

## ABSTRACT

**Astuti, Widya, 2111521015, *The Effect of GIST (Generating Interaction between Schemata and Text) Strategy on Students' Achievement in Reading Narrative Text*. A Thesis, English Department. Faculty of Language and Art. States University of Medan. 2016**

This study is intended to find out the effect of GIST (Generating Interaction between Schemata and Text) strategy on students' achievement in reading narrative text. This study used experimental design. The population of this research was the eighth students of SMP Negeri 6 Tanjungbalai with 60 students as samples were divided into two groups, namely experimental and control group. The experimental was taught by using GIST strategy, while the control group was taught without GIST strategy. The instrument of collecting the data was multiple choice test which consist of 40 items. To obtain the reliability of the test, the researcher used Kuder-Richardson (KR21) formula. The calculation shows the reliability is 0.98 (very high). The data were analyzed by using t-test. The calculation shows that t-observed (5.70) is higher than t-table (1.67) at the level of significance 0.05 with the degree of freedom (df) 58. Therefore, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that teaching reading comprehension in narrative text by using GIST (Generating Interaction Between schemata and Text) strategy has more significant effect than teaching reading comprehension in narrative text without GIST strategy.

Keywords : GIST strategy, Reading, Narrative text