

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains of a conclusion and a suggestion. The conclusion was based on the research findings on chapter IV. And the suggestion was propose to the teacher, the students and the future researcher.

A. CONCLUSIONS

Based on the research findings, the writer could conclude this research as follow: The Generating interactions between schemata and text (GIST) strategy can improve the students' reading comprehension. It is proved by the students' mean score of pre- test and post- test. The mean score before the students taught by the GIST strategy is 52.78. And only 16.67 % students who pass the KKM. Besides that, the mean score after the students taught by the GIST strategy is 90.13. It is increased 37.35 point from the pre- test's mean. And the students who pass the KKM is 100%. From those result, it could be stated that the use of the GIST strategy can improve the students' reading comprehension.

In implementing generating interactions between schemata and text (gist) the researcher explaines about the generic structures and language features of narrative text. After that, the researcher asks the students to read the example of narrative text. Then, the students are determine where is the main idea of the first paragraph and the supporting detail. The students highlight the important words,

then make a summary from the first paragraph no more than 20 words. The students continue that steps to the next paragraph until the end. After finished make a summary from each paragraph, the students make a new summary from each paragraphs, that has been summarized before, as one.

B. Suggestions

In order to make a better produce in reading especially in reading comprehension. The researcher would like to propose some suggestions for the teacher, students, and future researcher.

1. For The Teacher

The teacher should use a various strategy or method in teaching English, so the students will not feel bored. A variety of strategy could make them feel enthusiastic and more interest in learning English in a class. The teacher must give guidance to the students during the lesson. They should teach them how to read with Generating Interactions between schemata and text (GIST) strategy. They are recommended to motivate all students to be active in the classroom. The teacher should appreciate what the students do by give them a price or even just a simple words.

2. For The Students

The students should be more active in teaching and learning process. Do not scare to ask a question or share the idea to others. The students should

have a high motivation in learning English, and try to enrich their vocabulary because it will help them understanding English easily.

3. For Future Researcher

It has been known from the result of this research, that the use of the generating interactions between schemata and text (GIST) strategy can improve the students' reading comprehension. It is suggested to the further researcher to conduct further research in the similiar area. Especially on using GIST strategy in teaching reading comprehension in different discourses.

REFERENCES

- Bamford. *Extensive Reading Activities for Teaching Language*. Cambridge, England: Cambridge Handbooks for Language Teachers, 2004.
- Basar, M. & Gurbuz, M. Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students. *International Journal of Instruction*, 10 (2), pp. 131-144, 2017.
- Buscemi, S.V. *A Reader for Developing Writers*. New York: Mc Graw-Hill Inc, 2002.
- Gebhart, J.G. *Teaching English as a Foreign or Second Language*. Michigan: The University of Michigan Press, 1996.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Essex: Pearson Education Limited, 2007.
- Khruawan, Panida & Dennis, N.K. A Study of English Reading Comprehension Using Content-Based Instruction Approach. *International Journal Of Research –Granthaalayah*, 5 (1) pp. 368-375, 2017.
- Lodico, M.G., et al. *Methods in Educational Research: From Theory to Practice*. USA: Jossey-Bass, 2006.
- McNamara, D.S., et al. *Handbook of Latent Semantic Analysis: Evaluating self-explanations in iSTART: Comparing word based and LSA algorithms*. Psychology Press, 2009.
- Mikulecky, B.S & Jeffries, Linda. *More Reading Power*. New York: Addison-Weasly Publishing Company, 1996.
- Mikulecky, B.S & Jeffries, Linda. *Reading Power*. USA: Addison Wesley Longman, 2005.
- Muntafi'ah, Lailatul. *The Use Of Generating Interactions Between Schemata And Text (Gist) Strategy Towards Students' Reading Comprehension*. English

- Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga. Salatiga: 2015/2016.
- Riani, Novi., et al. The Effect Of Using Gist (Generating Interaction Between Schemata And Text) And Students' Reading Interest Toward Students' Reading Comprehension At Fifth Semester Stkip Ypm Bangko. *Journal English Language Teaching (ELT)*, 2 (1), pp. 104-112, 2014.
- Snow, C. *Reading for Understanding. Toward an R&D Program in Reading Comprehension*. Study Group, 2002.
- Sood, S.C. Interactive Approaches to Second/Foreign Language Reading and Their Implications. *Journal of Language and Language Teaching*, 4 (1), pp. 41-45, 2015.
- Young, M.R., et al. Action Research: Enhancing Classroom Practice and Fulfilling Educational Responsibilities. *Journal of Instructional Pedagogies*, pp 1-10, 2016.
- Yunita, Ratna., et al. *Teaching Reading Comprehension Narrative Text By Combining Gist Strategy And Magnet Summary Strategy For Junior High School Students*. Staf Pengajaran Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, Pp. 1-13, 2006.