

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter summarizes the research findings and how these results answer the research questions related to the implementation of the Generating Interaction Between Schemata and Text (GIST) Strategy in Narrative Texts for Grade 11 Students of SMAN 4 Purwokerto. This chapter also provides several suggestions and recommendations for future researchers, teachers, and educational practitioners interested in implementing this strategy.

#### 5.1 Conclusions

From the research that has been conducted at SMA N 4 Purwokerto regarding the implementation of GIST strategy in narrative text, the researcher has drawn two main conclusions:

1. In applying the GIST strategy, there are several steps that must be followed.

The first begins with pre-reading, which is the preparation stage. The teacher prepares the material and then asks students to make initial identifications from the narrative text provided. The second stage is reading, which is the core stage of implementing this GIST strategy. At this stage, students begin to identify the main idea of each paragraph. Then, finally, the post-reading stage, where students present the results of their summaries, and the teacher provides feedback to students if their summaries are still inaccurate. Furthermore, overall, this strategy enables students to gain an

easier understanding of narrative texts and supports their ability to find the main idea.

2. Students' responses in class when implementing this strategy were also positive. Students became more enjoy, active, and motivated to learn. Despite some existing problems, such as a lack of vocabulary, the implementation of this strategy worked well. The results of the questionnaires completed by students also showed their interest in using this strategy not only in narrative texts but also in other texts.

## 5.2 Suggestions

Based on findings and discussions, the implementation of the GIST strategy in narrative text for 11<sup>th</sup> grade students has been carried out well. However, Researchers have made several suggestions that can be implemented by teachers, students, schools, and future researchers.

### 5.2.1 For the Teacher

The teacher is encouraged to continue developing the GIST strategy in teaching reading. The teacher should provide students with more frequent practice in generating main ideas and summarizing. Furthermore, to maintain student enthusiasm, teacher need to innovate the presentation of GIST by integrating it with visual or digital media, such as asking students to present their GIST summaries in the form of infographics or mind maps. Finally, due to the success of this implementation, the teacher is encouraged to share their GIST practices with other teachers so that this strategy can be adopted and provide broader benefits for other teachers and students.

### **5.2.2 For the Students**

Students are expected to fully utilize the GIST strategy to improve their reading comprehension. They must actively participate in every stage of the learning process, from pre-reading, reading, and post-reading. Furthermore, students can improve their vocabulary to better understand the text. Finally, students are encouraged to use teacher feedback to refine the implementation of this strategy.

### **5.2.2 For the School**

Schools are encouraged to take steps to ensure the sustainability and expansion of this good practice. First, schools are encouraged to adopt GIST as a recommended reading strategy in text-intensive subjects. Second, schools can facilitate teachers who have implemented this strategy to conduct outreach to other teachers about its benefits and how to implement it. This will ensure that the use of this strategy can also benefit other teachers and students.

### **5.2.3 For the Other Researchers**

For future researchers, this research will hopefully be used as a reference for further research. Because the focus of this research is on the implementation of GIST strategy in narrative text, the next researchers can conduct similar research with a different focus, or compare the differences in effectiveness of using this strategy with other texts. For example, examining the effectiveness of GIST on other types of text, or conducting comparative research to compare the differences in effectiveness of GIST strategies with other summarization methods in improving student comprehension.