

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

(An Undergraduate Thesis)

By

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ABSTRAK

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

Oleh

Algerian Abednego Hidayattullah

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

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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*

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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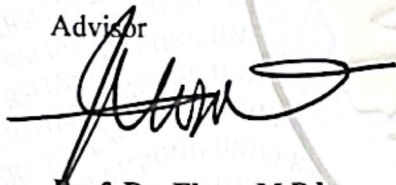
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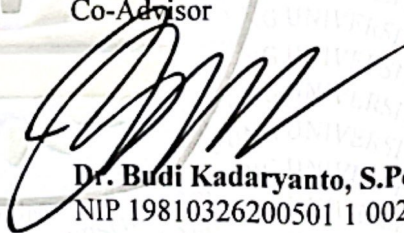
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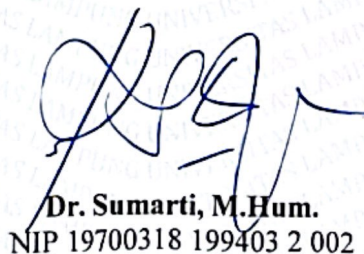
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Algerian Abednego Hidayattullah was born on January 5th, 2004, in Bandar Lampung. He is the son of the late Mr. Sigit Sudarsono and Mrs. Sriyatun. He has two younger siblings, one brother and one sister.

His educational journey began at TK Islam Mutiara, followed by his primary education at SD N 2 Perumnas *Waykandis*, from which he graduated in 2015. He then continued to SMP N 21 Bandar Lampung and completed his junior high studies in 2018. For his senior high school years, he attended SMA N 15 Bandar Lampung and graduated in 2021. In the same year, he was accepted to the English Education Department at Lampung University after successfully passing the national university entrance test (SBMPTN). During his study, Algerian actively participated in campus organizations. In 2022, he joined the Society of English Education Department Students (SEEDS), where he served as a member of the Public Relations division.

The following year, in 2023, he was elected as the President of SEEDS. This leadership position significantly enhanced his ability to collaborate and communicate effectively with a diverse group of individuals. Beyond his involvement on campus, Algerian also engaged in various community service activities. In January 2024, he participated in a community service program (KKN) in *Sidoreno*. Additionally, he completed his teaching practicum (PLP) at SD N 1 *Sidoreno*. Through these experiences, he gained teaching practice, built relationships with students and teachers, and applied the educational theories he learned in class to real world settings.

MOTTO

“Hidup Bukan Saling Mendahului, Bermimpilah Sendiri-Sendiri”

“Life isn't a race against others, dream your dreams, in your own time.”

DEDICATIONS

With the name of Allah SWT, the Most Gracious and Most Merciful, whose endless blessings and guidance have illuminated every step of this journey. This thesis is dedicated with love and gratitude to my devoted parents, beloved siblings, treasured friends, esteemed lecturers, and to my almamater, Lampung University, who have all played a meaningful role in this achievement.

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Throughout the journey of completing this thesis, the researcher has been fortunate to receive unwavering support and motivation from many individuals. At this moment, he would like to extend his heartfelt appreciation and sincere thanks to:

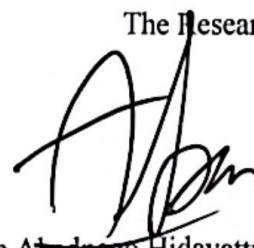
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Bandar Lampung, 26 Mei 2025

The Researcher



Algerian Abednego Hidayattullah

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I. INTRODUCTION

This chapter provides a brief overview of the research, beginning with the background that clarify the context and significance of the study. The research questions guiding the investigation were articulated, followed by the objective defining the study's aim. This chapter emphasizes the use of the research, illustrating its potential influence. It highlights the scope to specify the limit and focus of the research. Key terms were clarified to ensure consistent understanding throughout the study.

1.1 Background of the Research

Reading is regarded as a fundamental skill, comparable to speaking, writing, and listening, as it enables the comprehension of written materials. According to Leipzig (2001) reading is a numerous and complex activity that goes beyond simple word identification. It covers the aligned development of various crucial components. These include the ability to develop fluency, understand the meaning, and interpret content by means of word recognition, and the capability to read written language, that is, with accuracy. Concurrently, these related elements make significant and effective reading experiences possible.

Reading is an essential ability in language mostly associated with comprehension (Kuşdemir & Bulut, 2018). The process initiated with the comprehension of letters and words, which the brain uses to construct meaning. Individuals who enhance their reading fluency gain enhanced access to diverse information sources, such as books, digital media, and academic publications. Reading helps students to obtain new knowledge, enhance their critical thinking skills, and grow in informed opinions. Reading is an essential tool for education. It involved more than simply word decoding, it requires deep comprehension and interpretation.

Reading comprehension is an essential knowledge that significantly influenced a student's overall performance in the educational environment (Baier, 2005). It required capturing the meaning, identifying essential ideas, drawing conclusions, and connecting new information to previous knowledge, not just reading words on a page. Students who lack enough reading comprehension abilities could find it difficult to understand ideas in particular academic fields. Strong comprehension is essential for academic development since most learning in the classroom depends on an ability to read and understand written material.

The mastery of descriptive language is essential for the modern curriculum of education, as it establishes the foundation for students' analytical and critical thinking abilities. The Merdeka Curriculum highlights specific English proficiency standards for students, placing strong emphasis on reading skills due to the importance of descriptive texts in enhancing comprehension and performance. This set of instructions aimed to ensure that students accurately identify main ideas, comprehend the text's significance, and thoroughly understand the material presented.

As a vital part of language proficiency, this communication enables individuals to clearly convey detailed explanations on various topics. Learning the descriptive text is crucial for students, since it help them to communicate vivid, accurate, and detailed knowledge about people, places, objects, and events (Khairina, 2016). Mastery of descriptive texts not only enhance a student's language competency but also helps them to communicate ideas more precisely in both academic and real-life environment.

Difficulties in understanding text structure and word usage indicate that many current instructional methods fail to meet students' needs to enhance reading comprehension skills effectively. In descriptive texts that rely strongly on specific visuals and complex language, students frequently encounter difficulties grasping a section's overall meaning when faced with complex sentence structures or unfamiliar word.

These challenges may hinder students' ability to maintain information, identify key concepts, and connect ideas between and within sentences. Furthermore, conventional methods, including direct instruction, often require additional engagement strategies to sustain students' interest and motivation. It is essential to incorporate interactive strategies to support learners. These strategies can create a more inclusive and dynamic reading environment, enhance comprehension and foster a passion for extensive reading.

To address this issue, the researcher introduced an effective learning strategy for eighth-grade students at MTs N 2 Bandar Lampung. GIST is an instructional strategy employed to teach expository texts and various other texts (Richardson, 2000). GIST (Generating Interactions between Schemata and Texts) is a reading strategy that help students summarize content and served as a formative assessment of their comprehension. The implementation of GIST strategy helps students develop crucial skills such as effectively determining importance, synthesizing information, and summarizing.

Summarizing is an effective learning strategy that enable students to shorten lengthy texts by emphasizing main ideas (Nurhayati & Fitriyana M.W, 2018). It clarifies the essential elements and methods for incorporating significant characteristics to enhance these concepts. This ability enhances reading comprehension by prompting students to analyze texts critically. Summarizing enables students to articulate the material in their terms, thus improving their confidence and fostering a greater interest in learning. It promotes active reading and enhances student learning.

1.2 Research Questions

This research was conducted to explore solutions to the issues presented in the background by addressing the following questions: Is there any significant enhancement of students' reading comprehension skills after implementing of the GIST Strategy?

1.3 Objectives of the Research

This study aimed to assess the effectiveness of the GIST strategy in improving eighth-grade students' reading comprehension skills related to descriptive texts and to investigate its influence on the development of specific reading comprehension abilities within this student group when engaging with descriptive texts.

1.4 The Uses of the Research

The results of the study should be advantageous theoretically and practically:

1. Theoretically, it could enhance the current understanding of the GIST strategy. Examining its effectiveness with descriptive texts and eighth graders may uncover new perspectives into the strategy's interaction with text kinds and age groups. It may also be a reference for others undertaking pertinent research in the future.
2. Practically, it may provide teachers with significant evidence regarding the successful application of the GIST strategy. By demonstrating how GIST can be successfully implemented, the study offers practical insights that educators can use to enhance reading comprehension strategies, particularly when working with descriptive texts. Teachers can adapt this strategy to fit various learning levels, fostering deeper engagement, improving students' summarizing skills, and promoting critical thinking.

1.5 Scope of the Research

This study employed a quantitative approach to examine the effectiveness of the GIST (Generating Interaction between Schemata and Text) strategy in improving eighth-grade students' reading comprehension. The focus is specifically on improving students' abilities to comprehend descriptive texts, which require understanding detailed information and organizing it meaningfully. The research was conducted with eighth-grade students at MTS N 2 Bandar Lampung, providing

a contextual setting that reflects the students' academic environment and learning conditions.

1.6 Definition of Terms

This study highlights several key terms, primarily explained in the chapter discussions, that represent its core concepts:

1. Reading

According to Grabe & Stroller (2011), reading is the process of obtaining and comprehending information encoded in the language through print.

2. Comprehension

According to Grabe (2011), comprehension is the capacity to analyze text, grasp its significance, and integrate it with the reader's existing knowledge.

3. Reading Comprehension

According to Kirby (2007), reading comprehension is the capacity to understand the texts we learn about. This underscores the purpose of reading, its instruction, and its necessity.

4. GIST Strategy

According to Cunningham (1982) GIST Strategy is a reading strategy that evaluates students' comprehension of a topic by good summarization of their learning.

5. Descriptive text

According to Indriyastuti (2020) descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, and sound. descriptive text is a widely used genre in daily communication. It primarily illustrates the characteristics of objects, places, people, animals, and more.

This chapter has discussed the introduction of this study. It includes of the

background, research question, objective, uses, scope, and definition of terms to provide explanations of this research.

II. LITERATURE REVIEW

This chapter provides the theories examined in the earlier framework. It includes definition of reading, aspect of reading, reading comprehension on descriptive texts, teaching strategy, method in teaching reading, the GIST strategy definition, reading with GIST strategy, theoretical assumption, hypothesis, and previous studies.

2.1 Reading

According to Hashemi (2021) reading is the simplest and least expensive way to learn new things. It allows some people to comprehend anything from simple concepts to more complex information. As libraries, websites, and educational institutions typically have readily available materials at little or no cost, reading is an easily accessible and to acquire knowledge, whether you are learning basic concepts or delving into more complex subjects. Reading connects people to build a solid foundation of knowledge in a variety of subjects and progressively expand their knowledge base to accommodate their changing interests and needs.

Moreover, Nunan (2001) claimed that reading is the most crucial element for understanding newly acquired knowledge from printed resources. It helps people grow in understanding and acquire fresh knowledge. Interacting with all kinds of books lets readers investigate many topics and points of view, therefore strengthening their intellectual capacity. Reading requires sustained attention and comprehension of complex narratives or arguments, which in turn enhances concentration and focus.

Reading is a complicated cognitive ability requiring interaction with text to build a meaningful conversation (Nirmaulana & Kasim, 2020). Interpreting symbols, understanding context, and integrating new information with previous knowledge are included in this process. Readers must examine and understand the book closely,

identifying connections and getting to conclusions which enhance critical thinking and knowledge. By means of this engagement with written materials, people enhance their cognitive skills and acquire the ability to synthesize various information into important and significant knowledge.

This argument underscores the importance of reading activities for students, as they necessitate active engagement in understanding textual content to obtain information. Reading is considered an active cognitive process, requiring readers to engage both visual and mental faculties to interpret and comprehend the ideas presented by the author.

2.2 Aspect of Reading

Reading is a multifaceted cognitive process that involves decoding written symbols and constructing meaning from text. It is not merely the act of recognizing words, but a higher-level thinking skill that integrates linguistic knowledge, contextual understanding, and interpretive reasoning. According to Grabe and Stoller (2011), effective reading requires the orchestration of various components that support comprehension. This section highlights five key aspects of reading, including identifying the main idea, understanding detailed information, referring, making inferences, and interpreting vocabulary.

1. Main Idea

According to (Olviyanti et al., 2015) the main idea is the central point or message that an author wants the reader to understand from a text. It is what the text is mostly about and is often supported by other details within the text. In descriptive texts, the main idea usually centers on identifying the object or subject being described. This main idea becomes the core of the paragraph, which is then elaborated with supporting details.

2. Detail Information

Detail information refers to specific facts, examples, or descriptions that support or elaborate on the main idea. These details help clarify, explain, or prove the main point of the text. Descriptive texts are rich in detail. These details include

physical characteristics, qualities, or other attributes of the described object, such as color, size, shape, or atmosphere. Such details help readers vividly imagine the object.

3. Referring

According to Kispal, (2008) Referring, or referent, is the skill of identifying what a particular word (often a pronoun or noun) refers to within the text. This aspect is crucial for understanding coherence and connections between sentences. In descriptive texts, the use of pronouns is crucial to maintain coherence and avoid repetitive naming. Referring helps readers understand who or what is being described throughout the text.

4. Inference

Inference is the ability to draw conclusions or make logical guesses based on evidence and reasoning from the text, rather than explicit statements. This includes reading between the lines and connecting information to understand implicit meanings, themes, or author's intentions. Readers often need to make inferences in descriptive texts, such as concluding the mood, the writer's feelings, or characteristics of the object that are not explicitly stated.

5. Vocabulary

According to Olviyanti et al., (2015) vocabulary refers to understanding the meaning of words and phrases within the context of the reading material. A strong vocabulary helps readers decode and comprehend the text more effectively. Descriptive texts are rich in vocabulary, especially adjectives, adverbs, and descriptive phrases. A solid vocabulary is essential for readers to understand and visualize the descriptions provided by the writer.

2.3 Reading Comprehension on Descriptive Text

Reading comprehension requires a complex method of constructing meaning by combining multiple abilities. This includes comprehending words with fluency, assessing content, and integrating language with students' prior knowledge and

experiences. Students must understand many concepts to comprehend a certain work comprehensively.

According to Kirby (2007) reading comprehension is our process of understanding the books we come across, reading is designed for this; why do we teach it, why do we care about it. Reading is taught in schools since it is the main objective of it. Without comprehension, reading becomes a mechanical task with little value. Strong comprehension skills allow readers to gain knowledge, think critically, and apply what they learn. Thus, it is essential not only for academic success but also for meaningful learning.

Reading comprehension is shaped by the interaction between a reader's characteristics and their language-related cognitive processes (Moore, 2015). Their working memory and prior knowledge highly influence a reader's understanding of a text. Moreover, comprehension depend on certain language abilities. These cover basic reading abilities, including word decoding, a large vocabulary, an understanding of text structure, and logical conclusions. The depth of a reader's processing and text understanding is much influenced by their reason for interacting with the material. It because their purpose shapes what they focus on and how much effort they put into reading.

Students can acquire the skills necessary to properly comprehend and engage with texts, which is one of the primary goals of reading comprehension instruction (Pourhosein Gilakjani & Sabouri, 2016). Students who focus on comprehension will be better able to recognize main ideas, comprehend language, make inferences, and link material throughout an assignment. These skills are required for academic performance and learning throughout a lifetime. Improving comprehension helps students read with intention, think critically, and learn from what they read while they are reading.

Reading comprehension of descriptive text requires students to understand the text based on its generic structure, namely identification and definition (Rihayati et al., 2016). Students must recognize these parts and grasp how the elements are arranged to produce a clear image of the subject if they are to properly grasp a descriptive

text. Descriptive texts help learners construct visualizations, relate the content to its context, and get more actively involved with the subject they read. This illustration makes the material more interesting and understandable. Descriptive texts can also let students connect what they read to their own experiences or basic understanding, therefore enabling a deeper connection with it.

Reading comprehension is a complex, multifaceted process that involves the integration of various cognitive and language abilities. It requires students not only to decode words fluently but also to connect new information with their prior knowledge and experiences, enabling meaningful engagement with texts. Effective comprehension is essential for academic success and lifelong learning, as it allows readers to extract knowledge, make inferences, and think critically.

2.4 Teaching Strategy

According to Athapaththu (2016) strategy is a plan of actions that one use to formulate goals and objectives and the means of achieving these goals and objectives. It serves as a roadmap, guiding actions and decisions to ensure that desired outcomes are systematically pursued and achieved. By clearly defining both the intended goals and the means to reach them, a strategy provides coherence and direction within any organizational or educational context.

According to Sarode (2018) teaching strategies include methods employed to facilitate student learning of course content and to enable the establishment of achievable future goals. These strategies enhance beyond just content delivery by growing critical thinking, facilitating active participation, and improving the application of knowledge in relevant contexts. Aligning instructional methods with students' needs, learning styles, and educational goals fosters a supportive environment that empowers learners to take ownership of their progress.

A strategy is a set of activities that have been carefully organized with the intention of reaching a particular objective, whereas a technique is the process that is utilized to address a problem (Hasanova, 2021). Strategies establish an overall goal and direction, developing the foundation for long-term success, whereas methods

function as the tools or procedures that implement strategic plans. Recognizing the difference between these two concepts is essential in academic, professional, and organizational settings, as it promotes clarity in planning, execution, and evaluation.

To achieve effective learning outcomes, the use of well-designed teaching strategies is essential. In this context, according to Devlin & Samarawickrema (2010) ten principles have been identified as the foundation of an effective teaching strategy.

1. Teaching and curriculum development should focus on addressing students' future requirements, highlighting the importance of growing essential skills such as critical thinking, collaboration, and effective communication.
2. Students must fully comprehend basic ideas, even if this means that their content assessment scores will decrease.
3. The significance of the curriculum should be demonstrated through the use of contemporary, real-world, and local examples and by connecting theoretical ideas to real-world uses.
4. Challenging student beliefs is essential for addressing misconceptions.
5. Engaging learning tasks, including student discussions, are necessary for meaningful learning.
6. Establishing genuine and empathetic relationships with individual students is essential for facilitating interaction.
7. Teachers should get students excited about learning by being enthusiastic, supporting them, and making the classroom a fun and interesting place to learn in.
8. To fulfill the learning outcomes that students will require in the future, curriculum design must make sure that the goals, ideas, learning activities, and assessments all work together.

9. Each session should have a set framework, yet it should also be flexible enough to make changes based on what students say during the class.
10. Assessment should be in line with the specified learning outcomes and include real tasks that are relevant to the field or profession.

2.5 Method in Teaching Reading

Teachers have a vital role in identifying and applying effective teaching strategies to enhance student motivation and learning outcomes. Teachers' teaching styles and the learning environment they create significantly influence students' engagement, curiosity, and motivation in the classroom (Inayat & Ali, 2020). Students who perceive their teachers as supportive, involved, and caring generally exhibit higher levels of engagement and academic performance.

According to Nguyen (2022) teachers help students' reading comprehension using various techniques, including asking, summarizing, predicting, clarifying, and using visual organizers. Carefully selected based on classroom observations and student interviews, these strategies help teachers understand how their students react to various approaches.

The skimming and scanning approach are one of the most frequently employed methods for teaching reading. Skimming is a strategy that allow readers to assess a text to identify the major concepts, therefore acquiring a general awareness of a text without emphasizing specific material (Pahlawan & Tambusai, 2024). This method helps students quickly determine important parts of the text and encourages their reading efficiency. Although Abidin (2020) stated scanning as a strategy that implies reading fast to find specific information that is suited to be utilized in many sorts of texts.

Teachers can use numerous methods and strategies to enhance reading comprehension among students. One effective strategy for improving reading comprehension is Direct Instruction. Direct Instruction is a teacher-centered method that is highly effective in teaching reading comprehension. It involves explicit teaching where the teacher guides students step-by-step to understand and

apply reading skills. Direct Instruction help students achieve maximal potential in comprehension by combining clear explanations with cognitive strategies such as summarizing, repetition, and deduction (Aisyah, 2022).

According to Ageasta & Oktavia (2018) Think-Pair-Share method has been shown to assist students in visualizing their understanding, increasing their motivation, and actively engaging with reading materials, particularly in narrative and explanation texts. Dwigustini & Widiya (2020) report that following three cycles of TPS implementation, the percentage of students achieving passing scores on the reading comprehension test increased from 36% to 100%, highlighting its effectiveness in improving reading skills. This indicates that the method is also one of the effective strategies for teaching reading.

While strategies such as Direct Instruction, Skimming and Scanning, and Think Pair Share have demonstrated effectiveness in improving reading comprehension, no single approach can be considered universally superior. The impact of each method depends on various factors, including students' learning styles, classroom dynamics, and the nature of the reading materials. Therefore, teacher is encouraged to implement a flexible and learner-centered approach that incorporates multiple strategies to address diverse learning needs. Combining methods, such as integrating Think Pair Share with the GIST strategy, can promote both peer collaboration and individual summarization, thereby fostering deeper comprehension and more meaningful engagement with the text.

2.6 GIST Strategy

GIST, an acronym for Generating Interactions between Schemata and Text, is a reading approach to understanding a text's main idea. According to Octavia & Wilany (2018) the GIST (Generating Interactions between Schemata and Text) strategy is a reading comprehension method that enables students to highlight important vocabulary and summarize key details from a text. Through this method, learners are encouraged to condense the content into concise summary statements that reflect the overall meaning or "gist" of the reading. By doing so, students

enhance their ability to determine main ideas, enhance their understanding of the text, and develop stronger summarizing skills.

According to Cunningham (1982) The GIST procedure requires students to limit their summary of a passage to a set number of words usually 20 or fewer, thus forcing them to focus on the main ideas and eliminate extraneous details. To begin, it assists students in concentrating on the aspects of reading that are most important. The second benefit is that it gives them the opportunity to evaluate their level of comprehension by requiring them to summarize their response. Using this method, students can articulate ideas using their own language.

The GIST strategy actively engages students in the reading process by encouraging them to predict outcomes, make logical inferences, and connect new information with their prior knowledge, also known as schemata (Sonagar & Islam, 2023). This interaction with the text not only enhances comprehension but also fosters essential critical thinking skills, enabling students to analyze and synthesize information more effectively. Through the process of summarizing key ideas and distilling the essence of a passage, students learn to focus on the most important elements of the text, which enhances their ability to retain and recall information.

Students can reflect on their understanding and learn to argue for their decisions by participating in activities such as group discussions, comparing summaries, and self-evaluations to evaluate their progress (Salsabila, 2015). Group discussions foster the articulation and refinement of ideas through peer interaction, while comparing summaries helps identify key concepts and misconceptions. Self-evaluation promotes metacognitive awareness by encouraging learners to monitor their progress and enhance weaknesses. Collectively, these practices support deeper textual engagement and the development of interpretive and argumentative skills essential for academic and lifelong learning.

According to Bouchard (2006) the GIST strategy is an educational method to enhance students' reading comprehension. It allows students to highlight important vocabulary and synthesize essential information into a concise summary statement, capturing the essence or main idea of the reading material. The GIST Strategy help

students grasp how the "parts" work together to form the "whole". This strategy illustrates the ability to distinguish between significant and less significant information and to organize related concepts effectively.

There are several compelling reasons why the GIST Strategy is suitable for implementation in the classroom. Boucher (2006) highlight the advantages of employing the GIST Teaching Strategy in reading comprehension learning.

1. Summarization is a valuable tool for aiding English Language Learners (ELLs) in understanding text.
2. When confronted with lengthy and information-rich texts, ELLs may feel overwhelmed, struggling to distinguish crucial details from minor ones.
3. A strategy like this requires students to collaborate to identify essential information inside a designated text segment and use it to construct a summary statement.
4. This process is repeated for subsequent sections, ultimately creating a comprehensive summary paragraph.
5. This approach allows ELLs to engage in verbal discussions about the content and vocabulary, clarifying their understanding and enhancing their comprehension skills.

2.7 Reading with GIST Strategy

The GIST (Generating Interaction between Schemata and Text) strategy fosters a dynamic interaction between students' prior knowledge (schemata) and new information in a text. Before and during reading, students actively activate their existing knowledge, which creates a mental framework that helps them interpret and organize new content. This process encourages students to engage in a constructive dialogue with the text by identifying and summarizing its main ideas in their own words, focusing only on essential information. By doing so, they filter, synthesize, and connect new concepts to what they already know.

Collaborative discussions or reflections on key questions, such as “who, what, where, when, why, and how” further strengthen these connections, deepening comprehension and improving retention. Through this continuous interaction, students build a meaningful understanding of the text grounded in both their prior experiences and new learning. The procedures for implementing this strategy in reading comprehension classes are as follows:

1. Activate Prior Knowledge

Prompt students to recall and share what they already know about the topic. This activation of schemata builds a foundation for connecting new information with existing understanding.

2. Introduce the Text and Set a Purpose

Present the reading material and explain that the goal is to identify and summarize its main ideas, encouraging students to focus on essential content.

3. First Reading: Identify Key Information

Have students read the text while concentrating on the main points rather than minor details, using their prior knowledge to interpret and make sense of the new content.

4. Summarize Using Limited Words

Ask students to complete a GIST Activity Sheet by answering the 5W1H questions (Who, What, When, Where, Why, How) and then use these answers to write a concise summary of 20–30 words. This step requires synthesizing new information with their existing schemata.

5. Collaborative Discussion and Reflection

Organize group discussions where students compare summaries and explore key questions about the text. This interaction fosters deeper connections between prior knowledge and new material through shared perspectives.

6. Revise and Refine Summaries

Allow students to enhance their summaries based on feedback and insights from peers, further strengthening their understanding and the integration of schemata with the text.

7. Class Sharing and Feedback

Invite students to share their final summaries with the class and provide feedback on how effectively they captured the main ideas, reinforcing the ongoing interaction between prior knowledge and new learning.

2.8 Theoretical Assumption

Reading is critical to students' academic success across all subjects. Effective learning largely depends on strong reading abilities, as students must be able to comprehend and analyze various texts to acquire new knowledge. However, many students face challenges in understanding the texts they encounter in their studies. These difficulties often stem from the overwhelming volume of assigned reading materials and ineffective reading strategies that fail to engage students meaningfully with the content. The researcher introduced an innovative instructional method known as the GIST Strategy to address these challenges.

This study proposes that the Generating Interaction between Schemata and Text (GIST) approach can significantly enhance the reading comprehension skills of eighth-grade students, particularly when working with descriptive texts. The GIST strategy is grounded in the idea that comprehension enhances when students actively engage with the text by connecting new information to their existing knowledge or schemata. This dynamic interaction between prior knowledge and new content enables students to generate meaning more effectively and develop a deeper understanding of their reading material.

When applied to descriptive texts, the GIST strategy helps students create meaningful connections between what they already know about a topic, such as the characteristics of a specific location or object, and the detailed information presented in the text. This process involves identifying the main ideas and key

details, then summarizing them. Students gain a clearer grasp of the text's overall structure and essential points, enhancing their comprehension. Furthermore, the repeated use of the GIST strategy strengthens students' abilities to highlight crucial information, synthesize content, and build a comprehensive understanding of various types of texts. This approach enhanced reading comprehension and developed critical thinking and analytical skills for academic success.

2.9 Hypothesis

The researcher examined the hypothesis with the Wilcoxon Signed Rank Test from the Statistical Package for Social Science (SPSS). Drawing on the prior description, the study develops the following hypothesis:

H₀: The student's reading comprehension ability did not increase after being taught descriptive text by employing the GIST Strategy as a treatment

H₁: The student's reading comprehension ability does increase after being taught descriptive material by using the GIST Strategy as a therapeutic

2.10 Previous Study

Researchers have conducted several studies analyzing how the GIST strategy enhances reading comprehension. Here are some notable earlier studies on this strategy.

According to Sumalu & Hamzah Fansury (2022) result study on The GIST Strategy in Teaching Recount Texts for Improving Students' Writing Skills, applying the GIST strategy significantly enhances students' summary writing skills. The statistical analysis, utilizing the Paired Sample Test, indicated a significant difference between pre-test and post-test scores, evidenced by a two-tailed significance value of 0.00. The findings indicate that the enhancement in students' summary writing was not accidental but directly related to implementing the GIST strategy. Implementing the GIST strategy significantly enhanced students' capacity to produce concise and accurate summaries, enhancing their overall writing proficiency.

Agnesia et al. (2022) revealed that implementing the GIST strategy enhanced both students' learning activities and reading comprehension scores, with a notable increase in the percentage of students passing the Minimum Mastery Criteria from 45.16% to 83.87% after two cycles of treatment. Yuspita (2019) claimed that the GIST approach has also been shown to enhance students' engagement with their reading by offering a clear, step-by-step framework. Guiding learners through a structured implementation process simplifies the task of identifying and extracting the most critical information.

Salsabila (2015) on the Effectiveness of Using Gist Strategy in Teaching Students' Reading Comprehension on Narrative Text. This study assumed that students have difficulty grasping the meaning of texts. It evaluated how well the GIST strategy increased narrative text reading comprehension among students. Selected via cluster random sampling, 50 students took part in the study. Multiple choice questions comprised pre-tests and post-tests, from which data were gathered. The Result showed a notable increase in reading understanding following the GIST strategy.

According to Sinuraya et al., (2021) the GIST strategy affects reading comprehension among SMK Sinar Husni BM Labuhan Deli students. The fundamental techniques aim to enhance students' reading skills. Fifty students spread across two courses made up the study population. Reading comprehension tests, including both pre-tests and post-tests, helped gather data. Students' reading comprehension enhanced following the GIST approach's application in an experimental environment. This study demonstrates the effectiveness of the GIST approach in improving students' reading comprehension skills.

Prior studies indicate that the GIST strategy effectively benefits students' comprehension of written content. Research on recount, narrative, and diverse text genres consistently indicates enhanced comprehension after the application of GIST. Further research within the larger framework of reading comprehension confirms this beneficial impact. More importantly, students report satisfaction with employing the GIST strategy, which contributes to an additional advantage.

This chapter has discussed the literature review that was used in this study. It consists of definition of reading, aspects of reading, reading comprehension on descriptive texts, teaching strategy, method in teaching reading, the GIST strategy definition, reading with GIST strategy, theoretical assumption, hypothesis, and previous studies.

III. METHODS

This chapter provides the research design, population and sample, research instrument, research procedure, data collection technique, validity, reliability, normality test, data analysis, and hypothesis testing.

3.1 Research Design

This study used an experimental quantitative method. Creswell (2018) claimed that quantitative research is an approach of gaining knowledge about a problem or event by collecting and analyzing numbers. This method is all about collecting actual-world information that can be counted and analyzed statistically. The study used an experimental design that included a test before and after the experiment.

According to Sugiyono (2013) the research design used by the researcher is presented below:

T1 X T2

Notes:

T1 : The pre-test

T2 : The post-test

X : Treatment by using GIST Strategy in reading descriptive text

This study involves a pre-test (T1) administered before the research instruction, employing the GIST Strategy on Descriptive Text to evaluate students' competencies immediately before the treatment. Treatment is administered three times, employing the GIST Strategy on Descriptive Text to enhance students' reading comprehension skills. A post-test (T2) is administered to evaluate students' final reading test results after the treatment.

3.2 Population and Sample

The population of this study comprised eighth-grade students at MTS N 2 Bandar Lampung. The researcher selected eighth-grade students because the class was compatible with the core competency targeted by the investigation. The sample consisted of a single class, as a one-group pre-test and post-test design was utilized. The sample was selected through purposive sampling.

According to (Setiyadi, 2018), purposive sampling is applied when a particular person or chosen case is regarded as representing a case able to handle the study issue. The researcher selected class 8 Unggul 2 as the tryout class and class 8 Unggul 1 as the experimental class. A total of six meetings, one for the tryout, one for administering the pre-test, three for doing the treatment, and one for delivering the post-test, were held for this study.

3.3 Research Instrument

In this study, the researcher employed a reading comprehension test, especially on descriptive texts, to evaluate and comprehend the enhancement in students' reading comprehension abilities. The researcher also included tests, both pre-and post-test. A pre-test was conducted before the treatment phase began to assess the students' prior understanding. A post-test was conducted after the GIST approach had been employed as the treatment.

1. Pre-test

The researcher administered a reading comprehension assessment consisting of 30 multiple-choice questions. The test focused on descriptive texts that were intentionally aligned with the students' prior knowledge or existing schemata, allowing for a more meaningful engagement with the content. This was meant to measure the students' first reading skills and understanding.

2. Post-test

The researcher administered a post-test using the same reading comprehension questions as in the initial assessment, but with a rearranged order. This post-test was conducted to examine whether there was any change in students' performance following the implementation of the GIST Strategy in reading instruction.

3.4 Research Procedure

The researcher produced the students to participate in a pre-test, followed by a treatment process, and eventually complete a post-test for each cycle. The utilization of prepared instruments enabled this data collection. The procedures are outlined below:

1. The first phase involves administering a pre-test. The researcher administered a reading comprehension test to the students in this pre-test to assess their capacity to comprehend brief functional texts. The outcomes of this pre-assessment test established a baseline for evaluating the students' reading comprehension abilities. The researcher employed a reading comprehension test to gather quantitative data from the students.
2. The second step involves implementing the Generating Interaction between Schemata and Texts (GIST) strategy with the students. In this phase, the researcher employed observations to evaluate the student's progress and assess the GIST strategy's effect on their classroom learning. Furthermore, these tools assessed the teacher's effectiveness in implementing the GIST strategy. The researcher documented the process through photographs of classroom activities, offering concrete evidence of instructional practices. This documentation functioned as an essential tool for data collection during the study.
3. After the treatment was completed, the researcher administered a reading comprehension test as a post-test. This post-test is designed to evaluate the student's reading comprehension abilities after the application of the GIST

Strategy. The objective was to determine the efficacy and relevance of the GIST Strategy in improving students' reading comprehension.

3.5 Data Collection Technique

The data collection procedure in this study was organized into multiple stages to ensure the accuracy and reliability of the research findings. The steps were carefully designed and implemented to assess the effectiveness of the GIST (Generating Interactions between Schemata and Texts) Strategy to enhance students' reading comprehension. The procedures are outlined below:

1. Finding the sample and determining the population

The researcher initially determined the population group and sample for this study. The researcher selected MTS N 2 Bandar Lampung because the students there are representative of the target population and are capable of effectively engaging with the study. The population consists of one class of eighth-grade students for the academic year 2024/2025, and the study sample includes 30 students from this chosen class.

2. Organizing the material

The researcher created suitable reading material, including materials related to the pre-test and post-test, as well as the treatments. A mix of internet-based resources and the researcher's effort established the materials, which surely fit the syllabus at the grade level.

3. Utilizing the Try-Out Process

The researcher conducted a try-out procedure initially. This stage was conducted to prove the reliability and validity of the test tools. Students from additional classes who were not part of the research sample participated in the try-out. Depending on the findings, the researcher changed any unreliable or inappropriate test items to ensure the appropriateness of the test for assessing the reading comprehension capacity of the sample.

4. Pre-test giving

After the resources were adequately prepared, the researcher conducted a pre-test of the sample. Before administering the treatments, this pre-test could enable the researcher to assess the comprehension skills of the sample.

5. Conducting treatment procedures

The researcher handled reading class students. The students received treatments using the GIST Strategy on Descriptive Text. Three meetings served as the setting for the treatment. Students noticed that receiving the GIST Actively sheet exercises at every meeting made them more engaged and motivated in reading class.

6. Post-test giving

The process the researcher uses following the treatments is the post-test. This post-test indicates the students' progress and enables the researcher to determine the results of their reading comprehension following the treatment.

7. Examining the result

The researcher used the SPSS 27 software program to examine the pre-test and post-test result. This is supposed to achieve the means of the pre-test and post-test and show that the result of students' reading comprehension is better.

3.6 Validity

Hatch & Farhady (1982) identify two fundamental types of validity: content validity and construct validity. These two types must be evaluated to determine whether a test possesses good validity.

3.6.1 Content Validity

Content validity indicates the level to which a test accurately reflects the designated content area. Rubio et al. (2003) stated that content validity refers to the extent to which a measurement instrument thoroughly and appropriately assesses the skills, behaviors, or characteristics it is intended to measure, ensuring that the items represent an adequate.

Ensuring research validity involves aligning study materials with the school curriculum. Hatch & Farhady (1982) emphasize that content validity must include a representative sample of the subject matter, primarily emphasizing the test's appearance. This study involves designing tests aligned with the curriculum for eighth-grade students at MTS N 2 Bandar Lampung.

3.6.2 Construct Validity

According to Hatch and Farhady (1982), construct validity refers to the extent to which a test accurately measures the theoretical construct or concept it is intended to assess. In other words, construct validity ensures that the test reflects the underlying theory or learning objective the researcher aims to evaluate. This type of validity is crucial because it confirms that the test items are appropriate and relevant for assessing the specific abilities or skills the study targets. Construct validity becomes especially important in research involving multiple indicators or variables, as it helps verify that the test effectively captures the complex dimensions of the construct under investigation.

When an instrument is designed to measure a specific aspect, such as reading, the evaluation of its construct validity can be conducted by analyzing the items incorporated in the test (Setiyadi, 2018). If all items accurately assess the intended construct, the instrument's construct validity is considered satisfactory. In this study, the researcher employed the Bivariate Pearson correlation method using SPSS version 27. The test results indicated that 27 out of 40 questions were valid and would be used for the reading test. The researcher added three questions to the reading comprehension test, increasing the total number of items to 30.

Table 3.1 Specification of Reading Test

No	Aspect of Content	Number
1	Identifying the main idea of the text	1, 6, 11, 16, 21, 26

2	Identifying detail information of the text	5, 9, 13, 17, 23, 24
3	Referring specific information of the text	4, 15, 20, 25, 28
4	Understanding implied meaning and inference	3, 8, 14, 19, 29, 30
5	Vocabulary by asking synonyms of specific words	2, 7, 10, 12, 18, 22, 27

3.6.3 Level of Difficulty

The level of difficulty indicates the amount of challenge posed by a test item to participants. Test analysis is crucial for assessing whether an item is overly easy, excessively difficult, or suitably balanced for the target test population. The difficulty level is generally assessed by the percentage of test-takers who respond correctly to a question.

The level of difficulty was calculated using a specific formula below:

$$LD = \frac{U + L}{N}$$

Notes:

LD : Level of Difficulty

U : Number of upper groups who answer correctly

L : Number of lower groups who answer correctly

N : The total number of students in upper and lower group

Criteria:

Less than 0.30 = difficult

0.30 – 0.70 = average (good item)

More than 0.70 – 1.00 = easy

Table 3.2 Percentage of Level Difficulty

Criteria	Amount	Percentage
Difficult	9	22.5%
Average	26	65%
Easy	3	7.5%

3.6.4 Discrimination Power

Discrimination power denotes a test item's ability to differentiate between students with high and poor performance levels. It serves to differentiate students who exhibit strong abilities from those with weaker abilities. The measurement of discrimination power is conducted using a specific formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP : Discrimination Power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of students

Criteria:

DP: 0.00 -0.19 = Poor items

DP: 0.20 -0.39 = Satisfactory items

DP: 0.40-0.69- = Good items

DP: 0.70- L.00- = Excellent items

Table 3. 3 Percentage of Level Difficulty

Number of Items	Computation	Criteria
10, 30, 40	0.00 – 0.19	Poor items
1, 3, 4, 6, 7, 8, 12, 13, 14, 16, 18, 19, 20, 21, 24, 26, 27, 33, 34, 36, 38, 39	0.20 – 0.39	Satisfactory items
2, 5, 9, 11, 15, 17, 22, 23, 25, 28, 29, 31, 32, 35, 37	0.40 – 0.69	Good Items

3.7 Reliability

Reliability denotes the constancy of a score, reflecting its degree of correctness. A student's score comprises an accurate score and an error component. Reliability

evaluates the degree of mistake in a score, as multiple error causes may affect diverse test types. This study utilizes the Cronbach's Alpha technique via SPSS 27 to evaluate the reliability of the reading exam.

The formula for calculating Cronbach's Alpha (α) is as follows:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum V_i}{V_t} \right)$$

Notes:

α : Cronbach's Alpha (reliability coefficient)

K : Number of items in the instrument

V_i : Variance of each item

V_t : Total variance of the entire test

(Ghazali, 2016) argues a variable can be considered reliable if its Cronbach's Alpha value reaches 0.70. The computed Cronbach's Alpha is 0.711. Consequently, the reading assessment is acceptable.

Table 3. 4 Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
.711	40

3.8 Normality Test

The normality test assessed the data's normal distribution. The Shapiro-Wilk test was employed to assess the data's normality in this study. A normal distribution is accepted when the normality test result exceeds 0.05 (sig. > 0.05). The results of the normality test are presented in the table below.

Table 3. 5 Normality test of data pre-test and post-test

Shapiro-Wilk			
	Statistic	df	Sig.
Pre-test	.934	30	.061
Post-test	.891	30	.005

The results of the Shapiro-Wilk normality test indicate that the significance value for the pre-test was 0.061, while the post-test yielded a significance value of 0.005. The pre-test value is slightly above the standard threshold of 0.05, suggesting that the data approximately follows a normal distribution. However, the post-test value, well below 0.05, indicates a significant departure from normality. The data did not satisfy the normality assumption necessary for certain parametric analyses, primarily due to the clustering of student scores within specific ranges on both assessments. Consequently, the researcher utilized the Wilcoxon Signed Rank Test to analyze the results.

3.9 Data Analysis

The researcher examined the data through the following steps to achieve the results of this research:

1. **Analyze Pre-test and Post-test Scores**

The researcher reviews individual pre-test and post-test scores to assess students' baseline reading comprehension and subsequent progress following the intervention.

2. **Organize Data into Comparative Tables**

Scores are systematically compiled into tables to facilitate clear comparison of student performance before and after the treatment.

3. **Calculate Gain Scores**

Enhancement is quantified by computing gain scores, representing the difference between post-test and pre-test results for each student.

4. **Identify Areas of Greatest Enhancement**

The researcher examines gain scores to determine which specific reading comprehension components exhibited the most significant enhancement.

5. **Perform Statistical Hypothesis Testing**

Using SPSS version 27, the researcher conducts inferential statistical analysis (e.g., paired t-test) to evaluate the significance of observed enhancements.

6. Interpret and Conclude Findings

Based on statistical outcomes, the researcher draws conclusions regarding the effectiveness of the GIST strategy in improving students' reading comprehension, addressing the research question.

3.10 Hypothesis Testing

This study used hypothesis testing to examine whether the GIST Strategy enhance students' reading comprehension. Statistical analysis was performed using SPSS version 27, with a significance level of $p < 0.05$. The research aimed to determine if the strategy led to a significant enhancement in students' reading comprehension skills.

The hypothesis can be articulated as follows:

H₀: The implementation of the GIST Strategy on Descriptive Text enhances students' reading comprehension. The criteria H₁ is accepted if the alpha level is lower than 0.05 (0.05).

H₁: The implementation of the GIST Strategy on Descriptive Text does not lead to an enhancement in students' reading comprehension. If the alpha level exceeds 0.05, the null hypothesis (H₀) is accepted.

This chapter has discussed the methodology of the research. It consists of the research design, population and sample, research instrument, research procedure, data collection technique, validity, reliability, normality test, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and future researchers.

5.1 Conclusion

This study's results indicate that the GIST strategy effectively enhanced students' reading comprehension skills when teaching descriptive texts. The GIST strategy enhanced students' comprehension and interpretation of texts by directing them to identify main ideas and summarize key information succinctly. This strategy also fosters essential literacy skills, including critical thinking, synthesis, and analytical reasoning. The GIST strategy is a valuable component of reading instruction, as it fosters essential skills for academic success and lifelong learning

This study's findings indicate that the GIST strategy significantly influenced student learning outcomes. Students in class VIII Unggul 1 at MTS N 2 Bandar Lampung, who initially demonstrated a basic level of reading comprehension, exhibited significant enhancement following instruction utilizing the GIST strategy. The statistical data collected in this study supports the positive outcomes of the GIST strategy. The mean reading comprehension score of the students prior to the treatment was 67.03, indicating both moderate competency and significant potential for enhancement. The post-test mean score increased significantly to 88.03 following the implementation of the GIST strategy, indicating enhanced comprehension skills among students. The Wilcoxon Signed Rank Test, analyzed using the SPSS program, yielded a two-tailed significance value of 0.00, indicating a statistically significant difference between pre-test and post-test scores.

This study provides evidence that the GIST strategy effectively enhanced students' reading comprehension, particularly with descriptive texts. The results indicate that

the most notable improvement was in students' ability to identify the main idea. This can be attributed to the GIST strategy's emphasis on synthesizing key information and summarizing content, which directly guides students to focus on and extract the central message of the text. The strategy's capacity to actively engage learners, develop critical literacy skills, and produce measurable gains in comprehension scores underscores its significance in educational contexts.

5.2 Suggestion

Based on the research findings, the following suggestions are proposed:

5.2.1 Suggestion for teacher

1. As students' reading comprehension markedly enhances when instructed with the GIST Strategy, it is recommended that English teachers implement this approach in reading lessons, particularly for those students who face difficulties in text comprehension.
2. The strategy's reliance on summarizing key ideas may pose challenges for students with limited vocabulary in effectively expressing their understanding. An English teacher may implement pre-reading activities, including vocabulary-building exercises, to assist students in becoming acquainted with essential terms prior to employing the strategy.
3. English teachers should prioritize comprehension of meaning over mere summarization when implementing this strategy.

5.2.2 Suggestion for Further Researcher

1. The researcher employed multiple-choice questions as the assessment tool in this study. The researcher recommends employing essay-type questions to evaluate the summaries produced by students and to determine their comprehension of the text.

2. This study used a class with students who were seen as more capable. The researcher recommends selecting participants more carefully to avoid bias. It's better to include students with different abilities and backgrounds to make the results more reliable and applicable to many classrooms
3. Future researchers should investigate the effectiveness of this strategy on narrative, descriptive, or argumentative texts to ascertain potential differences in students' comprehension outcomes.
4. Future researchers should employ technology to investigate the potential of digital media, including interactive applications, in enhancing students' summarization skills.

This chapter has discussed the conclusion of the research findings and suggestions for English teachers and future researchers.

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