

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

In summary, the application of the GIST strategy significantly improved students' reading comprehension at MA Mathlaul Anwar Barengkok. A comparison between the experimental and control classes revealed substantial progress in comprehension levels post-intervention. Before the intervention, both classes had similar pre-test scores, with the experimental group averaging 40.4 and the control group 39.8. However, after implementing the GIST strategy, the experimental group demonstrated a remarkable increase, with an average post-test score of 55, while the control group showed a more modest improvement, averaging 45.8. These results highlight the effectiveness of innovative teaching methods like the GIST strategy in enhancing students' reading comprehension skills and fostering deeper engagement with academic content, thereby promoting academic success and lifelong learning.

The last, the analysis conducted on the effectiveness of the GIST (Generating Interactions between Schemata and Text) strategy in enhancing reading comprehension at MA Mathlaul Anwar Barengkok yielded compelling results. The application of the GIST strategy resulted in a significant improvement in students' reading comprehension skills. The comparison between the experimental and control classes revealed notable

progress, with the experimental group exhibiting a remarkable increase in post-test scores compared to the control group. The calculated t-test value of 3.56 and the effect size of 0.18 indicate a medium effect size, affirming the positive impact of the GIST strategy on students' reading comprehension. Moreover, the statistical hypothesis testing demonstrated a significant influence of the GIST strategy on reading comprehension, as evidenced by the rejection of the null hypothesis. Therefore, it can be inferred that the GIST strategy effectively enhances students' reading comprehension skills, emphasizing its potential as a valuable teaching methodology in senior high school education.

B. Suggestion

The research findings present valuable insights for educators, students, and researchers alike. For teachers, integrating the GIST strategy into teaching methodologies offers a promising avenue for enhancing students' reading comprehension skills. By incorporating collaborative learning environments and providing resources for effective implementation, educators can create engaging classrooms that foster deeper understanding of reading materials. Continuous assessment and adaptation of teaching methods based on student feedback are crucial to ensuring optimal learning outcomes. Moreover, educators are encouraged to explore additional innovative strategies and technologies to complement the GIST approach and further enrich students' learning experiences.

1. For Students

The benefits of the GIST strategy. Active participation in strategy activities and discussions is essential for enhancing comprehension and critical thinking skills. By practicing text summarization and question generation, students can reinforce key concepts and develop a deeper understanding of the material. Seeking clarification from teachers or peers when encountering challenges is also crucial for addressing misconceptions and deepening comprehension. Furthermore, students are encouraged to reflect on their learning progress and set goals for continuous improvement in reading comprehension skills.

2. For Researchers

The study offers valuable insights into the effectiveness of the GIST strategy and its potential implications for reading instruction. Future research endeavors may focus on exploring the long-term effects of the GIST strategy across diverse student populations and academic settings. Investigating potential adaptations or modifications of the strategy to suit varying learning environments and student needs could further enhance its effectiveness. Collaboration with educators and stakeholders to disseminate research findings and promote evidence-based practices in reading instruction is essential for advancing the field and fostering positive educational outcomes.