

THE EFFECTIVENESS OF USING GIST STRATEGY IN TEACHING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT (2022)

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ABSTRACT

This research is conducted on the basis of the researcher's observation that the students are getting difficulties to understand the meaning of texts. The objective of the research is to find out the effectiveness of GIST strategy to teach students' reading comprehension of narrative text. This research involved 50 students. 25 students were in the experimental class and 25 students were in the control class. The researcher used cluster random sampling to determine a sample. An instrumented test to collect the data used test. They are pre-test and post-test. The type of test is multiple choices test. The assessment of the test result was focused on students' reading comprehension on narrative texts. Furthermore, the data was analyzed by using statistical analysis technique and the hypothesis used t-test. Based on the computation of result, the average of pre-test score of experimental class was 65.5 and the control class was 57.72. Meanwhile, the average of post-test score in the experimental class was 80.2 and the one in the control class was 72.2. So, it can be concluded that based on the result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The reason alternative hypothesis was accepted because the p-value (0.045) was lower than $\text{sig. } \alpha = 0.05$ (5%). So, it means that there was a significance increase after applying GIST strategy on teaching students' Reading comprehension on Narrative text

Keywords: *Generating Interaction between Schemata and Text (GIST) Strategy, Reading Comprehension, Narrative Text.*

ABSTRAK

Penelitian ini dilakukan atas dasar observasi peneliti dimana siswa mengalami kesulitan dalam memahami makna teks. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan strategi GIST dalam mengajarkan pemahaman membaca siswa pada teks naratif. Penelitian ini melibatkan 50 siswa.

25 siswa berada di kelas eksperimen dan 25 siswa berada di kelas kontrol. Peneliti menggunakan cluster random sampling untuk menentukan sampel. Instrumen tes untuk mengumpulkan data digunakan tes. Yaitu pre-test dan post-test. Jenis tesnya adalah tes pilihan ganda. Penilaian hasil tes difokuskan pada pemahaman membaca siswa pada teks narrative. Selanjutnya data dianalisis dengan teknik analisis statistik dan uji hipotesis menggunakan uji-t. Berdasarkan hasil perhitungan, rata-rata nilai pre-test kelas eksperimen adalah 65,5 dan kelas kontrol adalah 57,72. Sedangkan rata-rata nilai post-test di kelas eksperimen adalah 80,2 dan di kelas kontrol adalah 72,2. Jadi, dapat disimpulkan bahwa berdasarkan hasil, hipotesis nol (H_0) ditolak dan hipotesis alteratif (H_a) diterima. Alasan hipotesis alternatif diterima karena p-value (0,045) lebih rendah dari $\alpha = 0,05$ (5%). Jadi, berarti ada peningkatan yang signifikan setelah penerapan strategi GIST dalam pembelajaran pemahaman membaca siswa pada teks Narasi.

Kata Kunci: *Strategi GIST, Pemahaman Membaca, Teks Narasi.*

Introduction

Reading is the simplest and cheapest approach to obtaining knowledge, as it can assist in understanding basic information to more sophisticated information (Hashemi, 2021). Furthermore, the ability to comprehend what they had read should have been the most significant factor for the readers. Reading is a crucial aspect of learning English, although other English abilities are examined (Wes-thisi, 2019). It may be observed in the final exam, which is almost entirely based on reading skills.

Reading comprehension is at the genuine center of the understanding system. Knowing how to read a sentence is not a smooth exertion. Getting the text, particularly for students, is not consistently basically as clear as it sounds. Students frequently find it simple to know current realities by reading the substance of the composed text. Dependent fundamentally upon the 2013 curriculum, ninth-grade understudies are given an assortment of classes, including descriptive text, recount text, and narrative text. The narrative text is a text that recounts a story while keeping readers and audience members fascinated and enlightening. The text contains Complication or problems, and resolutions. Students are relied upon to get the text, yet many battles to accomplish their desires.

The examination is difficult in junior high school. Based on the observation of SMP (junior high school) Negeri 7 Bengkulu, students find it hard to dominate English abilities, particularly reading. Because the students struggled to get the significance of the text. The students are still lacking in vocabulary. Students struggle to read the text. Their absence of skill demonstrates that they know

nothing about the thing they are contemplating. Most students can become familiar with the substance of the text, yet they do not remember it. They likewise find it challenging to track down the fundamental ideas in the text. Some of the time the students are not sure what each fragment is and would rather not end the substance of the text.

Furthermore, in delivering the material of the English text, especially the explanation text, teachers have to use the appropriate strategy to make sure that students can understand the material easily. Because of that, students can get confused when have to understand a whole text in school. Thus, the teacher has to use an appropriate strategy to make it easy. In language learning, using an appropriate strategy can assist students to comprehend the text. Sometimes students often read English text, but still, be questioned whether they can comprehend the text or not (Muhid et al., 2020). Research on instructional strategy is important in the education field, particularly when implementation is a course related to the real-world difficulties of the classrooms (Boardman et al., 2016).

It means that strategies are important to manage the classrooms and reduce difficulties that can be faced by learners. One of them is the GIST (Generating Interactions between Schemata and Text) strategy. GIST strategy is a strategy to explain the main idea of a text (Sari, 2018). Besides, the GIST strategy can be useful for the students to understand the entire text easily and improve their comprehension by summarizing what they have read (Rahmawati et al., 2020). Thus, this strategy gives the students a chance to recognize important vocabulary and important ideas in summary (Octavia & Wilany, 2018). Researchers have written entitled "The Effectiveness of Using GIST Strategy in Teaching Students' Reading Comprehension on Narrative Texts." Researchers are fascinated (Experimental study of ninth grade 2021/2022 SMP Negeri 7 Bengkulu).

Literature Review

GIST

GIST is an acronym for Generating Interactions Between Schema and Text. This is a summary approach. Effective summarization leads to a progressive improvement in student knowledge. In summary, students need to be aware of the key ideas in text content and determine the points without skipping the points of the idea. The purpose of the GIST method is to get students to discard nonsensical and irrelevant information. Focus on the symptoms they recognize and consider to help students learn organized writing (Walugianah, 2017).

Reading Comprehension

Reading comprehension formulates meaning in a complex way by organizing skills and numbers that are related to interpreting, reading words fluently, and integrating vocabulary, students' background knowledge, and experiences (Khorri & Ahmad, 2019). Besides, reading comprehension is facilitated for measuring learners' understanding, thus learners can identify the author's top-level structure (Al-

vermann, 2014). Moreover, learners' ability to comprehend the particular content of the course can be called reading comprehension (Khor & Ahmad, 2019). Besides, a good reader can be a contributor to developing their society (Khasawneh & AlRub, 2020).

Narrative Text

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. The narrative is the most common of writing because the writer just tells his/her story without any purpose. Narrative places act in times and tell what happened according to the natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. The narrative does not have; for example, a singular generic purpose, as do some of the other genres. Narrative also has a powerful social role beyond that of being of medium for entertainment. The narrative is also a powerful medium for changing social opinion and attitudes. (Rodearta Purba, 2018).

Method

The design of this study is quasi-experimental. This study uses two variables, an independent variable, and a dependent variable. Reasoning strategies have become an independent variable that affects the reading comprehension of dependent students.

Based on the research questions, the researcher wants to know students' scores as the results by using a pre-experimental design through pre and post-test, observes how the implementation of GIST strategy in teaching reading comprehension on explanation text during their learning activities by using observation, and wants to know the responses of the students after using GIST strategy by using interview. A pre-experimental design is an experiment that may be carried out in an intact or existing class which conducts pre and post-test in a one-class (Nurmi, 2020).

Findings and Discussion

Pre-test and Post-test of Experimental Class

In this research, the researcher used class IX.B.2 in ninth grade 2021/2022 SMP Negeri 7 Bengkulu as the experimental class. In class IX.B.2, it consists 25 students who learned English language and taught by using GIST strategy. At first, the researcher was doing Pre-test in order to know the ability of students' reading comprehension. After doing the pre-test, then the class was treated for

four times by using GIST strategy during the teaching and learning process before followed by a post-test at the end.

The data showed the pre-test and post-test of the 25 students from class IX.B.2 in ninth grade 2021/2022 SMP Negeri 7 Bengkulu as the experimental class. The sum of the pre-test score is 1635 with the average score of the pre-test is 65.5. However, from the experimental class, the lowest scored gained of speaking pre-test is 55 while the highest scored gained is 95.

Therefore, the conclusion based on the data is that the students' reading comprehension score of post-test of experimental class having some increased by 14.8 from the pre-test score. Then, it indicates that after implementing using GIST Strategy in the teaching students' reading comprehension on narrative text at the experimental class, the using of GIST strategy is affects in students' reading comprehension on narrative text.

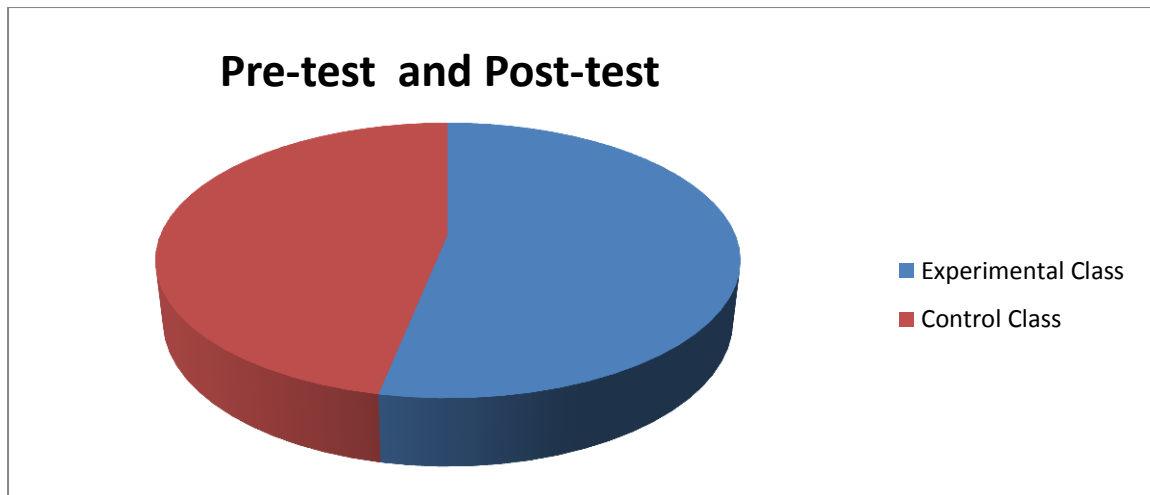
Pre-test and Post-test of Controlled Class

In this research, the researcher is used class IX.A.1 ninth grade 2021/2022 SMP Negeri 7 Bengkulu as a controlled class. Similar with the experimental class, this class was had to do the similar pre-test as the experimental class. Then, after doing the similar pre-test like experimental class, this class is also being taught about reading comprehensions. However, there is difference between the experimental class and controlled class when taught about Narrative text. In control class, they are taught narrative text without getting any kind of treatments like experimental class which is using GIST strategy. Then, after doing teaching and learning process, the controlled class is also had to do the similar post-test as the experimental class.

The data showed the score of 25 students from class IX.A.1 as the controlled class. This class did not get any treatments during teaching and learning process of narrative text. Based on the data above, the total score of the pre-test of class control is 1693 with the mean score is 57.72. Moreover, the lowest score of pre-test in this class is 55 while the highest score is 90.

In conclusion, based on the explanation above, it can be present that in the experimental class, the students' pre-test score was 65.5 while for the students' post-test score was 80.2. In addition, in controlled class, the students' pre-test score was 57.72 while the students' post-test score was 72.2. It showed that there was an effect of using GIST strategy in teaching students' reading comprehensions on narrative text.

Further, in order to see the differences of the score of pre-test and post-test from both classes, the researcher presented the diagram below based on the of pre-test and post-test from experimental class and controlled class.



From the diagram, it was clearly that experimental class got higher score than controlled class in the post-test.

The Result of Independent Sample Test

	Groups		Mean	Std. Deviation	Std. Error
Scores	Experimental		8	9.522	1.610
	Class	5	0.2		
	Control Class		7	8.237	1.392
		5	2.2		

Based on the data, it was presented that the result of the post-test from both experimental class and control class. When looking at the data, each class had similar amount of students which is 25 students and symbolized with N. In addition, the column of Mean showed that the average score of post- test scores from both experimental class and control class. According to the data, the mean score of experimental class was 80.2 while the mean score of control class was 72.2. So, it can be said that the experimental class has higher average score rather than control class.

Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
	Sig.		t	df	Sig. (2-tailed)	Standard Difference	Std. Error Difference	95% Confidence Interval of the Difference

									lower	upper
Results of trial out by students'	Equal variances assumed	.08	300	.041	8	.045	.343	.128	.096	.590
	Equal variances not assumed			.041	6.68	.045	.343	.128	.095	.591

According to the data above, it is presented the result of t-test analysis of post-test score from both experimental class and control class. Based on the data in Table 4.8, the researcher used the equal variances assumed that was on the table in order to read the result and also refers to significance value of $\text{sig } \alpha = 0.05$ (5%). According to the data, the result of independent sample t-test in p-value or sig. (2-tailed) was 0.045.

So, it can be concluded that based on the result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The reason alternative hypothesis was accepted because the p-value (0.045) was lower than $\text{sig. } \alpha = 0.05$ (5%). So, it means that there was a significance increase after applying GIST strategy on teaching students' Reading comprehension on Narrative text.

Conclusions

Based on the findings of research conducted at the Ninth Grade of SMP Negeri 7 Bengkulu in Academic Year 2021/2022, the researcher can draw the following conclusions:

1. The average score in experimental class that used GIST strategy is 80.2, while in the control class that only used teaching material derived from printed books without any auxiliary media and strategies is 72.2. Thus, it can be said that the experiment class showed a higher average result than the average score in the control class.
2. GIST strategy in teaching students' reading comprehension on narrative text, indicated by scores they get and from students' responses to four meetings teach activities. It can be concluded that students enjoy the GIST strategy.
3. Students become more active and participate in the learning process. Therefore, a GIST strategy can be an alternative teaching strategy for teacher in teaching Reading comprehension, especially on narrative text.

In conclusion, it can be stated that the used GIST strategy in teaching students' reading comprehension on narrative text is effective, because students also like learning used GIST strategy in the Ninth Grade of SMP Negeri 7 Bengkulu in the academic Year of 2021/2022.

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