

**GIST STRATEGY IN TEACHING RECOUNT TEXT FOR
STUDENTS IN WRITING SKILL AT SMPN 8
MAKASSAR**

SKRIPSI

MIKAH SUMALU

4515101004

UNIVERSITAS

BOSOWA



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
MAKASSAR
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**Presented to the Faculty of Teacher Training And Education in partial
fulfillment of requirement for the degree of S.Pd (s-1)**

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By

MIKAH SUMALU

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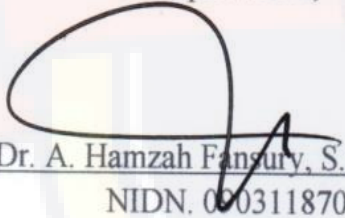
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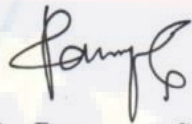
Had been defended in front of Skripsi Examination Committee
August 18th, 2022

Approved by:

Supervisor I,

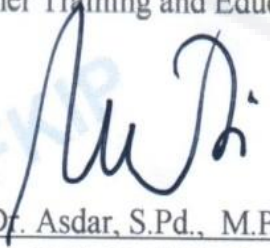

Dr. A. Hamzah Fansury, S.Pd., M.Pd
NIDN. 0003118701

Supervisor II,



Dr. Rampeng, S.Pd., M.Pd
NIDN. 0916047806

Under the cognizance of,

Dean Faculty of
Teacher Training and Education,


Dr. Asdar, S.Pd., M.Pd
NIK. D. 450375

Head of
English Language Education Study Program,


Asyrafunnisa, S.S., M.Hum
NIK. D. 450451

PERYATAAN KEASLIAN SKRIPSI

Saya yang betandatangani dibawah ini:

Nama : Mikah Sumalu
NIM : 4515101004
Judul Skripsi : GIST Strategy in Teaching Recount Text for Students in Writing Skill at SMPN 8 Makassar

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ABSTRACT

MIKAH SUMALU, 2022. *GIST Strategy in Teaching, Recount Text For Students in Writing Skill at SMPN 8 Makassar.* Skripsi of English Language Education Study Program, Faculty of Teacher Training and Education at Bosowa University (Supervised by Fansury and Rampeng)

The aim of this research was to find out if there is a significant difference before and after being taught GIST strategy in recount text for students in writing skill especially in summarization at SMPN 8 Makassar in the academic year 2021/2022.

The data were collected through two tests, pre-test and post-test. The population of this research was students of SMPN 8 Makassar 2020/2022 academic year and the sample of this research was 33 students. Then the data collected by using writing test which was applied in pre-test and post-test, and the treatment was given before the post-test in treatment carried out using GIST Strategy. The process of this research took four meetings. The result of this study was analyzed by using Paired Sample Test on SPSS 26.

According to the result of this research using GIST strategy could increase students' writing summary. It was proven by the result of Paired Sample Test on pre-test and post-test scores, which show the value sig. (2-tailed) is 0.00. Therefore it means that there is a significant impact in this research using GIST strategy to increase students' writing Summary.

Keywords: Wrting Summary, Recount Text, GIST

ABSTRAK

MIKAH SUMALU, 2022. *GIST Strategy in Teaching, Recount Text For Students in Writing Skill at SMPN 8 Makassar.* Skripsi Pogram Studi Pendidikan Bahasa Inggris, Fkultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa. (Dibimbing oleh Fansury and Rampeng)

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan sebelum dan sesudah diajarkan strategi GIST pada teks recount untuk keahlian menulis siswa terkhusus dalam peringkasan pada siswa SMPN 8 Makassar.

Data dikumpulkan melalui dua tes, pre-test dan post-test. Populasi dalam penelitian ini adalah siswa SMPN 8 Makassar tahun ajaran 2021/2022 dan sampel dalam penelitian ini adalah 33 siswa. Data yang dikumpulkan menggunakan tes Penulisan dimana melalui pemberian pre-test dan post-test, dan treatment diberikan sebelum post-test dengan menggunakan strategi GIST. Proses dari penelitian ini mengambil empat pertemuan. Hasil penelitian ini dianalisis dengan menggunakan Paired Sample Test pada SPSS 26.

Menurut hasil penelitian ini menggunakan strategi GIST dapat meningkatkan ringkasan menulis siswa. Hal ini dibuktikan dengan hasil uji Paired Sample Test pada nilai pre-test dan post-test yang menunjukkan nilai sig. (2-tailed) kolomnya adalah 0,00. Oleh karena itu berarti ada pengaruh yang signifikan dalam penelitian ini menggunakan strategi GIST untuk meningkatkan menulis ringkasan siswa.

Kata kunci: penulisan ringkasan, Teks Recount, GIST

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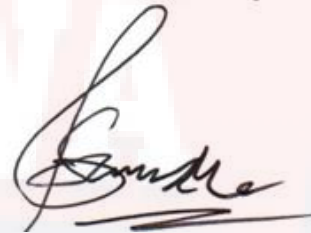
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Finally, with fully aware, there are still many weaknes in this skripsi. Therefore, the criticisms, comments, correction and suggestions for the readers are expected to enhance this skripsi. This skripsi is presented to English Education Study Program of Bosowa University.

Makassar, 7 July 2022



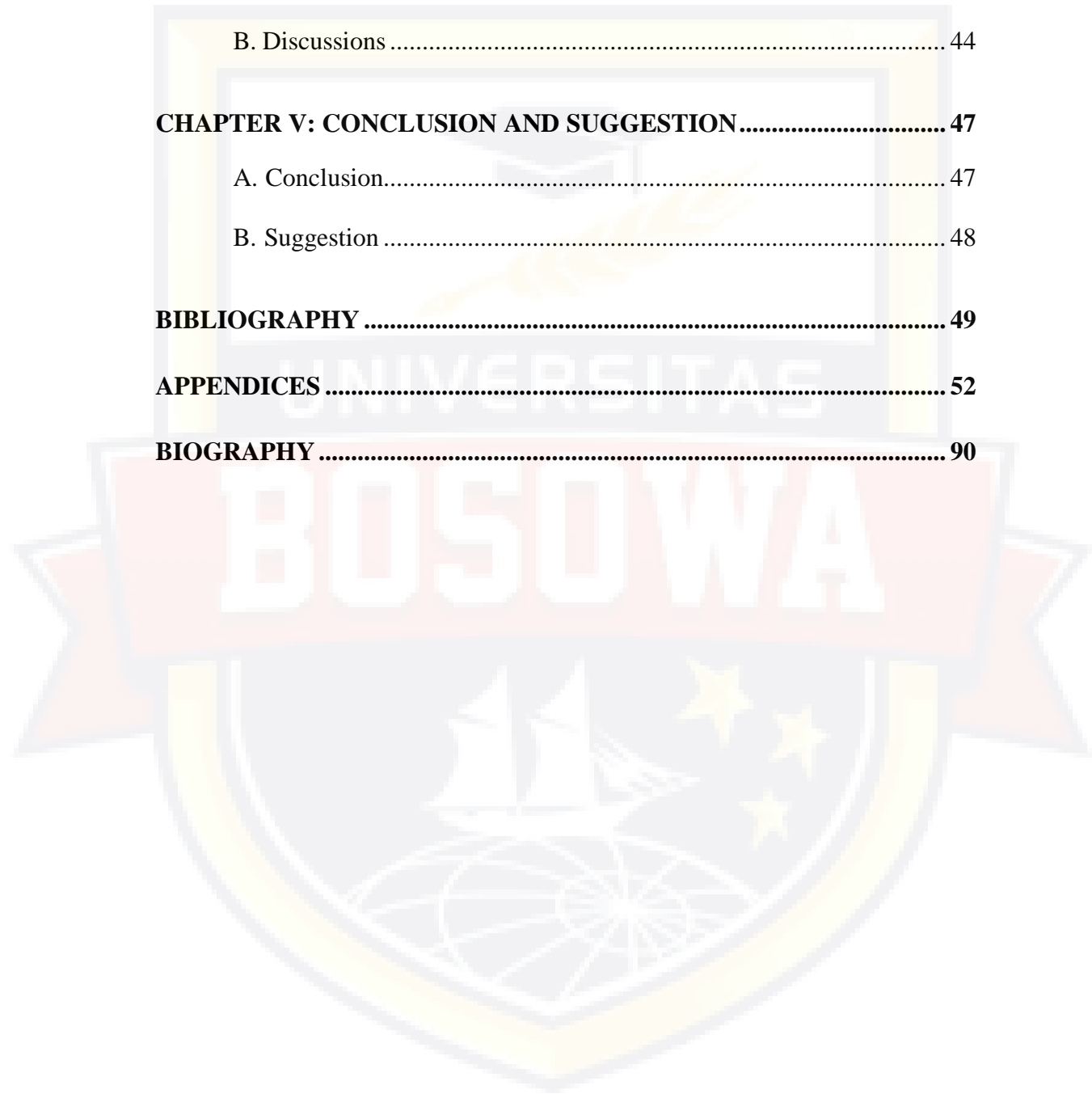
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CHAPTER I

INTRODUCTION

In this chapter will present and discuss background, Identification of the problem, limitation of the problem, formulation of problem, objective of the research, and significant of the research. It can be seen in following describing.

A. Background

In human life language has an important role, people use language to communicate with each other. By language, we will get information and some knowledge nevertheless people use it such as a way to speak to each other and express their ideas, feeling, opinions, wishes, and thinking. According to Algeo (2010:1), “many people around the world use English for their purposes to communicated, English has become the most widespread language than any other language on the earth. English language is generally used as an international language for communication among people from different country backgrounds all around the world. In other words, English is a global language. Which can be used for communication with native-speakers and non-native-speakers worldwide.

In Indonesia, we use English as a foreign language. As a foreign language English is used informal settings, such as we use English for academic purposes. It means that English in Indonesia is not used daily and it is learned merely at school as one of the subjects in school. There are four skills in English, namely listening, speaking, reading, and writing. These skills are connected with one another and equally important. Because of that, students should be able to know

all of the skills but the fact showed that some of the students get difficulty to learn English especially in writing skill. According to Euis and Riski (2015: 24) said several people have difficulties in writing because it is different from speaking in terms of the complexity of the writing process and interrelationship of its components. Starting the paragraph, considering within the diction further as grammar, developing the idea which must be relevant, and also having the communication in written text are the complicated things that will be faced by the writer. Writing is seen to be the most difficult skill.

According to Rokha (2019: 53) state that, writing seems often felt difficult and complicated. It is caused by some factors that influenced the students in mastering writing skills. Recount text is one of common text types that used in writing. There are some problems faced by students in writing recount text. The problems include errors in grammar, organization, content, vocabulary, and spelling. The following problem came out in the part of content and vocabulary. It took place when students demonstrated to state the main idea and include supporting details as well as to care of diction in composing recount text paragraph. Moreover Nurkholija and Hafizh (2020: 476) stated, the students' knowledge and understanding in writing recount text was the students were difficult in elaborating ideas. Teaching strategies have become an important aspect of the teaching and learning process.

In fact, many students in SMPN 8 Makassar have a lack in writing because the text they have to write is not connected to some scheme. They also

did not know what tense they should use. Their lack of interest in writing is due to their difficulty in connecting the scheme of writing with what will be written.

Selecting the suitable method enables teachers and students to achieve the learning goals. In addition, the use of appropriate strategies can motivate students in the learning process of writing. There are many strategies that teachers can use in teaching writing. Writing strategies assume an important role in teaching writing skills.

GIST is a strategy used for supporting reading comprehension, reading informational text, and summarization. As mentioned by Margot (2007: 103) GIST strategy is a strategy developed by James Cunningham as a strategy for helping students to learn how to choose the most important from the text.

Cunningham in Zaim (2018: 21) state that GIST is the summarizing strategy, summarizing obliges students to focus on the main idea of the text and to decide whether it is essential in the text without avoiding key ideas. Comprehending the main idea is important for students because discovering the main idea students can understand the text easily.

Therefore GIST strategy is strategy for summary, that students focus on the main idea of the text and decide to find the important without anything key ideas. Base on the explanation, the researcher focuses on GIST strategy in teaching recount text for students in writing skill at SMPN 8 Makassar.

B. Identifications of the Problem

The identifications of the problem in this research are:

1. Several students in SMPN 8 still have lack in writing recount text
2. The students in SMPN 8 felt bored when they are reading a text
3. Students in SMPN 8 have difficulty in summarizing text

C. Limitation of the Problem

Based on the background and problem statement, the research observed the students in class VIII.9 at SMPN 8 Makassar. The researcher focused on the GIST strategy in writing recount text.

D. Formulation of Problem

Based on the background of the problem mention previously, the formulation of the problem was there any difference of students' writing before and after being taught through gist strategy in teaching writing of recount text at SMPN 8 Makassar?

E. Objective of the Research

The objectives of this research to find whether there was a difference of students' writing before and after being taught through gist strategy in teaching writing of recount text at SMPN 3 Makassar.

F. Significant of the Research

1. Theoretical

The result of the research can be useful in education. Especially in teaching and learning process of English language which can be related with gist strategy in teaching recount text in writing skills.

2. Practical

a) Teacher

The results of this research are expected to give information to the English teacher about the way gist strategy in teaching recount text in writing skill.

b) Student

The results of this research are expected to give a solution for students in learning especially in writing activity.

c) For the institution

The results of this research are expected to give contribution in fulfill the demand of English curriculum.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains the Theoretical review, The Previous Related Research Finding and conceptual framework.

A. **Theoretical Review**

1. **Definition of Writing**

Writing is a kind of skill that expects the students to produce a text by using English. Mayers (2005: 2) state that writing is the way to create language, which you do naturally when you speak. Writing is speaking to others on paper or the computer screen. Writing is partly a talent; but it is mostly skill, and like any skill, it is improving with practice.

According to Hynes and Zacarian (2010: 91), Writing is the one of significant skill to be mastered by the students learning to write concern being able to communicate and convey ideas meaningfully. Students use it to communicate to each other, as a means of thought and emotional expression, because when they write their ideas and emotions creatively, they are communicating on paper in their merely way and purpose. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising them.

Alsamadani (2010: 55) said that writing is challenging and hard to process as it includes multiple skills. Writing is difficult skill for native and non-native speakers alike as students should make a balance between some issue such as content, organization, audience, vocabulary, punctuation,

spelling and mechanics. Writing is a process, not a product. It means that a composition is never complete it is always possible to be reviewed and revised many times.

Writing is a way of communicating with others through writing, therefore everything should be clear. Contrary to speaking, we put the message in writing that we need to understand the message of communication through non-verbal language, and facial expressions. The author should be able to make the reader understand the message. Writing a good text is a complicated process. Must be able to write grammatically correct sentence and organize them logically into paragraphs and essay. Writing can also be defined as both physical and mental activity that aimed to express and impress. The actions of writing focus more on the act of inventing ideas, thinking about how to describe and organize them into statements and paragraphs that enable a reader in understanding the thought of the written word.

2. The characteristics of Written Language

Brown (2001: 341-342) stated that various characteristics of written language that distinguish it from spoken language. The characteristics are described below :

a. Permanence

Writing is permanent. Once the writers finish their writing, they can not re-edit their writing. So, a thorough refinement and revision are needed before the final draft is submitted.

b. Production time

Time limitation is one of the significant issues in writing, especially in an educational context. A sufficient length of time will affect the production of good writing and vice versa. When the time is given is not sufficient, the writers may produce a messy text. Therefore, sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

c. Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here, may mean a range between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience's general knowledge and write from the perspective of the target audience.

d. Orthography

Writing systems are not easy, especially in languages with different spellings than the writer's native writing system.

e. Complexity

unlike spoken language, which tends to have short phrases and forms, written language tends to have long phrases with more complex forms. Therefore, authors must write, coherently, and coherently to convey their message to the reader.

f. Vocabulary

Written English has a wider variety of vocabulary items than spoken English. Vocabulary items used in the text may have different meanings depending on the context in which they are embedded. Therefore, authors need to learn and benefit from a large number of English words.

g. Formality

Formality refers to the convention of rules intended for a particular written message. Different writing purposes require differential linguistic forms to follow.

Everything should be vivid because writing is a way of written communication. In other words, writers need to ensure that their writing has already served a purpose so that the target reader can clearly understand the message before they finish writing.

3. **Types of Writing Performance**

Four categories of written performance that capture a range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area (Brown, 2003: 220)

a. Imitative

Written language learners need to master the skill of letters, words, punctuation, and the main task of writing shorter sentences. This category includes the ability to correct spelling and recognize phoneme-grapheme

correspondance in english spelling system. This is the level when learners attemp to master the mechanics of writing. At this stage, form is the primary focus, not exclusive, while context and meaning are secondary.

b. Intensive

Beyone the essential of imitative writing, it can generate appropriate vocabulary within context, idoms, collocations, and correct grammatical features down to sentence length. While meaning and context are somewhat important in determining correctness and relevance, most evaluation task focus on formality and almost tightly controlled by test design.

c. Responsive

The assessment task require learners to apper in a limited level of discourse, link sentece into single paragraphs, and creat logically connected sequences of two or three paragraphs. Task respond to educational specifications, catalogs of standards, structures, and other specifications. Types of writing include short stORIES, descriptions, short reports, lab reports, executive summary, short answer to readings, and intepretation of charts and graphs. Under certain conditions, authors begin to exercise freedom of choice between alternative form of expressing ideas. The author masters the basic of grammar at sentence level, placing more emphasis on the discourse conventions used to achieve the goals of the written text. Form-focused attention is primarily at the discourse level, with context and meaning.

d. Extensive

Extensive writing mean successfully managing all processes and strategies of writing for any purpose, ranging from essays, term papers, report of large research project or the length of dissertation events. Author strive to achieve their goals, to organize and develop ideas logically, use detail to support or explain ideas, to demonstrate syntactic and lexical diversity, and often to the emphasis is on being involve in the process of creating multiple drafts to achieve the final product. The emphasis on grammatical form is limited to occasional draft editing or proofreading.

4. Micro and Macro Skill of Writing

Brown (2003: 220-221) said there are some micro- and macro skills of writing. The micro skills are as follows:

- a. Creating English graphemes and orthographic patterns.
- b. Create writing on purpose with efficient speed.
- c. Producing an acceptable word stems and use appropriate word order structure.
- d. Use acceptable grammatical systems (tenses, consensus, plurals, etc.), patterns, and conventions.
- e. Expressing specific meaning in various grammatical forms.
- f. Use of coherent means in written discourse.

The macro skills of writing are as follows:

- a. Use the linguistic forms and provisions of written discourse.

- b. Appropriately fulfills the function of communicating written texts according to form and purpose.
- c. Mediation of connection and connections between events such as main ideas, supporting ideas, new information, given information, generalization, illustration, and transmission of such relationships.
- d. Distinguishing between implied meanings and literal when writing.
- e. Correctly conveying culture-specific references in the context of the written text.
- f. Developing and use a variety of writing strategies, such as accurately assessing the audience's interpretation, use prewriting devices, write first drafts fluently, use paraphrases and synonyms, seek feedback from colleagues and instructor and use the feedback to revise and edit.

Teaching writing means teaching the micro and macro skills of writing. Therefore, teacher should provide activities and materials that covers these micro- and macro-skill to enable students to be productive and successfully produce text.

5. Writing Assessment

According Jacob in laras (2017: 30) state that, there are five components to measure writing test:

a. Content

Measuring the content of written products is not easy. To make it easier for teachers and rates to count them. He Applies some

descriptors. Knowledgeable substantive and relevant to the assigned topic through the development of the dissertation.

b. Organization

In organization, six description have to take in well-written text. They are fluent expression, ideas clearly stated or supported, succinct, well-organized, cohesive, and logical sequencing.

c. Vocabulary

The writers require to enrich their vocabulary to improve the quality of their writing. But it's not enough if you haven't chosen the appropriate vocabulary for the text. Jacob divides vocabulary into his four descriptors. Detailed coverage, effective word or idiom selection and use, word-form commands and appropriate registers.

d. Language use

Language use consists of eight descriptors; effective complex constructions, tenses, number, words order/function, agreement, articles, pronouns and preposition.

e. Mechanics

Mechanics are description about the punctuation, spelling, capitalization, paragraphing, and handwriting description of written product. Used as a basic for evaluating configuration profiles.

Assessing student writing is a process. Assessment of student writing and class performance should occur at different stages of the course and can take a variety of forms.

6. The kinds of writing

According to Dirgeyasa (2014:3) claims that, the kinds of the text in writing, there are some. As follow:

a. Descriptive text

A text that outline or illustrate the object, person or idea by his/her eyes physically.

b. Narrative text

Texts that entertain, amuse, and treat current or different experiences in many ways. Stories deal with problematic events that lead to crises or turning points that find solutions.

c. Recount text

A text that retelling or recounting of an event or an experience in the past.

d. Report text

Text that describes how things described around us. We usually talk about natural or non-natural phenomena and even social phenomena.

e. Explanation text

Text explaining the process of creation. This genre explains why an object exist as it is how it works.

f. Discussion text

Text presenting problematic discourse. ‘ this issue has been discussed from different angles.

g. Procedure text

Text that discusses and explains how something work or done.

Procedural text is the text intended to describe how something is accomplished through a series of action or steps.

h. Hortatory explosion text

A type of English text that belongs to the discussion class.

i. Analytical exposition text

Text dealing the author's thoughts on surrounding phenomena. In this genre, writers often compare opposing viewpoint, analyze dissents, and conclude with overching or coherent arguments.

j. Anecdote text

Text sharing with others a story about of an unusual or amusing incident.

k. Comment text

A text that uses analysis and interpretation to find a patterns of meaning in events, trends and ideas.

l. News item

A text that inform about daily events and real factual happenings in human life.

m. Book review

A description and an evaluation of a book. It should focus on the books' purpose, contents and authority.

n. Spoof text

Text that tells a funny incident or event that has happened in the past.

o. Critical review

The summarization and evaluation of the ideas and information in an article.

Base on the statements above, there are 15 kind of writing in English however in this research, the researcher focus on recount text. The researcher choose this text because there sre some students have a lack in understanding the text.

7. Definition of Recount Text

According to Djuharie (2019: 41) Recount text is a type of writing whose is related to events, happening, or activities that feel a person or a persons' goes through. The purpose of a recount text is to inform or entertain.

Form the text above, it can be concluded that a recount text is a spoken or written text, which is used to tell the other people about the events that happened in the past. The generic structures of recount text are orientation, event, and re-orientation. It is one kind of text that we have been learned by students when they were in junior high school.

8. Generic Concept of Recount Text

Recount text is the text in sequent of events and relate to what had happened. According to Hylan (2004: 29) “There are three generic structure of recount”. As follow down below:

a. Orientation

Present settings and creat attendees. Provides “who”, “where”, and “when” information. Describe what happened in chronological order.

b. Record of events

Tell what happened, in chronological order. Personal comments and evaluative remarks are interspersed throughout all recorded.

c. Re-orientation

Optional–End Events. This completes the chain of events.

Expired Free Ticket

Orientation { Last week I went to the theater. It was the only theater at my town. I had one free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theater. So that, I just wanted to come and see if there was any good movie.

Event { I parked my motorcycle at the parking area and I walked slowly at the hall of the theater. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.

Re-orientation { I went home and I was very disappointed about that.

Base on the elucidation upon, the researcher deduce that generic structure of recount text consist of orientation, event and reorientation. The orientation tells about who is involve, what happen, where the event took place and why it happend. Event tell about the structure of what happen. Reorientation is the conclusion. Generic structure is the structure that build the entire text.

9. Types of Recount Text

As stated by Tandukklangi, Siam and Tahir (2013: 104), there are there types of recount text, such as we can see down below:

a. Personal recount

An activity experienced by the writer or speaker. This can be as simple as an oral such as a letter and diary.

Orientation I spent my last summer in Seoul, South Korea. I went there by myself for a four days solo trip.

Events On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked into the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food and went around the neighborhood. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I

went back to the hotel at 10 PM and immediately went to sleep.

On the third day, I went to the Korean Demilitarized Zone or DMZ. DMZ is a border barrier that divides South Korea and North Korea. I also went to Dora Observatory. From here, we can see how North Korea looks like through binoculars.

I spent the 4th day walking around Myeondong and buy some stuff and souvenirs for my family and friends. I went to the airport at 3 PM since my flight is at 5 PM.

Re-Orientation I have a fantastic experience in South Korea, especially get to see directly how the Korean Peninsula is. It's a great trip.

b. Factual recount

Write down the specifics about something that has happened. This could be the form of historical recount, a traffic report, a science experiment, and a sport report. For an example as below:

Title Man charged with pushing an old woman down the bus.

Orientation SINGAPORE - The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court.

Twenty-five-year-old Ong Kok Hao is accused of

hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

Events

Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus.

The incident was captured in a two-minute video and uploaded on YouTube.

The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.

A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus.

Re-Orientation

Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December.

c. Imaginative recount

It leads on an imaginary role and creates imaginary details but places them in a realistic context for instances. For example we could see down below:

Orientation

I had my most memorable adolescence when I was fourteen.

Events I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back.

Re-Orientation That was my bad experience with adolescence, though there were still lots of good experiences too.

Through the explanation above, In this research, the researcher centralize on the personal recount text therefore the students will make a summary from it.

10. The Definition of Gist

Kris (2020:1) stated that Summarizing means that distinguishing the main idea and most essential occasion, then write a short define outline that features solely those key ideas and details. A decent summary is terse and directly. Summarizing is a significant skill for students to

learn, however several students realize it difficult to pick out the important facts while not providing an excessive amount of detail. The following easy summarizing strategies will assist your students to choose the correct details from the text and writing about them clearly and concisely. An effective summary is when ideas connect and why do they matter to signified, it doesn't just inform source information (Jullia, 2020).

Generating Interaction between Schemata and Text (GIST) as essence of something is spoken and written. It also interaction between one exist knowledge (schemata) and the content of the text. GIST stands for Generating Interaction between Schemata and Text. It is summarizing strategy. Applying appropriate teaching in the classroom is necessary wherefore the students be easy and fun in the class. One of the decent teaching strategies for reading and summarizing comprehension is GIST strategy. Cunningham. J firstly introducing the strategy in 1982. GIST strategy focuses on summarizing. Mikulecky (2003: 141) defines summarizing as the process of retelling the significant parts of a text in a much shorter form. Summarizing is also an important skill when studying

Futuremore Novi (2018: 21) said that The purpose of GIST procedures are to force students to discard unneeded and unimportant information. In order that they will specialise in what's important for them, to understand, to recollect and assist students in learning to write, organized and concise summaries of the reading. In different word, GIST is one in all reading strategy that is through-about helpful to enhance

students' comprehension through write a summary of their reading. Teaching students to summarize what they read is otherwise to improve their overall comprehension of text. In this case, students' schemata and text are two variables that increase students' accomplishment in writing comprehension.

According to Sari (2018: 21) GIST strategy aid students delve to write organized and brief summaries. This strategy technique, comple students to find necessary and important information so that they may focus, understand and remember about the text they read. In addition Sinuraya, et al (2021: 170) state that, This strategy will increase the reading understanding and writing a summary. The objective of the GIST strategy to involves students' summarizing, make essential matters, and utilize them to establish a summary statement of fifteen words or less.

Once they using GIST, students have to be compelled take a way unimportant information, choose the vital information, and generalize their words. The GIST strategy facilitates comprehension by students to shorten long texts so that they can summarize long texts and insert ideas into them. Hornby in Novi (2018: 21) said that GIST strategy as a significant of something spoken or written. It additionally such as an interconnection method among one exist knowledge schemata and content of the text.

a. Schemata

Knowledge to understand the structure of what you read is known as schema. A schema is a prevalent idea of a set of equal and concerned concepts, In other words schema theory describes how written material is understood.

A schema is an existing knowledge structure in memory (Yule, 1996: 85). Our ability to automatically arrive at an interpretation of what is not written or said must be based on existing structures of knowledge. These structures act like familiar patterns from previous experiences that we use to interpret new experiences. The most common term for such as pattern is a schema (plural, schema).

Schema play an effective role in understanding words. With schema, you don't need to think twice or automatically in most everyday situation. That's all you need. Students could rapidly organize new perception into schemas and might apply it to increase their reading and summarization. Schemata are multiple contrary and relevant, schemata are applied to the similar information. Schemata are usually thought to own grade of activation, which might unfold associated with schemata.

b. Text

A text is a significant language unit in an exceedingly context. A linguistic unit is phoneme or morpheme or a phrase or a clause, or a sentence or a discourse. Significant is a packed with meaning.

A text is a few spoken and transcription. A spoken text is any which means spoken text, a written text is any meaningful written text. It can be an announcement, advertisement, book, paragraph, instruction, essay, article, and etc.

11. The Purpose of Generating Interaction between Schemata and Text (GIST)

Generating Interaction between Schema and text (GIST) furnish students with an opportunity to identify key vocabulary and summarize key information in summary statements to demonstrate the GIST of reading. Summarization strategy that will enhance students' abilities to apprehend and summarize is GIST. It establishes awareness the "part" suit together to make the "whole". This strategy teach students the way to differentiate between what is essential and what is not, and the way to cluster similar concepts.

General Interaction between Schemata and Text (GIST) strategy facilitate students synthesize information. Another paramount thinking skill that involve analyzing and identifying key concepts. In short this strategy has great advantages in understanding, ultimately retaining, and retrieving information from text, and is particularly suitable for restating information in recount texts.

12. Tips for Good Writing

There are four tips for composing a great summary whether you're summarizing an event, novel, play, or newspaper article. For a few tips about to type in a great summary (Master Class, 2021), such as we can see underneath:

a. Discover the main idea

Summary distill the source material down to its most important point to inform the reader. Choose the major point you need to transmit to reader, and utilize your limited sentence wisely. Make notes to help outline your thought in an organized manner.

b. Maintain it brief

Eliminate redundancies or repetitive text to keep your paragraph clear and concies. Keep it short and directly.

c. Write sans judgment

If you're summarizing a creative text or piece of media, gathering and compression the significant output. Write outline in your own words, and avoid adding your opinion.

d. Make sure it go along

Transition are improbably useful once it comes to buiding momentum in your writing. Connect your sentence with transition words, confirm they flow.

B. The Previous Related Research Finding

In this research the writer takes some previous studies. The first study is entitled “The Effectiveness of GIST (Generating Interaction between Schemata and Text) and KWL (Know, Want to know and Learned) Strategies on Students English Literacy Toward Learning Motivation.” Written by Aep Saepudin, Sri Sulistyorini and Yuli Utanto. The analysis has purposed to (1) analyze the effectiveness of learning methods within the ability of English accomplishment, (2) analyze the motivational learning influences the students towards English literacy ability, (3)analyze English literacy uses GIST strategy and KWL strategy towards learning motivation. The results showed that mistreatment GIST strategy was more practical on English literacy than KWL strategy. GIST strategy assist students in shorting and choosing vocabularies for classifying the vital info, thus that it could conclude information to facilitate the understanding.

The second study “The Effect of Generating Interaction between Schemata and Text (GIST) Strategy on Student’s Achievement in Writing Narrative Text.” which written by Sunita Sari. In her study, she used experimental group and control group. In the experimental group was taught by using GIST strategy while the control was taught without gist. Therefore, the result show that teaching writing achievement in narrative text by using GIST strategy has more significant effect the without using GIST strategy.

Through the studies above the writer is interested in using Gist strategy in her research as a strategy. Therefore, in this research the writer brings

toward teaching recount text using GIST strategy in writing skill. And conduct a research entitled “GIST Strategy in Teaching Recount Text: Solution for EFL Students in Writing Skill at SMPN 3 Makassar”.

C. Conceptual Framework

The conceptual of framework of this research is given in the following diagram.

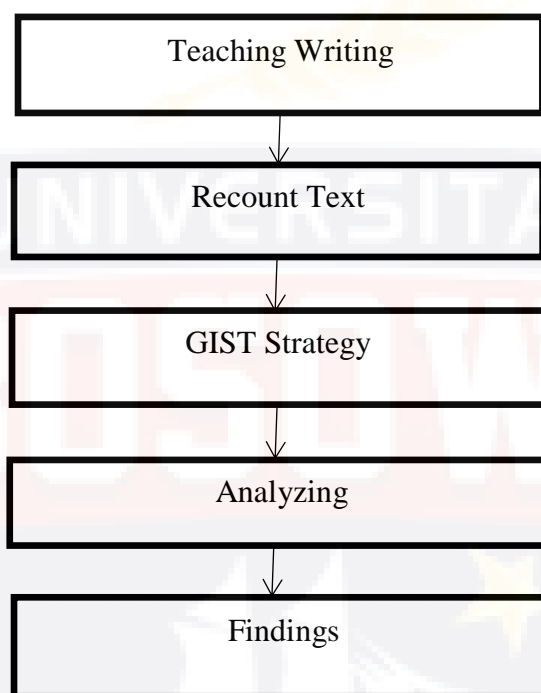


Figure 2.1 Conceptual Framework

Writing process can help students to extend their ability to think critically. Therefore, writing is the cognitive work of investing ideas, considering a way to expressing and organizing them into statement and paragraph that may obvious to reader. One of kind of writing is recount text. Recount text is a text that tell about the events or experience happened in past. one of the strategies that English teacher can use to solve their students' ability in writing summary is the “Generating Interaction between Schemata

and Text” strategy. This strategy make students writing easier. This is because students have to create interactions between schema and text in the process of writing as much as in the process of reading. This strategy additionally teaches you way to tell apart between necessary and unimportant ideas, and the way to cluster similar plans together. This strategy is particularly helpful once making attempt to speak main idea and supporting details. Using GIST to see the ability of students to understand text and find out the key ideas.

The main purpose of using GIST strategy with students is to help them learn to write summaries that are both accurate and well-organized. 2) Help teachers and students identify key concepts. 3) Think about the content of the lesson. 4) Distinguish between essential and non-essential information. As students move toward independent integration of the strategy, teachers should give them opportunities to create and revise it, and review their own summary after reading.



CHAPTER III

RESEARCH METHOD

This chapter consisted of design of the research, time and location of the research, research variable and operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Design of the Research

In this research, the researcher used pre-experimental pre-test and post-test design.

Pre-test	Treatment	Post-test
O1	X	O2

Where: O1: Students' pre-test

X: Treatment

O2: Students' post-test

(Arikunto 2010: 33)

B. Time and Location of the Research

The location of this research took place at SMP Negeri 8 Makassar on Batua Raya streets. The researcher took a month for the research and started on 13 June 2022 to 13 July 2022

C. Research variable and Operational Definition

1. Variable of the Research

In this research there were two of variables: dependent and independent variable. This research the dependent variable was students' writing skill in recount text and the independent variable was the use of GIST strategy as a summary.

2. Operational Definition of Variables

a. Writing

Writing is the part of four skills that important in our life to communicate one to the other. People can use writing to express their ideas and imagination. Writing can help people to improve their ability to organize their idea.

b. Recount Text

Recount text is a text that retelling about the story, action or activities which is the event or experiences in the past.

c. GIST Strategy

Acronym GIST stands for Generating Interaction between Schemata and Text is a summarizing procedure that can help students digest compete text.

D. Population and Sample

1. Population

The population of this research was the students of SMPN 8 2021/2022 academic years.

2. Sample

The sample of this research was the one of class VIII namely class VIII.9 with 33 Total students and this chapter was chosen by total sampling.

E. Instrument of the Research

The instrument of this research was recount text. The researcher gave treatment at 8th grade students. Writing test has used in pre-test and post-test. The researcher gave students a recount text and the students made summary from the text. The pre-test and post-test are same. The students wrote summary in 30 minutes. The researcher gave the test to find out enhance and to investigate students' writing skill based on recount text using GIST strategy.

F. The Procedure of Collecting Data

The procedures of collecting data in this research were as follows:

1. Pre-test

Before giving treatment, the researcher gave pre-test to the students. The writer asked to students about their knowledge in recount text after that writer explained about recount text. The researcher contributed the writing test which consists of the topics Aims to know the students' prior ability in writing.

2. Treatment

After giving pre-test, the researcher gave treatment to the students in three meeting. There were some activities by the researcher in treatment. They were:

- a. The researcher explained about Gist strategy
 - b. The researcher explained how to use Gist strategy
 - c. The researcher gave an example about how to write recount text using Gist strategy
 - d. The researcher asked students to read once
 - e. After that they made a questions 5W 1H and answer that questions
 - f. Finally, the students made a summary (minimal 40 words) according to the recount text
3. Post-test

Post-test was given after treatment to know the students' improvement in writing. The test was similar to the pre-test. It aims to find out the value of treatment whether the result of post-test will better than the result of pre-test.

G. Technique of Data Analysis

In this research, the researcher collected the data by using pre-experimental method to analyze the data the researcher followed the steps as follows:

1. Scoring

There were five aspects that given by Helton (2007: 87) to scoring, the aspects are grammar, vocabulary, content, mechanics, and form organization. But in this research, the researcher used three aspects to scoring the result of the students namely: content, vocabulary and grammar.

a. Content

Table 3.1 Content Scoring Aspect

No	Classification	Score	Criteria
1.	Excellent	5	Knowledge able substantive relevant to assign a topic.
2.	Good	4	Some knowledge of subject adequate rinse.
3.	Fair	3	Lack of logical sequencing and developments ideas confusing or disconnecting.
4.	Poor	2	Non fluent not communicated.
5.	Very poor	1	Non organization Not enough to evaluation.

b. Grammar

Table 3.2 Grammar Scoring Aspect

No	Classification	Score	Criteria
1.	Excellent	5	There is no mistake in grammar
2.	Good	4	Some mistake in grammar and it doesn't influence the meaning.

3.	Fair	3	often makes mistake in grammar and it influences the meaning.
4.	Poor	2	there are many mistake in grammar which made hinder in meaning and should re-arrange sentence.
5.	Very poor	1	The grammar mistake is so bad and it is difficult to understand.

c. Vocabulary

Table 3.3 Vocabulary Scoring Aspect

No	Classifications	Score	Criteria
1.	Excellent	5	Use of vocabulary and idiom rarely (of at all) distinguish table from that of educated native speaker.
2.	Good	4	Occasional use inappropriate terms of relies of ideas hardly impaired.
3.	Fair	3	Uses wrong in appropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.

4.	Poor	2	Limited vocabulary and frequent errors clearly hinder expression of ideas.
5.	Very poor	1	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation vocabulary limitation so extreme as to make comprehension virtually.

Suhartini (2014: 29- 30)

In this research, the researcher used the following formula in scoring the students' tests:

$$\Sigma = \frac{X}{N} \times 100$$

Where:

Σ = Standard Score

X = Raw Score

N = Maximum Score

Table 3.4 Classification of Students Score

Score	Classification
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

(Puskur, 2006)

For calculating the score, the researcher used inferential analysis in SPSS (Statistic Product and Statistic Solution). It means that researcher did not use manual computation. All the data collect were accounted by using SPSS with the analysis of Paired Sample Test whether to know the significant increase after the treatment.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the research findings attained through the instrument used during the research. The research findings taken into discussion to answer the research problem. In this case, the researcher discusses the result of the research by GIST strategy in recount text.

A. Findings

This research was established in class VIII.9 with 36 students in SMPN 8. It started from June to July. There was four meetings (including pre-test, treatment and post-test). The researcher presented pre-test to find out the students' ability in writing summary, after the Pre-test the researcher provided treatment to teach students about GIST strategy and how to use it in two meetings, and then to know students' ability after taught GIST strategy. arrange and calculate the data the researcher using SPSS 26 version program. Moreover, the result of the data is presented in the following table .

After analyzing the data procured from pre-test and post-test the result of students writing summary score in pre-test and post-test such as we can see below:

Table 4.1. Students' Score and Classification in Pre-test

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.0	3.0	3.0
	33	1	3.0	3.0	6.1
	40	3	9.1	9.1	15.2
	47	5	15.2	15.2	30.3
	53	7	21.2	21.2	51.5
	60	8	24.2	24.2	75.8
	67	5	15.2	15.2	90.9
	73	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

Source: students' pre-test score

In table 4.1. data, 1 student received a score of 20 in frequency classification very poor, 1 student received a score of 33 in frequencyin classification get poor, 3 students received a score of 40 in frequency in classification get poor, 5 students received a score of 47 in frequency in classification get fair, 7 sudents received a score of 53 in frequency in classification get fair, 8 students received a score of 60 in frequency in classification get fair, 5 students received a score of 67 in frequency in classification get good, 3 students received a score of 73 in frequency in classification get good.

Table 4.2. Students' Score and Classification in Post-test

Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67	3	9.1	9.1	9.1
	73	14	42.4	42.4	51.5
	80	9	27.3	27.3	78.8
	87	3	9.1	9.1	87.9
	93	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

Source: students' post-test score

Based on the post-test data above, 3 students received a score of 67 in frequency in classification got good, 14 students received a score of 73 in frequency in classification they got good, 9 students received a score of 80 in frequency in classification they got good, 3 students received a score of 87 in frequency in classification they got very good, 4 students received a score of 93 in frequency in classification they got very good.

Table 4.1 and table 4.2 showed the students' result. Based on the table above, there were 33 students as the sample of the research. The test was conducted by the researcher before and after treatment using GIST strategy. The focus of this test was on how students' writing skill especially in writing a summary. In pre-test, the researcher was imparting to students about the test. The

test supposed to know students' capability in writing summary before the researcher gave treatment to students.

According to the table 4.1 shows the result of pre-test and table 4.2 show the result of post-test. Based on the two tables indicated students' writing summary was good after doing treatment using GIST strategy.

The pre-test and post-test could be compared as well in following diagram bar:

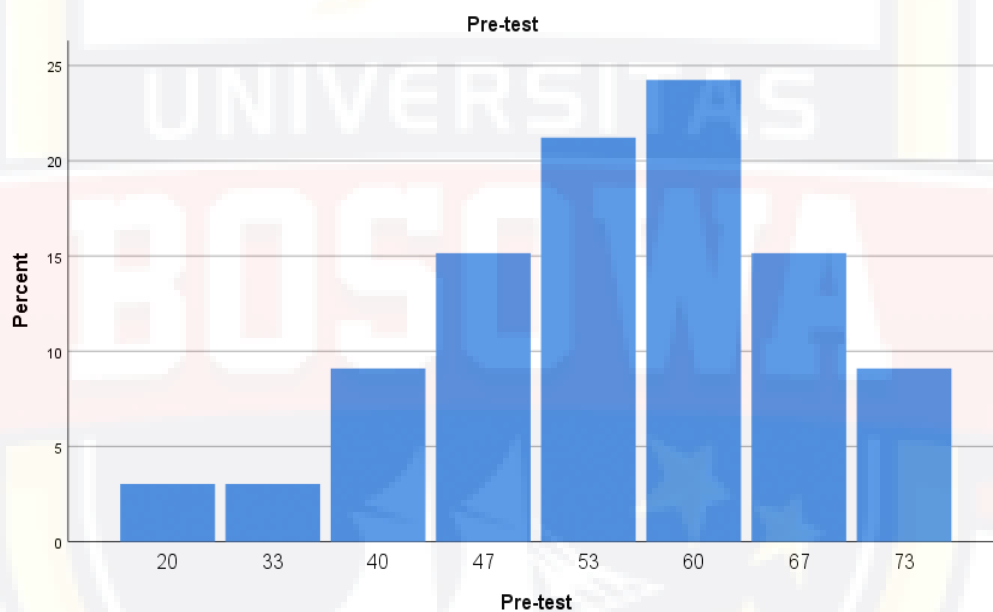


Figure 4.1. Students Score Pre-test

From the figure 4.1. above, there was 1 student gained 20 (3.0%), 1 student gained 33 (3.0%), 3 students gained 40 (9.1%), 5 students gained 47 (15.2%), 7 students gained 53 (21.2%), 8 students gained 60 (24.2%), 5 students gained 67 (15.2%), 3 students gained 73 (9.1%).

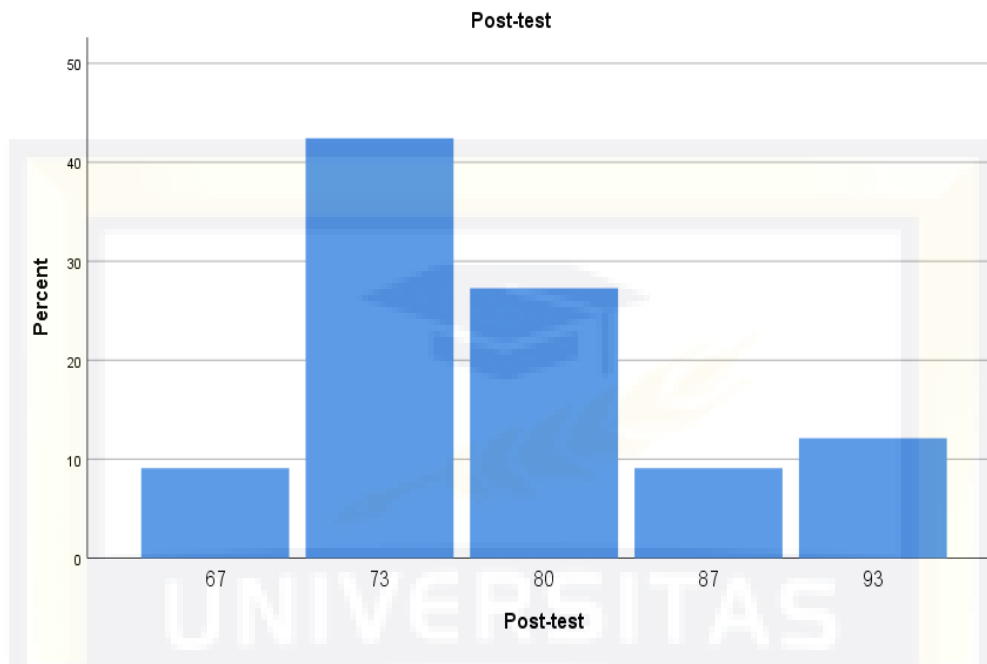


Figure 4. 2. Students Score in Post-test

Based on the students post-test figure above, 3 students gained score 67 (9.1%), 14 students gained 73 (42.4%), 9 students gained 80 (27.3%), 3 students gained score of 87 (9.1%), 4 students gained score of 93 (12.1%).

Table 4.3. Students' Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	54.94	33	12.021	2.093
	Post-test	78.06	33	7.689	1.338

Source: SPSS Version 26

In the table 4.3 over reveal there is a significant difference between pre-test and post-test score. It could be seen from mean of both test. The mean of pre-test

was 54,94 while in post-test was 78,06. If these both mean were compared, it could be seen there was a difference between pre-test and post-test mean.

Table 4.4. Students' Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-23.121	12.196	2.123	-27.446	-18.797	-10.891	32	.000

Source: SPSS version

we could see table 4.4. Paired Sample test, the researcher used this test to know whether there is an enhancement after students were taught Gist strategy. In this table showed there was an enhancement where the significant of the data showed the value sig. (2-tailed)s' column is 0.00.

If the significance value(2-tailed) < 0.05 , the H_0 is rejected and H_a is accepted and if the significance value(2-tailed) > 0.05 then H_0 is accepted and H_a is rejected. If H_0 is rejected, There is no average dissimilar between the learning ramification of the Pretest and the Posttest , which indicate that there is no effect of using Peer Tutor learning strategies in improving learning outcomes. If H_a is accepted, There is an average difference between PreTest and PostTest learning outcomes , which means that there is an effect of using peer tutor learning strategies in improving learning outcomes.

Moreover in this table show H_0 is rejected and H_a is accepted. Such as explanation above it means that there were an impact in this research using GIST strategy to increase students in writing summary.

B. Discussions

This section provided the discussion of the result of data analysis, the result was conducted by three steps. The first step was pre-test the researcher gave pre-test to students to know their writing summary ability before being taught GIST strategy. The second step, the researcher provided treatment to students using GIST strategy, the treatment took two days. The third was post-test, the researcher gave this test to know the students' score after being taught by using GIST strategy.

For the pre-test, the researcher explained to students about the test, the students seems didn't understood about the test and kept asking to the researcher how to do the test. The result of pre-test reveal that the students has lack in writing, they did not know how to connected the schemas, students seems did not know about the usage of tense in the text and bored to read repeatedly the text. In the treatment the researcher taught the students about recount text, GIST strategy and how to make summary according to GIST strategy as a strategy for summary text. The student seems easier to make summary. And for the post-test the students were give the same instruction to did the test same as pre-test.

In advance the researcher took one class as the sample. But during the text it turn out not all students could take the test until finished. Therefore, the total

students in class VIII.9 was 36 students but the writer only took data from 33 students as the samples.

Based on the students' score and classification in pre-test and post-test there were a significant difference. From the findings, this research was succeeded, it proven from the mean score in pre-test was 54,94 improve to 78,06 in post-test. It showed that there was a differences by the students' writing summary after being taught GIST strategy. The result revealed the students' score after using GIST strategy was higher than before. Moreover as we could see on the table 4.4. the sig(2-tailed)= 0.00 it means that there was a significant improvement in students' writing summary using GIST strategy in this research. Therefore the strategy was accepted and it stimulated students to increase students' writing skill especially in summarization.

Based on the study of Sunita Sari (2018) In her thesis, she used experimental group and control group. In the experimental group was taught by using GIST strategy while the control was taught without gist. The result show that teaching writing achievement in narrative text by using GIST strategy has more significant effect than without using GIST strategy. It is deduced that the application of GIST "Generating Interaction between Schemata and Text" strategy influences students' performance in writing narrative text. Because $t\text{-observed} > t\text{-table}$ ($p = 0.05$) on df 44 $5.45 > 2.02$ ($p = 0.05$) on df 44. A high level of achievement in story writing.

Futhermore, their paper hypothesizes that there is significant effect of applying GIST strategy on students performance in writing narrative text.

According to Saepudin, et al. (2019) also did a research about The Effectiveness of GIST (Generating Interaction Between Schemata and Text) and KWL (Know, Want to know and Learned) Strategies On Students English Literacy Toward Learning Motivation. Analyzing the result show that exploitation GIST strategy was potent on than KWL strategy. GIST strategy facilitate students in shorting and choosing vocabularies for classifying the vital the knowledge from the text therefore it conclude information to facilitate the understanding.

In inference from the findings and previous study above, writing summary GIST strategy was succeed to advance students capability in writing.



BOSOWA

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two points. The first deal with the conclusion of the findings and the second deal with suggetion.

A. Conclusion

Based on the data analysis result and discussion result in the previous chapter, the researcher concluded that using GIST strategy as a writing summary make students more easier in learning writing, students could understand about the text they have read. Most of students in SMPN 8 class VIII.9 have a lack in writing summary before GIST was used and increase students writing summary. The researcher was conclude that GIST strategy in teaching recount text for students in writing skill at smpn 8 makassar can ameliorate students writing especially in writing summary text whether there was a significant increase.

In addition, we could see in students' mean score before and after being taught through the GIST strategy, in pre-test students' mean score was 54.94 and after the researcher gave the treatment to the students in post-test students' mean score was 78.06. since the Paired Sample Test result on SPSS program was used to know whether there is a significant difference between pre-test and post-test. In paired samples test table showed that sig. (2-tailed) = 0.00 . it can be conculded that the result of students' writing had a significant different before and after treatment, students' score in post-test increased.

B. Suggestion

Based on result of the study, the researcher gives suggestion as follow that the teacher sometimes writing summary seems boring and difficult to students, the teacher should bring a strategy for the class to make learning writing to be more easier to understood the mean idea of the text and don't feel bored at all. The teacher could try applying GIST strategy as a writing summary strategy. In addition students should be more interest and enjoy in learning English. The use of GIST strategy in students writing skill is supposed to assist them for their writing skill. This research expect can be as one of reference for future reseacher who want organize the similar strategy such as in this research. It would be better to apply this strategy in different subject and location.

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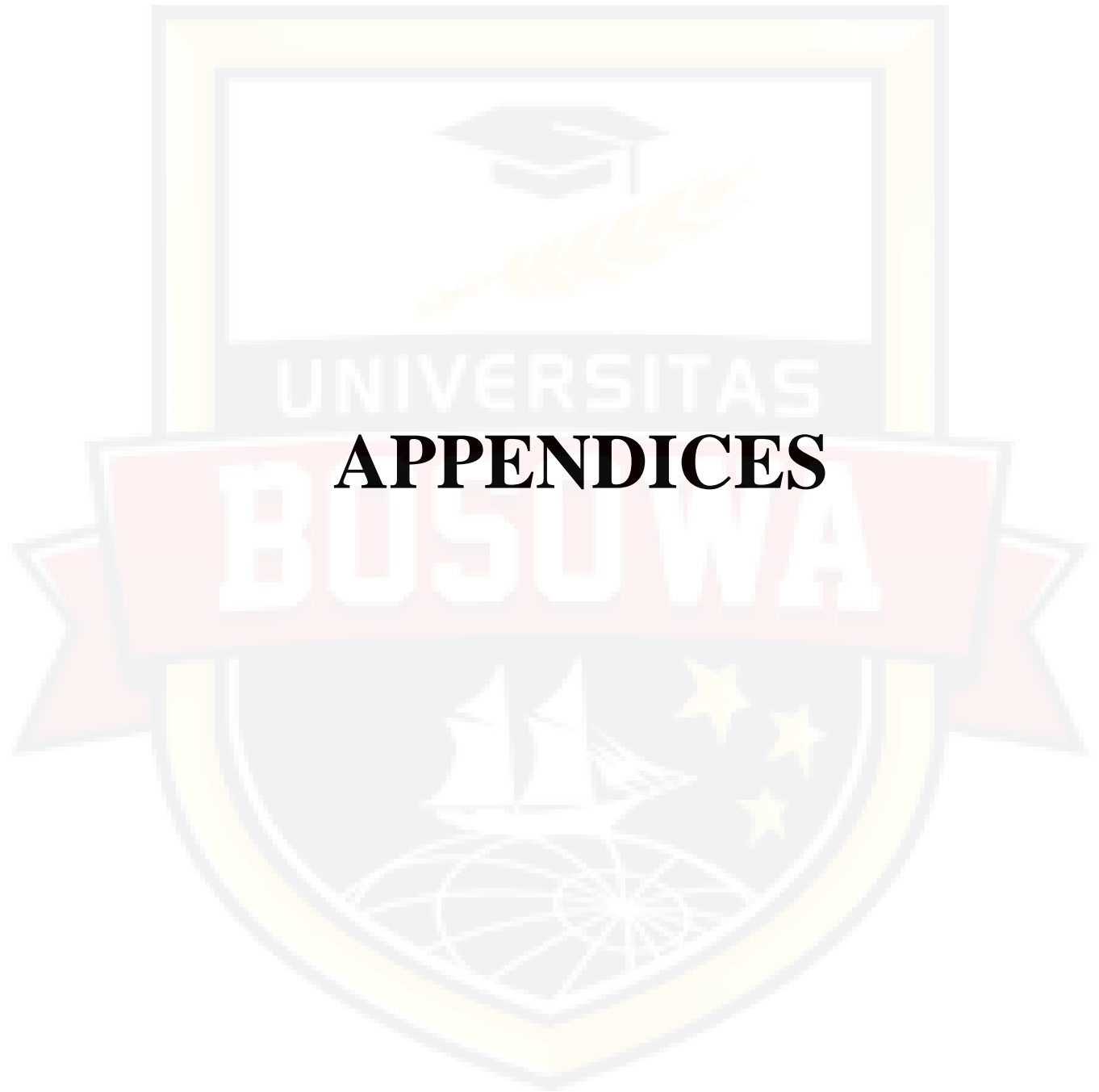
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Appendix 1: RESEARCH INSTRUMENT

PRETEST AND POST-TEST

GIST STRATEGY IN TEACHING RECOUNT TEXT FOR STUDENTS IN WRITING SKILL AT SMPN 8 MAKASSAR

The students will make a summary base on the recount text using GIST strategy.

Pretest

1. The research will introduce and explain about the recount text and the topic of the reading material.
2. In pretest, the researcher will give 45 minutes for the students write on the paper and finish their summary about recount text.
3. In post-test, the students will complete writing summary to measure their writing knowledge.

A. Task Activity in Pretest & Post- test

- Make a summary according to the recount text!

Trip to Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome. One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas. John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

UNIVERSITAS

BOSOWA



Appendix 2: LESSON PLAN**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah : SMPN 8 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII.9/ Genap

Aspek/ Skill : Menulis/ Writing

Alokasi waktu : 4 × 40 Menit

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai perilaku (jujur, disiplin, tanggungjawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan

ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar dan Tujuan Pembelajaran

KD		Tujuan Pembelajaran
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1. Siswa diharapkan mampu memahami tentang writing. 2. Memahami penulisan recount text.
2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	3. Mengetahui tentang gist strategy. 4. Siswa dapat menemukan ide pokok bacaan dengan menggunakan gist strategy.
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	5. Memahami tentang penggunaan gist strategy dalam pembuatan ringkasan text.
3.4	Memahami pengertian dan contoh menulis deskripsi teks.	

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa dapat menentukan ide pokok dari bacaan
2. Siswa dapat memahami isi bacaan

3. Siswa dapat membuat ringkasan (minimal 40 kata) dengan menggunakan GIST strategy

C. Media dan Alat

1. Media : power point presentation
2. Alat : kertas HVS

D. Materi Pembelajaran

1. Text type: recount text
2. Grammar:
 - Past tense
 - Noun phrase
 - Adjective phrase

E. Sumber Pembelajaran

1. Kementerian pendidikan dan kebudayaan, Bahasa Inggris, buku Guru dan buku Siswa SMP Kelas VIII
2. beberapa sumber recount text telah dipilih sebagai contoh untuk membuat ringkasan menggunakan GIST strategy.

F. Langkah – langkah Kegiatan Pembelajaran:

1. Pertemuan pertama

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak	15 Menit

	<p>peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2)Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</p> <p>3)Pendidik menyampaikan tujuan pembelajaran.</p> <p>4)Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</p>	
Kegiatan Inti	<p>1)Pendidik menjelaskan materi tentang writing text dan recount text.</p> <p>2) Pendidik memberikan contoh tentang teks recount.</p> <p>3)Peserta didikdiberikan waktu untuk menanyakan hal yang kurang jelas.</p> <p>4)Peserta didik akan diberikan topik yang akan di berikan sebagai tes di pretest.</p>	60 menit

	5)Peserta didik diberikan waktu untuk menyelesaikan writing recount text tes yang sudah disiapkan oleh pendidik Kegiatan Inti	
Penutup	<p>1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3)Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4)Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya,</p> <p>5)Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</p> <p>6)Peserta didik mengucapkan salam perpisahan</p>	15 Menit

2. Pertemuan kedua

Kegiatan Pertemuan	Kegiatan Pertemuan	Durasi
Pendahuluan	<p>1)Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2)Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>3)Pendidik menyampaikan tujuan pembelajaran.</p> <p>4)Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</p>	15 Menit
Kegiatan Inti	<p>1)Pendidik menjelaskan dan mengingatkan kembali tentang materi dan test minggu lalu.</p> <p>2)Peserta didik membaca buku teks tentang teks recount didalam</p>	60 menit

	<p>buku.</p> <p>3)Pendidik memperkenalkan GIST stategy dan memperlihatkan bagaimana cara menggunakan strategi tersebut.</p> <p>4)Peserta didik diminta untuk mengamati contoh cara prnggunaan GIST strategi dalam membuat ringkasan.</p> <p>5)Peserta didik diberikan waktu untuk sesi tanya jawab</p>	
Penutup	<p>1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3)Pendidik memberikan penguatan terhadap materi yang baru sajadipelajari</p> <p>4)Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5)Pendidik mengevaluasi sikap</p>	15 Menit

	yang baru saja terpantau selama PBM	
	6)Peserta didik mengucapkan salam perpisahan	

3. Pertemuan Ketiga

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	<p>1)Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2)Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>3)Pendidik menyampaikan tujuan pembelajaran.</p> <p>4)Pendidik menyampaikan ruang lingkup penilaian yang meliputi</p>	15 Menit

	penilaian sikap : Kerja Sama dan Percaya Diri.	
Kegiatan Inti	<p>1)Pendidik menjelaskan dan mengingatkan kembali tentang materi yang dipelajari minggu lalu.</p> <p>2)Peserta didik diberikan waktu untuk sesi tanya jawab.</p> <p>3)Pendidik akan memberikan teks recount.</p> <p>4)Pendidik akan memberikan instruksi bagaimana cara penggunaan GIST strategy dalam membuat sebuah ringkasan..</p> <p>5)Para peserta didik akan diberikan waktu untuk menyelesaikan tugas tersebut.</p> <p>6)Peserta didik mengumpulkan hasil kerja mereka.</p>	60 menit
Penutup	<p>1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru</p>	15 Menit

	<p>saja dipelajari</p> <p>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</p> <p>6) Peserta didik mengucapkan salam perpisahan</p>	
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4. Pertemuan keempat

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	<p>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta</p>	15 Menit

	<p>didik.</p> <p>2)Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</p> <p>3)Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>4)Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan</p> <p>5)Pendidik menyampaikan tujuan pembelajaran.</p> <p>6)Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</p>	
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<p>Kegiatan Inti</p>	<p>1)Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.</p> <p>2)Peserta didik diberikan waktu untuk menanyakan kembali hal yang kurang dipahami selama beberapa pertemuan.</p> <p>3)pendidik memberikan teks recount</p> <p>4)Peserta didik diberikan waktu untuk menyelesaikan tes menulis ringkasan dalam teks recount text.</p>	<p>60 menit</p>
<p>Penutup</p>	<p>1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3)Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4)Peserta didik memperhatikan informasi tentang rencana</p>	<p>15Menit</p>

	<p>kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</p> <p>6) Peserta didik mengucapkan salam perpisahan</p>	
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G. Penilaian

1. Teknik : Tes tulisan
2. Bentuk : writing tes (tes menulis)
3. Pedoman Penilaian :
 - a. Content

No	Classification	Score	Criteria
1.	Excellent	5	Knowledge able substantive relevant to assign a topic.
2.	Good	4	Some knowledge of subject adequate rinse.
3.	Fair	3	Lack of logical sequencing and developments ideas confusing or disconnected.
4.	Poor	2	Non fluent not communicated.
5.	Very poor	1	Non organization Not enough to evaluation

b. Grammar

No	Classification	Score	Criteria
1.	Excellent	5	There is no mistake in grammar
2.	Good	4	Some mistake in grammar and it doesn't influence the meaning.
3.	Fair	3	often makes mistake in grammar and it influences the meaning.
4.	Poor	2	there are many mistake in grammar which made hinder in meaning and should re-arrange sentence.
5.	Very poor	1	The grammar mistake is so bad and it is difficult to understand.

c. Vocabulary

No	Classifications	Score	Criteria
1.	Excellent	5	Use of vocabulary and idiom rarely (of all) distinguish table from that educated native speaker.
2.	Good	4	Occasional use inappropriate terms of reliefs of ideas hardly impaired
3.	Fair	3	Uses wrong inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
4.	Poor	2	Limited vocabulary and frequent errors

			clearly hinder expression of ideas.
5.	Very poor	1	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation vocabulary limitation so extreme as to make comprehension virtually.

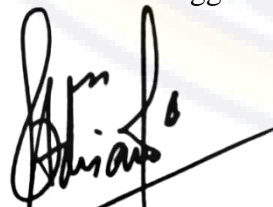
d. Klasifikasi skor penilaian

Qualification	Score range
(1)	(2)
Excellent	9-10
Good	7-8
Fair	4-6
Poor	0-3

Makassar, 13 Juni 2022

Mengetahui,

Guru Bahasa Inggris



Adriana, S.Pdi., M.Pdi.
NIP. 198011212008012014

Peneliti



MIKAH SUMALU
NIM. 4515101004

Appendix 3: Pre-test, Treatment, and Post-test

1. First Meeting (PRE TEST)

Write a summary about the text you have read!

Trip to Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome. One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas. John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

2. Second Meeting (TREATMENT)

WRITING SUMMARY TEST USING GIST STRATEGY

Read a recount text and make a summary!

A Great Summer

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation.

1. Read the text!
2. Fill in the 5Ws and 1H you found out from your reading.

- Who:

- What:

- When:

- Where:

- Why:

- How:

3. Write a GIST summar (minimal 40-words)!

3. Third Meeting (POST TEST)

Do as a pre-test!

Trip to Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome. One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas. John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

Appendix 4: Licenses



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor : **2857/S.01/PTSP/2022** Kepada Yth.
 Lampiran : - Walikota Makassar
 Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.217/FKIP/UNIBOS/VI/2022 tanggal 09 Juni 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **MIKAH SUMALU**
 Nomor Pokok : **4515101004**
 Program Studi : **Pendidikan Bahasa Inggris**
 Pekerjaan/Lembaga : **Mahasiswa (S1)**
 Alamat : **Jl. Urip Sumoharjo Km. 04 Makassar**

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" GIST STRATEGY IN TEACHING RECOUNT TEXT FOR STUDENTS IN WRITING SKILL AT SMPN 8 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. **13 Juni s/d 13 Juli 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 10 Juni 2022

A.n. GUBERNUR SULAWESI SELATAN
 PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
 SATU PINTU PROVINSI SULAWESI SELATAN



Dra. Hj SUKARNIATY KONDOLELE, M.M. Scan hFast n
 Pangkat : PEMBINA UTAMA MADYA
 Nip : 19650606 199003 2 011

Tembusan Yth
 1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
 2. *Pertinggal.*



PEMERINTAH KOTA MAKASSAR DINAS PENDIDIKAN

Jl. Anggrek No. 2 Kel. Paropo Kec. Panakkukang
Kota Makassar 90231, Sulawesi Selatan

Website : <https://disdik.makassar.go.id> : email : disdikkotamks@gmail.com



IZIN PENELITIAN

NOMOR : 070/0297/K/Umkep/VI/2022

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar
Nomor : 070/1271-II/BPKB/VI/2022 Tanggal 10 Juni 2022
Maka Kepala Dinas Pendidikan Kota Makassar :

Kepada

MENGIZINKAN

Nama : **MIKAH SUMALU**
NIM / Jurusan : 4515101004 / Pend. Bhs. Inggris
Pekerjaan : Mahasiswa (S1)
Alamat : Jl. Urip. Sumoharjo Km.04, Makassar

Untuk : Mengadakan *Penelitian di UPT SPF SMPN 8 Kota Makassar* dalam rangka *Penyusunan Skripsi pada UNIBOS Makassar di Makassar* dengan judul penelitian:

**" GIST STRATEGY IN TEACHING RECOUNT TEXT FOR STUDENTS
IN WRITING SKILL AT SMP NEGERI 8 MAKASSAR "**

Dengan ketentuan sebagai berikut :

1. Harus melapor pada Kepala Sekolah yang bersangkutan.
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah.
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku.
4. Hasil 1 (satu) exemplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar.

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya.

Dikeluarkan di : Makassar
Pada Tanggal : 13 Juni 2022

An. KEPALA DINAS
Sekretaris



KASUBAG UMUM DAN KEPEGAWAIAN

HARTAWATI, S.Sos.,M.M

Pangkat : Pembina

NIP : 19650303 199303 2 007



**PEMERINTAH KOTA MAKASSAR
BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 3615867 Fax +62411 – 3615867
Email : Kesbang@makassar.go.id Home page : <http://www.makassar.go.id>

Makassar, 10 Juni 2022

K e p a d a

Yth. KEPALA DINAS PENDIDIKAN
KOTA MAKASSAR

Di –
MAKASSAR

SURAT IZIN PENELITIAN
Nomor : 070/1271-III/BKBP/VI/2022

- Dasar :
1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintahan Daerah.
 3. Peraturan Daerah Kota Makassar Nomor 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Makassar (Lembaran Daerah Kota Makassar Tahun 2016 Nomor 8).
- Memperhatikan : Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan nomor **2857/S.01/PTSP/2022** Tanggal 10 Juni 2022 perihal Izin Penelitian.

Setelah membaca maksud dan tujuan penelitian yang tercantum dalam proposal penelitian, maka pada prinsipnya Kami menyetujui dan memberikan Izin Penelitian kepada :

Nama : **MIKAH SUMALU**
NIM / Jurusan : 4515101004 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1) / UNIBOS
Tanggal pelaksanaan : **13 Juni s/d 13 Juli 2022**
Jenis Penelitian : Skripsi
Alamat : Jl. Urip Sumoharjo Km.04, Makassar
Judul : **"GIST STRATEGY IN TEACHING RECOUNT TEXT FORSTUDENTS IN WRITING SKILL AT SMP NEGERI 8 MAKASSAR"**

Demikian Surat Izin Penelitian ini diberikan agar digunakan sebagaimana mestinya dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota melalui Kepala Badan Kesatuan Bangsa dan Politik Kota Makassar Melalui Email Bidanghublabakesbangpolmks@gmail.com.

a.n. WALIKOTA MAKASSAR
KEPALA BADAN KESBANGPOL.
u.b.



DR. HARI, S.IP., S.H., M.H., M.Si
Pangkat : Pembina Tingkat I/IV.b
NIP : 19730607 199311 1 001

Tembusan :

1. Walikota Makassar di Makassar (*sebagai laporan*);
2. Kepala Badan Kesatuan Bangsa dan Politik Prov. Sul – Sel. di Makassar;
3. Kepala Badan Kesatuan Bangsa dan Politik Kota Makassar (*sebagai laporan*);
4. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prov. Sul Sel di Makassar;
5. Dekan FKIP UNIBOS Makassar di Makassar;
6. Mahasiswa yang bersangkutan;
7. Arsip.



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UPT SPF SMP NEGERI 8 MAKASSAR

Batuaraya No.1 Tlp. 0411-493722 Fax.497320 Email- spendelmakassar@yahoo.com



SURAT KETERANGAN

Nomor : 420 / 283 / SMP.08 / VI / 2022

Yang bertanda tangan dibawah ini , Kepala UPT SPF SMP Negeri 8 Makassar menerangkan bahwa :

N A M A : MIKAH SUMALU
N I M/Jurusan : 4515101004
Pekerjaan : Mahasiswa (S1) Bhs Inggris
Alamat : Jl. Manuruki Raya No. 2

Benar yang tersebut namanya diatas telah melaksanakan Penelitian di UPT SPF SMP Negeri 8 Makassar dalam rangka Penyusunan Tugas Akhir Skripsi pada Universitas Bosowa dengan judul:

"GIST STRATEGY IN TEACHING RECOUNT TEXT FOR STUDENTS IN WRITING SKILL AT SMP NEGERI 8 MAKASSAR"

Berdasarkan surat dari Universitas Bosowa Nomor : A.217/FKIP/Unibos/V/2022, tanggal 10 Mei 2022

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dengan penuh tanggung Jawab..

Makassar, 13 Juli 2022

Kepala UPT SPF SMP 8 Makassar,



Appendix 5: Students Score in Pre-test

NO	NAME	CONTENT	VOCABULARY	GRAMMAR	SCORE
1	AHMAD REZKY	3	2	2	47
2	ALFI SYAHRIZA FAHMADAN	3	2	3	53
3	ALIF ALFANDI	3	4	3	67
4	ANDINI PUJANTI DAHLAN	3	2	3	53
5	ARGYA FAIRUZ DARMAPUTRA	3	3	2	53
6	CHARLOS HEMRYNAL	3	3	3	60
7	FAWZIYA SAFWANA AFANDY	2	4	3	60
8	FAWZIYYA NAURA F	2	3	2	47
9	FITRIANI	2	3	2	47
10	FRISKILA TRILILI MANDE	4	4	3	73
11	HAIDER ASWAN	4	3	3	67
12	KHUMARYAH HAMMURABY	2	4	3	60
13	MOH. RIFKI ADITYA FAJRY	3	2	3	53
14	MUH ALFIAN MAULANA	3	2	2	33
15	MUH TRYKHAIRUL	-	-	-	-
16	MUH. AKSAN	-	-	-	-
17	MUH. PASHA AL FAIRUZ NATANEGARA	2	2	2	40
18	MUH. RAHMAT YUSRI	3	2	3	53
19	MUH. REHAN	3	3	3	60
20	MUH. FAJRUL	-	-	-	-
21	MUHAMMAD FADIL	1	1	1	20
22	MUHAMMAD WAHID	3	3	3	60
23	MUHAMMAD YUSHAR	3	3	3	60
24	MUSDALIFAH	3	3	3	60
25	NAJWA AULIA PUTRI KANSA	3	4	4	73
26	NAUFAL FAKHRIANSYAH	3	3	3	60
27	NOVITA PALAYUKAN	2	2	2	40
28	NUR AZIZAH	4	3	3	67
29	NUR AZIZAH ZHAFIRA	2	4	5	73
30	NURUL AZRA ABDULLA	4	3	3	67
31	PUTRI PATRISIA	3	2	2	47
32	REAMIZA ENILNYA SAM	4	3	3	67
33	REGINA APRILY SAMUEL	2	3	3	53
34	ST. FATIMAH SAHRA ANWAR	4	2	2	53
35	SULFIAN	2	2	2	40
36	VIRA ASTUTI	3	2	2	47

Appendix 6: Students Score in Post-test

NO	NAME	CONTENT	VOCABULARY	GRAMMAR	SCORE
1	AHMAD REZKY	4	4	3	73
2	ALFI SYAHRIZA RAHMADAN	4	4	4	80
3	ALIF ALFANDI	4	4	3	73
4	ANDINI PUJIAN TI DAHLAN	5	3	4	80
5	ARGYA FAIRUZ DARMAPUTRA	5	4	3	80
6	CHARLOS HEMRYNAL	4	3	4	73
7	FAWZIYA SAFWANA AFANDY	4	4	3	73
8	FAWZIYYA NAURA F	4	4	4	80
9	FITRIANI	4	4	4	80
10	FRISKILA TRILILI MANDE	5	4	5	93
11	HAIDER ASWAN	4	3	3	67
12	KHUMARYAH HAMMURABY	5	4	3	80
13	MOH. RIFKI ADITYA FAJRY	4	4	3	73
14	MUH ALFIAN MAULANA	5	4	4	87
15	MUH TRYKHAIRUL	-	-	-	-
16	MUH. AKSAN	-	-	-	-
17	MUH. PASHA AL FAIRUZ NATANEGARA	4	4	4	80
18	MUH. RAHMAT YUSRI	4	3	4	73
19	MUH. REHAN	4	4	3	73
20	MUH. FAJRUL	-	-	-	-
21	MUHAMMAD FADIL	4	3	3	67
22	MUHAMMAD WAHID	4	4	3	73
23	MUHAMMAD YUSHAR	4	3	4	73
24	MUSDALIFAH	5	3	4	80
25	NAJWA AULIA PUTRI KANSA	4	5	5	93
26	NAUFAL FAKHRIANSYAH	4	5	4	87
27	NOVITA PALAYUKAN	4	4	4	80
28	NUR AZIZAH	4	4	3	73
29	NUR AZIZAH ZHAFIRA	5	4	4	87
30	NURUL AZRA ABDULLA	4	4	3	73
31	PUTRI PATRISIA	4	4	3	73
32	REAMIZA ENILNYA SAM	4	5	5	93
33	REGINA APRILY SAMUEL	5	4	5	93
34	ST. FATIMAH SAHRA ANWAR	4	4	3	73
35	SULFIAN	4	3	3	67

36	VIRA ASTUTI	4	4	3	73
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NAMA: Viranti
No. 29
NCT. 03

Trip to Las Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

las vegas is a popular destination in the western portion of the united states.
The town is most popular for its casinos, hotels, and exciting nightlife.

Content = 2
Vocabulary = 3
Grammar = 2

$\frac{7}{15} \times 100 = 47$

Appendix 7: Sheet of Student in Pre-test



Nama : Khumaraoh Hamurabi

Kls : 8.3

No urut : 11

Trip to Las Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

Kesimpulan.

Last April, John took a trip to Las Vegas, Nevada. Las Vegas (is) a popular destination in the western portion of the United States. The town (is) most popular for its casinos, hotels, and exciting nightlife.

Nightlife.

In downtown Las Vegas, John spent a lot of time on the strip, which (is) a 2.5 mile stretch of shopping.

Content : 3

Vocabulary : 3

Grammar : 3

$$\frac{9}{15} \times 100 = 60$$

Nama: Friskila Trilili Mande

Kls : 8.9

Trip to Las Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

Last April, John took a trip to Las Vegas, John spent a lot of time on the Strip, the most commonly visited area. than trip outside of the city to visit the Grand Canyon. He did not win a lot of money in the casino. amazing sites during his visit to this city that never sleeps.

Content : 4

Vocabulary : 4

Grammar : 3

$$\frac{4}{15} \times 100 = 26.67$$

Appendix 8: Sheet of Student in Post-test

nama: elvira
kelas: 5
no urut: 10
mapel: bahasa Inggris

80
12
+ 10 =
15

3. Third Meeting (POST TEST)
Do as a pre-test

Trip to Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome. One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas. John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

where: las vegas
who: john
when: last April
why: the town is most popular for its casinos, hotels, and exciting nightlife
what: one day, john took a side trip outside of the city to visit the grand canyon, one of the seven wonders of natural world
how: A stay in las vegas can feel similar to visit many popular cities worldwide.

John last april john took a trip to las vegas .
the town is most popular for its casinos ,hotels ,and exciting nightlife
one day john took a side trip outside ~~to~~ the city to visit
the canyon .one of the seven wonders of natural world .A stay in
las vegas can feel similar to visit many popular cities world



Nama: Andini Pujianti Dahlan

Kelas: 8.9

No. ulat: 04

Trip to Las Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

where: Las Vegas

content: 5

12 x 100

= 80

who: John

vocabulary: 4

grammar: 3

15

when: last April

why: The town is most popular for its casinos, hotels, and exciting night life

what: one day, John took a side trip outside of the city to visit the grand canyon, one of the seven wonders of natural world

How: A stay in Las Vegas can feel similar to visit many popular cities world wide

John last April ~~went~~ ^{went} to Las Vegas. Why the town is most popular for its casinos, hotels, and exciting night life. What one day, John took a side trip outside of the city to visit the grand canyon, one of the seven wonders of natural world. How a stay in Las Vegas can feel similar to visit many popular cities world wide.

Nama: Friskila Trilili Mane
Kls : 8.9

Countdown : 5
Vocabulary : 4
Grammar : 5

36

3. Third Meeting (POST TEST)

Do as a pre-test

Trip to Vegas

14
15 x 100 = 93

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome. One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas. John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

- Last April, John took a trip to Las Vegas, Nevada. The town is most in downtown Las Vegas, John spent a lot of time on the Strip, which is a 2.5 mile stretch of shopping, entertainment, luxury hotels, and a stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Eiffel Tower, Venice, and even ancient Rome. One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. He had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

Appendix 9: Picture



1. The researcher was explaining about how to do pre-test



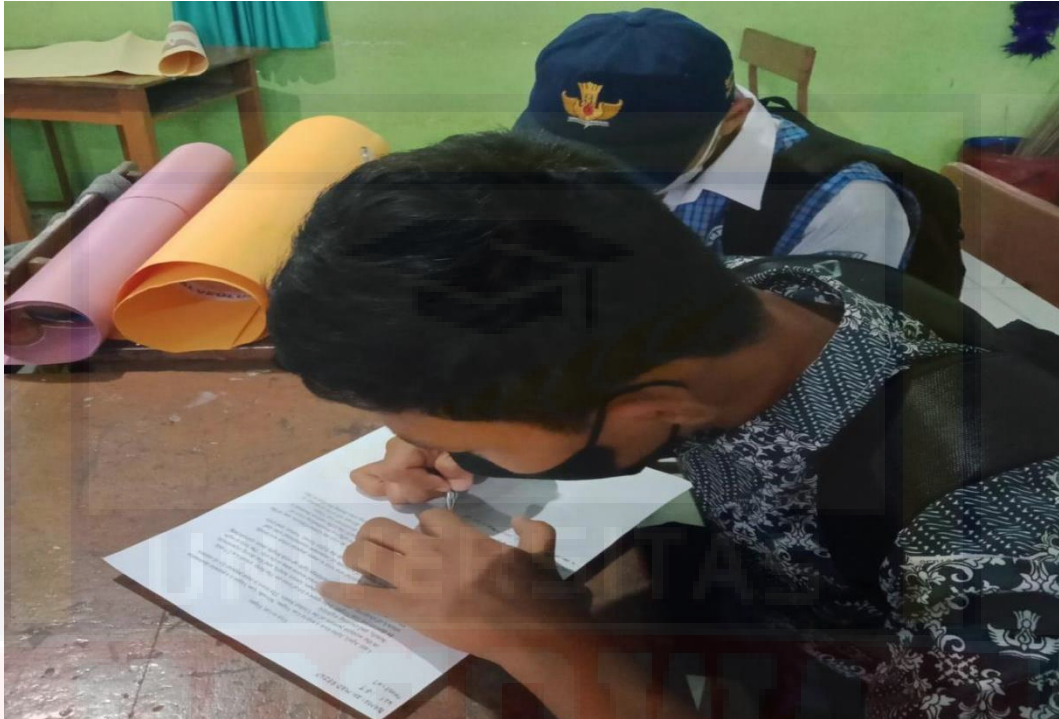
2. The researcher was teaching students about how to make summary using GIST strategy



3. The researcher was giving task about GIST strategy and how to use it in summarization according to recount text



4. The students were doing the treatment



5. Students was doing post-test



6. Students were collecting the post-test paper

BIOGRAPHY



Mikah Sumalu was born in Timika Papua, on June 5th 1997. Her father name is Alm Matius Sumalu and her mother name is Damaris Tampa. She finished her first education at TK Advent, Timika in 2003. The she finished her elementary school in 2009 at SD Advent Timika. After that, she continued her study at SMP Advent Timika and finished it in 2012. In 2015 she finished her senior high school at the same school. In the same year after she graduated in senior high school she continued her study in Bosowa University. She participated as a member of Badan Eksekutif Mahasiswa (BEMFKIP) and Himpunan Mahasiswa Bahasa Inggris (HIMAPBING).