THE EFFECTIVENESS OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TO IMPROVE STUDENTS' WRITING RECOUNT TEXT AT 10TH GRADE OF MADRASAH ALIYAH NURUL HAQ KARANG BEJELO, PRAYA IN ACADE MIC YEAR 2022/2023

UNIVERSITAS ISLAM NEGERI
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MATARAM
2023

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A Thesis

**Presented to State IslamicUniversity of Mataram
To fulfill the requirement for attainment of
bachelor degree in English Language
Education**

**By
Marwani
NIM 180107027**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2022/2023**

ADVISORS' APPROVAL

Thesis by:Marwani, Student's Number: 180107027 entitled "The Effectiveness Of Generating Interaction Between Schemata And Text (GIST) Strategy to improve students' writing recount text at 10th Grade Of Madrasah Aliyah Nurul Haq Karang Bejelo, Praya in Academic Year 2022/2023" has fulfilled the requirement and has been approved by the thesis advisors to be examined.
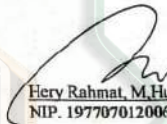
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iii

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Matamm,   2023

Subject:Thesis Examination
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in Mataram

Assalamu'alaikum Warahmatullahi Wabarakatuh
Respectfully, after doing guidance, direction, and correction, we are of
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session of the Faculty of Education and Teacher Training, State Islamic
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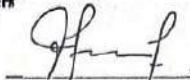
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THESIS RATIFICATION

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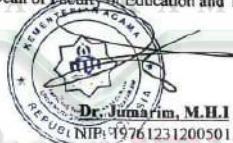
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vi

vii

MOTTO

"Never a believer is stricken with a discomfort, an illness, an anxiety, a grief or mental worry or even the pricking of a thorn but Allah will expiate his sins on account of his patience". [Al-Bukhari and Muslim].

DEDICATION

"I dedicate this thesis for myself, my beloved parents, my beloved brother my teachers and lecturers, my families and all my friends, my clever and inspiring classmates A class 18 who always support me for the completion of this thesis that I cannot mention one by one"
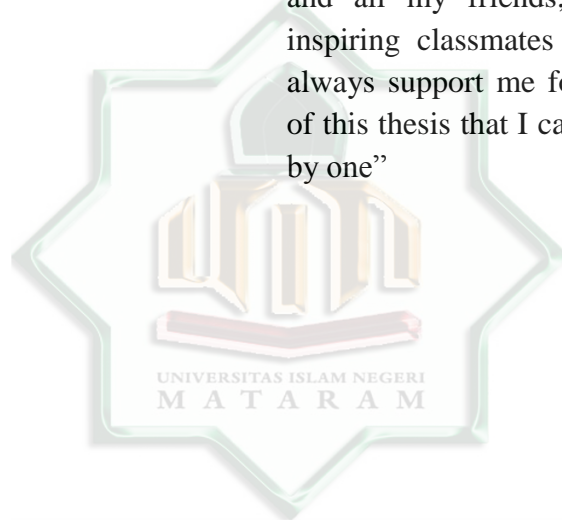
ACKNOWLEDGEMENTS

Thanks to God, my infinite gratitude to Allah, the infinite giver of favor so that the writer could complete the thesis to qualify for bachelor degree in English Education Deparment Faculty of Education and Teacher Training State Islamic University of Mataram.

Shalawat and salam may always be poured out to the prophet Muhammad SAW. the bearer of truth, the tide of ignorance into a realm full of science so that the writer can come up with ideas and minds to construct this scientific work with a light of islamic education.
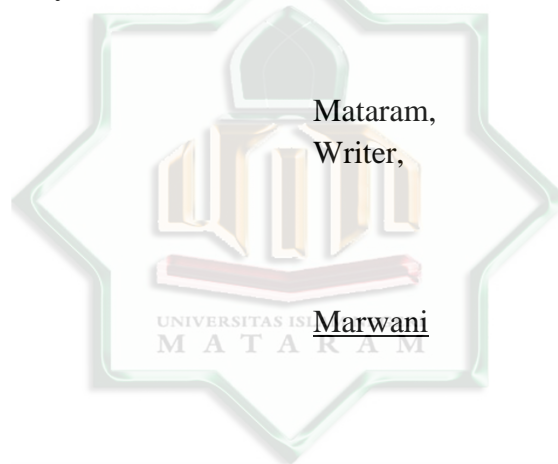
The author realizes that the completion of this thesis would not succeed without the help and involvement of different parties. Hence, the author gives high esteem and credit to those who have helped, which include:

1. Dr. Yek Amin Aziz, M.Pd as supervisor I and Mr Hery Rahmat, M,Hum as supervisor II who have provided guidance, motivation, and detailed corrections, continously and without getting bored in the midst of their busy life in making this thesis more mature and completed quickly.
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4. Mr. Dr. Jumarim, M.H.I as Dean Faculty of Education and Teacher Training at State Islamic University of Mataram.
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7. Principals, English language teacher and office staff of MA. Nurul Haq Karang Bejelo, Paraya for the advice, criticism and motivation given.

8. My beloved father and mother, H. Abdul Majid and Rukiyah, thank you for all prayers, support, and enthusiasm to complete this thesis, may Allah SWT reward you with double kindness.
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10. My beloved Husband Tahirudi, you for your attention, love and support during doing this thesis.
11. My beloved almamater State Islamic Universitas of Mataram, may you always be victorious.

May the good deeds of various parties get a double reward from Allah swt. and hopefully this scientific work is useful for the universe.

Mataram,   2023
Writer,

Marwani

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDIXES

THE EFFECTIVENESS OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TO IMPROVE STUDENTS' WRITING RECOUNT TEXT AT 10TH GRADE OF MADRASAH ALIYAH NURUL HAQ KARANG BEJELO, PRAYA IN ACADEMIC YEAR 2022/2023
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This study aimed to determine whether there was a significant effect between before and after treatment by Implementation of Generating Interaction between Schemata and Text (GIST) strategy to improve students writing recount text. This research is using quantitative pre-experimental design one group pre-test and post-test. The number of samples from this study was 23 students X IPS MA Nurul Haq Karang Bejelo, Praya in academic years 2022/2023selected based on Purposive Sampling. The research instrument is test and document. To collect data was the students' pre-test scores and post-test scores which were calculated and analyzed using IBM SPSS version 26. The results showed that the mean pre-test score was 47,8 and the posttest mean score was 78 which mean posttest average was higher than the pre-test average (47,8>78), According to the study's findings, utilising the GIST strategy can improve students' summary writing. It was demonstrated by the Paired Sample Test results, which showed that the value of sig. (2-tailed) is 0.00 for both the pre-test and post-test scores. Therefore, this research's use of the GIST technique to improve students' writing summary has a significant impact.

Keyword : Generating Interaction between Schemata and Text (GIST), writing summary, recount text.

لتحسين كتابة نصوص إعادة الحساب لدى **(GIST)** تنفيذ استراتيجية توليد التفاعل بين المخططات والنص الطلاب في الصف العاشر بالمدرسة علياء نور الحق كارانج بيجيلو، برايا في السنوات الأكاديمية ٢٠٢٢\٢٠٢٣

بواسطة

مرواني
١٨٠١٠٧٠٢٧

الهدف من هذا البحث هو معرفة ما إذا كانت هناك فروق ذات دلالة إحصائية قبل وبعد التدريس في تدريس نصوص (GIST) باستخدام استراتيجية تنفيذ توليد التفاعل بين المخططات والنص إعادة الفرز باللغة الإنجليزية. يستخدم هذا البحث المنهج الكمي القبلي التجريبي مع تصميم الاختبار القبلي والبعدي لمجموعة واحدة. وبلغ عدد عينات هذا البحث ٢٣ طالبا أدوات البحث هي الاختبارات والوثائق. تم جمع البيانات عبارة عن درجات الطلاب في الاختبار القبلي ودرجات الإصدار ٢٦. IBM SPSS الاختبار البعدي والتي تم حسابها وتحليلها باستخدام برنامج ٧٨ ومتوسط درجات الاختبار >وأظهرت النتائج أن متوسط درجات الاختبار القبلي كان ٤٧,٨ البعدي ٧٨ مما يعني أن وكان متوسط الاختبار البعدي أعلى من متوسط الاختبار القبلي يمكن أن يحسن GIST ٧٨)، وبناء على نتائج هذا البحث، فإن استخدام استراتيجية>(٤٧,٨ الملخصات المكتوبة للطلاب. وقد ثبت ذلك من خلال نتائج اختبار العينة المزدوجة على درجات (2-بلاط) هو 0.00. ولذلك فإن هذا يعني أن هناك sig. الاختبار القبلي والبعدي والتي تظهر لتحسين كتابة الملخصات لدى الطلاب GIST تأثير كبير في هذه الدراسة لاستخدام استراتيجيات.

، كتابة الملخصات، إعادة فرز (GIST) الكلمات المفتاحية: توليد التفاعل بين المخطط والنص النصوص.

EFEKTIFITAS STRATEGI GENERATING INTERACTION BETWEEN SCHEMATA DAN TEKS (GIST) UNTUK MENINGKATKAN KEMAMPUAN MENULIS RECOUNT TEKS SISWA KELAS 10 MADRASAH ALIYAH NURUL HAQ KARANG BEJELO PRAYA TAHUN PELAJARAN 2022/2023
OLEH:
<u>MARWANI</u>
180107027

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan sebelum dan sesudah diajarkan dengan Generating Interaction between Schemata and Text (GIST) dalam pengajaran teks recount. Penelitian ini menggunakan metode kuantitatif pra-eksperimental dengan desain one group pre-test and post-test. Jumlah sampel dari penelitian ini adalah 23 siswa X IPS MA Nurul Haq Karang Bejelo, Praya tahun ajaran 2022/2023 yang dipilih berdasarkan Purposive Sampling. Instrumen penelitiannya adalah tes dan dokumen. Pengumpulan data adalah nilai pre-test dan nilai post-test siswa yang dihitung dan dianalisis dengan menggunakan IBM SPSS versi 26. Hasil penelitian menunjukkan bahwa rata-rata nilai pre-test adalah 47,8 dan nilai rata-rata post-test adalah 78 yang berarti rata-rata posttest lebih tinggi dari rata-rata pre-test (47,8>78), Berdasarkan hasil penelitian ini penggunaan strategi GIST dapat meningkatkan ringkasan tulisan siswa. Hal ini dibuktikan dengan hasil Paired Sample Test pada skor pre-test dan post-test yang menunjukkan nilai sig. (2-tiled) adalah 0,00. Oleh karena itu, ini berarti bahwa terdapat dampak yang signifikan dalam penelitian ini yang menggunakan strategi GIST untuk meningkatkan ringkasan menulis siswa.

Kata Kunci : Menghasilkan Interaksi antara Skema dan Teks (GIST), menulis ringkasan, teks recount.

CHAPTER I
INTRODUCTION

A. Background Of Research

Language has a crucial role in the human life; individuals employ it to communicate to one another. We can acquire knowledge and some knowledge thru the language, however individuals also use it to communicate with others and convey their thoughts, ideas, and opinions. A human language can be regarded as a code for conveying a great variety of information[1]. Many people are using it for sending messages all around the world.

Around the world, people from different national backgrounds usually use English as an important primary language for communication. English is an international language, in other ways. It can be used to communicate with both native and non-native speakers from all over the world.

We utilize English as a foreign language in Indonesia. English is used in informal circumstances as a foreign language, such as when studying. It signifies that English is only taught at school as one of the topics, and it is not utilized frequently in Indonesia. There are four talents in English: speaking, reading, and listening. These abilities are related to one another and are both critical. Students ought theoretically be able to learn all of the necessary abilities as a result, but the reality is that many of them struggle to learn English, particularly in English. Individuals who use English as a second language alongside one or more other languages they speak. Thousands of individuals may trouble speaking in English.[2]

Writing skill is regarded as the most difficult and complex language skill, because it requires extent of perception and involves thinking process extensively to produce idea, words,

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[1] Kuiper, Koenraad, and W. Scott Allan. *An introduction to English language*. New York: Springer Publishing, 2017.

[2] McKay, S.L. *Teaching English as an international language: Rethinking goals and perspectives*. New York: Oxford University Press, 2002.

sentences, paragraphs, and the word composition. [3] One of the text kinds frequently employed in writing is the recount text. Students can run into issues when creating recall texts. Grammar, organisation, topic, vocabulary, and spelling mistakes are among the issues. The following issue was revealed in the section on vocabulary and content. When students wrote a paragraph for a recount text, they showed how to articulate the primary concept, incorporate supporting facts, and take care with their grammar.

The students' knowledge and understanding in writing recount text was the students were difficult in elaborating ideas. The use of classroom strategies has grown in importance throughout the teaching and learning process.

Surprisingly a number of students in the MA Nurul Haq Karang Bejelo, Praya have a lack in writing recount text because the text they must create is not related to a plan. They also did not know what tense they should use. Their lack of interest in english is due to their difficulty in connecting the scheme of writing with what will be written.

Selecting the suitable method enables teachers and students to achieve the learning goals. In addition, the use of appropriate strategies can motivate students in the learning process of writing. There are many strategies that teachers can use in teaching writing, such as color coding, demonstrate, use sentence starter and use mentor text or summarizing, so applying Generating Interaction Between Schemata and Text (GIST) is choose. This activity help English Teacher and students to synthesize information, a higher thinking level order thinking skill which includes analyzing information and identifying key concepts .

GIST, standing for Generating Interaction Between Schemata and Text, is a reading comprehension, informational text, and summarization help technique. As Margot already noted, James Cunningham devised the GIST approach to teach students how to select the most important details from a text.

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[3] Sarifah, Nurhajah Tia, and Yanuarti Apsari. "The Use of Picture and Picture Technique in Improving Student Writing Skill." *PROJECT (Professional Journal of English Education)* 3.6 , 2020: 664-669.

According to Cunningham and Zaim, GIST is the summarizing method. Summarizing requires students to concentrate on the text's core topic and determine whether it is necessary without omitting important ideas.[4] Understanding the core idea is crucial for kids because once they do, they can easily comprehend the material.

As a result, the GIST strategy is a summary technique in which students determine which points to highlight without omitting others while concentrating on the text's main topic. Base on the explanation, the researcher focuses on The effectiveness of generating interaction between schemata and text (GIST) strategy to improve students' writing recount text at 10th grade of Madrasah Aliyah Nurul Haq Karang Bejelo, Praya in academic year 2022/2023.
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B. Statement of Problem and limitation

a. Statement of problem

Based on the background of the problem mention previously, the formulation of the problem as follow: is there any effect of generating interaction between schemata and text (GIST) strategy to improve students' writing recount text at 10th grade of Madrasah Aliyah Nurul Haq Karang Bejelo, Praya in academic year 2022/2023?

b. Research Limitation

The limitation of this research is on the effectiveness of generating interaction between schemata and text (GIST) strategy to improve students' writing recount text at 10th grade of Madrasah Aliyah Nurul Haq Karang Bejelo, Praya in academic year 2022/2023. This study focuses on the language aspect that relates to writing skill.

C. Objectives of research Significant of the Research

1. Research Objectives

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[4] Zaim, B. The Effectiveness of Using Generating Interaction between Shenata and Text (Gist) on Students' Reading Comprehension at The Second Grade Students' Man 1 Tulungagung. IAIN, *Thesis,* Tulungangung, 2019.

The objectives of this research to find whether any effect of generating interaction between schemata and text (GIST) strategy to improve students' writing recount text at 10th grade of Madrasah Aliyah Nurul Haq Karang Bejelo, Praya in academic year 2022/2023.

2. Significant of the Research

a. Theoretical

The result of the research can be useful in education. Especially in teaching and the english language learning method that is connected to the GIST strategy to teaching writing recount texts.

b. Practical

1) Teachers

The findings of this study should inform English teachers about the effectiveness of the GIST technique for teaching recount text writing skills, and produce interesting teaching and learning resources, inspire teachers to be more creative.

2) Students

The findings of this study should help students learn, especially when it comes to writing-related activities.

3) For the institutions

The final results of this study should help accomplish the requirements of the English curriculum.

D. Definition Of Key Term

One reading strategy is the GIST strategy, which requires students' to be able to summarize up a text in no more than 20 words without leaving out any important ideas.[5]

Recount Text is a text which tells about story, action, or activity in the past.[6] Recounting past experiences in chronological order allows one to categorize and explain past encounters.

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[5] Yulia Agustiara p."The Implementation of Get the Gist Strategy in Improving Students' Reading comprehension Achievement of Recount Text at the Second Grade of SMPN 13 Bandar Lampung" *Thesis* Bandar Lampung, Lampung University, 2018

[6] *Ibid.p 22*

Recounts are stories that recount events for the audience's information or entertainment (or both).

Writing is an individual activity similar to McDonough and Shaw said that writing, like reading, is in many ways an individual, solitary activity[7] Writing also is a way the researcher think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R. Comley said that writing is a way of thinking as well as a means of communication. Fred D. White also said that writing is more than public communication; it is a way of thinking[8].

Finally, creative writing leads to increase reading among the learners. It is by getting in the process of writing that learners get better understanding of how texts are constructed which leads them to read more so that to implement similar structures in their texts.
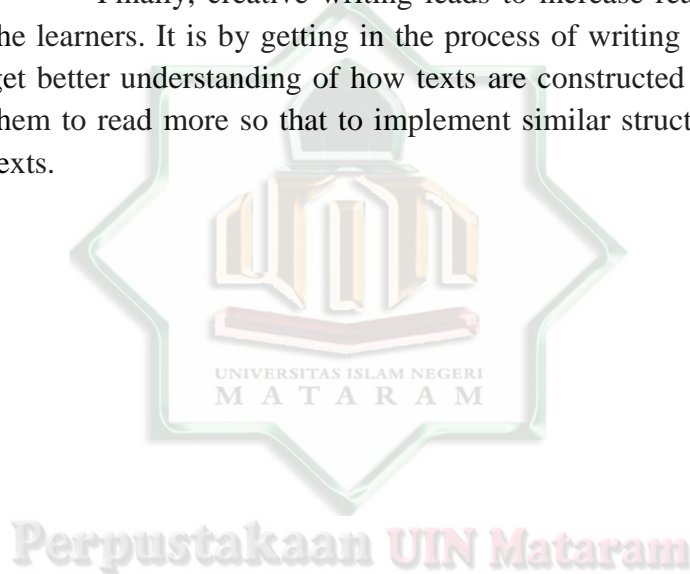
CHAPTER II
REVIEW OF LITERATURE AND RESEARCH HYPOTHESIS

A. Review of previous Research

To conduct this study, the researcher used some previous

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[7] Mc Donough. J and Shaw .C, *Materials and Methods in ELT*, (Cambridge: Blackwell Publisher, 1993) p.164

[8] Fred D. White, *The Researcher's Art*, (California: Wadsworth Publishing Company, 1986)p.7

studies. The title of the first study is "The Effectiveness of GIST (Generating Interaction between Schemata and Text) and KWL (Know, Want to know and Learned) Strategies on Students English Literacy Toward Learning Motivation." Written by Aep Saepudin, Sri Sulistyorini and Yuli Utanto. The analysis aims to: (1) determine the efficiency of teaching strategies within the scope of English proficiency; (2) determine the motivational learning influences on students' English literacy ability; and (3) determine how GIST and KWL strategies are used in English literacy to assess learning motivation. Researchers combined Qualitative and Quantitative method, and take two experimental class at SMPN 1 Lebakwangi, Kuningan. Experimental class 1 used GIST strategy, while experimental class 2 used a KWL strategy. And the result is class experimental 1 was bigger than class experimental 2 $(1.73 > 1.64)$ [9]

The findings indicated that the GIST technique was effective than the KWL strategy in improving English literacy. GIST strategy assist students in shorting and choosing vocabularies for classifying the vital info. The research by Aep Saepudin compared the KWL and GIST strategies and examined at the students' motivation for learning English, although the researchers only paid attention to the GIST strategy and the ability of the students to write texts. The approach employed differs as well; researchers only utilize quantitative research methods.

The second study "The Effect of Generating Interaction between Schemata and Text (GIST) Strategy on Student's Achievement in Writing Narrative Text." which Sunita Sari wrote. She utilised an experimental group and a control group in her investigation. While the control group did not receive any GIST instruction, the experimental group received instruction utilising this technique. The findings thus demonstrate that adopting the GIST strategy to teach writing achievement in narrative text has a

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[9] Saepudin, A., Sulistyorini, S. & Utanto, Y., The Effectiveness of GIST (Generating Interaction between Schemata and Text) and KWL (Know Want to Know, Learned) Strategies on Students English Litteracy Towards Learning Motivation. *Innovative Journal of Curriculum and Education Techology.,* 8:(2), 51-58 2019.,

more substantial impact than not using GIST strategy. [10]

Sunita's research focused on the impact of GIST strategy on writing narrative text, but the present researcher is interested in at the impact of GIST strategy on writing recount material. This is where the two research projects diverge. significant variations within the study sample. The researcher is interested in employing the Gist strategy as an approach in her research through the studies mentioned above.

The third study by Mikah Sumalu "GIST Strategy in Teaching, Recount Text For Students in Writing Skill at SMPN 8 Makassar", The purpose of this study was to determine whether there was a significant difference in students' writing abilities, particularly in summarization, before and after being taught the GIST strategy in recount texts. Data were collected using writing tests that were used as pre- and post-tests, and the GIST Strategy treatment was administered before the post-test. The result show that research using GIST strategy could increase students' writing summary. It was demonstrated by the Paired Sample Test results, which showed that the value of sig. (2-tailed) is 0.00 for both the pre-test and post-test scores. Consequently, this research's use of the GIST technique to improve students' writing summary has a considerable impact.[11]

The differences is in the population, sample, and also the place or location of the previous research. And to evaluate students' writing skills, both use the GIST strategy on recount text material.

B. Theoretical Bases

1. Language learning

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[10] Sunita, Generating Interaction Between Schemata and Text (GIST) Strategy on Students' Achievement in Writing Narrative Text. *Thesis* 2020

[11] Sumalu mikkah, GIST strategy in teaching recount text for students in writing skill at SMPN 8 Makassar. *Thesis,* 2022

According to Brown Language learning is getting or acquiring knowledge about language.[12] Students, parents, teachers, and the community have the responsibility to share the language especially for students who require ongoing opportunities to use language in different forms. Starting from the language used daily at home, they will first get the language that is their basic ability from family and closest people. Then everyone will get a second language such as a foreign language, for example English when learning English at school which is explained by the teacher. Through the learning process, students will know the meaning of language and know how to apply the second language obtained from the learning process and they will be able to communicate various language skills such as listening, speaking, reading and writing.

2. Language teaching

Language is crucial for living as social human being. Life is full of social interaction and it cannot be done without having a language.[13] Moreover, this globalization, English becomes a lingua franca not only in educational sector, but also in all other sectors as economic, agriculture, health, and even goverments. Human beings rely on language to express themselves, communicate with other, and know the world.

In Indonesia, English is thaugh as a foreign language in all school level, most of Indonesian students are still anxious to communicate using English and the aim to teach English, as adopted by government, is to develop a communicative competence of the learners.[14] English has become an obligatory subject in several levels of education,

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[12]H. Douglas Brown, *Principle of Language Learning and Teaching*, San Francisco State University, 2006.

[13] Wen Qiu, "Aristotle's Definition of Language", *School of Chinese Language and Literature, Beijing Normal University,* Vol. 2, Nomor 8, Agustus 2014, page. 1.

[14]Dyah Indri Fitri Handayani, "Teaching English Pronunciation Using Film", *Department of English Education, Indonesia University of Education*, Vol. 5, Nomor 2, Oktober 2017, page.194.

from junior school level up to university level in Indonesia. The goal of teaching English is to provide an assessment for students which are expected to be able to take part in social live and able to communicate as well as to gain information provided in English. In senior high school, teaching English aim to enable the students to achieve high proficiency English skills; they are listening, speaking, reading, and writing according to the literacy level as stated in Law of National Ministry of Education and culture No 22 year 2014.[15]

Both teacher and students find the problems during the teaching and learning process of English subject. Teachers find the problems in English language teaching such as short of teacher training experiences, language ability barrier, lack of teaching methods, unfriendly IT user, and limited of professional development. These problems are faced by teachers when they are teaching English as a foreign language. Teachers as manager in the class should try to be good to manage the class; beside they should solve the problem that they are dealing with by mastering the topic and having a control over the class so that the purpose of teaching language can be achieved.

On the other hand, the students have their own problem also in learning English. It will need much time to give the clear explanation and adapt with English because students' language different from English. Besides, the students are lack of motivation in learning English so that teachers should be good in motivating students by creating more interesting and creative during the teaching and learning process in the class.[16]

3. Language skills

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[15]Citra PriskiAbadi, "Developing Speaking Skill In EFL English Course*", Journal on English as a Foreign Language*, vol. 5, nomor 2, September 2015, page.133.

[16]AisyahMumary, "Challenges In Teaching English Face By English Teacher at MtsnTaliwage, Indonesia", *Journal of Foreign Language Teaching and Learning*, Vol 2, Nomor 2, Juli 2017, page. 54.

a. Listening skill

According to Brownell in EkremSolak listening is receiving and constructing meaning process from and respond spoken or non-verbal message.[17] Also, Byrnes stated in Ekrem that listening skill is the highly complex activity that can be into a set skills.

General listening skills are your ability to understand meaning. When someone speaks you understand what they want to say. Focused listening skills are your ability to hear particular sounds. Each language has a set of sounds: these are the vowels and consonants specific to the language

b. Speaking skill

Teaching speaking is the activity to teach students how to communicate, to express feelings and exchange ideas with each other. Also, by teaching speaking means that teachers should teach how students understand the massage that can get from the others they speak with, or in the other word. Students should be able to know the grammar, vocabularies, and pronunciation so that students can speak fluently.

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener.

c. Reading skill

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[17] EkremSolak, Teaching Listening Skill, *ResearchGate*, April 2016.

Reading process is the activity interact dynamically with the reading and tries to comprehend the meaning. According to Moorman and Ram explain that yet no theories exist which enough describe and explain how people finish the complete task of reading real-world-test.[18] However, the activities in teaching reading following Carrel and Eistherhold cited in Heshman Suleiman are; for the beginning learner or reader, the Language experience approach or LEA is the best way to control the vocabulary, structure, and content. Next, contemporary, in this activity there are three phases procedure, they are: pre-, while, and post reading phases.[19]

d. Writing skill

In English language course, writing skill is the most important and as one the four skills, writing has always taken a place because most of people need to learn writing for academic purposes or occupational. Especially in English department students, they must write the final assignment. According to Gebhard in Yuniarti stated the component of writing namely; choice of word, the used of grammar, syntax, mechanics, and organize the ideas in coherent and cohesive. In other word, students should focus on how to generate the idea, using discourse, and writing grammatically.[20]

2. Nature of Writing

a. Definition of writing

Writing is a form of visual communication that makes

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[18] Moorman , Kenneth & Ram, Ashwin. (1994). *Integrating Creativity and reading: A functional approach. Proceedings of the Sixteenth Annual Conference of the Cognitive Science society: Cognitive Science Program. Georgia Institute of Technology.* Hillsdale, NJ: Lawrence Erlbaum Associates.

[19]Hesham Suleiman Alyousuf, "Teaching reading Comprehension to ESL/EFL Learners", *Journal of Language and Learning*, Vol.5, No.1, 2006.

[20]Yuniarti Aspari, "Reclective Reading Journal in Teaching Writing", *Indonesian EFL Journal*, Vol. 4, No. 2, July 2018.

use of letters or groups of letters that correspond to the sounds that people use when speaking. When a researcher w rites a written symbols, the researcher not only needs the knowledge on what the researcher writes, but also the understanding on the purpose of the researcher's writing.[21] A person's capacity to articulate the researcher's notion in writing form depends on their command of grammar. Writing comes after speaking, listening, and reading as a set of skills. Writing is a talent that students find difficult to master, as seen by this.

The terms of writing have several meanings. The words used in writing can mean several things. Writing has been defined and explained by numerous experts. Prewriting, composition, revision, editing, and publication are all steps in the writing process. Writing is the expression of language in the form of letters, symbols, or words. There are many different types of writing, including persuasive, descriptive, narrative, and expositional. Poetry, novels, dramas, and short tales all fall under the category of literature.[22]

Thus, meaning is created through writing. Because we are always better able to speak than to write, it is not as easy as individuals may imagine. When we write we have purpose why we write it, the purpose of researcher is also needed and put so that the writing will be clear. Every time someone write, you need a purpose to steer both you and your reader in the right direction. Readers will not understand our motivation for writing if we do not.

b. The kinds of text in writing

According to Suhartini , there are some kinds of text in writing. As follow:

1) Descriptive text A text that outline or illustrate the object, person or idea by his/her eyes physically.

2) Narrative text Texts that entertain, amuse, and treat current or different experiences in many ways. Stories

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[21] Sunita, *Generating Interaction* ………. p23

[22] Utami Dewi, *How To Write,* Medan: La Tansa Press, 2013

deal with problematic events that lead to crises or turning points that find solutions.

3) Recount text A text that retelling or recounting of an event or an experience in the past.

4) Report text Text that describes how things described around us. We usually talk about natural or non-natural phenomena and even social phenomena.

5) Explanation text Text explaining the process of creation. This genre explains why an object exsist as it is how it works.

6) Discussion text Text presenting problematic discourse. ' this issue has been discussed from different angles.

c. Writing Assessment

Skills of writing include four general components or main areas as the following:[23]

a) Content

The term "contents" describes a student's capacity to put knowledge and ideas into logical sentences.

b) Organization

The ability of the students to logically arrange their thoughts and knowledge is referred to as organisation.

c) Language used

Language utilised refers to the students capacity to appropriately and logically construct basic, compound, or complex sentences. It also refers to the ability to employ additional words like nouns, adjectives, and time signals, in addition to how they are arranged in sentences.

d) Mechanical skill

The term "mechanic" refers to a student's ability to appropriately employ the norms unique to written language, such as spelling and punctuation.

e) Vocabulary

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[23] J.B. Heaton *Writing English Language Testing*, London: Longman .1998

Vocabulary usage in written is higher than in spoken language, a large vocabulary is particularly beneficial to author since it prevent them from using the same word repeatedly, which make their writing more engaging rather than monotonous.

The researcher uses analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing.

Table 2.1

The analytical Scoring Rubric.

No.	Aspect	Criteria	Score
1	Content	Relevant to topic	4
		Mostly relevant to topic but lacks detail	3
		Inadequate development of topic	2
		Not relevant to topic	1
2	Organization	Ideas clearly stated and supported, well organized (generic structure) , cohesive	4
		Loosely organized but main ideas stand out, not well organized (generic structure)	3
		Ideas confused or even no main ideas, bad organized (generic structure)	2
		Does not communicate, no organized.	1
3	Language Use	Few errors of agreement, tenses, number, word order, article, pronouns of prepositions	4
		Several errors of agreement, tenses, number, word order, article, pronouns of prepositions	3
		Frequent errors of agreement, tenses, number, word order, article, pronouns of prepositions	2
		Dominated by errors	1

4	Mechanics	Few errors of spelling, punctuation, capitalization,and paragraphing.	4
		Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		Frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
		Dominated by errors	1
5	Vocabulary	Effective choice of words and word forms	4
		Few grammatical or agreement inaccuracies but not effect on meaning	3
		Limited range confusing words and word forms	2
		Very poor knowledge or words, word forms, and not understandable	1

3. Generic Concept of Recount Text

Texts that recount past events and make references to them are known as recount texts. According to Hylan[24] "There are three generic structure of recount".

a. Orientation

Present settings and creat attendees. Provides "who", "where", and "when" information. Organise the events in chronological order.

b. Record of events

In chronological order, describe what happened. All of the recording has an equal amount of subjective and objective comments

c. Re-orientation

Optional–End Events. The series of events is concluded with this.

Based on the explanation, the researcher concludes that the

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[24] Hyland, K., *Genre and Second Language Writing*, Michigan: University of Michigan. 2004.

direction, event, and reaction elements make up the general structure of recount texts. The orientation provides information about those involved, what happened, where the incident occurred, and why it occurred. The structure of what happened is described by the event. The result is reorientation. The structure that supports the entire text is known as a generic structure.

4. Types of Recount Text

As stated by Tandukklangi, Siam and Tahir, there are there types of recount text, that is personal recount, factual recount, and imaginative recount. [25] for examples of each type attached by Mikkah Sumalu[26] Below, we can observe:

1) Personal recount

An activity experienced by the researcher or speaker. This can be as straightforward as an oral document like a letter or diary.

Orientation : My most recent summer was spent in Seoul, South Korea. I travelled alone for four days while I was there.

Events : On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked into the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food and went around the neighborhood. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I 19 went back to the hotel at 10 PM and immediately went to sleep. On the third day, I went to the Korean Demilitarized Zone or DMZ. DMZ is a border barrier that divides South Korea and North Korea. I also went to Dora Observatory. From here, we can see how North Korea looks like through binoculars. I spent the 4th day walking around Myeondong and buy some stuff and souvenirs for my family and friends. I went to the airport at 3 PM since my flight is at 5 PM.

Re-Orientation: I have a fantastic experience in South

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[25] Tandukklangi, A. Siam & Tahir, K Using web blog to teach personal recount text. *International Journal of Science and Research (IJSR)*, *4*(8), 1365-1370: 2015

[26] Sumalu Mikkah *Gist strategy*……….. p18

16

Korea, especially get to see directly how the Korean Peninsula is. It's a great trip.

2) Factual recount

Describe the specifics of an event that has occurred. This could take the shape of a scientific experiment, a sports report, a traffic report, or a historical narrative. Here is an illustration: Tittle Man is accused of forcing an elderly passenger off the bus.

Orientation : SINGAPORE – The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court. Twenty-five-year-old Ong Kok Hao is accused of 20 hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

Events : Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus. The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the lastminute along Upper Thomson Road. A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus.

Re-Orientation: Eddie Koh, the attorney for Ong, will submit arguments in court. The next time the case is brought up is in December.

3) Imaginative recount

It takes the lead on a made-up character and fabricates made-up details while setting them in a realistic setting for specific occasions. For example we could see down below:

Orientation : I had my most memorable adolescence when I was fourteen.

Events: I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to

know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back.

Re-Orientation: Although there were many positive encounters as well, that was my negative adolescent experience.

5. Generating interaction between schemata and text (GIST)

a. Definition of GIST

GIST is an acronym for generating interaction between schemata and texts. It is summarizing strategy. Effective summarizing leads to and increase in a students learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without ommiting key ideas.

Generating is defined as making something exist or occur, to produce something or work together to have an effect on each other. [27] And interaction is defined as if one thing interact or communicate with another and the two things have an effect of each other.

According to Bales, summarizing entails identifying the core idea and most crucial event before creating a brief basic overview that only includes those important concepts and information.[28] A good summary is succinct and to the point. It's crucial for students to understand how to summarize, yet many of them find it challenging to highlight the key details without going into excessive detail. Student will take from the simple summarizing techniques listed below as they learn how to select the pertinent information from the text and write succinctly and clearly about them. An effective summary connects ideas and explains why they are significant to the signified, rather than just providing source information. As a concept is expressed, creating interaction between schema and text (GIST).

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[27] Hornby, Oxford *Advanced Learners Dictionary of Current English* , Revised Oxford University Press:Jonathan Crowther: 2000

[28] Bales, K. *Easy Summarizing Strategies for Students.* Institution Colegio De San Juan De Letran , Philippines: 2020.

18

Interaction is Such situations require fundamental knowledge of these interactions as a possible cause of anomalous transport phenomena in magnetized plasmas. Or His research aims at understanding consciousness as a natural biological phenomenon and at fruitful *interaction* between philosophical and empirical research in the study of consciousness. For example is if we interact with someone by talking, looking, sharing, or engaging in any kind of action that involves the two of people, and it can be said to have had an interaction with that person. Interaction comes from Latin inter meaning "between," and ago meaning "to do" or "to act" — any "action between" is considered an interaction, like the interaction between a teacher and a student, two countries, and others.

b. Schemata

Knowledge to understand the structure of what you read is known as schema. A schema is a prevalent idea of a set of equal and concerned concepts, In other words schema theory describes how written material is understood.

A schema is an existing knowledge structure in memory. Our ability to automatically arrive at an interpretation of what is not written or said must be based on existing structures of knowledge.[29] These structures function as the recognisable patterns from earlier experiences that we draw upon to make sense of more recent ones. Such a pattern is most frequently referred to as a schema (plural, schema).

Schemas are useful for interpreting language. With schema, you can think naturally and quickly in the majority of everyday situations. All you need is that. Students might use it to improve their reading and summarising by quickly organising new perception into schemas. Schemata are various, relevant, opposing, and applied to comparable information. Schemata are typically believed to have a level of activation that may develop in conjunction with them.

c. Text

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[29] Yule G.,*Pragmatic*, Oxford, Oxford University press: 1996.

A text is a passage of words that conveys a set of meanings to the person who is reading it. It's a body of written work, in various forms and structures, that can be words, phrases and sentences that piece together a passage of written work.[30] And Yuri said text is any object that can be "read", whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. It is a coherent set of signs that transmits some kind of informative message.[31]

A text is a passage of words that conveys a set of meanings to the person who is reading it. It's a body of written work, in various forms and structures, that can be words, phrases and sentences that piece together a passage of written work. to put it as simply as possible, it is a group of words. But it can come in many different forms. A text can be written materials, such as books, magazines, newspapers, or online content. But it can also be other things, those that we may not associate with standard text.

d. The Purpose of Generating Interaction between Schemata and Text (GIST)

There are numerous methods for instructing students to effectively summarise text. One called Generating Interaction between Schemata and Text (GIST) has been found to effectively to improve students reading comprehension and summary writing. After the lesson's writing phase, the GIST English Teacher must serve as an example and mentor.[32]

Generating Interaction between Schema and text (GIST) furnish students with an opportunity to demonstrate the GIST of reading by identifying significant terminology and summarising key information.[33] The GIST approach for summarising will improve student understanding and summarization skills. It estabilishments awareness the "part" suit together to make the "whole". The strategy teaches students how to group related

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[30] Wilson, Adrian *What is a text?. Studies in History and Philosophy of Science Part A,* 43 (2):341-358: 2012.

[31] Lotman, Y. - *The Structure of the Artistic Text, Culture And Communication*, Boston, Academic Studies press: 2020

[32] Sunita, *Generating Interaction*………… p18

[33] Sumalu mikkah, *gist strategy……………p 11*

concepts together and distinguish between what is important and what is not. In summary, this approach is very beneficial for comprehending, eventually remembering, and retrieving information from text, and it is especially appropriate for restating information in recount narratives.

e. Teaching Writing using GIST strategy

Students become better researchers when they read extensively. Reading across genres teaches students how to arrange and use language in texts, which they can later use to their own writing, particularly in recount texts. Additionally, reading gives children background information that they can draw on while writing their stories. Writing comprehension can be improved by using the Generating Interaction Between Schemata and Text (GIST) technique, which requires students to cut out unnecessary details, choose important ideas that are straightforward to express in their own words, and then use their past language.[34] Additionally, students may benefit from using the GIST (Generating Interaction Between Schemata and Text) tool to edit and improve their vocabulary.

As the name of this strategy, it has three stage in practical. First, listen is an activity in which teacher is allowed to lecture about the content of the reading that includes graphic organizer of the information of the text in order to let students know the main information shared in the text. Second, read is a stage where students read the selection text, guided by the thought that the reading may provide another understanding or interpretation of the content. The last one, discuss is the stage where 20 students require to discuss about the text. It is where students are being encourage to review the differences between their reading content and the presentation.

Moreover, Cecil and Gipe mentioned that 'GIST strategy' is useful for identifying or generating main ideas, eliminating redundant and unnecessary information, helping students remember what they have read, and record a summary of material

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[34] Sunita, Generating…… p19

of what they just read.[35] Thus, if the students want to read English well, they have to understand the meaning of the text and the students should be able to remember what they have read, and then they have to (re)create with their own words. GIST is effective to be used in improving comprehension. It is because this strategy helps students to determine the main idea of the text by starting from sentence to sentence, then continue paragraph to paragraph.

Trimadona mentioned implementing this GIST strategy with the following steps:

1). Identify text to be read by the students.

2). Divide the class into cooperative groups.

3) Distribute the copy of the text.

4). explained about GIST strategy

5). explained how to use GIST strategy

6). provided a GIST technique example for writing a recount text.

7). Discuss the paragraph as a group and add details use questions 5W 1H and answer that questions

8). Give students their papers and tell them to compose a paragraph..[36]

i. The Advantages and Disadvantages of Generating Interaction between Schemata and Text (GIST)

There are many advantages and disadvantages to using the Generating Interaction Between Schemata and Text (GIST) strategy while attempting to teach writing comprehension in recount texts. Here some advantages and disadvantages of Generating Interaction Between Schemata and Text (GIST) strategy in teaching writing in narrative text:

1). The advantages of GIST strategy are:

a. Writing comprehension may be improved by using the Generating Interaction Between Schemata and Text (GIST)

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[35] Cecil, N. L., & Gipe, J. P. *Literacy in the Intermediate Grades:* Best Practices for a Comprehensive Program. 2013.

[36] Trimadona E, "Improving Students Writing Skills by Using Modified GIST at Fifth Semester of Satate Islamic College Kerinci", *SPU The Public Knowledge Project* 2014, vol:2, p 11-12

technique, which requires students to cut out unnecessary details and choose basic, simple concepts.

    b. GIST potentially active students linguistic background.

    c. GIST could help students by enhancing and improving their vocabulary.

2). The adverse factors of the Gist Strategy This method has certain advantages, but it also has a few disadvantages they are :

a. lot of time is spent on that application via the GIST strategy.

b. It is harder to control the class when the whole student body is employing the GIST strategy.

c. It is generally challenging to examine occurrences with regard to various cultural backgrounds.

C. Research Hypothesis

The hypothesis that tested in this study is the implementation of the GIST strategy in learning writing are effective or not effective applied in recount text material at 10th grade of MA Nurul Haq Karang Bejelo, Praya. The researcher formulates two hypotheses to determine the outcome, Alternative hypothesis (Ha) and Null hypothesis (Ho) as follows: 1.) Ha: GIST strategy is effective to applied in recount text material at the 10th grade students of MA Nurul Haq Karang Bejelo, 2)Ho: GIST strategy is not effective to applied in recount text material at the 10th grade students of MA Nurul Haq Karang Bejelo, Praya.

D. Conceptual framework

The GIST strategy make students easier to write   This is due to the fact that students must build interactions between schema and text in both the reading and writing processes. This method also teaches you how to group related thoughts together and how to distinguish between significant and irrelevant concepts. This approach is very useful when attempting to communicate the core concept and supporting information. GIST is used to evaluate students' comprehension of texts and ability to identify their main concepts.

The fundamental goal of employing the GIST technique

23

with students is to teach them how to create accurate and well-organized summaries. 2) Assist educators and students in identifying significant ideas. 3. Consider the lesson's material. 4) Separate information into that which is necessary and that which is not. Teachers should provide students with opportunity to generate, edit, and assess their own summaries after reading as they progress towards autonomous integration of the strategy.

CHAPTER III
RESEARCH METHOD

A. Approach and type of Research

This study takes a quantitative approach to gathering its data. A method for test objective hypotheses by looking at the correlations between variables is quantitative research. These elements can Statistical methods be used to analyze a variety of data because they can typically be measured on an instrument. The use of numerical data as the first basis for analysing what will be known and comprehended is known as the quantitative research technique, according to Kasiram.[37]

Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses.

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[37] Moh, Kasiram, *Metodologi Penelitian,* (Malang: UIN – MALIKI Press, 2008).

In addition, Sugiyono also believes that the type of research approach that using survey method and experiment is a quantitative approach, while the qualitative approach using naturalistic methods.[38] This research employs an experimental methodology. Experimental research, in Sugiyono's definition, is study that looks for a cause-and-effect connection between variables under controllable circumstances. An essential aspect of experimental research is the deliberate control and manipulation of the settings that characterise the events in which the intervention is introduced and its effects are measured.[39].

B. Population and Sample

a. Population

According to Sugiono, the population is a generalization field made up of an object or topic that has the number and characteristics that the researcher has chosen to observe.[40] The population of this research is the 10th grades students of MA Nurul Haq Karang Bejelo, Praya Karang bejelo academic years 2022/2023. They were consisted of 47 students who were devided into 2 clasess.

Table 3.1

Number Of Population

No	Class	Male	Female	Total
1	X. MIA	9	15	24
2	X .IPS	13	10	23
	Total	22	25	47

b. Sample

Purposive sampling was used to choose the sample for this study. The researcher take her own judgment to choose individuals from the population to participate in a study. This sampling technique is also referred to as judgmental, selective,

[38].Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif dan R&D*, (Bandung: Al-Fabeta, 2010).

[39]. Sugiyono, *metode*................................, 2006, p. 80.

[40] Ibid p. 187

or subjective sampling. According to Sugiyono, purposive random sampling is a sampling technique with certain considerations.[41] This method was chosen by the researcher because it was appropriate for quantitative research. The individual had the characteristics of a low score and a dearth of producing recount material, thus the researcher used this approach.

The research's sample is 10th grade of social class, which consist of 23 students. According to the research preliminary, the 10th grade of social class demonstrated a poor score and a lack of writing recount text. the researcher chose this sample because it facilitates the achievement of research objectives, because the sample is based on the required criteria. The research process becomes more efficient, because the selected sample easy to find and do research.

C. Setting and Time of Research

This research conducted at MA Nurul Haq Karang Bejelo Praya, which is located in Karang Bejelo, Gonjak, Praya District, Central Lombok Regency, West Nusa Tenggara. This school's location is strategic to make it accessible. As a result of number of issues relating to the topic of the study, the researcher decided to conduct the study in this area. This research take place at the beginning of the second semester in the academic years 2022/2023, was carried out in January 2023.

D. Variable of Research

Theoretically, an attribute of a person or an item that "variates" from one person to another or from one object to another is what Hatch and Farhady define as a variable.[42]

a. Independent variable

In an experimental study, an independent variable refers to something may change or alter to examine its effects. It is

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[41] Ibid *p 85*

[42] Evelyn Hatch & Hossein Farhady, *Research Design and Statistic,* (Los Angeles: Newbury House, 1982).

considered "independent" because it is unaffected by any other study variables. The independent variable (x) of this research was the GIST strategy.

b. Dependent

A dependent variable is one that is altered as a result of the modification of an independent variable. You're interested in measuring the result, and that result "depends" on the independent variable. The dependent variable (y) of this research was students' writing recount text.

E. Design of research

In this research, the researcher used pre-experimental pre-test and post-test design. According to Brown[43], quantitative research is a subset of educational research in which the subject of the study is chosen, a narrowly focused question is posed, participants are given quantifiable data, which is then analyzed statistically, and the research is carried out impartially and objectively.

The goal of experimental research is to test hypothesis to establish cause and effect relationships. The one-group, pretest, and posttest design, which was employed by the researcher, typically contains these three steps: pre-test, treatment, and post-test. When it comes to the study's design, it is as follows:

Table 3.2

Pre experimental Design

Pre-test	Treatment	Post-test
O1	X	O2

a. Pretest

The students take a pre-test before beginning the treatment. In order to determine the students' prior knowledge, a writing test will be conducted. In this case, the researchers

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[43] Brown, H. D. *Teaching by Principels: An Interactive Approch to Language Pedagogy*, Wesley: Pearson Longman, 2001

provide the students with a topic and ask them to write Recount text. The class session lasted 30 minutes. The researcher gathered the students' writing once they had finished it.

b . Treatment

After giving pre-test, the researcher gave treatment to the students. There were some activities by the researcher in treatment mentioned by Trimadona, They were:

1). Identify text to be read by the students.

2). Divide the class into cooperative groups.

3). Distribute the copy of the text.

4). The researcher described the GIST strategy

5). The researcher outlined the GIST strategy's application

6). The researcher provided a sample of a recount text created with the GIST strategy.

7). Discuss the paragraph as a group and add details use answer the following questions: 5W 1H

8). Instruct the students to write a summary on their papers.

9). Finally, the students made a paragraph (minimal 40 words) according to the recount text.

c. Post-test

After treatment, a post-test was conducted to see whether the students' writing skills had improved. The test and the pre-test were comparable. It tries to determine the effectiveness of the treatment by determining if the post-test results will be superior to the pre-test results.

F. Instrument of Research

The instruments that the researcher used for collecting data are as follows:

a. Test

Brown describes a test as "a way of measuring someone's aptitude or interpretation in their own

28

profession."[44] It can help the researcher collect information about the study variable. The researcher gave students a recount text, and student need to read once, by using 5W 1 H questions students look for answers to the text they are reading. and students created summaries of the material. The researcher gave the test to find out enhance and to investigate students' writing skill based on recount text using GIST strategy. The test is the student need to make paragraph recount text independently base on GIST sheet or 'Sum It Up' sheet.

Table 3.3

Students' scoring

No	Students	Aspect					Total	Score
		C	O	LU	M	V		
1	Std.1							
2	Std 2							
3	Std 3							
4	Std 4							
5	Std 5							
	Etc…							
Total								
Mean								

Note :

C : Content

O : Organization

LU : Language Used

M : Mechanical

v : vocabulary

To get the score of the mean, researcher uses the formula:

$$M = \frac{\sum X}{N}$$

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[44] Ibid p. 3

29

M = Mean

∑X = Total final score of pre-test or post-test

N = Number of samples or students

To find out the student's score after the test the researcher uses the formula:

$$\text{Score} = \frac{\text{students answer}}{\text{Maximum Score}} \times 100$$

Table 3.4

Classifying students score

Classification	Score
Excellent	91-100
Very Good	71-90
Good	61-70
Fair	50-60
Bad	10-49

According to the percentage above, students who receive a score of 60 or more are considered to have passed.

b . Document

According to Hamidi, Information used as documentation is gathered from significant documents held by institutions or organisations as well as by people.[45] Researchers take pictures of their study as documentation to support their findings.It may be inferred that data collecting through documentation is a practice used by researchers to gather information from a variety of print media articles regarding the sources to be investigated. The documentation approach is used in this study to find information about schools, student grades, books, teaching aids, school paperwork, learning images, and other data to support the findings.

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[45] Hamidi, *Metode Penelitian Kualitatif Aplikasi Praktis Pembuatan Proposal dan Laporan Penelitian,* (Malang:UMM Press, 2004).

G. Procedure Of Data Collection

a. Test

To collect the data, the writing test given to the students. It is meant to prove whether is significant improvement on the students' achievement in writing recount text. The writing result is evaluate and score. The researcher would explain the guidelines for conducting the test in this step. Students were reminded to pray and get their things set up before the test began. The researcher will give students a recount text, and researcher ask student to read once, by using 5W 1 H questions students need to look for answers to the text they are reading. And the students made summary from the text. Students need to write complete paragraph or recount text from the results of the summary they made before. Students are given the opportunity to write their recount text within 30 minutes.

b . Documentation

According to Hamidi, documentation method is information that comes from important records from institutions or organizations as well as from individuals.[46]. Suharsimi stated that documentation is to find data on variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on. [47] Based on the two opinions of experts, it can be concluded that data collection by means of documentation is something that researchers do in order to collect data from various print media issues discussing the sources to be studied. It may be inferred that data collecting through documentation is a practice used by researchers to gather information from a variety of print media articles regarding the sources to be investigated. The documentation approach is used in this study to find information about schools, student grades, books, teaching aids, school paperwork, learning images, and other data to support the findings.

H. Technique of data Analysis

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[46] Ibid., p 72

[47] 5Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2009)

A quantitative data analysis technique applied in this study. In this study, quantitative data was in the form of numerical data that could be produced using statistical methods. The date are examined with statistical parameters, with the t-test technique in the study sample group (pre-test 1), the use of the t-test must meet the conditions for a normal distribution, according to the research design.

1. **Normality Test**

A normality test is a need for performing data analysis. A normality test is performed before the data is processed using the research models given. The goal of a data normality test is to figure out how data on a single variable would be distributed in a research. Good and worthy data is essential to prove research models. These are normal distribution data. The Shapiro-Wilk test was used to determine normality. According to Sujianto normality distribution test is a test to measure whether our data has a normal distribution. There is no used normality test.[48] Furthermore Sugiyono, the following are the criteria for making probability-based decisions:

1) If the probability value is > 0.05 then it is said that the population is distributed normally.

2) If the probability value is > 0.05 then it is said that the population is distributed normally.[49]

2. **Homogeneity Variance Test**

The homogeneity of variance test used to see if the variance of multiple populations is the same. For testing, the statistical T-test (Levene's Test for Equality of Variances) is use. The significance level used is 0.05. Sugiono proposes the following method for interpreting the Levene test:

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[48] Agus Eko Sujianto. *Aplikasi Statistik dengan SPSS 16.0*. Jakarta : PT. Prestasi Pustaka.2009

[49] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, danR&D*. Bandung: Alfabeta. 2013 p. 257

1) If the significance value < 0.05, it is said that the variance of two or more data population groups are not the same

2) If the significance value is > 0.05, it is said that the variance of two or more data population groups are the same[50].

3. Advanced data analysis (Pretest and posttest)

In this research, the researcher used the t-test formula to analyze the data in order to determine which method is more effective in learning writing of the 10th grade students MA Nurul Haq Karang Bejelo, Praya in the academic year 2022/2023 before and after they consider using GIST Strategy. The data from the pre-test and post-test are examined using a t-test in SPSS in this study. The researcher began with administering a pre-test to students. The treatment will be given in two meetings after the pre-test, and the researcher use GIST strategy for teaching recount text. At the last the students will take a post-test or final test, which will be compared to see if there was a substantial difference.

a. Pre- and post-test mean scores were calculated using a formula by the researcher as follows:

$$M = \frac{\sum X}{N}$$

M = Mean

$\sum X$ = Total pre-test or post-test score

N = Number of samples

b. The following are the methods the researcher employs to determine the pre-test and post-test standard deviations formula:

$$Standard = \sqrt{\frac{\sum(Xi-M)^2}{n-1}}$$

Xi = Any data value

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[50] *Ibid,* P. 256

M = Average pre-test or post-test

N = Number of samples

c . The following criteria are used by researchers to calculate the percentage of student improvement formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

P = Percentage

X2 = Post-test average score

X1= Pre-test average score

The t-test statistical test is employed to compare two groups' methods. It is frequently used in hypothesis tests to ascertain whether a procedure or treatment genuinely affects the target population or whether two groups differ from one another. The Paired sample t-test was utilized by the researchers in this investigation. The pre- and post-test means of one group were compared using the paired sample t-test. To establish the score, the researcher used inferential analysis in SPSS (Statistic Product and Statistic Solution). It indicates that the researcher didn't perform manual calculations. All collected data were entered into SPSS for analysis using a Paired Sample Test to determine whether there had been a significant improvement after treatment.

The criterion for testing the hypothesis is if Sig. (2-tailed) is lower than the significant level (Sig. (2-tailed) = 0.000 < α = 0.05). This shows that the scores of students between the pre-test and post-test are significantly different.

I. Validity and reliability

a. Validity

The research adopted content validity in this study. The degree to which the test or instrument's question items can accurately and proportionally reflect the behavior of the sample being tested is known as content validity. In other words, An instrument is regarded as genuine if the

questions or question-related components that make up the instrument do not deviate from the goal and function of the instrument. According to Sugiyono, content validity assessment for instruments in the form of tests can be carried out by contrasting the contents of the instrument with the material that has been taught.[51]

One of the instructors in the English Language Education Department evaluated the research's instrument validity. The researcher also creates a lesson plan that has been approved by the subject instructor of the area in which the study was done.

b. Reliability

Bayond valid, instrument of data collection that have been drafted also must be certain that the result are consistent (reliability).

Both internal and externally testing can be done for reliability. External testing methods include equivalent, test-retest (stability), and a combination of both. Internally, the instrument's dependability can be evaluated by using specific methods to examine the consistency of the items on the instrument.

Valid instrument grains are analyzed to support the reliability level, both of the factors and all of the criteria used to determine the instrument based on Kaplan that is when coefficient of reliable > 0.70 that's high enough for a basic research.[52]

To obtain the reliability of the test, the research used Kuder Richardson's.[53]

$$r = \frac{k}{k-1}\left[1 - \frac{M(k-M)}{k \times s}\right]$$

Note:

K   : Is the number of question

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[51] Sugiyono, *Statistika Penelitan*, Bandung: Alfabeta, 2011

[52] Hesham Suleiman Alyousuf, Teaching Reading Comprehension to ESL/EFL Learners*, Journal of Language and Learning,* Vol.5, No.1, 2006.

[53]Suharsimi Arikunto………..p, 20.

M   : Is the mean of the test score

S   : Is the standard deviation

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

In this part, the researcher would present the result of the research. The data was taken from a test. The data description will present the result of the calculated data of pre-test and post-test with the analysis by using Microsoft Excel 2007 and SPSS 26. From the data that help the researcher to describe the research findings and discussion that related to the effect of GIST strategy can improve student's writing recount text. Students from MA Nurul Haq Karang Bejelo Praya , 10th grade of social class were chosen as research participants and received treatment. generating interaction between schemata and text (GIST).

a. Pretest score

This pre-test aims to determine students' writing scores before being treated using GIST strategy. The test was conducted on Monday, April 03, 2023. The researcher requested the student to write a simple recount text by the theme "unforgettable vacation". The results of the pre-test can be seen in Appendix 2.

Researchers use the formula below to calculate the average value of students' pre-test:

$$M = \frac{\sum X}{N}$$

M=$\frac{1100}{23}$

M = 47,8

Noted:

M = Mean

$\sum X$ = Total pre-test score

N = Number of samples

Standard Deviation Pre-test (X1):

$$std1 = \sqrt{\frac{\sum(Xi - M1)^2}{n-1}}$$

$$std1 = \sqrt{\frac{1391}{23-1}}$$

$$std1 = \sqrt{63,2}$$

Standard1 = 7.94

Noted:

Xi = Any data value

M1 = Average pre-test

N = Number of samples

Students' scores are analysed and tabulated based on the document, and then they are divided into five categorization levels., namely Excellent, very good, good, fair and bad.

The mean evaluation of students' results in English proficiency is shown in the table below.

Table 4.1
Student Pre-test Score Score

Classification	Score	Frequency
Excellent	81-100	0
Very good	61-80	0
Good	41-60	0
Fair	21-40	12
Bad	0-20	11

The table above demonstrates that 12 students fall under the adequate category and 11 students are included in the Bad category. The pre-test average was 23 and included in the sufficient category.

b. Treatment

The treatment was carried out in two meetings. The first meeting was held on wednesday, 05 April 2023 and the second gathering took place on Monday, 10April 2023. In the course of the therapy, the researcher instructed the students in the use of recount texts, the GIST approach, and the creation of summaries using the GIST strategy. The student appears to summarise more easily.

The researcher asked the students to form groups, then the researcher distributed the text about recount text, one of them or the group leader would read the text to his friends and the other students would listen carefully, after that they would write a "summary" of the text they had heard or read that.

c. Posttest score

After conducting the pre-test and treatment, the researcher offered the students a post-test. Finding out the student's score following treatment is the goal of the post-test. This test will be conducted on Wednesday, 12 April, 2023. The posttest Instructions are the same as the pretest questions. Post test results can be seen in Appendix 3.

The researcher computes the average post-test scores of students using the formula below:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1805}{23}$$

$$M = 78$$

Noted:

M = Meaning

$\sum X$ = Post-test Total Score

N = Number of sample

Post-test Standard Deviation (X2):

$$std2 = \sqrt{\frac{\sum(Xi - M2)^2}{n-1}}$$

$$std2 = \sqrt{\frac{1672}{23-1}}$$

$$std2 = \sqrt{76}$$

$$Standard2 = 8,71$$

Noted:

Xi = Analys data value

M2 = Post-test average

N = Number of samples

Based on the document, after analyzing and tabulating student scores, they are classified into five classification levels, namely very good, very good, good, fair and bad.

Table 4.2
Student Post-test Score

Classification	Score	Frequency
Excellent	81-100	9
Very good	61-80	13
Good	41-60	1
Fair	21-40	0
Low	0-20	0

Based on the table above, it can be seen that 9 students are categorized as very good, 13 students are categorized as good, and 1 students are categorized as sufficient. The post-test mean was 78 and it was categorized as good.

Based on the table above, it can be seen that 2 students are categorized as very good, 15 students are categorized as very good, and 5 students are categorized as sufficient. The post-test mean was 71.27 and it was categorized as good.

Percentage increase in students:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{78-47,8}{47,8} x100\%$$

$$P = 77\%$$

Noted:

P = Percentage

X2 = Post-test average score

X1= Pre-test average score

d. Normality Test

The normality test used was the shapiro-wilk test. Basis of decision making based on probability according to Sugiono were as follows[54] using SPSS:

Table 4.3

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.129	23	.200[*]	.934	23	.135
Posttest	.164	23	.110	.929	23	.104

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the results of the normality test that had been carried out by the researcher, the results obtained were as stated in the table above, namely pretest sig .135 and posttest .104 so that based on the theory used in testing the normalityof the instrument which says that If the probability value > .05 then it was said that the population was distributed normal or significant, therefore because .135 and .104 was greater than .05 so that the research subject was considered normal.

e. Homogeneity

Homogeneity test was used to determine if the variance of

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[54] Sugiono. 2013. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, danR&D. Bandung: Alfabeta. p. 257

several populations was the same or not. Testing was done with statistical F-test(Levene"s Test for Equality of Variances). The level of significance used was α= .05. Method interpreting the Levene test according to Sugiono (2013)[55] by using spss:

Table 4.4

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil pretest dan postest	Based on Mean	.359	1	44	.552
	Based on Median	.202	1	44	.655
	Based on Median and with adjusted df	.202	1	43.985	.655
	Based on trimmed mean	.311	1	44	.580

Based on data of test Homogeneity of variance above, the significant value was .580, it is mean higher than .05 (.580 > .05). So, the data in this research has homogeneity of variance.

f. Hypothesis testing using the t-test:

In addition, the researcher conducted a paired sample test to find out whether there is a significant effect before and after implementing GIST strategy using the IBM SPPSS version 26.

Table 4.5
Paired Samples Test

		Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			

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[55] *Ibid*, p. 256

41

Pair 1	PRE TEST - POST TEST	-30.652 17	12.640 51	2.635 73	-36.118 34	-25.186 01	-11.6 29	2 2	.00 0

It is clear from the results above that there was a considerable difference in the students' scores between the pre-test and post-test. It is known from the t-test analysis that the t-test result is 0.00 which is smaller than α=0.05.It can be concluded that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected.

B. Discussion

The research findings indicated that students showed a significcan effect in their writing recount text. This research implemented the GIST strategy to improving writing recount text of the 10th grade of students at MA Nurul Haq Karang Bejelo, Praya. in academic years 2022/2023 and aimed to know the effect of GIST strategy towards students writing recount text. Therefore, the researcher did several steps bellow:

1. Pretest

A pretest is an activity that is used to assess a student's understanding of the material that has been delivered and tested, with the goal of determining the student's initial abilities. As a result, the researcher conducted the pretest before beginning any learning activities or administering any treatment to the students. The students are asked to write a paragraph about "unforgettable experienced". The students need to think of the tittle, which given time 30 minutes to brain out their idea during the pre-test. Students must pay attention to five aspects used in the assessment, they are: contents, organization, Language used, vocabulary, and mechanics.

Each aspect is rated on a scale of 1 to 4, with 1 being

the lowest and 4 being the highest. The purpose of the pre-test, in this case, is to determine the students' initial ability inwriting recount text before using a GIST strategy to teach writing recount text to 10th grade students at MA Nurul Haq Karang Bejelo, Praya. The total score was 1100, mean score was 47.8.

2. Treatment

After following the completion of the pre-test, the researcher conducted treatments by using GIST strategy . The researcher brings the necessary equipment for this activity, including a laptop, and print-out sheets in the form of recount text about unforgettable experienced that the researcher has chosen.

In the treatment the researcher taught the students about recount text, GIST strategy and how to make summary according to GIST strategy as a strategy for summary text. The researcher explained about Gist strategy and explained how to use GIST strategy. The researcher gave an example about how to write recount text using GIST strategy and asked students to read once the paper that has given. After that they made a questions 5W 1H and answer that questions. Finally, the students made a summary according to the recount text. The student seems easier to make summary.

3. Pretest.

After conducting a pretest at the first meeting and two sessions of treatment with GIST strategy, the researcher conducted a post-test to see if there was a significant effect of student writing recount text after using GIST strategy. As we know, a post-test is conducted after the researcher has completed treatment to determine whether the students have grasped the material presented to them.

Based on the results of the calculations above, it could be concluded that the results in this study were as follows: test the normality of the writing skill of the language class as an experimental class after the implementation of the GIST strategy before it was applied have normally distributed data. Furthermore, the homogeneity test was carried out on the class

both in terms of pre-test and post-test, it could be concluded that the value of the writing recount text of the class has the same variance or was homogeneous.

After testing for normality and homogeneity then pre-test and post-test calculations were carried out to see the results of the comparison of the two, such as student individual scores, pre-test and post-test mean scores to the t-test as the last test to see the comparison of the final results of the two. The t-test used in this study was the one-sample t-test.

After pre-test and post-test, it can be seen that the use of GIST strategy give a significant effect to improve students' writing recount text based on the result on post-test score which is higher than pre-test. The mean score of pre-test was 47.8 with the total score was 1100, while the mean score of post-test was 78 with the total score was 1805. According to the t-test analysis, it showed that t-calculate was -11.692 with the degree freedom was 22. related to the t-table sig is 0.00 is lower then 0.05. In addition, the result of the research were hypothesis alternative *(H_a) is accepted* and null hypothesis *(H_o) is rejected.* As the result of treatment which was implemented in the research was successful or there was an effect of the students implemented GIST strategy.

In addition, the results of this study are in line with the findings of previous studies conducted by Aep Saepudin. Theresult showed only experimental class 1 reached the classical completeness test, where reached 1.73 that was bigger than 1.64 as the criteria value to reject Ho Where the experimental class 2, reached 0.63 was smaller than 1.64 as the criteria value to reject Ho Based on the results, it could explain that there were different proportion for students completeness by using GIST strategies.[56]

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

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[56] Saepudin, A., Sulistyorini, S. & Utanto, Y……….. p2

A. Conclusion

Finally, the researcher draws some conclusions which were based on the data analysis described previously: GIST strategy is effective to improve student writing recount text, according to the research and analysis in the previous chapter. The higher average student test results following treatment serve as proof of this. The average pre-test score was 47,8 to be the average post- test score 78 in the post-test with an increase of 77%. This means that Ha (Null hypothesis) is accepted while HI (Alternatif Hypothesis) is rejected. so, it can be concluded that there is a significant effect of Generating Interaction Between Schemata And Text (Gist) Strategy to improve students' writing recount text at 10th grade of Madrasah Aliyah Nurul Haq Karang Bejelo, Praya.

B. Suggestion

1. Students

Senior High School students must be more paid attention in learning English subject because of English as international language that needed in the future. It was not only vocabulary but also every part of English science totality especially in writing.

2. English Teachers

As English teacher who conduct the teaching and learning process should be more interacted one by one student and had to know what are the problems and obstacles every single student while teaching and learning process. GIST strategy can be an alternative in teaching and presenting material recount text to the student. It is intended that this will be beneficial as extra information, experience, and options for enhancing students' teaching abilities especially in writing recount text.

3. Further Researchers

It is anticipated that the findings of this study will serve as inspiration for further researchers in conducting the same research with different research objects.

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APPENDICS

APPENDICES 1
WRITING SUMMARY TEST USING GIST STRATEGY

Read this story and make summary!

Going to Cermin Beach
(Pergi ke Pantai Cermin)

Orientation (Pembukaan)

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 a car by and we arrived about 09.00 o'clock.

Event (Isi)

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature.

Re-orientation (Kesimpulan)

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

Appendix 2

List of pretest score

No	Students	Aspect					Total	Score
		C	O	LU	G	M		

No	Name						Total	Score
1	Std.1	3	2	2	2	3	12	60
2	Std 2	2	3	2	1	3	11	55
3	Std 3	3	2	1	2	2	10	50
4	Std 4	1	1	2	2	1	7	35
5	Std 5	2	2	2	2	2	10	50
6	Std 6	2	3	1	2	2	10	50
7	Std 7	2	3	2	2	2	11	55
8	Std 8	2	2	1	2	2	9	45
9	Std 9	3	2	2	1	2	10	50
10	Std 10	1	2	2	2	2	9	45
11	Std 11	2	1	1	1	2	7	35
12	Std 12	3	2	2	2	2	11	55
13	Std 13	2	2	1	1	2	8	40
14	Std 14	1	3	1	2	2	9	45
15	Std 15	2	2	2	2	3	11	55
16	Std 16	2	2	1	2	1	8	40
17	Std 17	2	2	2	2	2	10	50
18	Std 18	3	1	1	2	2	9	45
19	Std 19	2	2	1	1	3	9	45
20	Std 20	3	3	2	2	2	12	60
21	Std 21	1	1	2	1	2	7	35
22	Std 22	2	3	2	3	2	12	60
23	Std 23	2	2	1	1	2	8	40
Total								1100
Mean								47.8

Appendix 2

List of post test

No	Name	Aspect					Total	Score
		C	**O**	**LU**	**G**	**M**		

51

1	std.1	3	4	3	4	3	17	85
2	std. 2	4	3	2	4	4	17	85
3	std.3	3	4	3	3	4	17	85
4	std.4	3	3	4	4	3	17	85
5	std.5	3	2	3	3	4	15	75
6	std.6	4	3	4	4	3	18	90
7	std.7	3	4	3	3	3	16	80
8	std.8	4	4	3	4	3	18	90
9	std.9	4	3	3	3	2	15	75
10	std.10	3	2	2	3	2	12	60
11	std.11	3	3	4	3	3	16	80
12	std.12	3	2	3	4	4	16	80
13	std.13	4	3	4	4	3	18	90
14	std.14	3	3	2	3	2	13	65
15	std.15	3	2	3	3	3	14	70
16	std.16	3	2	4	3	2	14	70
17	std.17	4	3	3	3	3	16	80
18	std.18	3	2	3	2	4	14	70
19	std.19	4	3	2	3	2	14	70
20	std.20	3	3	3	3	2	14	70
21	std.21	4	4	3	3	3	17	85
22	std.22	3	4	3	3	2	15	75
23	std.23	4	3	4	3	4	18	90
Total								1805
Mean								78

Appendix 3

Student's work sheet

Bukri hu maidi
X IPS

Date:

I go to Valation to the beach
I go on Sunday in there
I swimming, sunbething
pcaying foofbal, eating Icecream
after that I take photo
Is yorry fun
and I pcaying music
with my famior
we in the beach
untill euuning
Im very happy

Name: Bueri hunaidi
Class: X IPS A

Date:

Vacation to kuta beach

One day, I went to kuta bech win
my family, Lokated in lombok
we use car and arrived in morning

after that my parent and I goto
go to eating lunch. I pcaying there
we swimming, talking picture or selfie
pcayed with white sand
Im happy to go vacation with my
familky
I go, many expriences in
kuta beach I never forget

Appendix 5

Documentation

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : MA Nurul Haq

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X

Materi   : Recount Text

Aspek/Skill   : Writing

Alokasi Waktu   : 2 x 40 Menit

Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
1. Menghargai dan menghayati ajaran agama yang dianutnya.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.	2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Fungsional
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.

| 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. | 4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |

A. Tujuan Pembelajaran

1. Siswa dapat memahami fungsi sosial dari, struktur teks, dan unsur kebahasaan pada materi recount text.

2. Siswa dapat menyusun teks dengan memperhatikan recount text.

3. Siswa dapat menggunakan kosa kata yang tepat dalam menyusun teks tulis recount text.

4. Siswa dapat menggunakan struktur bahasa yang tepat dalam menyusun text recount text.

B. Pembelajaran

Content : topic, detail

Organization: identification, description

Grammar

Vocabulary

Mechanics: spelling, punctuation, capitalization

C. Metode : Generating Interaction Between Schemata And Text (Gist) Strategy

D. Media

• Slide Powerpoint and laptop, text

E. Langkah-langkah Pembelajaran

1. Pre Teaching (5 minutes)

a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa

b. Guru menanyakan keadaaan siswa

59

c. Guru melakukan presensi siswa

d. Guru mempersiapkan teks terkait dengan materi yang akan dipelajari

e. Guru menanyakan beberapa pertanyaan mengenai materi pembelajaran

2. Observing (10 menit)

a. Guru menjelaskan kegiatan apa saja yang akan dilaksanakan selama proses pembelajaran

b. Guru menjelaskan alokasi waktu pembelajaran

c. Siswa mengamati slide presentasi terkait dengan materi components of writing yang ditampilkan oleh guru.

d. Siswa diminta untuk memahami maksud dari slide presentasi tersebut

3. Questioning (5 menit)

a. Siswa diberi kesempatan untuk bertanya tentang apa yang belum diketahui atau belum dipahami dari slide presentasi yang telah ditayangkan.

b. Siswa diberi bimbingan dan bantuan dalam bertanya.

4. Experimenting (25 menit)

a. Siswa diminta untuk menuliskan sebuah tulisan dengan tema "unforgettable experienced" secara individu dalam bahasa inggris.

5. Associating (15 menit)

a. Guru melakukan monitoring terhadap hasil karya tulis siswa .

b. Siswa dibantu oleh guru dalam menggambarkan kesimpulan.

6. Communicating (15 menit)

a. Siswa diminta untuk mengumpulkan hasil pekerjaannya di depan kelas.

b. Siswa diberi tindak lanjut atau koreksi dari guru sebagai penilaian.

7. Post Teaching (5 menit)

a. Guru menyimpulkan materi yang telah dipelajari hari tersebut.

b. Guru memberikan motivasi kepada siswa.

c. Guru mengakhiri pelajaran dengan berdoa.

F. Sumber Belajar

1. J.B. Heaton *Writing English Language Testing*, London: Longman .1998

2. Kurikulum Bahasa Inggris

G. Penilaian

Penilaian Keterampilan Menulis (Writing Skill)

Scoring Rubric.

No.	Aspect	Criteria	Score
1	Content	Relevant to topic	4
		Mostly relevant to topic but lacks detail	3
		Inadequate development of topic	2
		Not relevant to topic	1
2	Organization	Ideas clearly stated and supported, well organized (generic structure) , cohesive	4
		Loosely organized but main ideas stand out, not well organized (generic structure)	3
		Ideas confused or even no main ideas, bad organized (generic structure)	2
		Does not communicate, no organized.	1
3	Language Use	Few errors of agreement, tenses, number, word order, article, pronouns of prepositions	4
		Several errors of agreement, tenses, number, word order, article, pronouns of prepositions	3
		Frequent errors of agreement, tenses, number, word order, article, pronouns of prepositions	2
		Dominated by errors	1
4	Mechanics	Few errors of spelling, punctuation, capitalization,and paragraphing.	4
		Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		Frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
		Dominated by errors	1

No	Vocabulary	Effective choice of words and word forms	4
5		Few grammatical or agreement inaccuracies but not effect on meaning	3
		Limited range confusing words and word forms	2
		Very poor knowledge or words, word forms, and not understandable	1

H. Cara Penilaian Kemampuan Menulis (Writing Skill)

No	Nama Siswa	Skor yang diperoleh					Jumlah Skor yang diperoleh
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	
1							
2							
3							
4							
Dst							

Rumus perhitungan nilai siswa,

sebagai berikut:

Jumlah skor yang diperoleh siswa

x 20

Skor maksimal = 5 x 20

Karang Bejelo,   2023

Guru Pembimbing Lapangan   Mahasiswa

Syukron Makmun, S.Pd   Marwani

NIP.   NIM. 180107027

YAYASAN SOSIAL PENDIDIKAN
MA. NURUL HAQ KARANG BEJELO
STATUS : TERAKREDITASI B

Kr. Bejelo, kelurahan Gonjak, kecamatan Praya, Kab. Loteng, NTB
Email: manurulhaq8@ymail.com. Telp : 081-916073874 Kode pos :83511

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
No : 1052.x/YSP-NH/MA/V/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Nurul Haq Karang Bejelo Kelurahan Gonjak, Kecamatan Praya Kabupaten Lombok Tengah dengan ini menerangkan dengan sebenarnya bahwa :

Nama	: Marwani
Semester	: X (Sepuluh)
Jurusan	: Bahasa Inggris
Fakultas	: Tarbiah dan Keguruan
Judul Skripsi	: "The Impilentation Of Generating Intraction Between Schemata And Text (GIST) Strategy To Improve Student Writing Recount Text at The 10th Grade At MA. Nurul Haq Karang Bejelo Praya In Academic Year 2022/2023"
Lokasi penelitian	: MA. Nurul Haq Karang Bejelo
Waktu	: 3 April – 3 Mei 2023

Dengan ini menerangkan dengan sebenarnya bahwa, mahasiswa yang namanya tersebut diatas memang benar telah mengadakan penelitian di Madrasah Aliyah Nurul Haq Karang Bejelo tahun pelajaran 2022/2023

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.
Wassalamu'alaikum. Wr. Wb.

Kr. Bejelo, 5 Mei 2023
Kepala MA Nurul Haq

Hj. Anita Ismawati, S.Pd

65

Nomor   : 395/Un.12/FTK/PP.00.9/03/2023   Mataram, 29 Maret 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal   : Permohonan Rekomendasi Penelitian

Kepada:

Yth.Kepala Bakesbangpol Lombok Tengah

di-

    Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	:	Marwani
NIM	:	180107027
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Tujuan	:	Penelitian
Lokasi Penelitian	:	MA NURUL HAQ KARANG BEJELO, PRAYA
Judul Skripsi	:	THE IMPLEMENTATION OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TO IMPROVE STUDENT WRITING SECOUNT TEXT AT 10 TH GRADE OF MADRASAH ALIYAH NURUL HAQ KARANG BEJELO PRAYA 2022/2023.

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum *Wr. Wb.*

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

68

BADAN KESATUAN BANGSA DAN POLITIK

Jalan. Raya Puyung Komplek Kantor Bupati Gedung A Lantai 1

SURAT - REKOMENDASI

Nomor : 070 /195/ III/ R / BKBP / 2023.

1. Dasar :
   a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
   b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram , Nomor : 395/Un.12/FTK/PP.00.9/03/2023, Tanggal 29 Maret 2023.
   Perihal : Permohonan Rekomendasi Penelitian.

2. Menimbang :

   Setelah mempelajari Surat/Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah dapat memberikan Rekomendasi Ijin Penelitian kepada :

Nama	:	M A R W A N I
NIM	:	180107027
Alamat	:	Lingkungan Gonjak, Kelurahan Gonjak, Kecamatan Praya, Kabupaten Lombok Tengah, Provinsi Nusa Tenggara Barat. HP. 087864670967
Pekerjaan/Jurusan	:	Mahasiswi/Tadris Bahasa Inggris (TBI)
Bidang/Judul/Kegiatan	:	" THE IMPLMENTATION OF GENERATING INTACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TO IMPROVE STUDENT WRITING RECOUNT TEXT AT THE 10TH GRADE AF MADRASAH ALIYAH NURUL HAQ KARANG BEJELO PRAYA IN ACADEMIC YEAR 2022/2023 ".
Lokasi Panelitian	:	MA Nurul Haq Karang Bejelo, Kelurahan Gonjak, Kec. Praya, Kab. Lombok Tengah.
Jumlah Peserta	:	1 (satu) orang.
Lamanya	:	1 (satu) bulan dari Tanggal 3 April s/d 3 Mei 2023.
Status Penelitian	:	Baru

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut:

   a. Sebelum melakukan kegiatan Penelitian/Observasi agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/Ijin Observasi dan menghentikan segala kegiatan.
   c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
   d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
   e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah.

   Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya.

   Praya, 29 Maret 2023
   An. Kepala Badan Kesatuan Bangsa Dan Politik Kab. Lombok Tengah
   Kepala Bidang Politik & Ormas

   H. AMIRUDIN NUR, SE
   NIP.19700115 200003 1 004

Tembusan disampaikan kepada Yth. :
1. Bupati Kab. Lombok Tengah di Praya;
2. Camat Praya , Kab. Lombok Tengah di Praya ;
3. Kepala MA Nurul Haq Karang Bejelo, Kelurahan Gonjak di Karang Bejelo..
4. Yang Bersangkutan;
5. A r s i p.

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Plagiarism Checker Certificate

No:2739/Un.12/Perpus/sertifikat/PC/09/2023

Sertifikat Ini Diberikan Kepada :

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180107027
FTK/TBI
Dengan Judul SKRIPSI

THE IMPLEMENTATION OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT

(GIST) STRATEGY TO IMPROVE STUDENTS' WRITING RECOUNT TEXT AT 10TH GRADE

OF MADRASAH ALIYAH NURUL HAQ KARANG BEJELO, PRAYA IN ACADEMIC YEARS

2022/2023

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Sertifikat Bebas Pinjam

No:2324/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

MARWANI
180107027

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram. Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

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