THE USE OF GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT) TECHNIQUE TO IMPROVE READING COMPREHENSION RESULT AT THE SEVENTH GRADE STUDENT OF MTs’ BUMIREJO MERTOYUDAN IN THE ACADEMIC YEAR OF 2016/2017

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

By:
HENI NOOR SARIYATI PREMA ANINDYA
113 12 136

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2017
THE USE OF GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT) TECHNIQUE TO IMPROVE READING COMPREHENSION RESULT AT THE SEVENTH GRADE STUDENT OF MTs’ BUMIREJO MERTOYUDAN IN THE ACADEMIC YEAR OF 2016/2017

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

By:
HENI NOOR SARIYATI PREMA ANINDYA
113 12 136

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2017
DECLARATION

“In the name of Allah, the most graceful and the most merciful”

Hereby, the researcher fully declares that this graduating paper is made by the researcher herself, and it is not containing materials written or has been published by other “people” ideas except the information from the references.

The researcher capable account this for graduating paper if in the future this thesis can be proved of other containing idea or in fact the researcher imitate the other thesis.

This declaration is made by the researcher to be understood.

Salatiga, March 13th 2017

The Researcher

Heni Noor Sarivati Prema Anindya
NIM. 113 12 136
Salatiga, March 13th 2017

Setia Rini, M.P.d.
The lecturer of English Education Department
State Institute of Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR
Case: Heni Noor Sariyati Prema Anindya’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Heni Noor Sariyati Prema Anindya’s graduating paper entitled “THE USE OF GIST (GENERATING INTERACTION BETWEEN SCHEMATA and TEXT) TECHNIQUE to IMPROVE READING COMPREHENSION at the SEVENTH GRADE STUDENT of MTS’ BUMIREJO MERTOYUDAN in the ACADEMIC YEAR of 2016/2017”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Consultant,

[Signature]

Setia Rini, M. Pd.
NIP. 197505182003122002
THE USE OF GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT) TECHNIQUE TO IMPROVE READING COMPREHENSION RESULT AT THE SEVENTH GRADE STUDENT OF MTs’ BUMIREJO MERTOYUDAN IN THE ACADEMIC YEAR OF 2016/2017

WRITTEN BY:

HENI NOOR SARIYATI PREMA ANINDYA

113 12 136

Has been brought to the board of the examiners of English Education Department Teacher Training and Education Faculty State Institute of Islamic Studies (IAIN) Salatiga, on April 3th 2017 and hereby considered to completely fulfill of the requirement degree of Sarjana Pendidikan (S.Pd.) in English and Education Department.

Board of Examiners,

Head : Dra. Ulfah Susilawati, M. SI
Secretary : Supardi, S. Ag., MA
1st Examiner : Dr. Muh. Irfan Helmy, Lc, MA
2nd Examiner : Dr. Adang Kuswaya, M. Ag.

Salatiga, April 5th 2017

Chair of Teacher Training and Education Faculty

[Signature]

[Stamp]
DEDICATION

This research is sincerely dedication for :

1. My beloved mother, Mrs. Mariyam and father, Mr. Sartono who always prays, guide, motivated and supports me to become a better person

2. My beloved brothers and sister, Prayoga Cahyadi Syafaat, Amoghasiddi Dewi Anindita, Prayogi Noor Syarief, who fill my life with happiness and always motivated me.

3. My partner, my man, Mas Adri. Thank you for your time, energy, attention, understanding and your help to reach this dream.

4. Mas Adi’s family, my second relatives.

5. My beloved friends, Ifticha Saniyati Shobiroh, who always stand by my side in every condition, thank you.

6. For all of my friends, especially for Rombel April who always helped me to finish this graduating paper, thanks for your support.

7. The big family of Kos Biru in Klaseman.

8. All of my friends on TBI 2012

9. All of people who cannot be mentioned one by one.
MOTTO

“Do the best, be good, then you will be the best”
(The Writer)

“Happiness is when what you think, what you say, and what you do are in harmony”

(Mahatma Gandhi)
ACKNOWLEDGEMENT

Assalamu’alaikumwr.wb

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper entitled THE USE OF GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT) TECHNIQUE TO IMPROVE READING COMPREHENSION AT THE SEVENTH GRADE STUDENT OF MTS' BUMIREJO (A Classroom Action Research for the Seventh Grade Students of MTs Muhammadiyah in the Academic Year 2016/2017) as one of the requirement for the Degree of Educational Studies (S.Pd.) at English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga in 2017.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this paper would not be finished without those supports, advices, guidance, helps and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to express gratitude for:

1. Dr. Rahmat Hariyadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd as the Dean of State Institute for Islamic Studies (IAIN Salatiga)
3. Noor Maliah, P. Hd. as the Head of English Education Department.
4. Setia Rini, M. Pd., as the researcher’s counselor who has always educated, supported, directed, guidance, and recommendations for this graduating paper from the beginning until the end.

5. All of the lecturers of English Department of IAIN Salatiga, the researcher deeply thank you all for your advices, knowledge, kindness, etc.

6. All English department students in the Academic Years of 2012 especially for all members of TBI D, thanks for being my friends.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. And the researcher in pleased to accept more suggestion and contribution from the reader for the improvement of this graduating paper.

Wassalaamu’alaikum, wr, wb.

Salatiga, March 13th 2017

The Researcher

Heni Noor Sariyati Prema Anindya

NIM 113 12 136
ABSTRACT


Key Words: Improve, Reading Comprehension, GIST technique,

This study is a classroom action research. The general objective of this study is improving students’ reading ability through GIST technique, while the specific objectives of this research are: (1) To find out the implementation of GIST technique in improving reading and change about learning behaviour in seventh grade students in MTs Bumirejo Mertoyudan. (2) To find out the improvement in the seventh grade students in MTs Bumirejo Mertoyudan in the academic year of 2016/2017 through GIST technique. This CAR was conducted at MTs Muhammadiyah Bumirejo. The procedures of CAR consist of planning, action, observation, and reflection. The data were collected from achievement test and observation. The observation during the process of English teaching and learning was conducted with the help from observer. In this research, the researcher acted as the practitioner. The tests were in the form of pre-test and post-test conducted in cycle I and cycle II. The research resulted: the reading comprehension of the students are low before used GIST technique on the learning process, the implementation of GIST as a technique can improve reading comprehension, it is proved with the students’ improvement score of the tests because mean of post-test in cycle I is higher than mean of pre-test (66.30 > 56.26) and the mean of post-test in cycle II is higher than mean of pre-test (79.08 > 64.78), the improvement of outdoor activity as a technique in improving students’ reading comprehension, it can be proved by the result t-test calculation is higher than t-table in each cycle. In cycle I t-test score is 3.36 is higher than t-table 2, 07 and cycle II t-test score is 9.28 is higher than t-table 2, 07.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR</td>
<td>iii</td>
</tr>
<tr>
<td>CERTIFICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURE AND CHART</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of the Study ............................................. 1
B. Statement of the Problem ........................................... 4
C. Objective of the Study ................................................ 4
D. Limitation of the Study ............................................. 5
E. Definition of Key Terms ............................................ 6
F. Review of Previous Research ....................................... 8
G. Outline of the Research ............................................ 11

## CHAPTER II THEORITICAL FRAMEWORK
A. GIST (Generating Interaction between Schemata and Text) Technique ................................................................. 12
B. Procedure of GIST Technique ................................................................................................................................. 13
C. Process of Using GIST Technique ............................................................................................................................... 14
D. Relation between GIST Technique and Reading ........................................................................................................... 16
E. Definition of Reading ...................................................................................................................................................... 17
F. Types of Reading ............................................................................................................................................................ 18
G. Process of Teaching Reading ........................................................................................................................................... 19
H. Reading Assessment .......................................................................................................................................................... 22
I. Reading Comprehension .................................................................................................................................................... 23
J. Difficulties in Reading ....................................................................................................................................................... 26
K. Descriptive Text ............................................................................................................................................................... 27
L. Generic Structure of Descriptive Text .............................................................................................................................. 28
M. Language Features of Descriptive Text .......................................................................................................................... 29

CHAPTER III RESEARCH METHODOLOGY

A. Setting of the Research ................................................................................................................................................... 31
B. Research Design ............................................................................................................................................................... 32
C. Subject of the Research ..................................................................................................................................................... 33
D. Time Allocation .................................................................................................................................................................. 33
E. Procedure of the Research ............................................................................................................................................... 34
F. Techniques of Collecting the Data ................................................................................................................................ 36
G. Technique of Analyzing Data ........................................................................................................................................ 38
CHAPTER IV FINDINGS AND DISCUSSIONS

A. Research Findings ............................................................................................................. 41
B. Discussions ....................................................................................................................... 63

CHAPTER V CLOSURE

A. Conclusion ......................................................................................................................... 66
B. Suggestions ....................................................................................................................... 69

REFERENCES

CURRICULUM VITAE

APPENDIXES
LIST OF TABLES

Table 3.1  List of Students of MTs Muhammadiyah Bumirejo Academic Year 2016/2017 .................................................. 32
Table 3.2  List of Schedule of the Research .................................. 33
Table 4.1  Observational Field Note for Teacher Cycle I .................. 45
Table 4.2  Observational Field Note for Students Cycle I ................. 47
Table 4.3  The Result of Pre-test and Post-test Cycle I .................... 48
Table 4.4  Calculation of the Passing Grade of Pre-test Cycle I .......... 49
Table 4.5  Calculation of the Passing Grade of Post-test Cycle I ........ 50
Table 4.6  Observational Field Note for Teacher Cycle II ................ 55
Table 4.7  Observational Field Note for Students Cycle II ............... 57
Table 4.8  The Result of Pre-test and Post-test Cycle II ................... 59
Table 4.9  Calculation of the Passing Grade of Pre-test Cycle II ......... 60
Table 4.10 Calculation of the Passing Grade of Post-test Cycle II ...... 60
Table 4.11 The Mean and T-calculation of Students’ Score Cycle I and Cycle II .......................................................... 63
<table>
<thead>
<tr>
<th>Chart 4.1</th>
<th>The Students’ Improvement in Reading Comprehension</th>
<th>64</th>
</tr>
</thead>
</table>
CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important part in communication and it is used among the nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by the human beings. In Indonesia, English is considered as the first foreign language taught formally in school, from elementary school up to the university level.

The mastery of language is very important, especially for students they use language in a variety of learning process, therefore, language can be regarded as a communication tools. To communicate well, everyone should have good skill in language. The communication is a process of delivering thought, concept, idea, opinion, agreement, wish, information about some events to others by using language. Robert Lado (1983:143) stated that in learning English there are four language skills. The language skills are listening, speaking, reading, and writing. The first skill is speaking, it controls to learn and to develop of an individual’s personality. The second one is writing, it is a partial representation of units of language expression. This is the chief means by which thought, ideas and knowledge are preserved. The third is reading, it is to grasp language patterns from their written representation. The fourth is listening; through listening, we build
knowledge by taking in new information (Robert Lado, 1983: 143). One of the skills that must be mastered by the students is reading, because it will enlarge students’ knowledge by reading passage.

Reading is one of ways to study English. Furthermore, it has an important part in teaching learning process because student will enlarge their information directly by reading passage. Reading is a many-sided, very complex activity. It has been variously described as a process, a mode of thinking, a kind of real experience, a type of vicarious experiencing, an aspect of communication, and a tool subject. It is highly possible that reading is all of these, but not necessarily at one and the same time. According to Baker Brown (1984) reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning. Research indicates that effective or expert readers are strategic. Grellet (1998 : 7) states that reading in an active skill and on the reading involves guessing, predicting, checking, and asking oneself question.

Reading gives us much information, although that is informal or formal information. By reading we get new knowledge, it is one of benefits of reading. In the language learning, reading will guide students to get more active. The students will set up their ideas to make a new thought after they read a passage or text. However, there will be difficulties appear amongst the students, for instance the students’ comprehension which is still low, it will
cause difficulties faced by the students to understand about the passage or text.

Based on the researcher’s observation in MTs Muhammadiyah Bumirejo, The Minimum Achievement Criterion (KKM) of English subject of the seventh grade students of MTs Muhammadiyah Bumirejo is 70, but some students got low scores (under KKM) actually in reading. The students’ problem in reading appeared because of some factors. The main factors is they have difficulties in understand the English passage because they were lack of vocabularies. They feel confused in identified the structure of the text so they can not answer the question that related with it.

Referring to the problems, it is important to apply the technique to improve their reading comprehension on English. The technique will guide students to get rid of their difficulties, change classroom atmosphere and make a new atmosphere in English language learning. In this case, the researcher used a suitable technique in teaching reading, GIST technique is an effective way to improve the students’ reading comprehension in English. By using the suitable technique in reading the teacher can enhance the students’ reading comprehension.

In this study, the researcher uses GIST as a technique to improve students’ reading comprehension. Thus, the teacher has one way to solve the problem above. For that the reason, the researcher is interested in writing a graduating paper entitled: “The Use of Gist (Generating Interaction Between Schemata and Text) Technique to Improve Reading
B. Statement of the Problems

The problems study of this research that the researcher going to analyze are as follows:

1. How was the implementation of GIST technique to improve the students’ reading of descriptive text in the seventh grade students in MTs Bumirejo Mertoyudan in the academic year of 2016/2017?

2. To what extend GIST technique can improve the students’ reading comprehension of descriptive text in the seventh grade students of MTs Bumirejo Mertoyudan in the academic year of 2016/2017?

C. Objective of the Study

To be able give an answer of providing questions which above on the objective of the study is to:

1. To find out the implementation of GIST technique in improving reading and change about learning behaviour in seventh grade students in MTs Bumirejo Mertoyudan.

2. To find out the improvement in the seventh grade students in MTs Bumirejo Mertoyudan in the academic year of 2016/2017 through GIST technique.

D. Limitation of the Study
The researcher limit the range of the study to the following problems in order to avoid misinterpretation of the problem. The scope will be presented below:

1. The research focused on the student’s comprehension in reading skill in teaching learning process of English that analyze the descriptive text.
2. The research limited on implementing GIST technique to improve student’s reading comprehension.

E. Benefits of the Study

1. Theoretical advantages are:
   a. The result of research can be used as the reference for those who want to conduct a research in English teaching to build students’s reading comprehension.
   b. The research can be used for the teacher in teaching English and technique to guide students in improving reading comprehension.

2. Practical advantage are:
   a. The students get opportunities to improve their reading comprehension by using this technique.
   b. The presence of this research is expected to help the teacher give feedback, how effective this technique is applied to the students in improving their reading comprehension.
   c. The research is improved by the researcher herself in mastering English in reading comprehension.
F. Definition of the Key Terms

In this study, the researcher would like to clarify the terms to make them clear. This is used to avoid misunderstanding about the terms.

1. Use

To employ for some purposes; make use of; put into service; to use a knife (Hornby, 1985:425). The meaning of use in this case is in applying the GIST technique.

2. GIST technique

According to Cunningham (1982) Generating Interaction between Schemata and Text (GIST) technique is a summarizing technique use to assist students’ and summary reading skills. The technique is useful to improve students’ reading comprehension and involves students’ prior knowledge, synthesizing and generalizing cognitive operation. Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or “the gist” of the selection.

3. Technique

Technique is a method, or series of maneuvers for obtaining a specific goal or result. It can be said that a method or plan chosen to bring
about a desired future, such as achievement of a goal or solution to a problem.

(http://www.businessdictionary.com/definition/technique.html)

4. Improve

Improve is achieved or produced something better (Oxford University Press, 2008:222).

5. Reading

According to Blair & Rupley (1981:2) reading can be defined as a thinking process and it can be a communicative skill. They also define the reading is an interacting process with the language in the printed page.

6. Reading comprehension

Reading comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallman et al, 1982:25). That is a behavioral action that is used of the reader to understand, gain the meaning and interpret the text depends on situation, text and the reader background.

7. Descriptive text

According to Kane (2000 : 352) descriptive text is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. So descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.
G. **Review of Previous Research**

In this paper, the researcher reviews several research papers from the previous researches. The first research was done by Imam Setiawan, a student of English Department in State University of Padang year 2015. His research title was: *The Use Of Gist Technique To Improve Reading comprehension Of Eleventh Grade Students Of Senior High School Bukit Barisan Padang*. The researcher used classroom action research (CAR) as the method of research technique in one of senior high school in Padang. This study consist of two cycles of treatment. The data were collected through various sources: observation sheet, reading test, questionnaire, and interview. The data then were analyzed through triangulation method and reported in qualitative analysis. The result of reading test showed a slightly improvement on the students’ average score from 61.09 in diagnostic test increased to 76.28 in cycle 3 therapeutic test. The result of observation implied that the employment of reading strategies and the characteristic of gist technique gave influences to the improvement of students’ reading.

The second research was done by Sugandi Firman S, a student of English Department, Faculty of Education, States University of Lampung. His research title was: *The Implementation Of Gist Technique To Improve Reading comprehension Of Nineth Grade Students In Junior High School 03 Bandar Lampung*. The result of this paper showed that the researcher believed that GIST technique had good effect in teaching learning process, it could bring interest; motivate the students to learn on reading activity.
The third research was done by Diah Surya Adnyani, students of UNDIKSA Singajara entitled: *The Effect Of Generating Interactions Between Schemata And Text And Beliefs About Language Learning On Reading Comprehension Of English Education Department Students Of Undiksha Singaraja In The Academic Year 2009/201*. The study was an experimental research which investigated whether or not there was any effect of Generating Interaction between Schemata and Text (GIST) and beliefs about language learning on reading comprehension, and to investigate the relationship between the use of GIST, conventional reading technique and beliefs about language learning. This study was carried out in Ganesha University of Education (Undiksha) Singaraja on 2nd semester students of English Education Department through a 2x2 factorial, true-experimental research design. A two-way ANOVA test results indicated that the students who were taught using GIST outperformed the students who were taught using conventional reading technique, and there was an interaction between kinds of technique and students’ beliefs about language learning. In terms of beliefs about language learning, the result of Tukey test showed that for the students who hold positive beliefs, GIST gave better contribution to reading comprehension than the conventional reading technique. While for those who hold negative beliefs, there was no significant difference in reading comprehension between the students who were taught using GIST and conventional reading technique.
Based on the previous research above, it shown that the used of GIST for teaching reading could improve the students’ reading comprehension in descriptive text and the result proved that GIST technique had good effect in teaching learning process, it could bring interest; motivate the students to learn on reading activity. Therefore, the researcher gets an idea to do further research about teaching reading using gist.

The study conducted by the researcher for the graduating paper was different from the previous research. The researcher would cover about the use of GIST technique to improve the students’ reading comprehension. The difference was showed at the way of teaching and the kind of the text. The researcher used GIST technique and descriptive text to improve reading comprehension.
H. Graduating Paper Outline

This research will be organized into five chapters.

Chapter I contains of introduction. It explains the background of the study, definition of the key terms, and organization of the graduating paper.

Chapter II is theoretical framework. It consist of using guided question method in teaching learning descriptive text, definition of writing, requirement of good writing, kind of genre, definition of descriptive text, and definition of guided question.

Chapter III explains about methodology of the research. It discusses approach and method of research, the setting of research, procedure of research, technique of collecting data, and technique of analysis data.

Chapter IV explains the data analysis. It explain about the result and discussion of the research

Chapter V is a closure. It comprise of conclusion and suggestion. For the attachment, these are appendixes and bibliography
CHAPTER II
THEORITICAL FRAMEWORK

A. GIST (Generating Interaction between Schemata and Text) Technique

1. Definition of GIST (Generating Interaction between Schemata and Text) Technique

GIST stands for Generating Interaction between Schemata and Text. Cunningham (1982) states that GIST is summarizing technique to use to assists students’ comprehension and summary writing skills. In GIST, students create summaries of 15 or fewer words for increasingly large amounts of text, beginning with single sentences and working to hard to an entire paragraph. Students use higher-order thinking skills to analyze and synthesize what they have read. The students must analyze ways to delete non-essential information and use their own words to summarize the main idea or “the gist” of the selection.

The purpose of GIST, it provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show the gist of reading by Bouchard (2005: 40). In this technique students work collaboratively to decide upon the important information included in a specifid selection of text and use it to write a summary statement. This procedure is repeated until an expanded
section of text is summarized. A comprehensive summary statement or paragraph is then written.

One of the effective reading strategies is summarization. Teaching students to summarize what they read is another way to improve their overall comprehension of text according to Duke and Pearson (2004: 220). Research suggests that instruction and practice in summarizing not only improves students’ ability to summarize text, but also their overall comprehension of text content. There are at least two major approaches to the teaching of summarization. The first is rule-governed approaches, where students are taught to follow a set step-by-step procedures to develop summaries.

Rule 1: Delete unnecessary material.
Rule 2: Delete redundant material.
Rule 3: Compose a word to replace a list of items.
Rule 4: Compose a word to replace individual parts of an action.
Rule 5: Select a topic sentence.
Rule 6: Invent a topic sentence if one is not available.

Other approaches is summarizing text are more holistic. One that has been the subject of research is the GIST procedure states by Cunningham 1982 printed by Duke and Pearson (2004: 221).

2. Procedure of GIST Technique

When researcher use this technique to improve reading comprehension she must watch the procedure of the technique. Procedure bring researcher to
the aspect of the technique. Based on Allen (2004) there are five points in using the GIST technique in the class.

a. Find a short paragraph that presents a concept, event, time period, description, problem, sequential instructions, etc.

b. Read the first sentence to the class, then ask students to work together to write a summary of the contents of the first sentence in fifteen words or less.

c. Write the group summary on the board. Then, read the second sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.

d. Write the group summary on the board and read the next one or two sentences in the paragraph. Continue until the paragraph is read and then ask students to write a summary of the entire paragraph in fifteen words or less.

e. After modeling the technique, ask students to apply the technique to a chapter of their textbook, article, etc. That they are currently reading in class.

3. Process of Using GIST Technique

The GIST technique can be applied in cooperative groups. But it can be applied if the students already familiar with the process. There are the process of GIST technique that stated by Allen (2004):

a. Assign a section of text for students to read.

b. Form groups and assign a group leader.
c. Students read the text silently (or a group member can read it aloud).

d. The group collaboratively identifies important vocabulary and concepts.

e. The group develops the summary statement identifying the gist of the reading.

f. Each member of the group writes the summary statement on a piece of paper.

g. The group reads the next portion of text and repeats the process.

h. Move from group to group observing and providing support when needed.

i. Each group presents its summary statement(s).

j. Discuss as a class and compare.

Based on the explanation above GIST technique is summarising technique. Effective summarising leads to an increase in student learning. Summarising requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarise has significant benefits for comprehending and ultimately retaining and recalling information. Teaching students by using GIST technique helps them to synthesise information, a higher order thinking skill which includes analysing information and identifying key concepts.
4. Relation between GIST Technique and Reading

Based on the reality, reading has some techniques to improve the reading comprehension. In the recent years, the field of the research on reading has been done. It makes some improvement on reading comprehension. Another technique that used to improve the reading comprehension is GIST technique. It is technique that usually concern to improve reading comprehension.

In this research, the researcher tries to use GIST technique to improve reading comprehension. According to Devine (1974: 02) stated that reading was viewed decoding process; a reconstructing of text meaning from the smallest textual units at the bottom to the largest of the top. So, it can be combine with GIST technique.

Furthermore, GIST technique as a cooperative model which guide students to improve or develop on their skill, as well as reading skill, speaking skill, listening skill or writing skill. Cooperative model can be loosely categorized by the skill that each enhance (Barkley, Cross and Major, 2005). From the statement, there are reading comprehension which researcher wants to enhance. Reading as a third skill on language can be improved with this technique. Although, GIST technique rarely use in formal teaching reading. Moreover, it is very important and effective to improve the students reading comprehension.

The importance of GIST technique is to improve reading comprehension. This technique is the base component from students to improve their reading
comprehension. When the students have been interested on the material, it can be easy to make the students understand the material.

There are relationship between reading and GIST technique. This technique can improve the reading comprehension. Actually, this technique is applied based on the component on reading. It is improving anxiety of students on reading. This technique is finished by review the material.

B. Reading

1. Definition of Reading

According to Grabe (2009:14) reading is often defined in simple statement much like the following: “reading is the process of receiving and interpreting information encoded in language from via the medium of print” or “comprehension occurs when the reader extract and integrates various information from the texts and combines it with what is already known”. “Reading” is a root of “read” which mean as looking at and understanding something printed or written (oxford: 2008:365).

Reading is the process to know word and fused the meaning of word in sentences and structure of the text. So, from reading someone can find the main idea of the text. Reading is important to enrich our knowledge and we can get information by reading.

2. Aspect of reading

According to Dallman (1982:25), some of the aspects of reading which deserve both specific attentions in isolated learning situation and other time,
more balanced attention in more normal reading situation are word recognition, comprehension and reflection.

There are three aspects of reading as follows:

a. Word recognition

Reading is chiefly skill in recognizing words, continue to enjoy support in respectable and influential quarters. Today the favorite of adherents to his view of reading is decoding the printed page that is recognizing the oral equivalent of the written symbol.

b. Comprehension

The vast majority of teachers do not endorse the claim that the individual who can recognize words can read. To them, comprehension is an absolute necessity in reading.

c. Reflection

May education have pointed out that the word recognition and comprehension do not the total of reading act, during the process of reading when defined as gaining from the printed page. It is necessary to able to mold ideas as they occur and conceptualize meaning interpretation through reflection.

3. Type of reading

Reading can be distinguished at least four types as follows:

a. Skimming: is making uses the same approach, except that instead of concentrating on specific information, we are looking for the main
idea or the general gits of the passage. Example: identifying significant words details and ideas (Krashen, 1987).

b. Scanning: is making quickly overview of passage, looking for specific information. Example: scanning exercise may asked students to look for names or dates, to find a definitin of key concept or too list certain number of supporting details (Krashen, 1987).

c. Extensive reading: is rapid reading for main ideas of large amount of text. Example: students found the main ideas of a large amount of text (Krashen, 1987).

d. Intensive reading: is reading for complete understanding of entire. Example: the students could understand the content and meaning in the text (Krashen, 1987).

4. Process in Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1994: 7). It can be concluded that teaching is a process of helping and guiding students to learn and develop their knowledge.

Teaching reading is not only giving a text to the students but also building their consciousness of reading skill. Therefore, teacher should be
skillful in motivating learners by selecting material and choosing appropriate technique.

According to Harmer (1998: 70), there are four principles in teaching reading as follow:

a. Reading is not a passive skill. The teacher should motivate the students to be active in reading. The teacher can ask the students to guess what the word mean, see the picture, and understand the arguments. Then work out in order that they do not forget it quickly.

b. The students need to be engaged with what they are reading. The students who are not engaged with the reading text and not actively interested in what they are doing will not get benefit from it. Hence, the teacher should select an interesting topic.

c. The students should be encouraged to respond to the context of a reading text, not just to the language. In studying reading text, the students not only study the number of paragraph but also the meaning and the message of the text. The teacher must give the students a chance to respond to the message of the text.

d. Prediction is a major factor in reading. When the students read text, they often look at hints, such as the content or book cover, photograph, and headline. These hints are useful for the students to predict what they are going to read. The teacher should give the students “hints” so that they can predict what is coming.
Meanwhile, William (1996: 37-39) says that there are three main phases that need to be followed in teaching reading activity.

1. Pre-reading activities
   
   Pre-reading activities are aimed to introduce and arouse interest in the topic. Giving reason to read and some questions related to learners’ background knowledge, ideas, and opinion would motivate learner’s to read the whole text.

2. While-reading activities
   
   While-reading activities begin with a general or global understanding of the text, and then move to the smaller units such as paragraphs, sentences, and words. The aims of these activities are:
   1) To help understanding of the researcher’s purpose.
   2) To help understanding of the text structure.
   3) To clarify text content.

   There are some while-reading activities such as, comprehension questions, lists, and taking a note.

3. Post-Reading activities
   
   Traditionally, the major often only did kind of post-reading activity consisted of questions which followed a text. The aims of post-reading activities are:
   1) To consolidate or reflect upon what has been read.
   2) To relate the text to the learners’ own knowledge, interests, or views.
4. Reading Assessment

To check the students’ score or result about the topic or material needs a form assessment on reading. Assessment used to know how far the students understanding the topic or material and to check student problems about the material.

According to Ardika (2014: 16) assessment is very important to know the ability of students and also to measure their potential study. Other explanation came from Cohen et al (2007: 418) describe that the several purpose of the test they are to diagnose a student’s strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential and to identify readiness for a program. Actually, to assess the students understanding on the topic also needs a test or an exercise.

To make a test or exercise the researcher will make a question which includes explanation about the topic. Because, it also used enable to know about the effectiveness of the teaching program in the method delivery and resources. Westwood (2008: 72) defines that the main function of assessment are to enable a teacher to evaluate the effectiveness of the teaching program and to make any necessary modifications to method of delivery, learning activities or resources.

Then, related with assessment on the reading process Pang et al (2003: 18) describe there are two forms of reading assessment. The first is to find out how well students are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners.
The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why proof reading is so difficult. When we are very familiar with the ideas we hardly need to read the words at all. Reading is as selective process taking place between the reader and the text, in which background knowledge and various of language interact with information in the text to contribute to text comprehension.

Reading comprehension is as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Comprehension is a creative, multifaceted process dependent on phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an
individual’s cognitive development, which is the construction of thought processes.

Reading requires an individual to comprehend or construct meaning from text. In Comprehension process, students require making meaning from words when listening, speaking, reading, and writing. We should have a purpose for reading and use our experiences and our background knowledge to make sense of the text. Tankersley (2003: 90) states that making connection is the key to comprehension. We do not comprehend unless we can make connections and are able to process the words that we read at the thinking level. Comprehension needs three elements:

a. The reader who is doing the comprehending
b. The text that is to be comprehended
c. The activity in which comprehension is a part

For the reader, to comprehend they must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. The cognitive capacities here likes attention, memory, critical analytic ability, inferencing, and visualization ability. Motivation likes a purpose for reading, an interest in the content being read, and self-efficacy as a reader. And the various types of knowledge here likes vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. So teacher should focus to
their content area instruction on helping students understand the material, and helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend.

The next is about text. The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

After the text is activity. A reading activity involves one or more purpose, some operations to process the text at hand, and the consequences of performing the activity. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time). The direct consequences of the reading activity are knowledge, application, and engagement.

From the other theory, reading comprehension is the process of making meaning from text (Wolley, 2011:15). It means that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. The
goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

From the definitions above, it can be said that reading comprehension is a process of understanding, gaining meaning, and interpreting the text. This process depends on a variety of reader, text, and situational factors.

2. **Difficulties in Reading Comprehension**

According to Lewis and Doorlag, there may be a multiplicity of factors that contribute to reading difficulties for many students with special needs, and the underlying causes of their reading problems may be largely unknown (Wolley, 2011: 20). It has been found that the prevalence of children with reading difficulties is often linked with the economic and social circumstances of the home. This finding is supported by studies conducted in the mid-1970s where variables, such as social class, educational background of the parents, family income, and the number of books in the home were consistently related to school reading achievement, as stated by Romeo (Wolley, 2011: 20).

Researchers have established that children’s early attainment of decoding skill is a reliable predictor of later achievement. It has been well established that skilled reading comprehension requires the reader to be able to process the written symbols of text at an appropriate level. However, reading and the comprehension of text is a complex interactive process, and there is more to reading and comprehension than just decoding or word calling.
The term ‘learning difficulty’ implies that even normally capable students can fail to advance in reading, particularly if they receive poor quality instruction from their teachers. Thus, it can be assumed that there are factors within the learner that impact on reading performance and there are ranges of influences that are often beyond the control of the learner.

Improving reading comprehension is difficult too. It was becaused building vocabulary (which is not a matter of rote learning, but rather extending and reorganising a reader’s whole array of semantic, conceptual and world knowledge networks), improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use.

D. Descriptive Text

1. Definition of Descriptive Text

According to Kane (2000 : 352) descriptive text is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Perer Wignell (1994) stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for intance; ourpets or a person we know well. So descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. It differs from report text ehich describes thing, animal, persons, or
other in general. The social function of descriptive text is to describe a particular person, place or thing.

2. Generic Structure of Descriptive Text

According to Jenny Hammod (1992), the generic structure of descriptive text consist of identification and description.

a. Identification : identifies phenomenon to be described

b. Description : describing the phenomenon in parts, qualities, or and characteristic.

<table>
<thead>
<tr>
<th>Identification</th>
<th>Borobudur Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borobudur is a great Buddhist temple The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th.</td>
<td></td>
</tr>
</tbody>
</table>

| Description | Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 meters high and consists of eight steplike stone terraces are square and surrounded by walls adorned with Buddhist sculpture bas-relief the upper three are circular, each with a circle of bell-shaped stupas (Buddhist-shrines). The entire edifice is crowned by a large stupa at the center of a top circle. The way to the summit extends through some 4,8 km (some 3 mil) of passages and stairways. Borobudur was |
rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by United Nations.

3. Language Features of Descriptive Text

Jenny Hammond (1992) state that descriptive often uses “be” and “have”.

Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn’t exist anymore. Significant grammatical features:

a. Focus on specific participant:
   (My English teacher, Andini’s cat, my favorite place.)

b. Use of simple present tense

c. Use of simple past tense (if extinct)

d. Verb of being and having “Relational Processes”.
   (my mom is really cool, she has long black hair.)

e. Use of descriptive adjectives
   (Strong legs, white fangs)

f. Use of detailed noun phrase to give information about the subject
   (a very beautiful scenery, a sweet younglady, very thick fur)

g. Use the action verb
   (it eats grass, it run fast)

h. Use of adverbials to give additional information about behaviour
   (fast, at tree house)
i. Use of figurative language

(John is as white as chalk)

Borobudur Temple

Borobudur is a great Buddhist temple. The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 meters high and consists of eight steplike stone terraces are square and surrounded by walls adorned with Buddhist sculpture bas-relief the upper three are circular, each with a circle of bell-shaped stupas (Buddhist-shrines). The entire edifice is crowned by a large stupa at the center of a top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passages and stairways. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by United Nations.
CHAPTER III
RESEARCH METHODOLOGY

A. Setting of the Research

The research will be conducted at MTs in Magelang regency. This school belongs to a private school because it’s under the auspices of Muhammadiyah foundation. The committee built this school on October 5th, 1995. Then the general information of the school described as follows:

Name of school : MTs Muhammadiyah Bumirejo
Address : Jl. Soekarno Hatta 3.5 Km
Village : Bumirejo
Sub district : Mungkid
Regency : Magelang
Post code : 56551
Accreditation : B
Website : mtsmuhbumirejo.blogspot.com
Phone : 085728238282
School statistic number : 20363676
Headmaster : M. Abdurrahman S.Sos.
Table 3.1

List of Students of MTs Muhammadiyah Bumirejo Academic Year

2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>VII</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>VIII</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>IX</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>39</td>
<td>25</td>
</tr>
</tbody>
</table>

B. Research Design

The method of this research is Classroom Action Research (CAR). Classroom Action Research is a method of finding out what best in a class in order to improve student learning. According to Arikunto (2006:2-3) informs that CAR consists of three words, so there are three definitions, which can be explained:

1. Research-indicate an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

2. Action is a movement activity, which is done deliberately with a certain purpose.

3. Classroom- in this case is not bound by the term of the classroom, but it has a more specific meaning. The word of class means groups of
students who are in the same time receive the same lesson from the same teacher.

Based on three of main words; research, action, and class, Classroom Action Research (CAR) means an observation toward learning process that organized as an action, which is appeared deliberately and happened simultaneously in the classroom.

C. Subject of the Research

The subject of the research was concentrated on seventh grade students of MTs’ Muhammadiyah Bumirejo in the academic year of 2016/2017, with 23 students, it involved all of 16 males and 7 females. English teacher who become the subject of the research is Mrs. Ana Fitriyawati K. S.Pd. I.

D. Time Allocation

The research was conducted from January 16th until February 13th 2017. The schedule activities are as follows:

Table 3.2

<table>
<thead>
<tr>
<th>List of schedule of the research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Permit application and consultation the schedule of the research.</td>
</tr>
<tr>
<td>Cycle 1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
E. **Procedure of the research**

The action research has some procedures. According to Arikunto (2010: 140) classroom action research, the researcher did two cycles. There were four procedures in doing this research. Those were planning, action, observation, and reflection. Those procedures of research could be described as follows:

1. **Planning**

   In this step, the researcher established the problem that has connection with the students’ reading comprehension. In this planning, the researcher did some activities, they were:

   a. Observing the school condition, the class and student’s condition.

   b. Observing the school’s facilities

   c. Observing the learning method that use in the class

   d. Determining target competence and standard competence.

   e. Preparing material/text and making a lesson plan.
f. Designing learning in cycle I and cycle II.

g. Determining the steps doing the action.

h. Calculating student score list, score, and observation sheet.

i. Preparing pre-test and post-test for each cycle.

The researcher also asked to English teacher in that school about the preparation that would be done by the researcher.

2. Acting

Action is implementation of the planning in the class. In this stage, the researcher must follow the program in the planning Arikunto (2010:139).

This stage is done by carrying out lesson plan on teaching speaking. Doing pre-test to students that the result will be compared to the post-test, follow-up of the first cycle of learning is to identify the strengths and weaknesses of the learning outcomes. The step of the acting procedure able to describe as follows:

a. Giving Pre-Test.

b. The researcher educated the students by some strategies that students needed in reading using GIST technique that is predicting, summarizing, clarifying and precenting.

c. The researcher asked the students to read a text. Then, a discussion leads in a group between the students.

d. The researcher giving post-test.
3. Observation

Arikunto (2010: 139) state that when the researcher takes the class, she/he is need colleague to observe and analyze the condition of the class and the students. In this researcher, the researcher also gives the students pre-test and post-test that both of them will analyze by the researcher. While, to get the data of observation about students’ responses the researcher made a field-note. The researcher used camera to observe the students’ enthusiasm during the learning process. It crossed check the information of observation also. The researcher also made the picture to document teaching-learning process that was used to reflect the action.

4. Reflecting

In this part, Arikunto (2010: 140) stated that researcher and observer discuss the result of learning process. It consists of analyzing the action and doing intervention, clarification how the researcher doing the research as the teacher, also the condition of the class and the students.

F. Technique of Collecting Data

To collect the data of the research, researcher used some instruments of research. It was used to get some information as quantitatively of characteristic and objective of variable. There were some instruments that the researcher used on the research.
1. Observation

According to Arikunto Suharsimi (2006: 222) Observation is an activity which related to the research object by the sense. The researcher observed on the learning-process in MTs Muhammadiyah Bumirejo. It aimed to find out the condition of the students on the class and to check the students’ difficulty on reading comprehension. It means to the researcher to be focused on the implementation of GIST technique to improve the students’ reading comprehension. When observation, the researcher also brought an observational sheet, it was used to monitor the condition on the learning process and the students’ difficulties of the material.

2. Test

To collect more complete data the researcher do the tests, according to Ainken (1996) as quoted by Hadjar (1999:173) Test is sequence of questions or exercises or other instrument to measure skill knowledge, intelligence, ability or aptitude of individual or group. The researcher used pre-test and post-test. Pre-test was given to the students before teaching and learning process. It aimed to measure the students’ reading comprehension before the GIST technique was given. Post-test was given after the students received the method from teaching. Pre- and post-test were aimed to know the differences of the students’ reading comprehension before and after the teacher used the technique. Test was
used by the researcher to examine the result of the subjects by using questions or other instruments which measured the students’ result of the lesson that was researched. In this research, the researcher used two cycle. Every cycle contained of pre-test and post-test. Pre-test and post-test in this research are a multiple-choice exercise which have 10 questions and a text in each exercise. The students have some minutes to do carry out the exercise.

3. Documentation

The researcher needed documentation to get data about the teacher, the students, structure of organization, profile of the school, and the location of the school. Documentation was taken while the activity during the process of the research. In this research, researcher uses video and photograph to get a documentation research. The researcher wants that the documentation will help to get more result of the research.

G. Technique of Analyzing Data

In analyzing the data, the researcher used the quantitative and qualitative data analysis. According to Creswell, John W (2012: 13) Quantitative research collected numeric data from a large number of people using instruments with preset questions and responses. Also analyzed trends, comparing groups, or relating variables using statistical analysis and interpreting results by comparing them with prior predictions and past research.
In the other hand, Creswell, John W (2012: 16) stated that “Qualitative research collected data based on words from a small number of individuals so that the participants’ views are obtained and analyzed the data for description and themes using text analysis and interpreting the larger meaning of the findings”.

The proceeds of pre-test and post-test would be analyzed to prove the hypothesis by t-test formula. The formula according Hadi (1981: 246) as follow:

a. Mean

\[ M = \frac{\sum X}{N} \]

Where,

\[ M : \text{Mean of the students’ score} \]

\[ \sum X : \text{The sum score of the students’ writing test} \]

\[ N : \text{The total number of the students} \]

b. SD (Standard Deviation)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where,

\[ SD : \text{Deviation Standard} \]

\[ D : \text{Difference between pre-test post-test} \]
c. T-test

To be able to know whether there is significant improvement or not between pre-test post-test, the researcher will use t-test after calculating the SD. The formula is:

\[
t_o = \left( \frac{\sum D}{N} \right) \left( \frac{SD}{\sqrt{N - 1}} \right)
\]

Where,

\( t_o \) : T-test for differences of pre-test and post-test

\( SD \) : Deviation Standard for one sample t-test

\( D \) : Different between pre-test and post-test

\( N \) : The total number of students
CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about the implementation of using GIST technique and improvement of students’ reading comprehension on descriptive text through GIST technique.

A. Research Findings

In this research, the researcher acts as the teacher and the learning process observed by another observer, so the researcher arranged two cycles, each cycles consist of planning, action, observing and reflection. The whole steps of this study explained in the description below :

1. Cycle I

a. Planning

Before conducting the research, the researcher prepared the instruments of the research. The activities of cycle I explained below :

1) Prepared the schedule of the research
2) Prepared syllabus
3) Prepared the lesson plan
4) Prepared rubric (scoring of reading)
5) Prepared the teaching material
6) Prepared the students attendance list, and students scoring list
7) Prepared the teacher’s and student’s field notes for cycle I
8) Prepared tools of learning in the class (material for students)

9) Prepared a test (pre-test and post-test to know whether students improved or not)

10) Prepared camera to take the picture and videos

This was first meeting for the students to learn about descriptive text through GIST technique to improve the students’ reading comprehension, so the teacher prepared the material about descriptive text and guided the students about the steps. The researcher would assess the students reading comprehension by giving pre-test and post-test. The researcher used multiple choices (30 numbers) as a test. The score was 100. The task of pre-test and post-test was similar.

**b. Implementation of the action**

On Monday 16 January 2017, at 12.30 p.m., the researcher started the cycle I. The researcher, the observer, and Mrs. Ana as the English teacher entered the VII class. The students sat on their chair, but some of them still walked around in the class. The situation was so crowded; some of the students are still spoke with their friends. After all of the students were ready, the teacher led the pray. The teacher opened by introducing the researcher and her observer, the teacher told that the she would be changed by the researcher for temporary. Then, the English teacher left the class and the class was handled by the researcher. The researcher became the teacher in the class.
The teacher started the lesson by greeted “Assalamualaikum warrahmatullahi wabarakatuh” to the students and introduces herself, then checks the students’ attendance. After check the students’ attendance, the teacher said that they will learn English language especially about descriptive text. But, before began the material of learning process. The teacher gave the students a pre-test; the students did pre-test during the lesson. After the students finished their pre-test, teacher closed the lesson and gave explanation to the students that the lesson would be continued on Wednesday.

Then, on Wednesday, 18 January 2017 at 07.00 a.m. the teacher began the lesson. Before the teacher go to the material, the teacher asked the students to pray together and check the students’ attendance list. Then the teacher explains about definition, generic structure and an example of descriptive text. In this section, some students ask to the teacher about the material. After explained it, the teacher gave an example of descriptive text to the students and asked them to read slowly. After the students read the text, the teacher closed the meeting and will be continue on Monday.

On Monday, 23 January 2017 at 12.30 p.m. the teacher began the third meeting in the cycle I. The teacher greeted the students “Good Morning” and the students said “Good Morning”. Before the teacher began the lesson, she prayed together and asked the students condition “How are you today” the students said “I’m fine, thank you”. After it, the
teacher check the students’ attendance list, the teacher called name one by one and asked the students to say “present”.

Then, the teacher began the lesson. The teacher reviewed the previous material about descriptive text and asked one students as name Dika to read an example of descriptive text. Some of the students listened seriously. After that, the teacher asked the students to mention an example of descriptive text. A student named Effendi mentioned the description of Cristian Ronaldo is an example topic of descriptive text. After the students understand the definition, structure and example of descriptive text, then the teacher asked students to made groups and discuss about the material.

Before the students began their discussion, the teacher explained GIST technique as manner to improve students’ reading comprehension on descriptive text. After the students understood the explanation of the teacher about the technique, then the students applied the technique to identify the main idea and generic structure of descriptive text. The students are enthusiasm and the teacher gave 15 minutes for the students to discuss. After the students finished the discussions the teacher closed the lesson and advised that on the nest lesson the teacher would gave post-test.

On Wednesday, 25\(^{th}\) January 2017 at 07.00 a.m., the teacher began the last meeting on cycle I. The teacher began the meeting as usual, prays together and checks the students’ attendance list. After it, the teacher gave little motivation for the students before go to the post-test. Then, the teacher gave post-test to the students, the students did the post-test during
the lesson. The students are very motivated to did the post-test. After the students finished the post-test, the teacher closed the lesson and said thank you to the students for their spirit to learn descriptive text in cycle I.

c. Observation

In the cycle 1, the researcher entered the class, and the observed the teaching and learning process. The researcher prepare the field note. There are two kinds of field notes. The first field note was for the teacher, and the second notes was for the students. The result of the field notes explained below:

Table 4.1
Observational Field Note For Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher greets the students by using Islamic and English expressions</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher and the students pray together before the lessons</td>
</tr>
<tr>
<td>3</td>
<td>Checking students attendant</td>
<td>√</td>
<td></td>
<td>The teacher checked the students attendance by calling their names</td>
</tr>
<tr>
<td>4</td>
<td>Reminding previous</td>
<td>√</td>
<td></td>
<td>The teacher ask students about</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>materials</strong></td>
<td><strong>the previous materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Preparing and giving of the materials</td>
<td>√</td>
<td>The teacher gave printed material to the students</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Giving opportunity for asking question and suggestion</td>
<td>√</td>
<td>The teacher encourages the students to ask a question</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Giving explanation of the materials</td>
<td>√</td>
<td>The teacher explains the today’s material</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Guiding the students Activity</td>
<td>√</td>
<td>The teacher moves around to help the students in their learning process</td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Giving feedback after the lesson</td>
<td>√</td>
<td>The teacher gives the conclusions of today’s material</td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Giving motivation for students</td>
<td>√</td>
<td>The teacher should give motivation to the students so that the students can have spirit to learn about the materials</td>
<td></td>
</tr>
</tbody>
</table>

The second field notes was for the students, and the result of the field notes explained below:
### Table 4.2

**Observational Field Note for Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening to the teacher’s explanation</td>
<td>√</td>
<td></td>
<td>The students listen to the teacher’s explanation</td>
</tr>
<tr>
<td>2</td>
<td>Read about descriptive text and analyzing about the text</td>
<td>√</td>
<td></td>
<td>The students are asked to analyzed the text individually</td>
</tr>
<tr>
<td>3</td>
<td>Asking question about the materials</td>
<td>√</td>
<td></td>
<td>Some students ask about the materials to the teacher</td>
</tr>
<tr>
<td>3</td>
<td>Working on group to solve the task</td>
<td>√</td>
<td></td>
<td>The students working on group and did the task given by the teacher</td>
</tr>
<tr>
<td>4</td>
<td>Read a text carefully</td>
<td>√</td>
<td></td>
<td>The students read the text carefully to know the content of the text</td>
</tr>
<tr>
<td>5</td>
<td>Identifying the characteristics of Text</td>
<td>√</td>
<td></td>
<td>The students work in group to identify the characteristic of the text</td>
</tr>
<tr>
<td>6</td>
<td>Do the task well</td>
<td>√</td>
<td></td>
<td>The students did the task well</td>
</tr>
</tbody>
</table>

Some of the students were enthusiastic asked to analyze the text and asked about the materials such as asked the meaning of some difficult
words, and then they tried to understand the materials when they read the text and tried to know the meaning that they didn’t know.

d. Reflection

Based on the observation of cycle I, the researcher had to reflect the weakness that happened in the learning process to maximize the students’ reading comprehension. First, the researcher needs to ask the students to bring a dictionary to help their difficulties. Second, the researcher has to motivate students based on the GIST technique to read a passage. To measure there is a significant improvement in reading comprehension, the researcher analyzes by using a t-test calculation from the result of pre-test and post-test. Before analyzing t-test, the researcher will show the data presentation of pre-test and post-test.

Table 4.3

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>D1</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arif Sulchanudin</td>
<td>37</td>
<td>37</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Afnan Nur Ikhsan</td>
<td>34</td>
<td>60</td>
<td>34</td>
<td>1156</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Nur Effendi</td>
<td>60</td>
<td>67</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Yuli Lestari</td>
<td>40</td>
<td>67</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>Arizal Sulaiman</td>
<td>47</td>
<td>64</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>6</td>
<td>Ayuk Wijayanti</td>
<td>27</td>
<td>60</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>7</td>
<td>Bagus Sajiwo</td>
<td>70</td>
<td>74</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>Dika Aristian</td>
<td>64</td>
<td>74</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Fathul Kirom Afifudin</td>
<td>54</td>
<td>74</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>Gigeh Yulianto</td>
<td>57</td>
<td>74</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
<td>Ilham Farros Naufal</td>
<td>64</td>
<td>74</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td>Grade</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>Miftakhul Janati</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Dandy Prasetyo</td>
<td>64</td>
<td>77</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Irfan Maulana</td>
<td>67</td>
<td>74</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>15</td>
<td>Muhammad Arianto</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Muhammad Dza’i</td>
<td>64</td>
<td>70</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Safrizal</td>
<td>37</td>
<td>74</td>
<td>37</td>
<td>1369</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Thamrin</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>Ngirfah Hidayah</td>
<td>60</td>
<td>54</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>20</td>
<td>Rani Nur Anjani</td>
<td>67</td>
<td>67</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>Saeful Anwar</td>
<td>77</td>
<td>67</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>Sulastri</td>
<td>50</td>
<td>57</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>23</td>
<td>Walgiman</td>
<td>54</td>
<td>80</td>
<td>26</td>
<td>676</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>∑X&lt;sub&gt;i&lt;/sub&gt;</td>
<td>1294</td>
<td>1525</td>
<td>212</td>
<td>5772</td>
</tr>
</tbody>
</table>

2. Calculating Passing Grade

In the Cycle 1 the researcher could calculate the students passing grade who could pass grade.

a. Pre-test

**Table 4.4**

**Calculation of Passing Grade of Pre-test Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>19</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the table above, the researcher find that there was only one person who passed the pre-test as the passing grade.

b. Post-test

Table 4.5
Calculation of the Passing Grade of Post-test Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>9</td>
<td>39%</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>13</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the result of post-test passing grade, 10 students are passed the passing grade. Therefore, it was not achieved the target of passing grade yet.

3. Mean of Pre-test

\[
M = \frac{\sum x}{N}
\]

\[
M = \frac{1294}{23}
\]

M : 56, 26

4. Mean of post-test

\[
M = \frac{\sum y}{N}
\]

\[
M = \frac{1525}{23}
\]
Based on the quantitative data above, the mean of pre-test of cycle I was 56.26 and the mean of post-test was 66.30. It meant that the mean of pre-test was less than the mean of post-test. It can be concluded that there was significance improvement of teaching reading comprehension by using GIST technique of the seventh grade students of MTs’ Muhammadiyah Bumirejo Mertoyudan in the Academic Year of 2016/2017.

5. Standart Deviation

\[ SD : \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD : \sqrt{\frac{5772}{23} - \left(\frac{212}{23}\right)^2} \]

\[ SD : \sqrt{250.95 - (9.21)^2} \]

\[ SD : \sqrt{250.95 - 84.82} \]

\[ SD : \sqrt{166.13} \]

\[ SD : 12.88 \]

6. Calculation of t-test

\[ To : \frac{\left(\frac{\Sigma D}{N}\right)}{SD} \]

\[ To : \frac{\left(\frac{212}{23}\right)}{\sqrt{23-1}} \]
2. **Cycle II**

   a. **Planning**

      Before conducting the research, the researcher prepared the instruments of the research. The activities of cycle I explained below:

      1) Prepared the schedule of the research
      2) Prepared syllabus
      3) Prepared the lesson plan
      4) Prepared rubric (scoring of reading)
      5) Prepared the teaching material
      6) Prepared the students attendance list, and students scoring list
      7) Prepared the teacher’s and student’s field notes for cycle II
      8) Prepared tools of learning in the class (material for students)
      9) Prepared a test (pre-test and post-test to know whether students improved or not)
      10) Prepared camera to take the picture and videos
This was first meeting for the students to learn about descriptive text through GIST technique to improve the students’ reading comprehension, so the teacher prepared the material about descriptive text and guided the students about the steps. The researcher would assess the students reading comprehension by giving pre-test and post-test. The researcher used multiple choices (30 numbers) as a test. The score was 100. The task of pre-test and post-test was similar.

b. Implementation of the action

The first meeting in cycle II was conducted on Monday, 30 January 2017. The steps were still the same with the cycle I. The teacher continued the lesson with the same material but in a different theme.

The teacher greeted the students "Assalamualaikum warrahmatullahi wabarakanahu" and said good morning students? and the students said "Wassalamualaikum warrahmatullahi wabarakanahu and good morning". Before the teacher began the learning, she asked the leader to start pray together. Then she checked their attendance list.

After the teacher called their name one by one and asked the students to say “present”. Before the teacher explained about the topic and continued the material, the teacher gave pre-test to the class for about this meeting. But, before the teacher gave pre-test, the teacher gave little motivation to the students and gave appreciation about the students result on the cycle I. Then, the teacher gave pre-test to the students and asked the students to work clearly. When the students were doing the test, the
teacher walked around the class to check the students’ test. After the students have finished the pre-test, the teacher collected the students’ test and closed the lesson.

The second meeting on cycle II started on Wednesday, 01 February 2017. The teacher started the lesson as usual, prays together and checks the students’ attendance list. Before began the lesson, the teacher asked the students that sit down in the corner to read previous example of descriptive text. The teacher asked the students, “Did you remember the generic structure of descriptive text?” “yes mam, Identification and Description”, some students answered. Then, the teacher gave material and explanation about the language features of descriptive text clearly. Before the teacher closed the lesson, the teacher gave task to the students. The teacher asked the students to identify the language features the example of descriptive text. After the students finished the task, the teacher closed the meeting and say thank you to the students.

On Wednesday, 08 February 2017. The teacher began the lesson by greeted "Assalamualaikum warrahatullahi wabarakatuh and said good morning students?” and the students said “Wassalamualaikum warrahatullahi wabarakatuh and good morning”. Then, the teacher check the students attendance list.

After that, the teacher began the lesson. In this section, the teacher reviews all parts of descriptive text and GIST technique. After the teacher reviewed the material, the teacher asked the students to make a
group and the students make a summary of descriptive text by using GIST technique. The teacher gave 30 minutes for the students to finish. After the students finished, the teacher and the students as together evaluate the result. Finally, the teacher closed the lesson.

The last meeting in cycle II is Monday, 13 February 2017. In the last meeting, the teacher gave a post-test for the students. But, before the teacher gave the post-test, the teacher started the meeting by prayed together and check the attendance list. After it, the teacher gave post-test and the students worked the post-test during the meeting, which is 90 minutes. After the students finished their post-test the teacher closed the lesson and said thank you to the students which help the teacher to make a research in their class.

c. Observation

In the cycle II, the researcher entered the class, and the observed observed the teaching and learning process. The researcher prepare the field note. There are two kinds of field notes. The first field note was for the teacher, and the second notes was for the students. The result of the field notes explained below :

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students</td>
<td>✅</td>
<td></td>
<td>The teacher greets the</td>
</tr>
<tr>
<td></td>
<td>before the lesson begins</td>
<td>students by using Islamic and English ekpressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>√</td>
<td>The teacher and the students pray together before the lessons</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking students Attendant</td>
<td>√</td>
<td>The teacher checked the students attendance by calling their names</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reminding previous materials</td>
<td>√</td>
<td>The teacher ask students about the previous materials</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Preparing and giving of the materials</td>
<td>√</td>
<td>The teacher gived printed material to the students</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving opportunity for asking question and suggestion</td>
<td>√</td>
<td>The teacher encourages the students to ask a question</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Giving explanation of the materials</td>
<td>√</td>
<td>The teacher explain the today’s material</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guiding the students Activity</td>
<td>√</td>
<td>The teacher moves around to help the students in their learning process</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving feedback after the lesson</td>
<td>√</td>
<td>The teacher gives the conclusions of today’s material</td>
<td></td>
</tr>
</tbody>
</table>
The teacher should give motivation to the students so that the students can have spirit to learn about the materials.

The second field notes was for the students, and the result of the field notes explained below:

**Table 4.7**

**Observational Field Note for Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening to the teacher’s explanation</td>
<td>√</td>
<td></td>
<td>The students listen to the teacher’s explanation</td>
</tr>
<tr>
<td>2</td>
<td>Read about descriptive text and analyzing about the text</td>
<td>√</td>
<td></td>
<td>The students are asked to analyzed the text individually</td>
</tr>
<tr>
<td>3</td>
<td>Asking question about the materials</td>
<td>√</td>
<td></td>
<td>Some students ask about the materials to the teacher</td>
</tr>
<tr>
<td>3</td>
<td>Working on group to solve the task</td>
<td>√</td>
<td></td>
<td>The students working on group and did the task given by the teacher</td>
</tr>
<tr>
<td>4</td>
<td>Read a text carefully</td>
<td>√</td>
<td></td>
<td>The students read the text</td>
</tr>
</tbody>
</table>
Some of the students were enthusiastic asked to analyze the text and asked about the materials such as asked the meaning of some difficult words, and then they tried to understand the materials when they read the text and tried to know the meaning that they didn’t know.

d. Reflection

After analyzing the result of cycle II, the researcher and her collaborator conclude that GIST technique can improve students’ reading comprehension. It could be seen by the students’ reading improvement in their score. The students are active in question and answer section, it seen in the students field notes. The students can understand easily, so they did the test well. To measure there is a significant improvement in reading comprehension, the researcher analyzes by using a t-test calculation from the result of pre-test and post-test. Before analyzing t-test, the researcher will show the data presentation of pre-test and post-test.
Table 4.8

The Result of Pre-Test and Post-Test Cycle II

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>D1</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arif Sulchanudin</td>
<td>44</td>
<td>77</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>2</td>
<td>Afnan Nur Ikhsan</td>
<td>54</td>
<td>70</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Nur Effendi</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Yuli Lestari</td>
<td>54</td>
<td>77</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>5</td>
<td>Arizal Sulaiman</td>
<td>60</td>
<td>77</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>6</td>
<td>Ayuk Wijayanti</td>
<td>54</td>
<td>77</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>7</td>
<td>Bagus Sajiwo</td>
<td>77</td>
<td>94</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>8</td>
<td>Dika Aristian</td>
<td>74</td>
<td>80</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>9</td>
<td>Fathul Kirom Afifudin</td>
<td>67</td>
<td>70</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Gigeh Yulianto</td>
<td>60</td>
<td>77</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>11</td>
<td>Ilham Farros Naufal</td>
<td>64</td>
<td>87</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>12</td>
<td>Miftakhul Janati</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Dandy Prasetyo</td>
<td>54</td>
<td>77</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Irfan Maulana</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Muhammad Arianto</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Muhammad Dza’i</td>
<td>64</td>
<td>74</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Safrizal</td>
<td>47</td>
<td>60</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Thamrin</td>
<td>74</td>
<td>85</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>19</td>
<td>Ngirfah Hidayah</td>
<td>64</td>
<td>77</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>20</td>
<td>Rani Nur Anjani</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>Saeful Anwar</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>Sulastri</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>Walgiman</td>
<td>74</td>
<td>85</td>
<td>11</td>
<td>121</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\sum X_I$</td>
<td>$\sum Y_I$</td>
<td>$\sum D$</td>
<td>$\sum D^2$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1490</td>
<td>1819</td>
<td>329</td>
<td>5903</td>
</tr>
</tbody>
</table>


1. Calculation Passing Grade

In the cycle II, the researcher could calculate the students passing grade who could pass the passing grade.

a. Pretest

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>6</td>
<td>26%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>13</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, the researcher find that there are 10 students who passed the pre-test as a passing grade.

b. Post-test

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>19</td>
<td>83%</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the result of post-test passing grade above, the researcher find that there is only one person who did not passed the post-test as
a passing grade. Therefore, it could achieve the target of passing grade yet.

3. Mean of Pre-test

\[ M : \frac{\Sigma x}{N} \]

\[ M : \frac{1490}{23} \]

\[ M : 64.78 \]

4. Mean of Post-test

\[ M : \frac{\Sigma y}{N} \]

\[ M : \frac{1819}{23} \]

\[ M : 79.08 \]

Based on the quantitative data above, the mean of pre-test of cycle I was 56.26 and the mean of post-test was 66.30. It meant that the mean of pre-test was less than the mean of post-test. It can be concluded that there was significance improvement of teaching reading comprehension by using GIST technique of the seventh-grade students of MTs’ Muhammadiyah Bumirejo Mertoyudan in the Academic Year of 2016/2017.

5. Standard Deviation

\[ SD : \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]
6. Calculation of t-test

\[
T_0 : \frac{\left( \sum D \right)}{\bar{SD}} \sqrt{N-1}
\]

\[
T_0 : \frac{\left( 239 \right)}{7,23} \sqrt{23-1}
\]

\[
T_0 : \frac{14,30}{7,23} \sqrt{22}
\]

\[
T_0 : \frac{14,30}{4,69}
\]

\[
T_0 : \frac{14,30}{1,54}
\]

\[
T_0 : 9, 28
\]

The result of the t-test was 9, 28. The significant level was 96%.

There was significance improvement of this research.

It can be conclude that the technique was success to improve the students’ reading comprehension through GIST technique. From the cycle I until cycle II there was significant improvement of the result of
the study. In cycle I, the students calculation of passing grade was 43% and cycle II was 96%.

B. Discussion

From the result above, there was significant improvement on the students’ reading comprehension. It was explained in the table below:

Table 4.11
Mean and T-calculation of Students’ Score in Cycle I and Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean Pre-test</td>
<td>56,26</td>
<td>64,78</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>66,30</td>
<td>79,08</td>
</tr>
<tr>
<td>2</td>
<td>T-table N = 23</td>
<td>2,07</td>
<td>2,07</td>
</tr>
<tr>
<td>3</td>
<td>T-calculation</td>
<td>3,36</td>
<td>9,28</td>
</tr>
<tr>
<td>4</td>
<td>T-test &gt; T-table</td>
<td>3,36 &gt; 2,07</td>
<td>9,28 &gt; 2,07</td>
</tr>
</tbody>
</table>

The mean and t-calculation of the students’ score of cycle I and cycle II also can be seen on the chart which show the improvement of the students’ reading comprehension by using GIST technique. The chart is:
The chart was showed that the data from the cycle I to cycle II always had improvement on the all object. Mean of pretest of cycle I is 56.26 and cycle II is 64.78. Mean posttest cycle I is 66.30 and cycle II is 79.08. Other improvement also can be seen on the t-calculation that on the cycle I is 3.36 and there are improvement on the cycle II up to 9.28.

Based on the field note and observational checklist conducted when the learning activity, the researcher analyzed that there were many improvement in the students reading comprehension. The implementation and the procedure of GIST technique are very useful to improve the students’ reading comprehension.
Based on the result among T-test of cycle I and cycle II, the implementation of GIST technique to improve students’ reading comprehension is successful especially in descriptive text. It can be seen from the table or chart above, that shows T-test of cycle I is 3.36 and cycle II is 9.28.

The implementation of using GIST technique could be improved the students reading comprehension in learning descriptive text. The improvement can be examined from the results of the students answers tests in the pre-test and post-test. Before the technique was implemented, the students encountered many difficulties in their reading comprehension and have difficulties on express their ideas. They could not identify the generic structure of the text correctly and confused to determine the language feature of the text.

Learning process through GIST technique is a technique learning that simple to be applied for the teacher in the classroom, especially for teaching reading. So, they were not bored in learning English. Although the teacher was creative in teaching learning process but the students could not got a motivation they can’t satisfy achievement in their study. In addition, the teacher should give more support to build students’ confidence in learning English.
CHAPTER V

CLOSURE

The discussion of the present classroom action research which dealt with teaching reading comprehension through GIST technique on the seventh grade students of MTs Muhammadiyah Bumirejo Mertoyudan in academic year 2016/2017 could finally be concluded in this chapter. The findings of the research could really provide some advantageous for the English teachers and seventh grade students of MTs Muhammadiyah Bumirejo Mertoyudan were also recommended in this chapter.

A. Conclusion

This research is proposed to answer the problem of the research. After discussing and analyzing of the data which were obtained from the classroom action research of seventh grade students on MTs Muhammadiyah Bumirejo in the academic year 2016/2017, the researcher can conclude as follow:

1. The implementation of GIST technique on seventh grade students in MTs Muhammadiyah Bumirejo is very successful. This technique can improve the students’ reading comprehension, especially when the students learn descriptive text. The students are very interested and motivated with this technique; it can be shown from the data and the result of the classroom action research. The result in each cycle always improved. Began from the mean on pre-test cycle I which just shown 56,26 and it shown that the students’ reading comprehension of seventh grade students is under of
the minimum passing grade students. Then, the improvement are happen on the result of post-test cycle I which shown the mean is 66,30. There are any differences between the students’ reading comprehension before using GIST technique and after using the technique. In the cycle II, the differences of the result between pre-test and post-test are very visible. From the improvement on each cycle, it shown that the implementation of GIST technique on the seventh grade students’ is very successful and has good influences to the students.

2. The GIST technique can improve the students’ reading comprehension on descriptive text. It shown that every cycle always have improvements, although on pre-test or post-test. The measurement of the improvements can be shown from the result of pre-test in cycle I that is 56,26 then mean of post-test cycle I that is 66,30 then pre-test cycle II that is 64,78 and the mean of post-test in cycle II that is 79,08 . From the result of the test also has an improvement of students reading comprehension by using GIST technique, the result of t-test in cycle I is 3,36 and the result of t-test in cycle II is 9,28. It can be mentions too that the result of t-test on each cycle is higher than t-table 2,07. Based on the result above, the improvements of the students reading comprehension using GIST technique are very good and useful.

B. Suggestion
Based on the result of the study and conclusion that regarding to improve reading comprehension through GIST technique, the researcher would like to suggest as follows:

1. For the English Teacher
   a. Reading mostly known as difficult subject. English teacher should be able to develop their technique to teach the students in order to make them interest in learning the subject. The use of GIST technique in teaching and learning process can attract students’ interest and enjoy in teaching and learning process, especially for the students mood on reading text.
   b. The use of GIST technique will influence the students’ attention to learn. They will pay more attention to the fact that students are encouraged to improve the teaching learning process.

2. For the Students’
   a. The students have to give more attention, keep their attitudes when the teacher explained the lesson and teach them. In addition, students have to study English harder to reduce their difficulties of English learning.
   b. To improve reading comprehension, students have to develop their knowledge and do many exercises in order to get a better achievement in reading aspect.
3. For the Other Researcher

It has been known that learning English through GIST technique can improve student reading comprehension performance, so that the other researchers or the readers could use the GIST technique when they are want to develop their reading comprehension. They should read this research clearly, so they can understand how to practice GIST technique to improve their reading comprehension especially in reading descriptive text.

Finally, the result of this research can be used as reference for other researchers dealing with the methodology in language teaching.
References


Bouchard, M. 2005. Comprehension Strategies for English Language Learners. USA. Scholastic, Inc.

Brath, J. 2012. Reading to Learn: The Importance of Reading by the End Third Grade in Akansas. Arkansas: Hendrix Collage.


Cunningham. 2001. Description, Rationale, Instructional Moves, and References for Generating Interactions between Schemata and Text (GIST).


Firman, S. 2014. The Implementation of Gist Strategy to Improve Reading Ability of Ninth Grade Students in Junior High School 03 Bandar Lampun. Faculty of Education, State University of Lampung : Unpublished.


APPENDIXES
CURRICULUM VITAE

I. Personal Details

Name : Heni Noor Sariyati Prema Anindya
Address : Jl. Rama No. 07Samban Kidul Kota Magelang
Phone Number : 085643412943
Place & Date of Birth : Magelang, November 05th 1993
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Email : heni.noor27@gmail.com

II. Education Details

1. 1999 – 2005 SD N Cacaban 04 Magelang
2. 2005 – 2008 Junior High School 06 Magelang
3. 2008 – 2011 Vocational High School 02 Magelang
4. 2012 - 2017 IAIN Salatiga at English Departement S1
A. Standar Kompetensi
11. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sederhana yang berkaitan dengan lingkungan sekitar dalam texks berbentuk descriptive/procedure.

C. Indikator Pencapaian Kompetensi
1. Mengidentifikasi berbagai informasi dalam teks descriptive.
2. Mengidentifikasi fungsi komunikatif teks descriptive
3. Mengidentifikasi langkah retorika teks descriptive
4. Menyebutkan ciri kebahasaan teks descriptive
D. Tujuan Pembelajaran
1. Siswa mampu mengidentifikasi berbagai informasi dalam teks descriptive
2. Siswa mampu mengidentifikasi fungsi komunikatif teks descriptive
3. Siswa mampu mengidentifikasi langkah retorika teks descriptive
4. Siswa mampu menyebutkan ciri kebahasaan teks descriptive

Karakter siswa yang diharapkan :
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Tekun (Dilligence)
Berani (Courage)

E. Materi Pembelajaran
Descriptive Text
a. Definition
Teks Deskr iptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.
Bisa dikatakan juga bahwa descriptive text adalah teks yang menjelaskan tentang seperti apakah orang atau benda yang dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain.

b. Social Function
Untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.
c. **Generic Structure:**

Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

<table>
<thead>
<tr>
<th><strong>Borobudur Temple</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
d. Language Feature of Descriptive Text

- Menggunakan *simple present tense*
- Menggunakan *attribute verb*,
  
  \( be \) (am, is, are)
- Hanya fokus pada satu objek tersebut.
  
  (My English teacher, Andini’s cat, my favorite place)
- Menggunakan *action verb*.
  
  (it eat grass, it run fast)
- Menggunakan *figurative language*.
  
  (John is as white as chalk)
- Menggunakan *descriptive adjective*
  
  (strong legs, white fangs)

e. Example of Descriptive Text

**Prambanan Temple**

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

F. *Metode Pembelajaran*

GIST (Generating Interaction between Schemata and Text)
## G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Kegiatan Awal</strong>&lt;br&gt;• Guru mempersiapkan kondisi siswa, mempersiapkan buku dan media pembelajaran&lt;br&gt;• Guru memberi salam&lt;br&gt;• Guru mengecek kehadiran siswa&lt;br&gt;• Guru menanyakan kembali materi yang telah didapat siswa pada pertemuan sebelumnya&lt;br&gt;• Guru menyampaikan tujuan pembelajaran</td>
<td>2 menit</td>
</tr>
<tr>
<td></td>
<td><strong>Kegiatan Inti</strong>&lt;br&gt;<strong>Eksplorasi</strong>&lt;br&gt;• Guru melakukan pre-test&lt;br&gt;• Guru menanyakan pada siswa tentang hal yang berkaitan dengan materi pembelajaran&lt;br&gt;• Menjelaskan secara umum tentang teks deskriptif</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elaborasi</strong>&lt;br&gt;• Guru menjelaskan secara rinci tentang deskriptif teks (pengertian, informasi utama, dan struktur deskriptif teks)&lt;br&gt;• Guru memberikan contoh teks deskriptif&lt;br&gt;• Guru memberikan pengarahan kepada siswa untuk membaca dan memahami teks.&lt;br&gt;• Guru meminta siswa mengidentifikasi social function dan generic structure dari deskriptif teks&lt;br&gt;• Guru menunjuk siswa untuk membaca hasil dari mengidentifikasi social function dan generic structure dari descriptive text&lt;br&gt;• Guru membacaan social function dan generic structure dari descriptive text</td>
<td>35 menit</td>
</tr>
</tbody>
</table>
Konfirmasi
- Guru menguraikan kembali materi pembelajaran descriptif teks secara menyeluruh
- Guru menanyakan tentang tingkat pemahaman siswa terhadap materi yang disampaikan
- Guru memberikan umpan balik terhadap keberhasilan siswa dalam memahami materi

20 menit

3. Kegiatan Penutup
- Guru menyimpulkan materi pembelajaran
- Guru memberikan motivasi kepada siswa
- Guru menutup pembelajaran

5 menit

H. Media Pembelajaran
1. Dictionary
2. Teks tertulis

I. Penilaian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi berbagai informasi dalam text descriptive</td>
<td>Tes tertulis</td>
<td>Pilihan ganda</td>
<td>Read the text carefully and then answer the following question briefly.</td>
</tr>
</tbody>
</table>

Panduan Penilaian
1. Pilihan ganda : 30
   Total = 30

2. Penilaian:
   Pilihan ganda : Jawaban benar x 1
3. Nilai maksimal:
   \[(\text{Jumlah jawaban benar pilihan ganda}) \times 10\]

3

Mengetahui

Magelang, 11 Januari 2017

Guru Pengajar

Peneliti

Ana Fitriyawati K. S.Pd.I

Heni Noor Sariyati Prema Anindya

NIM. 113 – 12 – 136
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Madrasah : Mts Muhammadiyah Bumirejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Jenis Teks : Descriptive text
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi
11. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sederhana yang berkaitan dengan lingkungan sekitar dalam texks berbentuk descriptive/procedure.

C. Indikator Pencapaian Kompetensi
1. Mengidentifikasi berbagai informasi dalam teks descriptive.
2. Mengidentifikasi fungsi komunikatif teks descriptive
3. Mengidentifikasi langkah retorika teks descriptive
4. Menyebutkan ciri kebahasaan teks descriptive
D. Tujuan Pembelajaran
1. Siswa mampu mengidentifikasi berbagai informasi dalam teks descriptive
2. Siswa mampu mengidentifikasi fungsi komunikatif teks descriptive
3. Siswa mampu mengidentifikasi langkah retorika teks descriptive
4. Siswa mampu menyebutkan ciri kebahasaan teks descriptive

Karakter siswa yang diharapkan :
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Tekun (Dilligence)
Berani (Courage)

E. Materi Pembelajaran

Ki Hadjar Dewantara

Raden Mas Soewardi Soerjaningrat was born in Yogyakarta, on May 2nd, 1889. He was also known as Ki Hadjar Dewantara. He lived in colonial era. Ki Hadjar Dewantara could get better education because he came from royal family.

He was the first minister of national education of the Republic of Indonesia. He died in Yogyakarta, on April 26th, 1959. He was the founder of Taman Siswa School. He was honoured to be Indonesian National Hero. His date of birth was commemorated as National Education Day.

Ki Hadjar Dewantara was famous with proverb for education. They are Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani. Ing ngarso sung tulodo means (for those) in front become an example, (for those) in the middle raise the spirit, and (for those) behind give encouragement. Nowadays, part of this proverb, Tut Wuri Handayani is used as the motto of Indonesian Ministry of Education. It was meant to describe an ideal teacher, after transmitting knowledge to their students, the teacher would stand behind their students and give them encouragements.
The procedure of implementing GIST technique:

1. Find a short paragraph that presents a concept, event, time period, description, problem, sequential instructions, etc.

2. Read the first sentence to the class, then ask students to work together to write a summary of the contents of the first sentence in fifteen words or less.

3. Write the group summary on the board. Then, read the second sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.

4. Write the group summary on the board and read the next one or two sentences in the paragraph. Continue until the paragraph is read and then ask students to write a summary of the entire paragraph in fifteen words or less.

5. After modeling the strategy, ask students to apply the strategy to a chapter of their textbook, article, etc. That they are currently reading in class.

F. Metode Pembelajaran
GIST (Generating Interaction between Schemata and Text)

G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kegiatan Awal</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>• Guru mempersiapkan kondisi siswa, mempersiapkan buku dan media pembelajaran</td>
<td>2 menit</td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Eksplorasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru memberi salam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru mengecek kehadiran siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru menanyakan kembali materi yang telah didapat siswa pada pertemuan sebelumnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru menyampaikan tujuan pembelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaborasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru menjelaskan tentang teknik GIST</td>
<td>18 menit</td>
<td></td>
</tr>
<tr>
<td>2. Guru menjelaskan materi menggunakan teknik GIST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru memberi contoh teks deskriptif sederhana kepada siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru menjelaskan tentang teknik GIST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru menjelaskan materi menggunakan teknik GIST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Guru memberi contoh teks deskriptif sederhana yang terdiri dua paragraf atau lebih dan mencakup konsep, kejadian, waktu, deskripsi dan masalah yang terjadi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Guru membagi siswa menjadi beberapa kelompok diskusi</td>
<td>40 menit</td>
<td></td>
</tr>
<tr>
<td>8. Guru meminta siswa untuk berdiskusi tentang struktur teks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Guru meminta siswa untuk membuat rangkuman paragraf pertama yang kurang lebih berisi 15 kalimat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Guru menunjuk salah satu kelompok untuk menuliskan hasil diskusi di papan tulis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Guru meminta siswa untuk kembali berdiskusi tentang main idea pada teks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Guru meminta siswa membuat rangkuman isi pada paragraf kedua</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Guru menunjuk salah satu kelompok untuk menuliskan hasil diskusi di papan tulis
- Guru mengulang metode sampai paragraf terakhir teks deskriptif

<table>
<thead>
<tr>
<th>Konfirmasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru membacakan hasil rangkuman tiap kelompok</td>
</tr>
<tr>
<td>• Guru membandingkan hasil rangkuman tiap kelompok</td>
</tr>
<tr>
<td>• Guru meminta siswa untuk membaca/mereview kembali teks deskriptif</td>
</tr>
<tr>
<td>• Guru memberikan pemahaman kepada siswa tentang hasil rangkuman dan isi dari rangkuman yang mencakup informasi penting pada teks deskriptif sehingga siswa dapat mengetahui isi dan tujuan dari teks tersebut</td>
</tr>
</tbody>
</table>

3. Kegiatan Penutup
- Guru menyimpulkan materi pembelajaran
- Guru memberikan motivasi kepada siswa
- Guru menutup pembelajaran

H. Media Pembelajaran
3. Dictionary
4. Teks tertulis

I. Penilaian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
</table>

1. Dapat mengidentifikasi fungsi komunikatif teks descriptive | Tes tertulis | Uraian

J. Panduan Penilaian
4. Instrument : Uraian
5. Penilaian : Jawaban benar x 10
6. Nilai maksimal : 100

K. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isi benar, susunan kata benar</td>
<td>10</td>
</tr>
<tr>
<td>Isi benar, susunan kata salah</td>
<td>8</td>
</tr>
<tr>
<td>Isi salah, susunan kata benar</td>
<td>5</td>
</tr>
<tr>
<td>Isi salah, susunan kata salah</td>
<td>1</td>
</tr>
</tbody>
</table>

Mengetahui

Magelang, 11 Januari 2017

Guru Pengajar

Peneliti

Ana Fitriyawati K. S.Pd.I

Heni Noor Sariyati Prema Anindya

NIM. 113 – 12 – 136
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Madrasah : Mts Muhammadiyah Bumirejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Jenis Teks : Descriptive text
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

L. Standar Kompetensi
11. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

M. Kompetensi Dasar
11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sederhana yang berkaitan dengan lingkungan sekitar dalam texks berbentuk descriptive/procedure.

N. Indikator Pencapaian Kompetensi
4. Mengidentifikasi berbagai informasi dalam teks descriptive.
5. Mengidentifikasi fungsi komunikatif teks descriptive
6. Mengidentifikasi langkah retorika teks descriptive
7. Menyebutkan ciri kebahasaan teks descriptive

O. Tujuan Pembelajaran
5. Siswa mampu mengidentifikasi berbagai informasi dalam teks descriptive
6. Siswa mampu mengidentifikasi fungsi komunikatif teks descriptive
7. Siswa mampu mengidentifikasi langkah retorika teks descriptive
8. Siswa mampu menyebutkan ciri kebahasaan teks descriptive

Karakter siswa yang diharapkan:
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (Respect)
- Tekun (Dilligence)
- Berani (Courage)

P. Materi Pembelajaran

**Taj Mahal**

Taj Mahal is enormous building which was built by Emperor Shah Jahan in the memory of his dear wife at Agra. Because of its great architecture, Taj Mahal is regarded as one of the eight wonders of the world.

Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque, a guest house, and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

The procedure of implementing GIST technique:
6. Find a short paragraph that presents a concept, event, time period, description, problem, sequential instructions, etc.

7. Read the first sentence to the class, then ask students to work together to write a summary of the contents of the first sentence in fifteen words or less.

8. Write the group summary on the board. Then, read the second sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.

9. Write the group summary on the board and read the next one or two sentences in the paragraph. Continue until the paragraph is read and then ask students to write a summary of the entire paragraph in fifteen words or less.

10. After modeling the strategy, ask students to apply the strategy to a chapter of their textbook, article, etc. That they are currently reading in class.

Q. Metode Pembelajaran

GIST (Generating Interaction between Schemata and Text)
## R. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Kegiatan Awal</strong>&lt;br&gt;• Guru mempersiapkan kondisi siswa, mempersiapkan buku dan media pembelajaran&lt;br&gt;• Guru memberi salam&lt;br&gt;• Guru mengecek kehadiran siswa&lt;br&gt;• Guru menyampaikan tujuan pembelajaran</td>
<td>2 menit</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Kegiatan Inti</strong>&lt;br&gt;<strong>Eksplorasi</strong>&lt;br&gt;• Guru memberi pemahaman tentang teks deskriptif menggunakan tekhnik GIST yang telah dipelajari pada pertemuan sebelumnya&lt;br&gt;• Guru memberi contoh teks deskriptif sederhana yang mencangkup konsep, kejadian, waktu, deskripsi dan masalah yang terjadi</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td><strong>Elaborasi</strong>&lt;br&gt;• Guru meminta siswa untuk berdiskusi dengan teman sebangku tentang teks deskriptif yang telah dibagikan&lt;br&gt;• Guru meminta siswa untuk membuat rangkuman paragraf pertama yang kurang lebih berisi 15 kalimat&lt;br&gt;• Guru meminta siswa untuk menuliskan hasil rangkuman pada selembar kertas&lt;br&gt;• Guru meminta siswa untuk kembali berdiskusi tentang main idea pada teks&lt;br&gt;• Guru meminta siswa membuat rangkuman isi pada paragraf kedua&lt;br&gt;• Guru mengulang metode sampai paragraf terakhir</td>
<td>35 menit</td>
</tr>
</tbody>
</table>
teks deskriptif

Konfirmasi
- Guru meminta setiap pasangan untuk mengumpulkan hasil rangkuman
- Guru meminta siswa untuk mereview kembali teks deskriptif
- Guru memberikan umpan balik terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru menanyakan tingkat pemahaman siswa tentang materi yang telah disampaikan
- Guru memberikan post-test

25 menit

3. Kegiatan Penutup
- Guru menyimpulkan materi pembelajaran
- Guru memberikan motivasi kepada siswa
- Guru menutup pembelajaran

3 menit

S. Media Pembelajaran
5. Dictionary
6. Teks tertulis

T. Penilaian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi berbagai informasi dalam text descriptive</td>
<td>Tes tertulis</td>
<td>Pilihan ganda</td>
<td>Read the text carefully and then answer the following question briefly.</td>
</tr>
</tbody>
</table>
U. **Panduan Penilaian**

7. Pilihan ganda : 30

8. Penilaian:
   - Pilihan ganda : Jawaban benar x 1

9. Nilai maksimal:
   - (Jumlah jawaban benar pilihan ganda) x 10
   - 3

Mengetahui

Magelang, 11 Januari 2017

Guru Pengajar Peneliti

Ana Fitriyawati K. S.Pd.I           Heni Noor Sariyati Prema Anindya

NIM. 113 – 12 – 136
When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

1. Where does the writer usually put her small items?
   A. In her pockets.
   B. In her laptop backpack.
   C. In her pocket size wallet.
   D. In the pockets of her leather bag.

2. What makes the small items of the writer not falling down in the bag?
   A. The satisfying bag
3. “I've spent much money on a bag and I don't regret it”. The underlined word refers to …the bag.
   A. having
   B. seeing
   C. buying
   D. loving

4. What is the main idea of the last paragraph?
   A. The writer has a new bag.
   B. The bag is very functional.
   C. The bag has many pockets.
   D. The writer is satisfied with the bag

5. What is the purpose of the text?
   A. To retell the past event
   B. To entertain the readers
   C. To describe the writer’s new bag
   D. To give instruction how to buy a bag
Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chily town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town’s economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

6. What does the above text tell us about?

   A. The history of Kediri
   B. The famous products of Kediri
C. The description of Kediri
D. The people of Kediri

7. “Those who do not work here….”(Last sentence)

The underlined word refers to….
A. the local people
B. the factory workers
C. the farmers
D. the traders

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

8. What does the second paragraph tell you about?
9. “…Rohmi and her brother work part-time to earn some money.”

What do the underlined words mean?

A. work for the whole of working week
B. work for only part of each day or week
C. work for the purpose of getting money as much as possible
D. work for family

10. Where did the writer sit?

A. in front of Rohmi
B. behind Rohmi
C. next to Rohmi
D. far from Rohmi

**The Terrifying Headmaster**

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.
He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.

He really terrifies me.

Adapted from: I Can Jump Puddles by Alan Marshall)

11. What is the purpose of the text?
   A. to terrify the readers
   B. to describe the writer’s headmaster
   C. to promote the writer’s headmaster career
   D. to inform the readers about a terrifying school

12. Where does Mr. Tucker usually wash his hands?
   A. corner of the room
   B. in front of the room
   C. beside of the room
   D. behind of the room
13. “He dries each finger separately....”

The underlined word has similar meaning to...

A. wash
B. fold
C. divide
D. corner

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket. Doraemon’s favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

14. What does the text mainly talk about?

A. Doraemon
B. Fujiko Fujio
C. Robotic cats
D. Nobita
15. “… he will frantically pull out every unnecessary … “ (paragraph 3).

The underline word can be best replaced by …

A. Happily
B. Calmly
C. Worriedly
D. Diligently

Read the text and answer questions 1 to 5!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie, and Dottie. Casper is a dachshund. He is short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that’s way call her Brownie.

Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur neck and thick short legs. He is very strong. I always take care of my dogs everyday.

16. What is the main idea of the last paragraph?

A. She has four dogs
B. I love dogs very much
C. Dottie is a Dalmatian
D. He’s short with long body and four strong legs
17. What kind of the text above?
   A. Recount
   B. Report
   C. Narrative
   D. Descriptive

18. Why does the writer call the Brownie is Collie?
   A. Because she likes Brownie
   B. Because she has brown fur
   C. Because she has brown ear
   D. Because she like it

19. The generic structure of the text is…
   A. Description-Identification
   B. Orientation-Events-Reorientation
   C. Identification-Description
   D. Reorientation-Orientation-Events

20. “He’s very strong.
   The underline word refers to….
   A. Cats
   B. Brownie
   C. Dottie
D. Casper

**My Mother**

My mother is very beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn’t like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to help and give us all her love.

21. What is the main idea of the second paragraph?

A. My mother is a beautiful person

B. She always takes care of her family

C. She is very kind person

D. She has a beautiful smile
22. “She has curly hair and brown”.

   The underline word means….
   
   A. Straight (lurus)
   B. Wavy (bergelombang)
   C. Thick (tebal)
   D. Thin (tipis)

23. “She has a beautiful smile”

   The underline word refers to….
   
   A. The writer
   B. Child
   C. My mother
   D. Brother

24. The paragraph is the…of the text.

   A. Recount
   B. Narrative
   C. Procedure
   D. Descriptive

25. What is the generic structure of the paragraph?

   A. Identification-description
   B. Orientation-events
Description-identification

Reorientation-orientation

**Jellyfish**

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no hands. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or attract animals they like to eat. Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the word. They live in warm, tropical seas and in icy waters near the North and South poles.

26. Which one craters jellyfish’s light?
   A. White blood
   B. Nervous system
   C. Chemical reaction
   D. Salt water
27. Which one is true about the jellyfish based on the text?
   A. They belong to invertebrate animals
   B. They have heads like other animals
   C. The brain helps them find the food
   D. They can’t live in fresh water

28. What is the text about?
   A. Jellyfish
   B. Kinds of fish
   C. Invertebrate animal
   D. Some kinds of sea animals

   I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brwonie and Dottie. Casper is a dachshund. He’s short with long body and four strong legs. Brwonie is a collie. She has long and thick fur. What color is her fur? Brown, of course that’s why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He’s very strong.

   I always take care of my dogs everyday.

29. What kind of text is the text above?
   A. Recount
   B. Narrative
C. Descriptive
D. Report

30. The generic structure of the text is . . .

A. Description – identification
B. Identification – description
C. Orientation – events – Reorientation
D. Reorientation – events – Orientation
When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

3. "I've spent much money on a bag and I don't regret it". The underlined word refers to...
   the bag.
   A. having
   B. seeing
   X. buying
   D. loving

4. What is the main idea of the last paragraph?
   A. The writer has a new bag.
   X. The bag is very functional.
   C. The bag has many pockets.
   D. The writer is satisfied with the bag

5. What is the purpose of the text?
   A. To retell the past event
   B. To entertain the readers
   X. To describe the writers new bag
   D. To give instruction how to buy a bag
Kediri is a name of a town. It is situated in a valley between the Kelud and Wills mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chily town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town’s economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

6. What does the above text tell us about?
   A. The history of Kediri
   B. The famous products of Kediri
   C. The description of Kediri
   D. The people of Kediri

7. "Those who do not work here...." (Last sentence)
   The underlined word refers to...
   A. the local people
   B. the factory workers
   C. the farmers
   D. the traders

D. My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

8. What does the second paragraph tell you about?
   A. Rohmi and her family
   B. Rohmi and her father
   C. Rohmi and her brother
   D. Rohmi and her friends

"...Rohmi and her brother work part-time to earn some money."
What do the underlined words mean?
   A. work for the whole of working week
   B. work for only part of each day or week
   C. work for the purpose of getting money as much as possible
   D. work for family
Do not let the words into the pocket.

A. To empty the pocket.

11. Where is the position of the door?

Andy Forest (Can you explain?)

He looked around and saw the door. He walked towards it and began to open it.

No matter how much he looked, he couldn't find it. He finally gave up.

The door finally opened. He walked in and closed it behind him.

He then looked around the room. There were no other doors or windows.

The room was empty, with no furniture or decorations.

The door was locked from the outside.

The words were not in the pocket. They were on a CD and could not be seen.

We look in the back yard, the roof, the menu, the teacher, the basketball court.

The teacher is in the back yard of some school. He does not wear anything. The words are strange.

We look in the back yard of some school. He does not wear anything. The words are strange.
The underline word refers to...

A. 4. In the woods alone

B. 14. Where does the man talk about

C. 1. The man talks about

D. 2. The man talks about

The answer is: B. The man talks about

A. They are sisters

B. They are brothers

C. They are cousins

D. They are friends

The answer is: A. They are sisters

A. He is very strong

B. She is very strong

C. The man is very strong

D. The woman is very strong

The answer is: A. He is very strong

A. The man says

B. She says

C. They say

D. I say

The answer is: A. The man says

A. He spoke very much

B. She spoke very much

C. The woman spoke very much

D. The man spoke very much

The answer is: A. He spoke very much

A. He was the main idea of the paragraph

B. She was the main idea of the paragraph

C. They were the main ideas of the paragraph

D. None of the above

The answer is: A. He was the main idea of the paragraph

A. The man is a Discussion

B. She is a Discussion

C. They are Discussions

D. None of the above

The answer is: B. She is a Discussion

A. She has a long body and four short legs: She has thin legs

B. He has a long body and four short legs: He has thin legs

C. She has a long body and four short legs: She has thin legs

D. She has a long body and four short legs: She has thick legs

The answer is: C. She has a long body and four short legs: She has thin legs

A. The woman calls her brother

B. The man calls her brother

C. They call her brother

D. Nobody calls her brother

The answer is: B. The man calls her brother

A. Because she is little

B. Because she has brown hair

C. Because she has brown eyes

D. Because she has brown hair and brown eyes

The answer is: D. Because she has brown hair and brown eyes

A. Why does the writer call the broccoli is
celled

B. Delicious

C. Nicer

D. Perfect

The answer is: A. Why does the writer call the broccoli is
celled

A. The underlined word can be replaced by

B. The underlined word cannot be replaced

C. There is no underlined word

D. It is already well-placed and should not be replaced

The answer is: B. The underlined word cannot be replaced
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Madrasah : Mts Muhammadiyah Bumirejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Jenis Teks : Descriptive text
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

11. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sederhana yang berkaitan dengan lingkungan sekitar dalam texks berbentuk descriptive/procedure.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks descriptive.
2. Mengidentifikasi fungsi komunikatif teks descriptive
3. Mengidentifikasi langkah retorika teks descriptive
4. Menyebutkan ciri kebahasaan teks descriptive
D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi berbagai informasi dalam teks descriptive
2. Siswa mampu mengidentifikasi fungsi komunikatif teks descriptive
3. Siswa mampu mengidentifikasi langkah retorika teks descriptive
4. Siswa mampu menyebutkan ciri kebahasaan teks descriptive

Karakter siswa yang diharapkan:
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Tekun (Diligence)
Berani (Courage)

E. Materi Pembelajaran

Language Features of Descriptive Text

Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn’t exist anymore. Significant grammatical features:

j. Focus on specific participant
   (My English teacher, Andini’s cat, my favorite place.)
k. Use of simple present tense
l. Use of simple past tense (if extinct)
m. Verb of being and having
   “Relational Processes” (my mom is really cool, she has long black hair.)

n. Use of descriptive adjectives
   (Strong legs, white fangs)
o. Use of detailed noun phrase to give information about the subject
   (a very beautiful scenery, a sweet younglady, very thick fur)
p. Use the action verb
   (it eats grass, it run fast)
q. Use of adverbials to give additional information about behaviour
   (fast, at tree house)
r. Use of figurative language
   (John is as white as chalk)

**Borobudur Temple**

Borobudur is a great Buddhist temple. The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 meters high and consists of eight steplike stone terraces that are square and surrounded by walls adorned with Buddhist sculpture bas-relief. The upper three are circular, each with a circle of bell-shaped stupas (Buddhist-shrines). The entire edifice is crowned by a large stupa at the center of a top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passages and stairways. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by United Nations.
F. Metode Pembelajaran
GIST (Generating Interaction between Schemata and Text)

G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
</table>
| 1. Kegiatan Awal | • Guru mempersiapkan kondisi siswa, mempersiapkan buku dan media pembelajaran  
• Guru memberi salam  
• Guru mengecek kehadiran siswa  
• Guru menanyakan kembali materi yang telah didapat siswa pada pertemuan sebelumnya  
• Guru menyampaikan tujuan pembelajaran | 5 menit |
| Kegiatan Inti | | |
| Eksplorasi | • Guru melakukan pre-test  
• Guru menanyakan pada siswa tentang hal yang berkaitan dengan materi pembelajaran  
• Guru menjelaskan secara umum tentang struktur kebahasaan deskriptif teks | 15 menit |
| Elaborasi | • Guru menjelaskan secara rinci tentang struktur kebahasaan deskriptif teks  
• Guru memberikan contoh teks deskriptif sederhana  
• Guru meminta siswa memahami isi dari teks deskriptif  
• Guru meminta siswa menuliskan difficult word yang ditemukan  
• Guru memberi pemahaman terhadap difficult | 40 menit |
word yang ditemukan
- Guru meminta siswa untuk mengidentifikasi language features yang terdapat dalam teks deskriptif tersebut
- Guru bersama siswa bersama-sama mengidentifikasi teks deskriptif

Konfirmasi
- Guru menguraikan kembali materi pembelajaran deskriptif teks secara menyeluruh
- Guru menanyakan tentang tingkat pemahaman siswa terhadap materi yang disampaikan
- Guru memberikan umpan balik terhadap keberhasilan siswa dalam memahami materi

3. Kegiatan Penutup
- Guru menyimpulkan materi pembelajaran
- Guru memberikan motivasi kepada siswa
- Guru menutup pembelajaran

<table>
<thead>
<tr>
<th>H. Media Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dictionary</td>
</tr>
<tr>
<td>2. Teks tertulis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. Penilaian</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi berbagai informasi dalam text descriptive</td>
<td>Tes tertulis</td>
<td>Pilihan ganda</td>
<td>Read the text carefully and then answer the following question briefly.</td>
</tr>
</tbody>
</table>
Panduan Penilaian

1. Pilihan ganda : 30
   Total = 30

2. Penilaian:
   Pilihan ganda : Jawaban benar x 1

3. Nilai maksimal:
   (Jumlah jawaban benar pilihan ganda) x 10
   3

Mengetahui

Magelang, 11 Januari 2017
Guru Pengajar Peneliti

Ana Fitriyawati K. S.Pd.I Heni Noor Sariyati Prema Anindya
NIM. 113 – 12 – 136
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Madrasah : Mts Muhammadiyah Bumirejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Jenis Teks : Descriptive text
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi
11. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sederhana yang berkaitan dengan lingkungan sekitar dalam texks berbentuk descriptive/procedure.

C. Indikator Pencapaian Kompetensi
5. Mengidentifikasi berbagai informasi dalam teks descriptive.
6. Mengidentifikasi fungsi komunikatif teks descriptive
7. Mengidentifikasi langkah retorika teks descriptive
8. Menyebutkan ciri kebahasaan teks descriptive
D. Tujuan Pembelajaran
5. Siswa mampu mengidentifikasi berbagai informasi dalam teks descriptive
6. Siswa mampu mengidentifikasi fungsi komunikatif teks descriptive
7. Siswa mampu mengidentifikasi langkah retorika teks descriptive
8. Siswa mampu menyebutkan ciri kebahasaan teks descriptive

Karakter siswa yang diharapkan :
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Tekun (Dilligence)
Berani (Courage)

E. Materi Pembelajaran

Language Features of Descriptive Text

Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn’t exist anymore. Significant grammatical features :

a. Focus on specific participant
   (My English teacher, Andini’s cat, my favorite place.)

b. Use of simple present tense

c. Use of simple past tense (if extinct)

d. Verb of being and having
   “Relational Processes” (my mom is really cool, she has long black hair.)

e. Use of descriptive adjectives
   (Strong legs, white fangs)

f. Use of detailed noun phrase to give information about the subject
   (a very beautiful scenery, a sweet youngrid, very thick fur)
g. Use the action verb
   (it eats grass, it run fast)

h. Use of adverbials to give additional information about behaviour
   (fast, at tree house)

i. Use of figurative language
   (John is as white as chalk)

Borobudur Temple

Borobudur is a great Buddhist temple. The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th century.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 meters high and consists of eight steplike stone terraces are square and surrounded by walls adorned with Buddhist sculpture bas-relief. The upper three are circular, each with a circle of bell-sharped stupas (Buddhist-shrines). The entire edifice is crowned by a large stupa at the center of a top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passages and stairways. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by United Nations.
F. Metode Pembelajaran
GIST (Generating Interaction between Schemata and Text)

G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mempersiapkan kondisi siswa, mempersiapkan buku dan media pembelajaran</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru memberi salam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mengecek kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menanyakan kembali materi yang telah didapat siswa pada pertemuan sebelumnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

Kegiatan Inti

<table>
<thead>
<tr>
<th>Eksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memberikan contoh teks deskriptif</td>
</tr>
<tr>
<td>• Guru bersama siswa bersama-sama mengidentifikasi contoh teks deskriptif tersebut</td>
</tr>
<tr>
<td>• Guru menanyakan pada siswa tentang hal yang berkaitan dengan materi pembelajaran</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaborasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memberikan pengarahan kepada siswa untuk membuat teks deskriptif sederhana yang berkaitan dengan lingkungan sekitar</td>
</tr>
<tr>
<td>• Guru meminta siswa mengumpulkan hasil pekerjaan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Konfirmasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru menguraikan kembali materi pembelajaran deskriptif teks secara menyeluruh</td>
</tr>
<tr>
<td>• Guru menanyakan tentang tingkat pemahaman</td>
</tr>
</tbody>
</table>
siswa terhadap materi yang disampaikan
- Guru memberikan umpan balik terhadap keberhasilan siswa dalam memahami materi

3. Kegiatan Penutup
- Guru menyimpulkan materi pembelajaran
- Guru memberikan motivasi kepada siswa
- Guru menutup pembelajaran

<table>
<thead>
<tr>
<th>Media Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Dictionary</td>
</tr>
<tr>
<td>4. Teks tertulis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penilaian</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dapat membuat contoh teks deskriptif sederhana seperti instruksi guru</td>
<td>Tes tertulis</td>
<td>Uraian</td>
<td>Make a simple descriptive text about everything around you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panduan Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Instrument : Uraian</td>
</tr>
<tr>
<td>5. Penilaian : Jawaban benar x 10</td>
</tr>
<tr>
<td>6. Nilai maksimal : 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubrik Penilaian</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isi sesuai judul, generic structure benar, susunan kata terperinci</td>
<td>10</td>
</tr>
<tr>
<td>Isi tidak sesuai judul, generic</td>
<td>8</td>
</tr>
<tr>
<td>Structure benar, susunan kata terperinci</td>
<td>5</td>
</tr>
<tr>
<td>Isi sesuai judul, generic structure salah, susunan kata tidak terperinci</td>
<td>0</td>
</tr>
</tbody>
</table>

Mengetahui

Magelang, 11 Januari 2017

Guru Pengajar          Peneliti

Ana Fitriyawati K. S.Pd.I    Heni Noor Sariyati Prema Anindya
NIM. 113 – 12 – 136
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Madrasah : Mts Muhammadiyah Bumirejo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Jenis Teks : Descriptive text
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi
11. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sederhana yang berkaitan dengan lingkungan sekitar dalam texks berbentuk descriptive/procedure.

C. Indikator Pencapaian Kompetensi
1. Mengidentifikasi berbagai informasi dalam teks descriptive.
2. Mengidentifikasi fungsi komunikatif teks descriptive
3. Mengidentifikasi langkah retorika teks descriptive
4. Menyebutkan ciri kebahasaan teks descriptive
D. Tujuan Pembelajaran
1. Siswa mampu mengidentifikasi berbagai informasi dalam teks descriptive
2. Siswa mampu mengidentifikasi fungsi komunikatif teks descriptive
3. Siswa mampu mengidentifikasi langkah retorika teks descriptive
4. Siswa mampu menyebutkan ciri kebahasaan teks descriptive

Karakter siswa yang diharapkan:
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Tekun (Dilligence)
Berani (Courage)

E. Materi Pembelajaran

The Statue of Liberty

The Statue of Liberty, officially named the Statue of Liberty Enlightening the World, sits on the 12-acre Liberty Island in New York Harbor. This national monument, along with Ellis Island, has represented freedom from tyranny, financial hardship and suffering for many immigrants since the late 1800s. The French gave the Statue of Liberty to the United States as a gift to mark the centennial of the American Declaration of Independence.

French sculptor Frederic Bartholdi collaborated with French engineer Gustave Eiffel to create the statue. They designed the massive structure using thin pounded copper sheets covering a steel framework. Eiffel, also responsible for Paris’ Eiffel Tower, created the frame of the statue. Its design and construction were considered an engineering masterpiece of the 19th century. American architect Richard Morris Hunt designed its pedestal. Completed in 1884, the French warship “Isere” transported the statue in 350 parts and packed in 214 crates. It was dedicated on October
28, 1886, according to The Statue of Liberty-Ellis Island Foundation website.

The Statue of Liberty looks like a tiny figure when viewed from the Brooklyn Bridge; however, at close range, it is an impressive figure in the New York Harbor. From pedestal to tip, the 225-ton (450,000-pound) statue is 305 feet, 6 inches, with the face measuring more than 8 feet tall. There are 154 steps from the pedestal to the head, and the figure has a 35-foot waistline. The tablet reads JULY IV MDCCLXXVI (July 4, 1776). The Statue of Liberty’s green coloring occurs because of the weather’s effect on copper. In 1986, the copper torch was replaced by a torch overlaid with 24-carat gold.

The physical features of the Statue of Liberty have symbolic meanings. The Statue of Liberty-Ellis Island Foundation website says the broken shackles at Liberty's feet symbolize breaking away from tyranny and oppression. The seven rays on her crown represent the seven continents; each weighs about 150 pounds and is about 9 feet long. The National Park Service says the 25 windows in her crown signify gemstones found on the Earth and heaven’s rays shining over the world. The torch signifies lighting the path to freedom, reflecting the sun during the day and illuminated by 16 floodlights at night.

The Statue of Liberty is not only a national monument; it serves as a reservoir of the statue’s history. The pedestal contains a lobby, exhibits on the first and second floors and a 10th-floor observatory. Located on the first floor, the Torch Exhibit features the original 1886 torch. The second floor’s exhibits, including Mother of Exiles, Becoming the Statue of America and The Statue in Popular Culture, consist of photos, prints, artifacts and oral histories. The second-floor balcony overlooks the torch exhibit and provides diagrams, photos and historic details. The Statue of Liberty was named a UNESCO World Heritage Site for its cultural and architectural significance.
The procedure of implementing GIST technique:
1. Find a short paragraph that presents a concept, event, time period, description, problem, sequential instructions, etc.
2. Read the first sentence to the class, then ask students to work together to write a summary of the contents of the first sentence in fifteen words or less.
3. Write the group summary on the board. Then, read the second sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.
4. Write the group summary on the board and read the next one or two sentences in the paragraph. Continue until the paragraph is read and then ask students to write a summary of the entire paragraph in fifteen words or less.
5. After modeling the strategy, ask students to apply the strategy to a chapter of their textbook, article, etc. That they are currently reading in class.

F. Metode Pembelajaran
GIST (Generating Interaction between Schemata and Text)
## G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN KEGIATAN</th>
<th>WAKTU</th>
</tr>
</thead>
</table>
| 1. | **Kegiatan Awal**  
- Guru mempersiapkan kondisi siswa, mempersiapkan buku dan media pembelajaran  
- Guru memberi salam  
- Guru mengecek kehadiran siswa  
- Guru menyampaikan tujuan pembelajaran | 2 menit |
| 2. | **Kegiatan Inti**  
**Eksplorasi**  
- Guru memberi pemahaman tentang teks deskriptif menggunakan teknik GIST yang telah dipelajari pada pertemuan sebelumnya  
- Guru memberi contoh teks deskriptif sederhana yang mencakup konsep, kejadian, waktu, deskripsi dan masalah yang terjadi | 15 menit |
|    | **Elaborasi**  
- Guru meminta siswa untuk berdiskusi dengan teman sebangku tentang teks deskriptif yang telah dibagikan  
- Guru meminta siswa untuk membuat rangkuman paragraf pertama yang kurang lebih berisi 15 kalimat  
- Guru meminta siswa untuk menuliskan hasil rangkuman pada selembar kertas  
- Guru meminta siswa untuk kembali berdiskusi tentang main idea pada teks  
- Guru meminta siswa membuat rangkuman isi pada paragraf kedua  
- Guru mengulang metode sampai paragraf terakhir | 35 menit |
<table>
<thead>
<tr>
<th>teks deskriptif</th>
<th>25 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Konfirmasi</strong></td>
<td></td>
</tr>
<tr>
<td>• Guru meminta setiap pasangan untuk mengumpulkan hasil rangkuman</td>
<td></td>
</tr>
<tr>
<td>• Guru meminta siswa untuk mereview kembali teks deskriptif</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan umpan balik terhadap keberhasilan siswa dalam mengerjakan tugas</td>
<td></td>
</tr>
<tr>
<td>• Guru menanyakan tingkat pemahaman siswa tentang materi yang telah disampaikan</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan post-test</td>
<td></td>
</tr>
<tr>
<td><strong>3. Kegiatan Penutup</strong></td>
<td>3 menit</td>
</tr>
<tr>
<td>• Guru menyimpulkan materi pembelajaran</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan motivasi kepada siswa</td>
<td></td>
</tr>
<tr>
<td>• Guru menutup pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

**H. Media Pembelajaran**

5. Dictionary
6. Teks tertulis

**I. Penilaian**

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi berbagai informasi dalam text descriptive</td>
<td>Tes tertulis</td>
<td>Pilihan ganda</td>
<td>Read the text carefully and then answer the following question briefly.</td>
</tr>
</tbody>
</table>
J. Panduan Penilaian
a. Pilihan ganda : 30

b. Penilaian:
   Pilihan ganda : Jawaban benar x 1

c. Nilai maksimal:
   \[(\text{Jumlah jawaban benar pilihan ganda}) \times 10\]

   3

Mengetahui

Magelang, 11 Januari 2017

Guru Pengajar            Peneliti

Ana Fitriyawati K. S.Pd.I   Heni Noor Sariyati Prema Anindya

NIM. 113 – 12 – 136
Ki Hadjar Dewantara

Raden Mas Soewardi Soerjaningrat was born in Yogyakarta, on May 2nd, 1889. He was also known as Ki Hadjar Dewantara. He lived in colonial era. Ki Hadjar Dewantara could get better education because he came from royal family. He was the first minister of national education of the Republic of Indonesia. He died in Yogyakarta, on April 26th, 1959. He was the founder of Taman Siswa School. He was honored to be Indonesian National Hero. His date of birth was commemorated as National Education Day.

Ki Hadjar Dewantara was famous with proverb for education. They are Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani. Ing ngarso sung tulodo means (for those) in front become an example, (for those) in the middle raise the spirit, and (for those) behind give encouragement. Nowadays, part of this proverb, Tut Wuri Handayani is used as the motto of Indonesian Ministry of Education. It was meant to describe an ideal teacher, after transmitting knowledge to their students, the teacher would stand behind their students and give them encouragements.

1. Where is Ki Hajar Dewantara was born?
   A. Salatiga
   B. Yogyakarta
   C. Magelang
   D. Semarang

2. The date of birth Ki Hajar Dewantara became a……..
   A. Independence Day
   B. New Year
   C. Education Day
   D. Holiday

3. How old Ki Hajar Dewantara was died?
   A. 40 years old
   B. 50 years old
   C. 60 years old
   D. 70 years old

4. What is the part of proverb of Ki Hajar Dewantara which became a motto of Indonesia ministry of education?
   A. Ing ngarso sung tulodo
   B. Ing madyo bangun karso
C. Tut wuri handayani
D. All of them

5. Where is Ki Hajar dewantara becam a founder?
A. Taman Siswa School
B. Indonesia
C. Ministry of education
D. Yogyakarta

Joko Widodo

IR. h. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 54 years) was the 7th President of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014 accompanied Basuki Tjahaja full moon as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28, 2005 and ended on October 1, 2012 accompanied F.X. Hadi Rudyatmo as Deputy Mayor. the two years of his second period became the Mayor of Solo, Jokowi was appointed by his party, the Indonesia Democratic Party of struggle (PDI-P), to fight in the election of the Governor of DKI Jakarta to pair with Basuki Tjahaja full moon (Ahok).

Joko Widodo came from a simple family. In fact, his home was once condemned as much as three times, when he was a child, but he was able to complete his studies in the Faculty of forestry University of Gajah Mada. After graduation, he was practicing his profession as a furniture businessman. his political career began with being Mayor of Surakarta in 2005. he is best known is considered successful after changing the face of Surakarta city became a city of tourism, city of culture, and the city of batik. On September 20, 2012, Jokowi won the election in Jakarta. His victory reflects popular support for was considered a leader of the “young” and “clean”, although he was more than fifty years.

Since being elected as Governor, his popularity continued to soar and became the spotlight of the media. as a result, emerging discourse to make a presidential candidate for the general election of the President of Indonesia, 2014. in addition the survey results indicate, the name Jokowi continues to Excel. at first, the General Chairman of the PDI-P, Megawati Sukarnoputri declared that he would not announce a presidential candidate of the PDI Perjuangan until after the legislative elections of 9 April 2014. However, on March 14, 2014, Jokowi received a mandate from Megawati to advance as a
presidential candidate, three weeks before the legislative elections and two days before the campaign.

6. What is the University of Jokowi?
A. Gajah Mada University
B. Diponegoro University
C. Solo University
D. Indonesian University

7. Who is the pair of Joko Widodo in the election of Jakarta governor?
A. Jusuf Kalla
B. F. X. Hadi Rudyatmo
C. Megawati
D. Basuki Thahja Purnama

8. How many years Joko Widodo lead Jakarta?
A. 3 years
B. 2 years
C. 1 years
D. 5 years

9. “His victory reflects popular support…” The underlined word according to?
A. Megawati
B. President
C. Governor
D. Joko Widodo

10. Where Joko Widodo became a mayor?
A. Jakarta
B. Solo Surkarta
C. Magelang
D. Salatiga

**Justin Bieber**

Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin’s songs.

He is also cute. I like the way he sings and when I first heard him sing ‘Baby’ and saw him do the video of the song and that’s how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a believer since I listen to his music from the first time.
His music gave me an awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teaches me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his doggie, his eyes, his humor… but this is what I tell people first. This is the reason why I really love him.

11. What is the profession of Justin Bieber?
   A. Dancer
   B. Teacher
   C. Singer
   D. Murder

12. What are the name fans of Justin Bieber?
   A. Bieberista
   B. Justin Fans
   C. Justin Bieber Community
   D. Belieber

13. The writer of the text is?
   A. Fans of Justin Bieber
   B. Justien Bieber himself
   C. Justin Mother
   D. Justin Friends

14. The writer first listen Justin Bieber song that entitled?
   A. Mommy
   B. Baby
   C. Help me
   D. Never say never

15. What Justin Bieber teaches to the writer?
   A. Dreams came true
   B. Singing
   C. Write a song
   D. Humor

My Favorite Teacher

My favorite teacher would be my English teacher, Mr. Jono. I was lucky enough to have him first period last year, and have him follow me into eighth grade this year. Last year he read a poem of the week every week, and would accept poems written by other students to read to each of his classes. He had helped inspire a spark into my head, and got
me hooked on using a pencil and paper to get my emotions out and opened up.

He really understands the students, and is with us in a way that is beyond words. He loves to describe the differences between his travels in other countries to our own. Mr. Fishback Jono will let us do our own thing, and then teach our lesson using complex English in simple things, like writing down vocabulary definitions, and using them in the proper sentence. He likes to write on his own, too! He even wrote a poem about his fourth period class last year!

Mr. Jono is outstanding, wonderful, amazing, fun, cool, great, spectacular, special, and one of my heroes. Heroes are there to help kids when they need it, take them to new heights, let them experience the powers of their words, and make them remarkable. Mr. Jono goes above and beyond that. And that is why Mr. Jono is my favorite teacher.

16. Who is the name of favorite English teacher?
A. Mr. Joko
B. Mr. Jaka
C. Mr. Jono
D. Mr. Roso

17. What is the statement that not true of outstanding of Mr. Jono?
A. Wonderful
B. Amazing
C. Cool
D. Lazy

18. When Mr. Jono read a poem every week?
A. Last Year
B. Last Week
C. Last Month
D. Yesterday

19. What is that Mr. Jono love to described?
A. The English lesson
B. The travelers on other countries
C. Write a poem
D. Read a memory

20. The writer called Mr. Jono as a….
A. Singer
B. Teacher
C. Heroes
Gua Tabuhan Is a Lively Unique Cave

In the cave nyi (mrs) Kamiyem and ki (mr) padmo sit on a stone. Nyi kamityem will sing a song and ki padmo will beat the drum. Joining them are people called wiyogo which are drummers and other gamelan musicians.

What makes this unique is that they mix gamelan with the sound of nature. The visitors dance, forgetting all problems.

Many tourists go to this cave. Maybe you are interested in going there too. But you don’t know where it is. Gua tabuhan is located near pacitan in east java. It is situated in a lime hill called tapan, in tabuhan, wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy-ricefields, coconut palms and birds.

East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north. People sell agates on the cave terraces. Somehow, it is like a fair.

It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi kamiyem, the well down pesinden (traditional Javanese singer) from the village of gabuhan, who often sings in the cave, does not doubt it.

Gua tabuhan did not use to welcome visitor. According to kartowiryo (90), village elder, gua tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, wedana (chief of a district) kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.

He cave is dark, so people need light, and a local guide will lead the way sometimes visitors bump their heads against the sharp rocks on the ceiling.

Inside the cave there is a plain. Big stone which is belived to be the prayer mat of pangeran diponogoro, one of the Indonesia heroes who fought against the dutch. It is said that pangeran diponegoro used to seclude himself in the cave. Some people now use the place for meditation.

There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside.

Besides the cave, watukarang, a beach nearby, is good to visit. By the way, want different souvenirs ? You can find them in donorodjo village where agate craftsman work. So, have a nice journey.

21. Where is goa tabuhan located?
A. near pacitan in east java
B. near watukarang beach
C. in donoradjo village
D. in the village of gabuhan

22. What did kertodi projo find out inside the cave?
A. agates craftsman work
B. annoying evil spirits
C. many robbers
D. the drink and food peddlers

23. What do people need to enter the cave?
A. light and local peddlers
B. local musicians and agate craftsman
C. chief of district and local guide
D. local guide and light

24. Which statement is true according to the text?
A. the inside of the cave is like a fair because visitor and peddlers bring light if they come in
B. wedana kertodiprojo found out that the cave was inhabited by the annoying evil spirits
C. there is only one tourist resort around wareng village
D. pangeran diponegoro secluded himself outside the cave

25. What is the meaning of bump (paragraph 7 line 2)
A. a very hard stone
B. a hollow place in the side of hill
C. keep apart from others
D. strike something with a hard blow

**Suramadu Bridge**

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US$0.30) for two-wheelers.
The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

26. Suramadu’s bridge also known as....
   A. Longest bridge
   B. sura and madu
   C. Surabaya-Madura bridge
   D. toll bridge

27. Suramadu’s bridge connects the island....
   A. Java and Sumatra
   B. Java and Bali
   C. Sumatra and Kalimantan
   D. Java and Madura

28. Length of the Suramadu’s bridge is....
   A. 5.400 meters
   B. 192 meters
   C. 494 meters
   D. 526 meters

29. The following statement is true, except ....
   A. Suramadu’s bridge is also known Surabaya-Madura bridge
   B. the long of Suramadu’s bridge is 5400 meters
   C. suramadu’s bridge connects the islands of Java and Madura
   D. bridge was opened on March 31, 2009

30. When the bridge was built?
   A. March 31, 2009
   B. August 20, 2003
   C. July 2004
   D. June 10, 2009
Bali

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mount Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

1. Where is Bali located?
   A. It is along the equator
   B. In the south of equator
   C. 120 km from east to west
   D. Close to many temples and Mount Agung

2. The last paragraph is about…
   A. The location of Bali
   B. The most important industry in Bali
   C. The most popular thing in Bali
   D. Beautiful mountains in Bali

3. The tourism industry in Bali offers us the following thing, except
   A. Culture and nature
   B. Belief and religion
   C. Handicraft and tradition
   D. Wood crafting and painting

4. Which one of the following statements is NOT TRUE according to the text?
   A. Bali has four seasons
   B. Bali is beautiful and interesting
   C. Bali is surrounding by the sea
   D. Bali is one of tourism destination in Indonesia

5. What is the most religion in Bali?
A. Buddhist
B. Moslem
C. Hindus
D. Catolic

Lions

Lions are often called the kings of the jungle. They can weigh between 250 and 550 pounds. It depends on sex and age. They can grow up to be 14 years old in the wild and over the age 20 years old in captivity. They become capable at hunting at the age of two and are fully grown after 5 or 6 years. Male lions are distinguishable for their impressive manes, which signifies their masculinity and reflects their health. The darker and thicker the mane, the healthier the lion is. It allows the lions to appear stronger and frightening to warn off enemies, particularly humans. The manes also appeals to lionesses. It is scientifically proven that they mate more with lions with thick and dark manes. Lion with no manes are either genetically inbred or have been castrated.

6. What is the best title of the text?
   A. Lions the kings of Jungle
   B. Fully Grown Lions
   C. 250 and 550 Pound Lions
   D. The lion’s mane

7. What does the word “manes” mean?
   A. The lions’ sharp teeth
   B. The lions’ impressive paws
   C. The lions’ skin and fur
   D. The lions’ hair growing on the neck

8. What is the communicative purpose of the text?
   A. to describe about lions in general
   B. to talk about the writer’s favorite animal
   C. to persuade readers to like lions and their manes
   D. to share the writer’s experience with lions.

9. Which statement is NOT TRUE based on the text?
   A. All their weigh between 250 and 550 pounds
   B. Lions can grow up to be 14 years old in the wild
   C. The darker and thicker the manes, the healthier the lion is
   D. Lion is sometime called the king of the jungle

10. “It is scientifically proven that they mate more with lions with thick and dark manes” the word It refers to….
My Uncle

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

11. Who is Uncle Martin?
   A. Bob's father.
   B. Anne's uncle.
   C. My mother's uncle.
   D. Aunt Angela's neighbour.

12. Which paragraph talks about the physical description of Uncle Martin?
   A. 1
   B. 2
   C. 3
   D. 4

13. How many children does Uncle Martin have?
   A. A. One
   B. Two
   C. Three
   D. Four

14. What is the profession of Uncle Martin?
   A. Mechanic
   B. Textile Engineer
   C. Textile Operation
   D. Textile Cutter
My name is Nuri. I have a hamster. It is small and cute. I call it "Kao". My grandfather gave it last week. Kao has three different colors, they are white, brown, and black. Kao’s ears are small. It always squeaks in the time I come to close its cage. I feed it every morning. Kao likes to eat some leaves and grass. I take the grass from the field near my house. Kao looks happy eating the grass. I really love Kao.

16. What does the text tell us about?
   A. Nuri's hamster
   B. a cute hamster
   C. a small hamster
   D. funny hamster

17. Who gave Nuri a hamster?
   A. her father
   B. her mother
   C. her grandfather
   D. her uncle

18. Does Kao eating grass?
   A. Yes, it is
   B. Yes, it does
   C. No, it doesn't
   D. No, it isn't

19. "Kao looks happy eating the grass."
   The similar meaning of the underlined word is ....
   A. glad
   B. patient
   C. kind
   D. friendly

20. “I feed it every morning” The underlined word refers to..
   A. Grandfather
   B. Nuri’s
   C. Kao
   D. Grass
The Beauty of Magelang

Magelang is an interesting tourist resort with many attractive old buildings. It is located in Central Java about forty five kilometers north of Jogyakarta. It takes about an hour by bus from Jogyakarta.

Pucang, Secang a sub-district in Magelang, is one of the popular places for horn carving handicraft. It is said that most of the people are skilled in this art. More than thirty five families actually make their living by carving horns of buffaloes or cows.

They normally produce one thousand carvings a day. However, this is not a record for a single day. They once received an order for one hundred and forty two thousand combs to be completed within one month. Any kind of horn carving handicraft is displayed at the workshop, where tourists often come to buy souvenirs.

21. What is the text about?
   A. An attractive horn carving handicraft in Central Java
   B. The distance of an outstanding place of horn-carving handicrafts
   C. The place where most people earn their living by carving horns of buffaloes or cows
   D. An interesting workshop for displaying handicrafts

22. Most people in Pucang earn their living by ........
   A. Producing horns of buffaloes
   B. Producing thousands of combs
   C. Carving horns of buffaloes or cows
   D. Providing horns of buffaloes or cows

23. Which statement is TRUE according to the text?
   A. It takes some hours to go to Magelang from Jogyakarta
   B. More than a hundred people are skillful in carving horns
   C. Every family has their own workshop to display their handicrafts
   D. They once made 142,000 combs within a month
   E. The people are able to carve more than ten thousand horns a day

24. When the people carving handicraft?
   A. Pucang, Magelang
   B. Grabag Magelang
   C. Ngablak Magelang
   D. Pakis Magelang

25. How many times distance between Yogyakarta to Magelang?
   A. 42 kilometers
   B. 43 kilometers
   C. 44 kilometers
   D. 45 kilometers
Lombok is Beautiful Island Like Bali

Lombok is noticeably different to its close neighbor, Bali. The northern part of the island is mountainous and lush with tall trees and shrubs. The South on the other hand is arid and covered by savannas. Large Asian mammals are absents and replaced instead by large numbers of marsupials, lizards, cockatoos and parrots. The difference becomes more pronounced as one move further east where dry seasons are more prolonged and the land is dry and bush-like, and so in many areas corn and sago are the staple food, instead of rice.

At first the time Islam come to these islands in the 16th century, four Hindu Kingdoms co-existed in apparent peace what is now called West Nusa Tenggara and is still the religion embraced by those in the west of Lombok, which are primarily Balinese. Lombok experienced strong Balinese influences in the past, but has still retained a unique identity. The indigenous people of Lombok, the Sasaks, are predominantly Moslem and have a strong, distinguished tradition, as do the people of neighboring Sumbawa.

Soft white sand, virgin beaches are typical in Lombok, where the motto is 'You can see Bali in Lombok, but not Lombok in Bali'. Famous for its 'tenun ikat' hand-woven textiles, the island has exceptional charm and its relatively undiscovered, except for Senggigi City, which becoming a major resort area.

26. What is the text mainly about?
   A. Exotic plants
   B. How Islam come to Lombok
   C. The varieties of tourist resorts in Lombok
   D. The description of Lombok Island.

27. What does the first paragraph describe?
   A. The difference between Lombok and Bali
   B. What makes Bali famous.
   C. What makes Lombok famous
   D. Kinds of animals in Lombok.

28. Lombok experienced strong Balinese influences in the past, but has still retained a unique identifies. (Paragraph 2). The underlined word can be replaced with …. 
   A. Left
   B. Created
   C. Exposed
   D. Kept

29. The following are true according to the text, EXCEPT …. 
   A. Lombok beaches are very natural.
B. Faunas in Bali and Lombok are alike.
C. Cockatoos and parrots are found in the islands.
D. There are mountains in the north part.

30. When Islam come to Lombok?
A. 15th century
B. 16th century
C. 17th century
D. 28th century
Figure 1. The researcher start the lesson

Figure 2. The researcher gave pre-test

Figure 3. The students did pre-test
Figure 4. The researcher explained about the material and GIST technique

Figure 5. The students pay attention to the researcher explanation

Figure 6. The students work in group
Figure 7. The students did post-test
CYCLE II

Figure 1. The researcher gave a pre-test

Figure 2. The students did pre-test

Figure 3. The students discuss about the material
Figure 4. The students did post-test
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tentara Pelajar No. 02 Telp. (0296) 323706 Fax. 323433 Kode Pos 50721

Nomor: B.1.3.031/In.21/D1.1/PN.03.00/12/2015
Lamp.:
Hal: Pembimbing dan Asisten
      Pembimbing Skripsi

Kepada
Yth. Setia Rini, M.Pd
Di Tempat

Assalamualaikum w.W.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk
sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama: HENI NOOR SARIYATI PREMA ANINDYA
NIM: 113-12-136
Fakultas: TARBIYAH DAN ILMU KEGURUAN
Jurusan: TADRIS BAHASA INGGRIS
Judul Skripsi:
THE USE OF GIST TECHNIQUE TO IMPROVE READING COMPREHENSION AT THE
SEVENTH GRADE STUDENTS' OF MTS MUHAMMADIYAH BUMIREJO IN THE ACADEMIC
YEAR OF 2016/2017

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.W.

Salatiga, 05 Desember 2015

[Signature]
Wakil Dosen Bidang Akademik

NIP. 19600617 199603 1004

Tembusan: 1. Dosen Pembimbing
Kepada  
Yth. Kepala MTs Muhammadiyah Bumirejo  

Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama     : HENI NOOR SARIYATI PREMA ANINDYA
NIM      : 113-12-136
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas  : Tarbiyah dan Ilmu Keguruan
Jurusan  : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul skripsinya adalah:

The Use of GIST (Generating Interaction between Schemata and Text) to Improve Reading Comprehension of Seventh Grade Students at MTs Muhammadiyah Bumirejo in the Academic Year of 2016/2017

Dengan Pembimbing : Setia Rini, M.Pd.


Wassalamualaikum w.w.

Dekan,  
Fakultas Tarbiyah dan Ilmu Keguruan

Suwardi, M.Pd.  
NIP. 196701211999031002
SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 02/MTs.Muh/I/2017

Yang bertanda tangan di bawah ini. Kepala sekolah MTs Muhammadiyah Bumirejo:

Nama : M. Abdurrahman, S.Sos.
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama : Heni Noor Sariyati Prema Anindya
NIM : 113-12-136
Jurusan : Tadris Bahasa Inggris


Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Kepala Sekolah
MTs Muhammadiyah Bumirejo

M. Abdurrahman S.Sos.
NIM. 1149371
# DAFTAR NILAI SKK

**Nama**: Heni Noor Sariyati Prema Anindya  
**NIM**: 113-12-136  
**Jurusan**: Tadris Bahasa Inggris  
**Fakultas**: Tarbiyah dan Ilmu Keguruan  
**Dosen Pembimbing**: Setia Rini, M.Pd.

<table>
<thead>
<tr>
<th>NO</th>
<th>Jenis Kegiatan</th>
<th>Pelaksanaan</th>
<th>Keterangan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) dengan Tema “Progresifitas Kaum Muda, Kunci Perubahan Indonesia”</td>
<td>05-07 September 2012</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) Jurusan Tarbiyah dengan tema “Mewujudkan Gerakan Mahasiswa Tarbiyah sebagai Tonggak Kebangkitan Pendidikan Indonesia”</td>
<td>08-09 September 2012</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Orientasi Dasar Keislaman (ODK) dengan Tema “Membangun Karakter Keislaman Bertaraf Internasional di Era Globalisasi Bahasa”</td>
<td>10 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Library User Education (Pendidikan Pemakai Perpustakaan) oleh UPT Perpustakaan STAIN Salatiga</td>
<td>13 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Seminar dengan Tema “Menyongsong…</td>
<td>07 Januari 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Participants</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Public Hearing SEMA STAIN Salatiga dengan tema “STAIN Menuju IAIN dari Mahasiswa Oleh Mahasiswa Untuk Mahasiswa”</td>
<td>10 Juni 2014</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>English Friendship Camp “CEC is the Best Way for Great Generation”</td>
<td>30 September 2014</td>
<td>Panitia 3</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>CEA (Comparison English Arabic) oleh CEC dan ITTAQO STAIN Salatiga</td>
<td>27 November 2014</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>GEMA ITTAQO “ Membentuk Spirit Mahasiswa dalam Bidang Bahasa Arab”</td>
<td>29 November 2014</td>
<td>Panitia 3</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Pesantren Kilat PAC IPNU-IPPNU Getasan dengan tema “Mencetak Pelajar Ulul Albab dalam Bingkai</td>
<td>9-11 Juli 2015</td>
<td>Panitia 3</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Kejadian</td>
<td>Tanggal</td>
<td>Pengaturan</td>
<td>Peserta</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>19.</td>
<td>Charity Seminar dengan tema “Stay Positive! Can’t Live a Positive Life with a Negative Mind” oleh IAIN Salatiga</td>
<td>08 Desember 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>Seminar Nasional oleh PC PMII Salatiga dengan Tema “Melawan Radikalisme dan Komunisme”</td>
<td>27 Agustus 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>23.</td>
<td>Seminar Nasional oleh SEMA IAIN Salatiga dengan Tema “Sinau Politik Mengembangkan Kader Politik yang Profesional”</td>
<td>06 September 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>101</td>
</tr>
<tr>
<td>NO.</td>
<td>TANGGAL</td>
<td>ISI KONSULTASI</td>
<td>CATATAN PEMBIMBING</td>
<td>PARAF</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1.</td>
<td>30/08/2016</td>
<td>Nota Pembimbing Skripsi, Judul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>06/09/2016</td>
<td>Cari Jurnal yang relevan dengan Skripsi</td>
<td>Acc Jurnal, lanjut Proposal</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>29/09/2016</td>
<td>Proposal</td>
<td>Revisi Proposal (Introduction)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>13/10/2016</td>
<td>Proposal</td>
<td>Revisi Research Problem.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>31/10/2016</td>
<td>Proposal</td>
<td>Revisi Theoretical Framework</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>01/12/2016</td>
<td>Proposal</td>
<td>Revisi grammar</td>
<td></td>
</tr>
</tbody>
</table>

CATATAN:
SEITAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

Mrs. Setia Rini, M.Pd.
<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMbing</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>28/12/16</td>
<td>Proposal</td>
<td>- Acc</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Go to School</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>29/12/16</td>
<td>Chapter 1-27</td>
<td>- Find the references you use as citation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Revise the hypothesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Fix the R-Qs.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>06/03/17</td>
<td>Chapter 1-5</td>
<td>- Revise the hypothesis in the acknowledgement</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>13/03/17</td>
<td>all</td>
<td>- Acc</td>
<td></td>
</tr>
</tbody>
</table>

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

Mrs. Siti Zaini, M.Pd.