THE IMPLEMENTATION OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT STRATEGY IN TEACHING READING SKILL at 8th GRADE MTs ASHRI JEMBER

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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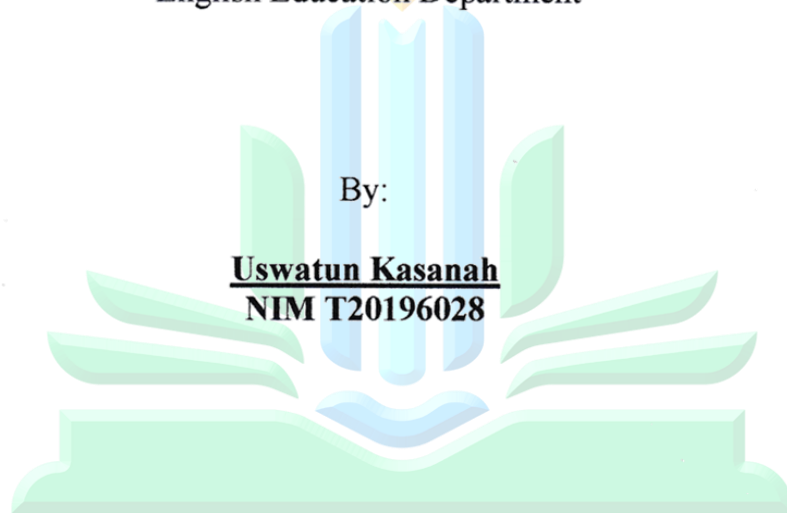**KIAI HAJI ACHMAD SIDDIQ JEMBER**
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THE IMPLEMENTATION OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT STRATEGY IN TEACHING READING SKILL at 8th GRADE MTs ASHRI JEMBER

THESIS

Submited to State Islamic University Kiai Haji Achmad Siddiq Jember in partial
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THE IMPLEMENTATION OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT STRATEGY IN TEACHING READING SKILL at 8th GRADE MTs ASHRI J EMBER

THESIS

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Faculty of Tarbiyah and Teacher Traning
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Day: Monday

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MOTTO

<div dir="rtl">

اَقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝

</div>

Meaning: "Read, and your Lord is the Most Glorious" Qs Al-Alaq: 3[1]

*Ayat Alquran Net,June,06, 2023 https://ayatalquran.net/2015/02/surah-al-alaq-%D8%A7%D9%84%D8%B9%D9%84%D9%82-the-clot-terjemah-bahasa-inggris/

DEDICATION

This thesis is especially dedicated to:

I proudly dedicated this for:

1. My beloved parents Mr. Ali Muhtasor and Mrs. Mariam for their never ending love, pray, and support.

2. My beloved Aunty, Khoirul Mudawamah who has always given me encourages and support when I was down while working on my thesis.

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Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, sholawat and salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this ocassion I am as researcher would like to express my special gratitude to the following people:

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2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training State Islamic University of KH Achmad Siddiq Jember who has facilitated me to study in this faculty.

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10. All of my besties, for their love and support.

This writer realized that this thesis is still far from being perfect. Therefore, every suggestion, criticism, and comment from the readers. I hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

ABSTRACT

Uswatun Kasanah, 2023: "The Implementation of Generating Interaction Between Schemata and Text Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember".

Keywords: Teaching, Reading, GIST Strategy

Reading is the activity of looking at the text and the process of understanding the contents of the text aloud or silently. Reading is expressing an imagination towards a reader that is liked by the general public and also understood by someone. Teaching reading skill is an effort to attract students' attention to learn reading comprehension in the classroom. The lack of students reading skill can be caused by the teaching technique applied by the teacher in the classroom. While, GIST Strategy is one of strategies to improve students' reading skill. GIST is a very useful strategy for generating and identifying main ideas of reading, can summarize the material that student's have read and also can eliminate redundant and unnecessary information, and can help students remember the point of text that student's have read.

The research focuses were: 1) How is the implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember? 2) What are the obstacles and solutions in implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
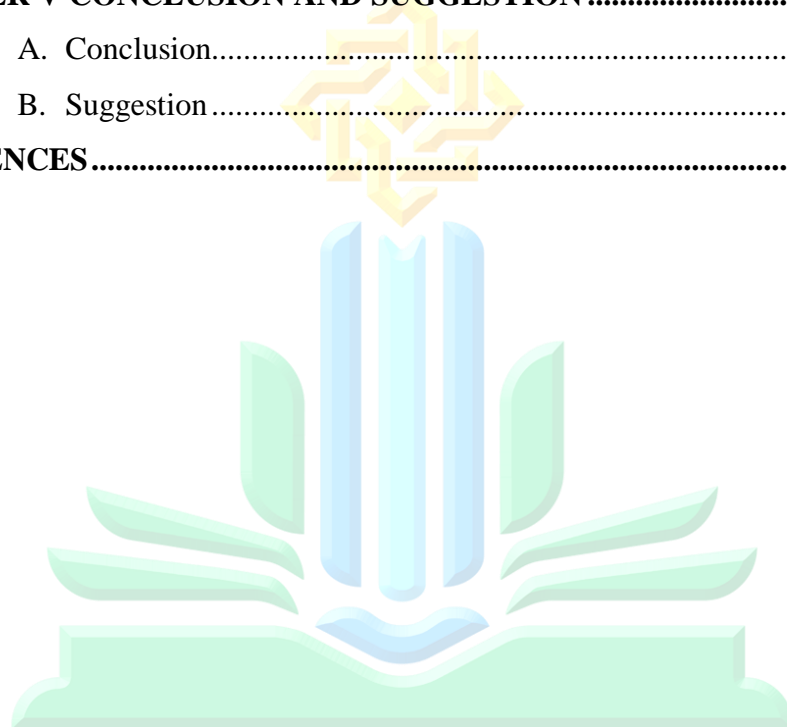
To gain the data, the researcher conducted field research at MTs ASHRI Jember, by applying qualitative research. In data collection technique the researcher used interview, observation, and document review. The data analysis used in this research was interactive analysis according Miles, Huberman, and Saldana. While, for the validity of data, the researcher used source triangulation and technical triangulation.

The research result were: 1) The implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember were: a) Teacher preparation stage. The teacher selects topic and text then the teacher dicides if students will work individually, in pairs, or small groups, b) Pre-reading stage. The teacher introduces the topic and text to the students and previews the texts with the students than the teacher introduce and explain the GIST Strategy, c) Reading stage. Student's read the text use the GIST form to take notes on paper and organized into the *who, what, when, where, why, and how* categories, d) Postreading stage. Students are given a new story and read the text, students organized the task text into the *who, what, when, where, why, and how* categories by themselves, students present (read) the results of their work in front of the class. 2) The obstacles and solutions in implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember were: a) Time management. b) Lack of vocabulary mastery, c) Physcal condition

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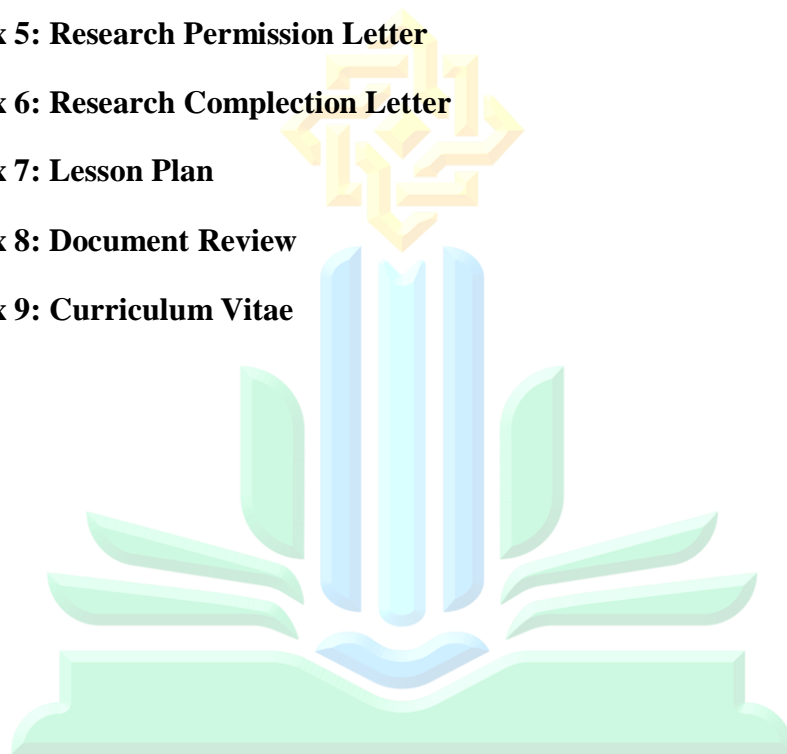
CHAPTER I

INTRODUCTION

A. Research Context

Teacher is an educator whose professional duties are to educate, train, guide, provide assessments and carry out evaluations for their students[2]. Teachers are required to be professional in displaying their expertise, so that the teaching and learning process becomes effective and efficient. For this reason, teachers need to understand teaching and learning strategies, so that they can choose the most appropriate strategy to teach the materials contained in one subject. Hence, teachers must have special strategies to improve students' reading skills in English.

Reading is an activity that aims to understand the content of the text or get information by looking at the reading text. According to Muhsyanur[3], reading is essentially a process of recognizing letters and grammatical forms, as well as obtaining or understanding the content or ideas, written or even highlighted in a reading. Reading is also a must for all humans in order to obtain new information or knowledge. Allah SWT says in QS. Al-'Alaq verses 1-5 which reads

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝

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[2] Halim Simatupang, Strategi Belajar Mengajar Abad ke-21, (Surabaya: CV Cipta Media Edukasi, 2019) hlm 1.

[3] Muhsyanur, Membaca (Suatu Ketrampilan Berbahasa Reseptif), (Yogyakarta: BUGINESE ART,2014) hlm 13

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

This Surah contains an order to humans to increase reading and learning. Reading is one way to gain knowledge and broad insights. A number of scientific disciplines also need to be studied. The goal is to be a wise human being and not easily blame other people when you have a different opinion. This is because by reading a lot, the human mind can be more open. The object for reading is also very broad, namely in the form of everything that is around humans[5]. Reading is an important thing in human life. In verses 1-5 of Surah Al-Alaq above, there is no specific command to read specific writings or books, but reading is meant on a larger scale, namely reading social conditions and the surrounding environment. The goal is to be able to train yourself to increase sensitivity, empathy, and concern for others. In other words, reading is a window for knowledge in the world and must be practiced by all human beings in order to live a righteous life.

Reading is a very important aspect in the world of education. Reading skill is one of the skills that have to be mastered by students besides writing skills, listening skills and speaking skills. Students are able to understand what is conveyed by the author of the text that has been read compiled. Reading is a thought process to understand the contents of the text being read, not only solving the sounds of language or looking for the meaning of

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4 Ayat Alquran Net,June,06, 2023 https://ayatalquran.net/2015/02/surah-al-alaq-%D8%A7%D9%84%D8%B9%D9%84%D9%82-the-clot-terjemah-bahasa-inggris/
5Ayat Alquran Net,June,06, 2023 https://ayatalquran.net/2015/02/surah-al-alaq-%D8%A7%D9%84%D8%B9%D9%84%D9%82-the-clot-terjemah-bahasa-inggris/

difficult words in a reading text, but a process of obtaining information conveyed by someone through written language[6]. So that reading requires understanding in order to obtain information on the content of the reading that is read, what it means, and what it embodies. In addition, reading is a thought process to understand the contents of the text being read, not only solving the sounds of language or looking for the meaning of difficult words in a reading text, but a process to obtain information conveyed by someone through written language. Hence, that reading requires understanding in order to obtain information on the contents of the reading and what it means.

Reading can train the brain to be able to think more critically and analyze the problems presented in what we read. By reading, students get a way to enter into the story line and help in completing the story. In addition, poor reading comprehension keeps them from learning, or at least makes progress difficult, if students have good reading comprehension, they will probably do well in their studies[7]. So, reading is an important skill that must be mastered by students in order to understand the reading and be able to follow the lesson well. Yet, in reality, reading skills are skills that are difficult for students to master because of the lack of student interest. According to

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[6] Atika R ahma Yulianingtyas, Julia, Dadan Djuanda, *"Penerapan Metode GIST (Generating Imteraction Between Schemata and Text Melalui Teknik Inside-Outside-Circle (IOC) Untuk Meningkatkan Kemampuan Menyimpulkan Isi Cerita Anak ",* Jurnal Pena Ilmiah: Vol. 1, No. 1, 2016, hal 281

[7] Rejoice Agape Sinuraya , Pandoyo Situmorang, Robinson Pangihutan Sihombing, Rodolfo Josafat Gultom, Kartina Rahmadhani Rambe."The Effect of Gist Strategy on Students' Achievement in Reading Comprehension". Journal of English Language and Education. Vol, 6 No, 2 (2021). 159.

Raswati[8], learning reading comprehension in schools still leaves a number of its own problems.

Lack of mastery of reading methods is one of the obstacles that makes students are only able to read with one reading style for all varieties discourse, then it takes a series of efforts to overcome this, one effort that can be done is to introduce various strategies or methods of learning to read that are capable shape reading behavior as well as being able to develop abilities reading comprehension of students.

Reading skills are the most important aspects of other skills such as speaking skill, writing skill and listening skill, because reading is the main way to acquire knowledge. When the researcher taught at 8th B grade of Mts Ashri, students' reading ability is less than optimal, because the reading method applied in a monotone style and also the text being read is not in accordance with their character. So, it can hinder students from understanding English reading. Furthermore, the next inhibiting factor for students' reading ability is the lack of open mastery of English vocabulary or the students' lack of interest in learning English. Whereas by reading, students can increase their experience, knowledge and broad insight.

According to Ann Browne[9], there are four kinds of strategies in reading. First is Bottom-Up Strategy. In this strategy, the reader starts by recognizing a few letters, words, phrases, sentences and continues to move progressively

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[8] Raswati, Thesis: "*Keefektifan Metode GIST (Generating Interaction Schemata and Text) Berorientasi Pengalaman Pada Pembelajaran Membaca Pemahaman*", (FPBS: Universitas Pendidikan Indonesia, 2013) hlm 20.

[9] Ann Browne, A practical Guide to Teaching Reading, (Paul Chapman Publishing Ltd, 1998) hlm 8-9

higher and higher knowledge is created based on visual data that moves from the text through lower to higher levels. Second is Top-Bottom Strategy. In this strategy, the reader goes through the process of knowing the text from a higher level. The preferred text is the reading text that fits the background.

The third strategy is Interactive reading strategy. Interactive reading strategy understands a text as an interactive process between the reader's background knowledge and the text. Effective knowledge requires the power of connecting the material text with the knowledge it already has. Knowledge of one text is not only understanding the meaning of sentences and sentences in the text, but also taking advantage of the reader's knowledge that is connected to the text he reads.

The last strategy is Generating Interaction Schemata and Text (GIST Strategy). Gist Startegy is a learning startegy that provides an effective way of reading to find the essence of each sentence by sentence, paragraph by paragraph which then becomes a summary of the reading text. From those four reading strategies, the researcher choose Generating Interaction Schemata and Text (Gist Strategy) to conduct research at MTs ASHRI Jember, because GIST Strategy is suitable to be applied in this class.

By the GIST startegy, students can develop creativity to determine the content of the story using their own sentences. So, this method is able to improve students' reading skills and make students' English better.

According to Kathleen[10], GIST (generating interactions between schemata and text) is strategy for helps students to get the gist of their reading and works especially well with informational text or with long, difficult nonfiction selections, students work in groups to discuss meaning, reread text, and reach consensus about statements that summarize the gist of each passage. This strategy provides several steps for understanding text in a paragraph and condensing it into a large number of words for each paragraph. The strategy has student consider the five W and H- Who, what, when, where, why, and how. GIST can be used with a variety of texts but works especially well with expository and content area text and also as a story map for fictional texts. The implementing GIST for students' reading skills through several steps such as the teacher preparation stage, the pre-reading stage, the reading stage and the last is post-reading.

GIST is a learning startegy that provides a reading recipe by producing a sentence-by-sentence digest to digest an entire paragraph, or making a discourse digest based on a paragraph-by-paragraph digest[11]. This strategy is very useful for generating and identifying the main ideas of reading, can summarize the material they read and also can eliminate redundant and unnecessary information, and can help students remember the point of text that they have read. This GIST method can help students in improving student's reading comprehension skills, as a result of implementing the GIST

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[10] Kathleen Feeney Jonson, "Strategies for Improving Reading Comprehension", (California: Corwin press, A SAGE Publications Company Thousand Oaks, 2006), hlm 189.
[11] Abidin Yunus, Pembelajaran bahasa berbasis pendidikan karakter (Bandung: Refika Aditama, 2012) hlm 83

Strategy in class 8B of MTs ASHRI. Before the implementation of the GIST Strategy, students had trouble finding the essence of the reading text and lacked enthusiasm to read after using GIST students could find the essence of the story and could retell the essence of the reading text, and then the students get excited about reading. When given a question, most of the students were able to answer correctly. They enjoyed the teaching and learning process using the GIST Strategy.

GIST is one system for encouraging students to summarize texts adequately. By combining the essence of each paragraph and then making it the core or the most important part of the text reading, it will make it easier for students to understand the contents of the English text without having to repeat the reading a lot[12]. In addition, in improve students' reading skills, GIST is also able to improve students' writing skills, because in the process students are asked to write down the essence of words or sentences per paragraph of a text which is then used as a conclusion or core reading. As supported by Rejoice Agepe Sinurya et al[13]., showed that applying the GIST strategy has a positive effect on student's reading comprehension. Therefore, the application of the GIST Strategy has been successfully read. This can be seen in the student`s performance and understanding, as well as the teacher's performance in the learning process. This study examines students' skills in

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[12] Risma Aryani, Thesis: *"The Effect of Generating Interaction Between Schemata and Text (GIST) Startegy on Students Reading Comprehension"* (Makassar: Universitas Muhammadiyah Makassar,2022) hlm 20.

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

reading skill through Gist Strategy because this Gist strategy has advantages and effectiveness in understanding a reading.

One of the goals of teaching English is to improve students' ability to be able to read and understand the English words they learn in reading texts. Therefore it needs more teacher attention to make students able to read and understand the context of the English material itself and make the teaching and learning process more fun. Hence, the researcher is very excited to teach as well as conduct research to know the implementataion of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember.

MTs ASHRI is an educational institution based on Islamic boarding schools. However, students at Mts ASHRI participate in many academic activities, especially English language competitions, such as Storytelling and English Speech.

The researcher interested in this school, especially grade 8B, because every learning process takes place, especially when English reading lessons in class are not conducive, many students are busy, don't want to pay attention, and many students even sleep. Therefore, they are less able to master reading skills and always get low scores in English lessons. The researcher also found that students had difficulty understanding the contents of the reading and identifying the main ideas in the text in English lessons and lacked vocabulary, so students had difficulty answering questions and had to repeat the reading many times to understand a text. However, when the researcher tried to apply the Bottomp-Up strategy to class 8B, their response seemed to

be less interested in the strategy being applied. Likewise, when the researcher tried to apply the Top Bottom strategy, this was seen from the passive and unconducive class atmosphere and the students still did not focus on the material. They still lack interest in learning and pay less attention.

When the researcher applied this Strategy in class 8B their response was good, the students were interested and focused during the teaching and learning process. They want to study and read to find the essence of the reading then they write it. The class atmosphere becomes active and conducive during the teaching and learning process takes place and they understand more about the content of the reading and can also answer the questions given. Apart from the results of good implementation carried out by the researcher themselves in class, another reason the researcher chose the GIST Strategy was also because many researcher had succeeded in implementing GIST strategies to improve students' reading skills, as research conducted by Nurbaiti Siteptu from University of Muhammadiyah Sumatra Utara[14], then the research conducted by Raswati from FPBS Indonesian University of Education Department of Indonesian Language and Literature Education[15], then research conducted by Yulia Agustiara Putri, Ujang

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[14] Siteptu Nurbaiti, Thesis: *The Effect of Using Generating Interaction Between Text Schemata and Text (GIST) Strategy on the Student's Ability In Reading Recount Text,* (Medan: University of Muhammadiyah Sumatera Utara, 2016)

[15] Raswati, Thesis: "*Keefektifan Metode GIST (Generating Interaction Schemata and Text) Berorientasi Pengalaman Pada Pembelajaran Membaca Pemahaman*", (FPBS: Universitas Pendidikan Indonesia, 2013)

Suparman, Basturi Hasan[16] and other studies that have successfully implemented the GIST Strategy to improve students' reading skills.

B. Research Focus

1. How is the Implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?

2. What are the obstacles and solutions in implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?

C. Research Objective

The objectives of the backdrop researcher conducting this research are:

1. To find out how the Implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?

2. To find out the obstacles and solutions in the implementation of GIST trategy in teaching reading skills at 8th grade of MTs ASHRI Jember

D. Research Significances

The findings of this study are expected to be useful in the development of English as well as in the teaching and learning process. The results of this study are useful for:

1. Theoretically

   a. This research is expected to provide benefits for educational development, especially for MTs ASHRI Jember students to improve students' reading skills through the Implementation of the GIST Strategy

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[16] Yulia Agustiara Putri, Ujang Suparman, Basturi Hasan,Thesis: "*The Implementation Of Get-The- Gist Strategy In Improving Student's Reading Achievment*", 2014

b. Is expected to be a reference for future researcher.

2. Practically

The researcher hopes that the results of this research will be useful for:

a. Teachers. This research is expected to be able to provide a better and more effective teaching strategy for English teachers, especially for teaching students' reading skills, and make the teaching and learning process more interesting.

b. Student. This research is expected to help students more easily understand the content of texts, especially English texts by using the GIST method. And also can improve students' reading ability by using the GIST method.

c. The Researcher, As empirical study material for the completion of thesis at UIN KHAS Jember and at the same time as a prospective teacher, this will be a study in the implementation of teaching reading skills through GIST strategy at 8th grade of MTs ASHRI Jember

E. Definition of Key Terms

Definitions of terms are terms that are of concern in the title of the study so that there is no point in the meaning of the term as intended by the researcher. Some of the terms in the title of this research are discussed as follows:

1. Implementation

   According to Muliadi[17] Implementation is an action or implementation of a plan that has been prepared carefully and in detail. In simple terms implementation can also be interpreted as practice or execution.

   In this study, the meaning of implementation is carrying out a planning program, namely the GIST (Generating Interaction Between Schemata and Text) Strategy for 8th grade student which has been well structured to improve students' reading skills.

   According to Cathleen's[18] theory, the implementation of the GIST Strategy in teaching students' reading skills in this study had to be carried out systematically with several steps such as teacher preparation, pre-reading stage, reading stage, post reading stage. In accordance with the GIST implementation carried out in this study.

   Based on the statement above, the meaning of implementation is carrying out a planning program. In this research, the reseasrcher implementing the GIST (Generating Interaction Between Schemata and Text) Strategy for 8th grade student which has been well structured to improve students' reading skills.

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[17] Muliadi, Implementasi Kebijakan Pendidikan Karakter (Malang: PT Literasi Nusantara Abadi Grup, 2023) hlm 12

[18] Kathleen Feeney Jonson, "Strategies for Improving Reading Comprehension", (California: Corwin press, A SAGE Publications Company Thousand Oaks, 2006), hlm 189.

2. Teaching Reading

According to Sarah J[19] Teaching is a practice carried out by a teacher that aims to transmit skills to students or other audiences in the context of educational institutions. Teaching is closely related to learning, student activity in appropriating knowledge.

According to Ririn Noviyanti et al.[20] reading skill is the ability to process reading the text, understand its meaning, and to integrate with what the reader already knows. Reading skill is the ability to process text, understand the intent of the text and not with what the reader knows. Individual ability to understand text is influenced by their ability to process information.

This research was conducted to know the results of the implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember, the reading text that implemented by the teacher in this study is a type of Narrative text for the reading stage and Descriptive text for the post-reading stage.

This study focused on teaching reading skills using the GIST Strategy. In this study the teacher implementing a strategy to make it easier for students to read and search for text digests according to the steps in Kathleen's theory about implementing GIST Startegy.

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[19] Sarah J Shin, "English Language Teaching", (USA: Channel View Publication, 2016) hlm 53.
[20] Ririn Noviyanti, Kamisah,Nina Nur Baidah,"*The Effect of Using Gist Strategy on Students Reading Comprehension of Narrative Text at The Tenth Grade of SMA Negri 1 Padangbolak*" (jounal Liner : Institut Pendidikan Tapanuli Selatan: Vol.3.NO.3 Oktober 2020) hlm 201.

3. Generating Interaction between Strategy Schema and Text (GIST)

    According to Kathleen[21] GIST Strategy is the strategy that fosters comprehension by having students identify key information from a text and use that information to creat a summary of the text using their own words. The strategy has students consider the five 5W+1H (who, what, when, where, why, and how). The implementation of GIST Strastegy uses steps such as teacher preparation stage, pre-reading stage, reading stage, post-reading stage.

    This study uses the GIST Strategy to improve the reading skill of 8B grade students at MTs ASHRI Jember by understanding the gist of each paragraph to build the gist of the whole text. In this study the steps for implementing the GIST Strategy for 8B MTs ASHRI students are in accordance with Kathleen's theory by identifying 5W+1H points and with steps such as The implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember were: a) Teacher preparation stage.The teacher selects topic and text then the teacher dicides if students will work individually, in pairs, or small groups, b) Pre-reading stage. The teacher introduces the topic and text to the students and previews the texts with the students than the teacher introduce and explain the GIST Strategy, c) Reading stage. Student's read the text use the GIST form to take notes on paper and organized into the *who, what, when, where, why, and how* categories, d) Postreading stage. Students are given a new story and read

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[21] Kathleen Feeney Jonson, "Strategies for Improving Reading Comprehension", (California: Corwin press, A SAGE Publications Company Thousand Oaks, 2006), hlm 189.

the text, students organized the task text into the *who, what, when, where,*
why, and how categories by themselves, students present (read) the results
of their work in front of the class.

The implementation of the GIST Strategy in class 8B students of
MTs ASHRI experienced an increase in their reading skills and the ability
to understand the contents of the text.

4. Qualitative Method

According to Basrowi and Suwandi[22] qualitative method is a
research wich conducted based on paradigms, strategies, and
implementation of qualitative models. The term qualitative research is
intended as a type of research whose findings are not obtained through
statistical procedures or other forms of calculation but through data
collection, analysis, and then interpretation.

This qualitative research is a research that emphasizes the
understanding of problems in social life based on the conditions of reality
or natural settings that are holistic, complex and detailed. In this research,
peneliti menggunkan qualitative descriptive

The researcher conducted this research using a descriptive
qualitative approach which aims to obtain a complete picture of the events that
occurred in the field. The researcher observed events directly in the field and
described the GIST Strategy Implementation in Teaching Reading Skills in

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[22] Basrowi dan Suwandi, Memahami Penelitian Qualitative, (Jakarta: PT Rineka Cipta, 2015) hlm 20.

Class 8 MTs ASHRI Jember. The researcher hopes that with this qualitative research, the data findings can be described in detail, clearly and accurately.

F. **Discussion Sistematics**

The systematics of this discussion contains an overview of the flow of discussion of the thesis, starting with the introduction chapter to the closing chapter. The systematic discussion in the preparation of this thesis is divided into 5 chapters, among namely:

1. Chapter one, introduction. This chapter discusses the background of the problem research focus, research objectives, research benefits, definition of terms.

2. Chapter two, literature review. This chapter discusses previous studies related to the research that the researcher will conduct and contains theoretical studies that discuss what theories will be used as a basis for researcher.

3. Chapter three, research methods. This chapter contains the research methods that will be used during the research. The research methods include approaches and types of research, research locations, research subjects, data collection techniques, data analysis, validity and also the stages of the research.

4. Chapter four, data finding and discussion. This chapter describes the description of the object of research, research data, data analysis and discussion of findings in the field.

5. Chapter five, conclusion and suggestion. This chapter contains the conclusions of the entire discussion related to the formulation of the problem and research objectives, followed by constructive and useful suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

In this section, the researcher lists the results of previous studies related to the research to be carried out. After that, make a summary, both published and unpublished research (thesis, journal, dissertation, etc.).

Previous research is an attempt by researcher to find differences and similarities to find new inspiration for further research. Previous research has relevance to research conducted by researcher, among others:

1. Nurbaiti Siteptu 2016 from University of Muhammadiyah Sumatra Utara. With a thesis entitled "The Effect of Using Generating Interaction Between Schemata and Text (GIST) On The Student's Ability In Reading Recount Text". In her study, she analyzed that Generating the Interaction Between Schema and Text (GIST) can improve students' reading of recount texts. This study was conducted by using an experimental research design. The experimental group was given treatment by using Generating Interaction Between Schemata and Text (GIST) Strategy. The instrument of the research was a multiple choise test.

   This study is aimed to find out a.) The significant effect of using Generating Interaction between Schemata and Text (GIST) Strategy on the students' ability in reading of recount text b.) To find out the students' difficulties in using Generating Interaction Between Schemata and Text (GIST) Strategy on the students' ability in reading of recount text.The

result of this research showed that the t-observedvalue was greater than the t-table and there was any significant Effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy on the Students' Ability in Reading Recount Text was 87% and 13% was influenced by other factors. In this study there are similarities and differences.

The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability. The difference between the two studies is that the previous research method used quantitative methods. While this research uses qualitative method. The place of the previous research was at MA Annajah Syekh Silau. Previous research focused on students' reading ability in recount texts.[23]

2. Rejoice Agape Sinuraya, Robinson Pangihutan Sihombing, Kartina Rahmadhani Rambe, Pandoyo Situmorang, Rodolfo Josafat Gultom 2021 from university Prima Indonesia. With journal entitled "The Effect of GIST Strategy on Student's Achievement in Reading Comprehension". The focus research of their study was the effect of the GIST strategy on reading comprehension Sinar Husni Vocational School BM Labuhan Deli students.

The purpose of this research is to find ways improve students' reading comprehension through basic strategies, This study uses an experimental design. The author teaches 5 students who are divided into

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[23] Siteptu Nurbaiti, Thesis: *The Effect of Using Generating Interaction Between Text Schemata and Text (GIST) Strategy on the Student's Ability In Reading Recount Text,* (Medan: University of Muhammadiyah Sumatera Utara, 2016)

two different classes at SMK Sinar Husni BM Labuhan Deli. They are experimental class and control class. Data collected through reading understanding test. The author uses two tests, there are pre-test and post-test. The results of this study indicate that students' reading comprehension is better by using GIST Strategy.

There are similarities and differences in these two studies. The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability. The difference between the two studies is the research method, previous studies used quantitative methods. Their study uses an experimental design using pretest and posttest groups. The place of the previous research was at SMK Sinar Husni BM Labuhan Deli.[24]

3. Ririn Novianty, Kamisah, M.Pd, Nina Nurbaidah, M.Pd 2020 from Institut Pendidikan Tapanuli Selatan (IPTS) with journal entitled "The Effect of Using Gist Strategy on Student's Reading Comprehension of Narrative Text at The Tenth Grade of SMA Negeri 1 Padangbolak". Their study uses an Experimental method with a pre-experimental design using pretest and posttest groups. They analyze that Generate InteractionsSchema and text (GIST) Strategy is a strategy that can be used to improve students' ability to understand the core of the reading and can generate the main

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

ideas of the reading that has been read and then record an organized summary of the material.

The researcher used observation sheets and tests as instruments in data collection. The result of this research is that after the implementation of the GIST strategy the students' understanding of narrative texts becomes better (successful). On the other hand, if they don't use the GIST strategy, the students' understanding of narrative texts is very low (failed). There are similarities and differences in these two studies. The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability. The difference between the two studies is their study uses an Experimental method with a pre-experimental design using pretest and posttest groups. And the difference in place, where the previous research was at SMAN 1 Padangbolak. Previous research focused on reading comprehension of Narrative text.[25]

4. Raswati 2013 from FPBS, Indonesian University of Education Department of Indonesian Language and Literature Education with her thesis entitled "The Effectiveness of The GIST (Generating Interaction Schemata Method And Text) Experience Oriented On Learning Reading Comprehension" This research is motivated by the lack of mastery of students' reading methods. This study aims to determine the level of effectiveness experience-oriented GIST (Generating Interaction Schemata and Text) method in learning reading comprehension.

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[25] Ririn Noviyanti, Kamisah,Nina Nur Baidah,"*The Effect of Using Gist Strategy on Students Reading Comprehension of Narrative Text at The Tenth Grade of SMA Negri 1 Padangbolak"* (journal Liner : Institut Pendidikan Tapanuli Selatan: Vol.3.NO.3 Oktober 2020) hlm 201.

This research used quantitative method in the form of a quasi-experimental method with a pretest-posttest research design Control Group. The theory that underlies this research is the GIST reading method, experience-oriented learning and reading comprehension. Result data research in the form of test results of students in the experimental class and control class before and after after being given treatment in the form of objective questions as many as 30 questions for the pretest and 30 questions for posttest.

Through hypothesis testing, the research results show the method GIST (Generating Interaction Schemata and Text) effective experience oriented used in learning reading comprehension. There are similarities and differences in these two studies, the similarities between the two studies are similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability. The difference between the two studies is that the previous method used quantitative methods. Previous research has focused on experience orientation.The previous research was at SMPN 9 Bandung[26]

5. Yulia Agustiara Putri, Ujang Suparman, Basturi Hasan with thesis entitled "The Implementation of Get-The-Gist Strategy in Improving Student's reading Achievement". There were three research focus in this research, (1) the significant different between pre-test and post-test, (2) the

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[26] Raswati, Thesis: "*Keefektifan Metode GIST (Generating Interaction Schemata and Text) Berorientasi Pengalaman Pada Pembelajaran Membaca Pemahaman*", (FPBS: Universitas Pendidikan Indonesia, 2013)

significant improvement of students' reading comprehension achievement, and (3) the problems the students face in learning macro skills of reading comprehensions. This research used quantitative method. This research was conducted with one group pre-test post-test. Data obtained from reading questions and questionnaires and processed using SPSS 16.0. The results show that there is a significant difference between the pre-test scores and post-test on students' reading comprehension scores. Improvement between pre-test and post-test is 14.04. It means that there is a significant increase in student reading scores.

There are similarities and differences in these two studies. The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability. The difference between the two studies is the research method, previous research used quantitative methods. The benefits of their research are more macro, while this research is more micro. The place of the previous research was at SMPN 13 Bandar Lampung.[27]

Based on the data above, the researcher summarizes the similarities and differences in previous research and the research that will be carried out, which will be described in the following table:

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[27] Yulia Agustiara Putri, Ujang Suparman, Basturi Hasan,Thesis: *"The Implementation Of Get-The- Gist Strategy In Improving Student's Reading Achievment"*, (Lampung: Univerrsty of Lampung, 2014)

Table 2.1
The similarities and differences in previous research

No	Tittle	Method	Equality	Difference	Research Orientation
1.	The Effect of Using Generating Interaction Between Schemata and Text (GIST) On The Student's Ability In Reading Recount Text.	The previous study used quantitative while this study used qualitative	The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability	The difference between the two studies is that the previous research method used quantitative methods. The place of the previous research was at MA Annajah Syekh Silau. Previous research focused on students' reading ability in recount texts.	The result of this research showed that the t-observed value was greater than the t-table and there was any significant Effect of Using Generating Interaction Between Schemata and Text (GIST) Strategy on the Students' Ability in Reading Recount Text was 87% and 13% was influenced by other factors.
2.	The Effect of GIST Strategy on Student's Achievement in Reading Comprehension.	The previous study used quantitative while this study used qualitative	The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability	The difference between the two studies is the research method, previous studies used quantitative methods. Their study uses an experimental design using pretest and posttest groups. The	The results of this study indicate that students' reading comprehension is better by using GIST Strategy.

No	Tittle	Method	Equality	Difference	Research Orientation
				place of the previous research was at SMK Sinar Husni BM Labuhan Deli.	
3.	The Effect of Using Gist Strategy on Student's Reading Comprehension of Narrative Text at The Tenth Grade of SMA Negeri 1 Padangbolak	The previous study used quantitative while this study used qualitative	The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability	The difference between the two studies is their study uses an Experimental method with a pre-experimental design using pretest and posttest groups. And the difference in	The result of this research is that after the implementation of the GIST strategy the students' understanding of narrative texts becomes better (successful). On the other hand, if they don't use the GIST strategy, the students' understanding of narrative texts is very low (failed).
4.	The Effectiveness of The GIST (Generating Interaction Schemata Method And Text) Experience Oriented On Learning Reading Comprehension	The previous study used quantitative while this study used qualitative	The difference between the two studies is the research method, previous research used quantitative methods. The benefits of their research are more macro, while this research is more micro. The	The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability	The research results show the method GIST (Generating Interaction Schemata and Text) effective experience oriented used in learning reading comprehension.

No	Tittle	Method	Equality	Difference	Research Orientation
			place of the previous research was at SMPN 13 Bandar Lampung.		
5.	The Implementation of Get-The-Gist Strategy in Improving Student's Reading Achievement	The previous study used quantitative while this study used qualitative	The difference between the two studies is the research method, previous research used quantitative methods. The benefits of their research are more macro, while this research is more micro. The place of the previous research was at SMPN 13 Bandar Lampung.	The similarities from previous studies and this study are the same as using the GIST strategy for students' reading ability	The results show that the t-ration is greater than the t table (8.103> 2.056). It means that there is a significant difference between the pre-test scores and post-test on students' reading comprehension scores. Improvement between pre-test and post-test is 14.04. It means that there is a significant increase in student reading scores.

This study has similarities and differences with previous studies that have been discussed previously. The similarity lies in the application of the GIST Strategy to develop students' reading skills. The difference is that this study uses a qualitative method and focuses on the implementation of the GIST Strategy to improve students' reading skills as

well as the supporting and inhibiting factors in the implementation of the GIST Strategy for students.

B. Theoretical Review

1. Teaching

Teaching is an activity carried out by teachers to guide, regulate and organize the environment around students, so that students can learn efficiently. The main task of the teacher is to guide students in learning activities. According to Chomaidi and Salamah[28], teaching is a teacher's activity in an effort to convey his experience in the form of knowledge to students with the intention that students gain experience in the form of science. When teaching, the teacher must have mature and structured preparations, such as teaching methods, learning strategies, teaching implementation, and also how to test students in facing exams. The teacher must prepare the material to function primarily to complement the teacher's instructions and then implement them to students.

According to Samrin and Syahrul[29], Teaching is essentially more activity-oriented, in the form of teaching and learning interactions that take place between teachers and students in a class.Teaching means participating with students in constructing knowledge, making meaning, seeking clarity, being critical, and justifying. Students carry out learning activities such as reading books, listening to lectures, seeing

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[28] Chomaidi,Salamah, Pendidikan dan Pengajaran: Strategi Pembelajaran Sekolah (Jakarta: PT Grasindo, 2018) hlm 181

[29] Samrin, Syahrul, Pengelolaan Pengajaran (Yogyakarta: CV Budi Utama,2021) hlm 1

demonstrations, doing exercises and so on. materials serve primarily to supplement the teacher's instruction

Teaching is the process of giving knowledge and information from teacher to student. The teacher is tasked with guiding students in life. The main task of the teacher is to manage the learning process more effectively, dynamically, efficiently, and positively. According to Nubaiti Siteptu[30], In learning process, the teacher was required had brilliant strategy in order to apply techniques by which students could be learned more effectively and efficiently in learning process, if the teachers was taught in the class had many techniques the students would be interested with the topic. According to Sigit[31] When teaching and learning process, if the teachers with good class management are able to allocate good time too from how they open lessons, carry out teaching activities, to end lessons at the right time. So, managing time is one of the teacher's successes in managing the class.[32].

Teaching is a process of delivering knowledge from teachers to students. The methods of delivering knowledge by teachers to students that are commonly used include giving assignments to study the material in books, then students are given basic exercises, either with teacher supervision or not. The teacher is used as the center in the learning process, because the teacher is considered the person who knows best and

[30] Siteptu Nurbaiti, Thesis: *The Effect of Using Generating Interaction Between Text Schemata and Text (GIST) Strategy on the Student's Ability In Reading Recount Text,* (Medan: University of Muhammadiyah Sumatera Utara, 2016) hlm. 10

[32] Sigit Irawan, Classroom Management, (Yogyakarta: PT Kanisius, 2022), hlm 24.

is able to determine everything that will be conveyed to students. In this view, students behave more as listeners, followers, and executor of tasks.

Teaching reading is an effort made by the teacher to attract students' attention when learning to read in class. We often encounter cases where students have difficulty understanding the material, especially English material, because of the lack of interest and ability of students in reading English texts. Therefore, a strategy or method is needed to hone students' reading skills. By using a method or strategy it will make it easier for teachers and students in the process of learning to read and understand the contents of the reading. According to Umi[33] When the learning process is in class, the teacher must also pay attention to the condition of the students, because when the student's condition is good, students can take part in learning well. When the physical condition of students is bad, it is likely that students will be difficulties in receiving lessons.[34]

2. Reading

Reading is the process of understanding the content of the text by looking at the written text aloud or silently. By reading someone will gain new knowledge, information, and experiences that have never been known before[35]. Reading is also an individual process to derive meaning from print. Everything that is obtained through reading will make a person's

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[33] Umi Fania Julianti, S.ST., M.Kes. *Prestasi belajar siswa: Kaitanya dengan Kualitas Pengajaran Guru.* (Yogyakarta: NEM, 2022) hlm 17.

[34] Umi Fania Julianti, S.ST., M.Kes. *Prestasi belajar siswa: Kaitanya dengan Kualitas Pengajaran Guru.* (Yogyakarta: NEM, 2022) hlm 17.

[35] Hasibuan, Kalayo. 2013. "Reading Comprehension At the First Year Of."

insight wider, sharpen his views, and be able to heighten his thinking power. When reading a text, a person will use his brain to think and reason.

Reading skill is the ability of each individual to process how to read properly and correctly in order to understand the contents of the reading text. In the process of reading, the reader uses skills, including physical and mental skills. According to Rejoice et.al[36] when the student reading, the students must have a good concentration and ability of the text, so that the students willeasier to get information and can understand the text.

According to Ririn Noviyanti et al.[37] reading skill is the ability to process reading the text, understand its meaning, and to integrate with what the reader already knows. Reading skills, such as reading letters, syllables, words, sentences, paragraphs, various reading texts, plans, instructions, rules, announcements, as well as appreciating and expressing literature through reading activities of literary results in the form of fairy tales, children's stories, folklore , animal stories, children's poetry, song lyrics, rhymes, and dramas.

Reading skill is the ability to reconstruct the meaning of a text. Reading skills are very important for students to have, especially when

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[36] Rejoice Agape Sinuraya , Pandoyo Situmorang, Robinson Pangihutan Sihombing, Rodolfo Josafat Gultom, Kartina Rahmadhani Rambe.*"The Effect of Gist Strategy on Students' Achievement in Reading Comprehension"*. Journal of English Language and Education. Vol, 6 No, 2 (2021). 169.

[37] Ririn Noviyanti, Kamisah,Nina Nur Baidah,"*The Effect of Using Gist Strategy on Students Reading Comprehension of Narrative Text at The Tenth Grade of SMA Negri 1 Padangbolak"* (jounal Liner : Institut Pendidikan Tapanuli Selatan: Vol.3.NO.3 Oktober 2020) hlm 201.

learning English, so that students are able to learn and master the material well. Reading is the heart of education, without reading activities, the education and learning process will not take place, we get information and knowledge from books. One of the most important factors for student success in learning is good reading skills, therefore students are required to be able to read well and correctly so that students are able to accept and understand knowledge in books.

Reading is one of the language skills (listening, reading, writing, and speaking) which is very important to be learned and mastered by students, because by reading, students can interact with feelings and thoughts, obtain information and improve knowledge. The main purpose of reading is to gather information and understanding of the meaning of the text. Reading activities involve interaction between mind and language. In the process of reading activities, the reader processes background knowledge and text using specific skills and strategies to predict the meaning of the text, then selects, and uses the most productive clues to confirm or reject the prediction. According to Muhsyanur[38], as long as reading continues, there are two strategies that need to be considered to achieve the goal of reading and being a good reader, namely:

a. Metacognitive strategy, which is related to a person's knowledge to use his intellectual   and conscious efforts in monitoring or controlling the use of that intellectual ability.

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[38] Muhsyanur,Pengembangan Ketrampilan Membaca(Suatu Ketrampilan Berbahasa Reseptif) (Yogyakarta:CV.Buginese Art,2019), hlm 93.

b. Closing procedure is a way to improve understanding by eliminating some of the information in the text.

Reading is the second receptive language activity after listening. According to Fauziati[39] reading is an understanding a massage explained by the writer through visual and non visual. This activity involves an interaction between thought and language. In the learning process, Pre-reading is the most important phase that must be done by the students. It needs to be done better by the reader to make them easier in activating their background knowledge to help them understand the text. Pre-reading makes comprehension easier and better. More difficult material, more pre-reading help comprehension.

The reader processes his background knowledge and text using specific skills and strategies to form expectations or predictions of the meaning of text, then selecting, and using the most productive clues to confirm or reject those predictions.

Reading is a process of translating signs and symbols into their meanings and integrating new meanings into the cognitive and affective systems that the reader already has. At the time of reading, the mind processes information, which involves the relationship between writing and the sound of language. Syntax information, which is related to sentence structure, as well as information, and which concerns aspects of meaning. Reading is essentially a complex thing

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[39] Fauziati, Endang, Teaching of English as a Foreign Language. (Surakarta: Muhammadiyah University Press,2005), hlm 139.

that involves many things, not just reciting writing, but also involving thinking, psycholinguistic, visual and metacognitive actievities.

While reading, the eyes recognize words, while the mind recognizes words. The meanings of words are related to each other into the meaning of phrases, clauses, sentences, and finally the meaning of the whole reading. Understanding the meaning of this reading is not possible without prior knowledge, for example the concepts that occur in reading, about the form of words, sentence structures, expressions and so on. In general, it can be concluded from the various meanings of reading above, it can be concluded that reading activities understand the contents of ideas or ideas, whether expressed, implied or even highlighted in reading.

By reading we learn to do a task and a job, by reading a lot we know more about many things, the more we know more things, the more things we know, the smarter we are, the more we read the more we read, the happier we are to do it, the earlier we get used to reading activities the more able we are to enjoy this activity as adults.

3. **Strategies In Reading**

In the world of education, strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. Narrowly, the strategy has similarities with the method which means the way to achieve the learning objectives that have been set. In a broad sense, strategy can be interpreted as a way to determine all aspects related to the

achievement of learning objectives including planning implementation and learning assessment. To improve students' reading skills, teachers must provide learning strategies for students.

Various ways of understanding what happens during the act of reading have been summarized in a series of strategies. Each strategy describes and attempts to explain how the skills and processes involved in the act of reading can be given a different emphasis. According to Ann Brown there are 4 reading strategies that can be applied to improve students' reading skills, namely The Bottom-up Strategy, Top-Down Strategy, Interactive Strategy and the last is the GIST Strategy.

First strategy is the bottom-up reading strategies. The bottom-up reading strategies derives from research on the perception, storage and retrieval of linguistic information and refers to an approach to reading that emphasizes the identification and analysis of language units on a page. Information processing based on incoming data from the environment to form a perception. The bottom up model of reading derives from research into the perception, storage and retrieval of linguistics information and refers to approaches to reading which emphasize the identification and analysis of unit of language on the page. In this model reading is describe as a process that begins with the identification of letters or sounds and later involves using higher levels of linguistic knowledge such as word identification and sentence structure.

Second strategy is Top-down reading strategies. A top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part. [40] Top-down reading strategies emphasize the importance of schemata, or prior experiences and background knowledge, in understanding a literary work. In top-down reading strategies, the reader must have knowledge, comprehension, and language skills that play a major role in interpreting the meaning of the text. The top-down model stresses the importance of the qualities and the experiences readers bring to reading. It suggests that readers begin to read by drawing on what they know about the structure and meaningfulness of the world to predict the general meaning and specific words in the text. Their reaction of meaning is confirmed or disproved by the selective sampling of words and latters.

The third strategy is the interactive strategy. The interactive strategy is the interactive reading model, or IRM, is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. The IRM is based on the idea that readers do not just read words and sentences but also make predictions. [41] This model puts the bottom-up and top down models alongside each other and also includes code features and the border aspects of reading. In this strategy, readers are seen as approaching text with the

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[40] Ann Browne, A practical Guide to Teaching Reading, (Paul Chapman Publishing Ltd, 1998) hlm 8-9

[41] Ann Browne, A practical Guide to Teaching Reading, (Paul Chapman Publishing Ltd, 1998) hlm 8-9

expectation that they are meaningful. The readers use their familiarity with the subject matter, their previous experience of written material, their knowledge about reading and their expectation of meaning to make predictions about content and words. Simultaneously readers use their knowledge about reading and their expectation of meaning to make predictions about content and words.

The last strategy is GIST Strategy. GIST (Generating Interaction Between Schemata and Text) is an effective strategy to improve students' understanding of reading texts, but it can also assist students in making conclusions from the text they read using their own language, making it easier for them to understand the text.[42] Generating Interaction Between Schemata and Text (GIST) Strategy for English Language Learner is to process of summarization which can greatly assist English Language Learners in comprehending text. When faced with reading an extended text that contains a multitude of information, they can be overwhelmed either information and at a loss as to how to recognize important information from varying degrees of details.

In this strategy, students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement. This strategy helps the students grasp a better overall understanding of the material they just read and provides students

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[42] Ann Browne, A practical Guide to Teaching Reading, (Paul Chapman Publishing Ltd, 1998) hlm 8-9

with a way to summarize information by discarding unimportant information and focusing on the key words/ideas of the passage[43]

4. GIST (Generating Interaction Between Schemata and Text)

GIST is one of strategies used to improve student's reading skill. According to Kathleen[44], GIST Strategy is is strategy to foster comprehension by having student identify key information from a text and use that information to creat a summary of the text using their own words. The strategy has students consider the five W and one H, who, what, where, when, why, and how. GIST can be used with a variety of text but works especially well with expository and content- area text and also as a story map for fictional text. The material in implementing the GIST Strategy could be a section of a textbook, chapter from an informational book or a short story or a longer work of fiction

The steps for implementing the GIST Strategy are based on Kathleen[45] consist of:

a. Teacher preparation stage.

1) The teacher selects topic and text

2) The teacher dicides if students will work individually, in pairs, or small groups

b. Pre-reading stage.

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[43] Nurbaitu Siteptu, "The Effect of Using Generating Interaction Between Schemata And Text GIST Strategy on the Students Reading Ability in Reading Recount Text" (Thesis, Universitas Muhammadyah Sumatra Utara, 2016) hal 27.

[44] Kathleen Feeney Jonson, "Strategies for Improving Reading Comprehension", (California: Corwin press, A SAGE Publications Company Thousand Oaks, 2006), hlm 189

[45] Jonson, "Strategies for Improving Reading Comprehension", hlm 189

1) The teacher introduces the topic and text to the students

2) Previews the texts with the students than the teacher introduce and explain the GIST Strategy,

c. Reading stage.

1) Student's read the text use the GIST form to take notes on paper and organized into the *who, what, when, where, why, and how* categories,

d. Postreading stage.

1) Students are given a new story and read the text.

2) students organized the task text into the *who, what, when, where, why, and how* categories by themselves

3) Students present (read) the results of their work in front of the class.

By using the GIST Strategy, foreign language learners can acquire adequate vocabulary which is essential for language learners to be skilled and effective in using English as a foreign language.

GIST is a learning method that provides a reading recipe by producing a sentence-by-sentence digest to digest an entire paragraph, or making a discourse digest based on a paragraph-by-paragraph digest[46]. This strategy is very useful for generating and identifying the main ideas of reading, can summarize the material they read and also can eliminate redundant and unnecessary information, and can help students remember

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[46] Abidin Yunus, Pembelajaran bahasa berbasis pendidikan karakter (Bandung: Refika Aditama, 2012) hlm 83

the point of text that they have read. This GIST method can help students in improving student's reading comprehension skills, as a result of implementing the GIST Strategy in class 8B of MTs ASHRI.

The benefit of Generating Interaction Between Strategy Schema and Text (GIST) for students is to make it easier for determine the main idea and the whole text, because students who want to read text based on paragraph fragments have then increased the information and put it in their own words and made the main summary of the text which has been written. So, those students are easy to summarize the text and the possible meanings obtained as a whole become diverse. GIST is a learning procedure to guide correct reading procedures. According to Yulia Agus et al.[47] Gist strategy is technique was focused to help the students pull the most important information from a piece of text. Doing this help students sift through details to find key points in a paragraph which improved comprehension.

During this time, especially in reading learning process, the students difficult to determine the main idea of the text. GIST strategy can be used to promote reading comprehension because it can help students to decide the main information from one sentence to another after that continue it for the whole paragraphs. GIST is a strategy used to help students understand informational texts by summarizing small parts into one sentence, in other words with the GIST method students are able to

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[47] Yulia Agustiara Putri, Ujang Suparman, Basturi Hasan, "*The Implementation Of Get-The- Gist Strategy In Improving Student's Reading Achievment*", 2014,hlm 3.

produce 1 sentence by summarizing one part, even one paragraph in one reading text. According to Frank Schaffer[48] summarizing is an understanding skill by focusing on important information and repeating information in a concise form. Summarizing requires students to be able to determine the important information in the reading and then rewrite it using their own sentences. In this case, students use higher order thinking to analyze and synthesize what they have read. High-level skills are the ability to think at a higher level to memorize facts of an event or retell an incident to others exactly as what was told to the students themselves, either through books and stories directly from people.

When summarizing the main idea of a passage, students need to remove unimportant information and only write no more than fifteen or twenty words using their own words about the essence of the reading. By summarizing students can identify the main ideas in the reading text and discard redundant and unnecessary information and remember what they read.

The application of the GIST method is carried out in accordance with the learning steps prepared at the planning stage. The implementation phase includes teacher performance which includes aspects of learning activities from beginning to end, namely, the implementation of initial activities, core activities and final activities. In addition, student activities during the learning process were assessed in the implementation stage, the

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[48]Frank Schaffer,Spotlight On Reading Summarizing,2012,hlm 3.

assessment of student activities included activeness, cooperation, and discipline. The GIST method is very effective method to raising students' enthusiasm in learning and remembering the contents of the story to find important points that will be written into a conclusion, because it is carried out through correct reading procedures and students are fully involved in the process of working on assignments.
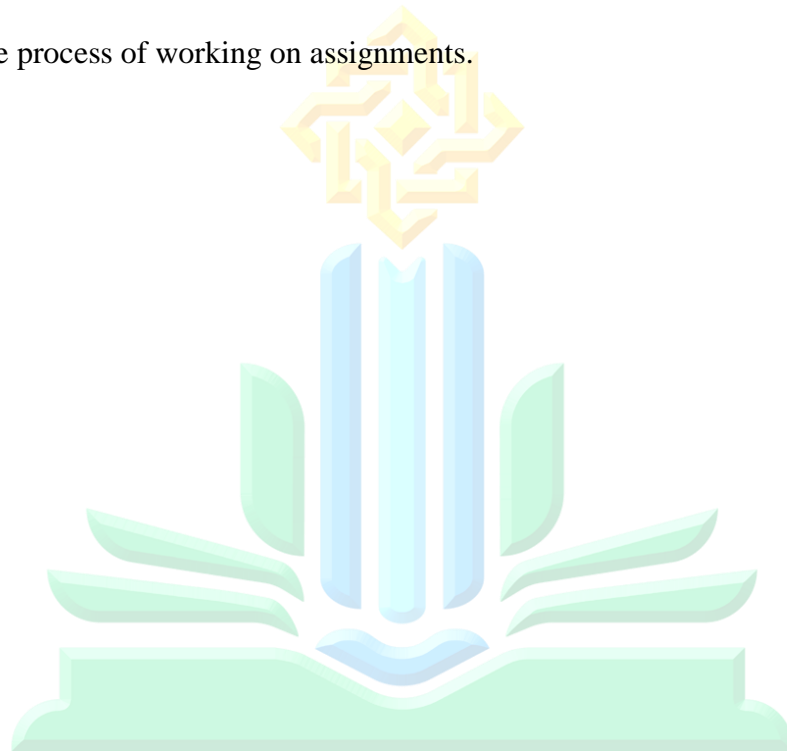
CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This study used qualitative method. According to Basrowi and Suwandi[49] qualitative method is a research wich conducted based on paradigms, strategies, and implementation of qualitative models. The term qualitative research is intended as a type of research whose findings are not obtained through statistical procedures or other forms of calculation but through data collection, analysis, and then interpretation. This qualitative research is a research that emphasizes the understanding of problems in social life based on the conditions of reality or natural settings that are holistic, complex and detailed.

This research was descriptive qualitative. It is a research approach where the data is collected in the form of words, pictures and not numbers. These data can be obtained from the results of interviews, field notes, photographs, video tapes, documentation.[50]

The researcher conducted this research using a descriptive qualitative approach which aims to obtain a complete picture of the events that occurred in the field. The researcher observed events directly in the field and described the GIST Strategy Implementation in Teaching Reading Skills in Class 8 MTs ASHRI Jember. The researcher hopes that with this qualitative research, the data findings can be described in detail, clearly and accurately.

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[49] Basrowi dan Suwandi, Memahami Penelitian Qualitative, (Jakarta: PT Rineka Cipta, 2015) hlm 20.

[50] Moleong, Lexy, Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakary,2005)hlm5.

B. Research location

The reaserch Location is a place for researcher to carry out a research[51]. Determining the location of the research is important to determine in order to find data in accordance with the focus of the problem specified. The researcher conducted research in Madrasah Tsanawiyah ASHRI Jember. The reason this research conducted at MTs ASHRI Jember is because the researcher is interested in MTs ASHRI Jember and MTs ASHRI Jember is one of the schools based on Islamic boarding schools. Most of Islamic schools are less academic and prioritize religious lessons. However, MTs ASHRI Jember has many achievements in the academic field including the English category, such as telling stories, speeches and others.

C. Reasearch Subject

The research subject is someone who is involved in the research and exists as a data source for the researcher. In this research subject, researcher used a purposive sampling method. Purposive sampling is a sampling technique for data sources with certain considerations. This particular consideration, for example, is that person who is considered to know or understand best about what we expect, or maybe he is the ruler so that it will make it easier for researcher to explore the social object/situation being studied.[52]

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[51] Tim penyususn, Pedoman Karya Ilmiah universitas Islam Negri Kiai Haji Achmad Siddiq 2021

[52] Sugiono, Metode Penelitian Kuantitatif Kualitatif, Dan R&D, (Bandung :Alfabeta, 2019), hlm 85

Hence, the researcher needs information data sources that are considered to know more understand and more relevant about the title being studied.

The Subjects who were determined as informants in this study were:

1. mile

2. Student's of MTs ASHRI, with the names:

   a. Fairuza Camelia Faisal

   b. Oca Uswatun Fatonah

The data obtained from several of these sources can be taken into consideration or as a reference whether the implementation of the Gist strategy in teaching reading skills is running smoothly and can improve students' reading skills or not.

D. Data Collection Techniques

One of the research activities is data collection. Data collection activities are carried out using certain techniques and using certain tools which are often called research instruments. The data obtained from the process are then collected, organized, analyzed to become information that can explain a phenomenon or the relationship between phenomena. Data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. This study was collected by:

1. Observation

   Observation is a conscious effort to collect data in a systematic, standardized procedure. According to Margono[53], observation is a systematic observation and recording of the symptoms that appear on the object of research. In this study, non-participant observation was used in data collection, because in this case the researcher came to the place where the learning was carried out, but without being involved in the learning activity. The data obtained from these observations are:

   a. The implementation of teaching reading skill through GIST strategy at 8th grade of MTs ASHRI Jember

   b. The obstacle and solution in implementation of teaching reading skill through GIST strategy at 8th grade of MTs ASHRI Jember.

2. Interview

   An interview is a meeting of two people to exchange information and ideas through question and answer so that meaning can be constructed in a particular topic. Thus, interview is an attempt to dig up information orally by interacting directly with two or more people.

   The interview used by this researcher is an unstructured interview because in the implementation the researcher only determines the points that will be questioned. The technique used in this research interview was based on the following considerations: the method used was flexible, so that the   materials for the questions that were informed were informed

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[53] Margono, Metode Penelitian Pendidikan, (Jakarta : Rineka Cipta, 2000), 203

easily and more objectively, and occurred directly with the informants, resulting in intimate and communicative interactions. In this research, the researcher interviewed an English teacher and also as deputy head of curriculum at MTs ASHRI named Mrs. Chusnul Khotimah as a teacher and informant who applied the GIST Strategy in grade 8b and 6 students in grade 8B as subjects in this study.

In this interview the researcher involved several informants to obtain the data obtained including:

a. The implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember

b. The obstacle and solution in implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember

In this study, the researcher interviewed an English teacher and also at MTs ASHRI named Mrs. Chusnul Khotimah as a teacher and informant who applied the GIST Strategy in grade 8b and 6 students in grade 8B as subjects in this study.

3. Documentation

Documentation is a method for finding data regarding variable matters in the form of notes, transcripts, magazines, inscriptions, books, newspapers, minutes of meetings, agendas, calendars and so on. The data to be obtained by the documentation method are: about the state of the students, the state of the teacher when teaching, the state of facilities and infrastructure, the structure of the institution, the vision, mission, history

of the founding of MTs ASHRI Jember and the implementation of the GIST Strategy in class 8 B[54].

The data to be obtained by documentation techniques are as follows:

a. Document data from the implementation of the GIST Strategy in Teaching Reading skills at 8th grade of MTs ASHRI Jember

b. Profile of MTs ASHRI Jember

c. Vision and Mission of MTs ASHRI Jember

d. Photos of research-related activities

e. Lesson Plane

f. Research Focus

E. Data Analysis

Data analysis in qualitative research is an activity that is carried out continuously during the research, starting from data collection to the stage of report writing. Therefore, in qualitative research data collection and data analysis are not two separate things as is done in quantitative research. This means that data collection and data analysis are carried out simultaneously. During the research process a researcher is constantly analyzing the data.[55]

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[54] Suharsini Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta:Renikacipta, 2002), 206

[55] Umrati dan Hengki Wijaya, Analisis Data Kualitatif Teori Konsep Dalam Penelitian Pendidikan, (Makassar : Sekolah Tinggi Theologia Jaffray, 2020), 115

This study uses descriptive qualitative data analysis with an interactive model in accordance with Miles and Hubermen's [56]theory, namely: data condensation, data display, and conclusion drawing and verification,

1. Data Condensation

Data condesation is a process to summarize, choose the main things, focus on the important things, simplify, and transform the data obtained by classifying the data.This condensed data is in the form of analysis that sharpens, focuses, discards, and organizes the data in such a way that final conclusions can be drawn and verified.

At this data condensation stage, the researcher read the data first, then takes and writes the important points, then arranges them systematically and detail.

2. Data Display

The next step after this data is reduced is to present the data. Presentation of data can be done in the form of brief, charts, relationship between categories, flowcharts and types. Through presenting the data, it is organized, arranged in a relationship pattern, so that it will be easier to understand.

The point of this is to present the data in detail and systematically after analysis into an archived format. However, the information presented is still in temporary form for a long time, which is for the benefit of the researcher about further revisions, to achieve a level of validity. If it turns

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[56] Matthew B. Miles, A. Michael Huberman. Qualitative Data Analysis, (Los Angles: SAGE Publications, Inc.) 2014

out that the information that has been checked has been checked, then it can proceed to the step of understanding the previous conclusions. However, if it turns out that the information provided is not important, then conclusions cannot be drawn, but data reduction must be carried out again.

In this study, after condensing the data, the researcher display the data in the form of the summary results which are arranged based on the relationship between the categories in the research stages. Then read and understand to find the results and conclusions

3. Conclusion, Drawing/Verification

The last step of data analysis is making data conclusions and data verification. From the beginning of data collection, someone analyzes qualitatively starting from noting the terms of explanation, possible configurations, propositions and advantages/disadvantages. The conclusion of the data in this study is in accordance with the formulation of the problem that has been found. The data that has been described are then concluded in general terms.

The conclusion from the data analysis by Miles, Hubermen (2014) that all data obtained by researcher is arranged systematically, so it will be easer to understand by oneself and others by using three steps, namely: data condensation which refers to the process of selecting, focusing, simplifying, abstracting and transforming data. Presentation of data in the form of a brief description that explains the Implementation of GIST

Strategy in Teaching Reading Skill. And the last one is drawing conclusions.

At this stage, the researcher found the results and conclusions from implementing the GIST Strategy based on the data display. Then the researcher writes the results and conclusions obtained from the data.

F. Data Validity

In this study, the researcher used the Triangulation Technique. Triangulation in credibility testing is defined as checking data from several sources in various ways and at various times. Thus there is a triangulation of data collection techniques and time.[57] The triangulation used in this study uses techniques and sources.

1. Source Triangulation

Source triangulation is to test the credibility of the data by checking the data obtained from several sources.[58] Source triangulation used to examine the implementation of GIST Strategy in Teaching Reading skill at 8th Grade of MTs ASHRI Jember. Sources Triangulation used by researcher to compare the results of interviews from Mrs. Khusnul Khotimah S.Pd as English Teacher of MTs ASHRI and also deputy head of curriculum at MTs ASHRI Jember, and two students of 8th grade namely Fairuza Camelia Faisal and Oca Uswatun Fatonah so as to obtain valid data.

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[57] Sugiyono, Metode Penelitian Kuantitaif, Kualitatif dan R&D, 368
[58] Sugiyono, Metode Penelitian Kuantitaif, Kualitatif dan R&D, 368

2. Technique Triangulation

Triangulation techniques, namely to test the credibility of the data is done by checking the data to the same source with different techniques[59]. Triangulation techniques used to examine the implementation of researching the Implementation of GIST Strategy In Teaching Reading Skill at 8th Grade of MTs ASHRI Jember. Triangulation technique used by researcher from comparing interview data with the results of observations and documentation contents

The conclusion of the validity of the data in this study used triangulation of sources and techniques. Using triangulation eliminates differences when collecting data by comparing it with various sources and techniques.

G. Research Stages

The stages of the research are descriptions of the implementation plan that will be carried out by the researcher, such as through preliminary research, design development, actual research, and up to report writing. The composition of the research stages of the researcher is as follows:

1. Pre-field stage

The pre-field stage is the stage carried out by the researcher before it is carried out. The activities carried out by the researcher at the pre-field stage are:

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[59] Sugiyono, 368

a. Developig Research Design

As for the preparation of the research design, namely the background of the problem, reasons, research implementers, site selection, determination of the research schedule, data collection design, data analysis design and procedures, and data validity checking design.

b. exploratory studies

The exploratory study was preceded by a visit to the research location. The research was conducted with the aim of knowing all its elements such as the social, physical and natural conditions of the research location.

c. Licensing

This research requires permission because this research is conducted outside the campus and is a government agency. Therefore, a permit is required according to the following procedure: a request for a letter of introduction from the Kiai Haji Achmad Siddiq Jember State Islamic University.

d. Preparation of Research Instruments

As for the preparation of research instruments is compiling a list of questions for interviews, then making observation sheets, and recording the necessary documents.

2. Implementation Stage

The implementation stages carried out are as follows:

a. Data collection

Data collected according to a predetermined schedule and using observation techniques, interviews and documentation analysis.

b. Data management

Management of data from the results of data collection in research. This is necessary to simplify the process of data analysis.

c. Data analysis

After all the data has been collected and prepared and analyzed using qualitative analysis techniques, namely presenting the picture of what is obtained from data collection. Results of data analysis described in the application of research findings data.

d. Reporting stage

The reporting stage is the processing of research results in the form of: Thesis based on the guidelines applicable to Islamic State university programs by Kiai Haji Achmad Siddiq Jember.

CHAPTER IV

FINDING AND DISCUSSION

A. **Description of the Research Object**

1. **A brief story of MTs ASHRI Jember**

The establishment of the Ash-Shiddiqi Puteri Islamic Boarding School was started by the late KH. Abd. Chalim Shiddiq in 1931, located in the complex of the late KH. M. Siddiq (Shiddiq's grandfather) who is on Jl. KH. Shiddiq is now the location of PPI ASHTRA. Starting with 12 female students, he is also Murraby at the As-Shiddiqi Islamic boarding school and at the same time the Head of the Jember Regency Religious Office, educating female students with the *sorogan* system, without a curriculum but based on levels according to the abilities of each student.

The growing number of students to 70 in 1949 prompted him to build a stage at the back of the house. Mrs. Nyai H. Hayat Muzayyanah (deceased) as his loyal wife was directly involved in caring for the growing number of female students. The increasing number of female students arriving and his intention to separate the locations between male and female students prompted him to look for a special location for female students. In 1957 he, through self-help efforts with Mrs. Nyai H. Muzayyanah, was able to buy a plot of land in the south, which is now the PPI Ash-Shiddiqi Puteri complex.

KH. Abd. Chalim Shiddiq and Mrs. Nyai H. Muzayyanah continued to provide education for female students, and it is said that

cadres were also formed from the senior students themselves as a preparation for teaching staff/teachers. The system is used by making students who have sufficient knowledge as assistants to teach students who have less/lower education.

Since 1965 Madrasahs have been effectively opened with a system and curriculum that was arranged according to the purpose of establishing PPI ASHRI. The classical system is applied, which is directly led by KH. Abd. Chalim Shiddiq as the Head of Madrasah with the help of several teachers from outside. [60]

2. Profil of MTs ASHRI Jember[61]

Nama Lembaga	:	*MTs ASHRI*
NPSN	:	*20581500*
No. SK. Pendirian	:	*L.m./3/667/B/1983*
Tanggal. SK. Pendirian	:	*1983-09-20*
No. SK. Operasional	:	*Kd.13.09/4/PP.07/2235/2010*
Tanggal SK. Operasional	:	*2010-07-01*
Akreditasi	:	*A*
No. SK. Akreditasi	:	*164/BAP-S/M/SK/XI/2017*
Tanggal SK. Akreditasi	:	*17-11-2017*
Naungan	:	*Kementrian Agama*
Alamat lengkap Madrasah	:	*RMCV+F33, Jl. KH Shiddiq, Kelurahan Jember Kidul, Jember Kidul, Kec. Kaliwates, Kabupaten Jember, Jawa Timur 68131*
Status	:	*Swasta*
No Telp	:	*(0331)410218-482066*
Email	:	*madashri@gmail.com*
Jenjang	:	*MTs*
Situs	:	*https://www.madrasahashri.sch.id/blog/*
Identitas Kepala Madrasah	:	*Nurul Hayati, S.Ag*

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[60] Mrs. Husnul,Interview, 3th January 2023
[61] Document Review, at MTs ASHRI Jember 7 February 2023

3. **Vision and Mision of Madrasah ASHRI**

a. Vision:

"*Terwujudnya Kyai Perempuan*"

1) *Unggul dalam iman dan taqwa*

2) *Mampu membaca dan menulis Al-Qur'an dengan benar*

3) *Minimal hafal juz 30*

4) *Melaksanakan sopan santun*

5) *Mematuhi peraturan yang berlaku*

6) *Meningkatkan nilai akademis*

7) *Pendidik dan tenaga kependidikan yang berdedikasi tinggi*

8) *Menjaga kebersihan lingkungan madrasah yang yang bersih, indah dan rapi*

b. Mission:

1) *Pembinaan iman dengan keteladanan dan tuntunan shalat fardhu berjamaah dan shalat sunnah*

2) *melakukan kegiatan tartil dan menulis Al-Quran dengan metode Iqra' Bil Qolam*

3) *melaksanakan kegiatan menghafal Juz 30*

4) *Biasakan berperilaku sopan terhadap semua warga madrasah*

5) *melakukan pembinaan kedisiplinan bagi warga madrasah dengan mengadakan Sweeping Class*

6) *meningkatkan nilai ujian secara berkelanjutan*

7) *menumbuhkan semangat kerja keras bagi pendidik dan tenaga kependidikan*

8) *Melaksanakan pembersihan lingkungan dengan kegiatan sabtu bersih.*

4. Madrasah Objective

The MTs ASHRI Jember curriculum is structured as a guideline for organizing learning activities to achieve educational goals at MTs ASHRI Jember which includes developing the potential that exists within the MTs environment. ASHRI Jember and to improve the quality of education units, both in the academic and non-academic fields, maintain regional culture, keep abreast of science and technology developments based on faith and piety to Allah SWT.

The objectives of MTs ASHRI Jember, Kaliwates district, Jember regency are as follows: *"Terwujudnya Peserta didik yang cerdas, Terampil dan berkepribadian mar'atus shalihah dan berpegang teguh pada aqidah Islam Ahlussunnah Wal Jamaah"*

indicator:

a. *Meningkatkan keimanan dan ketakwaan warga madrasah*

b. *Pelaksanaan kegiatan tartil dan penulisan Iqra'bil Qolam*

c. *Pelaksanaan hafalan juz 30*

d. *Terciptanya perilaku santun terhadap seluruh warga madrasah*

e. *Terciptanya budaya disiplin warga madrasah*

f.   *Peningkatan terus menerus dalam nilai ujian*

g. Terwujudnya pendidik dan tenaga kependidikan yang memiliki kemampuan dan kemampuan kerja yang tinggi

h. Menciptakan lingkungan madrasah yang asri, bersih dan rapi.[62]

5. Organizational Structure

a. The foundation's president : Zidny Mubarok

b. Principal : Hj. Nurul Hayati, S. Ag

c. Assisstant Principal : Chusnul Khotimah, S.Pd

d. Head of Administration : Dewi Humairo', A.Md

e. AP of Public Relations : Drs. H. D. Fajar Ahwa, M.Pd.I

f. AP of Students Affairs : Tusinah, S. Pd

6. Curriculum [63]

The learning load of face-to-face activities is expressed in the number of hours of lessons per week, with the duration of each lesson being 40 minutes. The madrasa head determines the KKM in a decree and is included in document I of the Madrasah education unit level curriculum (KTSP). Total study load of MTs ASHRI Jember class VII-XI per week = 48 Jp. An effective week in one academic year is 36-40 weeks.

	Class VII-XI
JP/Minggu	*48 jp*
Minggu efektif semester Ganjil	*20 minggu*
Minggu efektif semester Genap	*20 minggu*

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[62] Document review, at MTs ASHRI Jember, 7 February 2023

[63] Document review, at MTs ASHRI Jember, 7 January 2023

7. **State of Students**

The number of students at MTs ASHRI always increases from year to year. This can be seen from the increasing number of classes in grades 7 and 8. MTs ASHRI only accepts female students and is required to attend Islamic boarding schools at ASHRI. The number of students in class 8B is 38 female students. MTs and MA ASHRI are institutions under the auspices of the ASHRI Islamic boarding school and also to continue religious education at the ASHRI Islamic boarding school[64]. Students of MTs ASHRI are required to become Islamic boarding school students at the ASHRI Jember Islamic boarding school. So, 100% of ASHRI students are santri. The number of students in class 8B is 38 female students.

8. **Informant Identity**

An informant is someone who really knows a particular issue or problem from which clear, accurate and reliable form can be obtained in the form of statements, information or data that can assist in understanding the issue or problems.

In this study the researcher conducted interviews with 3 informants who were summarized in the following table:

Table 4.1
Informant identity

NO	Name	Gender	Age	Position	Education
1.	Husnul Khotimah S.Pd	Female	30 th	- deputy head of curriculum -English Teacher	S1 FKIP Bahasa Inggris Jember Universitas

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[64] Husnul, Interview, 3rd January,2023

					Jember
2.	Fairuza Camelia Faisal	Perempuan	13 th	Student	MTs ASHRI Jember
3.	Oca Uswatun Fatonah	Perempuan	14 th	Student	MTs ASHRI Jember

B. Reseach Finding

At this stage, the researcher presents some of the data obtained during the research activities. The data obtained then flows into this chapter according to the researcher's research methodology. Data is presented in detail according to the findings of the research location, both of observation, interview and documentation. In this discussion, the researcher will describe the actual about situation of the implementation of GIST trategy in teaching reading skills at 8th grade of MTs ASHRI Jember. The data obtained by the researcher produces the following:

1. The Implementation of GIST Strategy in Teaching Reading skill at 8th Grade of MTs ASHRI Jember.

a. The Implementation GIST Strategy in Teaching Reading Skills at 8 Grade of MTs ASHRI Jember.

In teaching and learning process in class, there must be steps for teachers and students to be able to give and receive material directly. Teaching must be structured, so that students are able to receive the material well. The steps for implementing the GIST Strategy are based on Kathleen consist of Teacher Preparation theory, Pre-Reading Stage, Reading Stage, and Post Reading Stage. Like the English teacher at

MTs ASHRI implementing these steps but adjusted to the lesson plans in class.

1) Teacher Preparation Stage

Based on the results of interview with the English teacher which was held on Monday, January 7 2023, the teacher stated that the first thing to do when going to teach in class was the preparation stage. As attached in the picture 1, the teacher explained when interviewed:

"To teach, every teacher must have preparation. There are some preparations that need to be done by the teacher before teaching. The first is Material. So the teacher must first choose what material will be taught to children. Then make an RPP. For implementing GIST we can use Textbooks or Short Stories, or chapters of informational books or longer works of fiction, but because grade 8 students are still low on vocabulary and reading skills, I have to choose interesting texts according to their basic abilities. The most important thing is to be interesting in my opinion, so that students are interested in reading it and interested to understand its contents. For example, such as short stories, fictional stories and so on. so I have to prepare material that if they will like it so that when the learning and teaching process takes place they don't get bored with the material. ...then the preparation that i do is plan for the future students will work individually, in pairs or in groups. So I think about this before teaching because this is the initial plan for my teaching step by step in the future…. In implementing GIST, I feel that working individually is better sis... because this involves the basic ability to learn English, namely reading. So in my opinion every student must have the ability to read because if the student's reading ability is empty then he will not understand the material...if you just listen I think it will still be lacking and so if they can only write but can't read it that's funny right... like they don't understand and can't read what they wrote themselves.. so,that's it…[65]"

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[65] Husnul, Interview, 7th January,2023

Based on the results of the interview above, the researcher found that the teacher's preparation for implementing GIST in grade 8B was: (1) the teacher selects a topic and text. This could be a section of a textbook or chapter from an informational book or a short story or longer work of fiction. (2) The teacher decides if students will work individually, in pairs, or small groups.

2) Prereading Stage

When the researcher make observation in the class, the researcher found that when teaching material to students in class, the teacher introduced the material and methods to be taught to students, so students were not immediately given material, but students were given questions related to the material to be studied, so this can make students to be able to identify or increase their minds for things that have never even been taught to them. This also influences the class atmosphere to be active and conducive even though there are still some children who do not pay attention and are passive at that time[66]. This can be seen from the results based on interviewed with the teacher:

> "When I started the lesson, I introduced the topics and preview the text with the students. This is to open their minds so they can identify new things according to their minds or develop their critical thinking. From here we can see active and passive students. In my opinion, this can make students more free to express what is on their minds. so for the material I chose a short story with a narrative story theme to share with the children... because I know

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[66]Observation at MTs ASHRI Jember, February, 4ʰ 2023

very well that children are more interested in short stories than subject matter, sis... so they are more interested in lessons that contain stories than study in textbooks… they are more enthusiastic when sharing experiences… or legends like that… well, it's understandable that they don't have entertainment when they're at Islamic boarding schools… in other words they don't have a handphone either, so they prefer to be told about what incidents happened out there and talked about interesting things…and the effect of the dense activity at the boarding school…they were not optimal in learning at school….and also..because their reading ability was still lacking so I gave readings that had basic vocabulary as much as possible so that they understand more easily and I hope they can remember more… well… this is indeed a disadvantage for students of this class… the average student here is still lacking in English lessons…the reason is because they open the dictionary at night and already feel tired with the activities of the cottage Islamic boarding schools … so the school does not study optimally[67]."

When interviewed, Fairuza as a student said:

"Actually we prefer to tell stories or lessons with stories rather than lesson basicly, so we don't get bored in class.. what makes us not understand the material when the teaching and learning process takes place is the monotonous way of explaining the teacher so makes us bored and sleepy in class… but actually I also often feel tired when I go to class because of the hectic activities in the boarding house… then when we learn at class with teacher, the class is so boring…so I just want to sleep even more[68]."

Then Oca as second student also said

"I don't know English well, maybe because of my laziness to study due to fatigue while doing activities at the boarding school.. but when it comes to telling stories, singing, watching movies in English I'm very interested.. but unfortunately it's rarely done by our teachers here so usually classes are monotonous and boring... even though we really like things like that...[69]"

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[67] Husnul, Interview, 7th January,2023
[68] Fairuza Camelia Faisal, Interview, 7th January, 2023
[69] Oca Uswatun Fatonah, Interview, 7th January, 2023

From the results of the interviews and observations made by the researcher, the researcher found that students were more interested in short stories or legends than in reading study material. Therefore, the teacher chooses short stories with simple vocabulary so that students can more easily understand and memorize the vocabulary in the text stories.

Based on the observation, it shows that when entering the class the teacher greets the students, then take student attendance and after that give questions about the material to be taught to give them freedom to think and voice. As attached in the picture 4. As in the following conversation between teacher and students:

> Teacher : "Students, today we will learn about the GIST Strategy to improve reading skills. Has anyone ever heard of the word GIST?"
> Students : "Never miss"

> Then the teacher again asked

> Teacher: "have you ever summarized?"
> Students "Once, Miss"

> Then the teacher asked again

> Teacher: "What do you think about summarizing?"
> Student 1: "Summarizing is the activity of rewriting the story in a more concise and clear way Miss."
> Student 3: "Summarizing is just writing the gist of it, ma'am."
> Student 4: "Write short stories ma'am."
> Student 5: "Summarizing is the activity of writing the lesson again but a short version." Student 6: "write the main story back into the notebook."
> Student7: "Rewrite the story using our own language ma'am."

Teacher: "Good Job student!..... So.. summarizing is the skill to make reproductions of existing works...in other words shortening the story or just taking the gist of it... same with GIST. GIST stands for Generating Interaction Between Schemata and Text which means Generating Interaction Between Schemata and Text, in other words a strategy that provides several steps for understanding the text in a paragraph and condensing it into a large number of words for each paragraph by considering the five W's and H - Who, what, when, where, why, and how"

After the introduction of the material, because the teacher chooses for the students to work alone, the teacher then introduces and explains about the GIST Strategy as said by the teacher during the interview:

"After giving the questions, I explain about the material.. so I give the understanding, and give examples of how to do it. … the children listened carefully and then I gave examples of readings for them to take the gist of using GIST. Earlier their vocabulary was quite lacking so underneath the reading text there was a translation.. but to do it anyway I will tell them to use English[70]."

In accordance with the observations that the researcher carried out for the next step, the teacher wrote on the white board "GIST" then wrote an extension of GIST, namely "Generating Interaction Between Schemata and Text." Then the teacher explains what the GIST Strategy is and how to do it.

(In class)
"So, GIST or Generating Interaction Between Schemata and Text is a learning method that provides a prescription for reading by producing sentence-by-sentence gist to build the gist of an entire paragraph, or creating a discourse gist based

[70] Husnul, Interview, 7th January,2023

on paragraph-by-paragraph with an eye on 5W + 1H…. actually it's the same as summarizing what you often do, but in GIST this is more structured because there are points to help us find the gist of the gist in the text... so, to make it easier for us to find the gist of the text with this GIST strategy... we will using 5W+1H"

Then the teacher explains in more detail about GIST and how to do it.

At the time of observation, the researcher found that students listen carefully when the teacher explains the GIST in clas. When interviewed by researcher with Fairuza as informant 1 said:

"I think this strategy is will easy to implement... especially with the 5W+1H formula it look like makes it easier for me to understand the essence of the story...[71]"

This is reinforced by the oca statement:

"When the teacher explains the GIST strategy, I am curious and always pay attention . I think this GIST strategy can help me and my friends to know the contents of the story, but in terms of English sentences I'm still unsure because I don't speak English... but I'm interested in trying it[72]."

Based on the results of these interviews the researcher concluded that the students began to be neerested in the GIST strategy when the teacher explained it in front of the class and the students thought that the GIST strategy would be able to make them know the gist of the story more easily.

Based on the results of the interviews and observations that the researcher did for the Prereading Stage, they are: (1) The teacher

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[71] Fairuza Camelia Faisal, Interview, 7th January, 2023
[72] Oca Uswatun Fathonah, Interview, 7th January, 2023

introduces the topic and text to students and increases students' critical thinking (2) The teacher introduces and explains the GIST strategy.

3) Reading Stage

Based on the observation, at this reading stage point, after the teacher explains how to use the GIST strategy the teacher gives a sheet to each student containing a short fairy tale entitled The Crying Stone. Then the teacher reads the text of the story which is then followed by the students and also reads the translation of the story. The teacher chooses the crying stone story because according to the teacher this type of story is quite interesting and there is learning in the story[73]. As the results of interviews with Teacher

> "I gave a narrative text with the title the crying stone, because students are definitely interested in this kind of story, rather than the lesson text.. so I chose this and also there is a lesson that exists in this story , so that they too can learn the wisdom behind this story.[74]"

Based on observations in class, students follow the teacher's instructions so well. They repeat what the teacher does in accordance with the teacher's directions. The results of the observation, students look excited to read it, and then all students in the class follow the teacher's instructions[75]. as well as the results of interviews with Fairuza[76]:

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[73] Observation at MTs ASHRI Jember, February, 4[h] 2023
[74] Husnul, Interview, 7th January, 2023
[75] Observation at MTs ASHRI Jember, February, 4[h] 2023
[76] Fairuza Camelia Faisal, Interview, 7January, 2023

"When the teacher gave me a story sheet then I read the title I was quite interested, the story didn't bore me, it's different like the lesson text hehe.. so, I like it and want to read it… then We follow the teacher's instructions to repeat reading the text after the teacher has read it.." Likewise with the results of the interview by the second informant, Oca[77] "I was very excited when the teacher distributed the papers.. when I got it I immediately saw and read the title.. then when I already knew the title I was interested in reading it but in the translation.. because the teacher gave the translation under the text the English so I read the Indonesian text first.. because I can't read English well hehe…."

After finishing reading, the teacher invited students to read on their own and then corrected their pronunciation by the teacher, and then there were 8 students who raised their hands and read in English words. This is an improvement for class 8B for English lessons, because usually the class is passive and the children lack enthusiasm in learning, but when this strategy is implemented many students are interested and eager to learn. as the teacher said during the interview:

"At that time I was a bit surprised too, sis, because as you can see for yourself when did observations in class, the students were very passive, not focused, didn't want to pay attention... but when students were told to read and then there was around 8 students who raised their hands is a development in class 8B, sis, because from the start it seemed they were interested in this strategy… so they were enthusiastic about learning."

After the students read, the teacher told them to prepare writing instruments. After the students have prepared their writing implements, then the teacher explains in front of the class

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[77] Oca Uswatun Fathonah, Interview, 7January, 2023

Teacher: "Okay, now let's look for the essence by first identifying the 5W plus 1H according to the example I gave earlier...what's the point in this first paragraph? Whose point is in this story?"

Students: "A beautiful girl miss… and her mother"

Then the teacher asked again

Teacher: "What is the point where and when in this story?."

Students: "In a small village in Borneo Island, in the past it happened miss",

Teacher: "Good job students, you are very active in class today… and what is the point How for the nature of the Subject in the story?"

Students: "The girl always makes his mother angry and doesn't want to help her mother miss."

Teacher: "Okay, as I explained earlier in the first paragraph of the story, it usually contains an introduction such as the subject, the setting, so it hasn't gone to the heart of the story, hmmm... so the essence of this first paragraph is that in ancient times in a small village on the island of Borneo there was a girl who is beautiful but disobedient to her mother but the mother who loves her child very much"

Then the teacher writes it on the whiteboard which the students then write down in their notebooks. Then the teacher gives another question

Teacher: "What is the point of How and What? Because this is already included in the incident of the story.."

Student 1: "The child asked for a dress and then they went to the market but when theywere walking the child told their mother to walk behind them."

Student 2: "The mother loves her child very much, all wishes are always granted, butwhen she was walking to the clothing store the child told her mother to walk behind because the child was embarrassed."

Student 3: "The child asked for a dress miss even though her mother had no money but her mother still

bought it, but when she was on the road the child was embarrassed to walk with her mother."

And there are many answers from other students.

The class atmosphere became more active because almost all of the students answered the question. The teacher said when interviewed

"Students became very active with this lesson... I think they are interested in this strategy. They read and listen seriously and compactly. And they understand the instructions and respond to the questions that I share."

Then the teacher gives an explanation

"Okay, all of your answers are correct but the wording isn't right yet... so we're looking for words that are easy, short, solid and clear, according to the point who, when, where , why, what, how… because we only take the point…. OK, so like this, the point is that the mother always obeys the request, but the beautiful girl doesn't want to walk with her mother because she is embarrassed and recognizes her as her maid."

Then the teacher writes on the whitwboard for the point of the second paragraph of the story. Then the teacher asks again for the essence of the 3rd paragraph to students

Teacher: "what is the main point of this third paragraph?"

Then many students answered

Student 1: "The child did not want to acknowledge her mother when people asked her, then the mother felt hurt and prayed silently asking God to punish her child who was disobedient."

Student 2: "The child told people that the person walking behind him was his maid not his mother, then the mother was hurt and cursed him."

Student 3: "The child doesn't want to admit his mother is because he is embarrassed and then the mother

was hurt and prayed from the bottom of her heart that God would curse her child."

Student 4: "When asked by people the child does not want to admit that the woman behind is her mother, then the mother is hurt and then prays that God will punish her"

Student 5: The child tells people that the woman behind him is her maid and then the mother was hurt, then prayed to God so that her child would be punished for what she had done." and there are many other studentanswers. They were very enthusiastic and active during this step-four process. Then the teacher gave feedback "all of your answers are correct... in essence the child does not want to admit his mother and then the mother is hurt, the mother prays to God to punish her daughter"

After giving feedback for the third paragraph the teacher continues his explanation in the last paragraph, teacher asks to the students

Teacher: "what is the important point for the last paragraph?"

The students then returned to actively answering

Student 1: "The child suddenly became a rock mom..crying while apologizing to her mother but it was too late, so the rock kept on crying."

Student 2: "The child suddenly turned to stone and then apologized to his mother but still turned to stone and cried."

Student 3: "The child has become a stone, ma'am…"

Student 4: "Suddenly, the child has become a stone, ma'am.. then he cried apologizing but he still became a stone, finally he became a crying stone."

Student 5: Then the child became a stone, ma'am.. and cried apologizing. but it's too late.."

And there are still many answers from other students which are basically the same for the core points of the last paragraph of the story. after that, the teacher gave feedback

> "you are all extraordinary, the important point is that the child then turned to stone and cried apologizing but it was too late, so, the girl's stone is called a crying stone because it still sheds tears when it becomes a stone."

Then the teacher wrote down the results of the core topic by combining the core of each paragraph of the story on the blackboard which then the teacher organized into the who, what, when, why, and how and students took notes. Fairuza[78] stated:

> "I felt the difference between reading learning using Gist and reading learning by our english teacher because i felt to be helpful with the technique.By using Get the Gist could help us to find out the main idea in the text easily."

Then Oca[79] also said

> "I feel very helped by using this strategy, I think my level of reading ability has increased and my understanding of the contents of the story is also easy for me to get. I want to read again and again, even though my pronunciation is still lacking"

Based on the results of observations and interviews that researcher conducted at the Reading Stage are: (1). Student reads the text (2) students identify the gist of the reading that has been distributed by the teacher (3) students record the gist of the reading and points of GIST Who, What, Where, When, Why, and How in the story.

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[78] Fairuza Camelia Faisal, Interview, 7January, 2023
[79] Oca Uswatun Fatonah, Interview, 7January, 2023

4) Postreading stage

Based on observation in class, after students take notes the teacher distributes 1 story paper entitled Yogyakarta to each child. Which then the teacher told them to look for the essence of the paragraphs which were then combined to become the core of the entire text.[80] According to the interview the teacher said

"I gave them assignments but with different story titles so they could identify the essence of the text. so the title is Yogyakarta… because I also want them to understand actual descriptive reading, sis. Students who want to read the English text in front of the class which will then be corrected for the student's pronunciation. "This can show how capable they are at reading without direction from us. this is like an assessment process of improving student abilities personally, especially reading and so that we (teachers) know the improvements experienced by their students….[81]"

From the results of these interviews the researcher concluded that this method was very good for students and teachers because with this step students and teachers became aware of students' reading ability levels.

After that, the teacher invites students who want to go forward reading the Yogyakarta text. There were about 20 children who raised their heads to read it in front of the class. This is an improvement for class 8B. The results of the interview with Fairuza[82]

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[80] Observation at MTs ASHRI Jember, February, 7ʰ 2023
[81] Husnul,Interview, 7 February,2023
[82] Fairuza Camelia Faisal, Interview, 7January, 2023

"After we were given an explanation to find the essence in the first story, I'm sure I can do it in another story. ..yes.. even though I'm not very good at pronunciation but I want to try it because my pronunciation was corrected by the teacher…. and the strategy is quite easy to work on… it makes it easier for me to recognize the gist and makes me want to read the English text again and again and then I will look for the gist of the story using GIST."

Likewise with Oca's response

"In this second text, I actually feel a bit troubled because there is no translation of the Jogjakarta story text. but I want to read the text correctly.. and then I dare myself again to come forward because the teacher gave directions to me when reading in front of the class.. And the teacher also writes down the vocabulary that we don't know in class. So, I look for the meaning of the words from the text myself with GIST before the teacher orders us. Because of that, I felt that my pronunciation has increased and my reading abilIty has also improved"

From the students' statements when interviewed by the researcher and the results of observations, the researcher concluded that in this second text students became more excited to read texts in English and their reading skills also increased. This is a pretty good development for students in class 8B MTs ASHRI Jember.

After the 20th student finished reading in front of the class then the teacher instructed all students individually to find the essence of the new story and be organized into the who, what, when, where, why, and how. Then after they finished working on the teacher asked them to present the results of their work in front of the class. The teacher said during the interview

"They need to present their work for this assignment so I can find out how developed their abilities are especially in

reading.. are there skills or not.. are they excited about this lesson... and also many students are enthusiastic to present their results… they were very excited to read them… this strategy was indeed successful in bringing this class to life and improving students' reading skills because when students came forward to present their results… almost all of the students experienced an increase in reading story texts… even though there were some students who were still lacking in pronunciation of how to read… but their interest in reading all increased…. they tried and kept trying to read both before showing the results and already… and there were even some children who asked for another story… they experienced quite an increase in their reading ability when using this GIST."

Based on the result of interviews with Fairuza[83]

"I became interested in reading English texts... because by using this strategy I can find out the essence of the story more easily... I am interested in this strategy... in my opinion this is very helpful for us to find the core in a simple and fast."

Oca also said

"After being taught by the teacher to use GIST to find essences I feel that this method is easy to work with... and my interest in reading has also increased... so I also feel that my reading ability has also improved because I can easily find out the essence of English texts... ".

From the results of the interviews with the students, the researcher concluded that the students felt helped by the implementation of the GIST Strategy. The students experienced an increase in their reading skills and also the students could easily find out the essence through GIST.

From the results of observations, documentation, and interviews with teachers and students, it can be concluded that the

[83] Fairuza Camelia Faisal, Interview, 7January, 2023

activities in Postreading are (1) Students are given a new story and read the text. (2) Students organized the task text into the who, what, when, where, why, and how categories by themselves. (3) Students present (read) the results of their work in front of the class.

2. **The obstacles and solutions in implementation of GIST Strategy in teaching reading skill at 8th grade o f MTs ASHRI Jember**

To answer the second research question, the researcher used the result of the observation checklist and the interview. In this research, the researcher found three obtacles and the solutions by the English teacher in MTs ASHRI Jember in implememntation of GIST Strategy in teaching reading skill.Including time management, lack of vocabulary mastery by students, and physical condition of students.

a. Time Management

Based on the observation [84]by the researcher, first day of sit in inside of class 8B, the activity was already held on the first stage of implementation of GIST Strategy. The first day of implementation is held on Sunday, with a duration of 2 hours of lessons. The duration of one lesson hour is 40 minutes. Hence, it took more than a day even more than 2 days to discuss a lesson material. Even though the lesson plan made by the teacher is only 2 days like the other lesson material allotments. But unexpectedly the teacher implementing the GIST

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[84] Observation at MTs ASHRI Jember, February, 4[h] 2023

Strategy became more than what was expected because on the first day the teacher only implemented it the pre-reading stage and reading stage. The teacher said

> "I like to convey the material.. it's just because of limited time it's not possible that day to finish it to the Postreading stage..so it actually takes a long time... at first when I saw the material I thought that this would be finished by the time the that too, because in my opinion the material is easy and the strategy is very easy to work on... but when I did the practice in class it turned out that the duration was not long enough... yes... that's why from the start it was cut off with greetings, absence and sharing from me with students... then for pre-reading and reading alone it also took quite a long time…especially during the reading stage…it took quite a long time…because the students were excited to read, so it was impossible for the first day to finish too…and also when In reading practice, many students advance in reading in front of the class… but that's okay because it's an improvement, yes, from there there is a positive side….so I'm open to them to be able to hone their reading skills..I don't limit them.. so I changed it to 4 meetings.. to make sure that they are really understand.. and the steps are all implemented it turns out that it takes 4 meetings and the solution that I gave because of the time problem that was not in accordance with this lesson plan schedule was for me to add or create a new lesson plan based on the class flow… so I changed it to 4 meetings…. this was actually beyond my expectations… but on the 4th day the students really understood the GIST strategy and showed an increase in their reading skills"

From the results of interviews with the teacher the researcher found that time management constraints on implementing the GIST Strategy in grade 8 B were due to the activeness of students asking and sharing before the lesson started and also the enthusiasm of students in reading individually on the text that had been given by the teacher. This causes an increase in the time for implementing the GIST Strategy in grade 8B students. and the solution provided by the

teacher for this time management problem is that the teacher remains open to students, especially the ability to read and interest in reading students and still makes sure the main goal of implementing the GIST strategy for students understands the lesson, especially how to apply the GIST Strategy to increase their reading ability

b. Lack of Vocabulary Mastery By Students

At the time of observation,[85] the researcher found that some students still did not understand the meaning of the words from the second text, namely the descriptive text that was distributed. The teacher said that

> "For the Postreading stage... because I gave them the English text only without the translation like in the first narrative story... this was intended for them to find out the meaning of the word on their own.. so there is some effort whether it's open a dictionary.. ask me .. otherwise they don't open the dictionary... because they are too lazy to read... so they are confused.. because they don't master the Vocabulary... but even though they don't really understand the meaning of the words in the text, they are still excited to read it … so after they practice reading then I read them along with their meanings.. then invite them to ask any words they don't know the meaning of and I write them on the blackboard…. so that also took a long time because I had a discussion with them first… I gave them the vocab notes in the descriptive text on the blackboard… and I asked them to open the dictionary too to look up the meaning….then only they could do their assignments… but there were many students who finished that day and there were also some students who finished at the next meeting.. so I made homework.. because the time was short..so it really needed a process …".

And as a solution for all students at MTs ASHRI Jember, English teacher said

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[85] Observation at MTs ASHRI Jember, February, 4ʰ 2023

"From here, all teachers also evaluate what are the things that need to be considered again for the academic progress of students at MTs ASHRI.. so, I plan to implement a vocabulary deposit system once a week according to the level.. so, for grade 7 I set a target of 200 words so it can be paid in installments every day or once a week the target is 200 words. Then going up to grade 8 I set a target of 300 vocab and grade 9 400 vocab..the higher the grade level the more vocabulary students must to be memorize because the level of difficulty in learning English will also increase when students go to class".

The conclusion that the researcher got from the interview was the lack of vocabulary mastery by the students which was caused by the lazy nature of students to learn which led to an extension of the duration of the learning process. Then the teacher writes down some vocab that they don't know and asks students to open a dictionary to look for the meaning of English words that they don't know. And only after that students can work on assignments to identify the essence of the text.

c. Physcal Condition

MTs ASHRI Jember is a boarding school based school. So, this school requires all students to live and study religion at the ASHRI Jember boarding school. The dense activity at the Islamic boarding school that students live in causes a lack of enthusiasm for students to learn when at school. The English teacher said[86]:

"For the last obtacles is the physical condition of the students, sis...yes..because our school is based on Islamic boarding schools and all students are santri.. so when they arrive at school they are less than optimal in their thinking.. because there are so many activities in the boarding school yeaa, they

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[86] Husnul, Interview, February 7th ,2023

are tired of their activities, from going islamic boarding school until they want go to school, there are still activities, sis... so after school, at half past 1 in the afternoon they immediately get ready to take a shower, clean up, wash the clothes... then at half past 3 they pray in congregation then recite the book then the maghrib congregation ends, then continue reciting it then pray the congregational Isha' prayer then continue the activities until 10 pm.. but after finishing the cottage activities they still joked with room mates…so they sleep late… it's different from public school students out there.. most of them are homeschooled right.. so they can sleep at 8 or 9 o'clock… so they can optimize their physical condition when learrning at school.. because of the break they are quite.. different from the students here... most of them even go to school as a break time.. so during class hours they kept sleeping... always sleepy... but we as teachers also have to understand that because yeah... how else.. it's a pity for them too if we force them to be literate... the problem is we don't feel what they feel.. they are tired from lots of activities….. so this is also actually task for us or teachers to create a class atmosphere that is not boring so that they interested in our lessons so that in addition to getting religious knowledge they can also get general knowledge. so if for example some student is sleeping I warn them... sometimes I let them go if it's only a few children out of pity... but Alhamdulillah when I teach using the GIST Stratgey the students in grade 8B experience a lot of improvement... there are only a few students who sleep... that too on the last day and only around 4 children who were sleeping… I then asked their seatmate to wake them up then they are woke up to listen to the results of their friend's assignment… they finally woke up and didn't sleep anymore"

From the results of interviews with teachers, it can be concluded that the many activities carried out by students when they are in Islamic boarding schools. It makes them tired when they are at school. This certainly affects the academic grades of students. Sometimes the teacher understands the students when the learning process in class takes place. From the results of observations and interviews on the first to third day the class atmosphere was very

active and conducive but on the last day there were several students who fell asleep, then the teacher asked their classmates to wake them up. After the students woke up, they listened to the presentation of the results of the assignment from their class mates.

C. Discussion

In this section, the researcher describes and discusses the relationship between the data obtained in this field and the theories described. Field the data analyzed in the previous subchapter, the discussion described in terms of research priorities identified earlier in order to be able to answer questions in the field. The results of the discussion are as following:

1. **The Implementation of GIST Strategy in Teaching Reading skill at 8th Grade of MTs ASHRI Jember.**

   This research was conducted on class VIII students of MTs ASHRI Jember. The purpose of this research is to find out how to Implementation of GIST Strategy in Teaching Reading skills at 8th Grade of MTs ASHRI Jember and what are the obstacles and solutions. From the results of observations and interviews, the researcher found the steps for implementing the GIST Strategy at 8th grade of MTs ASHRI Jember is:

   a. Teacher Preparation Stage

      As an ideal teacher, various kinds of preparation must be made both in terms of prep1aration before teaching, teaching methods, learning strategies, implementation in teaching, and also how to test

students in tests. So, a good preparation is needed before the teacher teaches students in class so that learning objectives can be achieved optimally[87]. Based on the results of interviews with English teachers at MTs ASHRI, the researcher found that before banning material in class, the teacher prepared things for implementing the GIST Strategy in teaching reading skills in grade 8 MTs ASHRI as follows:

1) The teacher selects a topic and text.

   According to Kathleen[88], Gist can help students get the gist of their reading and work very well with informational texts or with long and even difficult non-fiction options. The material in implementing the GIST Strategy could be a section of a textbook, chapter from an informational book or a short story or a longer work of fiction

   In this study, the teacher used a short story or narrative text entitled Batu Menangis and a descriptive text entitled Prambanan Temple for the implementation of GIST in teaching reading for 8th grade students because the teacher revealed that students were more interested in fiction or fairy tales than in textbooks. Based on the findings of this study, in the implementation of GIST in teaching Reading skills in class 8B at MTs ASHRI Jember, the teacher gave several stories with different titles. This is done by the

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[87] Chomaidi,Salamah, Pendidikan dan Pengajaran: Strategi Pembelajaran Sekolah (Jakarta: PT Grasindo, 2018) hlm 181

[88] Kathleen Feeney Jonson, "Strategies for Improving Reading Comprehension", (California: Corwin press, A SAGE Publications Company Thousand Oaks, 2006), hlm 189

teacher to optimize their reading ability and insight into a text. After applying the GIST Strategy in class using interesting narrative stories and narrative texts, students have a good interest in reading, improve reading skills and are interested in the reading text.

2) The teacher decides if students work individually, in pair, or groups.

Based on finding research, the teacher selects students to work on assignments individually, this is to make it easier for the teacher to identify students' reading abilities. According to the teacher, student reading skills are very important to be mastered by every student, because reading skills can determine student success in gaining knowledge from a text.Pre-reading Stage.

b. Pre-reading

Pre-reading is the most important phase that must be done by the students. It needs to be done better by the reader to make them easier in activating their background knowledge to help them understand the text. Pre-reading makes comprehension easier and better. More difficult material, more pre-reading help comprehension[89].

The steps in this prereading session are the initial steps given by the teacher when dealing directly with students. Where students are

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[89] Fauziati, Endang, Teaching of English as a Foreign Language. (Surakarta: Muhammadiyah University Press,2005), hlm 139.

given directions and an introduction to the strategy they will learn.
based on data from observations by researcher and interviews with
teachers and students, the pre-readig stage steps in implementing the
GIST Strategy in teaching reading skills at 8B of MTs ASHRI Jember
are:

1) The teacher introduces the topic and text to the students

   Materials is one othe succes the teaching activity, with
materials, the process of teaching in the class bell be run well. In
other hand, materials serve primarily to supplement the teacher's
instruction. For students, materials may provide the major source of
contact they have with the language apart from the teacher[90].

   Based on the results of observations and interviews
regarding the pre-reading stage, the first thing the English teacher
does when teaching is to introduce the topic and text to students.
So, the teacher explains the basic material in advance about what
the names and meanings of the strategies will be learned and gives
questions about matters related to the material to increase students'
brainstorming and class activity.

   There are no difficulties at this stage. All students were
interested in the material and listened to the teacher's explanation
carefully and then they actiely gave opinions from the questions
posed by the teacher regarding the material that would be explained

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[90] Chomaidi,Salamah, Pendidikan dan Pengajaran: Strategi Pembelajaran Sekolah (Jakarta: PT Grasindo, 2018) hlm 181

in more detail. In the finding results when this stage is implemented the class atmosphere becomes active and conducive in accordance with the directions of the English teacher.

2) The teacher explains the GIST Strategy

Based on the finding results, at this stage the teacher explains in more detail about the GIST Strategy, namely about its meaning, and how to do it. Based on observation, the teacher gives a complete explanation of the GIST Strategy to improve students' reading skills, and then students listen carefully when the teacher explains this Strategy.

c. Reading stage

Reading is also something that is important and indispensable for students because their success in learning depends to a large extent on their reading ability. Poor reading comprehension is failing their studies, or at least making progress difficult. If they have good reading comprehension, they probably be successful in their study[91]. On the results of observations and documentation carried out by the researcher, the teacher gave a piece of paper containing a narrative story to each student and then read the text simultaneously. Then, the teacher invites students to read the text in front of the class.

From the results of the finding, there were 8 students who raised their hands and wanted to go forward to read in front of the

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[91] Hasibuan, Kalayo. 2013. "Reading Comprehension At the First Year Of."

class. Choosing interesting reading texts forstudents makes them excited to read them and want to know the meaning of the story in the text.

After reading in front of the class then the teacher and students identify the text into the GIST Strategy according to the previous teacher's explanation. When interviewed, one of the students stated that she felt the difference between reading learning using Gist and reading learning by their teacher before because she felt to be helpful by the technique. The students said that using Get the Gist could help them find out the main idea in the text easily. Based on the results of the interview data, it was stated that students had no difficulty working on and implementing the GIST Strategy and the GIST Strategy was easy and effective for students to use.

d. Postreading.

After the teacher gives an explanation and examples of working on the material with the students, then the teacher gives a sheet of paper containing descriptive text to read and find the essence of the text using the GIST Strategy. Based on the findings, students experienced an increase in reading interest and ability with better pronunciation, this can be seen from the number of students who read in front of the class for the second text which increased from the number of students who wanted to come forward and read the first text.

After the steps in implementing GIST had been carried out, the researcher found in finding research that the results of implementing the GIST Strategy in teaching reading skills were able to Kathleen's[92] theory. According to Kathleen's[93] theory, the use of GIST is to increase students' understanding by asking them to use information from the text to make summaries, and the steps for implementing GIST Strategy such as the preparation stage, pre-reading stage, reading stage, post-reading stage. The implementation steps were also carried out in this study.

The results of this study are the same as Kathleen's[94] theory. Students' of MTs ASHRI especially in grade 8B reading comprehension has increased and it makes easier for students to summarize a narrative and descriptive text with the steps when implementing GIST. The majority of students can do or identify descriptive text into GIST and students' reading skills have also increased. Students are able to find the essence of a story and identify 5W + 1H from the text given by the teacher using the GIST strategy.

The results of this study are also the same as the results of research conducted by Ririn Novianty, Kamisah, M.Pd, Nina

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[92] Kathleen Feeney Jonson, "Strategies for Improving Reading Comprehension", (California: Corwin press, A SAGE Publications Company Thousand Oaks, 2006), hlm 189-192.
[93] Kathleen, 190
[94] Kathleen, 189

Nurbaidah, M.Pd[95] 2020 from the South Tapanuli Education Institute (IPTS) with a journal entitled "The Effect of Using Gist Strategy on Student's Reading Comprehension of Narrative Text at The Class X SMA Negeri 1 Padangbolak". They analyzed that the Generate Interaction Schema and Text (GIST) strategy is a strategy that can be used to improve students' ability to understand the core of the reading and be able to generate main ideas from readings that have been read and then record an organized summary of the material.

2. **The obtacles and solutions in implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember**

Based on the results of interviews and observations conducted by researcher, the researcher found that there were 3 obstacles in this study, namely time management, lack of students' vocabulary mastery, and the physical condition of students.

a. Time Management

The teacher must make time arrangements for the teaching and learning process. Managing time is one of the teacher's successes in managing the class. Teachers with good class management are able to allocate good time too from how they open lessons, carry out teaching activities, to end lessons at the right time[96].

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[95] Ririn Noviyanti, Kamisah,Nina Nur Baidah,"*The Effect of Using Gist Strategy on Students Reading Comprehension of Narrative Text at The Tenth Grade of SMA Negri 1 Padangbolak"* (jounal Liner : Institut Pendidikan Tapanuli Selatan: Vol.3.NO.3 Oktober 2020) hlm 201.

[96] Sigit Irawan, Classroom Management, (Yogyakarta: PT Kanisius, 2022), hlm 24.

Based on that statement it can be interpreted that it is important to make time management for the learning process in class for teachers so that the learning flow in class is structured and according to learning targets. This can also make it easier for teachers and students when the teaching and learning process takes place.

As the researcher have written in the description of the research object, the learning load of face-to-face activities is expressed in the number of hours of lessons per week, with the duration of each lesson being 40 minutes with English lessons. Each meeting lasts 2 hours or equal to 80 minutes per class. And per week there are 2 meetings in class 8B, namely Sunday and Wednesday. But based on the results of interviews with teachers and observations in class, implementing the GIST Strategy in grade 8B requires four meetings. This is of course not in accordance with the lesson plans that have been made by the teacher before teaching. It takes a lot of time to do this research because the focus of learning in class is reading, so students read the text given by the teacher one by one with a fairly large number of students.

Based on interviews with the teacher, it was stated that the amount of time needed for research in class was because from the beginning it had been cut off with greetings, absences and sharing from him and his students. So, these factors are also the cause of the delay in implementing the GIST Strategy.

Based on the results of interviews and observations in responding to time management problems in the process of implementing the GIST Strategy, the teacher added the GIST implementation lesson plan to 4 meetings out of 2 meetings. Teacher remains open to students learning to read and honing their reading skills. So, the teacher still invites students to practice reading in front of class without limiting the number of students. because the enthusiasm of the students is great for reading the text given by the teacher and learning to identify GIST strategies resulting in an increase in students' reading skills.

b. Lack of Student Vocabulary Mastery

Cathleen[97] stated that the main problem faced by English learners and any foreign language learners is vocabulary acquisition this is because vocabulary is the biggest thing that must be learned because vocabulary is the main part of the source of meaning in any language. Thus, foreign language learners are able to acquire adequate vocabulary which is important for language learners to be skilled and effective in using English as a foreign language. Vocabulary is a central part of mastering English. The more vocabulary the student has, the better the student's English proficiency. The less vocabulary students have, the more difficulty they will have in using the language to the fullest.

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[97] Kathleen Feeney Jonson, "Strategies for Improving Reading Comprehension", (California: Corwin press, A SAGE Publications Company Thousand Oaks, 2006), hlm 189.

From the statement above, it can be conclude that mastering vocabulary is very icatmportant for people who learn foreign languages, especially students, because vocabulary is the most important resource when we learn English. Therefore students are expected to be able to master vocabulary as much as possible so that they get effective learning without experiencing difficulties during the teaching and learning process of English. In Fact, based on the results of observations made by researcher, in class 8B students' vocabulary is relatively lacking when learning English in class. The English teacher said:

> *"students' lack of vocabulary is due to their own laziness to memorize and find out English vocabulary... and also because of their busy time because they have a lot of schedules day and night at the cottage and at school , so many of them cannot allocate their time to their study".*

Based on the results of observations and interviews, the solution given by the teacher is to provide a translation under the English narrative text distributed by the teacher to each student, then write the vocabulary that they do not know on the second descriptive text on the whiteboard, so they can know and find out what words they don't know what they mean. And based on interviews with English teachers, solutions for all students as an effort to add student vocabulary, the teacher plans to implement a Vocabulary deposit system according to class level. So, this method is expected to be able to increase students'

vocabulary so that they can understand the meaning and obtain maximum English learning results.

c. Phsycal Condition

According to Umi Fania [98]In the elements that influence student learning motivation related to student conditions including physical condition and spiritual conditions. A student whose physical condition is disturbed such as sick, hungry, tired can interfere with his concentration in learning.Conversely, if the physical condition is good it will foster student learning motivation. This is of course the same as what researcher found when observing in class.

During the research process, grade 8B students experienced an increase because the class was very active and conducive. Students did what the English teacher told them to do when doing research. Based on the findings of this study it was conducted for 4 days where class 8b was still active and conducive. But on the last day there were some students who looked tired and fell asleep during the teaching and learning process. Based on interviews with teachers, this was due to their busy schedule of activities when they were in Islamic boarding schools, so that when they go to school they are exhausted. As an attempt by the teacher to anticipate this problem the teacher awakens the students subtly then orders them to pay close attention to the students who come forward in front of the class carefully then they rush

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[98] According to Umi Fania

forward to show the results of their assignment. Thus the students are no longer anxious and the class is active and conducive again.

Based on the results of interviews with teachers, this kind of problem is a very common problem in this school. the physical condition of students is not good when at school because all students at the MTs ASHRI school are santri, where when they return to the Islamic boarding school, they will carry out activities until the night. Therefore the teacher must provide a good solution to this problem so that children apart from getting maximum religious knowledge can also get maximum academic knowledge as well.
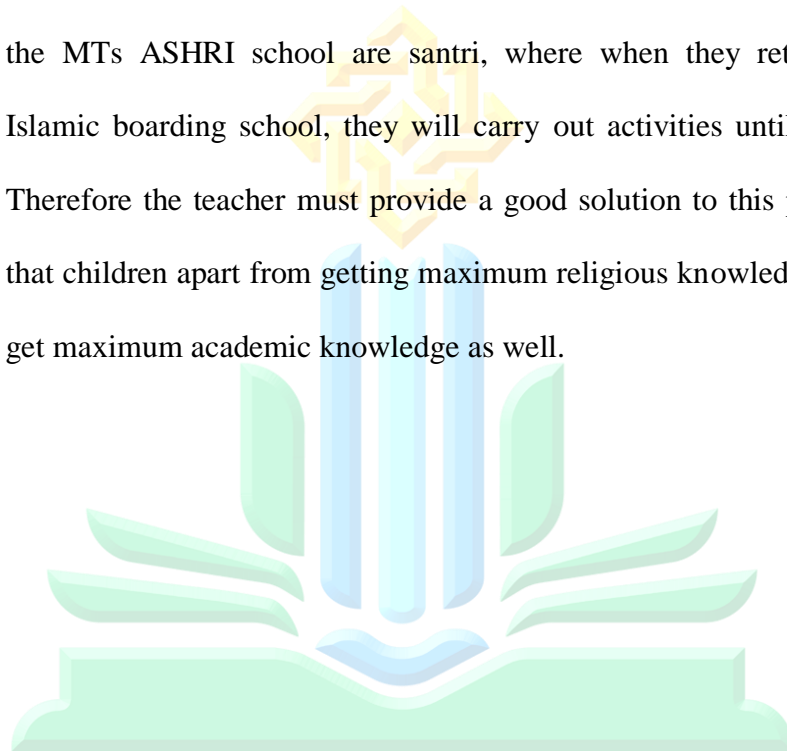
CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conslusion**

Based on the research data analyzed presented in chapter IV, these are the conclusion obtained:

1. The Implementation of GIST Strategy in Teaching Reading Skill at 8th grade of MTs ASHRI Jember were: When the research process in class takes place, the teacher used steps such as the teacher preparation stage, pre reading stage, reading stage, and post test. The material given to students is narrative story text and descriptive text. The students are able to become more active in learning process. The students are able to have enthusiasm seriousness in doing every activity in English learning process. Students are interested and listen carefully when using the GIST strategy in class. The results of using the GIST Strategy to know the implementation of GIST Strategy in teaching reading skills for students are that almost all students experience an increase in reading skills and also experience an increase in reading interest. Students find it easier to find the essence of a text by using the GIST strategy.

2. The Obtacles and Solution in the Implementation of GIST Strategy in Teaching Reading Skill were: The problems that researcher found when implementing GIST in Teaching Reading were time management, where the time estimated and planned by the teacher did not match the facts on the ground, because students' enthusiasm for reading made a lot of lesson

time spent with students reading activities in front of the class. The solution given for the time management problem is that the teacher continues to provide space or opportunities for students to read in front of the class until students finish so that students are better at reading. The second problem is the lack of vocabulary mastery.

Based on the research finding, this problem occurs because of students' laziness to learn. This is also due to their little free time due to activities in Islamic boarding schools which are very crowded. To overcome this, the teacher gives a translation under the text for the narrative text, then gives the vocabulary along with the translation that the students don't know in the second text. The teacher also plans to upgrade the vocabulary deposit system to all students at MTs ASHRI, so that students experience improvement and know a lot of vocabulary.

The last problem found by researcher is the physical condition of students. Because MTs ASHRI students are santri, the activities of students at this school are different from outside public schools. They have a schedule of activities that can be done at the Islamic boarding school, so that when at school students often feel exhausted. On the last day of the study, the researcher found that some students looked tired and fell asleep during the class hour process. Therefore the solution given by the teacher when teaching is to share with the students and then asked to listen to a friend who is presenting the results and then take turns presenting with the students who fall a sleep.

B. Suggestion

From these conclusions, the researcher can convey some suggestions that can be useful, including the following:

1. English teachers should be able to apply this GIST Strategy to all students at MTs ASHRI so that MTs ASHRI students are able to improve their reading skills in English texts in particular. and also teachers are expected to always look for and provide new strategies to be taught to students, so that students do not feel bored and it is easy to understand class material when studying English and are able to hone students' skills for learning.

2. For Madrasah to pay attention to the development of students' abilities, especially in the academic field, especially English. Madrasah are expected to be able to make programs to improve students' English skills.

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Appendix 1

DECLARATION OF AUTHENTICITY

The Undersigned below:

Name : Uswatun Kasanah

Nim : T20196028

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Institution : UIN KHAS Jember

States that thesis entitled "The Implementation of GIST Strategy in Teaching Reading Skill at 8th Grade of MTs ASHRI Jember" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibiography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 19 Mei 2023

Author

Uswatun Kasanah
Nim: T20196028

Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
The Implementation of GIST Strategy in Teaching Reading Skill at 8th Grade of MTs ASHRI Jember	1.Teaching Reading Skill 2.GIST Strategy	• Definition of Teaching • Definition of Reading • Strategies in Reading • Definition of GIST	1. **Primary Data Interview** informant: a. English teacher of MTs ASHRI Jember b. Eighth grade students of MTs ASHRI Jember 2. **Secondary Data:** Observation and document review	1. **Approach of research**: Qualitative research 2. **Type of research**: Descriptive 3. **Data collection technique**: a. Observation b. Interview c. Document review 4. **Data analysis**: a. Data condensation b. Presentation of data c. Conclusion 5. **Validity of data**: a. Source triangulation b. Technical triangulation	1. How is the Implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember? 2. What are the obstacles and solutions in implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?

Matrix of Research Finding

NO	Research Focus	Research Findings
1.	How is the Implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?	The implementation of the GIST Strategy in teaching reading skills for 8B graders of MTs ASHRI Jember through the following steps: 1. Teacher Preparation Stage • Step one: The teacher select a topic and text. • Step two: The teacher decide if students will work individually, in pairs, or small groups. In this study the teacher chose students to work individually. 2. Pre-reading stage • Step Three: The teacher introduces the topic and text to the students and previews the text with students • Step four: The teacher introduce and explain the GIST strategy 3. Reading Stage • Step Six: Students read the text • Step Seven: Students use the GIST form to take notes on paper or book with the teacher's direction. These notes are later organized into the Who, What, When, Where, Why and How categories. 4. Post-reading stage • Step Eight: the teacher gives a new descriptive story to each student • Students read in front of the class • Students look for the essence of the reading by categorizing 5W + 1H according to what has been explained by the teacher • Students present (read in front of the class) the results of their work.

2.	What are the obstacles and solutions in implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?	There are three The Obtacles that the researcher found along with the solutions in the Implementation of the GIST Strategy in teaching reading skills at 8th grade of MTs ASHRI Jember. The obtacles is: a) Time Management b) Lack of Student Vocabulary Mastery c) Physcal Condition
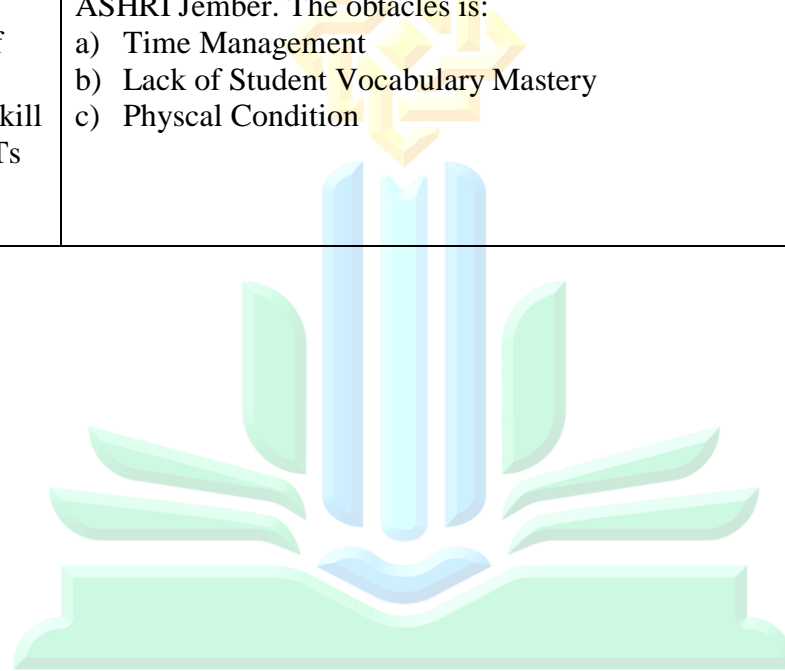
Appendix 3

Research Instrument

A. Observation Instrument

1. Geographical location of MTs ASHRI Jember
2. Objectives conditions of MTs ASHRI Jember
3. State of facilitate and infrastructure of MTs ASHRI Jember

B. Interview Instruments

1. What do you think about the implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
2. What are the steps that used in the implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
3. What is your opinion before using GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
4. What is your opinion after using the GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
5. What are the obstacles and solution in the implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
6. How far the students activness and anthusiasm in the implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
7. How did the students feel before and after using GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember?
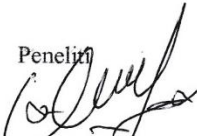
C. Document Review

1. The structure of MTs ASHRI Jember
2. Vision and mission of MTs ASHRI Jember
3. Documents review relevant to the research MTs ASHRI Jember

Appendix 4

RESEARCH JURNAL

No	Day/Date	Activity	Signature
1.	Saturday, 28th January, 2023	The researcher do the observation and interview with English Teacher	
2.	Tuesday, 31st January, 2023	The researcher confirm the research permission	
3.	Saturday, Sunday, Monday, Tuesday, 4th 5th 6th 7th February, 2023	Observe the classroom activity in the implementation of GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI	
4.	Tuesday, 7th February, 2023	Interview with the English teacher about the implementation of GIST Strategy	
5.	Tuesday, 7th February, 2023	Interview with the Eight grade of MTs ASHRI	
6.	Thursday, 9th January, 2023	Complete the research data, and document review	
7.	Saturday, 20th Mei 2023	The researcher Asking a letter of research finishing	

Peneliti

Uswatun Kasanah

Jember, 20th Mei 2023
Kepala Sekolah

Nurul Hayati S.Ag

Appendix 5

Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: *tarbiyah.iainjember@gmail.com*

Nomor : B-0448/In.20/3.a/PP.009/01/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs ASHRI
Ibu Nurul Hayati S.Ag

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20196028
Nama   : USWATUN KASANAH
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of GIST Strategy in Teaching Reading Skill at 7th Grade of MTs ASHRI JEMBER selama 60 (enam puluh) hari di lingkungan lembaga wewenang Ibu Nurul Hayati S.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 31 Januari 2023
n. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 6

YAYASAN LEMBAGA PENDIDIKAN ASHRI JEMBER
MADRASAH TSANAWIYAH ASHRI
Jalan KH. Shiddiq Nomor 82 Jember 68131
Telepon (0331) 482066
E-mail: jembermtsashri@gmail.com

SURAT KETERANGAN

NOMOR: 59/Mtss.13.32.064/5/2023

Yang bertanda tangan dibawah ini,

Nama	:	Nurul Hayati, S.Ag
NIP	:	-
Jabatan	:	Kepala Madrasah

Dengan ini menerangkan bahwa:

Nama	:	Uswatun Kasanah
NIM	:	T20196028
Judul Skripsi	:	*The Implementation of GIST Strategy in Teaching Reading Skill at 7th Grade of* MTs ASHRI Jember

Adalah benar-benar telah selesai melakukan penelitian di MTs ASHRI Jember mulai tanggal 1 Februari sampai 1 April 2023 dalam rangka memenuhi tugas skripsi.

Demikian Surat Keterangan ini kami buat dengan sebenar-benarnya dan untuk digunakan sebagaimana mestinya.

Jember, 20 Mei 2023

Kepala Madrasah

Nurul Hayati, S.Ag

Lesson Plan

Pertemuan ke-1

RPP

(**Rencana Pelaksanaan Pembelajaran**)

Satuan Pendidikan   : MTs ASHRI JEMBER

Kelas   : VIII B

Mata Pelajaran   : Bahasa Inggris

Materi   : GIST Strategy

Kompetensi   : Reading

Tahun Pelajaran   : 2022/2023

Alokasi   : 2x45 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli

(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan

rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,

mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan GIST Strategy untuk mengetahui inti dari teks bacaan

4.3 mengidentifikasi intisari pada sebuah text menggunakan GIST Strategy

5.3 Menyusun ringkasan inti teks dengan sederhana menggunakan GIST Strategy sesuai dengan konteks penggunaanya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melalui contoh, peserta didik dapat memahami pengerjaan GIST Strategy untuk meningkatkan reading skill siswa

2. Melalui contoh, siswa dapat mengidentifikasi dan memahami inti dari teks bacaan menggunakan GIST Strategy

3. Melalui contoh siswa dapat mengidentifikasikan teks kedalam point 5W+1H

4. Melalui contoh, peserta didik dapat mengungkapan, menyebutkan dan membaca teks dengan baik dan benar

D. Media dan Alat

1. Media : Lembar teks naratif

2. Alat : Spidol, buku tulis

E. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan Awal (10 menit)

- Guru memberi salam (greeting)
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti
- pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya

- dengan materi yang akan dipelajari;
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan
- dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

	Siswa	Guru
	Pre-Reading Stage	
	Observing (20 menit)	
1.	Mengamati cara pengerjaan GIST Strategy yang diberikan guru di papan tulis	Guru meminta siswa untuk mendengarkan dan menyimak penjelasan tentang GIST Strategy.
2.	Mengamati point-point yang harus di kerjakan ketika menggunakan GIST Strategy seperti How, what, when, why, where, who	Guru meminta siswa untuk mendengarkan dan menyimak tentang point-point yang ada pada pengerjaan GIST Strategy.
	Questioning (15 menit)	
4.	Melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin tahu.	Merespon dan menjawab pertanyaan siswa tentang hal-hal yang ingin diketahui. Menjelaskan tentang pengerjaan GIST Strategy
5.	Mengajukan pertanyaan tentang pengerjaan GIST Strategy	Menjelaskan memberi kesempatan kepada siswa lain untuk mencoba menjawab atau merespon pertanyaan tersebut. Kemudian membantu menjawab pertanyaan

		siswa.
Reading Stage		
Associating (40 menit)		
6.		Guru membagikan selembar teks naratif kepada siswa
7.	Siswa mendengarkan, menyimak isi teks yang dibacakan oleh guru	Guru membaca teks tersebut didepan kelas
8.	Siswa membaca dengan bimbingan guru secara bersama-sama	Guru membimbing siswa untuk membaca teks narrative yang telah dibagikan
	Peserta didik membaca teks naratif secara individu didepan kelas	Meminta siswa untuk membacakan teks secara individu di depan kelas
		Guru menyimak dan mengkoreksi cara baca siswa

H. Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

G. Penilaian
Aspek Pengetahuan
 1. Teknik/Jenis Penilaian : Tes tertulis
2. Bentuk Instrumen dan Instrumen : Oral test
3. Intrumen : Terlampir

Aspek Keterampilan
1. Teknik/Jenis Penilaian : Unjuk kerja
2. Bentuk Instrumen dan Instrumen : Tes ketrampilan membaca
3. Instrumen : Terlampir

Pedoman/Rubrik Penskoran

Pedoman/Rubrik Penskoran Aspek pengetahuan

Aspek pengetahuan

NA= $\underline{\text{Skor perolehan}}$ x 100

Skor Maximal

a. Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai					
		Disiplin		Tanggungjawab		Jujur	
		Tepat waktu	Terlambat	Lengkap	Tidak lengkap	Jujur	Tidak jujur

Aspek ketrampilan

Skoring keterampilan Reading

b. Rubrik Penilaian Pengetahuan: Tes Reading

ASPEK	KRITERA	SKOR	SKOR MAX
FUNGSI SOSIAL	Sangat sesuai	3	3
	Sesuai	2	
	Kurang Sesuai	1	
PRONUNCIATION	Benar dan tepat	3	3
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
UNSUR KEBAHASAAN	Sangat tepat	3	3
	Tepat	2	
	Kurang tepat	1	
TOTAL SCORE/ NOMOR			9
Keterangan: Nilai Akhir = (jumlah soal x Nilai perolehan) : Total Skor x 100			

c. Rubrik Penilaian Ketrampilan (Unjuk Kerja Proyek)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89-100)

BERTANYA JAWAB	Kalimat kurang bisa dipahami	Kalimat kurang bisa dipaham	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang teapat serta pengucapan lancar.
MEMBACA/PRESENTASI	kosakata terbatas dan pengucapan tidak lancar	kosakata terbatas tapi pengucapan membaca dengan lancar	Pengucapan ancar dan kosakata dan kalimat berkembang serta ada transisi	Lancar mencapai fungsi sosial, pronunciation benar struktur lengkap dan unsur kebahasaan sesuai
MENULIS TEKS	Penggunaan kata, kalimat, dan stuktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi.

Jember, 23 October,2022
Mengetahui

Mahasiswa   Guru Mapel

Pertemuan Kedua

RPP

(Rencana Pelaksanaan Pembelajaran)

Satuan Pendidikan   : MTs ASHRI JEMBER

Kelas   : VIII B

Mata Pelajaran   : Bahasa Inggris

Materi   : Mengidentifikasi intisari text menggunakan GIST Strategy

Kompetensi   : Reading

Tahun Pelajaran   : 2022/2023

Alokasi   : 2x45 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli

(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan

rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,

mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan GIST Strategy untuk mengetahui inti dari teks bacaan
4.3 mengidentifikasi intisari pada sebuah text menggunakan GIST Strategy
5.3 Menyusun ringkasan inti teks dengan sederhana menggunakan GIST Strategy sesuai dengan konteks penggunaanya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melalui contoh, peserta didik dapat memahami pengerjaan GIST Strategy untuk meningkatkan reading skill siswa
2. Melalui contoh, siswa dapat mengidentifikasi dan memahami inti dari teks bacaan menggunakan GIST Strategy
3. Melalui contoh siswa dapat mengidentifikasikan teks kedalam point 5W+1H
4. Melalui contoh, peserta didik dapat mengungkapan, menyebutkan dan membaca teks dengan baik dan benar

D. Metode Pembelajaran

- Contoh – Latihan

- Tanya jawab – Penugasan

E. Media dan Alat

1. Media : Lembar teks naratif

2. Alat : Spidol, buku tulis

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- Guru memberi salam (greeting);
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti
- pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya
- dengan materi yang akan dipelajari;
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan
- dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

	Siswa	Guru
	Questioning (5 menit)	
	Siswa bertanya jawab tentang materi pembelajaran sebelumnya	Guru memberi pertanyaan kepada siswa dan menjawab pertanyaan dari siswa terkait materi pada pertemuan pertama
	Reading Stage	
	Associating (50)	
1.	Peserta didik membaca teks naratif secara individu didepan kelas	Meminta siswa untuk membacakan teks secara individu di depan kelas
2.		Guru menyimak dan mengoreksi cara baca siswa

9.	Siswa mengidentifikasi intisari per-paragraf yang ada pada teks yang telah dibagikan oleh guru	Guru membimbing siswa untuk mengidentifikasi intisari dari per paragraph pada text yang telah dibagikan
10	Siswa mencatat inti bacaan dan poin GIST *Who, What, Where, When, Why,* dan *How* dari teks yang telah dibagikan oleh guru	Guru membimbing siswa untuk mengidentifikasi the gist of text ke dalam points Who, What, Where, When, Why, and How

Post-Reading Stage

Networking (20 menit)

	Siswa diberi teks deskritive baru oleh guru	Guru memberi teks baru kepada peserta didik
	Siswa membaca teks baru yang diberikan oleh guru didepan kelas	Guru mempersilahkan siswa untuk membaca teks descriptive baru didepan kelas

H. Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

G. Penilaian

Aspek Pengetahuan

1. Teknik/Jenis Penilaian : Tes tertulis
2. Bentuk Instrumen dan Instrumen : Tes reading
3. Intrumen : Terlampir

Aspek Keterampilan

1. Teknik/Jenis Penilaian : Unjuk kerja
2. Bentuk Instrumen : Tes ketrampilan membaca
3. Instrumen : Terlampir

Pedoman/Rubrik Penskoran
Pedoman/Rubrik Penskoran Aspek pengetahuan

Aspek pengetahuan

NA= $\dfrac{\text{Skor perolehan}}{\text{Skor Maximal}}$ x 100

a. Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai					
		Disiplin		Tanggungjawab		Jujur	
		Tepat waktu	Terlambat	Lengkap	Tidak lengkap	Jujur	Tidak jujur

Aspek ketrampilan

Skoring keterampilan Reading

b. Rubrik Penilaian Pengetahuan: Tes Reading

ASPEK	KRITERA	SKOR	SKOR MAX
FUNGSI SOSIAL	Sangat sesuai	3	3
	Sesuai	2	
	Kurang Sesuai	1	
PRONUNCIATION	Benar dan tepat	3	3
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
UNSUR KEBAHASAAN	Sangat tepat	3	3
	Tepat	2	
	Kurang tepat	1	
TOTAL SCORE/ NOMOR			9
Keterangan: Nilai Akhir = (jumlah soal x Nilai perolehan) : Total Skor x 100			

c. Rubrik Penilaian Ketrampilan (Unjuk Kerja Proyek)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89-100)
BERTANYA JAWAB	Kalimat kurang bisa dipahami	Kalimat kurang bisa dipaham	Kalimat jelas dengan struktur dan unsur	Kalimat dengan struktur sesuai dan unsur

			bahasa yang sederhana	bahasa yang teapat serta pengucapan lancar.
MEMBACA/PRESENTASI	kosakata terbatas dan pengucapan tidak lancar	kosakata terbatas tapi pengucapan membaca dengan lancer	Pengucapan ancar dan kosakata dan kalimat berkembang serta ada transisi	Lancar mencapai fungsi sosial, pronunciation benar struktur lengkap dan unsur kebahasaan sesuai
MENULIS TEKS	Penggunaan kata, kalimat, dan stuktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi.

Jember, 23 October,2022

Mengetahui

Mahasiswa   Guru Mapel

Pertemuan Ke-tiga

RPP

(Rencana Pelaksanaan Pembelajaran)

Satuan Pendidikan   : MTs ASHRI JEMBER

Kelas   : VIII B

Mata Pelajaran   : Bahasa Inggris

Materi   : Mengidentifikasi intisari cerita menggunakan GIST
     Strategy

Kompetensi   : Reading

Tahun Pelajaran   : 2022/2023

Alokasi   : 2x45 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli
(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan
rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,
mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan GIST Strategy untuk mengetahui inti dari teks bacaan

4.3 mengidentifikasi intisari pada sebuah text menggunakan GIST Strategy

5.3 Menyusun ringkasan inti teks dengan sederhana menggunakan GIST Strategy sesuai dengan konteks penggunaanya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melalui contoh, peserta didik dapat memahami pengerjaan GIST Strategy untuk meningkatkan reading skill siswa
2. Melalui contoh, siswa dapat mengidentifikasi dan memahami inti dari teks bacaan menggunakan GIST Strategy
3. Melalui contoh siswa dapat mengidentifikasikan teks kedalam point 5W+1H
4. Melalui contoh, peserta didik dapat mengungkapan, menyebutkan dan membaca teks dengan baik dan benar

D. Metode Pembelajaran
   - Contoh – Latihan
   - Tanya jawab – Penugasan

E. Media dan Alat

1. Media : Lembar teks naratif

2. Alat : Spidol, buku tulis

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- Guru memberi salam (greeting);
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti
- pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya
- dengan materi yang akan dipelajari;

- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan
- dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan Inti:

	Siswa	Guru
Questioning (5 Menit)		
	Siswa bertanya jawab dengan guru terrkait GIST S trategy	Guru bertanya jawab dengan siswa terkait GIST Startegy
Post-Reading		
Networking (70 menit)		
	Siswa membaca teks baru yang diberikan oleh guru di depan kelas	Guru mempersilahkan siswa untuk membaca teks descriptive didepan kelas
		Guru menyimak dan mengoreksi pengucapan siswa
		Guru menilai kemampuan membaca siswa

H. Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

G. Penilaian

Aspek Pengetahuan

 1. Teknik/Jenis Penilaian : Tes tertulis

2. Bentuk Instrumen dan Instrumen : Tes reading

3. Intrumen : Terlampir

Aspek Keterampilan

1. Teknik/Jenis Penilaian : Unjuk kerja

2. Bentuk Instrumen : Tes ketrampilan membaca

3. Instrumen : Terlampir

Pedoman/Rubrik Penskoran

Pedoman/Rubrik Penskoran Aspek pengetahuan

Aspek pengetahuan

NA= $\dfrac{\text{Skor perolehan}}{\text{Skor Maximal}}$ x 100

a. Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai					
		Disiplin		Tanggungjawab		Jujur	
		Tepat waktu	Terlambat	Lengkap	Tidak lengkap	Jujur	Tidak jujur

Aspek ketrampilan

Skoring keterampilan Reading

b. Rubrik Penilaian Pengetahuan: Tes Reading

ASPEK	KRITERA	SKOR	SKOR MAX
FUNGSI SOSIAL	Sangat sesuai	3	3
	Sesuai	2	
	Kurang Sesuai	1	
PRONUNCIATION	Benar dan tepat	3	3
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
UNSUR KEBAHASAAN	Sangat tepat	3	3
	Tepat	2	
	Kurang tepat	1	
TOTAL SCORE/ NOMOR			9
Keterangan: Nilai Akhir = (jumlah soal x Nilai perolehan) : Total Skor x 100			

c. Rubrik Penilaian Ketrampilan (Unjuk Kerja Proyek)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89-100)
BERTANYA JAWAB	Kalimat kurang bisa dipahami	Kalimat kurang bisa dipaham	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang teapat serta pengucapan lancar.
MEMBACA/PRESENTASI	kosakata terbatas dan pengucapan tidak lancar	kosakata terbatas tapi pengucapan membaca dengan lancar	Pengucapan ancar dan kosakata dan kalimat berkembang serta ada transisi	Lancar mencapai fungsi sosial, pronunciation benar struktur lengkap dan unsur kebahasaan sesuai
MENULIS TEKS	Penggunaan kata, kalimat, dan stuktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi.

Jember, 23 October,2022

Mengetahui

Mahasiswa   Guru Mapel

Pertemuan Keempat

RPP

(Rencana Pelaksanaan Pembelajaran)

Satuan Pendidikan   : MTs ASHRI JEMBER

Kelas   : VIII B

Mata Pelajaran   : Bahasa Inggris

Materi   : GIST Strategy

Kompetensi   : Reading

Tahun Pelajaran   : 2022/2023

Alokasi   : 2x45 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli

(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan

rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,

mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan GIST Strategy untuk mengetahui inti dari teks bacaan
4.3 mengidentifikasi intisari pada sebuah text menggunakan GIST Strategy
4.3 Menyusun ringkasan inti teks dengan sederhana menggunakan GIST Strategy sesuai dengan konteks penggunaanya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melalui contoh, peserta didik dapat memahami pengerjaan GIST Strategy untuk meningkatkan reading skill siswa
2. Melalui contoh, siswa dapat mengidentifikasi dan memahami inti dari teks bacaan menggunakan GIST Strategy
3. Melalui contoh siswa dapat mengidentifikasikan teks kedalam point 5W+1H
4. Melalui contoh, peserta didik dapat mengungkapan, menyebutkan dan membaca teks dengan baik dan benar

D. Metode Pembelajaran
- Contoh – Latihan
- Tanya jawab – Penugasan

E. Media dan Alat

1. Media : Lembar teks naratif

2. Alat : Spidol, buku tulis

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- Guru memberi salam (greeting);
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti
- pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya
- dengan materi yang akan dipelajari;
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan
- dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti:

	Siswa	Guru
Questioning (5 menit)		
Siswa bertanya jawab tentang materi pembelajaran sebelumnya		Guru memberi pertanyaan kepada siswa dan menjawab pertanyaan dari siswa terkait materi pada pertemuan pertama
Post-Reading Stage		
Networking (70 menit)		

	Siswa	Guru
1.	Peserta didik membaca teks naratif secara individu didepan kelas	Meminta siswa untuk membacakan teks secara individu di depan kelas
2.		Guru menyimak dan mengoreksi cara baca siswa
3.		Guru menilai kemmpuan membaca siswa
4.	Siswa mengidentifikasi teks ke dalam kategori *Who, What, When, Where, Why, How* secara individu	Guru meminta siswa untuk menyusun teks tugas ke dalam kategori *Who, What, When, Where, Why dan How* secara individu
5.	Siswa mempresentasikan (membacakan) hasil penugasan di	Guru mempersilahkan peserta didik untuk maju didepa kelas mempresetasikan hasil pekerjaan

depan kelas	siswa.

H. Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

G. Penilaian

Aspek Pengetahuan
 1. Teknik/Jenis Penilaian : Tes tertulis
2. Bentuk Instrumen dan Instrumen : Tes reading
3. Intrumen : Terlampir

Aspek Keterampilan
1. Teknik/Jenis Penilaian : Unjuk kerja
2. Bentuk Instrumen : Tes ketrampilan membaca
3. Instrumen : Terlampir

Pedoman/Rubrik Penskoran
Pedoman/Rubrik Penskoran Aspek pengetahuan
Aspek pengetahuan
NA= Skor perolehan x 100
       Skor Maximal

a. Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai					
		Disiplin		Tanggungjawab		Jujur	
		Tepat waktu	Terlambat	Lengkap	Tidak lengkap	Jujur	Tidak jujur

Aspek ketrampilan
Skoring keterampilan Reading

b. Rubrik Penilaian Pengetahuan: Tes Reading

ASPEK	KRITERA	SKOR	SKOR MAX
FUNGSI SOSIAL	Sangat sesuai	3	3
	Sesuai	2	
	Kurang Sesuai	1	
PRONUNCIATION	Benar dan tepat	3	3
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
UNSUR KEBAHASAAN	Sangat tepat	3	3
	Tepat	2	
	Kurang tepat	1	
TOTAL SCORE/ NOMOR			9
Keterangan: Nilai Akhir = (jumlah soal x Nilai perolehan) : Total Skor x 100			

c. Rubrik Penilaian Ketrampilan (Unjuk Kerja Proyek)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89-100)
BERTANYA JAWAB	Kalimat kurang bisa dipahami	Kalimat kurang bisa dipaham	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang teapat serta pengucapan lancar.
MEMBACA/PRESENTASI	kosakata terbatas dan pengucapan tidak lancar	kosakata terbatas tapi pengucapan membaca dengan lancar	Pengucapan ancar dan kosakata dan kalimat berkembang serta ada transisi	Lancar mencapai fungsi sosial, pronunciation benar struktur lengkap dan unsur kebahasaan

				sesuai
MENULIS TEKS	Pengguna an kata, kalimat, dan stuktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaa n kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaa n tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi.

Jember, 23 October,2022
Mengetahui

Mahasiswa   Guru Mapel

Narative Text

The Crying Stone

Once upon a time, in a small village in Borneo Island, there lived a mother and her daughter. The daughter was popular among villagers because of her beautiful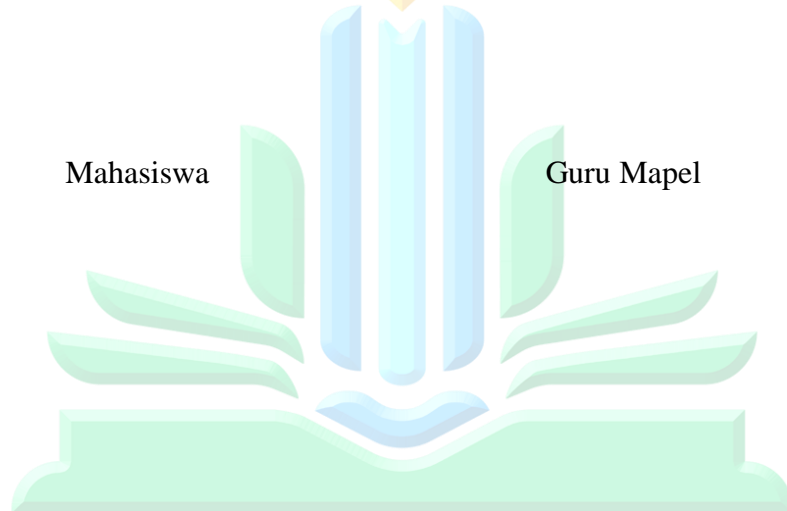 face but she has bad behavior. She always spent her time in front of the mirror admiring her beautiful face. She never helped her mother to fulfill their daily needs. The daughter always made her mother sad. However, the mother still loved her very much.

One day, the girl asked her mother to buy her a new gown. The mother refused it because she had no money. Because the mother loved her daughter so much, she finally bought her a new gown. Both went to the market. But the daughter asked her mother to walk behind because she was embarrassed if people saw them together. Once again, because of her love, the mother obeyed the daughter's request.

Along the way home, the daughter still walked in front of her mother. People passing asked about the woman behind her. The daughter answered that she was not her mother but her servant. The mother kept silent. But inside her deep heart, she prayed to God to punish her daughter.

Suddenly, her daughter's legs turned into stone. The daughter realized that it was because she had hurt her mother's feelings. She begged her mother to forgive but it was too late. Slowly, her body also turned into stone. Though the daughter had become a stone, the tears were still seen, which was why the stone was called Batu Menangis {crying stone}

Descriptive Text

Yogyakarta

Yogyakarta is a very special city for its arts, culture and culinary. It is a perfect place to find the best batik as well as to watch puppet as well as gamelan concerts. Ramayana Ballet is the most popular

performance in Yogyakarta. The play is based on an ancient Hindu love story, King Rama and Princess Shita.

There are many great places to visit in Yogyakarta. Some of them are Borobudur Temple, Prambanan Temple, Kalibiru National Park, Keraton Royal Palace, Alun-Alun Selatan Keraton, Malioboro Street, etc. Among all of them, temples become one of the biggest reasons why people visit Yogyakarta.

Local people in Yogyakarta are so warm and friendly. They love to greet and wave hands to many tourists. When tourists get lost along the street, they help to show a way happily. In some tourism objects, there are many local guides. You need to deal with the price before having a guidance service.

Trying Gudeg is a must when visiting Yogyakarta. Gudeg is an authentic Yogyakarta cuisine. It is very delicious while enjoying this special city. Visiting Yogyakarta gives memorable experiences for most tourists. Tourists always want to visit it again and again.

Document Review

Profil MTs ASHRI Jember

Identitas Satuan Pendidikan

Nama	MTSS ASHRI
NPSN	20581500
Alamat	JL. KH. SHIDDIQ NO 82
Kode Pos	
Desa / Kelurahan	Kaliwates
Kecamatan / Kota (LN)	Kec. Kaliwates
Kab. / Kota / Negara (LN)	Kab. Jember
Provinsi / Luar Negeri	Jawa Timur
Status Sekolah	swasta
Waktu Penyelenggaraan	- / - hari
Jenjang Pendidikan	MTs

Dokumen dan Perizinan

Naungan	Kementerian Agama
No. SK. Pendirian	L.m./3/667/B/1983
Tanggal. SK. Pendirian	1983-09-20
No. SK. Operasional	Kd.13.09/4/PP.07/2235/2010
Tanggal SK. Operasional	2010-07-01
File SK Operasional	47275-91885-502833-118899498-1661488594.pdf
Akreditasi	A
No. SK. Akreditasi	164/BAP-S/M/SK/XI/2017
Tanggal SK. Akreditasi	17-11-2017
No. Sertifikasi ISO	

Organization Structure of MTs ASHRI Jember

STRUKTUR MTs. "ASHRI" JEMBER
TAHUN PELAJARAN 2022 / 2023

Ketua Yayasan	Zidny Mubarok

Ketua Komite	Drs. H. D. Fajar Ahwa, M. Pd.I

Kepala Madrasah	Hj. Nurul Hayati, S. Ag

Pengawas Madrasah	

WAKA KURIKULUM	Chusnul Khotimah, S.Pd

WAKA KESISWAAN	Tusinah, S. Pd

Tata Usaha	Dewi Humairo', A.Md

Wali Kelas VII A	Wali Kelas VIIB	Wali Kelas VIIC	Wali Kelas VIIIA	Wali Kelas VIIIB	Wali Kelas VIIIC	Wali Kelas IXA	Wali Kelas IXB
Siti Khoiriyah, S.Pd	Ita Fatmawati, S.H	Kirana Asya Riadi, S.Pd	Tusinah, S.Pd	Hj. Wahanatus Sa'adah, S.Pd	Shofiyatul Hilmah, S.S	Hj. St. Holifah, S.Pd	Mudawimah, S.Pd

G U R U

S I S W I

Vission Mission of MTs ASHRI Jember

VISI DAN MISI
MADRASAH TSANAWIYAH "ASHRI" JEMBER

A. **Visi Madrasah**

" TERWUJUDNYA KYAI PEREMPUAN "

Indikator Visi :

1. Unggul dalam iman dan takwa
2. Mampu membaca dan menulis Al Qur'an dengan benar
3. Minimal hafal juz 30
4. Melaksanakan sopan santun
5. Mentaati peraturan yang berlaku
6. Meningkatkan nilai akademis
7. Pendidik dan tenaga kependidikan yang berdedikasi tinggi
8. Menjaga kebersihan lingkungan madrasah yang bersih, indah dan rapi.

B. **Misi Madrasah**

Untuk merealisasi visi tersebut, misi yang dilakukan oleh MTs ASHRI Jember sebagai berikut :

1. Pembinaan keimanan dengan keteladanan dan bimbingan sholat fardhu berjama'ah serta sholat sunnah
2. Melaksanakan kegiatan tartil dan penulisan Al-Qur'an metode Iqra' bil Qolam
3. Melaksanakan kegiatan hafalan juz 30
4. Membiasakan berperilaku santun terhadap semua warga Madrasah
5. Melaksanakan pembinaan kedisiplinan bagi warga madrasah dengan mengadakan sweeping Kelas
6. Meningkatkan nilai ujian secara berkelanjutan
7. Menumbuhkan semangat kerja keras kepada pendidik dan tenaga kependidikan
8. Melaksanakan kebersihan lingkungan dengan kegiatan sabtu bersih

Absence of Class VIII B

No	Name	Jam Ke …………									Jumlah		
		IBQ	1	2	3	4	5	6	7	8	S	I	A
1	Adistri Nur Fadilah												
2	Aisyah Kirana Maulida												
3	Aisyaizma Riadini												
4	Andini Tanziatul Abidah												
5	Anna Amelia												
6	Aura Kamiliana												
7	Chafshoh Khumairoh Hidayah												
8	Diva Eka Syafitri												
9	Fairuza Camelia Faisal												
10	Fariska Tofikurrohmah												
11	Farohah Istianah												
12	Fatimatus Azzahro												
13	Febi Indriyani												
14	Fitriyani Zazkiya												
15	Helmalia Zahra Al Jannah												
16	Ivana Nayla Marvanita												
17	Khilda Inayatut Toyyibah												
18	Lailatus Zahro												
19	Lova Diena Amelia												
20	Mesy Aura Putri												
21	Nafisatul Jannah												
22	Naifah Alhasanah												
23	Naila Rohwina Nur Fadilatus												
24	Nova Elisa												
25	Nur Uliatul Hasanah												
26	Oca Uswatun Fatonah												
27	Rani Femby Mei Nanda												
28	Reyna Khalisah												

	Sheva											
29	Riska Nur Maulina											
30	Rizalatul Muawwanah											
31	Syafira Esya Murni Makrufah											
32	Salsabila Nur Alifarya											
33	Shofna Syafira Salsabila											
34	Silki Madina Ramadani											
35	Siti Maulidatul Maqfiroh											
36	Sulfa Fariha											
37	Umaymah Salsabilah											
38	Zalika Afarin Azura											
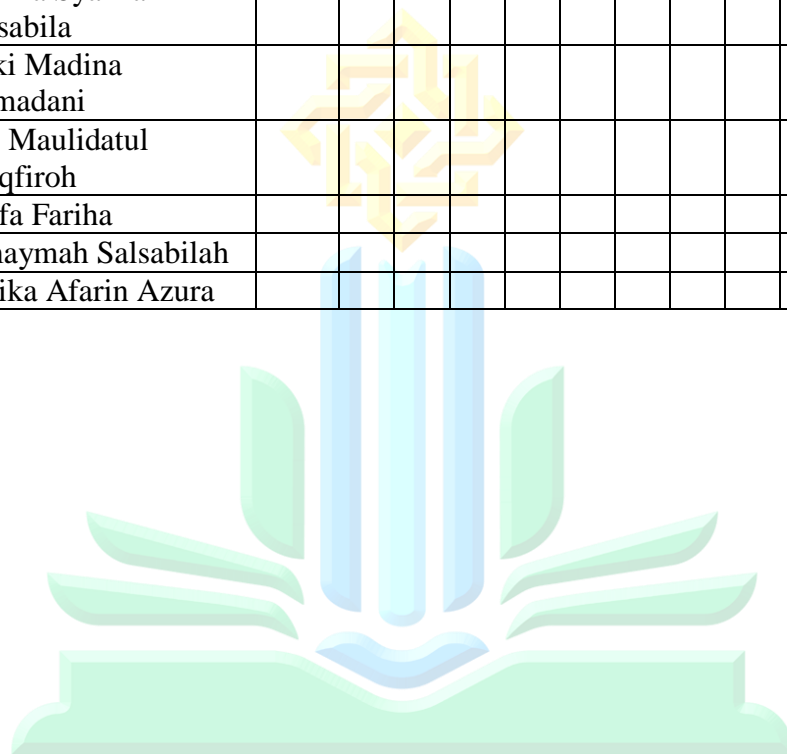
Documentation

(Picture 1)

Interview with English Teacher

(Picture 2)

Interview with a student of 8th grade

(Picture 3)

Interview with a student of 8th grade

(Picture 4)

Learning Process

(Picture 5)

Learning Process

(Picture 6)

Learning Process

(Picture 7)

Learning Process

(Picture 8)

Learning Process
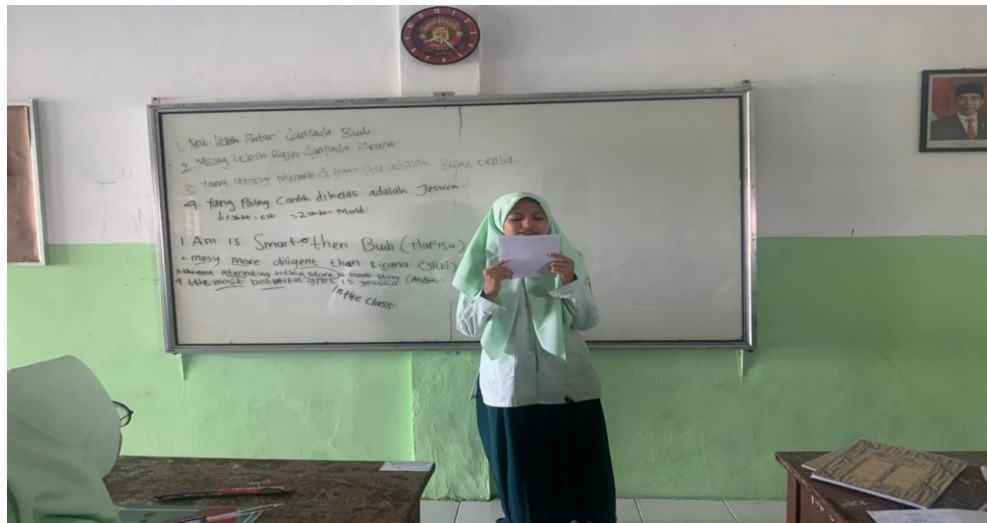
(Picture 9)

Learning Process
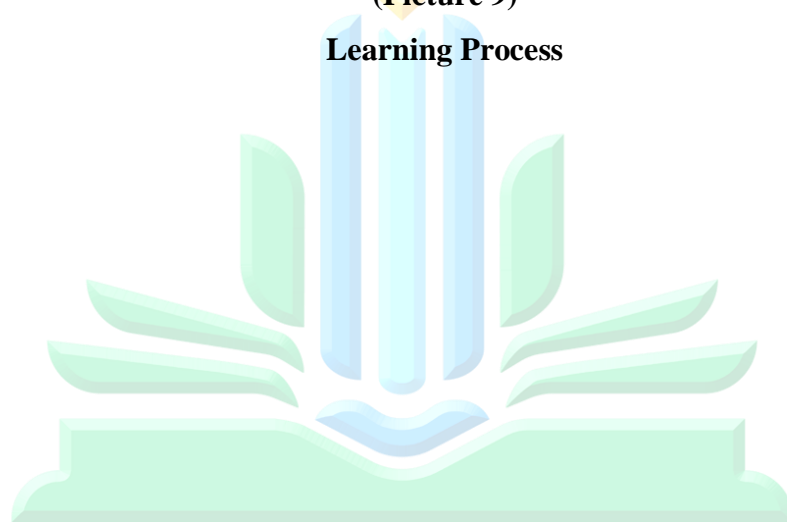
CURRICUUM VITAE

Name	: Uswatun Kasanah
NIM	: T20196028
Place, date of birth	: Banyuwangi, 17 Maret 2001
Gender	: Female
Address	: Dsn. Krajan Tamanagung, RT 02 RW 08, Tamanagung, Cluring, Banyuwangi
Faculty	: Education and Teacher Training
Major	: English Education Department
Email	: kasanahuswatun597@gmail.com

Educational Background

TK Khadijah 127 Tamanagung	(Graduted in 2007)
MI Nahdlotushibyan Tamanagung	(Graduated in 2013)
MTsN 3 Banyuwangi	(Graduated in 2016)
MAN 1 Banyuwangi	(Graduated in 2019)