# THE EFFECT OF GIST STRATEGY ON READING NARRATIVE TEXT MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BATAHAN

## A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Education (S. Pd) in English*

Written By :

**ATIKA WULANDARI**
Reg. NO. .14 203 00018

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES**

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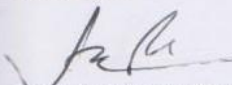
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**Reg. No. 14 203 00018**

ADVISOR I

**Dr. Fitriadi Lubis, M. Pd.**
**NIP.19620917 199203 1 002**

ADVISOR II

**Fitri Rayani Siregar, M.Hum.**
**NIP. 19820731 200912 2 004**

**ENLISH EDUCATION DEPARTEMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**
**STATE INSTITUTE FOR ISLAMIC STUDIES**
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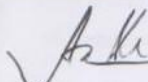
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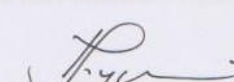
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**TARBIYAH AND TEACHER TRAINING FACULTY**
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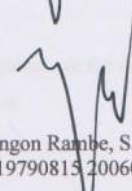| | |
|---|---|
| Name | : ATIKA WULANDARI |
| Reg. No | : 12 203 00018 |
| Faculty/Department | :Tarbiyah and Teacher Training Faculty/English Education Department |
| Thesis | :**THE EFFECT OF GIST STRATEGY ON READING NARRATIVE TEXT MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BATAHAN** |

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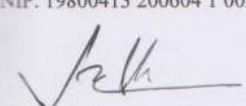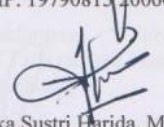
Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.          Sojuangon Rambe, S.S., M.Pd.
NIP. 19800413 200604 1 002                       NIP. 19790815 200604 1 003

Members,

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.          Sojuangon Rambe, S.S., M.Pd.
NIP. 19800413 200604 1 002                       NIP. 19790815 200604 1 003

Dr. H. Fitriadi Lubis, M.Pd.                     Eka Sustri Harida, M.Pd
NIP. 19620917 199203 1 002                       NIP. 19750917 200312 2 002

| Proposed : | |
|---|---|
| Place | : Padangsidimpuan |
| Date | : July, 03th 2019 |
| Time | : 08.00 WIB until finish |
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## LEGALIZATION

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| Thesis | : | THE EFFECT OF GIST STRATEGY ON READING NARRATIVE TEXT MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BATAHAN |
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| Reg. No | : | 14 203 00018 |
| Faculty/Department | : | TARBIYAH AND TEACHER TRAININGFACULTY / TADRIS BAHASA INGGRIS |

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of

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Padangsidimpuan, July 2019
Dean of Tarbiyah and Teacher
Training Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

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Praised to Allah swt., the most Creator and Merciful who has given me both pain to teach me about patience and pleasure to lead her to thank Him. He also has given love, health, time, knowledge, strength, and supporters to finish th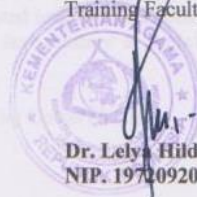e thesis entitled "The Effect of GIST Strategy on Reading Narrative Text Mastery at the Eleventh Grade Students of SMA Negeri 1 Batahan". Besides, Shalawat and Salam be upon to the Prophet Muhammad Saw., that has brought the human from the darkness era into the brightness era.

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Padangsidimpuan, 10 March 2019
Researcher


ATIKA WULANDARI
Reg. Number. 14 203 00018

Name : Atika Wulandari
Reg. Number : 14 203 00018
Faculty : Tarbiyah and Teacher Training
Department : English Education (TBI-4)
Title of Thesis: The Effect of GIST Strategy on Reading Narrative Tex at the
Eleventh Grade Students of SMA Negeri 1 Batahan

## ABSTRACT

This research focuses on the effect of GIST strategy on reading narrative text mastery at the eleventh grade students of SMA Negeri 1 Batahan. The problems of students in reading comprehension were: 1) Most of the students' score still got low. 2) Most of the students just read the text without trying to comprehend the text. 3) Before reading, most of the students have felt boring and stress. They did not interest to comprehend text because there is no variation in teaching learning English. The teacher still used conventional strategy in teaching reading. The purpose of this research is to know whether there is the effect of GIST strategy on reading narrative text mastery at the eleventh grade students of SMA Negeri 1 Batahan.

The method that is used in this research is experimental research. Two classes were chosen randomly as the sample. They were XI MIA- 1 as experimental class that consisted of 30 students and XI MIA-2 as control class that consisted of 30 students. It was taken after conducting normality and homogeneity test. The data was derived from pre test and post test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental class after GIST strategy was higher than control class. Mean score of experimental class before using GIST strategy was 61.19 and mean score after using GIST strategy was 76.1 and it had gain 14.91. The effect of GIST strategy on students' reading comprehension was 2.205 with $t_{count}$ was higher than $t_{table}$ (2.205 > 1.67155). It meant that $H_a$ was accepted and $H_0$ was rejected. So, there was effect of GIST strategy on reading narrative text mastery at the eleventh grade students of SMA Negeri 1 Batahan.

Key Words: *Gist Strategy, and Reading Comprehension*

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# CHAPTER I

# INTRODUCTION

## A. 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. Learning outcomes in this study are the result of reading comprehension. Reading is important to be learned and mastered by human. Reading is a way to get information from something that was written. Reading is an interaction between readers and text, reading holds important matter in teaching English.

The importance of reading narrative text, The first, reading can explore new things. Through reading they can explore new information, such as their hobbies, knowledge and advice. The second, reading can increase cognitive abilities. A cognitive activity consists of some ability, such as knowing, comprehending, applying, analyzing, synthesizing, and evaluating. The third, By reading can help the students' to develop creative and critical thinking skills. It means that understanding how ideas have been arrived at, and evaluating their strengths and weaknesses.

The efforts of improving teaching reading narrative text such as discussion, story telling and the teacher give the task to the students rather than focus on their reading strategy. Before the activities are carried out, the teacher

gives information to the students what they are going to do. Then, she asks the students to read the text fully. If they do not understand about it, the reading will be repeated several times, and the next activity, students are asked to work on question that had been prepared by teachers.[1] Generally, This strategy is always used by the teacher without comparing it with other strategies, so that the strategies used in teaching reading mastery is still monotonous.

In fact, the condition of reading narrative text mastery in SMA Negeri 1 Batahan is still poor. Based on the interview with English teacher SMA Negeri 1 Batahan. The students have difficulties in reading, especially in reading comprehension and task completion. The students are difficult to comprehend the main idea of the reading text, and also not able to find out the factual information of the reading text, some of the students are not able to find the meaning of vocabulary in reading text, moreover they are not able to identify references in reading text, and make inference form the text. More students are passive in the class, the students do not apply the strategy when they are reading a book.[2] In addition, the researcher interviewed some students did not like reading because some reasons, especially reading English textbook. They said that reading activities is boring, they have lack of reading interest and reading motivation.[3]

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[1] Gusma Hayati as *English Teacher* at Grade Eleventh SMA Negeri 1 Batahan, *Private Interview* (SMA Negeri 1 Batahan, October 28th, 2017 at 08.30 a.m).

[2] Darmawan Syahputra as *English Teacher* at Grade Eleventh SMA Negeri 1 Batahan, *Private Interview* (SMA Negeri 1 Batahan, October 28th, 2017 at 09.00 a.m).

[3] Khairani as a student in the XI, *Private Interview* (SMA Negeri 1 Batahan: October 28th, 2017 at 09.30 am).

Many factors of reading narrative text mastery. The factors are motivation, classroom interaction, learning style, and strategy in teaching learning process was not suitable. Because the teacher was not choose a strategy that suitable in teaching English cause student difficulty when reading narrative text.

There are many strategies that can be applied in teaching reading narrative text, such as KWL (Know, Want, Learn) strategy, Reciprocal Teaching Strategy, and GIST Strategy. Those various strategies are suitable and good for enjoyable teaching learning process in reading narrative text. Strategy is a plan intended to achieve a particular purpose.[4] Teaching strategy is generalized plan for a lesson which include structure, desired learning behavior in term of goal of instruction and on outline of plan tactics necessary to implement strategy.

Buehl said, "GIST is a comprehension strategy that is used both during reading and after reading".[5] 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

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[4] *Oxford Learner Pocket Dictionary*, (2015), Oxford University Press, p.439.
[5] Buehl, D. *Clasroom Strategies For Interactive Learning* (De: International Reading Association,2009), p. 23

production.[6] Next, "GIST is a strategy for helping students to learn how to pick out the most important information from a text".

The roles of GIST strategy in teaching reading narrative 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 Reading Narrative Text Mastery at the Eleventh Grade Students of SMA Negeri 1 Batahan**

B. **Identification of the Problem**

Reading is interaction between though and language, and bases evaluation of success in comprehension on the extent to which the reader's constructed message agrees with the writers' intended message.[7] It is a process of reader combining information from a text and their own a fluent background knowledge to build meaning.[8] Narrative text is story telling whether tells a true story or fiction. A narrative text gives and account one or more experiences. It tells a story to make a point or to explain an idea an event.

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[6]Judi Wilis,*Teaching The Brain to Read: Strategies For Improving Fluency, Vocabulary, And Comprehension* (London: ASCD Oybkucatuib, 2008), p. 128.
[7]Wyne Otto, at.al., *How to Teach Reading*, (U. S. A.: Addison – Wesley Publishing Company, 2009), p. 151.
[8] David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), p. 68

Many factors of reading narrative text mastery. The factors are motivation, classroom interaction, learning style, and strategy in teaching learning process was not suitable. Because the teacher was not choose a strategy suitable in teaching English cause student difficulty when reading narrative text.[9]

## C. Limitation of the Problem

There are many strategies that can be applied in teaching reading narrative text, such as KWL (Know, Want, Learn) strategy, Reciprocal Teaching Strategy, and GIST Strategy. Those various strategies are suitable and good for enjoyable teaching learning process in reading narrative text. Strategy is a plan intended to achieve a particular purpose.

GIST strategy is strategy that can be used improved 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".

The researcher did not discuss all kinds of the strategies. The researcher just choice one kind, that is GIST strategy. GIST strategy is to teaching reading narrative text, because with strategy, teacher can help students check to make sure understand what there are reading and help remember important ideas. And

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[9] Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group, 2009), p. 153.

teacher can increase students reading narrative text and make students enjoy when the teacher teach reading narrative text in the classroom.

## D. Formulation of the Problem

The formulations of the problem in this research were:

1. How is the students' reading narrative text before using GIST strategy at SMA Negeri 1 Batahan?

2. How is the students' reading narrative text after using GIST strategy at SMA Negeri 1 Batahan?

3. Is there any significant the effect of GIST strategy at the eleventh grade students of SMA Negeri 1 Batahan?

## E. Objectives of the Research

The Objectives of the Research were:

1. To examine the students' reading narrative text before using GIST strategy at SMA Negeri 1 Batahan?

2. To examine the Effect of GIST strategy on Reading Narrative Text after using GIST strategy at SMA Negeri 1 Batahan?

3. To examine the significant the effect of GIST strategy at the eleventh grade students of SMA Negeri 1 Batahan?

**F.   Significances of The Research**

The significances of this research were:

1. Theoretically, this study is to enrich the theory of reading, especially in reading narrative text using GIST strategy.

2. Practically, the significances of this study are as follow: (a) As information for the headmaster SMA Negeri 1 Batahan about the effect of GIST strategy on reading narrative text. (b) As information for the teacher, especially for English teacher, generally. (c) As a reference can be useful as to inform the readers about the effect of GIST strategy on reading narrative text.

**G.  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, narrative 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.

In the chapter four discussed about the result of the research. The result of the research confused of the data description, influencing factor on reading narrative text.

In the chapter five was closing that is was explained about conclusion and suggestion from the research.

# CHAPTER II

# THEORETICAL DESCRIPTION

## A. Theoretical Description

### 1. Reading Narrative Text

#### a. Definition of Reading Narrative Text

Reading is a way to get information from something that was written and reading also an interaction between readers and text, reading holds important matter in teaching English. It is an active process that requires a great deal of practice and skill.[1] In reading, the readers must have the skill to get the information from the text. Also, reading is not activity that can be done once but it needs the practice to make more effective. Then according to Caroline, Reading is a set of skills that involves making sense and deriving meaning from the printed word.[2] The printed word is the object to the readers in applying their skill in reading. If their skills are good so they are easier to find the information from the text and if their skills are not good so they are more difficult to find the information from the text. So, from the explanation above can be concluded that reading is the active process that need the skill to derive meaning from the printed word.

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[1]Judi,Moreillon, *Collaborative strategies for teaching reading comprehension*, (Chicago: American Library Association, 2007), p. 10.

[2]Caroline,Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 69.

Narrative text is a description of events.[3] Then, according to David Butt, "Narrative is to construct a pattern of evnts with a problematic or unexpected outcome that entertain and instructs the reader or listener". Narrative is the kind of text that has purposes to entertain the reader. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative typically contains action, dialogue, elaborate, details and humor. According to Syafi'i, narrative is story telling whether tells a true story or fiction.[4] A narrative text gives and accounts one or more experiences. It tells a story to make a point or to explain an idea or event.[5]

From explanation above, the researcher concluded that reading narrative text is a process of reader combining information from a text and to construct a pattern of events with problematic and narrative is story telling whether tells a true story or fiction. Narrative text is a text description a moment of past time and narrative text is a text which is aimed to entertain or amuse the reader. And reading narrative text is the ability to process text, understand its meaning, and to integrate with what the reader already knows and understand about text and can be interaction between the reader with the author and also comprehend what we read.

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[3]AS Hornby, *Oxford Advanced Leraner's Dictionary* (USA: Macmillan, 2000), p. 286.
[4] M. Syafi'i S, The *Effective Paragraph Developments: The Process of Writing for Classroom Settings.* (Pekanbaru: LBSI, 2007), p. 53

According to Otong Setiawan Djuharie, the generic of narrative text

**Table 1 Generic Structure of Narrative Text**

| Text elements | Content |
| --- | --- |
| Orientation | : An introduction to the characters and setting of the events/story. |
| Complication | : The events which lead to the climax. It explores the conflict in the story and will show the crisis, rising, crisis and climax of the story. The sequences of events may include:<br><br>- A description of events as they occur: First....,next....,later..,after...<br>- Sequences of events particular to each character: While...,as...,meanwhile....,when....,one day. |
| Resolution | :It shows the situation in which the problem have been resolved: fail or succeed, and describes the ending relating so the main character, e,g. What they look like, sad or happy.[6] |

The characteristics of narrative text:

1. Social Functions

According to pardiyono "social function is telling what the aim of the text"[7]Narrativeis the kind of text that has purposes to entertain the reader. Narrative text tells about what is happening or what has happened. Narration is usually written in

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[6]Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Ujian Pemahaman, (*Bandung: CV. YramaWidya, 2007), P. 39.

[7]Pardiyono, *Pasti Bias Teaching Genre Based Writing*(Yogyakarta: AndiOffiset, 2007), P. 272

chronological sequence. A narrative typically contains action, dialogue, elaborate, details and humor.

So, it can be concluded that social function of narrative text is refers to function of the text in using. Actually, narrative text is has social function to describe an object in narrative text.

2. Language Features

There are some language features in narrative text, they are:

a. Certain nouns, pronouns, animals, and certain things in the story, such as maid, stepsisters, housework, etc.
b. Adjectives extending noun phrases, such as long black hair, two red apples, etc.
c. Time connectives and conjunctions to make events sequence, such as then, before that, soon, next, etc.
d. Adverbs and adverbial phrases to show location and time of events, such as here, in the mountain, happily ever after, etc.
e. Action verbs in past tense: stayed, climbed, jumped, etc.
f. Saying verbs indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the characters in the story, such as thought, understood, felt, seemed, etc.
g. The use of past tense.[8]

So, from the explanation above, the researcher concluded that language features in narrative text are to get or find the adjectives extending noun phrases, action verb in past tense, time

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[8]Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Pematang Siantar: Graha Ilmu,2008), p. 73

connectives and conjunction. It has talked about that comprehension to construct the language to take the information from the text.

3. Lexicogrammatical Features

Lexicogrammatical Features of narrative text refers to language features which is used in the narrative text, because narrative text story telling whether tells a true story or fiction. A narrative text gives and accounts one or more experiences. It tells a story to make a point or to explain an idea or event.

## b. Purpose of Reading Narrative Text

The main goals of reading are to get and find information include content and meaning of the based on the purpose.

Tarigan stated are some goals of reading Narrative text such as:

1) Reading is for identifying important information.
2) Reading is for main idea.
3) Reading is for finding the specific information.
4) Reading is for underlining the important information.
5) Reading is to classify the difficult word.
6) Reading is to evaluate.
7) Reading is to compare or contrast.[9]

Meanwhile, in curriculum of SMA Negeri 1 Batahan, the goals of reading narrative text are distinguish social function, text structures and linguistic elements from several oral and written analytical narrative text by giving and asking for information related to actual

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[9]Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 9.

issues, according to the context of their use, students capture contextually meaning related to social function, text structure, and linguistic elements of oral and written analytical narrative text, related to factual issues. Students compiling written analytical narrative text, related to actual issues, taking into account social function, text structure, and linguistic elements, correctly and correctly.[10] So, the goals of teaching reading narrative text relates with students learning activities where teaching reading narrative text increases the students understanding of text.

## c. Process of Reading Narrative Text

There are some process of reading, according to Nunan the reading process there are five categories that are: bottom-up models, phonic approach , intensive reading, top-down models, extensive reading:

1. Bottom-up models typically consist of lower-level reading process student  start with the fundamental basics of letter and sound recognition.
2. Phonics approach to teaching reading support a bottom-up model. The approach is used many reading series.
3. Intensive reading involves a short reading passage followed by textbook activities to developed comprehension and particular reading skill.
4. Top-down models, on the other hand begin with the idea that comprehension resides in the reader.
5. Extensive reading plays a key role in top-down approaches   to reading.[11]

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[10]Syllabus of English at Grade XI SMA, (Batahan: SMANegeri 1 Batahan, 2018/2019 Academic Year).

[11]David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies,2003) P.70-72

Based on explanation above, it can be concluded that there are five stage of process of reading that are bottom-up models is the process of reading start from basic of letter until large text, phonics approach teaching reading support bottom-up, intensive reading to developed comprehension and particular reading skill, top-down models is the process of reading start from the background knowledge until word by word, and extensive plays a key role top-down.

**d. The Models of Reading Narrative Text**

In reading the text, students can apply some models of reading. Each student has the style or model to read the text. There are three models in understanding the process of reading. They are bottom up models, top down models, and interactive models.[12] The models will be explained in the following paragraph.

The first, bottom up models is the model that refers to break a word down into its smallest parts. Start from the letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension. This models start from the smallest unit to the bigger unit. So, by this model, students comprehend the text from the lower-lever to higher-level.

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[12]*Ibid., p.* 70.

Then, top down models is opposite of the bottom up model. This model focuses to general meaning of the text. The readers understand the text from the bigger unit to smallest unit. They don't care the meaning of the word by word but the meaning of the general idea of the text. So, by this model, students comprehend the text from the higher-level to lower level.

The last, interactive model is the combine of bottom up and top down model. The readers understand the text by the meaning of the word and the general meaning. They understand the text and connect it with their background knowledge then combine their understanding. In this model, the term interactive has three meanings. They are:[13]

1) The interaction between the reader and the text.
2) The interplay between lower and higher-level reading processes.
3) The relationship between form (text structure) and function (genre) in texts.

So, by this model, students comprehend the text from the middle. The understanding will come from the text and the general understanding or background knowledge.The researcher argues the interactive model is the best model to comprehend the text, because it can make students easily to understand the text. They can connect their background knowledge with the meaning of the text.

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[13]O' Malley,J. Michael andLorraineValdezPierce, *Authentic Assessment for English Language Learners*, (America: Addision-Wesley Publishing Company, 1996), p. 95.

### e. Material of Reading Narrative Text in the SMA Negeri 1 Batahan

Reading is an active process that requires a great deal of practice and skill.[14] In reading, the readers must have the skill to get the information from the text. Also, reading is not activity that can be done once but it needs the practice to make more effective. Then according to Caroline, Reading is a set of skills that involves making sense and deriving meaning from the printed word.[15]

There are example material reading narrative text in SMA Negeri 1 Batahan.

#### Competitions

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

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

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

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[14] Judi, Moreillon, *Collaborative strategies for teaching reading comprehension*, (Chicago: American Library Association, 2007), p. 10.

[15] Caroline, Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 69.

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

Answer the following questions based on the test

1. The text tells about…
   a. A fox
   b. A goat
   c. A fox, a goat and old man
   d. An old man and the fox
2. What is the main idea from the text?
   a. The fox into the well.
   b. The goat was trapped by a fox into the well and they into it.
   c. The goat called out loudly after the fox out.
   d. The crafty fox.
3. "Come down an try it yourself." (paragraph 1). The underlined word refers to…
   a. Well
   b. Water
   c. A fox
   d. A goat
4. "The goal called loudly after him " the word 'loudly' means…
   a. Smoothly
   b. Slowly
   c. Hardly
   d. Powerful
5. Finally, what did happen to the goat?

   a. The goat plank put in well.
   b. The goat was so sad
   c. The goat out and thanked the old man.
   d. The old man left the goat.[16]

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[16]Emi Emilia, BukuGuruBahasaInggris at Grade XI SMA, PusatKurikulumdanPerbukuan: Jakarta, 2017),52-53.

**Read carefully the following text?**

### The Lion and the Mouse

One day, when a lion was asleep, a little mouse began running up and down upon him; this son awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "pardon. O king," cried the little mouse. "forgive me this time. I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help him, that he

Lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king; tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pas by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away they ropes that bound the king of the beasts."wasm't I right?", said the little mouse.

**Answer the question based on the text you have read!**
1) what was lion doing when the mouse tran up and down upon him?
2) what happened to the lion some time after?
3) what is the message of the story?
4) who are the main participants of the story?
5) how did he overcome his problem?

**Read carefully the following text?**

### The Smartest Parrot

Once upon time, a man had a wonderful parrot, there was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word. At the first, the man was very nice to the bird but then he got very angry. "you stupid bird!" pointed the man to the parrot. "why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and

over, "say Catano or I'll kill you". the bird kept not saying the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house, "there were four old chickens for next dinner, you are as stupid as the chickens. Just stay with them", said the man angrily. Then he continued to mumble " you know. I will cut the chicken for my meal. Next it will be your turn. I will eat you too, stupid parrot", after that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. "say Catano or I'll kill you

**Answer the following questions based on the test**

1. Where does the story take place?
   a. London
   b. Puerto Rico
   c. Jakarta
   d. Buenos Aires
2. What is the main idea from the text above?
   a. The story of a man and a wonderful parrot.
   b. A parrot, the owner, and chickens.
   c. A man has a parrot and the chickens.
   d. A stupid parrot.
3. Look at the paragraph!
   The man tried to teach the parrot to say Catano. But the bird not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'II kill you!" but the bird would not talk.
   What is the number of supporting sentence from the paragraph?
   a. 2,3, and 4
   b. 1 and 4
   c. 3 and 4
   d. All of number

4. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you! The antonym of *screaming* from the sentence above is…
   a. Crying
   b. Shouting
   c. Enjoying
   d. Silently
5. What is the conclusion of the text?
   a. The last, the parrot can says "Catano, or I 'II kill you" like the man was taught.
   b. The parrot can't say Catano.
   c. The parrot is stupid bird.
   d. The parrot kills the chickens.[17]

Based on the explanation above, reading narrative text is understanding the meaning of narrative text, and consequence associated with *Ahead Book* 2. This book consist of many reading narrative text buildings, such genre text they are Report text, Narrative text and Exposition text. So, in this research only used narrative text that appropriate with material of students English book in second semester at grade XI of SMA Negeri 1 Batahan. Based on the explanation above, it can be concluded that there are five kind of questions in reading narrative text, they are: main idea, supporting sentence, identifying orientation, identifying climax and identifying vocabulary.

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[17]Gaskin,"*Narrative Text*" retrieved *www. Englishdirection.com*, accessed on Wednesday, 17 January 2018.

**2. GIST Strategy**

    **a. Definition of GIST Strategy**

GIST is acronym for Generating Interaction Between Schemata and Texts. It is summarizing strategy. Effective summarizing leads to andincrease in a students learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without ommiting key ideas.

Generating is defined as making something exist or occur, to produce something or work together to have an effect on each other. Interaction is defined as if one thing interact or communicate with another and the two things have an effect of each other.[18] A schema is a knowledge structure used for understanding what is read. A schema is a general idea about a set of similar and related concepts. In other words, a schema theory is one explanation of how written material can be comprehend.

Schema is pre-existing knowledge structure in memory.[19] Our ability to arrive automatically at interpretation of the unwritten and the unsaid must be based on pre-existing knowledge structures. These structure function like familiar patterns from previous experience that we used to interpret new experiences. The most general term for a pattern of this type is a schema (plural, schemata). Schemata are the effective roles for understanding the

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[18]*Oxford Learner Pocket Dictionary*, (2015), Oxford University Press, p. 439.
[19]Goerge Yule,(1996), *Pragmatics,*Oxford University Press, p. 85

word. Using schemata, most everyday situation do not require effortfull thought automaticthought. People can quickly organize new perception into schemas and can apply it to climb starcaise they have never seen before. Schemata are interrelated and multiple conflicting schemata can applied to the same information. Schemata are generally though to have a level of activation , which can spread among related schemata.

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.[20]A text is about a spoken and written text. A spoken text is any meaning spoken text, a written text is any meaningful written text. It can be a notice, direction, advertisement, paragraph, essay, article, or book and etc.

GIST strategy is a reading strategy used to clarify the main idea of text. According Buehl, GIST is a comprehension strategy that is used both during reading and after reading.[21] 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

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[20]Sanggam Siahaan, *Generic Text Structure*. (Yogyakarta: Graha Ilmu,2008), p. 12
[21]Buehl, D. *Clasroom Strategies for Interactive Learning* (De: International Reading Association,2009), p. 23

production.[22] Next, "GIST is a strategy for helping students to learn how to pick out the most important information from a text".[23] The researcher concluded that GIST strategy is a strategy for teaching reading that can be used for improve students' ability to comprehend the text.

In addition, GIST 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. Purpose of GIST strategy**

There are some purposes of GIST strategy were:

1) This strategy will help students learn to write organized and concise summaries of their reading.
2) Help teacher and students to identify key concepts.
3) Reflect on the content of the lesson
4) Differentiate between essential and non-essential informationAs students move toward independent integration of the strategy, teachersshould provide opportunities for them to make, revise, and verify their ownsummarizing after reading.[24]

Here are some suggestions:

a) GIST can be used with both expository and narrative text.

b) There are many variations of this strategy that can be used. Write

asummary of 15 words or less for each paragraph/section. Then

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[22]Judi Wilis, *Teaching The Brain to Read: Strategies For Improving Fluency, Vocabulary, And Comprehension* (London: ASCD Oybkucatuib, 2008), p. 128.

[23]Rief,S. And Heimburge,J. *How To Reach And Teach All Children Through Balanced Literacy,* (San Francisco: Willey Imprint, 2007), p. 67.

[24]http://coedpages.uncc.edu/dbtaylor/Resources/GIST.pdf

combine those summaries into 30 to 50 word of summary at the end. Read the firstparagraph/section and write 15 words of summary. Read the secondParagraph/section and write 15 words of summary. Combine the two 15words of summary into a new 15 words of summary.

c) These options may work better for some students because it breaks downthe steps in the process to summarize and combine two separate parts.

d) It will improve reading comprehension as well as summary writing. Whenusing GIST, students must delete trivial information, select key ideas, andgeneralize in their own words, which are three major strategies necessary for comprehension and retention.[25]

**c. Procedure of GIST strategy**

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

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.

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[25]Judi Wilis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary,and Comprehension*. (London: ASCD Oybkucatuib, 2008), p.128

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.
5. Ask students to continue this procedure, paragraph by paragraph until the student has produced a GIST statement for the entire section being taught.[26]

So, from the explanation above, the researcher concluded that procedure of GIST strategy are This strategy is especially useful when trying to teach main idea and supporting details. If we use the GIST with our students, we was find in no time that their ability to comprehend text and find the main idea increases.

**d. Advantages of GIST strategy**

There are some advantages of GIST strategy, they are:

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.[27]

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[26]Corinne, Burton, *Writing Strategies For Social Studies* (Huntington: Shell Education,2007), p. 25-26

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

So, from the explanation above, the researcher concluded that advantages of GIST strategy is helpful for teacher to use when students have difficulty with reading. Tthis strategy will help readers find the main idea and focus on the important ideas,

**e. Disadvantages of GIST Strategy**

There some disadvantages of GIST Strategy, there 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 concluded that disadvantages of GIST Strategy when teacher using GIST strategy to the whole students in more difficult and and spends much time in that application for GIST strategy and students difficult to the study the events based on different cultural backgrounds.

**f. Conventional Strategy**

In generally, there are two kinds of teaching strategy that can be used to teaching reading comprehension. They are the conventional strategy, which refers to strategy that is usually used by teacher at school in which the teacher asks and the students answer, and the alternative technique develop by experts that are considered better than the

conventional strategy since they emphasize on students' active participation, so they can increase their learning motivation.[28] So, from the explanation above, the researcher concluded that conventional strategy is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

Conventional strategy is the strategy or the way that usually used by the teachers to teach the text to students. Then, conventional strategy is the strategy is the strategy used by the teachers based on mutual agreement in a school. In addition, it uses the traditional way in teaching and learning process.

There are some procedures of conventional strategy, they are:

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 main idea, supporting, orientation, climax and resolution.

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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[28]John Dryden, "Conventional Strategy" Retrieved http://www.britannica.com/EBcheked/topic/421797/strategy/52993/conventional-strategy, Accessed on 30th September 2018.

**B. Teaching Reading Narrative Text through GIST strategy**

Reading narrative text  is the ability to process text, understand its meaning, and to integrate with what the reader already knowsand understand about narrative text and can be interaction between the reader with the author and also comprehend what we read.

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

Thought the use of this strategy, the students learn to think about what they are reading, the purpose for reading and begin to form a habit of thinking about the material and making connections to background knowledge that is critical in skilled reading. It helps to activate prior knowledge and improves student's reading narrative text.[29]There are many types of narrative text can be use in teaching reading narrative, they are typically imaginary but can be factual. They include fairy stories, mysteries, science fiction. Choose-your-

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[29]Moreilon, Judi. *Collaborative strategies in teaching comprehension*( new york: the libraryamerica, 2001), p. 11.

own, adventure, romance, horror stories, parables, fables and moral tales, myths and legends, and historical narrative.[30]

The use of GIST strategy in class is useful when working on all sorts of skill. Students can use a GIST strategy to quickly jot down the GIST of they read. This is use GIST strategy in class reading narrative text.

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[30]Beverly Derewianka, *Exploring How To Text Work* (Australia: Primary English Teaching Association, 1946), p. 40.

**Table 2 application GIST strategy in class reading narrative text**

Example GIST strategy in class reading narrative text

| | Teacher | Procedure | Students |
|---|---|---|---|
| Pre-reading | 1. Teacher chooses a reading narrative text for students. | 1.Teacher chooses a text, which has the main idea or hasthe important information. | 1.Students read narrative text, the question and focus search information appropriate to question. |
| While-reading | 2. Teacher makes thirty of empty boxes for answer of each paragraph and students read reading narrative text used GIST strategy. | 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. | 2.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 students to fill in the empty boxes before, with the words that they think are important, or that represent the idea of each paragraph. | 3. 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. | 3. Students fill in the empty boxes with the answer with the words that they think are important. |
| | 4. Teacher ask students to continue into next 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. | 4. Students read the text in the first and second paragraph. And students also continue into next paragraph. |
| Post-reading | 5. Teacher ask students to continue this procedure, paragraph by paragraph until the student has produced a GIST statement for the entire section being taught | 5. Ask students to continue this procedure, paragraph by paragraph until the student has produced a GIST statement for the entire section being taugh. | 5.Studentscontinue Thisprocedure, paragraph by paragraph until the student has produced a GIST statement for the entire section being taught[31] |

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[31]Corinne, Burton, *Writing Strategies For Social Studies* (Huntington: Shell Education, 2007), p. 25-26

So, from the explanation above, the researcher concluded that procedure of GIST strategy in class reading narrative text are a strategy for teaching reading that will help students determine the main idea and the important information in the text. GIST strategy is a strategy for teaching reading that can be used for improve students' ability to comprehend the text.

## B. Review of Related Findings

There are related findings in this research. The First is Diah Surya Adnjanis[32], she that GIST strategy used had significant influence to students' reading comprehension, it was found that for the students who hold positive beliefs, GIST gave better contribution to reading comprehension than conventional reading technique. There was significant interaction between GIST strategy and beliefs about language learning in improving the students' reading comprehension. Students beliefs about language learning had contribution to the GIST strategy.

The second, Lailatul Muntafi'ah[33], she concluded that the strategies, Generating Interactions between Schemata and Text (GIST) could improve the reading narrative text and. These findings provided evidence to encourage the teaching of summarization strategies to promote reading achievement

[32]Diah Surya Adnjanis. *The Effect of Generating Interactions between Schemata and Text (Gist) and Beliefs About Language Learning on Reading Comprehension of English Education Department Students of Undiksha Singaraja* (Singaraja: Undiksa, 2010), Diah Surya Adnjani97474. Pdf.

[33]Lailatul Muntafi'ah, *The Use Of Generating Interactions Between Schemata And Text (Gist) Strategy Towards Students' Reading Comprehension.* (Salatiga: IAIN, 2006),http://digilib.unmuhjember.ac.id/id/files/disk1/56/umj-1x-fitriachol-2794-1-jurnal.pdf.

especially with students who were lagging behind their peers in the area of reading.

The third, Aisyah Bella Hikmah[34], she found the result analyzing the data $t_{count}$ was higer than $t_{table}$. Therefore $H_a$ is accepted and $H_0$ is rejected. It means that using GIST strategy has given a better effect for students reading comprehension.

From the description above, the researcher concluded that GIST strategy can increase the students' reading mastery. So, the researcher interested to make the research about "The Effect of GIST strategy on Reading Narrative Text Mastery at the Eleventh Grade Students of SMA Negeri 1 Batahan"

## C. Conceptual Framework

Operational concept is a concept as a guidance used to avoid misunderstanding: it should be interpreted into particular words in order to make it easy to measure. There are variable X and variable Y, the variable X as independent variable is GIST strategy and variable Y as dependent variable is Reading Narrative Text.

GIST strategy is a summarization strategy that will improve students' abilities to comprehend and summarize the GIST or main idea of paragraphs.

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[34]Aisyah Bella Hikmah, *The Effect Of Using Gist Strategy TowardsStudents Reading Comprehension at The First Year Os State High School*, (Padang: UIN, 2005), http://perpus.uin.ac.id/1493/Aisyah Bella Hikmah.Pdf.

Reading is an interaction between the reader and the author where the prior knowledge of content, structure and vocabulary. It enables the reader to make meaning from the text. Narrative text is a description of events.

The effect of GIST strategy on reading narrative text mastery toward teaching reading can be seen as picture follow:

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          ┌─────────────────────────────────────┐
          │   Students' reading mastery is low   │
          └─────────────────────────────────────┘
                            │
                            ▼
  ┌──────────────────────────────────────────────────────┐
  │ GIST strategy is to examine is there significant effect of │
  │          reading narrative text mastery               │
  └──────────────────────────────────────────────────────┘
                            │
                            ▼
                    ┌──────────────┐
                    │   Pre-test   │
                    └──────────────┘
                      /          \
                     ▼            ▼
  ┌──────────────────────┐   ┌──────────────────────┐
  │ Experiment class use │   │    Control class with │
  │    GIST strategy     │   │  Conventional method  │
  └──────────────────────┘   └──────────────────────┘
                \              /
                 ▼            ▼
              ┌──────────────────┐
              │    Post test     │
              └──────────────────┘
                 /          \
                ▼            ▼
            ┌──────┐     ┌──────┐
            │  Ha  │     │  HO  │
            └──────┘     └──────┘
```
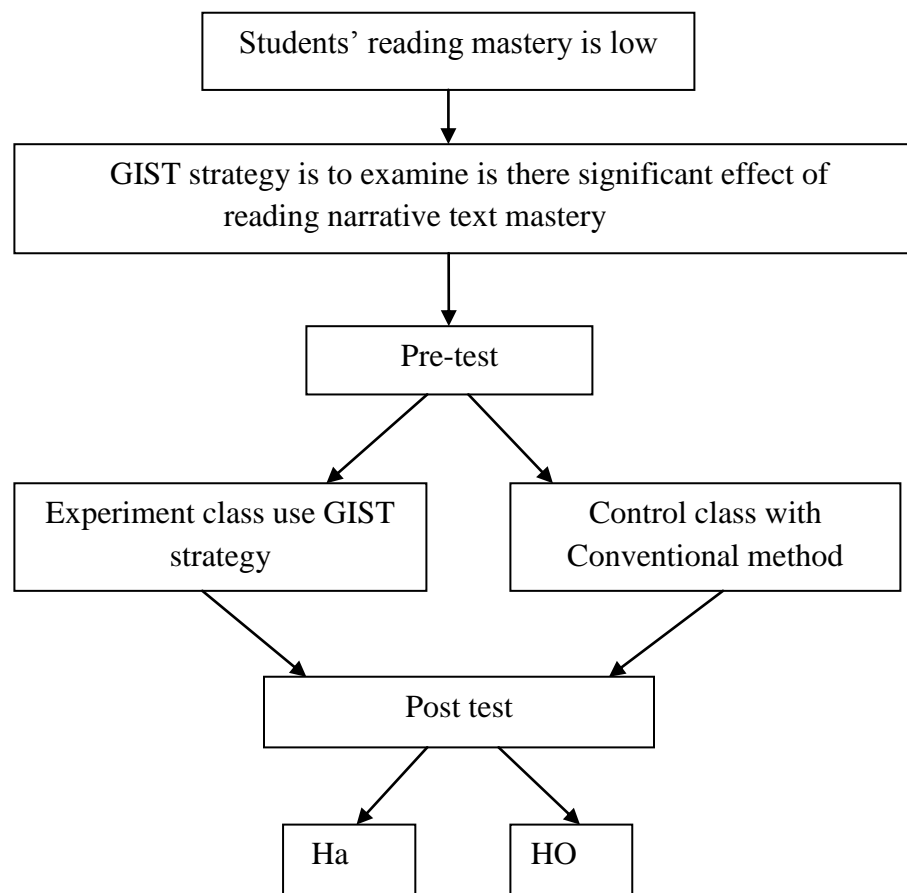
**Picture I: Process of the research by using GIST Strategy**

**D. Hypothesis**

The hypothesis of this research were:

a. There is significant effect of GIST strategy on reading narrative text mastery at the eleventh grade students of SMA Negeri1 Batahan ($H_a$).

b. There is not significant effect of GIST strategy on reading narrative text mastery at the eleventh grade students of SMA Negeri 1 Batahan ($H_0$).

# CHAPTER III

# RESEARCH METHODOLOGY

## A.  Place And Time of Research

This research was be done at SMA Negeri 1 Batahan. It is located in SMA Negeri 1 Batahan Kabupaten Mandailing Natal. The process of this research is from December 2017 up to June 2019.

## B.  Research Design

The design of this research is experimental. In this design, the researcher was use two classes as sample: control group and experimental group. Those classes was not choose randomly.  Experimental group is the group that was get treatment, control groupies the group was not get treatment. The experimental group was treated by using strategy, while the control group was without using GIST strategy. Both groups get a pretest and post test. Only the experimental group will receive the treatment.

According to Sukardi, the design of this research can be illustrated as follows:

**Table 3 The Research Design**

| 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 GISTstrategy[1]

## C. Population and Sample

1. Population

In this research, all of students of  SMA Negeri 1 Batahan at XI grade is population. Population of research is the at XI grade students of SMA Negeri 1 Batahan and total population are 150 students. It means that population is number of whole subjects of the research that is very important in doing research. This research was implemented in SMA Negeri 1 Batahan. The population is students at eleventh Grade. It can be seen in the following table:

**Table 4 Population of Research**

| No | Class | Number of Students |
|----|-------|--------------------|
| 1 | XI MIA-1 | 30 |
| 2 | XI MIA-2 | 30 |
| 3 | XI MIA-3 | 30 |
| 4 | XI IS-1 | 30 |
| 5 | XI IS-2 | 30 |
| **Total Population** | | **150 Persons** |

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[1]Sukardi, *Methodology Penelitian Pendidikan*: *Kompensasi Dan Praktiknya* (Jakarta: Bumi Aksara,2010), p. 186.

2. Sample

Airasian and Gay states "sample comprises the individuals, items, or events selected from a larger group referred to as a population." Then, Muhammad Ali stated that sample is partial take the whole subject and representative of the population. So, sample is the part of population that is chosen as respondent of the research.

In this research, the researcher used random sampling. Random sampling is the process of selecting a sample in such a way that all in individuals in defined population have an equal and independent chance of being selected for sample.[2]Random sampling used by lottery technique. It means that in this research the sample takes class X MIA 1 = 30 students and X MIA 2 = 30 students. So total of sample of this research is 60 students. It can be seen from the table follow:

**Table 5 Sample of Research**

| No | Class | Number of Students |
|----|-------|--------------------|
| 1 | **XI MIA-1** | 30 |
| 2 | **XI MIA-2** | 30 |
| **Total** | | **60 Persons** |

## D. Definition 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. TheyareGIST strategy as

[2] L.R. Gay & Peter Airisian, *Op.Cit.,* p.123

variable X and reading narrative text as variable Y. So, to avoid misunderstanding about some terms in this research, the researcher makes the definition as follow:

1.  Reading Narrative

    Reading is important to be learned and mastered by human. Reading is a way to get information from something that was written.

    Narrative is to construct a pattern of events with a problematic or unexpected outcome that entertain and instructs the reader or listener.

2.  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.

**E. Instrument of Research**

The instrument for collecting data is test, the researcher used the techniques of collecting data called test. The test in this research is achievement test used to measure students reading narrative text. The data of this research was gotten from the scores of the students pre-test and post-test. The data was collected through the following procedures:

a. Both groups (experimental group and control group) was asked to express their idea of reading narrative text.

b. The teacher was evaluated the text based on reading comprehension aspect that consisted of finding specific information, finding main idea, identify meaning

vocabulary, finding references, and finding the inferences of narrative text. It will be done to make the teacher is easy to collect the data.

According to Hughes, there are many techniques that can assess the students reading narrative text, but the researcher was use multiple choices technique that consisted of 50 items. Multiple choices techniques is a techniques that will be designed by using four choices and the participant choose one correct answer.[3]The technique was carry out in items of collecting the data and information dealing  with the data variable X (GISTstrategy) Y (reading narrative text). The materials of the test was adopted from the syllabus at the eleventh grade in SMA Negeri 1 Batahan.

1.  Indicator of Test

The test is divided into two parts. First is pre test consist of 25 number and the second is post test consist of 25 number. The test gives to both groups. To find out the scores of the students answer, the researcher gives 4 scores for each item. Thus, the maximum score of test is 100.

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[3]Arthur Hughes, *Testing For Language Teachers, Second Edition* (London: Cambridge Universuty Press, 2003), p. 143

**Table 6 Indicator of Reading Narrative Text(Pre Test)**

| Indicator | Items | No, items | Total score |
|---|---|---|---|
| Identifying orientation | 4 | 6, 10, 14,19 | 20 |
| Identifying complication | 5 | 2, 7, 12, 13, 15 | 25 |
| Identifying resolution | 4 | 1, 3, 8, 20 | 20 |
| Identifying Grammar | 3 | 5, 9,18 | 15 |
| Identifying vocabulary | 4 | 4, 11, 16, 17, | 20 |
| Total | 20 | | 100 |

**Table 7 Indicator of Reading Narrative Text (Post Test)**

| Indicator | Items | No. Items | Total score |
|---|---|---|---|
| Identifying orientation | 3 | 5,9,14 | 15 |
| Identifying complication | 3 | 2, 10, 18 | 15 |
| Identifying resolution | 6 | 1, 6, 12, 15,16, 19, | 30 |
| Identifying Grammar | 4 | 3, 8, 13, 20, | 20 |
| Identifying vocabulary | 4 | 4,7,11,17, | 20 |
| Total | 20 | | 100 |

## F. Validity and reliability instrument

1. Validity

   Validity is the most important characteristic a test or measuringinstrument can possess. It is concerned with the appropriateness of the interpretations made from test scores. Test for a purpose.[4] In this research,The researcher uses item validity to develop the validity of instrument. They are item and construct validity.[5]

   In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Then, the test consist of 50 multiple choice tests that divided in to two groups. They were 25 for pre test and 25 for post test.

   To know the validity of the each question will be refer to list $r$biserial with $r$, in 5% *significant*: 0.349 and 1% significant: 0.449. So, if $r_{count} > r_{table}$ the test is classified valid.

   So, to get the validity of the test, the formula of *r poinbiserial* can be used as follow:

   $$r_{pbi=} \frac{M_P - M_q}{SD_t} \sqrt{\frac{p}{q}}$$

---

[4]L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application…..*, p. 161
[5]*Ibid.*, p. 161

Where:

$r_{pbi}$ : Coefficient item validity.

$M_p$ : Mean score of the total score.

$SD_t$: Standard deviation of the total score.

$p$ : Presentation of the right answer of the item tested validity.

$q$ : Presentation of the wrong answer of the item tested validity.

From the result of the analysis for 50 instrument test, in which 25 for pre-test and 25 for post-test. Researcher concluded that for pre-test only 20 were categorized valid and 5 were categorized invalid. Then, for the post-test also consist of 20 questions were categorized valid, and 5 were categorized in valid. So, researcher conducted 20 items for control class and 20 items for experiment class.

Reliability was the extent to which measuring device was consistent in measuring whatever it measures. It refers to the consistency of measurement that was to how consistent scores or other evaluation result were from one measurement to another. To get the reliability of the test, the kuder Richardson 20 formula (KR0I) was applied with r table 0.70.

Criteria of test reliability are as follows:[6]

$r_{11} = 0.70$          high correlation     (reliable)

$r_{11} > 0.70$          high correlation     (reliable)

$r_{11} < 0.70$          low correlation      (reliable)

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[6]AnasSujono, *PengantarStatisitikPendidikan*,(Jakarta: PT Raja Grafindo,2005), p. 209.

The formula :

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{St^2 - \Sigma pq}{St^2}\right)$$

In which :

$R$: Realiability of the instrumen
$n$: Number of the test
$St^2$ : Variants total
$p$ :  Proportion subject who is right answer
$q$ :  Proportion subject who is wrong answer

## G. Procedure 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 will usesome steps. They are:

1. Pre test

   a. The researcher was prepare the test about 25 items.

   b. The researcher was distribute the paper of the test to students of experimental class and control class

   c. The researcher wasexplain what students to do.

   d. The researcher was give time.

   e. The students wasanswer the question.

   f. The students collect their paper test to researcher.

   g. The researcher wascheck the answer of students and found the mean score of control and experimental class.

2. Treatment

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

3. Post test

   After giving treatment, the researcher was conducted a post test which is different from pre test. This posttest was the final test in the research , especially measuring the treatment, whether  it is effective or not.after conducting the post test, the researcher was analyzed the data. The researcher wasfindout the effect of GIST strategy in the experimental class. The researcher has some procedure. There were:

## H. Technique of Data Analysis

In experimental design, the technique in analyzing the data will be used by t-test, because was aimed to examine the difference between experimental class and control class. After experimental process, both of groups was tested by using technique of data analysis as follow:

1. Requirement test

   a. Normality test

   In normality test, the data can be tested with Chi-quadrate:[7]

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[7]Mardalis, *MetodePenelitian: SuatuPendekatan Proposal*, (Jakarta: BumiAksara, 2003), p. 85

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where :

$x^2$ = Chi Quadrat

$f_o$ = Frequency is gotten from the sample/result of observation (questioner)

$f_h$ = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-3). If result $r_{count} < r_{table}$.The hypothesis of t-test where $t_{count}$was higher than $t_t$, $t_{count}$was 2.205 and $t_t$was 1.67155 (2.205 > 1.67155). It meant that there was effect of GIST Strategy on students' reading narrative text at grade XI SMA NegeriBatahan where $H_a$was accepted and $H_0$ was rejected.

b. Homogeneity Test

Homogeneity test was used to find homogeneity of the variances of each class. If the both of groups are same, it can be called homogeneous. To test it, researcher was use formula as follow:[8]

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[8]*Ibid.*, p. 250

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

$n_1$ = Total of the data that bigger variant
$n_2$ = Total of the data that smaller variant[9]

Hypothesis is accept if $F_{(count)} \leq F_{(table)}$

Hypotheses is reject if $F_{(count)} \geq F_{(table)}$

Hypothesis is reject if $F \leq F\frac{1}{2}a(n_1\text{-}1)$ $(1= n_2\text{-}1)$, while if $F_{count} > F_{table}$ hypothesis is accept . It determine with significant level 5% (0.05) and dk numerator is $(n_1\text{-}1)$, while dkdetominators is $(n_2\text{-}1)$.[10]

The hypothesis of t-test where $t_{count}$ was higher than $t_t$, $t_{count}$ was 2.205 and $t_t$ was 1.67155 (2.205 > 1.67155). It meant that there was effect of GIST Strategy on students' reading narrative text at grade XI SMA NegeriBatahan where $H_a$ was accepted and $H_0$ was rejected.

2. Hypotheses test

The data analysis of data was done to find out the achievement of the two groups, that was divided in to experimental group and control group. To know the difference between the groups, the researcher will use t-test as formula bellow:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1 2 + x_2 2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

[9]Sugiyono, *Op.Cit.*,p. 275.
[10]Agus Irianto. *Statistik Konsep Dasar dan Aplikasinya*, ( Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p. 276

Where :

T           : The value which the statistical significant
M1        : The average score of the experimental class
M2        : The average score of the control class
$X1^2$      : Derivational of experimental class
$X2^2$      : Derivational of control class
$n_1$        :Number of experimental
$n_2$        : Number of control class[11]

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[11]Suharsimi Arikunto, *Op. Cit*., p. 275.

# CHAPTER IV

# DATA ANALYSIS

To analyze the data, the researcher has collected data through pre-test and post test in the both of classes, experimental class and control class. To find out the effect of GIST strategy on students' reading comprehension, the researcher has calculated the data by using quantitative analysis. The researcher used the formulation of T-test to test the hypothesis. Next, 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

As the experimental class, the researcher took class XI MIA-1. Based on students' answer in pre test, the researcher has calculated the students' score in appendix 17 and 18.The score of pre-test experimental class can be seen in the following table:

Table 7 the Score of Experimental Class in Pre-test

| | |
|---|---|
| Total | 1910 |
| Highest score | 85 |
| Lowest score | 35 |
| Mean | 61.19 |
| Median | 61.4 |
| Modus | 57.4 |
| Range | 50 |
| Interval | 9 |
| Standard deviation | 13.29 |
| Variants | 331.76 |

Based on the above table the total score of experimental class in pre-test was 1835, mean was 61.19, standard deviation was 13.29, variants was 331.76, median was 61.4, range was 50, modus was 57.4, interval was 9. The researcher got the highest score was 85 and the lowest score was 35. It can be seen on appendix 17. Then, the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 8 Frequency Distribution of Experimental Class (Pre-test)

| No | Interval | Mid-Point | Frequency | Percentages |
|---|---|---|---|---|
| 1 | 35 – 43 | 39 | 2 | 6.67% |
| 2 | 44 – 52 | 48 | 4 | 20% |
| 3 | 53 – 61 | 57 | 10 | 33.33% |
| 4 | 62 – 70 | 66 | 5 | 16.67% |
| 5 | 71 – 79 | 75 | 3 | 6.67% |
| 6 | 80 – 88 | 84 | 4 | 16.67% |
| | $i = 9$ | - | 30 | 100% |

From the table above, the students' score in class interval between 35 – 43 was 2 students (6.67%), class interval between 44 – 52 was 4 students (20%), class interval between 53 – 61 was 10 students (33.33%), class interval between 62 – 70 was 5 students (16.67%), class interval between 71 – 79 was 3 students (6.67%), and the last class interval between 80 – 88 was 4 students (16.67%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



Figure 1: Diagram the Result Score of Students' Reading Comprehension in Experimental Class (Pre-test)

From the histogram above, the students' score 39  was 2 students, the students' score 48 was 4 students, the students' score 57 was 10

students, the students' score 66 was 5 students, the students' score 75 was 2 students,and the last the students' score 84 was 4 students.

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

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table

Table 9 the Score of Control Class in Pre-test

| Total | 1675 |
|---|---|
| Highest score | 80 |
| Lowest score | 30 |
| Mean | 59.9 |
| Median | 62 |
| Modus | 64.5 |
| Range | 55 |
| Interval | 9 |
| Standard deviation | 17.08 |
| Variants | 224.97 |

Based on the above  table the total score of control class in pre-test was 1675, mean was 59.9, standard deviation was 17.08, variants was 224.97, median was 62, range was 55, modus was 64.5, interval was 9. The researcher got the highest score was 85 and the lowest score was 30. It can be seen on appendix 17. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 10 Frequency Distribution of Students' Score

| No | Interval | Mid-Point | Frequency | Percentages |
|----|----------|-----------|-----------|-------------|
| 1 | 30 – 39 | 34.5 | 2 | 16.67% |
| 2 | 40 – 49 | 44.5 | 3 | 20% |
| 3 | 50 – 59 | 54.5 | 5 | 13.33% |
| 4 | 60 – 69 | 64.5 | 10 | 26.66% |
| 5 | 70 – 79 | 74.5 | 6 | 13.33% |
| 6 | 80 – 89 | 84.5 | 4 | 10% |
| $i = 10$ | | - | 30 | 100% |

From the table above, the students' score in class interval between 30–39 was 5 students (16.67%), class interval between 40 – 49 was 3 students (20%), class interval between 50 – 59 was 5 students (13.33%), class interval between 60 – 69 was 10 students (26.66%), class interval between 70 – 79 was 6 students (13.33%), and the last class interval between 80 – 89 was 4 students (10%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
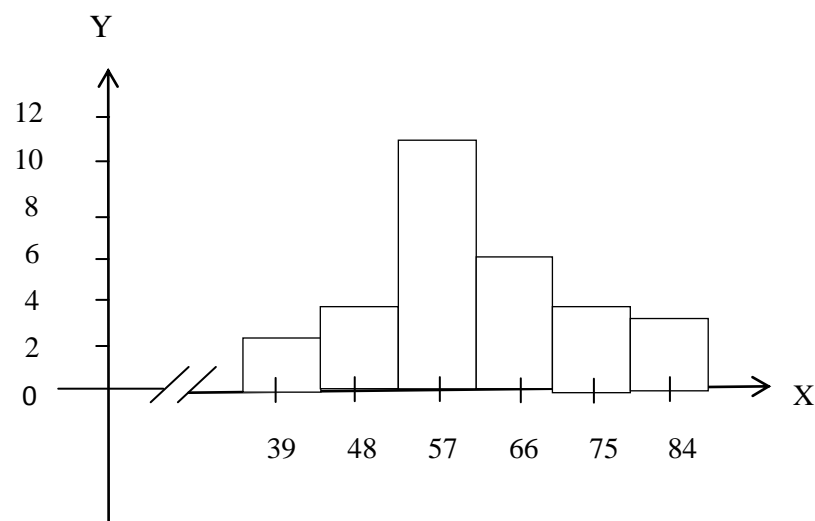
Figure 2: Diagram the Result Score of Students' Reading Comprehension in Control Class (Pre-test)

From the histogram above, the students' score 34.5 was 5 students, the students' score 44.5 was 6 students, the students' score 54.5was 4 students, the students' score 64.5 was 8 students, the students' score 74.5 was 4 students,and the last the students' score 84.5 was 3 students.

## 2. The Description of Data After Using GIST Strategy

### a. Score of Post-Test Experimental Class

The calculation of the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using GIST Strategy Technique can be seen in the following table:

Table 11 the Score of Experimental Class in Post-test

| Total | 2460 |
|---|---|
| Highest score | 95 |
| Lowest score | 55 |
| Mean | 76.1 |
| Median | 78.5 |
| Modus | 81.92 |
| Range | 35 |
| Interval | 6 |
| Standard deviation | 9.3 |
| Variants | 51.03 |

Based on the above table the total score of experiment class in post-test was 2460, mean was 76.1 standard deviation was 9.3, variants was 51.03, median was 78.5, range was 35, modus was 81.92, interval was 6. The researcher got the highest score was 95 and the lowest score was 55. It can be seen on appendix 23. Then, the calculation of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution as follow:

Table 12 Frequency Distribution of Students' Score

| No | Interval | Mid-Point | Frequency | Percentages |
|----|----------|-----------|-----------|-------------|
| 1 | 55 – 60 | 57.5 | 2 | 10% |
| 2 | 61 – 66 | 63.5 | 3 | 6.67% |
| 3 | 67 – 72 | 69.5 | 5 | 16.67% |
| 4 | 73 – 78 | 75.5 | 10 | 16.67% |
| 5 | 79 – 84 | 81.5 | 6 | 30% |
| 6 | 85 – 90 | 87.5 | 4 | 20% |
| $i = 6$ | | - | 30 | 100% |

From the table above, the students' score in class interval between 55 – 60 was 2 students (10%), class interval between 61 – 66 was 3 students (6.67%), class interval between 67 – 72 was 5 students (16.67%), class interval between 73 – 78was 10 students (16.67%), class interval between 79 – 84 was 6 students (30%), and the last class interval between 85 – 90 was 4 students (20%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
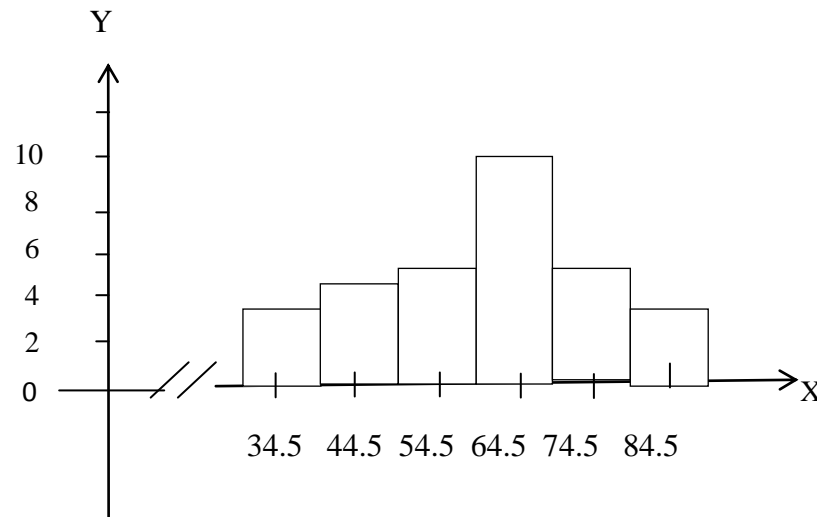
Figure 3: Histogram the Result Score of Students' Reading

Comprehension in Experimental Class (Post-test)

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From the histogram above, the students' score 57.5 was 2 students, the students' score 63.5 was 3 students, the students' score69.5 was 5 students, the students' score75.5 was 10 students, the students' score 81.5 was 6 students, and the last the students' score 87.5 was 4 students.

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

As the control class, the researcher took class XI MIA-2. The result that had been gotten by the students in answering the question (test) after the researcher taught the reading comprehension by using conventional strategy can be seen in the following table:

Table 13 The Score of Control class in Post-test

| Total | 2185 |
|---|---|
| Highest score | 90 |
| Lowest score | 50 |
| Mean | 72.81 |
| Median | 74.7 |
| Modus | 71.48 |
| Range | 40 |
| Interval | 7 |
| Standard deviation | 10.36 |
| Variants | 92.27 |

Based on the above table the total score of control class in post-test was 2185, mean was 72.81 standard deviation was 10.36, variants was 92.27, median was 74.7, range was 40, modus was 71.48, interval was 7. The researcher got the highest score was 90 and the lowest score was 50. It can be seen on appendix 20. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 14 Frequency Distribution of Students' Score

| No | Interval | Mid-Point | Frequency | Percentages |
|---|---|---|---|---|
| 1 | 50 – 56 | 53 | 3 | 10% |
| 2 | 57 – 63 | 60 | 4 | 3.33% |
| 3 | 64 – 70 | 67 | 10 | 33.33% |
| 4 | 71 – 77 | 74 | 5 | 16.67% |
| 5 | 78 – 84 | 81 | 4 | 20% |
| 6 | 85 – 91 | 88 | 5 | 16.67% |
| | $i = 7$ | - | 30 | 100% |

From the table above, the students' score in class interval between 50 – 56 was 3students (10%), class interval between 57 – 63 was 4

students (3.33%), class interval between 64 – 70 was 10 students (33.33%), class interval between 71 – 77was5 students (16.67%), class interval between 78 – 84 was 4students (20%), and the last class interval between 85 – 91 was 5 students (16.67%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
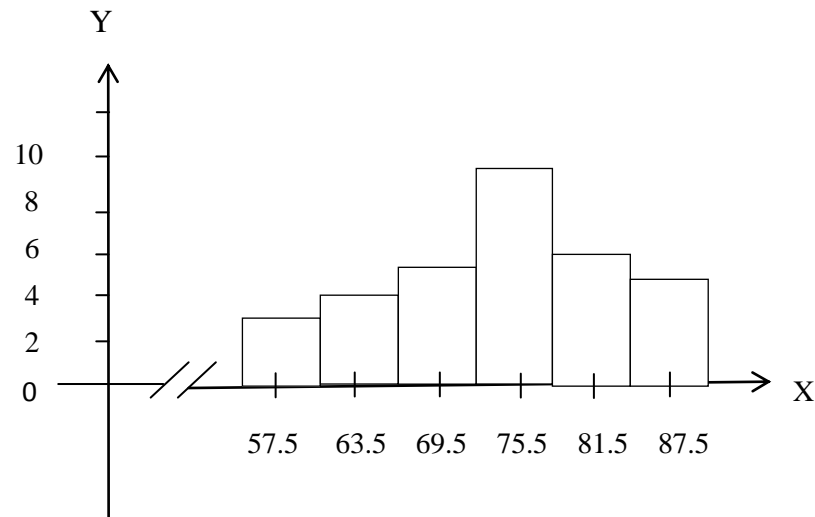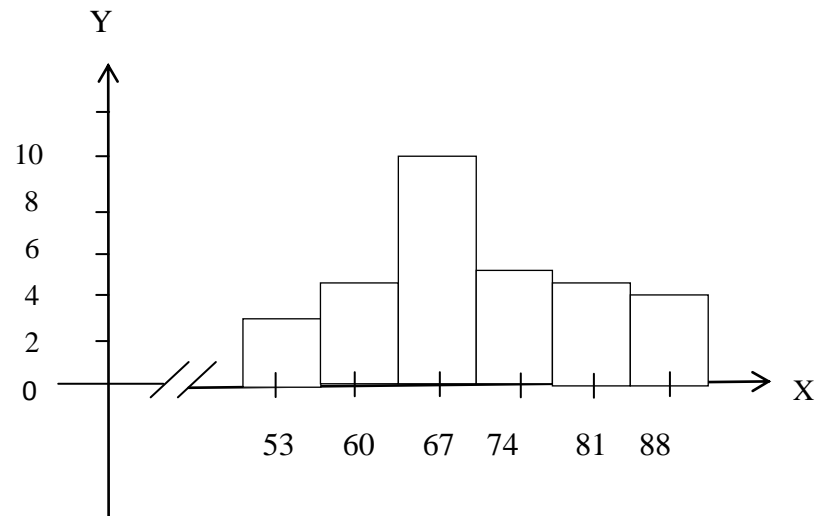


Figure 4:Diagram the Result Score of Students' Reading Comprehension in Control Class (Post-test)

From the histogram above, the students' score53 was 3students, the students' score 60 was 4 student, the students' score67was 10 students, the students' score74 was 5 students, the students' score 81 was 4 students, and the last the students' score 88 was 5 students.

**B. The Technique of Data Analysis**

1. **Requirement Test**

   a. **Normality and Homogeneity of Experimental and Control Class in Pre-Test**

   Table 15 Normality and Homogeneity in Pre-Test

   | Class | Normality Test | | Homogeneity Test | |
   |---|---|---|---|---|
   | | $x_{count}$ | $x_{table}$ | $f_{count}$ | $f_{table}$ |
   | Experiment Class | -2.15 | 11.070 | 1.13<4.18 | |
   | Control Class | -0.513 | 11.070 | | |

   Based on the above table researcher calculation, the score of experimental class Lo = -2.15 < Lt = 11.070 with n = 30 and control class Lo = -0.513< Lt = 11.070 with n = 30, and real level $\alpha$ 0.05. Cause Lo< Lt in the both class. So, $H_a$ was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 17.

   The coefficient of $F_{count}$= 1.13 was compared with $F_{table}$. Where $F_{table}$ was determined at real α 0.05, and the different numerator dk = n-1 = 30-1 = 29 and denominator dk n-1 = 30–1 = 29. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 4.18. It showed that $F_{count}$ 1.13 <$F_{table}$ 4.18. So, it shows that both of experimental and control class were homogeneous. The calculation can be seen on the appendix 18.

**b. Normality and Homogeneity of Experimental and Control Class in**

**Post-Test**

Table 16 Normality and Homogeneity in Post-Test

| Class | Normality Test | | Homogeneity Test | |
|---|---|---|---|---|
| | $x_{count}$ | $x_{table}$ | $f_{count}$ | $f_{table}$ |
| Experimental Class | 8.92 | 11.070 | 1.80 <4.18 | |
| Control Class | 6.71 | 11.070 | | |

Based on the table above researcher calculation, the score of

experiment class Lo = 8.92< Lt = 11.070 with n = 30 and control

class Lo = 6.71 < Lt = 11.070 with n = 30, and real level $\alpha$ 0.05.

Cause Lo< Lt in the both class. So, $H_a$ was accepted. It means that

experimental class and control class were distributed normal. It can

be seen in appendix20.

The coefficient of $F_{count}$= 1.80 was compared with $F_{table}$. Where

$F_{table}$ was determined at real α 0.05, and the different numerator dk =

n-1 = 30-1 = 29 and denominator dk n-1 = 30-1 = 29. So, by using the

list of critical value at F distribution is got $F_{0.05}$ = 4.18. It showed that

$F_{count}$ 1.80<$F_{table}$ 4.18. So, it shows that both of experimental and

control class were homogeneous. The calculation can be seen on the

appendix 21.

## 2. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative ($H_a$) of the research was "GIST Strategy has effect on students' reading comprehension at grade XI SMA Negeri 1 Batahan". The calculation can be seen on the appendix 22 and 23. The result of t-test was as follow:

Table 17 Result of T-test from the Both Averages

| Pre-test | | Post-test | |
|---|---|---|---|
| $t_{count}$ | $t_{table}$ | $t_{count}$ | $t_{table}$ |
| 0.362 | 1.67155 | 2.205 | 1.67155 |

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, $H_0$ is accepted. Second, $t_{count} > t_{table}$, $H_a$ is accepted. Based on researcher calculation in pre test, researcher found $t_{count}$ 0.362 while $t_{table}$ 1.67155 with opportunity ($1 - \alpha$) = 1-5% = 95% and dk = $_{n1 + n2} - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} < t_{table}$ (0.362 < 1.67155), it meant that hypothesis $H_a$ was rejected and $H_0$ was accepted. So, in pre test, two classes were same. There is no difference in the both classes. But, in post test, researcher found that $t_{count}$ 2.205 while $t_{table}$ 1.67155 with opportunity ($1 - \alpha$) = 1-5% = 95% and dk = $_{n1 + n2} - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} > t_{table}$ (2.205 > 1.67155), it meant that hypothesis $H_a$ was accepted and $H_0$ was rejected. The calculation can be seen on the appendix 25. In this case, the mean score of experimental class by using GIST strategy

was 76.1 and mean score of control class was 72.81 that was taught by using conventional strategy. Thus, the students' KKM score in their learning is 75 that become their category in achievement. So, there was the effect of GIST strategy on students' reading comprehension at grade XI SMA Negeri 1 Batahan.

Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 61.19 and in post-test was 76.1. The improving was 14.91. Then, the mean score of control class in pre-test was 59.9 and in post-test was 72.81. The improving was 12.91. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, GIST strategy had the effect on students' reading comprehension. Can be seen on the table:

Table 18 of gain score

| Experimental class | | Control class | |
|---|---|---|---|
| Pre-test | Post-test | Pre-test | Post-test |
| 61.19 | 76.1 | 59.9 | 72.81 |
| 14.91 | | 12.91 | |
| 2 | | | |

So, gain score of experimental class in pre-test and post-test is 14.91 and gain score of control class in pre-test and post-test is 12.91 and the effect of

experimental class minus control class is 2. So, gain score of experimental and control class is 2.

## C. The Discussion

The researcher compared the researcher's result with the related finding. It also discussed with the theory that has been stated by researcher. Related to the theory from Caroline, Reading is a set of skills that involves making sense and deriving meaning from the printed word.[1] Then,

Based on the related findings. Thesis by Diah Surya Adnjanis[2], she concluded that had found that GIST strategy used had significant influence to students' reading comprehension, it was found that for the students who hold positive beliefs, GIST gave better contribution to reading comprehension than conventional reading technique. There was significant interaction between GIST strategy and beliefs about language learning in improving the students' reading comprehension. Students beliefs about language learning had contribution to the GIST strategy.

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[1]Linse, Caroline T., *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 69.

[2]Diah Surya Adnjanis. *The Effect of Generating Interactions between Schemata and Text (Gist) and Beliefs About Language Learning on Reading Comprehension of English Education Department Students of Undiksha Singaraja* (Singaraja: Undiksa, 2010), Diah Surya Adnjani97474. Pdf.

Next, Lailatul Muntafi'ah[3], she conclude that the strategies, Generating Interactions between Schemata and Text (GIST) could improve the reading narrative text and. These findings provided evidence to encourage the teaching of summarization strategies to promote reading achievement especially with students who were lagging behind their peers in the area of reading.

Then, Aisyah Bella Hikmah[4], she found the result analyzing the data $t_{count}$ was higer than $t_{table}$. Therefore $H_a$ is accepted and $H_0$ is rejected. It means that using GIST strategy has given a better effect for students reading comprehension.

From the description above, that GIST strategy is suitable in teaching reading comprehension. So, GIST strategy has given the effect to the research that has been done by the researcher or the other researcher who mentioned in related findings.

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[3] Lailatul Muntafi'ah, *The Use Of Generating Interactions Between Schemata And Text (Gist) Strategy Towards Students' Reading Comprehension.* (Salatiga: IAIN, 2006),http://digilib.unmuhjember.ac.id/id/files/disk1/56/umj-1x-fitriachol-2794-1-jurnal.pdf.

[4] Aisyah Bella Hikmah, *The Effect Of Using Gist Strategy Towards Students Reading Comprehension at The First Year Os State High School*, (Padang: UIN, 2005), http://perpus.uin.ac.id/1493/ Aisyah Bella Hikmah.Pdf.

**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.

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

## CONCLUSION AND SUGGESTION

### A.    Conclusion

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

1. Before using GIST Strategy, students' reading comprehension was unsatisfied. The mean score of pre-test for the experimental class that used GIST Strategy was 61.19.

2. After using GIST Strategy, the mean score of experimental class was higher than before using GIST Strategy. The mean score of post-test for the experimental class was 76.1.

3. The researcher found the research result of t-test where $t_{count}$ was higher than $t_t$, $t_{count}$ was 2.205 and $t_t$ was 1.67155 (2.205 > 1.67155). It meant that there was effect of GIST Strategy on students' reading comprehension at grade XI SMA Negeri Batahan where $H_a$ was accepted and $H_0$ was rejected.

### B. Suggestion

After finishing the research, the researcher got many informations in English teaching and learning. Therefore, from the experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. From the research result it can be seen that the students' score were unsatisfied. The researcher hopes to the English teacher of SMA Negeri 1

Batahan to apply various innovative technique in teaching English. It also can be supported by choosing right media and good class management.

2. From the second conclusion, it can be seen that the experimental class which was taught by GIST Strategy got the improvement on mean score from 61.19 to 76.1, meanwhile the control class which was taught by got the improvement of mean score from 59.9 to 72.81. So, the researcher suggests to the English teacher of SMA Negeri 1 Batahan to use these strategies in teaching reading, because the students' will be more active and seriously in learning English reading.

3. From the last conclusion, it can be seen that score of experimental class was higher than control class. The researcher suggests to use GIST strategy to another classes, or in different grade, even in another schools, because of the improvement that has been made by using this strategy. So, it is hoped that GIST strategy can increase students' reading comprehension in larger area.

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**CURRICULUM VITAE**



A. **Identity**

| | |
|---|---|
| Name | : Atika Wulandari |
| Nim | : 14 203 00018 |
| Place and Birthday | : Batahan, 25$^{th}$ February 1995 |
| Sex | : Female |
| Religion | : Moeslim |
| Address | : Batahan |

B. **Parents**

1. Father's name      : Asmudin
2. Mother's name     : Jismawati

C. **Educational Background**

1. Kindergarten       : Bustanul Aysiyah Adhfal Batahan      (2000)
2. Elementary School   : SD Negeri 142710 Batahan           (2007)
3. Junior High School   : SMP Negeri 1 Batahan              (2010)
4. Senior High School   : SMA Negeri 1 Batahan             (2013)
5. Institute                 : IAIN Padangsidimpuan              (2019)

**APPENDIX 1**

## LESSON PLAN

## (EXPERIMENTAL CLASS)

| | |
|---|---|
| **School** | **:** SMA NEGERI 1 BATAHAN |
| **Subject** | : English Language |
| **Standard of content** | : Understanding Narrative Text |
| **Class** | : XI |
| **Semester** | : 2 (Second) |
| **Time** | : 4 X 45 Minutes (2x pertemuan) |
| **Standard of competence** | **:** Reading |

**A. Standar kompetensi**
1. Memahami makna dalam esei pendek sederhana berbentuk *descriptive* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**B. KompetensiDasar**
1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. Dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *narrative* .

**C. Tujuan Pembelajaran**
Pada akhir pembelajaran, siswa dapat merespon makna dalam:
a. Menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terdapat dalam text, moral atau kesimpulan) dalam bentuk teks narrative.

**Karakter siswa yang diharapkan**:  dapat dipercaya (*trustworthiness*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

**D. Materi Pembelajaran**
   Teks Fungsional

**E. Strategy pembelajaran**

- GIST strategy

**F. Kegiatan Pembelajaran**

| PERTEMUAN PERTAMA | | | |
|---|---|---|---|
| No | Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
| 1. | Pendahuluan | a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama. <br> b. Guru memilih sebuah teks yang memiliki main idea atau yang memiliki informasi penting, <br> c. Doa bersama <br> d. Absensi | 10 menit |
| 2. | Kegiatan Inti | a. Guru membuat 30 kotak kosong dan kemudian guru meminta siswa untuk membaca paragraph dan memerintahkan mereka untuk menulis sebuah kesimpulan 30 kata atau lebih dari kata-kata mereka sendiri. <br> b. Kemudian guru meminta siswa untuk mengisi kotak kosong sebelumnya, dengan kata-kata yang menurut mereka penting atau yang mewakili gagasan setiap paragraph. <br> c. Setelah siswa mingisi kotak di paragraph pertama dan yang kedua dengan kata-kata mereka dan guru meminta siswa untuk melanjutkan ke paragraph berikutnya. <br> d. Terakhir, guru meminta siswa untuk melanjutkan prosedur ini, paragraph demi paragraph sampai siswa telah menghasilkan pernyataan inti untuk seluruh bagian yang diajarkan. <br> • Konfirmasi: Guru berfungsi sebagai | 70menit |

| No | Kegiatan | DeskripsiKegiatan | Alokasi Waktu |
|---|---|---|---|
| | | narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan. | |
| 3. | Penutup | a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik<br>b. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini<br>c. Salam | 10 menit |

**PERTEMUAN KEDUA**

| No | Kegiatan | DeskripsiKegiatan | Alokasi Waktu |
|---|---|---|---|
| 1. | Pendahuluan | a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris<br>b. Doa bersama<br>c. Absensi | 10 menit |
| 2. | Kegiatan Inti | • Elaborasi: memfasilitasi peserta didik melalui pemberian tugas, dan lain-lain<br>  a. Mengingatkan kembali materi/teks yang sudah dipelajari.<br>  b. Siswa menjawab soal yang dibeikan guru<br>• Konfirmasi: Guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan. | 70 menit |
| 3. | Penutup | a. Guru menyimpulkan pembelajaran dan mengumpulkan hasil kerja siswa<br>b. Guru menutup pertemuan dengan hamdalah dan salam. | 10 menit |

**G. Sumberbelajar**

1. Teks yang berkaitan dengan bahan ajar
2. Kamus bahasa inggris

**H. Pedoman Penilaian**

| Indikator pencapaian kompetensi | Teknik penilaian | Bentuk instrumen | Instrument soal |
|---|---|---|---|
| - Mengidenti fikasi gagasan utama dalam teks fungsional.<br>- Mengidentifikasi complication sentence dalam teks.<br>- Mengidentifikasi resolution<br>- Mengidentifikasi vocabulary dari text.<br>Mengidentifikasi grammar dari text. | Tes tulis | Multiple choice test | Choose the best answer based on text (*a, b, c, or d*) |

Padansidimpuan,    December 2018

**Knowing**                                        **Researcher**
**Validator**

**GUSMA HAYATI ,S,Pd**                **ATIKA WULANDARI**
                                                        **14 203 000018**

**APPENDIX 2**

**LESSON PLAN**

**(CONTROL CLASS)**

| | |
|---|---|
| **School** | **:** SMA NEGERI 1 BATAHAN |
| **Subject** | : English Language |
| **Standard of content** | : Understanding Narrative Text |
| **Class** | : XI |
| **Semester** | : 2 (Second) |
| **Time** | : 4 X 45 Minutes (2x pertemuan) |
| **Standard of competence** | **:** Reading |

**E. Standar kompetensi**
   2. Memahami makna dalam esei pendek sederhana berbentuk *descriptive* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**F. KompetensiDasar**
   2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. Dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *narrative* .

**G. Tujuan Pembelajaran**
   Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   b. Menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terdapat dalam text, moral atau kesimpulan) dalam bentuk teks narrative.

   **Karaktersiswa yang diharapkan**:  dapat dipercaya (*trustworthiness*)
   Rasa hormat dan perhatian (*respect*)
   Tekun (*diligence*)

**H. Materi Pembelajaran**

Teks fungsional

E. **Strategy pembelajaran**

- Coventional strategy

**F. KegiatanPembelajaran**

| No | Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
|---|---|---|---|
| | | **PERTEMUAN PERTAMA** | |
| 1. | Pendahuluan | b. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.<br>c. Doa bersama<br>d. Absensi | 10 menit |
| 2. | Kegiatan Inti | e. Setiap siswa diberikan bagian yang terdiri dari beberapa paragraph.<br>f. Guru menugaskan siswa untuk membaca paragraph.<br>g. Siswa mencari main idea, supporting sentence, orientation, climax and vocabulary<br>h. Guru meminta siswa untuk menyajikan dan contoh main idea, supporting sentence, orientation, climax and vocabulary untuk mengukur pemahaman siswa terhadap paragraph, d akhir sesi guru memnberikan kuis tentang materi.<br><br>• Konfirmasi: Guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan. | 70 menit |
| 3. | Penutup | d. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik<br>e. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini | 10 menit |

| | | f. Salam | |
|---|---|---|---|
| **PERTEMUAN KEDUA** | | | |
| **No** | **Kegiatan** | **DeskripsiKegiatan** | **Alokasi Waktu** |
| 1. | Pendahuluan | d. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris<br>e. Doa bersama<br>f. Absensi | 10 menit |
| 2. | Kegiatan Inti | • Elaborasi: memfasilitasi peserta didik melalui pemberian tugas, dan lain-lain<br>  c. Mengingatkan kembali materi/teks yang sudah dipelajari.<br>  d. Siswa menjawab soal yang dibeikan guru<br>• Konfirmasi: Guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan. | 70 menit |
| 3. | Penutup | c. Guru menyimpulkan pembelajaran dan mengumpulkan hasil kerja siswa<br>d. Guru menutup pertemuan dengan hamdalah dan salam. | 10 menit |

## G. Sumber belajar

3. Teks yang berkaitan dengan bahan ajar
4. Kamus bahasa inggris

## H. Pedoman Penilaian

| Indikator pencapaian kompetensi | Teknik penilaian | Bentuk instrumen | Instrument soal |
|---|---|---|---|
| - Mengidenti fikasi gagasan utama dalam teks fungsional.<br>- Mengidentifikasi supporting sentence dalam teks.<br>- Mengidentifikasi | | Multiple choice test | Choose the best answer based on text (*a, b, c, or d*) |

| | | | |
|---|---|---|---|
| orientation.<br>- Mengidentifikasi events/climax terdapat dalam text.<br>- Mengidentifikasi vocabulary dari text. | | | |

Padansidimpuan,    December 2018

**Knowing**                                                          **Researcher**
**Validator**

**GUSMA HAYATI ,S,Pd**                         **ATIKA WULANDARI**
                                                                      **14 203 000018**

**APPENDIX 3**

**INSTRUMENT TEST (Pre Test Before Testing Validity)**

**Information:** this text is just to know your ability in reading mastery and there is no affected in your appraisal in final examination of this school.

Name          :

Class          :

**Instruction**    : Read narrative text carefully and answer the question below. Each one is followed by several questions about it. The questions are 25 items and you have 45 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each questions. Give mark (X) on the best your answer.

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'II kill you!" but the bird would not talk.

One day, after trying for many hours to make the bird say Catano the man got very angry. He picked up the bird and threw him into the chicken house. "you are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised  at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I 'll kill you!

1. What kind of the text above?
   a. Narrative
   b. Recount
   c. Descriptive

    d. Procedure
2. What is the main idea of text?
    a. A parrot and a cat
    b. A parrot and a chicken
    c. A parrot and the owner
    d. A parrot, the owner, and chickens
3. The man tried to teach the parrot to say…?
    a. Catano
    b. Canato
    c. Nacato
    d. Tacano
4. Where does the story take place?
    a. London
    b. Puerto Rico
    c. Jakarta
    d. Buenos Aires
5. What is the word that the parrot cannot say?
    a. Catano
    b. Tacano
    c. Canato
    d. Nacato
6. What is the story about?
    a. A parrot and a cat
    b. A parrot and a chicken
    c. A parrot and the owner
    d. A parrot, the owner, and chickens
7. How often did the owner teach the bird how to say the word?
    a. Always
    b. Everyday
    c. Many times
    d. Every second
8. Which statement is true according to the text?
    a. The parrot could say Catano
    b. At last the parrot could say Catano
    c. Catano was the name at the parrot
    d. The man never got angry at the parrot

9. What does the man do to the bird because the bird cannot say the name of a place?
   a. The man ate the bird
   b. The sold the bird
   c. The man killed the bird
   d. The man taught the bird
10. It most likely that..
    a. The bird killed the three chickens
    b. The three chickens killed the bird
    c. The bird played with the chickens
    d. The bird killed one of the three chickens
11. Why the parrot cannot say Catano?
    a. Because the bird cannot say the name of a place.
    b. The man tried to teach the parrot to say Catano.
    c. The man killed the bird
    d. The man ate the bird
12. " it was very, very smart".
    The underlined word refers to…
    a. The man
    b. The bird
    c. The chicken
    d. Puerto Rico
13. " The parrot was very, very smart"
    The word 'smart' means…
    a. Stupid
    b. Clever
    c. Stubborn
    d. Beautiful

14. Which statement is false according to the text?
    a. The man got angry at the parrot
    b. The parrot couldn't say Catano
    c. The man killed the parrot
    d. The parrot could say Catano
15. From the next we learn that..
    a. We have to follow others
    b. We have to respect pet owner

    c.   We have to imitate others

    d.   We are not allowed to force others

16. How many chickens are in the chicken house?

    a. 1

    b. 2

    c. 3

    d. 4

17. What is the man doing after knowing that the parrot couldn't say Catano?

    a. The man tried to teach the parrot

    b. The man killed the parrot

    c. The man killed the chicken

    d. The man shouted to the parrot

18. What is summarizing of the first paragraph?

    a.   A man in Puerto Rico had a wonderful parrot.

    b.   There was no another parrot like it.

    c.   It was very smart.

    d.   This parrot would say any word except one

19. What is summarizing of the second paragraph?

    a.   The man tried to teach the parrot to say Catano.

    b.   But the bird not say the word.

    c.   At first the man was very nice, but then he got angry.

    d.   "you are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it.

20. What is summarizing of the last paragraph?

    a.   In the chicken house there are four old chickens.

    b.   They were for Sunday's dinner.

    c.   The man put the parrot in the chicken house and left.

    d.   The next day the man came back to the chicken house

21. What is the main idea from the text above?

    a.   The story of a man and a wonderful parrot.

    b.   A parrot, the owner, and chickens.

    c.   A man has a parrot and the chickens.

    d.   A stupid parrot.

22. What is the end of the story?

    a.   In the chicken house there are four old chickens

    b.   The man put the parrot in the chicken house and left.

    c.  The parrot was screaming at the fourth chicken, "Say Catano, or I 'll kill you!

    d.  They were for Sunday's dinner.

23. Look at the paragraph!

The man tried to teach the parrot to say Catano. But the bird not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'II kill you!" but the bird would not talk.

What is the number of supporting sentence from the paragraph?

    a.  2,3, and 4

    b.  1 and 4

    c.  3 and 4

    d.  All of number

24. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!
The antonym of *screaming* from the sentence above is…

    a.  Crying

    b.  Shouting

    c.  Enjoying

    d.  Silently

25. What is the conclusion of the text?

    a.  The last, the parrot can says "Catano, or I 'II kill you" like the man was taught.

    b.  The parrot can't say Catano.

    c.  The parrot is stupid bird.

    d.  The parrot kills the chickens.

**APPENDIX 5**
**ANSWER KEYS**

**(Pre Test Before Validity)**

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

**(Post Test Before Validity)**

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

**APPENDIX 4**

**INSTRUMENT TEST (Post Test Before Validity)**

**Information:** this text is just to know your ability in reading mastery and there is no affected in your appraisal in final examination of this school.

Name            :

Class           :

**Instruction**    : Read narrative text carefully and answer the question below. Each one is followed by several questions about it. The questions are 25 items and you have 45 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each questions. Give mark (X) on the best your answer.

Once upon time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing , he caught a big golden fish in his trap. It was the biggest catch which he never had in his life. Surprisingly, it turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said: "yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted: "you damned daughter of a fish". The daughter ran home and asked he mother. The mother started crying , felt sad that her husband had broken his promise.

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became toba lake. She turned into a fish again and the man became the island of samosir.

1. Who name their child?

a. Samosir

b. Toba

c. Fish

d. Flower

2. What kind of the text above?
   a. Narrative
   b. Recount
   c. Descriptive
   d. Procedure
3. Where is he work?
   a. At field
   b. At garden
   c. At office
   d. At beach
4. The topic of above text is…
   a. The island of Samosir
   b. The story of Toba Lake
   c. Life story of Samosir
   d. A man was living in North Sumatra
5. Where the story comes from?
   a. Jakarta
   b. West sumatera
   c. South sumatera
   d. North sumatera
6. Who she was?
   a. Incarnation o god as fish
   b. Angel
   c. Ordinary woman
   d. Beautiful girl

7. How many actors in the story of Toba Lake?
   a. Three actors
   b. Two actors
   c. One actors
   d. Nothing

8. What did the people do in their daily life?
   a. Fishing and gardening
   b. Fishing and singing
   c. Gardening and walking
   d. Gardening and swimming
9. Why did the mother feel sad and start crying?
   a. Because her husband and had broken his promise.
   b. Because her children is sick
   c. His daughter was so hungry and she ate his father's lunch.
   d. She turned into a fish again and the man became the island of samosir
10. Where did the man live?
    a. In lake toba
    b. In farming field
    c. In simple hut
    d. In big house

11. "………..he never had in his life (the second paragraph)" the word "his" refers to….?
    a. The man's friend
    b. Fish
    c. Lake toba
    d. The man

12. What did he get in his trap?
    a. Fishes
    b. A beautiful princess
    c. A golden fish
    d. A daughter
13. What is the man's appointment with his wife?
    a. He would never tell that his wife is a fish
    b. He would never tell that he had a son
    c. He would never that he lived in a hut
    d. He would never fish again
14. Why did her father get angry?
    a. Because his son help her mother to bring lunch
    b. Because his father was so angry
    c. Because his son ate his father's lunch

    d. Because his son was a fish

15. Why did her son run up to hills?
    a. Because her mother want to pray
    b. His father got furious
    c. Her son was afraid with his father
    d. A huge disaster was about to come

16. What is the name of the small island in the sea?
    a. Toba
    b. Samosir
    c. Ciliwung
    d. Musi

17. The word 'disaster' means…
    a. Calamity
    b. Disease
    c. Trouble
    d. Illness

18. The word "huge" is the same meaning as..
    a. Large
    b. Very large
    c. Bigger
    d. Biggest

19. Look at the paragraph!
One day, while the man was do fishing , he caught a big golden fish in his trap.**1** It was the biggest catch which he ever had in his life.**2** Surprisingly, it turned into a beautiful princess.**3** He felt in love with her and proposed her to be his wife.**4** She said: "yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster".**5** The man made the deal and they got married, lived happily and had a daughter.**6**
What is the number of supporting sentence from the paragraph?
    a. 1, 2, 3, and 4
    b. 2, 3, 4, and 5
    c. 1 and 6
    d. 4 and 5
.

20. What's the main idea from the text?
    a. Story of a man lived in North Sumatera

b. The Samosir island
c. A fishing man in toba lake
d. The story of samosir

21. Finally, what did happen to the man?
    a. He sunk
    b. He turned into a lake
    c. He turned into a fish
    d. He turned into an island

22. What did happen to the woman?
    a. A fish
    b. A lobster
    c. A craft
    d. A dolphin

23. What is the complication in paragraph 3?
    a. The mother started crying, felt sad that her husband had broken his promise.
    b. His daughter would help bringing lunch to her father out in the fields.
    c. Hid daughter was so hungry and she ate his father's lunch.
    d. The daughter ran home and asked her mother.

24. What is the main idea of last paragraph?
    a. She turned into a fish again and the man became the island of samosir.
    b. The mother started crying , felt sad that her husband had broken his promise.
    c. She told her daughter to run up the hills because a huge disaster was about to come.
    d. His daughter was so hungry and she ate his father's lunch.

25. What can we learn from the text above?
    a. We must obey our parents
    b. We must not break our promise
    c. We must not break our promise
    d. We must go fishing to find a golden fish.

**APPENDIX 5**
**ANSWER KEYS**

**(Pre Test )**

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

**(Post test)**

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

**9. D**       **19. C**

**10. C**      **20. B**

**APPENDIX 6**

**INSTRUMENT TEST (Pre Test after Testing Validity)**

**Information:** this text is just to know your ability in reading mastery and there is no affected in your appraisal in final examination of this school.

Name          :

Class          :

**Instruction**     : Read narrative text carefully and answer the question below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each questions. Give mark (X) on the best your answer.

*Text 1*

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'II kill you!" but the bird would not talk.

One day, after trying for many hours to make the bird say Catano the man got very angry. He picked up the bird and threw him into the chicken house. "you are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised  at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I 'll kill you!

26. Where does the story take place?
   a. London
   b. Puerto Rico
   c. Jakarta
   d. Buenos Aires

27. What is the main idea from the text above?
    a. The story of a man and a wonderful parrot.
    b. A parrot, the owner, and chickens.
    c. A man has a parrot and the chickens.
    d. A stupid parrot.
28. Look at the paragraph!

    The man tried to teach the parrot to say Catano. But the bird not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'II kill you!" but the bird would not talk.

    What is the number of supporting sentence from the paragraph?

    a. 2,3, and 4
    b. 1 and 4
    c. 3 and 4
    d. All of number
29. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you! The antonym of *screaming* from the sentence above is…
    a. Crying
    b. Shouting
    c. Enjoying
    d. Silently
30. What is the conclusion of the text?
    a. The last, the parrot can says "Catano, or I 'II kill you" like the man was taught.
    b. The parrot can't say Catano.
    c. The parrot is stupid bird.
    d. The parrot kills the chickens.

*Text 2*

     Bawang putih lived with her step mother and her step sister bawang merah. Bawang putih's mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, bawang putih's life was sad. Her step mothet and her step sister treated bawang putih badly and always asked her to do all the household chores.

One morning, bawang putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes, finally, she met an old woman. She said that she kept the clothes and would give them back to bawang putih if she helped the old woman do the household chores. Bawang putih helped her happily. After everything was finished, the old woman returned the clothes. She also give bawang putih a gift. The old woman had two pumpkins, one pumpkin was small and the othet one was very big. Bawang putih had to choose one.

Bawang putih was not greedy girl. So she took the small one. After thanking the old woman. Bawang putih then went home. When she arrived home. Her step mother and bawang merah were angry. They had been waiting for her all day long. Bawang putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewelries. "bawang merah hurry up. Go to the river and throw my clothes into the water. After that, find the old woman . remember, you have to take the big pumpkin,"the step mother asked bawang merah to do exactlythe same as bawang putih's experience. Bawang merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked bawang merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one.

Bawang merah was so happy. She ran every fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. "mom, I think god just punished us. We had done bad things to bawang putih. And god didn't like that. We have to apologize to bawang putih," said bawang merah.

Finally, both of them realized their mistakes. They apologized and bawang putih forgave them. Now the family is bot poor anyone. Bawang putih decided to sell all the jewelries and used the money for their daily lives.

31. What is the topic from the text above?
    a. Story of bawang merah and bawang putih
    b. Bawang putih, step mother and step sister
    c. The life story of bawang putih
    d. The kind of bawang putih

32. What is the main idea from the text?
    a. Steo mother and step sister are bad
    b. The patience of bawang putih to doing step mother and step sister
    c. The kind of bawang putih
    d. Unforgettable experience of  bawang putih and bawang merah

33. Bawang putih lived with her step mother and her step sister bawang merah.**1** Bawang putih's mother died when she was a baby.**2** Her father remarried another woman and later her step sister was born.**3** Unfortunately, not long after that her father died. Since then, bawang putih's life was sad.**4** Her step mothet and her step sister treated bawang putih badly and always asked her to do all the household chores.**5**
    From the paragraph above, what are the supporting sentences?
    a. 1,2, and 3
    b. 2, 3, 4, and 5
    c. 1 and 5
    d. 1, 4, and 5
34. What did happen to bawang putih?
    a. Bawang putih forgave their stepmother and stepsister and they were happily.
    b. Stepmother and stepsister are unlucky.
    c. Life of bawang putih is bad.
    d. Bawang putih to be a greedy girl.

*Text 3*

Once upon time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing , he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, it turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said: "yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch.

Unfortunately, he found out and got furious, and shouted: "you damned daughter of a fish". The daughter ran home and asked he mother. The mother started crying , felt sad that her husband had broken his promise.

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area gor flooded and became toba lake. She turned into a fish again and the man became the island of Samosir.

35. The topic of above text is…
    e. The island of Samosir
    f. The story of Toba Lake
    g. Life story of Samosir
    h. A man was living in North Sumatra

36. The word 'disaster' means…
    a. Calamity
    b. Disease
    c. Trouble
    d. Illness

37. What's the main idea from the text?
    e. Story of a man lived in North Sumatera
    f. The Samosir island
    g. A fishing man in toba lake
    h. The story of samosir

38. Finally, what did happen to the man?
    e. He sunk
    f. He turned into a lake
    g. He turned into a fish
    h. He turned into an island

*Text 4*

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

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

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

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

39. The text tells about…
    a. A fox
    b. A goat
    c. A fox, a goat and old man
    d. An old man and the fox
40. What is the main idea from the text?
    a. The fox into the well.
    b. The goat was trapped by a fox into the well and they into it.
    c. The goat called out loudly after the fox out.
    d. The crafty fox.
41. "Come down an try it yourself." (paragraph 1). The underlined word refers to…
    a. Well
    b. Water
    c. A fox
    d. A goat
42. "The goal called loudly after him " the word 'loudly' means…
    a. Smoothly
    b. Slowly
    c. Hardly
    d. Powerful

43. Finally, what did happen to the goat?
    a. The goat plank put in well.
    b. The goat was so sad
    c. The goat out and thanked the old man.
    d. The old man left the goat.

*Text 5*

Once upon a time there was poor widow who had an only named lack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent jack to the market to sell it. On the way to the market, jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When jack woke up in the morning, he felt the sun shining into a pan of this room, but all the rest was quite dark and shady.

So, he jumped to the window, what did he see? The beanstalk grew up quite close past jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbeb and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then, jack walked along the path leading to the castle. There was a big tail women on the doorstep. Jack greeted her and asked for the giantess grumbled at first, finally she gave jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "oh! It's my husband!" cried the giantess. "what on earth shall I do?" hastily the giantess opened a very big cupboard and hid jack there.

44. What is the topic from the text?
    a. Jack and a butcher
    b. A poor widow and his son
    c. Jack and the bean stalk
    d. The giantess and her husband
45. Where did jack sell his cow?
    a. At a castle
    b. At the giants castle

c. At the butchers house
d. On the way to the market

**APPENDIX 7**

**INSTRUMENT TEST (Post Test after Testing Validity)**

**Information:** this text is just to know your ability in reading mastery and there is no affected in your appraisal in final examination of this school.

Name            :

Class            :

**Instruction**     : Read narrative text carefully and answer the question below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each questions. Give mark (X) on the best your answer.

*Text 1*

Once upon time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing , he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, it turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said: "yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted: "you damned daughter of a fish". The daughter ran home and asked he mother. The mother started crying , felt sad that her husband had broken his promise.

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area gor flooded and became toba lake. She turned into a fish again and the man became the island of samosir.

1. Look at the paragraph!

One day, while the man was do fishing , he caught a big golden fish in his trap.**1** It was the biggest catch which he ever had in his life.**2** Surprisingly, it turned into a beautiful princess.**3** He felt in love with her and proposed her to be his wife.**4** She said: "yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster".**5** The man made the deal and they got married, lived happily and had a daughter.**6**

What is the number of supporting sentence from the paragraph?

a.1, 2, 3, and 4

b.2, 3, 4, and 5

c.1 and 6

d.4 and 5

2. What's the main idea from the text?

   a.  Story of a man lived in North Sumatera
   b.  The Samosir island
   c.  A fishing man in toba lake
   d.  The story of samosir

3. Finally, what did happen to the man?

   a.  He sunk
   b.  He turned into a lake
   c.  He turned into a fish
   d.  He turned into an island

*Text 2*

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why

can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'II kill you!" but the bird would not talk.

One day, after trying for many hours to make the bird say Catano the man got very angry. He picked up the bird and threw him into the chicken house. "you are more stupid than the chickens. Soon I will eat them, and I will eat you, too."
In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised  at what he saw!
He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I 'll kill you!

4. What is the word that the parrot cannot say?

   e. Catano
   f. Tacano
   g. Canato
   h. Nacato

5. What is the story about?

   e. A parrot and a cat
   f. A parrot and a chicken
   g. A parrot and the owner
   h. A parrot, the owner, and chickens

6. Look at the paragraph!

   The man tried to teach the parrot to say Catano. But the bird not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot not would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'II kill you!" but the bird would not talk.

   What is the number of supporting sentence from the paragraph?
   e. 2,3, and 4
   f. 1 and 4
   g. 3 and 4

h.   All of number

7. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you! The antonym of *screaming* from the sentence above is…

    e.   Crying
    f.   Shouting
    g.   Enjoying
    h.   Silently

8. What is the conclusion of the text?

    e.   The last, the parrot can says "Catano, or I 'II kill you" like the man was taught.
    f.   The parrot can't say Catano.
    g.   The parrot is stupid bird.
    h.   The parrot kills the chickens.

*Text 3*

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

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

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

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

9. The text tells about…

   a. A fox
   b. A goat
   c. A fox, a goat and old man
   d. An old man and the fox

10. What is the main idea from the text?

   a. The fox into the well.
   b. The goat was trapped by a fox into the well and they into it.
   c. The goat called out loudly after the fox out.
   d. The crafty fox.

11. "Come down an try it yourself." (paragraph 1). The underlined word refers to…

   a. Well
   b. Water
   c. A fox
   d. A goat

12. What's the number of the supporting sentence from the paragraph?

   a. 2, 3, and 4

   b. 1 and 5
   c. 1, 2, 3, and 4
   d. 3, 4, and 5

13. Finally, what did happen to the goat?

   a. The goat plank put in well.
   b. The goat was so sad
   c. The goat out and thanked the old man.
   d. The old man left the goat.

*Text 4*

Once upon a time there was poor widow who had an only named lack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent jack to the market to sell it. On the way to the market, jack met a butcher who had some beautiful beans in his hand. The butcher told the boy

that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When jack woke up in the morning, he felt the sun shining into a pan of this room, but all the rest was quite dark and shady.

So, he jumped to the window, what did he see? The beanstalk grew up quite close past jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbeb and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then, jack walked along the path leading to the castle. There was a big tail women on the doorstep. Jack greeted her and asked for the giantess grumbled at first, finally she gave jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "oh! It's my husband!" cried the giantess. "what on earth shall I do?" hastily the giantess opened a very big cupboard and hid jack there.

14. What is the topic from the text?

   a. Jack and a butcher
   b. A poor widow and his son
   c. Jack and the bean stalk
   d. The giantess and her husband

15. Where did jack sell his cow?

   a. At a castle
   b. At the giants castle
   c. At the butchers house
   d. On the way to the market

16. Jack's mother looked very furious when jack told that…

   a. The beans were precious
   b. The butcher bought his cow
   c. He traded his cow for the beans
   d. He had sold his cow to a butcher

17. Oh! It's my husband! Cried the giantess (paragraph 7) from the sentence we know that the giantess is…. Her husband.

    a. Afraid of
    b. Angry with
    c. Fed up with
    d. Annoyed with

18. What is the main idea from the text above?

    a. Jack and lovely cow's unlucky.
    b. A poor widow and a son that they didn't have anything, except a cow.
    c. Jack and his fussy mother.
    d. Jack and the giantess kindly.

Look at the paragraph!

Once upon a time there was poor widow who had an only named lack.

                             1

They were so poor that they didn't have anything except a cow.

                             2

When the cow had grown too old, his mother sent jack to the market to sell it.

                             3

 On the way to the market, jack met a butcher who had some beautiful beans in his hand.

                             4

The butcher told the boy that the beans were of great value and persuaded the silly lad to

sell the cow for the beans.                  5

19. Choose the numbers that have the supporting sentences from the paragraph above!

a. 1 and 2
b. 1, 2, and 3
c. 2, 3, and 4
d. 4 and 5

20. What did the giantess do in the last time?

   a. Hastily the giantess opened a very big cupboard and hid jack there.
   b. The giantess cried her husband.
   c. The giantess and jack were tremble with the noise of someone's coming.
   d. The giantess was came her husband.

**APPENDIX 8**
**ANSWER KEYS**

**(Pre Test after Testing Validity)**

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

**(Post Test after Testing Validity)**

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

**9. C**          **19. C**

**10. A**         **20. A**

: 74  /In.14/E.6a/PP.00.9/ 09 /2017                    Padangsidimpuan, 20 Oktober 2017
: Biasa
: -
: Pengesahan Judul dan Pembimbing Skripsi
Kepada Yth Bapak/Ibu;
1.  Dr. Fitriadi Lubis, M. Pd                          (Pembimbing I)
2.  Fitri Rayani Siregar, M. Hum                       (Pembimbing II)
Di-
Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama        : Atika Wulandari
Nim         : 14 203 00018
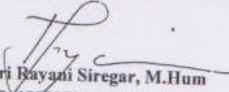Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI
Judul Skripsi : **THE EFFECT OF GIST STRATEGY ON READING NARRATIVE TEXT MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BATAHAN**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.
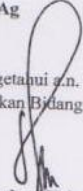
Ketua Jurusan Tadris Bahasa Inggris              Sekretaris Jurusan Tadris Bahasa Inggris

**Rayendriani Fahmei Lubis, M.Ag**               **Fitri Rayani Siregar, M.Hum**
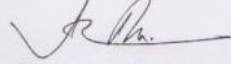NIP. 19710510 200003 2 001                        NIP. 19820731 200912 2 004

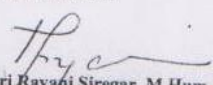Mengetahui a.n. Dekan
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**Dr. Fitriadi Lubis, M. Pd**            **Fitri Rayani Siregar, M.Hum**
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