

GIST (Generating Interaction Schemata and Text) Strategy on Students' Reading Ability

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Abstract

Reading is an extremely complex activity. It is involving combination of linguistics and cognitive abilities. The objective of the research is to know whether GIST (Generating Interaction Schemata and Text) strategy affect students' reading ability of at second semester of English Study Program of UMB. The research was quasi-experimental design. It was employed the non-equivalent control design. The populations of this study was the second semester English study program students of UMB in academic year 2021/2022. The total number of population was about 32 students. The sample of this research was taken from all of student at the second semester. One class is an experiment class, it used GIST strategy and another without using GIST strategy. The findings of this research showed that there was a significant effect of using GIST strategy on students' reading ability at second semester English Study Program of University Muhammadiyah Bengkulu. Further research is highly recommended to find as many as good reading strategy and technique to be applied in the classroom. By finding other strategy and technique, it hopes can create better reading ability for the students.

Keywords : GIST (Generating Interaction Schemata And Text) Strategy, Reading Ability

A. Introduction

Reading is an essential skill for students of english as second language. Students will spend time to read and get understanding or meaning from the sentence of the texts. They can source of reading will be available in various and different text the students do not only focus on one kind of the text (Nunan, 2003). In addition, in teaching reading process the teacher does not teach the material as good in reading comprehension. The teacher always only asks the students to read the text aloud in class and rare to explain what the meaning of the text. They only read and get the meaning of the text from their teacher. It disagree about the aim of teaching reading is to make the students able to read english text effectively and efficiently.

Reading is an extremely complex activity. It is involving combination of linguistics and cognitive abilities. Relating linguistic abilities, reading involves the recognition of letters, words, phrases, and clauses. It also needs some aspects of language competences such as vocabulary, structure, spelling, and pronunciation. Meanwhile, in term of abilities, the view reading which is offered as essentially concerned with meaning, specifically with the transfer of meaning from mind to mind; the transfer of a message from writer to reader (Nuttal, 1982).

Reading refers to selective process which take place betthe studentsen the reader and the text, where the background knowledge and different types of language knowledge interact with the information in the text to give contribution for comprehension text. It indicates that in

reading a text, the readers include their background knowledge to comprehend what is the text about. Based on the pre-observation at second semester of English Study Program of UMB, the researcher found some problems that related to the learning process in reading. The researcher found the students did not master the vocabulary of the sentence in the passage. They usually do not know the meaning of the words and need long time to understand and comprehend in reading text. These problems was caused by several factors. First, the students have low motivation in learning English since the teacher applied the teaching learning process with unvaried and unchallenging techniques, so teaching of reading often using question and ansthe studentsr model. Second, the students have limited knowledge and experience. They are difficult to explain topic and main idea, predicting content the text, checking and ansthe studentsr question as the studentsll. It is caused their that knowledge and experience to understand the content of text is still poor. Third, the teacher has monotonous teaching method, the teaching of reading often using question and ansthe studentsr model.

Furthermore in teaching reading text, there are so many types of texts learned. Those are narrative, report, recount, anecdote, report and procedure texts. In this research, the researcher focuses on report text because based on the test result the students got difficulties to comprehend a text consequently almost they get low score. Therefore, the researcher would like to know which one strategy in teaching English that can improve Students' Reading Ability in report text. Report Text is a type of text in English that describes the details of an object. Details in this text are scientific details which include the description of objects, both physical and non-physical, from scientific facts about the object.

Hence, to achieve students' reading ability in report text comprehensively, the researcher needs to implement a strategy that can improve the students' interest in learning English. The researcher uses GIST strategy because this technique was focused to help the students pull the most important information from a piece of text. Doing this help students sift through details to find key points in a paragraph which improved comprehension. During this time especially in reading learning process, the students difficult to determine the main idea of the text. According Cunningham 1982 (Cecil and Gipe, 2003) Generating Interaction Betthe studentsen Schemata and Text (GIST) is proposes one of the strategy that is considered useful to improve students' reading comperehension and involves students' prior knowledge, synthesizing, and generalizing operation. This strategy is said useful to identify or generate main ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of material they just read. Wright (2011:1) notices that gist was used in teaching reading 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. This strategy will motivate the students to study and raise teaching learning process. By using this technique the students will be more interested and enjoy the teaching reading english in report text. Besides, the writer hopes that this strategy can be relevant strategy to give solution for the problem of reading lesson.

There are some previous studies which relevant to this research. First, Khoirun Nisa (2016) entitled "The Effectiveness Of "Gist" Strategy To Increase Student Reading Comprehension In Exploring Report Text In Second Grade Of Smpn 4 Surabaya". Second, Ayu Dian Puspayani S. Putri (2012) Entitled "The Effect Of 'Gist' And Learning Style Toward Reading Comprehension Of Grade Xi Students At Sma Dwijendra Bualu In Academic Year 2011/2012". Based on the result of analysis in this study, it was found that GIST made a better achievement in reading comprehension than conventional reading technique. Third, Dani Dwi Arianto, et al (2013) in e-journal English Department. Vol.01 no. (01) entitled "The Implementation Of Gist Strategy To Comprehend Analytical Exposition Text For Eleventh Graders Of Sma Wachid Hasyim 2 Taman". The result of this research show the students' ability in comprehending the text was quite good although their sentences the studentsre still bad structurally. It was proven from the result of students' reading tasks. They got good progress that starts from doing the first task until the second one. Their average score that they got was increased. Therefore, the researcher conducted a research entitled "The Effect Of Gist (Generating Interaction Schemata And Text) Strategy On Students' Reading Ability"

B. Research Methodology

The research was quasi-experimental design. It was employed the non-equivalent control design. The subject of this study was the second semester English study program students of UMB in academic year 2021/2022. The total number of population was about 32 students. The instrument of this research used reading test. It was aimed to measure students reading comprehension. In this test the researcher used 10 questions in essay form which adopted from English for intermediate textbook. Before start to give an action or treatment, the research gave a pre-test to the students. The purpose of the pre-test to know the students reading ability. The researcher gave pre test to the students before applying GIST strategy in experimental class. The researcher gave the students sixty minutes to do the pre-test.

C. Findings and Discussion

Findings

1. Pre-test Score

After collecting the data, the researcher did an analysis of students' pre-and post-test data. The pre-test data was collected before the researcher gave the treatment, while the post-test data was collected after the researcher gave the treatment. The pre-and post-test were given for both groups experiment and control group. The data description of pre-test result can be seen in the table below.

Table 1
Data Description of Pre-Test

	N	Minimum	Maximum	Mean
Experiment	16	50,00	76,00	67,08
Control	16	50,00	80,00	67,03

	N	Minimum	Maximum	Mean
Experiment	16	50,00	76,00	67,08
Control	16	50,00	80,00	67,03
Valid N (listwise)	32			

The data that was displayed in table 4.1 showed that the minimum score of control class was 50,00 and maximum was 80,00. Then it was 50,00 for minimum score of experiment group and 76,00 for maximum score. Moreover, the meanscore of control class was 67,03 and experiment class was 67,03 in pre-test. Based on the meanscore, it seems that the pretest score of control and experiment class was almost similar.

2. Treatment

After giving pre-test to both groups, the researcher gave the treatment to the experimental group in two meetings. In teaching and learning proses, the researcher implemented GIST strategy as a treatment in experimental class while in control class taught by conventional technique. The treatment was consisted of two treatment, each meeting consisted of 90 minutes. The description of treatment activities by the researcher in experiment class was described as follows.

1. Experiment Class Treatment I

In the first treatment, the teacher firstly discussed with students what a GIST Strategy is and why it is a useful strategy. Then modelling the GIST process using a descriptive text. Teacher might use an overhead projector to allow the whole class to read and discuss sample text together. The teacher asked the students to read the article along with teacher, using the overhead projector, together fill in the "5Ws and H"-who, what, where, when, why, and how-on the GIST Template. Then asking students to try writing their own GIST. Next, sharing teacher's GIST with the class and asking students to share theirs. If students need additional time to master the concept, researcher repeated GIST session discussing with a new descriptive text before moving on to classroom work session.

Beginning the classroom work, teacher reviewed how GIST works and the explanation more about it. Students identified and explored the descriptive text of the first paragraph and get the important information in the first paragraph. Students wrote with their own words the important information as the main point of first paragraph. Henceforth, students read the next paragraph, identifying the important information in that paragraph and writing it in their own words. This continued till the end of paragraph. Teacher and students discussed the content of text. In this session, teacher could point some of students to share their own GIST, teacher controleds and provided to right and check the answer. Students wrote the learning experience today.

In the first treatment process, the students seems enthusiast to read the text, they also do what the teacher asked well enough while the treatment in the class. They discussed each

other about the story. This approach can encourage the students to be more active in group discussing.

Treatment II

Similar to treatment I, In the second treatment the teacher firstly discussed with students what a GIST Strategy is and why it is a useful strategy. Then modelling the GIST process using a descriptive text. Teacher might use an overhead projector to allow the whole class to read and discuss sample text together. The teacher asked the students to read the article along with teacher, using the overhead projector, together fill in the "5Ws and H"-who, what, where, when, why, and how-on the GIST Template. Then asking students to try writing their own GIST. Next, sharing teacher's GIST with the class and asking students to share theirs.

If students need additional time to master the concept, researcher repeated GIST session discussing with a new descriptive text before moving on to classroom work session. Beginning the classroom work, teacher reviewed how GIST works and the explanation more about it. Students identified and explored the descriptive text of the first paragraph and get the important information in the first paragraph. Students wrote with their own words the important information as the main point of first paragraph. Henceforth, students read the next paragraph, identifying the important information in that paragraph and writing it in their own words. This continued till the end of paragraph. Teacher and students discussed the content of text. In this session, teacher could point some of students to share their own GIST, teacher controlled and provided to right and check the answer. Students wrote the learning experience today.

In the last treatment, the students were more interested when the researcher applied this technique. They felt enthusiastic to answer the questions in front of the class. In the second treatment, they were more active than treatment I. The teacher found that the students' reading ability was improved better rather than treatment I. The students become more active to read in English.

2. Control Class

Treatment in the control group is different from experiment group. In control group the teacher just teaches the students as the way the teacher teach. There is no modified strategy for control group. The teacher applied conventional teaching method in the control class. The stages of the treatment were as follows: 1)The teacher greets the students and gives them apperception about descriptive text. 2) The teacher introduces what will be discussed in the class. 3) The teacher divides the students into team which consists of four or five students in a team. 4) The teacher gives text.5)The teacher asked the students to discuss the topic given in group. 6) The teacher arranges the time length in discussing the topic. The teacher gave the students some questions related to the topic given. 7) After the students discuss with each group, the group must face and meet the teacher one by one to tell the teacher what topic that they take and answer

the questions given. 8) The teacher began to take a randomized number to determine which group is performing first. After that, students from other groups are given an opportunity to ask or give some advices. And the last, the teacher expresses her gratitude for the participation of students in the classroom. The researcher and the students reflect on the activities and the discussion they have done.

3. Post-test Score

After doing the treatment for three meetings to the experimental group and conventional technique for three meetings to the control group, the post-test was given to see the effect made by both of groups. The purpose of the post-test was to investigate the effect of GIST strategy toward students' reading ability. After analyzing the data of pre-test, the researcher analyzed the data of post-test. Furthermore, the description of post test data was as follow.

Table 2
Data Description of Post-Test

	N	Minimum	Maximum	Mean
Experiment	16	68,00	84,00	75,85
Control	16	52,00	80,00	68,14
Valid N (listwise)	32			

The data description of post test revealed that the minimum score of control and experiment class were 52,00 and 68,00 while the maximum score of both classes were 80,00 and 84,00. Moreover, the meanscore of control class was 66,14 that was less than meanscore of experiment class. The meanscore of experiment class was 75,85. It means that the meanscore of experiment class was higher than control class.

4. Analysis of the pre-test and post-test Score

The students' meanscore both pre-and post-test of each class was in the chart below.

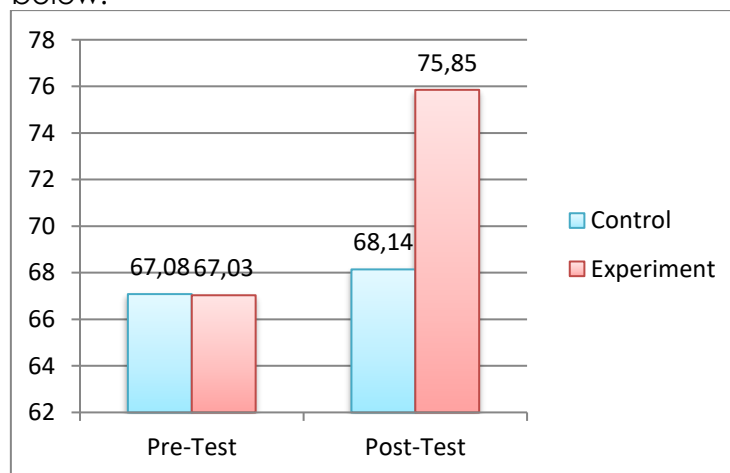


Chart1. The students' Meanscore

Chart 1 showed that there was no significant difference on students' reading ability before and after the treatment in control class. The mean

difference was about 0,05 in control class. However, a better improvement can be seen in experiment class after the treatment. The meanscore difference was 9,71 poin. To know how significant the students' meanscore difference both control and experiment class, the researcher did hypothesis testing. Regarding to the chart, the students' meanscore of reading ability improved better from pre-test to post-test. It means that there was a better improvement on students' reading ability after the implementation of GIST strategy.

5. Normality and Homogeneity Test

After collecting the data, the normality of the students pre and post-test result must be known to decide whether the sample was normal or not. Furthermore, the normality and homogeneity were also examined using SPSS.

1). Normality Test Result

The normality of the students pre test result must be known to decide whether the sample was normal or not. Furthermore, the normality test was also examined using SPSS. The normality test result of pre-test was sig.=0.065 for control class and sig.=0.089 for experiment class. The data of pre-test both control and experiment was normal since the sig. > 0.05. Moreover, the normality of the post-test was normal with sig.=0.079 for control class and sig.=0.083 for experiment class which the sig. > 0.05. It means that all of the data both pre-and post-test was normal.

2). Homogeneity Test Result

Homogeneity test result was run to know whether the data of pre-test result homogenous or not. The Levene's Test for equality of variances shows sig. = 0.784 > 0.05, proving that the variances both groups was equivalent. Thus, the samples assigned to the experiment and control group were not initially different but homogeneous for the pre-test data. Furthermore, the homogeneity of the post-test was sig.= 0.147>0.05. Since the data was normal and homogenous, the independent sample t-test was run to know whether GIST strategy impacts the students' speaking score.

6. Hypothesis Testing

After analyzing the normality and homogeneity of the data, the researcher did hypothesis testing to find out whether there is a significant difference or not after applied the treatment using GIST strategy on students' reading ability. Based on the research questions, the hypotheses were as follow.

H1= There was any effect of implementation GIST strategy on students' reading ability

H0= There was no effect of implementation GIST strategy on students' reading ability

The result of hypothesis testing result was described in the following explanation. The independent sample t-test was used to examine the hypotheses proposed. The result of hypothesis result on pre-test was in the following table.

Table 3 Hypothesis Testing of Pretest

Pre-Test Group	Mean Score	T	Sig. (2-tailed)	Mean Difference	Conclusion
Control	67,08	0,528	0,599	0,05	H0 was

Experiment	67,03			Not Significant	accepted
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Regarding to the table, the result of analysis showed that the sig. (2-tailed) of pre-test was 0,599 which was more than 0,05 with $t=0,528$. It means that H_0 which mentioned that the students who were taught by using GIST strategy did not achieve significantly higher score than they who were taught by conventional method was accepted. Moreover, the result of hypothesis testing on post-test was in the following table.

Table 4 Hypothesis Testing of Posttest

Pre-Test Group	Mean Score	T	Sig. (2-tailed)	Mean Difference	Conclusion
Control	68,14	5,453	0,000	9,71 Significant	H_0 was rejected
Experiment	75,85				

Based on the table above, the result of analysis showed that the sig. (2-tailed) of post-test was 0.000 which was less than 0.05 with $t=5,453$. It means that H_0 which mentioned that the students who were taught by using storytelling did not achieve significantly higher score than they who were taught by conventional method was rejected. Thus, it means that GIST strategy gives better improvement on students' ability to speak English rather than conventional method.

The researcher concluded that there is a significant difference between the mean score of experimental group and the control group. In other word, there is a significant difference in post-test results between the group that was taught with GIST strategy and the group that was taught with conventional technique.

Discussion

The result of this research revealed that there was a significant effect of using GIST strategy on English Students' Reading ability. GIST strategy is significantly effective to improve students' reading ability at second semester English Study Program Students of UMB. This research revealed that GIST strategy can improve students' reading ability because this strategy helps students to get better comprehend content material. GIST is a reading strategy that helps the students comprehend what they are reading and shows them how to record the information into an organized summary. GIST strategy in teaching reading comprehension is one of the effective strategies for the students in order to understand the text, so that they can summarize the paragraph and find out the critical information of the text.

The research findings revealed that GIST Strategy is not an evaluative filter but it is monitoring comprehension in small chunks of text. Based on descriptions before, teacher scores students with rubric writing because what they generate is what they understand. And the GIST Strategy that implemented by researcher is according to NBSS, because researcher wants to be focus on individual work not group work. Generating Interactions between Schemata and Texts (GIST) is a summarization procedure that helps students digest complex texts by requiring contextual word learning. GIST explicitly combines the most important

words with reading and writing to comprehend complex texts. According to Bouchard (2015), GIST Strategy is a reading and writing strategy that helps the students comprehend what they are reading and shows them how to record the information into an organized summary

This study supports the findings research by Octavia & Wilany (2018) who stated that GIST is functional to classify, analyze, and identify the passage, eliminate the sentences of the unnecessary information, and helps the learners to memorize the content of what they have read. GIST is an acronym for Generating Interactions between the students, Schemata and Texts. It is summarising strategy. Effective summarising leads to an increase in student learning. Summarising requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarise has significant benefits for comprehending and ultimately retaining and recalling information. Teaching students summarising strategies, like 'Get the Gist', helps them learn to synthesise information, a higher order thinking skill which includes analysing information and identifying key concept. Moreover, as stated by Thomas and Margo (2010) it helps the students check to make sure understand what they are reading, and help remember important ideas. Then from Navan (2002) get the GIST strategy will help readers find the main idea as they have to limit the number of words used and so focus on the important ideas rather than on details.

Moreover, this research also confirmed some previous research who found similar result to this present research. First, Khoirun Nisa (2016) entitled "The Effectiveness Of "Gist" Strategy To Increase Student Reading Comprehension In Exploring Report Text In Second Grade Of Smpn 4 Surabaya". Based on the result of the analysis, there are some research findings that can be taken: From the result above, It can be concluded that GIST is an effective strategy to teach reading in exploring report text for the second grade students of SMPN 4 Surabaya. Second, Ayu Dian Puspayani S. Putri (2012) Entitled "The Effect Of 'Gist' And Learning Style Toward Reading Comprehension Of Grade Xi Students At Sma Dwijendra Bualu In Academic Year 2011/2012". Based on the result of analysis in this study, it was found that GIST made a better achievement in reading comprehension than conventional reading technique. When the students' learning style was considered, it was found that there was any significant difference in students' reading comprehension the students who the studentsre taught by GIST and Conventional Reading Technique. The implication that could be drawn from the finding of this study was described as follows. The interaction found between the students and the techniques used in teaching reading and students' learning style. This study was similar to this present study which proven that there was any significant difference in students' reading comprehension between the students and the students according to the variables of learning style.

Third, Dani Dwi Arianto, et al (2013) in e-journal English Department. Vol.01 no. (01) entitled "The Implementation Of Gist Strategy To Comprehend Analytical Exposition Text For Eleventh Graders Of Sma Wachid Hasyim 2 Taman". The result of this research show the students' ability in comprehending the text was quite good although their sentences the studentsre still bad structurally. It was proven from the result of students' reading tasks. They got good progress that starts from doing

the first task until the second one. Their average score that they got was increased.

To conclude, GIST strategy is significantly effective to improve students' reading ability at second semester English Study Program Students of UMB. This research revealed that GIST strategy can improve students' reading ability because this strategy helps students to get better comprehend content material. GIST is a reading strategy that helps the students comprehend what they are reading and shows them how to record the information into an organized summary. GIST strategy in teaching reading comprehension is one of the effective strategies for the students in order to understand the text, so that they can summarize the paragraph and find out the critical information of the text.

Conclusion and Suggestion

Conclusion

Based on the result in the previous chapter, it can be concluded that there was a significant effect of using GIST strategy on students' reading ability at second semester English Study Program of University Muhammadiyah Bengkulu.

Suggestion

Based on the findings and conclusions above, there are some suggestions which might be useful for teaching and learning activity in learning English: English lecturers can apply GIST strategy as one of the alternative way to improve students' reading ability and to improve students' academic achievement. It could help the lecturers in applying various activities in the classroom. It would be better to consider the students' interest in applying GIST strategy and the steps.

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