

The Use of Gist Strategy on Students' Achievement in Reading Comprehension at SMA Gajah Mada 3 Palembang

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Abstract

The background of this research was the lack of students' reading skills, especially in the method they use, so that many students were only able to read with one reading style for all discourses. The result of these conditions that students' reading ability and interest in reading are still low. This study aims to determine the level of effectiveness of the experience-oriented GIST strategy in learning reading comprehension. This research used a quantitative method in the form of an experimental method with a pretest-posttest research design. The theory underlying this research was the GIST strategy. Experience-oriented learning and reading comprehension. The data from this study were in the form of test results for students in the experimental class and control class before and after being given treatment in the form of objective text with 30 questions for the pretest and 30 questions for the post test. Based on the research data collected, the results of this study indicate that using the GIST strategy was effective in teaching reading comprehension

Key Words: Reading, Comprehension, Gist Strategy

INTRODUCTION

The development of information technology in the era of globalization At this time it cannot be In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is the important one. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Learning outcomes in this study are the result of reading comprehension.

According to Kalayo (2007), learners are expected to be able to use English to survival purpose and to communicate for daily needs such as reading newspaper and manual1 . It can help students to improve their knowledge, experience, and get much information from the written materials. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater 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.

Reading is one of skills that should be acquired by the students, especially in senior high school level. In order to accomplish the need of reading, based on the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of

meaning of the text accurately, fluently, and contextually in the text; descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review . In this research, the writer focuses on the narrative text. In narrative text, the students should be able to identify main idea of the text, meaning word of the text, the reference, and make inference of the text. It means that the students should be able to comprehend the text and get the information from text.

Based on Curriculum students of Senior High School should learn and comprehend some types or reading text before doing task, like in reading narrative text. The teacher has been teaching about narrative text but the students still get difficulty to obtain minimum standard score. They have problem in reading comprehension. First, the students still have difficulties in identifying the main idea in paragraph, and then the students are not able to get information from the text, so the students cannot conclude the reading text correctly and the students are not able to find purpose of the text. In addition, the students are not able to answer the questions from the reading text. So, the students cheat to friends.

The implementation of teaching reading comprehension SMA Gajah Mada 3 Palembang is implemented by giving the task to the students rather than reading the text. Before the activities are carried out, the teacher lecturing on information that is considered as critical issues is related to the students what to do. Reading activities are conducted from the beginning to the end of the text, if they do not understand about it, the reading will be repeated several times, and the next activity, students are asked to work on problems that had been prepared by teachers. Strategies used in learning are still monotonous. Based on the writers observation, writer found some symptoms such as some of the students are difficult to comprehend the main idea of the reading text, some of students are not able to find out the factual information of the reading text, some of the students are not able to find the meaning of vocabulary in reading text, some of students are not able to identify references in reading text, and some of students are not able to make inference form the text.

In this case, teacher could modify their teaching especially in teaching reading and not always using the reading text of the students' text book. Teacher could use the strategy to make students easier to comprehend the text. To provide solution to these problems, the writer has found the suitable strategy to improve students' reading comprehension, called GIST strategy.

GIST stands for Generating Interactions between Schemata and Text. According Bonnie (2005), GIST strategy is a strategy than can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5 Ws and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage . This strategy is useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read.

The goal of the GIST strategy is for students to list the main points of a passage and then to use it as an outline to write a summary statement in 15 words or less. It will improve reading comprehension as well as summary writing. When using GIST, students must delete trivial information, select key ideas, and generalize their own words, which are three major strategies necessary for comprehension and retention This strategy fosters comprehension by having students condense to summarize longer texts, allowing students to put concepts into their own words

The Nature Reading Comprehension

Reading is one of four language skills besides listening, speaking, reading and writing that is important to be learned and mastered by every individual. By reading, we can be relaxing, interacting with the feelings and thoughts to obtain information, and improve the science knowledge. By teaching the children how to read means giving children a future which provides a technique to explore how "the world" is wherever he chooses, and provides the opportunity to get a goal in life.

According to Christina and Marry (2005), reading is the individuals' activity to get excellent information and unless there are contextual constraints on the teaching situation. Nuttal (1982) states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way for the reader gets message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

Nunan (2003) states that reading is an essential skill for learners of English as a second language . Without reading, the learners never know about anything. It is the main reason why the students learn the language. Besides, reading is exactly the most important skill in a second language, especially in English as a second or foreign language in world. Furthermore, reading is the main reason why the students learn the language. Without reading, the learners never know anything.

According to McNeil, et.al,(1981) the ability to understand the sequence of events is necessary if one is to comprehend a variety of reading material. It means that reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of how to catch the ideas of the text or what the writer talks by comprehending reading material.

Catherine and Sweet (2003) state that reading comprehension is the process of simultaneously extracting and constructing the meaning. In addition, Durkin in Dorothy (2006) stated that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well .

Before reading, a person has to determine the real purpose of the reading activity that will be comprehended. Kalayo (2007) stated that the purpose for reading also determines the appropriate approach to reading comprehension. Then, Iwuk P in Titin (2010) claims that first step in reading is the reader should determine the purpose of reading clearly toward what we are reading, example reading for retelling the story, reading for finding idea, reading for answering question, or to find the explicit and implicit meaning. It is clear that comprehending reading depends on what the purpose of reading itself that will make focus and concentrate more about the text on the purpose.

William in Titin (2010) states, generally the purpose of reading is classified into: a. Getting general information from text b. Getting specific information from the text c. Reading for pleasure an interest. By knowing the real purpose of reading, it can help the students reach the goal of understanding. Reading comprehension is defined as the level of understanding of a passage or text. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read

It is necessary for student to master reading comprehension. Cooper (1986) stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.

The common questions on the passages are primarily about main ideas, details, and an inference that can be drawn from the passage.

Kalayo (2007) state reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹⁸. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is.

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Dellen (2011) state the purposes of reading are as follows: (1) For pleasure or for personal reasons, (2) To find personal information such as what book is mostly about, (3) To find a specific topic in a book or article, (4) To learn subject matter that is required for a class . According to Philips in Brown (2003), there are eight components of reading comprehension features. They are main idea, expression/idiom/phrases in context, inference, grammatical feature, detail including facts not written, supporting idea, and vocabulary in context

In English learning, there are some kinds of texts that are taught to the students of senior high school level, namely; narrative, recount, procedure, and exposition in form of monologue or essay. Narrative is the kind of text that has purposes to entertain the reader. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative typically contains action, dialogue, elaborate, details and humor. According to Syafi'i (2007) narrative is story telling whether tells a true story or fiction. A narrative text gives and accounts one or more experiences. It tells a story to make a point or to explain an idea or event

Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) followed by the resolution. A narrative text is a text that amuses, entertains and deals with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turn point of some kind, in which in turn it finds a resolution.

The generic structure of a narrative text:

1. Orientation: Sets the scene and introduces the participants.
2. Complication: A crisis arises
3. Resolution: The crisis is resolved, for the better or for worse.
4. Re-orientation: Optional
5. Evaluation: A stepping back to evaluate the plight

Syafi'i stated that all narratives have certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas²⁶. This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time. According to this statement, the students can be called have ability in reading narrative that are the students should be able to find out main idea, characters, setting, recognize events, and cause and effect happened in narrative text.

Students who understand the features and organization of narrative text will know that they have a main idea/theme, and will comprise a beginning section introducing the main characters, a middle section where some sort of connection/ conflict arises between characters, developing to a crisis point, and an ending section where the connection/ conflict comes to some kinds of resolution. They will also know that the story will be set in a particular place/s, cover a period of time, and will

probably contain dialogue. As they gain expertise, students will learn that writers of narratives make use of tools such as material processes (action verbs), mental processes (sensing verbs), verbal processes (saying verbs), metaphors, similes, allegory, and symbols. All of the schemata above will help students organize and process the text in ways that facilitate comprehension.

Moreover, efficient comprehension required the ability to relate the textual material to one's own knowledge. Comprehending a narrative text was an interactive process between the reader's background knowledge and the text. It involves more than just relying on one's linguistic knowledge

Students' Reading Comprehension

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Reading comprehension is one of the first steps towards learning a language. Reading comprehension is more important because reading English as a foreign language will be difficult without comprehending the reading. However, the students do not know clearly which ways that can help them improve their comprehension in reading English. In fact, there are some students who still get the difficulties to comprehend the text. Teachers should help their students in comprehending texts, encouraging them to build world knowledge through reading and should teach their students to use active comprehension strategies to improve the reading comprehension.

Palincsar & Brown in Yen-Chi Fan (2010) suggest that strategic reading helps students, especially low-achieving learners, avoid comprehension failure and enhance their retention of the text. GIST strategy aids reading comprehension because it requires students to analyze ways to delete non-essential information and use their own words to summarize the main idea and combines with their prior knowledge. By using GIST strategy to teach the students in reading activity, it can increase their reading comprehension and make them enjoy in the classroom.

Using GIST Strategy toward Students' Reading Comprehension

GIST is a summarization strategy that will improve students' abilities to comprehend and summarize the gist or main idea of paragraphs. GIST is an acronym for Generating Interaction between Schemata and Text. GIST is a summarizing strategy to use and assist students' comprehension and summary of writing skills. Cunningham in Beans (1984) states, GIST strategy is at least indirectly based on a similar model of text comprehension since students are required to delete trivial propositions and select topic statements to fit the 15-blank word limit. Students use higher-order thinking skills to analyze and synthesize what they have read. Loa (2011) state The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection²⁹. It is believed that by having more choices in reading, students are helped to meet their own individual needs and therefore, they are given more chances to actively construct their own meaning.

The interaction is supposed to happen between the schemata, that is the past experiences and background knowledge of the learners and the text they will read Schemata is defined as a plan or purpose. It means, we are trying to figure out the plan or purpose for what the author has written. We want students to use the GIST strategy in order to learn to connect what they already know, with a logical prediction about the outcome of a story, or the purpose of a reading selection.

The GIST strategy is a strategy that can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for reading from group sentence-to-sentence production to individual or partner for entire paragraph gist production. This strategy helps students to recognize information that is not necessarily essential as well as what is necessary to make predictions and begin to think about text prior to reading, thus after it is read, the more material that are comprehended.

According Bonnie, the GIST strategy is a strategy than can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5 Ws and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage. This strategy this incorporates reading and writing. Student may even wish to try get the gist of entire chapter or unit in a summary sentence.

The GIST strategy provides several instructional variations depending on the ability of the students, and density and length of the text. The students could write a constrained summary of 15 to 20 words for one or two paragraphs of text. They could also write a summary of no more than 15 words for each paragraph read. These summaries could then be condensed and revised to produce a final summary for the entire text.

Procedures of the implementation of GIST strategy can be seen as the following steps:

1. The teacher selects a paragraph from a narrative text.
2. Have students look at the first sentence of a paragraph and identify the most important or key concepts. Ask students to write a brief summary of the sentence (fifteen words or less)
3. The teacher shows students the second sentence of the paragraph and then erases the first summary statement.
4. Repeat this process until students have the summarized entire paragraph in fifteen words or less.
5. The teacher gives students another article or paragraph of text to summarize 15 words or less. The teacher should observe and guide students with these summaries.
6. Students should be given opportunities to practice and use the G.I.S.T. summary strategy³⁰.

This strategy is especially useful when trying to teach main idea and supporting details. If we use the GIST with our students, we will find in no time that their ability to comprehend text and find the main idea increases.

GIST is helpful for teachers to use when students have difficulty with reading comprehension. This strategy helps students to recognize information that is not necessarily essential as well as what is necessary to make predictions and begin to think about text prior to reading, thus after it is read, for more materials that are comprehended.

Through the use of this strategy, the students learn to think about what they are reading, the purpose for reading and begin to form a habit of thinking about the material and making connections to background knowledge that is critical in skilled reading and comprehension. It helps to activate prior knowledge and improves students' reading comprehension.

RESEARCH METHOD

This research used a quantitative method with research data in the form of numbers and statistical analysis. The quantitative method used in this research was a quasi-experimental method.

Cohen (2007) stated that A quasi-experimental was one in which the treatment variable was manipulated but the groups are not equal prior to manipulation of the independent variable. The type used pretest-posttest nonequivalent group design. The population of the research was the first year students of SMA Gajah Mada 3 Palembang. The sample of the research was divided into two groups. The first group was an experimental class, and the other one was a control class. The technique of selecting objects/samples was done by simple random sampling, which can be done traditionally, namely by using a lottery or shuffling system (Sukardi, 2011). The procedure used to carry out pretests in the experimental class and the control class to test students' reading comprehension skills. Second, by providing guidance and direction for reading comprehension in the experimental class with the GIST strategy in the control class. Third, a final test was carried out in both classes to find out the students' reading comprehension ability after being treated using the GIST strategy.

FINDINGS AND DISCUSSION

The results of this study refer to data that has been collected from all samples that have been processed systematically, objectively and by means of scientific calculations. Based on the results of the pretest and posttest in both classes, namely the experimental class and the control class, there is a significant difference in the average value. The increase in the average post-test score in the experimental class was higher than that in the control class. Thus it can be said that there is an increase in student learning outcomes, and it can be concluded that the GIST (Generating Interaction Schemata and Text) method is effectively applied to learning reading comprehension at Gajah Mada High School Palembang 3. The results of this study answer and prove, the GIST (Generating Interaction Schemata and Text) method effectively applied to learning reading comprehension.

Profile of Students' Reading Comprehension

Reading comprehension activities carried out by students are still lacking and far from what researchers expect. Learning to read comprehension, especially learning to read to find the main idea, was learning that is still less attractive to students. This can be seen from the students' results in learning to read and from the results of observations of the learning process in class. In addition to conducting interviews with several students, the results of the interviews show that of the four aspects of language skills, students prefer listening and writing skills to reading skills. According to the students learning to read was a monotonous and boring lesson, even if they read, they prefer to read books such as novels and comics. The difficulty that was often faced by students in this lesson was the difficulty of determining the essence of the reading. In addition, students also tend to find it difficult to understand the contents of the reading because the type of reading used is too boring, does not match the characteristics of students, so it does not generate interest in students to read it. The teaching method used by the teacher is still too rigid. Learning to read to find the main idea taught without providing sufficient material, appropriate methods/techniques and supporting media. This learning was carried out as in other learning, the teacher only explains the material in the textbook and after that gives assignments that are already available in the textbook as well. After applying learning reading comprehension with the GIST method, students experienced an increase in their reading comprehension ability to find the main idea

Reading Comprehension Learning Design

Before conducting the research, the researcher first conducted an initial test (pretest) to find out the students' initial ability in reading comprehension to find the main idea, after that the researcher designed the lesson. The learning design in this study includes formulating learning objectives, determining sources, media, and learning materials, formulating evaluation tools and determining the allocation of learning time.

- a. Formulating learning objectives The learning objectives formulated in this study refer to the syllabus and lesson plans for English subjects.
- b. Learning resources and media The sources used to support learning in this study were class Indonesian learning material books and several other supporting books. As for the media, the researcher used several discourses originating from print and electronic media
- c. Formulate an evaluation tool. The evaluation tool prepared by the researcher was in the form of a written test in the form of objective questions (multiple choice) totaling 60 questions with an ideal score of 100. In addition, this test was also equipped with six discourses, which were divided into three discourses with 30 questions for pretest and three discourses with 30 questions for the post. Each discourse is accompanied by 10 questions. The discourse used has been adjusted and calculated using the Fry Chart.

Discussion of the Process of Learning Reading Comprehension with the GIST Strategy

The learning activities in this study apart from providing material on reading comprehension to find the main ideas, also carry out simulation activities related to the contents of the three discourses that will be given at the time of the post test. This simulation activity aims to generate or build student experience in accordance with the contents of the discourse, this is done to make it easier for students to understand the contents of the discourse. In addition, researchers also used observation techniques to assess the learning process. Observations were made to assess learning activities using the GIST method. The assessor used the statement "implemented perfectly" to assess learning activities that had been planned and carried out perfectly without any obstacles, the statement "implemented with obstacles" for learning activities that were planned and carried out but experienced several obstacles in their implementation, the statement "not carried out" for learning activities planned but not implemented at all. The aspects observed in this study include opening learning activities, the ability to explain material and methods, activities to build student experience, providing evaluation activities, providing corrective feedback, and closing learning activities. During learning students have gained experience that is in accordance with the contents of the discourse, so that when students take the final test (posttest) students will have a strong memory of the experience they have gained. This will make it easier for students to understand the contents of the discourse.

CONCLUSION

Based on the result of the research, the use of GIST strategy has given a better effect for students' reading comprehension. It means that, the use of GIST strategy is better than conventional strategy. It was known that using GIST strategy can give significant effect toward students' reading comprehension. Because of that, GIST strategy can be one of the choices for the English teacher in order to help students' comprehension in reading. Therefore, English teacher should know how to teach reading by using GIST strategy. Besides, teacher should also use many ways to encourage

students in reading text such as teachers should construct creative and enjoyable learning for students, teachers should support their techniques by using interesting media, teachers can encourage students' awareness about the importance of reading for their life, teacher becomes reading as habitual activity for students in the school. For students, the students should do more practice to improve their reading comprehension. In addition, at the first year students of SMA Gajah Mada 3 Palembang should do more activities to improve students' reading comprehension, such as wall news magazine in English language.

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