

**THE EFFECTIVENESS OF GIST (GENERATING
INTERACTION BETWEEN SCHEMATA AND TEXT)
STRATEGY ON THE STUDENT'S SUMMARY WRITING SKILL
AT 8TH GRADE STUDENTS OF SMPN 5 PONOROGO
ACADEMIC YEAR 2015/2016**

THESIS



By

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MUHAMMADIYAH UNIVERSITY OF PONOROGO**

2016

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THESIS

**Presented to
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In partial fulfillment of the requirement
For the degree of *sarjana* in English Language Education**

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Ponorogo, 25 July 2016

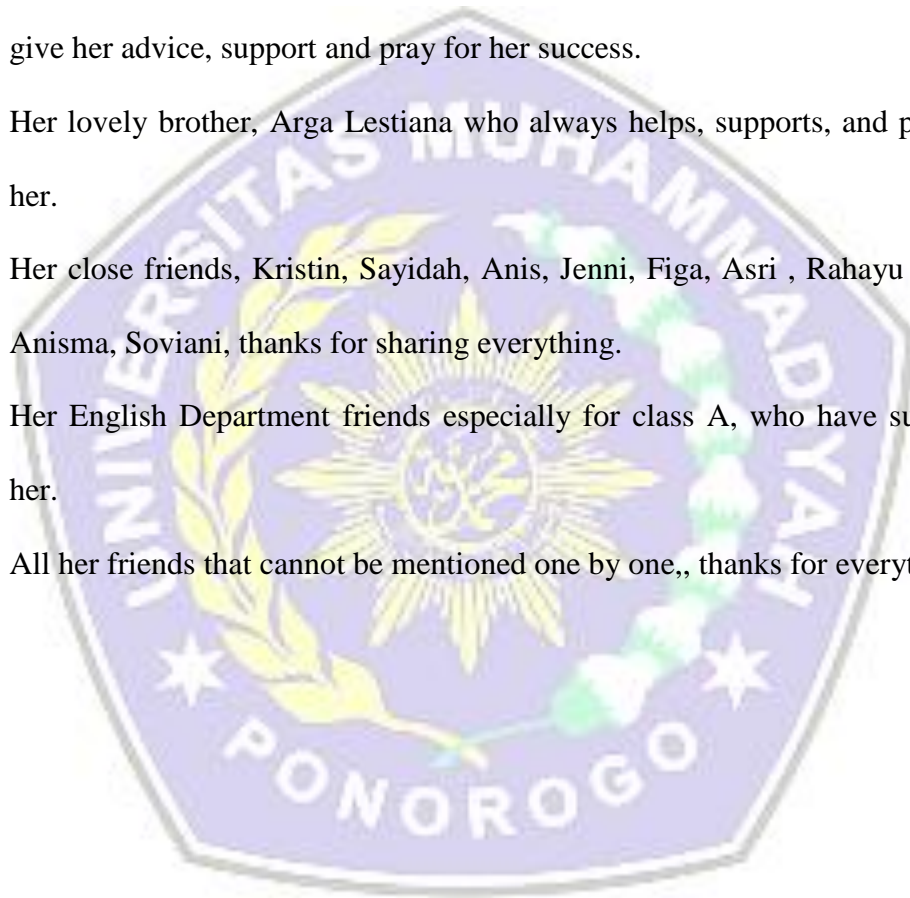


The Writer

DEDICATION

The researcher dedicated this thesis to:

1. Her beloved husband, Mr. Sunandar who always gives her motivation and suggestion. Thanks for the love and prayer that given to her.
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Motto

Life is like riding a bicycle.
To keep your balance, you must keep moving.
(Albert Einstein)

Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world!
(Joel Arthur Barker)



ABSTRACT

Sugiarti, Ratna. 2016. *The Effectiveness of Gist (Generating Interaction Between Schemata and Text) Strategy on The Student's Summary Writing Skill At 8th Grade Students of SMP N 5 Ponorogo Academic Year 2015/2016.* Teacher Training and Education Faculty. English Department. Muhammadiyah University of Ponorogo. Advisors: (1) Risqi Ekanti Ayuningtyas Palupi, M.Pd, (2) Restu Mufanti, M.Pd.

Summary writing is the crucial skill that has to master by the all students. It has two benefits not only writing skill but also reading skill. To develop the students' summary writing skill, there needs to apply the strategy that can help the student to catch the important information of the text. One of the strategies that can be used is Gist strategy. Therefore, the purposes of the research are: (1) To find out whether using GIST strategy is effective on students' summary writing skill at 8th grade students of SMPN 5 Ponorogo in the academic year 2015/2016. (2) To measure how far is the effectiveness of GIST strategy on the student's summary writing skill at 8th grade students of SMPN 5 Ponorogo in the academic year 2015/2016. (3) To measure the students' ability in summary writing after giving Gist strategy at 8th grade students of SMP N5 Ponorogo in the academic year 2015/2016.

The research was conducted at SMPN 5 Ponorogo, East Java from March 2016 to April 2016. The study was quasi-experimental research. The samples of the research were the students of eighth H and eighth I, each class consist of 27 students. The data were gathered from test, questionnaire, and observation. Based on the data analysis, the research findings are: (1) Gist strategy is an effective strategy for teaching summary writing at eighth grade students of SMPN 5 Ponorogo in the academic year 2015/2016. The student's response toward Gist strategy to teach summary writing was claimed positive. The students' activeness during taught by using Gist strategy was good and claimed positive. (2) The measurement of effectiveness of Gist strategy could be seen on the result of test, questionnaire, and observation. The students' average score had differences from pretest 58.8 to 71.8 in the posttest. The result statistical calculation the score of t_t 0.05 was 2.006 and t_t 0.01 was 2.673, meanwhile the score of t_0 was 4.941. Based on the result of questionnaire, the result of entire score was 75.48 %. Based on the observation score, the students who are active in the class that taught by using Gist strategy was 66.67 %. (3) The students' ability in summary writing after giving Gist strategy had good difference, the students' response after giving Gist strategy was positive, and the students' activeness after giving Gist strategy for teaching summary writing was good.

Finally, it can be concluded that using generating interaction between schemata and text (Gist) is an effective strategy to teach summary writing skill on the students of Junior High School, especially for the eighth grade students of SMPN 5 Ponorogo.

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