanding reading material is a skill students must develop and strengthen in order to do well in school. Because they must learn how to build sentences, short stories, and poems, this skill requires a lot of work and concentration. Reading is an interaction between readers and text, reading holds important matter in teaching English.

Reading is a process under taken to reduce uncertainly about meaning a text conveys. Reading is a process undertaken to reduce uncertainly about meaning a text conveys. comprehension is an ability to process the text to understand its meaning, and to integrate with what reader already known.[1] Students can get information and they can increase their knowledge and their expriences though reading.

This skills is a skills that functions as a means of written text communication between the writer and the reader. Readers try to understand the concept or information that the text writer wans to convey by using this skill. This skill is very important in helping students achieve success when learning a

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[1] Zulkipli, Nian Masna Evawati, , and Koryati, "*Language Experience Approach in Teaching Reading Comprehension to the Engineering Students*" 431, no. First 2019 (2020): 146-52, https://doi.org/10.2991/assehr.k.200407.025

language, especially a foreign language.[2] Reading is also very necessary in English, especially in reading exposition text.

From both of the reading skills show that reading needed the namely comprehension to understand the text. Reading is not just saying the words, but also to understand what is read, or getting the idea; it is related to comprehension. To understand or to comprehend the text the students must be able to read and catch some points of paragraph. So, one of the way to know the students comprehend the text is give them some question about the paragraph in text given. If the student can answer the question well so it can concluded that they comprehend the text. So the conclusion must be construct by the teacher.

Now, some of students only read but do not comprehend the content of the text from what they read, so many students can not read well when students were asked to do reading activity. In this research, the researcher chooses students' reading comprehension in Analytical Exposition Text because some of students felt difficult to comprehend the content of the text and there are some students' reading comprehension is not perfect. Scanlon, et al stated that readers who have limited language skills and background knowledge will have limited ability to understand the things they read.[3] In relation to, based on the researcher observation at SMA Negeri 3 Padangsidimpuan., the researcher found some problems faced by the students in learning reading.

The first, students are still confused in undersanding the generic structure of the text, reading enthusiasm, practice seldom, and pay little attention to the

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[2] Sopian Tambunan, "Students' Ability in Reading Narrative Text at Grade XI of SMK N 2 Batang Toru," Journal GEEJ 7, no. 2 (2020): 60, http://etd.uinsyahada.ac.id/id/eprint/10333.

[3] Scanlon, Anderson, and Sweeney, *Early Intervention for Reading Difficulties*, p.251.

value of reading. They simply read a text and accept what they see without stopping to consider or make connections between what they are reading and what they already know.[4] As a result, they do not research the subject of the assignment before beginning to read, verify the assignment's length before beginning to read, and read only until the task is finished.

The second, student at Xl grade SMA Negeri 3 Padangsidimpuan has some problem when understanding material about Exposition Text. These problem include a lack of understanding of the material which is due to the delivery of the material that is not easy to understand and is also less interesting.[5] With that problem the reseacher assumes that using Generating Interaction Between Schemata and Text Strategy when Reading Analytical Exposition Text. It is possible that the teacher can encourage the students to comprehend Exposition Text by employing Generating Interaction Between Schemata and Text (GIST).

Macceca[6] said "GIST is a strategy for helping students to learn how to pick out the most important information from a text". According to Buehl, "GIST is a comprehension strategy that is used both during reading and after reading".[7] Further, GIST strategy is a strategy that can be used improve students abilities to comprehend the GIST or main idea of paragraphs by providing a prescription for reading from group sentence to sentence production to individual or partner for entire paragraph GIST production.

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[4] Harida Lubis, Private Interview, The Teacher at Xl Grade of SMA Negeri 3 Padangsidimpuan.
[5] Haniyah, Private Interview, The Student at IX Grade of SMA Negeri 3 Padangsidimpuan.
[6] Stephanie Macceca. *Reading Strategies for Science*. Britania Raya: Shell Education, 2013
[7] Doug Buehl, *Classroom Strategis Interactive Learning* (De: International Reading Association,2009), p. 23.

Sinurya et.al showed that applying the GIST strategy has a positive effect on student's reading comprehension.[8] Therefore, the application of the GIST Strategy has been successfully read. This can be seen in the students' performance and understanding, as well as the teacher's performance in the learning process. This study examines students' skills in reading skill through Gist Strategy because this Gist strategy has advantages and effectiveness in understanding a reading. The roles of GIST strategy in teaching reading exposition text because GIST strategy can help students learning to synthesize formation, a higher-order thinking skills with includes analyzing formation and identifying key concepts. By using GIST strategy, It can help students to check and make sure understand what their are reading, and help remember important ideas.

Based on the explanation above, researcher wants to conduct a research on title: The Effect of Gist Strategy on Students' Reading Exposition Text Mastery at the Eleventh Grade Students of SMA Negeri 3 Padangsidimpuan.

B. The Identification of the Problem

Based on the background explained, several problems can be identified in this research namely:

1. The students lacked of understanding Exposition Text

2. The students had trouble in creating main idea and counfuse in understanding the generic structure in the text

3. The students have less interesting to learn English

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[8] Rejoice Agape Sinuraya , Pandoyo Situmorang, Robinson Pangihutan Sihombing, Rodolfo Josafat Gultom, Kartina Rahmadhani Rambe."The Effect of Gist Strategy on Students' Achievement in Reading Comprehension". *Journal of English Language and Education.* Vol, 6 No, 2 (2021).

4. There is need a learning method that can improve students' ability in reading exposition text

C. The Limition of the Problem

After identifying the problems above, the researcher found some problems in reading exposition text. This researcher did not discuss all the problems. Its is only discussed about the problem on Analytical Exposition text. There are many methods can be use in teaching Analytical Exposition text to encourage students, but in this research the researcher only focus on Generating Interaction Between Schemata and Text (GIST) as a Strategy.

D. The Definitions Operational Variable

Based on the title, the operational variables of this study are using X and Y variables. There are two variables in this research. They are GIST strategy as variable X and reading exposition text mastery as variable Y. So, to avoid misunderstanding about some terms in this research, the researcher makes the definition as follow:

1. GIST strategy

GIST strategy is a reading strategy used to clarify the main idea of text. Actually, there are some definitions of GIST strategy suggested by experts.

2. Reading Exposition Text Ability

Reading exposition text ability is ability to understand, analyze, and interpret texts that are written to explain, describe, or inform about a specific topic.

E. The Formulations of the Problem

The formulation of the problem in this reseach were:

1. How is the students' reading analytical exposition text ability before learning by using GIST stategy at SMA Negeri 3 Padangsidimpuan?

2. How is students' reading analytical exposition text ability after learning by using GIST strategy at SMA Negeri 3 Padangsidimpuan?

3. Is there any significant the effect of GIST strategy at the eleventh grade students of SMA Negeri 3 Padangsidimpuan?

F. The Objectives of the Research

The Objectives of the reseach were:

1. To examine the student' reading exposition text ability before learning by using GIST strategy at SMA Negeri 3 Padangsidimpuan

2. To examine the Effect of GIST strategy on Reading Exposition text ability after using learning by GIST strategy at the eleventh grade students of SMA Negeri 3 Padangsidimpuan

3. To examine the significant the effect of GIST strategy at the eleventh grade students of SMA Negeri 3 Padangsidimpuan

G. The Significanses of the Research

Based on the title. The "effect of GIST strategy on students' reading Exposition text ability", the research intended to be useful for:

1. Teacher

    The result of this research is expected to enrich the teachers' knowledge in terms of the teaching Analytical Exposition Text in using GIST strategy in teaching Exposition text.

2. Student

    This research expected encourages the students mastering the English lesson and to provide strategy and more enjoyable in teaching Analytical Exposition Text to students at XI Grade SMA Negeri 3 Padangsidimpuan.

3. Readers

    This research will be useful for readers as an additional references for teaching Analytical Exposition text in the future and as a comparison for using strategy in teaching English.

H. Outline of the Thesis

    The systematic of this research is divided into five chapters, there were:

    In the chapter one consist of background of the problem, identification of the problem, formulation of the problem, limitation of the problem, purpose of the research, significances of the research, definition of keys terms, and the outline of the thesis.

    In the chapter two are theoretical descriptions which it will explained about, defenition of reading, exposition text, GIST strategy. Then review of related findings, conceptual framework, and hypothesis.

    In the chapter three discussed of research methodology. It was explained of place and time of the research, the research design, population and sample,

definition operational variable, instrument of collecting, validity and reliability of the Instrument, procedure of the research and techniques of data analysis.

Chapter four it consists of the result of research taking about the analysis data, the result of research,. This chapter consist of description the data, hyphothesis testing, discussion, and threats of the research.

Chapter five, it consists of conclusions, implicationand and Suggestions conclusion that is giving conclusion about result of the research, and suggestion that give suggestion to the students and teachers by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading Exposition Text Ability

a. Reading Ability

Reading ability comes from two word reading and ability. Reading is a selective progression by tentative delcisions are made to be confirmed, rejected, or refined, which implicates part use of available minimal language prompts designated from perceptual input base on the reader's hope. Reading is a reasoning activity where by the reader creates meaning on the basis of textual clues.[1] The reader can creates meaning after implicating the language prompts.

Ability is the quality or capacity of being able to do something well. The word ability is derived from the word able, which has the similar meaning with can.[2] Ability is the skill or competence of doing something. Ability is the quality or state of being able: power to perform, whether physical, moral, intellectual, conventional, or legal: capacity: skill or competence in doing, sufficiency of strength, skill, resources, in the plural, faculty, talent. Ability is possessionalof the means or skill to do something. So, Ability is the power to do something physical or mental. Ability is

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[1] Rohib Adrianto Sangia, "The Process and Purpose of Reading," 2018, 1–8, https://doi.org/10.31227/osf.io/2jnf8.

[2] Hendri, Student's Ability To Use Descriptive Adjective In Sentence, Palangkaraya, 2016. p.16

quality or being able, especially in physical, mental or legal power to perform.

Reading ability is the potential or the capability to read, and it implies that a student has the skill and capacity to decode or make meaning out of a written material. Reading ability is thus a skill needed by individuals to perform and be successful academically.

b. Analytical Exposition Text

1) The Definitions of Analytical exposition Text

There are some defenition of analytical exposition text taken from some sources. Analytical exposition text is a text which discuss about something that happen in society. The writers give their opinions about the phenomena that will be discussed. According to Djuharie "analytical exposition text is a text elaborates the writer"s idea about the phenomenon surrounding. [3] Then, Sihaan and Shinoda said that "analytical exposition text is about the truth or fact of a certain object, it is written to expose the truth of the fact of the object to the reader".[4] Some expositions also ponder potential scenarios and endeavor to convince others about what is deemed appropriate. Exposition text focus on one side of the argument, either supporting or rejecting it, make exposition text distinct from discussion text.

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[3] Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman,* (Bandung: Yrama Ltd, 2007), 121

[4] Sanggam Sihaan and Khisno Shinoda, *Generic Structure Text*, (Yongyakarta: Graha Ilmu, 2008), p. 51

So, Analytical exposition text is a text that elaborates the idea about phenomenon surrounding. It is to convince the readers that it is important matter to get attention, thus it gives some arguments and evidences to support the idea. Some experts think that this kind of text belongs to argumentation text. It is in line with the meaning of writing that writing is to express thoughts, ideas or feelings, morover, about the phenomenon surrounding.

2) **The Generic structures of Analytical exposition text**

There are Three Generic structure of analytical Exposition Text comprises the following elements:

a) Thesis

   (1) Position: introduces the topic and reveals the writer`s standpoint.

   (2) Preview: provides an overview of the main arguments to be presented

b) Arguments

   (1) Point: recapitulates the primary arguments outlines in the preview.

   (2) Elaboration: Expands upon and supports each point or argument.

c) Reiteration/recommendation: restates the writer`s position to reinforce the thesis, summarizing the main idea as the text concludes, without recommendation.[5]

In analytical exposition text typically start with an opening statement expressing the author`s view point. The subsequent section

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[5] Tono Suwartono, *English for Academic Context* (Jakarta: Kemendikbud, 2019), p.108.

unfolds with a set of coherent arguments, persuading the audience regarding the rationale behind adopting this position. Finally, the conclusion seamless brings everything together by reinforcing or summarizing the author perspective.

3) **The Language Features of Analytical Exposition Text**

There are several language features of exposition text:

a) Word chains of synonyms and antonyms and word families of general nouns such as land, regenerate and natural resources are used.

b) Conjunctions create cohesion and express cause and effect, e.g. because, therefore, so.

c) Abstract nouns, such as happiness and fear, and technical words, such as species and genus, are used. The issue becomes more scientific from the voice of the expert. Action (jump), saying (beg), mental (challenge), thinking (hope), modal (must) and relating verbs (it is vital) are used. Reasons for actions or choices are shown through the use of connectives, e.g. however, similarly, mainly, therefore, so, because, the first reason.

d) Emotive words are used to involve the audience. e.g. The overuse of our resources will destroy the land.

e) Evaluative language adding the voice of authority is found. e.g. It is most important that all people...

f) The personal pronoun I is often removed. The author speaks persuasively of people, places and things already in the text, e.g. she, them, Australians, citizens.

g) Reported speech is used when referring to what the majority of people have said on the issue to indicate the support of others for the issue.

h) Generally, the text is written in the present tense but may change to past tense for recounted events or historical evidence. It may be written in the future tense if predictions are being made.

i) A moderate to high degree of modality or certainty is found in the words selected, for example often, nearly, most, generally, might, could. This depends on whether the writer wants to feel authoritative and definite or open to discussion.

j) Complex sentences are found. e.g. When the game finished, Jack caught the bus.

k) Nominalization is used when nouns are made from verbs. e.g. regenerate—regeneration

l) The beginning focus of clauses is changed from active to passive. e.g. We must recycle...Recycling has been ... ; I am afraid...Fear has been expressed that...

m) New information at the end of one sentence is often picked up as the focus of the following one.[6]

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[6] John Barwick, "Exposition Texts," *in Targeting Text* (Sydney: Blake Education Publisher, 2018), 76-77, https://assets.readingeggsassets.com/teacher_resources/rex/writing/r/exposition_text_information_and_overview-fp-222c3d8f.pdf.

The language features of exposition text include: word chain (used of synonyms antonyms, etc), conjunction, abstract noun, verb types (integrating of action, saying, mental thinking, modal, etc), connectives for reason, emotion words, personal pronoun usage, tense usage (present tense), modality, complex sentence, passive voice, and continuity of information.

c. **The Material of Analytical Exposition Text**

The material used in this study is Analytical Exposition Text.

Figure II.1
Material Of Exposition Text[7]

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[7] Annisa Nur Fitrihastuti et al., *Bahasa Inggris*, vol. 14 (jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. Cetakan, 2023), https://doi.org/10.22146/bib.v14i2.5175.

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
Argument 3 + elaboration	Furthermore, motorbikes create so much noise. There is "*vroom vroom*" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Children Parents

Expert opinion Expert Research show |
| Argument 4 + elaboration | Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993). | Present tense Are responsible Go so fast Are known |
| Conclusion (Reiteration of thesis statement) | In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas. | |

Table 4.1 The example and structure of an exposition text

From the picture abssove, one example of analytical exposition text commonly discussed in class in the class. n the learning process, students are taught to identify the structure of analytical exposition texts, which typically consist of a thesis, a series of arguments, and a reiteration.

d. Teaching Exposition text by using Teacher Strategy

Teacher Strategy is traditional strategy because this strategy use long since is an oral communication tool between teacher and students in interaction educative.[8] It can be concluded that Teacher Strategy is the way that is used by the teachers in teaching material based on the agreement of the teacher at school.

Based on the private review with the teacher at XI Grade SMA Negeri 3 Padangsidimpuan, the teacher teach Analytical Exposition text is consist of 5 stage there are[9] :

1) Every student is given a passage consist of some paragraph.

2) Teacher assign the students to read the paragraph.

3) Students search the main idea, supporting, orientation, climax and resolution.

4) Teacher asks any of students to present and example the Thesis, Argument, and reiteration.

5) To measure students" comprehension toward the paragraph, at the end of the session, teacher give a quiz on material give.

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[8] Syaiful Bahri Djamarah, Guru dan Anak Didik (Dalam Interaksi Edukatif). (Jakarta: PT Rineka Cipta, 2000), p.205

[9] Private Interview, Medana Sari, The Teacher at IX Grade of SMK Negeri 1 Padangsidimpuan.

Based on the two method above, the researcher choose the Generating Interaction Between Schemata and Text strategy as the method to learn Exposition Text.

2. GIST Strategy

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

GIST strategy can assist on students reading exposition text. GIST strategy is a reading strategy used to clarify the main idea of text. According Buehl[10], GIST is a comprehension strategy that is used both during reading and after reading. Further, GIST strategy is a strategy that can be used improve students abilities to comprehend the GIST or main idea of paragraphs by providing a prescription for reading from group sentence-to sentence production to individual or partner for entire paragraph GIST production. Next, "GIST is a strategy for helping students to learn how to pick out the most important information from a text".[11] So, GIST strategy is a strategy that can make students easy to identify the main idea of the text.

A text is a meaningful linguistic unit in a context. A linguistic unit is phoneme or morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is a full of meaning. Contexts refers to either linguistic context or non linguistics context.[12] A text is about a spoken and written text. A spoken text is any meaning spoken text, a written text is any meaningful

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[10] Doug Buehl, *Classroom Strategies For Interactive Learning* (De: International Reading Association,2009), p. 23

[11] Stephanie Macceca. *Reading Strategies for Science*. Britania Raya: Shell Education, 2013.

[12] Sanggam Siahaan, *Generic Text Structure.* (Yogyakarta: Graha Ilmu,2008), p. 12

written text. It can be a notice, direction, advertisement, paragraph, essay, article, or book and etc.

So, from the explanation above, the researcher concludes GIST strategy is a strategy for teaching reading that will help students determine the main idea and the important information in the text. Therefore, the complete of process of reading the students finding the main idea can be applied well through the each section.

b. The Procedures of GIST Strategy

To know how is procedure of GIST strategy in teaching reading exposition text, the researcher want to explain it, there are some procedures of GIST strategy[13]:

1) Teacher chooses a text, which has the main idea or has the important information

2) Teacher makes thirty of empty boxes, and then the teacher asks the students to read the paragraph, and ordered them to write a summary of the thirty words or more words of their own.

3) Then, the teacher asks the students to fill in the empty boxes before, with the words that they think are important, or that represent the idea of each paragraph.

4) After students fill in the boxes in the first paragraph and the second with their words, and then teacher ask students to continue into next paragraph.

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[13] Stephanie Macceca. *Reading Strategies for Science*. Britania Raya: Shell Education, 2013.

5) Ask students to continue this procedure, paragraph by paragraph until the student has produced a GIST statement for the entire section being taught.

According to Housel [14] the procedure of Generating Interaction Between Schemata and Text strategy are as follows:

1) The teacher selects a topic ang text.

2) Theteacher decide if the student will work individualy,in pair, or small group.

3) The teacher introduce the topic and text to the student and previews the text with the student.

4) Thr teacher assigns partners or group and explains group expectations if students are not working independenly

5) The teacher introduces and explain GIST strategy.

6) Student read the text use the GIST form to take notes on paper or using sticky notes.

7) After reading a text, student alone or in group organize their note into the who, what, when, where, why, ang how categories.

8) Students use their notes to write a GIST summary.

From the two procedures, the researcher chooses procedures that have given by Macceca.

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[14] Debra Housel. *Nonfiction Strategies Grades 4-8*. Amerika Serikat: Teacher Created Resources, Incorporated, 2002.

c. Advantages and Disadvantages of GIST Strategy

There are several of advantages and disadvantages when use Generating Interaction Between Schemata and Text as a strategy when teaching English. The advantages are[15]:

1) GIST strategy helps students learn to synthesize information, a higher-order thinking skill which includes analyzing information and identifying key concepts.

2) This strategy is process helps students better comprehend content material.

3) It helps students check to make sure understand what their are reading, and help remember important ideas.

4) The GIST strategy will help readers find the main idea as they have to limit the number of words used and so focus on the important ideas.

There also several of disadvantages of GIST Strategy when teaching English, some of them are:

1) GIST strategy spends much time in that applications.

2) Class management when using GIST strategy to the whole students in more difficult.

3) Relatively difficult to the study the events based on different cultural backgrounds.

So, from the explanation above, the researcher concludes strategy offers both advantages and disadvantages when used in teaching English.

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[15] Jaulston Cristina Bratt and Mary Newton Bruder, *Teaching English As A Secound Language Techniques and Procedures,* (Massachusetts: Winthrop Publisher,2005), p. 48

On the positive side, it helps students develop higher-order thinking skills such as synthesizing information, improves reading comprehension, supports understanding of key ideas, and aids in identifying the main idea of a text. However, the strategy also presents challenges, including being time-consuming, difficult classroom management when used with all students, and complications in interpreting culturally diverse content. Therefore, while GIST can be a valuable tool in English instruction, its implementation should be carefully planned and adjusted to suit students' needs and classroom conditions.

d. Teaching Exposition Text by using GIST strategy

Teaching Analytical Exposition Text by using GIST is consist to 3 stage there are class presentation, GIST, and group presentation, as the follow in table below :

Table II.1 Teaching Analytical Exposition Text by using GIST strategy[16]

Teacher Activity	Students Activity
Pre Teaching 1. Teacher says greetings 2. Teacher says to pray together 3. Teacher checks attendance.	Pre Teaching 1. Students answer greetings 2. Students pray together 3. Students listen to their name
While Teaching 1. Teacher chooses a text, which has the main idea or has the important information 2. Teacher makes thirty of empty boxes, and then the teacher	While teaching 1. Students get the text from teacher 2. Students fill in the empaty

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[16] Stephanie Macceca. *Reading Strategies for Science*. Britania Raya: Shell Education, 2013.

Teacher Activity	Students Activity
asks the students to read the paragraph, and ordered them to write a summary of the thirty words or more words of their own. 3. Teacher asks the student to fill in the empaty boxes before,with in the word that they think are important,or that represent the idea of each paragraph 4. After students fill in the boxes in the first paragraph and the second with their words, and then teacher ask students to continue into next paragraph. Teacher ask students to continue this procedure, paragraph by paragraph until the student has produced a GIST statement for the entire section being taught	boxes with the answer and the words that they think are importent. 3. Student read the text in the firts and fill in the empaty boxes. 4. Student read the next paragraph and fill in the empaty boxes 5. Student countinue this procedure, paragraph until the student has produced a GIST statement for the entire section being taught.

Post Teaching
   1. Teacher give appreciation to the students
	Post Teaching
	   1. Students take the appreciation from the teacher

Each steps to teaching analytical exposition text by using GIST Strategy. Each steps will help students to get more specific information or language features from analytical exposition text that they read and connect to background knowledge so, students can make conclusion from the text.

B. The Review of Related Findings

Previous related finding is used to support argument in this research. Besides,it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of them are:

The first, Anggara stated that this research was to find out the significant effect of GIST strategy can improve reading comprehension of the tenth grade students of SMAN 16 Makassar. The sample consisted of 40 students who were taken from the tenth grade (X MIA 4 Class) students of SMAN 16 Makassar using purposive sampling technique. The research method used was experimental method. Then the data was collected by using instrument. The instrument used was multiple choice test.[17]

The others research by Fauziah and Dari aimed to determine the effect of Generating Interaction Between Schemata and Text (GIST) strategy on reading comprehension through explanation text of eleventh grade student of man 2 In geresik This study used quantitative method with one group pretest-posttest design. Data collection used pre-test and post-test research instruments, then the data were analyzed using Paired T-test. The instrument used was multiple choice test.[18]

Pebriani et.al stated was to determine the effect of Generating Interaction Between Schemata and Text (GIST) strategy on reading comprehension. This research used a quasi-experimental design. The sample consists of 60 students which were from two classes. This research used test instrument (pre-test and post-test) with multiple choice questions. The hypothesis was calculated by using t-test in which the analysis result obtained $t_{count} = 4.33 > t_{table} = 2.00$ with α =

[17] Selvilya Anggara, "The Implementation Of Gist Strategy To Teach Reading Comprehension In Senior High School," *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1101–11, https://doi.org/10.31004/edukatif.v3i3.495.

[18] Rizkiyah Alifatul Fauziyah and Retno Wulan Dari, "The Effectiveness of Using Gist Strategy Toward Students' Reading Comprehension," *Indonesian Journal of Educational Development (IJED)* 5, no. 2 (2024): 164–72, https://doi.org/10.59672/ijed.v5i2.3867.

0.05. From the result, it can be concluded that GIST strategy can improve students' reading comprehension in narrative text.[19]

Khodijah and Khasanah their[20] research was to find out effectiveness of GIST strategy to teach students' reading comprehension of narrative text. This research involved 50 students. 25 students were in the experimental class and 25 students were in the control class. The researcher used cluster random sampling to determine a sample. An instrumented test to collect the data used test. They are pre-test and post-test. The type of test is multiple choices test in Narrative text.

Rahmawati stated that this research was to find out significant effect of GIST strategy to improve reading comprehension. The population of this research is 100 students that consist of two classes. The writer used cluster random sampling technique to measure the reading comprehension test. In collecting data, the writer will give reading comprehension test to the students using multiple choice, questioners in teaching learning The writer would apply two test there are pre-test and post-test. Students reading comprehension increased after given treatment by using GIST strategy of experiment class. Based on the data analysis of post-test, it has shown that values t_{count} more than t_{table}, where t count was

[19] Mona Rizkia Pebriani et al., "The Effect of Using Gist (Generating Interaction Between Schemata and Text) Strategy on Students' Reading Comprehension," *Indonesian Journal of Learning and Instruction* 5, no. 1 (2022): 41–46, https://doi.org/10.25134/ijli.v5i1.5875.

[20] Siti Khodijah and Uswatun Kasanah, "Teaching Reading Skill Through Generating Interaction Between Schemata and Text Strategy (GIST) at MTs Jember Implementasi Strategi Interaksi Antara Schema Dan Teks (GIST) Dalam Mengajar Kemampuan Membaca Pada Siswa Kelas 8 MTs ASHRI Jember" 2, no. 1 (2023): 1–17, https://permadani.amiin.or.id/index.php/permadani/article/view/14.

2.18 while $t_{table}$was 1.99, so hypothesis statistic (H1) was accepted. This suggest that GIST strategy was more effective than conventional learning.[21]

After review some findings, the researcher gets interested to prove this strategy, whether this Strategy (GIST) has an effect or not to students' Exposition text ability. This research will be do in SMA Negeri 3 Padangsidimpuan. The researcher hopes this research can get effect to students' Exposition text ability.

C. The Conceptual Framework

There are some problems in students' English learning, such as: students still have limited vocabularies, students felt difficult to read a sentence of analytical exposition text, they felt difficult to know about the Structure of analytical exposistion text and the last the student felt bored in learning.

In this research the researchers' interested to use Generating Interaction between Schemata and Text strategy to teach Analytical exposition text. In this research, the research will prove whether this strategy has an effect or not on students' Analytical exposition text mastery. The researcher used test in this research to prove this strategy.

In experimental class the researcher taught Analytical exposition text using Generating Interaction Between Schemata and Text Strategy, while in control class used teachers' method. So that in post-test it known whether this method has an effect or not on students' Analytical exposition text. Based on the above, conceptual framework can be seen from the figure below:

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[21] Destiani Rahmawati, "Effect of Using Gist Strategy Through Recount Text Toward Students' Reading Comprehension At Asy-Syukriyyah College," *Jurnal Asy-Syukriyyah* 21, no. 02 (2020): 225–42, https://doi.org/10.36769/asy.v21i02.112.

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┌─────────────────────────────────────┐
│   Students' reading ability is low   │
└─────────────────────────────────────┘
                   │
                   ▼
          ┌──────────────┐
          │   Pre-test   │
          └──────────────┘
           ╱            ╲
          ▼              ▼
┌──────────────────┐  ┌──────────────────┐
│ Experiment class │  │  Control class   │
│ use GIST         │  │  with            │
│ strategy         │  │  Teacher strategy│
└──────────────────┘  └──────────────────┘
           ╲            ╱
            ▼          ▼
        ┌──────────────────┐
        │    Post test     │
        └──────────────────┘
           ╱            ╲
          ▼              ▼
      ┌──────┐        ┌──────┐
      │  Ha  │        │  HO  │
      └──────┘        └──────┘
          │              │
          ▼              ▼
        ┌──────────────────────┐
        │ Accepted or Rejected │
        └──────────────────────┘
```
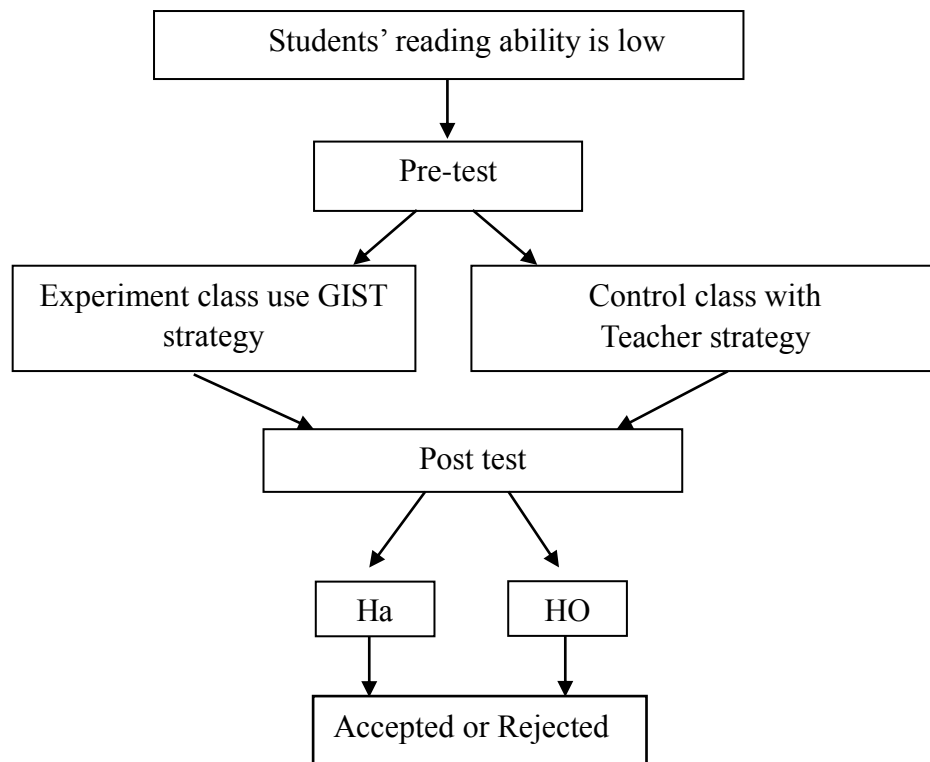
Figure II.2: Conceptual Framework of GIST

D. The Hypothesis

The hypothesis of this research were:

1. There is significant effect of GIST strategy on reading analytical exposition text ability at the eleventh grade students of SMA Negeri 3 Padangsidimpuan (H_α).

2. There is not significant effect of GIST strategy on reading analyticalmexposition text ability at the eleventh grade students of SMA Negeri 3 Padangsidimpuan (H_o)

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The Location of the research is in SMA Negeri 3 Padangsidimpuan. It is located Jl. Perintis Kemerdekaan No.56 Padangsidimpuan Kabupaten South Tapanuli, North Sumatra. This research was done for October 2024 up to May 2025.

B. The Research Design

The kinds of this research is quantitative research with experimental method. This research used experimental design with pretest-posttest Control Group Design. This research used two classes, which were experimental class and a control class. The experimental class took with GIST Strategy as a treatment and control class with a teachers' method. Next, the both of class get post -test. The result of the test will be compared to know the different effect of treatment to experimental class.

Table III.1 The Research Design[1]

Group	Pre-test	Treatment	Post-test
Experiment Class	T1	X	T2
Control Class	T1	-	T2

Explanation:

E = Experimental class

C = Control class

T1 = Pre-test to experiment class and control class

T2 = Post-test to experimental and control class

X = Receive to experiment of GIST strategy

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[1] Sugiyono, *Statistika untuk penelitian, (*Penerbit Alfabeta, Bandung, 2023)

C. The Population and Sample

1. Population

Population of research is at XI grade students of SMA Negeri 3 Padangsidimpuan and total population are 140 students. This research was implemented in SMA Negeri 3 Padangsidimpuan. The population is students at eleventh Grade. It can be seen in the following table:

Table III.2 Population of Research

No	Class	Number of Students
1	XI 1	34
2	XI 2	34
3	XI 3	34
4	XI 4	34
5	XI 5	34
Total Population		**170**

2. Sample

In this study, the researcher used cluster technique as an instrument to obtain data. Based on the design above, the researcher took samples from members of the population randomly without considering the strata in the population. The rules as follow:

a. Write the names of each class on a small piece of paper (XI-1 ,XI-2, XI-3, XI-4,XI-5).

b. Roll the paper and put it in a can.

c. Shake the can well.

d. Drop one sheet of rolled paper and designate it as the experimental class.

e. Take one sheet of rolled paper and designate it as the control class.

In the lottery, XI 1 was selected as the experimental class and XI 3 as the control class. This can be seen from the following table:

Table III.3 Sample of Research

No	Class	Number Of Student
1	XI 1	34
2	XI 3	34
Total		**68**

D. The Instrument of Data Collection

1. Test

The test of this research is Multiple Choice. The researcher prepared 50 questions to be validated first. After validation, the researcher obtained results in the form of 25 valid questions.

From the results above, the researcher decided to create an instrument that consists 25 questions for pre-test and 25 question for Post-Test. This test was given to both classes, experiment and control class. To find out the scores of the students' answer. The researcher gave 4 score for each item. So, the maximum score of test is 100.

Table III.4 Indicator of The Indicator of the Research

Indicator	No items	items	score	Total score
Student are able to Identify main idea	1,6,11,14,23	5	4	20
Student are able to Identify Argument	2,7,12,15,19,24	6	4	24
Student are able to Identify Reiteration	3,8,13,16,20,25	6	4	24
Student are able to analyze Grammar	4,9,17,21	4	4	16
Student are able to understand Vocabulary	5,10,18,22	4	4	16
Total	25			100

$$\text{Final score} = \frac{Students\ scre}{Maximum\ score} \times 100$$

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[2] Sugiyono, *Statistika untuk penelitian,* (Penerbit Alfabeta, Bandung, 2023)

From the table above, the maximum score is 100 and the final score examine by formula. The final score get by students' score divided by maximum score times 100.

E. Validity and reliability instrument

1. Test of Validity

   Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used item validity in this research

   To calculate the correlation of the instrument score with the total score, we can use Product Moment correlation with the formula[3] :

$$r_{xy} = \frac{N\Sigma xy_{-(\Sigma x)} (\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2(N\Sigma y^2 - (\Sigma y)^2)}}$$

Explanation :

r_{xy} = Coeficient of Validity

N   = The Numberof Students

Σx = The number of score item

Σy = The total of score

Σxy = The result of the number of score item X

     the total score

In post-test there were 50 out of 25 questions that are valid, they are question numbers 1, 4, 6, 7, 8, 9, 11, 15, 16, 19, 21, 23, 28, 31, 32, 35, 37, 39, 41, 42, 44, 45 ,46, 48, 50. There were 25 out of 50 questions that were not valid, were numbers 2, 3,

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[3] Sugiyono, *Statistika untuk penelitian, (*Penerbit Alfabeta, Bandung, 2023) hlm.228

5, 10, 12, 13, 14, 17, 18, 19, 20, 22, 24, 25, 26, 27, 29, 30, 33, 34, 36, 38, 40, 43, 47, 49.

0Based on the explanation above, the researcher decided to select 25 questions from the pre-test and post-test to be used as the tests in this research. The calculation can seen in appendix 3.

2. Realibility

The reliability test means that the test result shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interrater reliability to measure the reliability of multiple choice test. To do this, the researcher asked the teacher to correct. So that, the researcher conclud that the instrument that applied in this research was reliable and can be used to test the students at SMA Negeri 3 Padangsidimpuan.

To find out whether a reliability is high, medium, or low, it can be see from the value of the reliability coefficient as present by in the following by :

To test the reliability the researcher use Alpha Cronbach by the formula[4] :

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

Explanation :

r_{11} = Sought reliability

n = Number of question items test

$\sum \sigma_t^2$ = Total Variance in scores for each item

σ_t^2 = Variance total.

[4] Sugiyono, *Statistika untuk penelitian, (*Penerbit Alfabeta, Bandung, 2023) hlm.222

F. The Procedures of the Research

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the research. In collecting data the researcher used some steps. They are:

1. Pre test

   a. Distributing the paper of the test to students of experimental class and control class

   b. Explaining what students to do.

   c. Giving time to students.

   d. Answering the question.

   e. Collecting their paper test to researcher.

   f. Checking the answer of students and found the mean score of control and experimental class.

2. Treatment

   Afterconducting pre test, the sample gave a treatment to students who are in the experimental group. Experimental group was treated through applying GIST strategy. Control group is without GISTstrategy.

   a. Teacher chooses a text, which has the main idea or has the important information

   b. Teacher makes thirty of empty boxes, and then the teacher asks the students to read the paragraph, and ordered them to write a summary of the thirty words or more words of their own.

c. Then, the teacher asks the students to fill in the empty boxes before, with the words that they think are important, or that represent the idea of each paragraph.

d. After students fill in the boxes in the first paragraph and the second with their words, and then teacher ask students to continue into next paragraph.

e. Ask students to continue this procedure, paragraph by paragraph until the student has produced a GIST statement for the entire section being taught.

3. Post test

Following treatment, the researcher used a post-test, which is different from the pre-test and wasn't done in the earlier study. This post-test is the last assessment in the study, particularly in terms of determining whether an effect exists or not. The researcher follows a certain procedure. There are:

a. The researcher give the test paper to the experimental and control group students.

b. The researcher explain what students do.

c. The researcher give student time to answer the question.

d. The students responded to the question.

e. The students give the researcher their paper test.

f. The researcher check the answer of students and finds the mean score of control and experimental class.

G. Techniques of the Data Analysis

1. Requirement test

   a. Normality test

      The data would be analyzsis in this normality test Post-test value data in the experimental class and control class. The aims of Normality test was to determine whether the data of each class is normally distribute or not. In this research, the researcher use SPSS V.24. where H_o = normal distribution and H_i = not normal distribution.

      1) If x^2 table $<x^2$ count, therefore H_0 is accept and H_i is reject so, the data is normal distribution

      2) If x^2 count $\leq x^2$ table therefore H_i accept and H_0 is reject, so the data is not normal distribution

   b. Homogenity Test

      The homogeneity test is the largest variance test compared to the smallest variance Using SPSS V.24. Homogeneity test is done by investigating whether the two samples have the same variance or not. Homogeneity of variance in this research tested by testing the test results of learning outcomes in the experimental class and control class after the data is known to be normally distributed.

      The hypothesis in testing the homogeneity of this variance is:

      $H_0 : s_1{}^2 = s_2{}^2$: The variance of the experimental class and the control class (homogeneous).

$H_a : s_1{}^2 \neq s_2{}^2$: The variance of the experimental class and the control class

(not homogeneous).

Explanation:

$s_1{}^2$: The variance of the experimental class and the control class

(homogeneous)

$s_2{}^2$: Variance of control class of learning outcomes

The statistical tests used to test the equality of variance or homogeneity test are[5]:

$$F_{hitung} = \frac{Largest\ Variance}{Smallest\ Variance}$$

By using alpha $\alpha = 0.05$, Then the homogeneity testing criterion is by comparing F_{count} with F_{table} If $F_{hitung} \geq F_{table}$ then the variance of both class is not homogeneous. And if $F_{hitung} < F_{table}$, sothe two variance of class is homogeneous. To test this homogeneity as for the formulas needed to process the data include: To determine the variance:

$$S = \frac{\sqrt{n\Sigma f_i - x_t^2 - (\Sigma_t\ f_{i-Xi})^2}}{n(n-1)}$$

Explanation

S   = variance

X_i = Intermediate value of interval class

n   = Number of learners

F_i = Frequency of each interval class

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[5] Sugiyono, *Statistika untuk penelitian, (*Penerbit Alfabeta, Bandung, 2023) hlm.58

c. Mean (Avarage)

The mean score is statistic measure that represents the average value of a set of numerical data points. This provides a central point that reflects the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. identify the mean scores by the interpretation of mean score, as follows:

Table III.5
The Interpretation of Mean Score[6]

No	Interval	Predicate
1.	80-100	Very Good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

2. Hypothesis test

The researcher should make the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table}. If $t_{co} > t_{table}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{count} < t_{table}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

S = variance

X_i = Intermediate value of interval class

n = Number of learners

f_i = Frequency of each interval class T-Test

[6] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p.117.

If both samples are normally distributed and have homogeneous variance, the statistic used is the t-test, the formula is:[7]

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{(n_1 - n_2)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Explanation:

$\overline{x}_1$ = The Average Post Test Of Experiment Class

$\overline{x}_2$ = The Average Post Test Of Control Class

$s_1{}^2$ = The Variance Value Of Experiment Class

$s_2{}^2$ = The Variance Value Of Control Class

n_1 = Number of students in experiment Class

n_2 = Number of students in experiment Class

The degree of freedom (dk) in the t distribution list is $(n^1 + n^{2)})$ and its probability $(1 - \alpha)$ with alpha = 0.05 or 5% the criteria to test the t-test are:

If $t_{count} > t_{table}$, H_a is accepted and H_o is rejected which means there an influence of using Generating Interaction Between Schemata and Text to students' reading exposition text.

If $t_{count} \leq = t_{table}$ so H_o is accepted and H_a is reject which means there is no influence of Generating Interaction Between Schemata and Text to students' reading exposition text.

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[7] Sugiyono, *Statistika untuk penelitian,* (Penerbit Alfabeta, Bandung, 2023) hlm.138

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, it tells about the result of the research. The research tells about the effect of using Generating Interaction Between Schemata And Text Strategy On Students' Reading Exposisition Text Ability At Grade XI SMA Negeri 3 Padangsidimpuan. The researcher had calculated the data of pre-test and post-test. The researcher conducted the research by conducting pretest to know the students' reading ability before the treatment and conducting post-test is to know the students' reading ability after giving treatment by using GIST Strategy. After getting the data, the researcher used the SPSS V.24. to test the hypothesis. Then, the researcher described the data to find out the effect of using Generating Interaction Between Schemata And Text Strategy On Students' Reading Exposisition Text Ability At Grade XI SMA Negeri 3 Padangsidimpuan, the researcher has taken the data by pre test and post test. Applying quantitative analysis the researcher used the formulation to test normality and homogenity. Then the researcher described the data as follow:

A. The Description of Data

1. The Description of Data before Using GIST Strategy

a. **Score of Pre-test Experimental Class**

In Pre Test of Eksperimental class, the researcher choosed the XI-1. The researcher has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it used the SPSS V.24. The researcher calculated it to get the

score of total score, highest score, lowest score, range, interval, mean, median, modus, variant and standard deviation. The total score of pre-test can be seen in the table below :

Table IV.1
Score Pre Test Eksperimental class

No	Description	Statistics
1	Mean	64.47
2	Median	68.00
3	Mode	48[a]
4	Std. Deviation	13.349
5	Variance	178.196
6	Range	44
7	Minimum	44
8	Maximum	88
9	Sum	2192

Total score is the total points that got by students, it is 2192 total of score in pre-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental pre-test was 88. While the lowest score, the smallest value in a data sequence. For the lowest score in experimental pre-test was 44.

Next, mean can be said to be representative of the data set. Mean score in this data was 64.47 it is enough category. Then, median is the middle of value after all data is sorted, the researcher got 68.00 of median after calculating using SPSS v.24. Next, mode is the value the appears most often in a statistical data, the mode in this pre-test was 48. Range is the difference between the minimum and maximum in the data, in this data it 44. Distance between classes is understanding of interval, it was 7 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 13.349 Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 178.196.

For frequency distribution of experimental class in the pre test can be seen in the table below.

Table IV.2
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	Mid-Point	Frequency	Percentages
1	44 - 51	47.5	9	26.4%
2	52 - 58	55	2	5.8%
3	59 - 65	62	5	14.7%
4	66 - 72	69	7	20.5%
5	73 - 79	76	5	14.8%
6	80 - 86	83	3	8.8%
7	87 - 93	90	3	8.8%
	I=7		34	100%

From the above table, the students' score in class interval between 44-51 was 9 student (26.4%), class interval between 52-58 was 2 students (5.8%), class interval between 59-65 was 5 students (14.7%), class interval between 66-72 was 7 students (20.5%), class interval between 73-79 was 5 students (14.8%), class interval between 80.86 was 3 students (8.8%) and class interval between 87-93 was 3 students (8.8%) In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
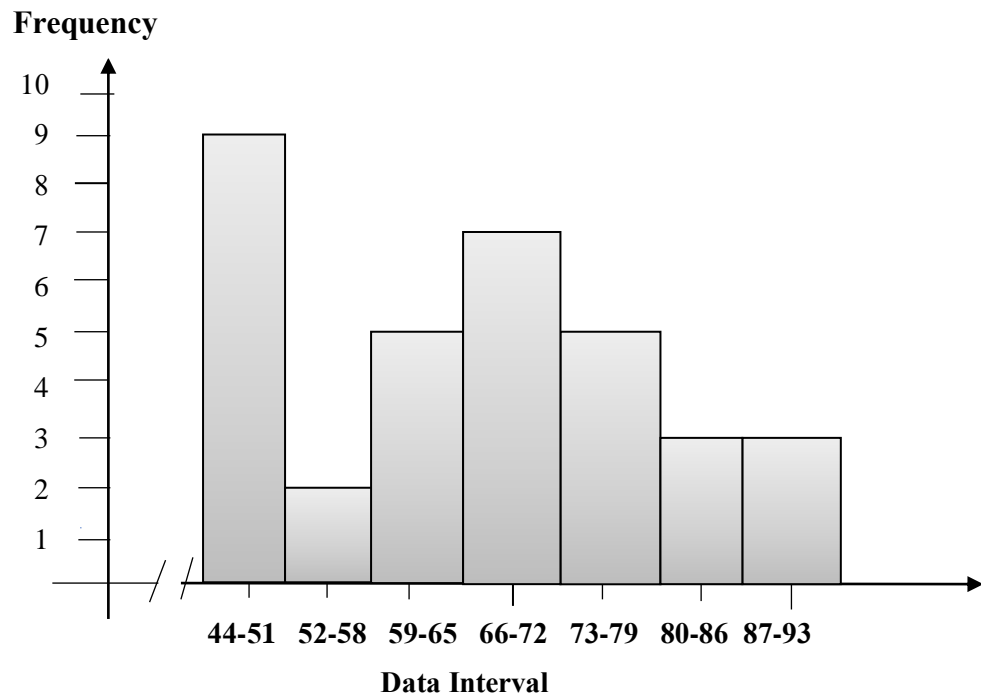
Histogram histogram above showed the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 9 student got score in interval 44-51, 2 students got score in interval 52-58, 5 students who got the score in interval 59-65, 7 students who got the score in interval 66-72, 5 students who got the score in interval 73-79, 3 students who got the score in interval 80-86 and there was 3 students who got the score in interval 87-93. Next mean can be said to be representative of the data set. Mean in this data was 64.47, it was enough degree

b. **Score of Pre-Test Control Class**

In pre-test of control class, the researcher choosed the XI-3. The researcher has calculated the students' score and arranged it from the lowest

score until the highest score in interval class form. The researcher calculated

it used the SPSS V.24. The researcher calculated it to get the score of total

score, highest score, lowest score, range, interval, mean, median, modus,

variant and standard deviation. The total score of pre-test can be seen in the

table below :

Table IV.3
Score of Control Class in Pre-test

No	Description	Statistics
1	Mean	56.82
2	Median	56.00
3	Mode	40[a]
4	Std. Deviation	13.386
5	Variance	179.180
6	Range	40
7	Minimum	40
8	Maximum	80
9	Sum	1932

The sum (total score) of the control class in the previous test was

1932, the mean was 56.82, the median was 56.00, the mode was 40, the

range was 40, the minimum score was 40 and the maximum score was 80.

Then, the computed of the frequency distribution of the students' score of

control class could be applied into table frequency distribution as followed:

Table IV.4
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	40 - 45	42.5	12	72.5%
2	46 - 51	48.5	4	11.7%
3	52 - 57	54.5	2	5.8%
4	58 – 63	60.5	4	11.7%
5	64 - 69	66.5	5	14.7%
6	70 – 75	72.5	6	17.6%
7	76 - 81	78.5	1	2.94%
	I=6		34	100%

From the table above, the students' score in class interval between 40–45 was 12 students (72.5%), class interval between 46 – 51 was 4 students (11.7%), class interval between 52 – 57 was 2 students (5.8%), class interval between 58 – 63 was 4 students (11.7%), class interval between 64 – 69 was 5 students (14.7%), class interval between 70 – 75 was 6 students (17.6%) and the last class interval between 76 – 81 was 1 students (2.94%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
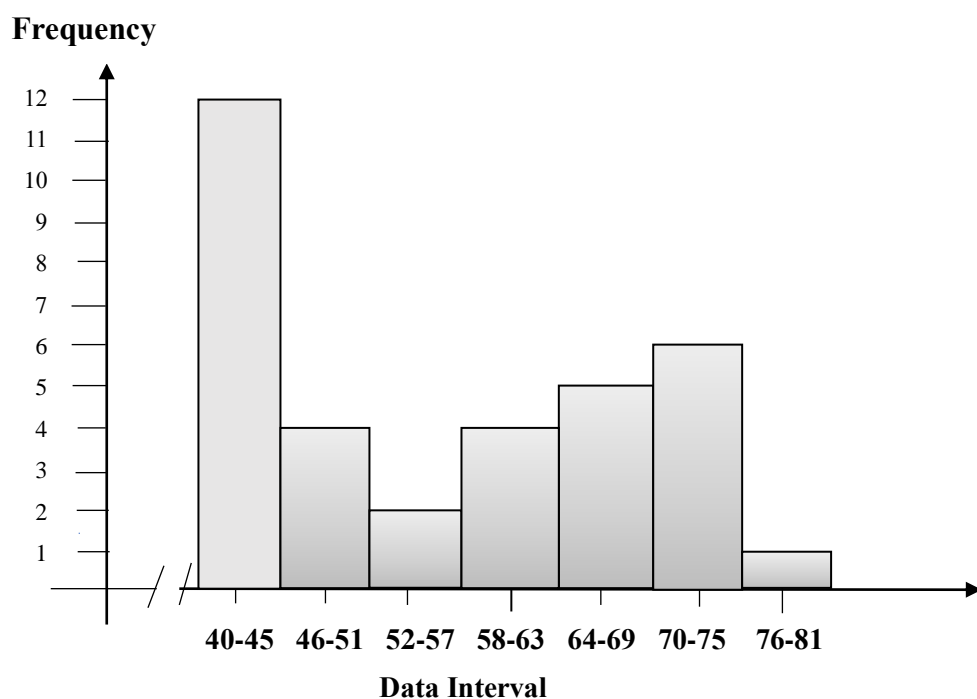
Data Interval

Figure IV.2 Pre-Test Score Of Control Class

Histogram histogram above showed the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 12 student got score in interval 40-45, 4 students got score in interval 46-51, 2 students who got the score in interval 52-57, 4 students who got the score in interval 58-63, 5 students who got the score in interval 64-69, 6 students who got the score in interval 70-75 and there was 1 students who got the score in interval 76-81. Next mean can be said to be representative of the data set. Mean in this data was 56.82, it was enough degree.

2. The Description of Data After Using GIST Strategy

a. Score of Post-Test Experimental Class

The After giving the GIST Stragey as a treatment, the students did the post-test to know the GIST Stragey affects to the students' reading ability the researcher gave the test of multiple choice consist of 25 questions. The researcher has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using SPSS V.24. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standart deviation. The score of post-test in experimental class can be seen in the table bellow :

Table IV.5
the Score of Experimental Class in Post-test

No	Description	Statistics
1	Mean	76.94
2	Median	80.00
3	Mode	80

4	Std. Deviation	9.701
5	Variance	94.118
6	Range	48
7	Minimum	48
8	Maximum	96
9	Sum	2616

The sum (total score) of the experimental class in the previous test was 2616, the mean was 76.94 the median was 80.00, the mode was 80, the range was 48, the minimum score was 48 and the maximum score was 96. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as followed:

Table IV.6
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	48-55	51.5	1	2.9%
2	56-63	59.5	3	8.8%
3	64-71	67.5	6	17.6%
4	72-79	75.5	5	14.8%
5	80-87	83.5	15	44.1%
6	88-96	92	4	11.7%
	I=8		34	100%

From the above table, the students' score in class interval between 48-55 was 1 student (2.9%), class interval between 56-63 was 3 students (8.8%), class interval between 64-71 was 6 students (17.6%), class interval between 72-79 was 5 students (14.8%), class interval between 80-87 was 15 students (44.1%), and class interval between 88-96 was 4 students (11.7%) In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
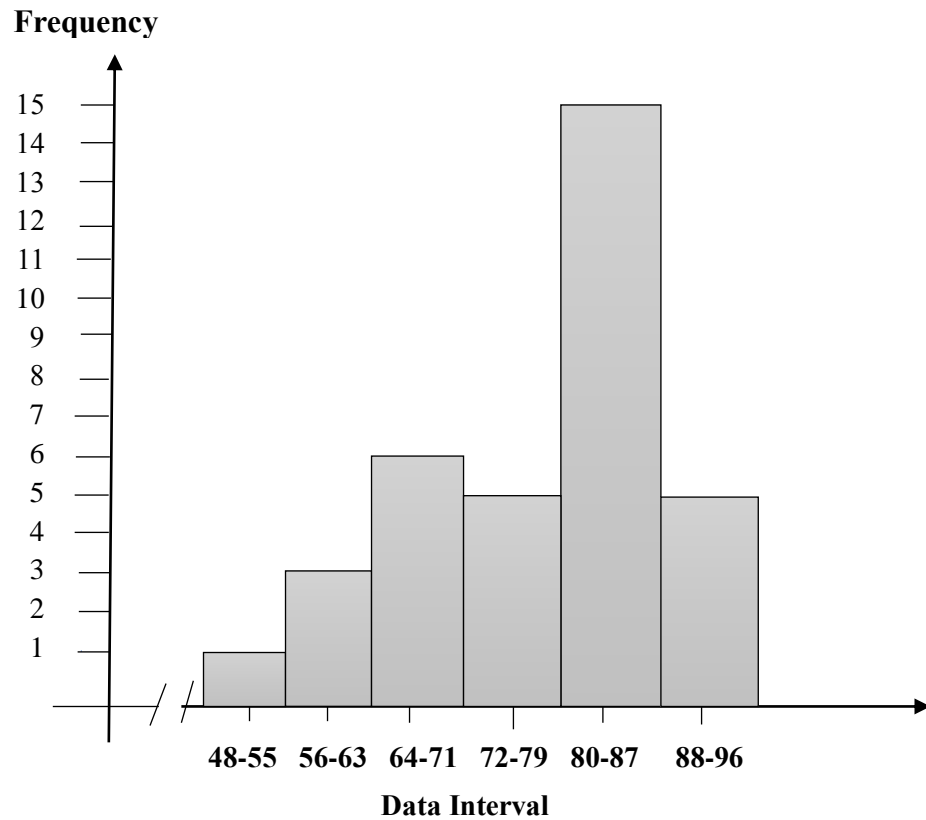
Figure IV.3 Post-Test Score Of Experimental Class

Histogram above showed the students' score of post-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 1 student got score in interval 48-55, 3 students got score in interval 56-63, 6 students who got the score in interval64-71, 5 students who got the score in interval 72-79, 15 students who got the score in interval 80-87, and there was 4 students who got the score in interval 88-96. Next mean can be said to be representative of the data set. Mean in this data was 76.94, it was high degree.

b. Score of Post-Test Control Class

The researcher gave the teacher method to students for the treatment. Then, students did the post-test. The researcher gave the test consists of 25 multiple choice and the researcher has calculated the students" score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it based on SPSS V.24. The researcher calculated it to get the score of total score, highest score, lowest score,range, interval, mean, median, mode, variant and standard deviation. The score of post-test in control class can be seen in the table bellow :

Table IV.7
The Score of Control class in Post-test

No	Description	Statistics
1	Mean	75.41
2	Median	80.00
3	Mode	84
4	Std. Deviation	12.344
5	Variance	152.371
6	Range	40
7	Minimum	48
8	Maximum	88
9	Sum	2564

Based on the above table the total score of control class in post-test was 2564, mean was 75.41, median was 80.00 the mode was 84, the range was 40, the minimum score was 48 and the maximum score was 88. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as followed:

Table IV.8
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	48 - 53	50.5	5	14.7%
2	54 - 59	56.5	2	5.8%
3	60 - 65	62.5	4	11.7%
4	66 - 71	68.5	2	5.8%
5	72 - 77	74.5	5	5.9%
6	78 - 83	80.5	14	44.1%
7	84 - 89	86.5	12	35.2%
I = 6			34	100%

From the table above, the students' score in class interval between 48 – 53 was 5 students (14.7%), class interval between 54 – 59 was 2 students (5.8%), class interval between 60 – 65 was 4 students (11.7%), class interval between 66 – 71 was 2 students (5.8%), class interval between 72 – 77 was 5 students (5.9%) class interval between 78 – 83 was 14 students (44.1%), and the last class interval between 84 – 89 was 12 students (35.2%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
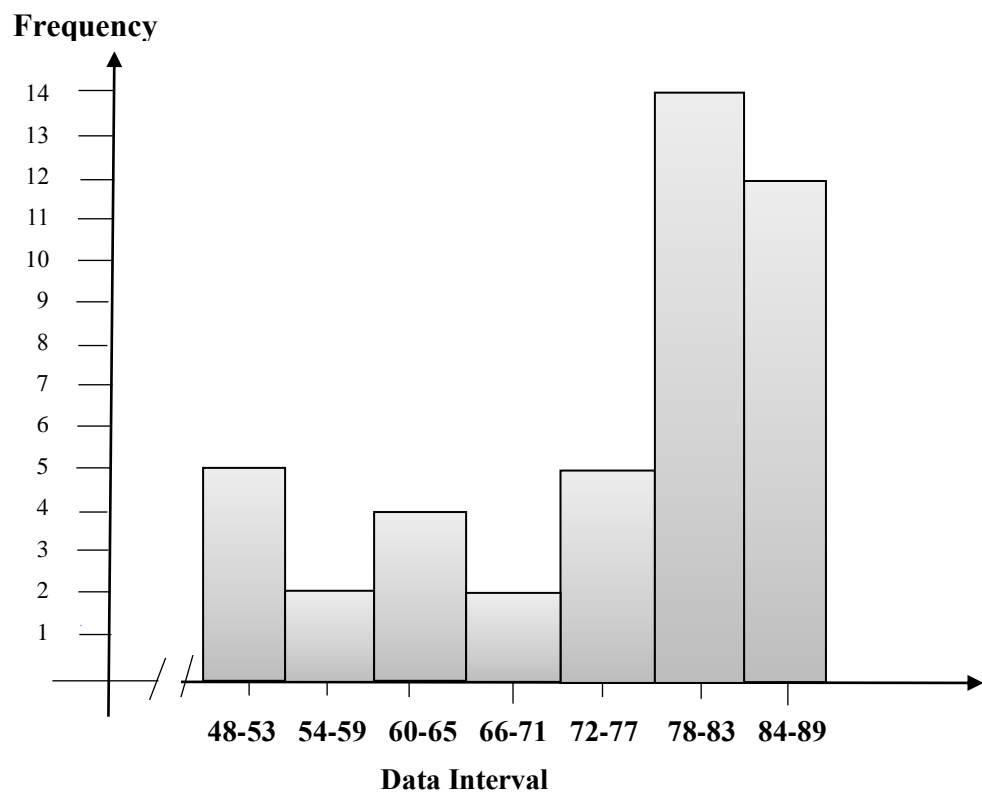
Data Interval

Figure IV.4 Post-Test Of Control Class

Histogram histogram above showed the students' score of post-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 5 student got score in interva 48-53, 2 students got score in interval 54-59, 4 students who got the score in interval 60-65, 2 students who got the score in interval 66-71, 5 students who got the score in interval 72-77, 14 students who got the score in interval 78-83 and there was 12 students who got the score in interval 84-89. Next mean can be said to be representative of the data set. Mean in this data was 75.41, it was high degree.

3. **Description of Score Comparison in Post-test Experimental Class and Control Class**

a. **Comparison Score of Pre-test and Post-test In Experimental Class**

After getting the score of pre-test and post test in experimental class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below :

Table IV.9
Comparison of Score Pre-test and Post-test in Experimental Class

No	Description	Pre-Test	Post-Test
1	Total Score	2192	2616
2	Highest Score	88	96
3	Lowest Score	44	48
4	Mean	64.47	76.94
5	Range Score	12.47	

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 44 and in post test was 88. But after got the treatment the lowest score in post test was 48 and in post test was 96. Based on the data, it can be concluded that the score of students' Reading Ability was higher in the post-test than pre-test

b. **Comparison of Score Pre-test and Post-test in Control Class**

After getting the score of pre-test and post test in control class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below

Table IV.10
Comparison of Score Pre-test and Post-test in Control Class

No	Description	Pre-Test	Post-Test
1	Total Score	1932	2564
2	Highest Score	80	88
3	Lowest Score	40	48
4	Mean	56.82	75.41
5	Range	18.59	

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 40 and in post-test was 80. But after got the treatment the lowest score in post test was 48 and in post-test was 88. Based on the data, it can be concluded that the score of students' reading ability was higher in the post-test than pre-test.

c. **The Range Score of Pre-test and Post-test**

After calculated the result of this research, thr research found the range score of pre-test and post-test in control class and experimental class. Thedata can be seen in form of the tabel below:

Tabel IV.11
The Range Score

Class	Range Score
Control Class	12.47
Experimental Class	18.59

From the range of the values, it can be seen that the experimental value range between the mean score on the pre-test ang post test was 18.59 while the control value range for pre-test and post-test was 12.47 it is clear that the range of mean values in experimental was higher than the range of values in the control class. It is clear the effecct of the Generating

Interaction Between Schemata And Text Strategy does exist on reading exposition text.

B. Data Analysis

1. Normality Test

After got the score of pre-test and post-test in experimental class and control class, this research calculated the normality test. The normality test in this research used *Shapiro-Wilk*, the data was calculated using SPSS 24. the result of normality can be seen in the table below:

Table IV. 12 Statistic
Normality Test

Shapiro-Wilk			
Class	**Statistc**	**Df**	**Sig.**
Pre-test Experimental	0.949	34	0.155
Post-test Experimental	0.982	34	0.124
Pre-test control	0.942	34	0.202
Post-test control	0.969	34	0.224

In this research used the Shapiro-Wilk that the test is used for small samples (less than 50). If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances > 0.05. So, 0.155 > 0.05 t means that the data is normal.

2. Homogeneity Test

Homogeneity test is a statistical test used to determine whether two or more groups of data have the same or homogeneous variance. This test helps ensure that the variation in different groups of data is similar, allowing for valid comparisons between groups. In calculating the data, the researcher used SPSS 24 version. The result in calculating the data can be seen in the table below :

Table IV. 13 Statistic
Homogeneity Test Of Pre test

Levence Statistic	df 1	df 2	Sig.
2.760	1	58	0.421

Based on table that the Significance of the Pre-test of the homogeneity is 0.421. therefore, it can be concluded that the distribution of the pre-test in experimental class and control class were homogenous because the significant value higher than 0.05, in other word 0.421>0.05.

Table IV. 14 Statistic
Homogeneity Test Of Post test

Levence Statistic	df 1	df 2	Sig.
0.862	1	58	0.211

Based on table above, describes that the Significance of the post test of the homogeneity is 0.211. It can be concluded the post test scores also present higher than 0.05 with the significant value 0.211. that means 0.211>0.05. As a result, the post test scores was homogenous

3. Hypothesis Test

Based on the result of the data analysis requirements test, it can be seen that both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the independent Sample T-test. Researchers used the SPSS V.24 application to calculate the hypothesis statistically. To see the effect of Generating Interaction Between Schemata And Text Strategy to students' reading ability.

This research got t_{count} 5.273 and t_{tabel} was 2.441, to see whether a research is successful or not, it can look at the tcount and ttable, if $t_{count} >$

t_{table} then Ha is accepted and H_o is rejected, and if $t_{count} < t_{table}$ then H_a is rejected and H_o is accepted. For the hypothesis of this research can be seen from the data, where t_{count} was 5.273 and t_{tabel} was 2.441. It means that $t_{count} > t_{table}$ (5.273 > 2.441) so H_a is accepted and H_o is rejected So there is a significant "effect of using Generating Interaction Between Schemata And Text Strategy On Students' Reading Exposition Text Ability At grade XI SMA Negeri 3 Padangsidimpuan".

C. The Discussion

This study aimed to examine the effect of the Generating Interaction Between Schemata And Text (GIST) Strategy to students' Reading Exposition Text. The findings confirm the theoritical claims of Stehpanie Macceca that Generating Interaction Between Schemata And Text is a strategy for helping students to learn how to pick out the most important information from a text.[1] Through Experimental research, this study provides empirical evidence supporting the significant effect of Generating Interaction Between Schemata And Text (GIST) Strategy on Reading Exposition Text Ability.

Research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a. The of experimental class in pre-test and post-test, before using GIST Strategy, the mean score of pre-test in experimental class was 68.00, the highest score was 88, and the lowest score was 44 using GIST Strategy, the mean score of post-test in experimental

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[1] Stephanie Macceca. *Reading Strategies for Science*. Britania Raya: Shell Education, 2013

class was 76.94, the highest score was 96, and the lowest score was 48. So, the post-test score higher than pre-test score. From the score, it can be concluded that this research can prove the GIST Strategy.

This research also provided the similar cases with this research. The first Anggara stated The similarity between this research and the previous research was that have an effect was to find out the significant effect of GIST strategy can improve reading comprehension. the difference can be seen from the number of samples, The sample in this research consisted of 68 students and in the anggara the sample was only 40 students were taken from the tenth grade (X MIA 4 Class) students of SMAN 16 Makassar using purposive sampling technique. This study are the same using quantitative research method used was experimental method. Then the data was collected by using instrument. The instrument used was multiple choice test.[2]

Pebriani et.al stated was to determine the effect of Generating Interaction Between Schemata and Text (GIST) strategy on reading comprehension. This research used a quasi-experimental design. The difference between Pebriani's research is the total sample was 60 students which were from two classes. This research used test instrument (pre-test and post-test) with multiple choice questions. The hypothesis in this research was calculated by using t-test in which the analysis result obtained $t_{count} = 5.273 > t_{table} = 2.441$ in Pebriani's research

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[2] Selvilya Anggara, "The Implementation Of Gist Strategy To Teach Reading Comprehension In Senior High School," *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1101–11, https://doi.org/10.31004/edukatif.v3i3.495.

$t_{count} = 4.33 > t_{table} = 2.00$. From the result, it can be concluded that GIST strategy can improve students' reading comprehension in narrative text.[3]

The discussion of findings above can support this research, where they have in Generating Interaction Between Schemata And Text (GIST) strategy has significant effect on students' reading ability. Therefore, the research conducted by the researcher or another researcher who was referenced in a referenced in a related findings have been affected by Generating Interaction Between Schemata And Text (GIST).

After looking the students' scores in experimental class after using the Generating Interaction Between Schemata And Text (GIST) in learning exposition text can help students' improve their reading ability . The Theory from Stephanie Macceca that stated the GIST Strategy is an effective method for teaching reading ability and and this study has demonstrated its significant impact on students' reading ability. This Research has similarity with another research which this technique is very useful to teach students.

D. The Threats of the Research

The researcher found the threats of the research as follows:

1. The researcher was not sure whether all of students in the experimental and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.

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[3] Mona Rizkia Pebriani et al., "The Effect of Using Gist (Generating Interaction Between Schemata and Text) Strategy on Students' Reading Comprehension," *Indonesian Journal of Learning and Instruction* 5, no. 1 (2022): 41–46, https://doi.org/10.25134/ijli.v5i1.5875.

2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.

3. The students also possibility that the score of pre-test and post-test would not influence to their score in the school. So, they were not too serious in answering it.

CHAPTER V
CLOSING AND SUGGESTION

A. Conclussion

Based on the result of the research, the conclusions of this research are:

1. The students' reading ability before using GIST Strategy at grade XI of SMA Negeri 3 Padangsidimpuan was 68.00. So, the students' reading ability was in enough category.

2. The students' Reading ability after using GIST Strategy at grade XI of SMA Negeri 3 Padangsidimpuan it seen from post-test experimental class it is 76.94, the category was very good.

3. The result found that t_{count} was higher than t_{tabel}. t_{count} was 5.273 and t_{tabel} was 2.441 (5.273 > 2.441). Ho is accepted and Ha is rejected. It means, there is a significant effect GIST Strategy at grade XI of SMA Negeri 3 Padangsidimpuan.

B. Suggestion

After finishing the research, this research got many information in English teaching learning. Therefore, from that experience, this research shows some things need to be proven. It makes the researcher give some suggestion, as follow:

1. For Head Master of school, as the information and knowledge about GIST Strategy to Reading Ability in learning English.

2. For English Teacher, as thee information and knowledge about GST to Reading Ability and can be applied in their class.

3. For Researcher, as a refrence to the next reserachers who are interested in taking the same title related to Generating Interaction Between Schemata And Text as a Strategy in Teaching Reading Ability.

C. Implications

Implication is something that suggested, or happens, indirectly of finding of scientific study. Based on the result of this research, it is known that GIST Strategy is a good Strategy to develop or increase their ability in Reading. A study that has been carried out in an educational environment, the conclusions drawn certainly has information this Strategy in the field of education and also subsequent research. That's relating to the implications are as follow:

1. Based on the result of this research that the Strategy it can use by English teacher, because this game is very easy to practice in the classroom when learned Reading Ability in the class. Therefore, this Strategy to provide more information to English teacher that's a Strategy of learning process to be used. So, it don't make learning process monotonous method.

2. Based on the theory that has formulated by researcher, it can be seen that GIST Strategy on students' Reading Ability that has improvement after using GIST Strategy. Because by using GIST Strategy on students Reading Ability, it makes the students more active.

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APPENDIX 1

EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

Oleh : Anggi Zahra Rani Lubis

Sekolah   : SMA Negeri 3 Padangsisimpuan

Kelas/Semester   : IX/1

Mata Pelajaran   : Bahasa Inggris

Materi Pembelajaran : Exposition Text

Alokasi Waktu   :1 x Pertemuan (1 x 45 Menit)

A. Tujuan Pembelajaran

1. Melalui kegiatan presentasi, peserta didik dapat lebih mudah memahami materi yang sedang berlangsung.

2. Melalui kegiatan diskusi, peserta didik dapat mengetahui lebih dalan struktur Exposition Text.

3. Melalui kegiatan Generating Interaction Between Schemata And Text, peserta didik dapat menganalisis struktur dari Exposition text.

B. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian dari Exposition Text.

2. Peserta didik dapat menganalisi struktur dari Exposition Text.

C. Media Pembelajaran

1. Buku Paket

2. Leptop (PPT)

3. Infocus

4. Kertas

D. Metode Pembelajaran

Generating Interaction Between Schemata And Text

E. Materi Pembelajaran

Exposition is a text type which clearly focuses students on the purpose of argument, that is putting forward a viewpoint and providing evidence to support it

Thesis	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of amount unreasonable of noise, air pollution, diseases, and accidents
Argument 1 + elaboration	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. has Research shown that motorbikes a deadly gas emit that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).
Argument 2 + elaboration	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).
Argument 3 + elaboration	Furthermore, motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. with infants Parents find it extremely The challenging. moment their fall asleep, one or babies another motorbike passes by and the baby wakes up. It is also for children arduous to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in and children adults (Fields, 1993).
Argument 4 + elaboration	Finally, motorbikes are responsible for horrible In some cases, there accidents. are deaths. Motorbike riders go so fast that they are unable to stop on me thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).
Conclusion (Reiteration of thesis statement)	In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

F. Kegiatan Pembelajaran

Aktivitas Guru	Prosedur	Aktivitas murid
Pendahuluan 1. Guru mengucapkan salam 2. Guru mengajak murid untuk berdoa menurut agama dan kepercayaan mereka masing-masing 3. Guru memeriksa daftar hadir mereka		Pendahuluan 1. Murid menjawab salam 2. Muurid berdoa menurut agama dan kepercayaan mereka masing-masing 3. Murid mendengarkan nama mereka
Aktivitas Guru	**Prosedur**	**Aktivitas murid**
Kegiatan inti 1. Guru memilih teks yang mempunyai gagasan pokok atau mempunyai informasi penting 2. Guru membuat tiga puluh kotak kosong, kemudian guru meminta siswa membaca paragraf tersebut, dan memerintahkan mereka untuk menulis ringkasan dari tiga puluh kata atau lebih kata mereka sendiri. 3. Guru meminta siswa untuk mengisi kotak empati sebelumnya, dengan kata yang menurut mereka penting, atau yang mewakili gagasan setiap paragraf 4. Setelah siswa mengisi kotak pada paragraf pertama dan kedua dengan kata-katanya, kemudian guru meminta siswa melanjutkan ke paragraf berikutnya. 5. Guru meminta siswa untuk melanjutkan prosedur ini, paragraf demi paragraf hingga siswa menghasilkan pernyataan GIST untuk	Generating Interaction Between Schemata and Text	Kegiatan inti 1. Siswa menerima teks dari guru 2. Siswa mengisi kotak empati dengan jawaban dan kata-kata yang 3. Siswa membaca teks terlebih dahulu dan mengisi kotak empati. menurutnya penting. 4. Siswa membaca paragraf berikutnya dan mengisi kotak empati 5. Siswa melanjutkan prosedur ini, paragraf hingga siswa menghasilkan pernyataan GIST untuk seluruh bagian

Aktivitas Guru	Prosedur	Aktivitas murid
seluruh bagian yang diajarkan		yang diajarkan.
Kegiatan Penutup 1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik 2. Guru memberikan apresiasi kepada murid		Kegiatan Penutup 1. Murid menyimpulkan materi pembelajaran pertemuan ini 2. Murid menerima apresiasi dari guru

a. **Penilaian pembelajaran**

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubik penilaian.

Padangsidimpuan, 27 februari 2025

Mengetahui   Peneliti
Guru Mata Pelajaran

Herlinda lubis, S.Pd   **Anggi Zahra Rani Lubis**

PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur. Tingkat pencapaian kompetensi peserta didik. Hasil penilaian dilakukan sebagai bahan penyusunan laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu pengamatan sikap, tes pengetahuan, presentasi/keterampilan untuk kerja dengan rubrik penilaian sebagai berikut

a. Teknik Penilaian

1. Penilaian Sikap : Observasi

2. Penilaian Pengetahuan : Tes Tertulis

3. Penilaian Keterampilan : Unjuk Kerja

b. Instrumen Penilaian

1. Penilaian Sikap

Petunjuk :

Berilah tanda centang (√) pada sikap setiap siswa yang terlihat!

No	Nama Siswa	Jujur		Disiplin		Tanggung Jawab		Santun		Peduli		Percaya Diri	
		T	BT	T	BT	T	BT	T	BT	T	BT	T	BT
1.													
2.													
3.													

Keterangan :
T : Terlihat
BT : Belum Terlihat

1. Penilaian Pengetahuan
Setiap jawaban yang benar diberi skor 4

Skor maksimal = 100

Nilai = (jumlah perolehan skor ; skor maksimal) x 100

Nilai maksimal = 100

2. Penilaian Unjuk Kerja

Siwa/ mampu memahami text Analytical exposition dengan baik

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
Mampu memahami text analytical exposition	Unjuk Kerja	Membaca	Analyticaal Exposition Text

Rubrik penilaian

Aspect	Baik sekali	Baik	Cukup	Perlu Bimbingan
	4	3	2	1
Thesis Argument Reiteration Grammar Vocabulary	Siswa mampu memahami dan menganalisis dengan baik analytical exposition text	Siswa hanya mampu memahami sebagian besar dari materi	Siswa hanya mampu memahami sebagian kecil dari materi	Siswa tidak mampu memahami dan menganalisis semua bagian dari materi

Nilai = (jumlah perolehan sor : skor maksimal) x 100

C. Remedial dan Pengayaan

1. Remedial
a. Menjelaskan kembali tentang Analyticaal Exposition Text
b. Membimbing siswa yang belum bisa memahami dan menganalisis Analyticaal Exposition Text
2. Pengayaan
a. Siswa diarahkan untuk menyebutkan mengenai Thesis, Argument, Reiteration, Structure Analyticaal Exposition Text
b. Siswa membaca lebih lanjut dan memahaminya mengenai Analyticaal Exposition Text

APPENDIX 2

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

EXPOSITION TEXT

Sekolah   : SMA Negeri 3 Padangsisimpuan

Kelas/Semester   : IX/1

Mata Pelajaran   : Bahasa Inggris

Materi Pembelajaran   : Exposition Text

Alokasi Waktu   :1 x Pertemuan (1 x 45 Menit)

G. Tujuan Pembelajaran

    1. Melalui kegiatan presentasi, peserta didik dapat lebih mudah memahami materi yang sedang berlangsung.

    2. Melalui kegiatan diskusi, peserta didik dapat mengetahui lebih dalan struktur Exposition Text.

H. Indikator Pembelajaran

    3. Peserta didik dapat mengetahui pengertian dari Exposition Text.

    4. Peserta didik dapat menganalisi struktur dari Exposition Text.

I. Media Pembelajaran

    5. Buku Paket

    6. Kertas

J. Metode Pembelajaran

    Teacher strategy

K. Materi Pembelajaran

         Exposition is a text type which clearly focuses students on the purpose of argument, that is putting forward a viewpoint and providing evidence to support it.

Thesis	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of amount unreasonable of noise, air pollution, diseases, and accidents
Argument 1 + elaboration	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. has Research shown that motorbikes a deadly gas emit that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).
Argument 2 + elaboration	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).
Argument 3 + elaboration	Furthermore, motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. with infants Parents find it extremely The challenging. moment their fall asleep, one or babies another motorbike passes by and the baby wakes up. It is also for children arduous to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in and children adults (Fields, 1993).
Argument 4 + elaboration	Finally, motorbikes are responsible for horrible In some cases, there accidents. are deaths. Motorbike riders go so fast that they are unable to stop on me thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).
Conclusion (Reiteration of thesis statement)	In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

L. Kegiatan Pembelajaran

Aktivitas Guru	Prosedur	Aktivitas murid
Pendahuluan 1. Guru mengucapkan salam 2. Guru mengajak murid untuk		Pendahuluan 1. Murid menjawab salam 2. Muurid berdoa

Aktivitas Guru	Prosedur	Aktivitas murid
berdoa menurut agama dan kepercayaan mereka masing-masing 3. Guru memeriksa daftar hadir mereka		menurut agama dan kepercayaan mereka masing-masing 3. Murid mendengarkan nama mereka

Aktivitas Guru	Prosedur	Aktivitas murid
Kegiatan inti 1. Guru menjelaskan pengertian Exposition Text 2. Guru membagi mereka dalam beberapa kelompok dan tiap kelompok terdiri dari 4 orang 3. Guru menugaskan siswa membaca paragraph 4. Guru meminta siswa mencari thesis, argument dan reiteration. 5. Guru memerintahkan siswa agar mepresentasikan hasil di depan kelas	Presentasi kelas Kelompok	Kegiatan inti 1. Murid mendengarkan penjelasan yang diberikan guru 2. Murid bergabung dengan kelompok mereka masing-masing 3. Murid membaca paragraph bersama dengan teman sekelompok 4. Murid melakukan apa yang di perintah oleh guru 5. Murid mempresentasikan hasil

Aktivitas Guru	Prosedur	Aktivitas murid
Kegiatan Penutup 1. Guru meminta siswa menyimpulkan materi hari ini 2. Guru memberikan apresiasi kepada murid		Kegiatan Penutup 1. Murid menyimpulkan materi 2. Murid menerima apresiasi dari guru

b. **Penilaian pembelajaran**

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubik penilaian.

Padangsidimpuan, 27 Februari 2024

Mengetahui   Peneliti
Guru Mata Pelajaran

Herlinda Lubis, S.Pd   **Anggi Zahra Rani Lubis**

INSTRUMENT
Validation Test

Name : Class
:
Direction

Read the story in the box carefully, this story will answer the question from
number 1-25

Five Drinks to Help You Lose Wight

There are many ways to lose wight. You can do sports regularly and eat nutritious food and drinks. One thing you should not forget is to make sure to consume healthy drinks. Soft drinks, fruit juices, and energy drinks that you often consume contain added sugars and carbohydrates that jeopardise your weight- loss strategy. Here are five drinks that won't add to your weight.

First, water is best weight loss drink. If you are bored with drinking pure water, you can try adding fresh lemon slices, lime, and cucumber, to add flavor but not calories.

second, vegetable juice provides you with the fibre and nutrients that your body needs to promote weight loss, as well as keep you full longer. Find vegetable that have low sodium levels.

Third, unsweetened tea. Green tea improves metabolism and accelerates weight loss. Black and oolong teas contain a lot of antioxidants, which can help clear your body of toxins.

Fourth, black coffee helps stimulate your weight loss as caffeine surpresses hunger when you drink it in the morning and afternoon. It also heats up the body and boosts metabolism.

Last, skimmed milk provides lean protein, vitamin D, and calcium that help you build

1. What is the main thesis of the text?
   a. Drinking sugary beverages can lead to weight gain.
   b. Consuming healthy drinks can help you lose weight and maintain your health.
   c. Sports are the only way to lose weight effectively.
   d. Skimmed milk is the best drink for weight loss.
2. What nutrients are found in skimmed milk according to the text?
   a. Protein, vitamin D, and calcium
   b. Sugar and fat
   c. Caffeine and antioxidants
   d. Sodium and carbohydrates
3. What is the main reason to consume healthy drinks during weight loss?
   a. To stay entertained
   b. To increase sugar levels
   c. To support your weight-loss strategy
   d. To avoid drinking water
4. What is the first argument made about drinking water for weight loss?
   a. Water is too bland for weight loss.
   b. Water helps you stay hydrated but doesn't aid in weight loss.

c. Water is the best weight-loss drink because it contains no caloriesz

d. Drinking water only works if you add sugar to it.

5. Which nutrient is NOT mentioned as a benefit of skimmed milk?
   a. Vitamin D
   b. Calcium
   c. Protein
   d. Iron

6. What does the word "accelerates" mean in the sentence: "Green tea improves metabolism and accelerates weight loss"?
   a. Slows down
   b. Speeds up
   c. Reduces
   d. Stops

7. How does the author emphasize the importance of healthy drinks in the conclusion?
   a. By stating that only water should be consumed for weight loss.

   b. By repeating that healthy drinks can help with weight loss and improve overall health.
   c. By mentioning that drinking sugary drinks has no effect on weight loss.
   d. By arguing that weight loss depends solely on exercise.

8. Which of the following sentences is grammatically correct?
   a. First, water is best weight loss drink.
   b. First, water is the best weight loss drink.
   c. First, water is the best weight loss drinks.
   d. First, water are the best weight loss drink.

9. what is the relationship between drinks and weight loss?
   a. All drinks can help you lose weight.
   b. Healthy drinks can support weight loss without adding unnecessary calories.
   c. Only water is beneficial for weight loss.
   d. Drinks are irrelevant to weight loss.

10. What can you add to water to improve its flavor without adding calories?
    a. Honey and mint
    b. Lemon slices, lime, and cucumber
    c. Sugar and lemon
    d. Fruit syrup and mint

11. Why is skimmed milk recommended as a drink for weight loss?
    a. It provides lean protein, vitamin D, and calcium that aid muscle building and bone strength.
    b. It has a high fat content, which makes it a poor choice for weight loss.

c. It contains large amounts of sugar that cause weight gain.

d. It is the least nutritious of all the drinks mentioned.

12.   Which drink mentioned helps build muscles and strengthen bones?

a. Green tea

b. Black coffee

c. Skimmed milk

d. Vegetable juice

13.   Why should you choose vegetables with low sodium for your juice?

a. To increase sugar intake

b. To make the juice taste sweeter

c. To avoid retaining too much water and support weight loss

d. To reduce the fiber content

14.   What do black and oolong teas contain that help the body?

a. Sugar

b. Caffeine

c. Antioxidants

d. Protein

15. What is repeated about black coffee's effect on weight loss?

a. Black coffee has no role in weight loss.

b. Black coffee boosts metabolism and helps suppress hunger.

c. Black coffee is best consumed after meals.

d. Black coffee should be avoided during weight loss.

16. In the sentence "Soft drinks, fruit juices, and energy drinks that you often consume contain added sugars and carbohydrates," what is the subject of the sentence**?**

a. Added sugars

b. Energy drinks

c. Soft drinks, fruit juices, and energy drinks

d. Carbohydrates

17.   What is the overall message of the article?

A. Avoid all kinds of drinks

B. Drink only milk every day

C. Choose healthy drinks to help lose weight

D. Energy drinks are the best option

18.   Which of the following is TRUE about green tea?

A. It reduces calcium

B. It increases metabolism

C. It contains dairy

D. It makes you sleepy

19. why should you avoid soft drinks, fruit juices, and energy drinks?
   a. They are not satisfying.
   b. They are high in added sugars and carbohydrates that interfere with weight loss.
   c. They help improve metabolism.
   d. They are beneficial for weight loss when consumed in moderation.
20. What kind of vegetable juice is recommended in the text?
   A. High sugar and low fiber
   B. High sodium and low carbs
   C. Low sodium and rich in fiber

D. Sweetened and carbonated
21. What is the argument behind the recommendation of adding lemon, lime, or cucumber to water?
   a. They add extra calories that help with weight loss.They pro
   b. vide additional flavor without adding significant calories.
   c. They make the water more sugary, which helps with weight gain.
   d. They are necessary to make water more hydrating.
22. **What is a suggested way to make plain water more interesting?**
   A. Add energy powder
   B. Add soda and sugar
   C. Add lemon, lime, or cucumber
   D. Add chocolate syrup
23. What is repeated about black coffee's effect on weight loss?
   a. Black coffee has no role in weight loss.
   b. Black coffee is best consumed after meals.
   c. Black coffee should be avoided during weight loss.
   d. Black coffee boosts metabolism and helps suppress hunger.
24. **What makes unsweetened tea a good option for weight loss?**
   A. It has a creamy taste
   B. It contains added vitamins
   C. It is high in calories
   D. It contains antioxidants and helps with metabolism
25. Why is the text against consuming fruit juices regularly?
   A. They are hard to digest
   B. They are expensive
   C. They usually contain added sugars
   D. They are low in vitamins

Direction

Read the story in the box carefully, this story will answer the question from number 26-50

The importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc. Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. To make us relaxed The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in

26. What is the tone of the text about reading?
    a. Negative and critical
    b. Positive and encouraging
    c. Angry and disappointed
    d. Neutral and indifferen
27. Where can we usually find entertainment reading materials?
    a. In textbooks
    b. In the entertainment columns of newspapers and magazines
    c. In science journals
    d. In encyclopedias
28. What is the main idea of the text?
    a. Reading is only for people who enjoy books.
    b. Reading is an important activity that provides knowledge, information, and relaxation.
    c. Reading is more entertaining than other activities.
    d. Reading is a complex skill that takes years to master.
29. What type of information can reading provide?
    a. Only local news
    b. News and information from around the world
    c. Personal gossip only
    d. Only sports results
30. What subjects can we learn about through reading?
    a. Only sports and arts
    b. Science, technology, sports, arts, culture, and more
    c. Only science and technology

d. Only comedy and short stories

31. What kinds of topics can we learn about through reading, according to the text?
    a. Science, technology, sports, arts, and culture.
    b. Fashion, cooking, and gardening only.
    c. Only entertainment and comedy.
    d. Mathematics and programming exclusively.

32. Which statement aligns with the reiteration in the text?
    a. Reading is essential for everyone to broaden their perspective.
    b. Reading is a skill that only some people can develop.
    c. Reading is primarily a recreational activity.
    d. Reading is secondary to other forms of entertainment.

33. What happens when we read books about other places?
    a. We imagine ourselves being there.
    b. We get bored quickly.
    c. We memorize facts.
    d. We lose interest in traveling

34. What kind of knowledge can we get from reading, according to the text?
    A. Only about art and culture
    B. Only about science
    C. About various things like science, technology, sports, arts, and culture
    D. Only about politics and economy

35. What is the correct verb form in the sentence: "Reading _____us to gain a lot of knowledge"?
    a. Help
    b. Helps
    c. Helping
    d. has helped

36. What does the writer say happens when we are tired and read something entertaining?
    A. We feel more stressed
    B. We fall asleep immediately
    C. It helps us relax
    D. We become bored

37. What does the word "relaxed" mean in the sentence "To make us relaxed"?
    a. Stressed and tense
    b. Sleepy and tired
    c. Excited and energetic
    d. Calm and free from stress

38. What is one example used to show that reading takes us to another place?

A. Reading about America takes us to Hollywood
B. Reading about Irian Jaya feels like sitting in its jungles
C. Reading about cities makes us sleepy
D. Reading about school makes us smarter

39. what is one primary reason reading is essential?
    a. It helps us stay physically active.
    b. It allows us to learn about the world through books, magazines, and newspapers.
    c. It encourages us to avoid technology.
    d. It guarantees academic success.

40. Which of the following is NOT mentioned as a benefit of reading?
    A. Getting information
    B. Traveling physically
    C. Gaining knowledge
    D. Getting entertainment

41. What does the author suggest reading can do when we are tired?
    a. Help us find solutions to problems.
    b. Give us a chance to learn new skills.
    c. Provide relaxation and entertainment through stories or quizzes.
    d. Encourage us to write a book.

42. According to the reiteration, what are the three key benefits of reading?
    a. Knowledge, creativity, and imagination.
    b. Knowledge, information, and entertainment.
    c. Relaxation, focus, and curiosity.
    d. Skills, hard work, and education.

43. Why does the writer mention "magazines" and "newspapers"?
    A. To suggest alternatives to TV
    B. To list sources where we can read and learn
    C. To say they are outdated
    D. To recommend only one type of reading

44. What is the tense of the verb in the sentence: "By reading we can get a lot of news and information"?
    a. Present simple
    b. Past simple
    c. Future simple
    d. Present continuous

45. In the context of the sentence "Reading can also take us to other parts of the world," what does "take" mean?
    a. Physically transport
    b. Borrow something temporarily
    c. Make us imagine or experience
    d. Steal from someone
46. why should everyone read?
    a. To improve their writing skills.
    b. To access knowledge and enjoy various forms of entertainment.
    c. To escape from the pressures of daily life.
    d. To avoid using other forms of media.
47. What does the writer believe about people who do not read?
    A. They are not mentioned directly
    B. They are not smart
    C. They do not get enough knowledge and fun
    D. They are lazy
48. How does reading help us stay informed about the world?
    a. It connects us to live news broadcasts.
    b. It provides information about events happening worldwide.
    c. It replaces the need for the internet.
    d. It allows us to predict future events.
49. What does the writer suggest about people's need to read?
    A. Only students need to read
    B. Reading is optional
    C. Everyone needs to read
    D. Only adults read newspapers
50. What is the purpose of the reiteration in the text?
    a. To introduce new arguments about reading.
    b. To discuss the drawbacks of reading.
    c. To provide examples of books to read.
    d. To emphasize and restate the main points about reading's importance

KEY ANSWER INSTRUMENTS VALIDATION TEST

1. B
2. A
3. C
4. C
5. D
6. B
7. B
8. B
9. A
10. B
11. B
12. C
13. C
14. C
15. B
16. C
17. C
18. B
19. B
20. C
21. C
22. B
23. D
24. D
25. C
26. B
27. B
28. B
29. B
30. B
31. A
32. A
33. A
34. C
35. B
36. C
37. D
38. B
39. B
40. B

41. C
42. B
43. B
44. A
45. C
46. B
47. C
48. B
49. C
50. D

APPENDIX 4

Validation Instrument

No	Nama	No Butir									
		1	2	3	4	5	6	7	8	9	10
1	NH	0	0	1	1	1	1	1	1	1	1
2	NE	1	0	0	1	0	0	1	1	0	0
3	SA	1	1	1	1	1	1	1	1	1	1
4	SF	1	1	0	0	0	1	1	0	1	1
5	IN	1	0	1	1	0	1	1	1	1	1
6	AF	1	0	1	1	1	1	1	1	1	1
7	WH	1	0	0	1	1	1	1	1	1	1
8	AF	1	0	1	1	0	1	0	1	1	1
9	AR	1	1	0	1	1	1	1	1	1	1
10	MA	0	1	1	0	1	0	0	0	0	1
	r tabel	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632
	r hit	0,666667	-0,40825	-0,27217	0,666667	-0,27217	0,666667	0,666667	0,666667	0,666667	-0,11111
	Status	Valid	Invalid	Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	0	0	1	1	1	1	1	1	0	1	1	0	1	1
1	1	0	0	0	1	0	0	1	0	0	1	1	1	1
1	0	0	0	1	1	1	1	0	1	1	0	1	0	1
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0	0	0	1	1	1	0	1	1	1	1	1	1	1	1
1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
1	0	1	1	1	1	1	1	1	1	1	1	1	1	0

1	0	0	1	1	1	1	1	1	0	1	1	1	1	1
0	1	1	1	0	0	1	1	0	1	0	1	0	1	1
0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632
0,666667	-0,40825	-0,50918	-0,16667	0,666667	1	-0,21822	-0,11111	0,666667	-0,40825	0,666667	-0,16667	0,666667	-0,16667	-0,11111
Valid	Invalid	Invalid	Invalid	Valid	Valid	Invalid	Invalid	Valid	Invalid	Valid	Invalid	Valid	Invalid	Invalid

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	1	1	0	1	1	0	1	1	1	1	0	1	1
1	1	1	0	0	1	1	1	1	1	1	1	0	1	1
0	1	1	1	0	1	1	0	0	0	1	1	1	1	1
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1	0	1	1	0	1	1	0	1	1	1	1	1	0	0
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1	0	1	1	0	1	1	0	0	1	0	1	1	1	1
1	1	1	1	1	1	0	0	1	1	0	1	1	1	1
1	1	0	1	1	0	0	1	1	0	0	0	1	0	1
0,632	0,632	**0,632**	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632
-0,21822	-0,16667	1	-0,16667	-0,66667	1	0,666667	-0,66667	-0,21822	0,666667	0,509175	1	-0,16667	0,666667	-0,16667
Invalid	Invalid	Valid	Invalid	Invalid	Valid	Valid	Invalid	Invalid	Valid	Invalid	Valid	Invalid	Valid	Invalid

41	42	43	44	45	46	47	48	49	50	Jumlah
1	1	1	1	1	1	1	1	1	1	41
1	1	1	1	1	1	1	0	0	0	31
1	1	1	1	1	1	1	1	1	1	39
1	1	0	1	0	1	1	1	0	1	35
1	1	1	1	1	1	0	1	1	1	39

1	0	1	1	1	0	1	1	1	1	40
1	1	1	1	1	1	1	1	0	1	41
0	1	1	0	1	1	0	1	1	1	37
1	1	1	1	1	1	0	1	1	1	42
0	0	1	0	0	0	0	0	1	0	23
0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	Jumlah Soal Valid 25
0,666667	0,666667	-0,11111	0,666667	0,666667	0,666667	0,408248	0,666667	-0,21822	0,666667	
Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	

APPENDIX 5

VALIDATION INSTRUMENT TEST OF POST-TEST

No	R_{tabel}	R_{hitung}	Keterangan
1	0,666667	0,632	Valid
2	-0,40825	0,632	Invalid
3	-0,27217	0,632	Invalid
4	0,666667	0,632	Valid
5	-0,27217	0,632	Invalid
6	0,666667	0,632	Valid
7	0,666667	0,632	Valid
8	0,666667	0,632	Valid
9	0,666667	0,632	Valid
10	-0,11111	0,632	Invalid
11	0,666667	0,632	Valid
12	-0,40825	0,632	Invalid
13	-0,50918	0,632	Invalid
14	-0,16667	0,632	Invalid
15	0,666667	0,632	Valid
16	1	0,632	Valid
17	-0,21822	0,632	Invalid
18	-0,11111	0,632	Invalid
19	0,666667	0,632	Valid
20	-0,40825	0,632	Invalid
21	0,666667	0,632	Valid
22	-0,16667	0,632	Invalid
23	0,666667	0,632	Valid
24	-0,16667	0,632	Invalid
25	-0,11111	0,632	Invalid

26	-0,21822	0,632	Invalid
27	-0,16667	0,632	Invalid
28	1	0,632	Valid
29	-0,16667	0,632	Invalid
30	-0,16667	0,632	Invalid
31	0,666667	0,632	Valid
32	0,666667	0,632	Valid
33	-0,66667	0,632	Invalid
34	-0,21822	0,632	Invalid
35	0,666667	0,632	Valid
36	0,509175	0,632	Invalid
37	1	0,632	Valid
38	-0,16667	0,632	Invalid
39	0,666667	0,632	Valid
40	-0,16667	0,632	Invalid
41	0,666667	0,632	Valid
42	0,666667	0,632	Valid
43	-0,11111	0,632	Invalid
44	0,666667	0,632	Valid
45	0,666667	0,632	Valid
46	0,666667	0,632	Valid
47	0,408248	0,632	Invalid
48	0,666667	0,632	Valid
49	-0,21822	0,632	Invalid
50	0,666667	0,632	Valid

APPENDIX 8

Calculation Of Stastical Result

1. **Hasil Uji Homognitas *Pretest* Kelas Kontrol & Eksperimen**

   Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,760	1	58	,421

   ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75,938	1	75,938	1,170	,284
Within Groups	3765,208	58	64,917		
Total	3841,146	59			

2. **Hasil Uji Homognitas *Postest* Kelas Kontrol & Eksperimen**

   Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,862	1	58	,211

   ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1377,604	1	1377,604	27,806	,120
Within Groups	2873,542	58	49,544		
Total	4251,146	59			

3. Hasil Uji Normalitas *Pretest* Eksperimen Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
normpreeks	,147	34	,567	,949	34	,155

4. Hasil Uji Normalitas *Pretest* Kontrol Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
normprekontrol	,124	34	,320	,942	34	,202

5. Hasil Uji Normalitas *Postest* Eksperimen

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
normposteks	,138	34	,279	,982	34	,124

6. Hasil Uji Normalitas *Postest* Kontrol

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
normposteks	,129	34	,367	,969	34	,224

7. Hasil Uji Hipotesis *Postest* Kontrol & Eksperimen

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1. Equal variances assumed	,862	,357	5,273	68	,210	9,583	1,817	5,945	13,221
2. Equal variances not assumed			5,273	57,353	,000	9,583	1,817	5,945	13,222

Independent Sample Test

APPENDIX 9

DOCUMENTATIONS

1. **Pre-Test**
   a. **Control Class**

   b. **Experimental Class**

2. Treatment

3. Post-Text
   a. Experimental Class

   b. Control Class

CURRICULUM VITAE

A. Identity

Name : Anggi Zahra Rani Lubis

Nim : 2120300048

Place and Birthday : Jakarta,02 Agustus 2002

Gender : Female

Religion : Islam

Adderess : Jakarta Barat

B. Parent
1. Fathers name : Sulaiman Lubis
2. Mother name : Nurhayani

C. Educational Background
1. Elementary school : SDN Sarakan III
2. Junior High School : Ponpes Al-Hikmah Islamic Bording School
3. Senior High School : Ponpes Musthafawiyah Purbabaru
4. College : UIN SYAHADA Padangsidimpuan

Nomor : Bβ627/Un.28/E.1/PP.00.9/12/2024   31 Desember 2024
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.
1. **Dr. Eka Sustri Harida, M.Pd.**   **(Pembimbing I)**
2. **Sri Rahmadhani Siregar, M.Pd.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Anggi Zahra Rani Lubis
NIM : 2120300048
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Generating Interaction Between Schemata And Text Strategy On Students' Reading Exposition Text Ability At Grade XI SMA Negeri 3 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220. Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
dan Kelembagaan   Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A   **Fitri Rayani Siregar, M.Hum.**
NIP 19801224 200604 2 001   NIP 19820731 200912 2 004

Nomor   : 765 /Un.28/E.1/TL.00.9/02/2025   5 Februari 2025
Lampiran : -
Hal   : Riset
            Penyelesaian Skripsi

Yth. Kepala SMA Negeri 3 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Anggi Zahra Rani Lubis
NIM   : 2120300048
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat   : Jakarta Barat

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Generating Interaction Between Schemata And Text Strategy On Students' Reading Exposition Text Ability at Grade XI SMA Negeri 3 Padangsidimpuan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 21 Februari 2025 s.d. tanggal 21 Maret 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Us Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3
Jalan Perintis Kemerdekaan No. 56 Padangmatinggi. Kode Pos : 22727
ail : smantigapadangsidimpuan@gmail.com . Website : https://sman3padangsidimpuan.sch.id/
KOTA PADANGSIDIMPUAN

<u>**SURAT KETERANGAN**</u>
Nomor :421.3/103/ SMAN-3.PSP/2025

ng bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan
latan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

1. Nama   : **ANGGI ZAHRA RANI LUBIS**
2. NIM   : 2120300048
3. Prodi   : Tadris Bahasa Inggris
4. Fakultas   : Tarbiyah dan Ilmu Keguruan

nar telah melaksanakan penilitian di SMA Negeri 3 Padangsidimpuan. Sesuai dengan Surat Syekh Ali
asan Ahmad Addary Padangsidimpuan Nomor : 765/Un.28/E.1/TL.00.9/02/2025 tanggal 05 Februari 2025
laksanaan Penyelesaian Riset Skripsi dengan judul " **The Effect of Generating Interaction Between
chemata And Text Strategy On Students' Reading Exposition Text Ability at Grade XI SMA Negeri
Padangsidimpuan** " yang dilaksanakan pada tanggal 21 Februari 2025 – 21 Maret 2025 .

emikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 21 Maret 2025
Kepala SMA Negeri 3
Padangsidimpuan,

Drs. KAMDAN
Pembina Tk. I/IV-b
NIP.19680715 199412 1 004