

ABSTRACT

Utami, Faidah Fitri, 2025. *The Implementation of Generating Interaction Between Schemata and Text (GIST) Strategy in Narrative Texts for 11th Grade Students of SMAN 4 Purwokerto*. Thesis. Supervisor I: Erna Wardani, S.Pd., M.Hum. Supervisor II: Nisa Roiyasa, S.Pd., M.Ed., TESOL. Chief External Examiner: Slamet Riyadi, S.S., M. Pd. External Examiner: Novita Pri Andini, S.Pd., M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Language Education Study Program, Purwokerto.

This research discusses the implementation of the Generating Interaction Between Schemata and Text (GIST) strategy in teaching narrative text at SMA N 4 Purwokerto. This research uses the Generating Interaction Between Schemata and Text (GIST) strategy proposed by Cunningham (1982). This theory focuses on helping students summarize complex information into 20 words or fewer by activating prior knowledge (schemata) to better understand main ideas. This research also combines theories from Maulina, Drajiati, & Zainnuri (2022), Saepudin, Sulistyorini, and Utanto (2019), and Slameto (2010) in Komang Sripioni (2021) to evaluate how students respond to this strategy. The purpose of this research is to determine how the implementation and students' responses regarding the use of this strategy.

A descriptive qualitative method was used in this research, involving 36 students and one English teacher. Data were collected through observations, questionnaires, interviews, and documents. The findings indicated that the GIST strategy was implemented effectively across three main steps: pre-reading, reading, and post-reading. Furthermore, students reported positive responses to the strategy. Descriptive statistics from the student questionnaire results showed that 100% of students liked the strategy and felt it improved their reading comprehension. Furthermore, 97% of students found GIST engaging and expressed a desire to continue using it, while 94% were enthusiastic about summarizing and felt more engaged in class. Approximately 86% of students reported feeling more engaged, focused, and confident in their reading abilities. In conclusion, the implementation of the GIST strategy is very suitable for narrative text, effectively increasing student engagement and meeting students' comprehension needs.

Keywords: *GIST strategy, narrative text, reading*

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Penelitian ini membahas implementasi strategi Generating Interaction Between Schemata and Text (GIST) dalam pengajaran teks naratif di SMA N 4 Purwokerto. Penelitian ini menggunakan strategi Generating Interaction Between Schemata and Text (GIST) yang dikemukakan oleh Cunningham (1982). Teori ini berfokus pada membantu siswa meringkas informasi kompleks menjadi 20 kata atau kurang dengan mengaktifkan pengetahuan sebelumnya (skema) untuk lebih memahami ide utama. Penelitian ini juga menggabungkan teori dari Maulina, Drajati, & Zainnuri (2022), Saepudin, Sulistyorini, dan Utanto (2019), dan Slameto (2010) dalam Komang Sriponi (2021) untuk mengevaluasi bagaimana siswa merespons strategi ini. Tujuan penelitian ini adalah untuk mengetahui bagaimana implementasi dan respons siswa terkait penggunaan strategi ini.

Penelitian ini menggunakan metode kualitatif deskriptif, melibatkan 36 siswa dan satu guru bahasa Inggris. Data dikumpulkan melalui observasi, kuesioner, wawancara, dan dokumen. Temuan menunjukkan bahwa strategi GIST diimplementasikan secara efektif melalui tiga langkah utama: pra-membaca, membaca, dan pasca-membaca. Selanjutnya, siswa melaporkan respons positif terhadap strategi tersebut. Statistik deskriptif dari hasil kuesioner siswa menunjukkan bahwa 100% siswa menyukai strategi tersebut dan merasa strategi tersebut meningkatkan pemahaman membaca mereka. Lebih lanjut, 97% siswa menganggap GIST menarik dan menyatakan keinginan untuk terus menggunakannya, sementara 94% antusias dalam meringkas dan merasa lebih terlibat di kelas. Sekitar 86% siswa melaporkan merasa lebih terlibat, fokus, dan percaya diri dalam kemampuan membaca mereka. Kesimpulannya, implementasi strategi GIST sangat cocok untuk teks naratif, secara efektif meningkatkan keterlibatan siswa dan memenuhi kebutuhan pemahaman siswa.

Kata Kunci: *membaca, strategi GIST, teks naratif*