

ABSTRAK

PENGUNAAN STRATEGI GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT) PADA TEKS DESKRIPTIF UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA KELAS VIII

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Penelitian ini mengkaji efektivitas strategi GIST (Generating Interactions between Schemata and Text) dalam meningkatkan pemahaman membaca teks deskriptif di kalangan siswa kelas VIII di MTS N 2 Bandar Lampung. Pendekatan kuantitatif digunakan dengan melibatkan 30 siswa yang mengerjakan tes pilihan ganda sebelum dan sesudah perlakuan. Validitas instrumen diuji menggunakan Korelasi Pearson, sedangkan analisis reliabilitas dengan Cronbach's Alpha menghasilkan koefisien 0,711 yang menunjukkan konsistensi internal yang dapat diterima. Normalitas data dinilai menggunakan uji Shapiro-Wilk dan menunjukkan distribusi data yang tidak normal. Oleh karena itu, dilakukan uji Wilcoxon Signed Rank yang menunjukkan peningkatan signifikan dalam pemahaman membaca setelah perlakuan ($p = 0,000$, $p < 0,05$). Hasil penelitian ini menunjukkan bahwa strategi GIST efektif dalam meningkatkan pemahaman siswa terhadap teks deskriptif, sehingga mendukung penggunaannya dalam pembelajaran membaca di kelas.

Kata kunci: teks deskriptif, penelitian eksperimen, siswa sekolah menengah pertama, strategi GIST, pemahaman membaca, strategi pengajaran

ABSTRACT

THE USE OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY ON DESCRIPTIVE TEXT TO ENHANCE READING COMPREHENSION ABILITY OF THE EIGHTH-GRADE STUDENTS

By

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This study investigated the effectiveness of the GIST (Generating Interactions between Schemata and Text) strategy in improving the reading comprehension of descriptive texts among eighth-grade students at MTS N 2 Bandar Lampung. A quantitative approach was employed, involving 30 students who completed multiple-choice assessments before and after the intervention. Instrument validity was confirmed using Pearson's Correlation, while reliability analysis via Cronbach's Alpha yielded a coefficient of 0.711, indicating acceptable internal consistency. Data normality was assessed with the Shapiro-Wilk test, revealing non-normal distribution. Consequently, the Wilcoxon Signed Rank Test was applied, demonstrating a significant enhancement in reading comprehension post-intervention ($p = 0.000$, $p < 0.05$). These findings suggest that the GIST strategy is effective in improving students' understanding of descriptive texts, supporting its use in classroom reading instruction.

Keywords: *Descriptive text, experimental research, junior high school student, GIST strategy, reading comprehension, teaching strategies*