

- 2) Contextualizing or placing a text in its historical, biographical, and cultural contexts. In other word, when reading a text, student relate it to their own experience or compare what student have already known with the text and guess the author's background process of writing the text .
- 3) Questioning to understand and remember, teacher asks questions about the content of text.
- 4) Reflecting on challenges to beliefs and values is the fourth one, it means students examine their personal responses by asking themselves which is intersting or confusing, still do not understand, and also the challenging one in the text. This exercise is a great combination of reading, thinking and writing, and it helps students learn how to write in their own words about their own learning journey.
- 5) Outlining and Summarizing, where students identify the main ideas and restate in their own words. Those are especially helpful strategies for understanding the content and structure of a reading selection. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas also the examples. Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. It showed how reading critically can lead to deeper understanding of any text.

Different from Jeremy Harmer, Davies and Pearse recommended these three steps to make reading more realistic and interesting:

First step is Pre-reading. In this first step or before reading activity, is to prepare students for what they are going to read. Teacher here can give brainstorming to let students think about content of the texts. It means that teacher here can invite students to imagine the story that presented by the writer through some questions that given by teacher. Therefore students can explore their mind before reading the text. It is a warm-up in reading section.

Second step is While-reading. This step is the core activities that the teacher here presents a text learned by students and it helps students to comprehend the text. Teachers also guide students to understand about the content of text. Then teacher can apply appropriate strategy to make students comprehend the text easier.

The last step is Post-reading. Post reading step can help students to connect what they have read with their own idea and experience. So, from those steps, teachers can give test for students to check students' understanding of the text by asking students, comprehending by using relevant question. And in teaching reading, the teachers can give best strategy for students to enable

Principle 3 – *Assessment practices improve students learning and guide teaching.* Assessment practices are focused on improving student learning and guiding teaching decisions and actions. As identified by British Assessment Reform Group, Sharon has explained seven characteristics of assessment that promote learning: firstly, assessment is embedded in the design of the teaching and learning, then students know the learning goals, students recognize the standards of aim, students are involved in self-assessment, fifth, feedback provided enables students to take their next steps, teachers hold the belief that every student can improve and the last, assessment involves both teacher and students reviewing and reflecting on the assessment data.

Principle 4 – *Teachers foster a variety of interdependent relationships.* Teachers foster a variety of interdependent relationships in classroom that promote learning and create a strong culture around learning. The importance of relationships of various kinds cannot be overlooked in considering contemporary ideas about effective teaching practices. Relationships are critical in educating students not only for skills needed in the work place, but also in building social combination and producing minds that thirst to build knowledge throughout the course of their lives. Principle 5 – *Teachers improve their practice in the company of their peers.* Teachers also need to improve their practice. It is critical for teachers to have a familiarity with one another's work that comes with frequent conversations of a professional nature centered on the work, access to each other's

Tabel 2.2 Effective learning and learners

Effective learning is ...	An effective learner
An activity of construction	Is active and strategic
Handled with (or in the context of) others driven by the learner	Is skilled in collaboration
The monitoring and review of the effectiveness of approaches and strategies for the goals and context	Understands her/his learning and plans, monitors and reflects on their learning
	Takes responsibility for their learning

Some experts suggest variations in teaching and learning as a testimony of effective strategy. There is a variety of tasks that operated to promote learning in classrooms (reading, writing, listening and so on) for example in active reading category. To be an effective learner when reading, a learner might need to go much further than the dominant idea that reading is ‘getting this text in my head’. A richer experience with the text, generating richer meaning as a result, is likely if someone engages actively with a text through strategies such as:

- a. Scanning (before reading identify what’s the theme, how is the text structured?)
- b. Questioning (what do I already know, what do I want to know more about?)
- c. Reading (small steps at a time, stopping at regular intervals)
- d. Reviewing (what is being said, what do I think of it?)
- e. Recollecting (what are the main messages, what are the key ideas?)

2. Operational Framework

This research is conducted to know the effectiveness of GIST Strategy to improve student reading comprehension. G.I.S.T. is an acronym that stands for Generating Interactions Between Schemata and Text. The name of the strategy is a useful reminder of its purpose. GIST is often related to summarizing, but actually the case that GIST Strategy is a systematic check of understanding and monitoring comprehension in small chunks of text. It is similar, but not exactly the same, as summarizing. Summarizing is finding the most important ideas and putting them together into a short statement, but GIST Strategy does not require an evaluative filter. GIST Strategy used in this research is as NBSS way to get the GIST. This is because NBSS focus on individual work and Adrienne Herrel more on group work. The researcher maximises time and student attention to increase student reading comprehension.

Reading comprehension in this case is an achievement attained in exploring descriptive text. Certainly this matter is related to scores got in exploring descriptive text. Whereas the effectiveness is measured by the test. This method is also compared with control group where both groups are tested that the first ability result is same through equal-test. The design is quasi-experimental design. This design is chosen because all populations or subject taken in this study to be chosen as a control group and an experimental group. In this research, researcher conducted equal-test (to take two classes have

