

THE EFFECT OF USING GIST STRATEGY TOWARD READING COMPREHENSION OF TENTH GRADE STUDENTS' AT SMAN 10 GOWA

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ABSTRACT

This research discussed about GIST strategy and reading comprehension. The aim of this research is to examine the Effect of Using GIST Strategy toward Students' Reading Comprehension. The objectives of the research were about the students' reading comprehension and significant effect of using GIST strategy toward its skill. This research was conducted at SMA Negeri 10 Gowa in Academic Year 2021/2022. The design of the research was pre-experimental with one group pre-test post-test design. The population was 180 students and the researcher took 36 students from XI IPA/3 purposively. The instrument was used to collect the data was test, in multiple choices text. The research findings showed that the students obtained score on pre-test with the mean score 45.7 which classified as low. After giving treatment the students obtained improvement, they gained score with the mean score 70 as a reasonable classification. The result of the data analysis indicated that there was an increase in students' reading comprehension after being taught using GIST strategy. It was proved by the result of the statistical analysis of the level significance 0.05 with degree of freedom (df) 35 indicated t-test values of the students' reading comprehension (30.63) was higher than t-table value (2.042). Based on the result analysis, the impact of this research on the students makes the students understand meaning of words or the most important parts of text and get the details and specific information from it. GIST strategy also make students more active and creative in learning process. The researcher found that the strategy helps the students to understand the text especially in narrative text.

Keywords: GIST Strategy, Reading Comprehension, Narrative text

1) INTRODUCTION

There are four language skills in English should be mastered by the students namely: listening, speaking, reading, and writing. Reading is the important one. Reading skills become essential in the education field; students need to be exercised and trained to have good reading skills. Learning outcomes in this study are the result of reading comprehension.

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According to Kalayo (2007), learners are expected to use English for survival purpose and communicate for daily needs such as reading newspapers and manuals. It can help students improve their knowledge, experience and get much information from the written materials. Reading is also crucial and indispensable for students because the success of their study depends on the more significant part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to be successful in their study. As a result, reading is an important to learn especially in academic field, afterwards by reading a text the students will get a lot of information and it useful for their life.

The goal of reading is comprehension. According to Woolley (2011), Reading comprehension is making meaning from text. It means that reading comprehension is the ability to take information from text and do something with it to demonstrate knowledge or understanding of that information. Reading comprehension is a complex activity for the reader to understand and comprehend the meaning of words.

Reading comprehension is stages on reading process which aims to gain an in-depth understanding of the text students read. Reading comprehension consists of two words; reading and comprehension. Where comprehend a reading text is the purpose of reading, students easily find the gist of the text, such as information or an important message, can identify the main idea and answering 25 multiple choice question in narrative text.

In senior high school, reading is not easy. Based on preliminary research in February 2020 at SMAN 10 Gowa, the students have problems understanding their English learning, especially in reading. First, the students still have difficulties in identifying the main idea in a paragraph. Then the students cannot get information from the text, so the students cannot conclude the reading text correctly, and the students cannot find the purpose of the text. In addition, the students are not able to answer the questions from the reading text.

Based on preliminary research, the researcher found some of the students' difficulty comprehending the main idea of the reading text, find out the factual information of the reading text, find the meaning of vocabulary in reading text, identify references in reading text, and make inference from the text.

According to Forget (2004), GIST is state useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, and help students

remember what they read. This strategy can help the students to understand the content of the text easier and prioritize the information.

GIST Strategy is a learning strategy to teach students to comprehend a reading text. This strategy is use in teaching reading because GIST is a good strategy for any level of reader and the students developed skills in identifying main ideas and key concepts in the text. This strategy helps improving students' reading comprehension and provides several steps to understand the text in a paragraph and condense it into a large number of word for each paragraph.

The researcher would like to use GIST' strategy toward students reading comprehension. GIST strategy is one of the strategies to help the students comprehend the text. Using GIST strategy makes student comprehend the story easier and makes students express their idea about the text. The researcher hopes by using GIST' strategy for teaching reading, student will be motivated, relax, and interested so that they can be able to comprehend the text, more active in classroom and makes the teaching-learning process satisfying, enjoyable and effective.

2) METHOD

This research used Quantitative method and pre-experimental research as the design. Mills and Gay (2016) stated that pre-experimental research is one of the single-variable designs. The crucial thing in this method is to underlined the difference between pre-test and post-test to take the result in the future.

The researcher held the research at SMA Negeri 10 in Gowa regency, South Sulawesi. The school location is in Jl. Mustafa Dg Bunga, Komp. Saumata Indah, Romang Polong, Somba Opu District, Gowa Regency, South Sulawesi. This school has two majors namely IPA and IPS, with twenty-one classrooms, one field football court, and a mosque.

The population is related to the data. If every human gives data, then the size or number of populations was same as the number of people. The researcher chose populations of all students in tenth grade at SMA Negeri 10 Gowa. The total number was around 180 students. The sample is then selected using teacher's reference. There were 36 students from each class. Therefore, the researcher took a sample in one class as one group with 36 students.

To collecting the data, researcher did some procedures. There are pre-test and post-test. There are some treatments between the pre-test and post-test. The data that the researcher collects was analyzed as the t-test, the researcher used formula suggested by Mills & Gay (2016),

To find out the significant different between the pre-test and post-test by calculating the value of the test used the formula proposed by Mills & Gay (2016).

3) RESULTS

The Students' Score Pre-Test, Post-Test, Gain (D) and Square

Table 1. The Totals Raw of Students' Pre-test and Post-test				
Respondents	Pre-test (X ₁)	Post-test (X ₂)	D (X ₂ - X ₁)	D ²
R1	40	60	20	400
R2	52	76	24	576
R3	60	80	20	400
R4	40	60	20	400
R5	52	76	24	576
R6	40	60	20	400
R7	40	64	24	576
R8	52	76	24	576
R9	60	80	20	400
R10	32	56	24	576
R11	40	60	20	400
R12	52	76	24	576
R13	60	80	20	400
R14	40	64	24	576
R15	40	76	36	1296
R16	60	84	24	576
R17	40	60	20	400
R18	40	68	28	784
R19	52	76	24	576
R20	60	80	20	400
R21	40	76	36	1296
R22	36	56	20	400
R23	60	80	20	400
R24	40	64	24	576
R25	32	56	24	576
R26	60	84	24	576
R27	40	76	36	1296
R28	36	56	20	400
R29	40	68	28	784
R30	60	84	24	576
R31	40	60	20	400

R32	40	72	32	1024
R33	40	64	24	576
R34	32	56	24	576
R35	40	72	32	1024
R36	60	84	24	576
Jumlah	$\sum X_1=1648$	$\sum X_2=2520$	$\sum D=872$	$\sum D^2=21.920$

The Classification of the Students' Pre-test and Post-Test Scores

Table 2. The Rate Percentage of Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	100-81	0	0%
2	Good	80-61	0	0%
3	Fair	60-41	14	39%
4	Poor	40-21	22	61%
5	Very Poor	20-0	0	0%
Total			36	100%

Table 3. The Rate Percentage of Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	100-81	4	11%
2	Good	80-61	21	59%
3	Fair	60-41	11	30%
4	Poor	40-21	0	0%
5	Very Poor	20-0	0	0%
Total			36	100%

Table 4. The Mean Score and the Improvement of Students' Reading Test

Pre-Test	Post- Test	Range	Improvement(%)
45.7	70	24.2	52.95

Table 5. Distribution the Value of the T-Test and T-Table in the Post-Test

Variable	t-test value	t-table value
Post-test	30.63	2.042

4) DISCUSSION

The discussion presented the argument and further interpretation in research finding in students' pretest and posttest. In this section, the discussion deals with the effect of the tenth-grade students' reading comprehension by using GIST strategy at SMA Negeri 10 Gowa.

This research was conducted to found out the effect of GIST strategy toward students' reading comprehension at SMA Negeri 10 Gowa in terms of main idea and sequence of details with the process the learning using GIST strategy. The GIST strategy was one of many strategies which can be used by the researcher in teaching English especially help the students to comprehend the reading text.

In pre-test, the rate percentage and classification score of the students none students' who got excellent, very good, good, 14 students got score fair, 22 students got poor and none student got very poor. Frequency of the students in reading comprehension by using GIST Strategy there was 14 (39%) students who got score which as fair (60-41) classification. There are 22 (61%) students who got score which as poor (40-21) classification and there is none student who get score which as very good (100-81) classification, there is none student who got score which as good (80-61) classification, there is none student who get score which is classified as very poor (20-0) classification. It happened because they were difficult to comprehend the reading text.

In conducting the treatment, the researcher using GIST strategy. The treatments deal with the condition or situation of teaching and learning process where the researcher using GIST strategy. This treatment took fourth meetings. In each meeting the researcher prepared different story or reading narrative text with worksheet of GIST strategy.

At the first meeting, the researcher explained what the purpose of her research. Besides, the researcher explained to the students what they would do in the first meeting, second meeting, until fourth meeting and what they would achieve after studying. After the students understood about the explanation, the researcher continued the teaching learning process by giving explanation about how GIST strategy were applied. In this case the researcher explained how these strategies work in reading narrative text.

The result of data analysis above shows that there was a significant students' reading comprehension after applying the treatment for fourth times by using GIST strategy. This statements was supported by the students' post-test result, which shows that there was 4 (11%) students got score which as very good (100-81) classification. There are 21 (59%) students who got score which as good (80-61) classification and there are 11 (30%) students who got score which as fair (60-41) classification, there is none student who got score which as poor (40-21) and there is none student who get score which is classified as very poor (20-0) classification.

Through the result of pre-test and post-test, the result of the t-test value of the level of significant = 0,05, degree of the freedom (df) = 35 indicated that t-table value was = 2.042 and t-test value = 30.63. Therefore, it can be concluded that statistically hypothesis of H1 was accepted and the statistically hypothesis of H0 was rejected. It means that the using of GIST strategy in teaching reading can improve the students' reading comprehension. In pre-test 14 (39%) students got score which as fair (60-41) classification and 22 (61%) students got score which as poor (40-21) classification. In post-test, after giving treatment using GIST strategy 4 (11 %) students got score which as very good (100-81) classification and 21 (59 %) students got score which as good (80-61) classification and 11 (30%) students got score which as fair (60-41) classification. It means that rate percentage of the post-test higher than that of the pre-test.

Based on the result above, it proved that the GIST strategy was effective to be used in teaching English. It could be seen in the mean score of pre-test and post-test before and after given treatment, there was enhancement in every test from the pre-test and post-test. The implementation of gist strategy could help the students in comprehending the reading text. And the researcher could control the situation and condition of the class better. In addition, the researcher concluded that there were significant difference of the students' reading comprehension in terms of main idea and sequence of details before and after applying gist strategy.

GIST is one of the teaching strategy that can be used by the teachers to teach reading comprehension. The use of the GIST strategy, in addition to helping students comprehend narrative text, can also determine the main idea and can make it easier for students to summarize important words in the reading. In this strategy, the students were forced to discard unimportant information so that they may focus on what is significant for them to understand and remember. Duke, et.al (2002) stated that teaching students to understand what they read is another way to improve their overall comprehension of text. In this case, by using GIST strategy the students could improve their comprehension of narrative text.

Using GIST strategy, the student could learn more active and it made the students easier to comprehend the materials that were given. Arianto, et.al (2013) GIST strategy has the good effect in the teaching-learning process. It could bring interest and motivation to the students in reading activity. After implementing the strategy, students' reading task showed good progress from the first task to the second one.

GIST strategy useful to identify or generate main ideas, eliminate redundant and unnecessary information, help students remember what they read. Wright (2011:1) notices that gist was used in teaching reading comprehension because GIST was a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text.

In addition, GIST strategy not only can help the students to understand and synthesize what they are reading, but the GIST strategy can be used understanding the generic structure of narrative text such as orientation, complication, sequence of event, resolution and coda.

Based on the result data analysis above, it can be concluded that the GIST strategy had positive effect. It means that by the implementation the GIST strategy, it could help students to improve their reading comprehension of narrative text. And highly suggested to be applied in the process of teaching reading.

5) CONCLUSION

It can be concluded that the mean score of the students' improvement from the poor (45.7) become very good classification (70). The test value was 30.63 and the table was 2.042, it means that H1 was accepted explaining that GIST strategy was effective to improve students' reading comprehension and the null hypotheses (H0) was rejected. So, GIST strategy was effective to implement to the students' reading comprehension of narrative text in the tenth grade at SMA Negeri 10 Gowa.

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