

**IMPROVING READING COMPREHENSION SKILL OF THE TENTH  
GRADE STUDENTS OF SMAN 1 PLEMAHAN BY GENERATING  
INTERACTION BETWEEN SCHEMATA AND TEXT (GIST)**

**T H E S I S**

**Presented to**

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**in Particular Fulfillment of the Requirements**

**For the Degree of *Sarjana* in English Language Education**



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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Institute for Islamic Studies (IAIN) Kediri.

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

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Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terima kasih.

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## MOTTO

*Reading Comprehension Skills and Strategies* is designed to reinforce and extend the reading skills of your students. The fun, high-interest fiction and non-fiction selections will spark the interest of even your most reluctant reader.<sup>1</sup>

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<sup>1</sup> Reading Comprehension Skills and Strategies Book

## DEDICATION

*This thesis is dedicated to :*

*My respectable Father and Mother, Mr. Sutopo and Mrs. Linnuryati, thanks for your love, your support, your patient, your prayer, and your affection in my life.*

*My sweet family, Mr. Andri, Mrs. Naila, Miss Putri, Miss Nurul, Mr. Sefian who are always there for me and always make me happy.*

*My beloved husband, Mr. Azin, thanks for your support and your prayer. Thank you for all that you have given to me.*

*My beautiful teacher, Mrs. Atik Cahyani, thanks for your prayer and your support.*

*All of my lecturer at IAIN Kediri, especially my advisors, Dr. Mukhammad Abdullah, M. Ag. And Ima Fitriyah, M.Pd.I. a million of thanks I appreciate for all of your advice and suggestion to make my thesis better.*

*Thanks for my bussiness partner, Miss Fifin, Miss Indri, and Miss Nanda, who are making me laugh everytime.*

*Thanks for my crazy friends, Miss Uswatun Khasanah, Miss Siti Ido Safitri, and Miss Esty Ma'rifatul Faridah that always accompany me start in the first semester until the last semester.*

*All of my friends, especially my old friends, Mrs. Ida and Mrs. Lelly, I will always remember our memories and experiences.*



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Finally, I hope that Allah SWT gives His blessing along with the usage of this thesis for all of us. *Amien*.

Kediri, June 25<sup>th</sup>, 2019

The Writer

## ABSTRACT

Ma'rifah, Irma Nur. 2019. *Improving Reading Comprehension Skill of the Tenth Grade Students of SMAN 1 Plemahan by Generating Interaction Between Schemata and Text (GIST)*. State Islamic Institute (IAIN) of Kediri, Faculty of Tarbiyah, Department of English Language Education, Advisor : 1). Dr. Mukhammad Abdullah, M. Ag. 2). Ima Fitriyah, M.Pd.I.

Key words : *Reading, Reading Comprehension, GIST Strategy*

Reading is one of the important aspects in learning English. It has a positive effect on the students' knowledge. The success of teaching depends on the teaching strategy applied. This study is aimed to improve the students' reading skill at SMAN 1 Plemahan Kediri upon being taught by using generating interaction between schemata and text (GIST) strategy.

Classroom Action Research design is used in implementing GIST strategy to the tenth grade students of SMAN 1 Plemahan of the class consists of 36 students. The material used in this research is narrative text. The researcher conducted this study by applying the CAR (classroom action research) step of planning, acting, observing, and reflecting.

In this step, the researcher did the teaching learning process in cycle I. The researcher's target was 80% students could pass the criteria of success. Because in reading comprehension, the students' main problem was lacking of vocabularies and they had not used their own word yet in doing the gist. There were only 60% students who pass the criteria of success. Because of that problem, the researcher agreed to fix it by continuing the gist treatment in the cycle II. In cycle II, The students' vocabulary in reading comprehension were growing better because they felt familiar with those vocabularies. And almost all of the students could applying the gist strategy correctly. The students could reduce their mistakes in comprehending the text. The researcher's target was 80% students could pass the criteria of success. And, in this cycle the students who pass the criteria of success is 100%. The treatment which had been given on the fourth meeting was enough to make the students comprehend the text. It proved that they were improved. Finally, it could be said, that the gist strategy could improve the students' reading comprehension.

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