THE EFFECTIVENESS OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY IN READING COMPREHENSION FOR THE EIGHT GRADERS

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Article	Abstract
	English as a language is often considered as the international language of the world. There are four skills in English which should be mastered, they are listening, speaking, reading, and writing. *The methodology used in this study was experimental, which aims at finding* out the influence of particular treatment. the present researcher found some kinds of data, those are students' mean score and standard deviation, data normality, and data homogeneity. Based on the obtained data, the present researcher found the mean score of the eighth graders of *MTs NW Pagutan* in the school year 2014-2015. In pre-test the mean score was 58 and the standard deviasion was 10.66, the mean score of students in post test was 79 and the standard deviasion was 12.65. The hypothesis of this study is GIST strategy was effective in teaching reading comprehension of the eighth graders at *MTs NW Pagutan* in the school year 2014-2015''. Based on the obtained data in the previous chapter, the present researcher comes to a set of conclusion: The students' mean score of experimental group in post-test was higher than in pre test. It means that the students in post test were better than those in pre test, and Generating Interaction between Schemata and Text strategy is effective in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015 was effective because the result of hypothesis testing showed that the t-test was higher than t-table.

A. Introduction

Language is primarily a set of arbitrary symbols used for human communication. It is the system of sounds and words used by humans to experts their thought and feeling to other people (Michael Ashby, 1995:662). As a means of communication, language constitutes the important constituents: language element and language skill. The term language elements refer to constituent with in the grammatical system of language.

English as a language is often considered as the international language of the world. It is used by the most people, as medium of communication in international congress, gathering and making explanation, analyzing situation or discuss the relative steps in one

procedure. Especially for students, by learning English they may know their culture and another culture, express their idea or feeling, participate in society, make the responsible decision at individual or social level and find out use the analytic and imaginative skill. In Indonesia, English is also learned as the most important foreign language.

English teachers are obligated to teach four major skills: reading, listening, speaking and writing integratively (1994 curriculum). One primary goal of teaching English is to enable students to communicate by using English as the target language (Freeman, 1985,p.132). As an international language, and the first foreign language in this country, it is very important to be learnt by all people in this country. One of the keys for acquiring this language is through reading. Because by this skill, we may read the best books and other media that are very important point for our future and at least for our country. Moreover, reading is the key to our search for ideas while reading skill are essential aspect of self-preservation in dynamic society.

As we know that Indonesian tends to spend more time to learn English because it is a foreign language in Indonesia. It is established as the compulsory subject at several school levels such as: Elementary School, Junior high School, Senior high school and University. If somebody wants to master the English language, they have to master the four skills namely: listening, speaking, reading and writing. One of them is the most important for us to develop capability to understand the English text is reading skills. Besides, it is very useful for students to learn because it helps students to increase their knowledge in several aspects which consist of spelling, pronunciation, structure and vocabulary. Those are very important in teaching learning process.

There are four skills in English which should be mastered, they are listening, speaking, reading, and writing. The first is writing. Writing as a productive skill involves producing language rather than receiving it. Writing itself refers to an activity of producing a coherent, fluent, and extended piece of writing. It is the most difficult thing to do in language. Brown (2001) described that "writing is a process of putting ideas down on paper to transform thoughts into words to sharpen main ideas and to give them structure and coherent organization". The second is listening. Listening is one of the fundamental language skills. It is medium through which children, young people and adult gain a large portion of their education, there is information of the world and human affairs, their ideas, sense of values and their appreciation. In this day of mass communication (much of it oral), it is vital importance that our pupils be thought to listen effectively and critically. The third is reading. Generally, reading is a process done by the reader to get the massages expressed by the writer through the writer language (Hodgin as cited in Tarigan, 1979,p.7) and the fourth is speaking. Speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling opinion and wish.

Based on curriculum 1994 that teaching English reading is established on the basis of knowledge and skills of English. To master the reading comprehension, they must master the rules to faster comprehension especially in reading subject. To achieve the students' comprehension in reading subject, they must know about the types of reading such as: skimming, scanning, ideal reading, exploratory reading, study reading and analytical reading. Another scholar, Burn (1984,p.10) wrote that "reading is a thinking process in the extent, the readers must be able to use the information to make inferences and read critically and reactively to understand the figurative language, determine the authors purpose, evaluate the idea presented and apply the reading to actual situation".

Narrative text is one of texts that should be mastered by Junior High School students. Narrative is a piece of texts which tells story and, in doing so, entertains or informs the

reader or listener. The social function of narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways. Narrative has been taught to all people in the world. Narrative could be in form of story such as fairy stories, mystery, science fiction, roan, horror, etc. It happens when we were in the childhood. Parents or even grandparent prefer to tell stories to children in various ways to make them happy. Telling story has become a lesson since we are still very young. As it was stated before, teaching strategy is very important, so the English teacher should find out the appropriate method to improve students' reading ability in understanding the text and the most important is how to apply that strategy. The teaching strategy is needed in teaching-learning process because it is its procedures. What the teacher should do is finding out the strategy and applying it in teaching-learning process. Graphic organizer is one of the strategies that can be used by the teacher to teach narrative text. Graphic organizers display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. Graphic organizers often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts. Graphic organizers provide a framework for students to connect existing knowledge to new information. It was chosen as the strategy to teach narrative text because it is very useful and it improves students' ability in understanding reading text especially narrative text. Graphic organizer strategy is appropriate method to teach narrative text so that it decides the successful result of teaching and learning process.

Generating Interaction between Schemata and Text (GIST) is a strategy to help students identify main ideas during reading. One way to identify the main idea is to answer the following question:''who or what is it about?''and '' what is most important about the who or what?'' in addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important idea(s), but not unnecessary details. Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher ask them to identify the most important person, place or thing. Then the teacher ask students to tell what the most important about the person, place or thing. Finally, the teacher teaches students to put it all together is a sentence containing ten words or less.

In fact, we often find that the students are lazy to read with several reasons. This result in low score that they got. Therefore, that it needs solution to improve it. Read and learn to read. Teachers, in this case could provide interesting reading material to learn. One example of suitable reading materials is GIST. The students maybe interested if we use this strategy to teach reading for students because this strategy is simple and easy to understand. Starting for the statement above, the present researcher decided to investigate the effectiveness of GIST strategy in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015.

Based on the background of the problem above, the present researcher formulates the problems of study as follows : (1) Is Generating Interaction between Schemata and Text (GIST) strategy effective in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015? (2) To what extent is the effectiveness of Generating Interaction between Schemata and Text (GIST) strategy effective in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015?

B. Methods

The methodology used in this study was experimental, which aims at finding out the influence of particular treatment (Sugiyono, 2011). In addition, he noted that ''experimental method is divided into three, namely true-experimental, pre-experimental, and quasi

experimental''. In line with the statement, the present researcher used pre-experimental research by using one group post test and pre test design. In this case, the present researcher analyzed the students' reading comprehension of the seventh graders of *MTs. NW Pagutan* in the school year 2014-2015 before and after giving treatment by using GIST.

Table 1
Research Design

Experimental Group	Pre-test	Treatment	Post-test
	O_1	X	O_2

Where :
  E = experimental Group
  O1 = implementation of pretest to measure dependent variable
  X = treatment
   O2 = post test to measure the result and effect toward dependent variable

According to Cohen (2007) ''research design included three steps; 1) pre-test, 2) treatment, 3) post-test. Pre-test is implemented to measure students' previous knowledge about reading comprehension before conducting treatment. Meanwhile, post-test is used to measure the students' achievement after conducting the treatment by technique or media used''.

Referring to the explanation, the present researcher used one group pre test and post test design. In this design, test was done twice; they were before treatment (O_1) and after treatment (O_2). To know the effectiveness of Generating Interaction between Schemata and Text, the present researcher compared scores of pre-test and post-test.

The present researcher conducted the investigation of the effectiveness of GIST in reading comprehension of the eighth graders at *MTs. NW Pagutan* in the school year 2014-2015. The activity of investigation was done two weeks.

Tabel 2
Research Time Schedule

Activities	August	September	October	November
Arranging Proposal	✓	✓		
Making Instrument		✓		
Conducting Research			✓	
Collecting and Analyzing Data			✓	
Making Report				✓

The target population of this study was one class of the eighth graders of *MTs. NW Pagutan* in the school year 2014-2015 and students were still active learning English as one of compulsory subjects. In this research the population was the eighth grade of *MTs NW Pagutan* in the school year 2014-2015. There was one class in the eighth grade of *MTs NW Pagutan* which consisted of twenty four students

Table 3
The Population of the Study

No.	Class	Sum of Population
1.	VIII	24 students
TOTAL		24 students

The Independent variable was the effectiveness of GIST strategy and the dependent variable was reading comprehension. Cunningham (1982) stated that ''GIST or Generating Interaction between Schemata and Text is a strategy for supporting comprehension of informational text. GIST is especially helpful when students work in cooperative groups and reading sections of the text silently. After each short, section is reading silently, the members of the group work collaboratelly to generate one sentence that summarizes the ''gist'' of the passage. In some very dense text, this summary sentence is generated paragraph''.

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. Current models of reading comprehension highlight the importance of considering the role of different cognitive process during text comprehension.

Before applying the test to a number of sample, the instrument of the study was tried out to determine validity and reliability of the test. There were 40 items were tried out to 24 students of the eighth graders of *MTs NW Pagutan* in the school year 2014-2015 was taken to try out the test outside the sample. It was caused by the sample's characteristic in *SMP 2 Batukliang.* Then, the result of the try out was analyzed to know the qualification of the test. According to Moedjito (2014, p.44) ''item analysis is a statistical technique that helps researchers identify the effectiveness of their test items''. The item analysis can help the researcher to identify the scoring, ambiguous items, and alternatives that do not work.

Then, as based on Brown's (2003, p.19-22) statement that ''validity is mean that the test has to appropriate the objectiveness and description of the subject that is going to be tested'', the present researcher performed item total correlation test by formula:(1)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Coefficient Interval	Level of Correlation
0.800 – 1.000	Very high
0.600 – 0.799	High
0.400 – 0.599	Moderate
0.200 – 0.399	Low
0.000 – 1.999	Very low

It is also important to test the reliability. Reliability refers to whatever test can measure consistently from time to time (Brown, 2003, p.19-22). To know the test was reliable or not, the present performed item total correlation test by formula:(2)

$$r_i = \frac{k}{(k-1)}\left\{1 - \frac{M(k-M)}{k\,s^2}\right\}$$

Where:
r_i = the reliability value
k = the number of cases
s^2 = the square of SD
M = the mean score

The pre-test was given to the students in multiple choice test form. The scores obtained were analyzed to know the level of students' comprehension in reading. The materials of the test were taken from English book for junior high school which related to the material. Pre-test was given to the students to know how far the students' knowledge in reading comprehension before conducting the treatment. After conducting pre-test, the present researcher provided the students treatment by GIST. In this case, the present researcher taught the students about reading in narrative text. Next, post test was given after the present researcher treated the students. The test was similar with the pre-test. It aimed at finding out the significant result after the students were treated by GIST. The test was administrated individually for all students. Finally, the students' answer sheets were submitted and the student's results were treated as data.

As in this study, the present researcher took students' score of pre-test and post-test. Then, the present researcher calculated the mean score of the experimental group by using the following formula: (3)

$$Mx = \frac{\sum x}{N}$$

Where:
Mx = the mean score of experimental group
$\sum$ = the sum of sigma
x = the deviation score of pre-test
n = the number of sample

(Suharsimi, 2002, p.124)

Then for post-test, the present researcher used the formula as follows:(4)

$$My = \frac{\sum y}{N}$$

Where:
M = mean score of post-test
y = deviation score of post-test
N = number of sample
$\sum$ = sum of Sigma

(Suharsimi, 2002, p. 124).

To complete the data, the present researcher calculated the standard deviation by using formula below: (5)

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n-1}}$$

Where:

s = standard deviation
n = number of sample
Note: variance $\sigma = s^2$

(Suharsimi, 2002, p.124-125)

Normality testing was used to know whether or not the data had normal distribution. Before testing the hypothesis, the normality test for the data had to be conducted first. The normality formula that was used in this study was as follow: (6)

$$\chi^2 = \frac{(f_o - f_e)}{f_e}$$

Where:
χ^2 = chi-square value
f_o = the observed frequency
f_e = the expected frequency

(7)

$$fe = \frac{(\sum fc)\,(\sum fr)}{\sum T}$$

Where:
f_e = the expected frequency
$\sum fc$ = the total frequency of the column
$\sum fr$ = the total frequency of the row
$\sum T$ = the total frequency of the column or the row
Note: Significant if the calculated χ^2 is higher than the table χ^2.

(Suharsimi, 2002,p.125)

To find out the homogeneity, the present researcher will use this formula:(8)

$$F = \frac{H\sigma}{L\sigma}$$

Where :
$H\sigma$ = the highest variance
$L\sigma$ = the lowest variance
Note: Homogenous if **the calculated F** is **smaller** than **the table F**.

(Suharsimi, 2002,p.125)

By applying the mean score formula; the present researcher got the mean score of the students pre-test and post test. Furthermore, to analyze the hypothesis testing which aims at knowing whether the alternative hypothesis is accepted or not. The present researcher used the following formula:

(9)

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:
Md = mean of pre-test and Post-test
$\sum X^2 d$ = sum of the deviation
N = subject of the research

(Suharsimi,2006, p.275)

Finally, the criteria used were as follows:

1. If t-test $\geq$ t-table in significant rank of 0, 05, thus alternative hypothesis (Ha) is accepted, it means that the mean scores of post- test is higher than pre- test.
2. If t-test < t-table in significant rank of 0, 05, thus alternative hypothesis (Ha) is rejected. It means that the mean scores of post test is lower than pre-test.

C. Analysis and Discussions

1. Concept and Types of Reading

There were several opinions about reading. Cooper, J D, & Kiger, N.D (2006) stated that ''reading is a constantly developing skill. Like any other skills, we get better at reading by practicing and conversely, if we do not practice, we will not get better and our skills may deteriorate. Carrel (1988, p. 1) stated that "reading is not passive but rather than active process. It is an active cognitive process of interaction print media in which monitory comprehension to build up meaning". Moreover, Rahmatullah (2013) stated that ''reading is the meaningful interpretation of printed or written verbal symbols''. This activity is not simply looking. It involves deriving meaning from printed words. It requires a high level of muscular coordination. The reader is not only seeing and identifying the symbols, but also understanding the meaning. Goodman, (1970) said that ''reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses.

According to Mackay and Mountford (1979), ''inferences can be drawn which are important in the preparation and use of second language reading materials: first the definition assumes that reading is an active process''. The reader forms preliminary expectation about the material, then selects the fewest, most productive cues necessary to confirm or reject that explanation. This is a sampling process in which the reader takes the advantages of his knowledge of vocabulary, syntax, and the real world. Salinger (2003), stated that ''reading is a fundamental life skill that helps promote success in school and throughout one's life''. Both children and adults are at a serious disadvantage if they are not able to read well.

From all of the theories of reading above, the present researcher can conclude that reading is one of receptive skill and fundamental life skill which make the students' large knowledge. Besides, reading is one of the tools to improve their pronunciation in English, make them speak English well and fluently.

Both listening and speaking could be subdivided into at least five different types of listening and speaking performance. In the case of reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance. Nevertheless, to consider assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks Brown (2003).

a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

b. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

c. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

d. Extensive. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports,, short stories, and books.(it should be noted that reading research commonly refers to ''extensive reading'' as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page.) The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to ''zoom in'' on small details. Top-down processing is assumed for most extensive tasks.

e. The four types of reading are demonstrated in figure 8.1, which shows the relationship of length, focus, and processing mode among the four types.

2. Factor influence of Reading

There are some factors that may raise problem that understanding the reading materials in class concern with reading material, the total program of reading instruction, the interest, motivation his out of schools (Alexander E.J Hennings, 1986, p.22). On this particular matter also to be the point for Dawson and Bauman (1959) who presented several factors which strength reading comprehension, namely intelligence, experience, interest and interest span, mechanic of reading, and skill of comprehension comic.

3. Reading Comprehension and Measurement of Reading

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. Current models of reading comprehension highlight the importance of considering the role of different cognitive process during text comprehension (Van Den Broek, 1994).

Reading requires an individual to comprehend or construct meaning from text. Comprehension is an active and complex process that involves interaction

between the text and the reader (Kucer, 2001). Both the information from the text and the knowledge possessed by the reader are needed for construction meaning. The terms "reading comprehension" has been defined in various ways of groups of people and leading researchers who have been influential in this field. These groups include the national reading panel (NRP), the RAND Reading Study Group (RRSG), and the national assessment of educational progress (NAEP) with leading individual researchers of gambrell, Block, Pressly, and McNeil.

In 1997, the Director of the National Institute of Child Health and Human Development (NICHD) charged the National Reading Panel (NRP) with providing report assessing the current state of Reading Research. The Panel was to include information to related to the effectiveness of different reading approaches used in teaching students. Shanahan (2004), a member of the National Reading Panel, later wrote that "these findings could eventually be used by educators to help close the achievement gaps between groups of students by improving their reading ability".

The NRP (2000) reported that reading comprehension was critical to the development of reading skills and the ability to obtain an education. The Panel defined the term as a complex, cognitive, and active process that requires intentional and thoughtful thinking between the reader and the text. Readers gain meaning from text when they "engage in problem solving thinking processes" that allow them to "actively relate the ideas represented in print to their own knowledge and experiences and construct mental representation in memory. The Panel's definition of reading comprehension is based primarily on those expressed by Durkin (1993) and Haris and Hodges (1995).

In 1999, the Office of Educational Research and Improvement of the U.S Department of Education asked the RAND Reading Study Group (RRSG) to develop a proposed research agenda that would address core problem existing in reading education. The decision was made to focus on reading comprehension due to several factors including the need for high school graduates to comprehend complex texts, unacceptable achievement gaps among groups of students, and little direct attention given to the teachers to have develop skills that will improve comprehension and content learning. Administrated by the U.S Department of Education, the National assessment of Educational Progress (NAEP), also known as the "Nation's Report Card" measures the reading achievement of nation's student in selected grade. NAEP draws from a variety of sources to explain its meaning of reading comprehension. In developing in NAEP reading framework, many individuals and groups involved in reading education identified behaviors used by proficient readers: active, strategic, knowledgeable, and motivated to read. This type of reader was described in the research summarized in the report of the National Reading Panel (2000): "In the cognitive research, reading is purposeful and active. According to this view, a reader read a texts to understand what is read, to construct memory representations of what is understood, and to put this understanding to use. NAEP's broad reading goals were based on these processes.

The National Reading Panel (2000) also reported that reader utilized their knowledge of the world that includes both language and print to construct meaning. This premise is reflected in the NAEP reading framework that states: " Readers develop understanding in a different ways. They focus on general topics or themes, interpret and integrate ideas within and across texts, make connection to background knowledge and experience, and examine the content and structure of the text

The NAEP Reading Framework also incorporates the characteristics of good readers identified in the National Research Council's Report *Preventing Reading Difficulties in young children* (Snow, Burns, and Griffin, 1998). These researchers report that proficient reports are able to summarize main points in both fiction and expository texts, read longer fictional selections and chapter books independently, discuss themes in fictional texts, and distinguish cause/effect, fact/opinion, main idea and supporting details in expository text.

The RAND Reading Study Group, National Reading Panel, and NAEP Governing Board have all defined ''reading comprehension'' based on their interpretations. Whereas the RAND Reading Study Group emphasized the major influence that sociocultural factors have on a student's comprehension, the National Reading Panel views the text and reader as source of variability. The NAEP Board has incorporated research from the National Reading Panel and the National research Council's report *Preventing Reading Difficulties In Young children,* but has defined comprehension in ways that can be assessed.

Leading experts in the field of reading have also define reading comprehension. Block, Gambrell, and Pressly (2002) defined ''comprehension as acquiring meaning from written text that can vary from traditional books to computer programs''. In order to comprehend, the reader must interact with print in order to make sense of the message. The reader, the text, and the context are all involved in this interactive process. At times, the reader may focus on the text-based information, or at other times may attend to the text with his own experiences. Whether the text dominates or the reader dominates, social context influences what one reads, how one reads, and why one reads. ''Readers comprehend text by acquiring meaning, confirming meaning, and creating meaning'' (Block, Gambrell, and Pressly, 2002).

Reading comprehension is a compelex process involving more than 30 cognitive and metacognitive process including clarifying meaning, summarizing, drawing inferences, identifying the gist, and paraphrasing (Block & Pressly, 2002). McNeil (1992) stated that ''reading comprehension is acquiring information from context and combining disparate elements into a new whole. Comprehension is not a product, but a process that requires the reader to construct meaning by using existing knowledge to interpret the text. Readers must interpret what they read and must arrive at their own meaning of the text. They must be able to understand the information in the text, and change the knowledge needed in order to gain this understanding''.

Even though the term ''reading comprehension'' may be defined in similar and even slightly dissimilar ways by leading groups of people or individuals, teaching students to read and understand what they are reading is of paramount importance. Reading comprehension, a complex and interactive process, is considered to be the most critical academic skill learned in school (Mason, 2004). It does not only affect the student's progress today, but also their success in the future.

A teacher is interested not only in measuring the success of his pupils in mastering a spesific skill but also the effectiveness of his course reading, especially for the higher level of readers. This is because particular method is applied to measure the student's reading speed or time reading (Heaton, 1975, p.126).

Finally, there are four major categories of rough division of types of reading question that is direct references, inference supposition, and evaluation (Nuttal 1982, p.147).

4. Macro And Micro Skill of Reading

Brown (2003) explained that there are two kinds of skills that the reader should have, namely macro and micro skills. Macro skill consisting of: a) Recognize the rhetorical forms of written discourse and their significance for interpretation; b) Recognize the communicative functions of written texts, according to form and purpose; c) Infer context that is not explicit by using background knowledge; d) From described events, ideas, etc., infer links and connections between events, deduces causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; e) Distinguish between literal and implied meanings; f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata; g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. Then, micro skill consisting of: a) Discriminate among the distinctive graphemes and orthographic patterns of English; b) Retain chunks of language of different lengths in short-term memory; c) Process writing at an efficient rate of speed to suit the purpose; d) Recognize a core of words, and interpret word order patterns and their significance; e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms; f) Recognize that a particular meaning may be expressed in different grammatical forms; g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

5. Assessing of Reading

Brown (2003, p. 4) said that "assessment is an ongoing procession compasses a much wider domain whenever a student responds into question, or offers a comment or tries out a new word or structure". It is aimed to know how far students' comprehension in a reading text. Brown (2003) divided assessment of reading into four designs. Those designs are perceptive reading, selective reading, interactive reading, and extensive reading.

Even as we are bombarded with an unending supply of visual and auditory media, the written word continues in its function to convey information, to amuse and entertain us to codify our social, economic, and legal conventions and to fulfill a host of other functions. In literate societies, most"normal" children learn to read by the age of five or six, and some even earlier. With the exception of a small number of people with learning disabilities, reading is a skill that is taken for granted.

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Beginning level textbooks in a foreign language presuppose a student's reading ability if only because it is a book that is the medium. Most formal tests use the written word as a stimulus for test-taker response ; even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability.

Is reading so natural and normal that learners should simply be exposed to written texts with no particular instruction? Will they just absorb the skill necessary to convert their perception of a handful of letters into meaningful chunks of information? Not necessarily. For learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master

fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down approach, second language readers must develop appropriate content and formal schemata-background information and cultural experience-to carry out those interpretations effectively.

The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature. An inability to comprehend may thus be traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension.

As we consider a number of different types of written texts, the components of reading ability, and specific tasks that are commonly uses in the assessment of reading, let's not forget the unobservable nature of reading. Like listening, one cannot see the process of reading, nor can one observe a specific product of reading. Other than observing a reader's eye movements and page turning, there is no technology that enables us to "see" sequences of graphic symbols travelling from the pages of a book into compartments of the brain (In a possible bottom-up process). Ever more outlandish is the notion that one might be able to watch information from the brain make it's way down onto the page (in typical top-down) strategies). Further, once something is read information from the written text is stored-no technology allows us to empirically measure exactly what is lodged in the brain. All assessment of reading must be carried out by inference.

6. Generating Interaction Between Schemata and Text (GIST)

Cunningham (1982) stated that "GIST is a strategy for supporting comprehension of informational text. It is especially helpful when students are required to read long texts containing a significant amount of new information. Students work in cooperative groups and read sections of the text silently. After each short, section this read silently, the members of the group work collaboratively to generate one sentence that summarizes "gist" of the passage. In some very dense text, this summary sentence is generated paragraph. Once a sentence is generated, members of the group write it on their own papers so that each group member ends up with a concise summary of the text. The teacher circulates among the groups to facilitate and provided support. This is particularly effective strategy for use with English language learners because the group members have a chance to discuss and clarify meaning as they decide on the best summary sentence for the section or paragraph".

One teaching strategy that is considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing and generalizing cognitive operation is Generating Interactions between Schemata and Text (GIST) strategy, which was proposed by Cunningham in 1982 (as cited in Cecil and Gave, 2003). This strategy is said useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material what they just read.

The steps in implementing GIST are:
a. Identifying appropriate text for GIST: identify text that may cause some difficulty for the students. Decide whether the text must be read and summarized paragraph or section by section and determine logical stopping or summarizing points.

b. Grouping the students: divide the class into cooperative groups and identify a leader for each group. Make sure that each group contains a strong English speaker and reader. If possible, group English language learners with other students of the same language background who can provide first-language support if needed. If your main purpose is to facilitate understanding of the text, the discussion of the meaning and the negotiation of the best summary sentence can be done in the students' first languages and later translated to English. If your purpose is facilitating English communication, then the discussion should take place in English with first language translations made only for the purpose of clarification.

c. Demonstrating the strategy: demonstrate the strategy by discussing background knowledge and informing the students that they will be working in groups to create a summary of the material to be read. Post the summary points. The points in the reading at which each group is to stop, then discuss and summarize. Instruct the students to read the passage silently to the first summary point and then stop and write a one-sentence summary of what they read.

d. Discussing summary sentence: after the students have completed their summary sentence, ask one of the students to share his/hers with the class. Discuss the sentence as a group and add details that the class thinks will enhance the sentence. Instruct the students to with the summary sentence on their papers. The teacher serves as facilitator and quality controller, making sure that the summary sentence capture the ''gist'' of the paragraphs. It is important that the quality control be done in a supportive manner through questioning and supporting of the students' understanding of the text.

e. Reading and summarizing paragraph-by-paragraph: explain to the class that they will be reading the entire selection in this manner. They will all read to each summary point, as indicated by the chart that is posted. As they wait for the rest of their group to finish reading they should be thinking of the main points in the section and formulating a summary sentence in their minds, or writing in on a scrap piece of paper. The group should then discuss the section and negotiate the best summary sentence they can write. Once the group has decided on a summary sentence, each member of the group writes the sentence on his/her own paper and the process begins again.

f. Reading and comparing summary sentences: once the selection has been completed, have the groups read and compare their summary sentences. This provides an effective review of the passage read and gives an opportunity to correct any misconceptions. Again, the teacher serves as facilitator and questions the students to lead them to capture the meaning and nuance of the text.

g. Assessing students progress and understanding: the work group time in this strategy is a perfect opportunity for the teacher to circulate around the room and listen. This is good time to take anecdotal records, documenting students interactions and writing language samples for inclusion in the students portfolios. It is appropriate to create checklists for documenting specific behaviors exhibited by the students at this time.

7. Advantages and disadvantages of GIST

The implementation of GIST can make the students become active reader. They actively search the important information from the text, eliminated unimportant information, and use the prior knowledge to be able to propose the summary of the text. Beside that, this strategy is simple. Can used to either the short reading the long reading like narrative text, descriptive text eventhough to read bibliography.

The disadvantages of this strategy is only can used in reading and writing skill. Sometimes, the students will be bored if we implementing this stratgey because if we use the long time can makes the students feel sleepy and automotically make the teaching and learning process is not run well. It is will not effective if we use out of the class because this strategy needs focus to comprehend the text.

8. Relevant Study

This research dealing with this study that has been conducted by the Ariestya Setiawan (2012) entitled "The effect of using interactive model on reading comprehension for the eighth graders of *MTs NW Ketangga* in the school year 2012-2013". There were two problems : (1). Is there any effect of using interactive model on reading comprehension for the eighth graders of *MTs NW Ketangga* in the school year 2012-2013? (2). To what extent is the effect of using interactive model on reading comprehension for the eighth graders of *MTs NW Ketangga* in the school year 2012-2013? The aims of this study: (1). To find out whether the effect of using interactive model on reading comprehension for the eighth graders of *MTs NW Ketangga* in the school year 2012-2013. (2). To find out the extent is the effect of using interactive model on reading comprehension for the eighth graders of *MTs NW Ketangga* in the school year 2012-2013. This study was using experimental research. The sample of this study divided to into two groups namely experimental group and control group. Both of the groups were thought the same material by using different techniques the experimental group treated by using interactive model and the control group treated by using collaborate techniques in reading comprehension.

There are similarity and differences between the previous researcher and present researcher. The similarity was the previous researcher and the present researcher analyzed about reading comprehension. Meanwhile, the differences were the previous researcher used interactive model on reading comprehension meanwhile the present researcher uses Generating Interaction between Schemata and Text in reading comprehension at *MTs NW Pagutan* in the school year 2014-2015.

9. Theoretical Framework

In teaching and learning process, especially in teaching English students are recommended to develop their skill, on reading, listening, speaking and writing. Reading is the most important language skill for students to study hard by reading the knowledge of students gradually increase, and students able to read faster and comprehension what does students read? Reading without comprehension is unless, because reading in an active process to get the information or idea of written from the text.

According to Goodman (1970) "reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses".

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in the language. In language instruction, reading materials have traditionally been chosen from literary texts that represent ''higer'' form of culture (Byrnes, 2007).

In teaching and learning process, teacher and student find out the problem so to solve the problem, teacher must look for good method and technique in presenting material in the classroom.

Effective teachers of reading comprehension help their students develop into strategic, active readers, in part, by teaching them why, how, and when to apply certain strategies shown to be used by the effective readers (e.g., Duke and Pearson, 2002).

Cunningham (1982) stated that ''Generating interaction between schemata and text is GIST is a strategy for supporting comprehension of informational text. Generating interaction between schemata and text can used to increase reading comprehension''. The advantages of this strategy are effective to improve students' reading comprehension. The implementation of GIST can make the students become active reader. They actively search the important information from the text, eliminated unimportant information, and use the prior knowledge to be able to propose the summary of the text. (Herrel and Jordan, 2004).

10. Hypothesis of Study

Suharsimi (1985,p.26) said that ''the hypothesis is a tentative answer of research activity until is proved whether the hypothesis are accepted of rejected''. The hypothesis of this study is GIST)strategy was effective in teaching reading comprehension of the eighth graders at *MTs NW Pagutan* in the school year 2014-2015''.

D. Results and Discussion

After calculating the data by using the descriptive statistic, the present researcher found some kinds of data, those are students' mean score and standard deviation, data normality, and data homogeneity.

Mean and Standard Deviation

Based on the obtained data, the present researcher found the mean score of the eighth graders of *MTs NW Pagutan* in the school year 2014-2015. In pre-test the mean score was 58 and the standard deviasion was 10.66 (See Appendix 09). Then, the mean score of students in post test was 79 and the standard deviasion was 12.65 (See Appendix 09). To be clearer they are listed in the following table.

Table 4
The Students' Mean and Standard Deviation on Pre and Post-test.

	Pre-test	Post-test
Sample (N)	24	24
Mean (X)	58	79
Standard Deviasion (S)	10.66	12.65

Normality and Homogeneity Testing

Normality and homogeneity test must be done before analyzing the data by using inferential analysis. The normality testing functions to know whether the sample is in normal distribution or not and the homogeneity test is to know whether the data are homogeneous or not. Both normality and homogeneity tests are listed in the following section:

a. Normality Test

Based on the result of normality testing, it was found that the data was in normal distribution because to significance $\alpha = 0,05$ and (df) = 6 – 1 = 5. The data found was χ^2t table = 11,070, meanwhile χ^2t test = 3,52. Because χ^2t test $< \chi^2$table or 3,52<11,070, so, it could be concluded that the data was in normal distribution. (See appendix 10).

b. Homogeneity Test

Based on the result of homogeneity testing, the data found in this study were homogenous because the F_o^2 was lower than F_t^2 at the level of significance $\alpha = 0.5$ (0.05), (See Appendix 11). To be clearer it was listed in the following table

Table 5
The Result of Homogeneity Test

	1	2	3	4				
	75208.33	73790.0833	46875	34347				
	2721.67	1114.91667	377	1865				
S_i^2	247.424	101.356	34.273	169.545				
	2721.667	1114.917	377.000	1865.000	6078.583			
					138.150			
					2.140		χ_o^2	χ_t^2
						2.180	4.260	
				94.160			0	94.1

Based on the result of the calculation above, it could be seen that the χ_o^2 (4.260) was lower than χ_t at the level of significance $\alpha = 5\%$ (9.41). So , $\chi_o^2 < \chi_t$ (4.260 < 9.41). Thus, it can be stated that the data were homogenous.

Hypothesis Testing

After the result of normality and homogeneity tests were found, the hypothesis testing was done. The data analysis was done by using t-test to know the significant difference between pre-test and post-test. The result of hypothesis testing is shown in the following table.

Table 6
The Result of Hypothesis Testing

t-test	t-table	Conclusion
5,94	2.06	H_a was accepted

The obtained t-test was 5.18 where the value of t-table for the degrees of freedom at level of significant 0.05 was 2.06, it means that the alternative hypothesis was accepted and null hypothesis was rejected. Therefore, it can be concluded that Generating Interaction between Schemata and Text strategy was effective in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015.

E. Discussion

In this sub chapter, the present researcher discusses about the answer of the statements of the problem which have been formulated in chapter one; (1) is Generating Interaction between Schemata and Text strategy effective in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015? and (2). To what extent is the effectiveness of Generating Interaction between Schemata and Text (GIST) strategy in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015?

After calculating the data of this research, it was found that there was a significant difference between the pre-test and post-test. It can be seen on the mean scores of pre-test and post-test gained from the same test. The result showed that the mean score of post test was higher than the mean score of pre test.

Based on the result of normality testing the $\chi_{\text{-table}}$ was higher than $\chi_{\text{-test}}$. So, that data was in normal distribution. Meanwhile, the homogeneity could be seen that the calculate F_o is smaller than the table F_t. It can be stated that the data were homogenous.

Furthermore, based on the result of hypothesis testing it was found that the value of t-test was higher than t-table where the value of t-table for the degrees of freedom at level of significant was lower than t-test. These values indicated that the (t-test >t-table). It means that the alternative hypothesis was accepted and the null hypothesis was rejected. Referring to the data, the present researcher concluded that Generating Interaction between Schemata and Text strategy was effective in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2014.

F. Conclusions

Based on the obtained data in the previous chapter, the present researcher comes to a set of conclusion below:

1. The students' mean score of experimental group in post-test was higher than in pre test. It means that the students in post test were better than those in pre test.
2. Generating Interaction between Schemata and Text strategy is effective in reading comprehension for the eighth graders at *MTs NW Pagutan* in the school year 2014-2015 was effective because the result of hypothesis testing showed that the t-test was higher than t-table.

Concerning to the conclusions presented above, the present researcher would like to offer someone suggestions as follows:

1. The headmaster should motivate and support the English teacher to choose appropriate strategy in teaching and learning process, especially in teaching reading comprehension.
2. The English teacher should pay more attention to the appropriate strategy which will be applied in teaching English, especially in teaching reading comprehension for the eighth graders.
3. The eighth grade students should train themselves in reading in order that their reading score was better than before.
4. The further researchers should select an appropriate strategy in conducting another investigation to help the sudents to understand how to comprehend reading English easier.

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