

The Effect Of Using Gist Strategy Toward The First Year Students' Reading Comprehension At SMAN 1 Beringin

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Abstrak

Menurut penelitian pendahuluan yang dilakukan oleh penulis, siswa di sekolah tidak dapat memahami makna teks dalam buku teks mereka. Berbagai faktor berkontribusi terhadap masalah ini. Penulis, misalnya, tertarik untuk melakukan penelitian tentang topik ini karena beberapa siswa tidak memahami isi teks bacaan dan tidak dapat mengidentifikasi informasi rinci dalam teks. Misi dari penelitian ini adalah untuk menentukan jenis dan fungsi teks bacaan. menggunakan strategi GIST untuk meningkatkan pemahaman membaca siswa tahun pertama di SMAN 1 Beringin. Penelitian ini menggunakan metode kuantitatif eksperimental untuk menganalisis data menggunakan strategi GIST. 260 siswa mengambil bagian dalam penelitian ini. Karena jumlah populasi yang kecil, maka penelitian ini menggunakan random sampling dengan dua kelas sebagai sampel: X1 adalah kelompok eksperimen, dengan 15 siswa, dan X6 adalah kelompok kontrol, dengan 15 siswa, dengan total 30 sampel dari dua kelas. Untuk menganalisis data, penelitian ini menggunakan rumus uji-t berpasangan manual. Setelah menganalisis data, penelitian menemukan nilai persentase siswa. Akibatnya, H_a didukung sementara H_o ditolak. Ini berarti bahwa penggunaan Strategi GIST meningkatkan pemahaman membaca siswa tahun pertama di SMAN 1 Beringin.

Kata kunci: *Strategi Membangkitkan Interaksi antara Skema dan Teks (GIST), Pemahaman Membaca*

Abstract

According to preliminary research conducted by the author, students at the school were unable to understand the meaning of texts in their text book. A variety of factors contributed to this issue. The writer, for example, was interested in conducting research on this topic because some students did not understand the content of the reading text and were unable to identify the detailed information in the text The mission of this study was to determine the types and functions of using GIST strategies to improve first-year students' reading comprehension at SMAN 1 Beringin. This study used experimental quantitative methods to analyze data using the GIST strategy. 260 students took part in this study. Due to the small size of the population, the study used random sampling with two classes as samples: X1 was the experimental group, with 15 students, and X6 was the control group, with 15 students, for a total of 30 samples from two classes. To analyze the data, the research conducted a manual paired t-test formula. After analyzing the data, the research found the students' percentage scores. As a result, H_a is supported while H_o is denied. It means that using the GIST Strategy improved first-year students' reading comprehension at SMAN 1 Beringin.

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

INTRODUCTION

Reading is the process of gathering information from the readers' collective knowledge is transformed into meaning. The reading process is defined as the interaction between the reader and the text. Reading is a necessary skill for success in all aspects of life, according to (Roe, Smith, and Burn, 2005:25), as a source of knowledge and entertainment. The reading process is the interaction between the reader and the text. As they read, readers consider what they are reading, what it means, how it relates to previous readings, knowledge, and what they predict will happen next in the text (Anderson, 2002:20). They should be fluent in English reading, writing, speaking, and listening. Speaking is a useful skill in the oral approach. It is more difficult than it appears and, like the other skills, entails more than just word pronunciation. Reading is the ability to receive information in writing. Although it can develop independently of speaking and listening abilities, it does so frequently, especially in countries with a strong literary tradition. Writing is a useful skill when used in written form. Even for native speakers of a language, it appears to be the most difficult of the talents because it requires not only the graphic depiction of speech but also the formulation and orderly presentation of thoughts. It is also more complicated than it appears. To succeed, students must improve their reading skills. They read not only to meet their educational needs, but also to gain a better understanding of their main subject. SMAN 1 Beringin students will need to read a lot of books in order to keep coming up with new innovations, discoveries, and ideas. They must identify the key concepts and specifics of the writings in order to comprehend the meaning of the texts. The majority of students have difficulty reading. Students may struggle with reading comprehension due to a lack of vocabulary and inadequate language structure comprehension. Their low score indicates that they are unable to determine the paragraph's main idea and overall topic. The majority of them struggle to read and comprehend English text. Many children excel at word reading but struggle to respond to questions. They can say the words, but they don't understand what they mean. Reading materials are difficult for them to comprehend. However, speed reading techniques are frequently taught to students in order to assist them in locating the answers to their questions in the book. Faster reading does not always indicate that the children have fully comprehended the material the text.

Interaction of Schemata and Text Generation GIST is a summarization strategy that assists students in comprehending and summarizing what they have read. This strategy teaches students how to use prediction to aid in their comprehension of expository text. Using this prior knowledge can improve the student's comprehension of the text being read significantly. Students use higher-order thinking skills to analyze ways to eliminate non-essential information and summarize their main idea or "the gist" of the selection in their own words (Scuder, T., Clewell, S., and Jackson, N. 1989:35). GIST, which stands for Generating Interaction between Schemata and Text, is one of the reading strategies used to clarify the main idea of a text. Interacting means engaging in mutual or reciprocal action or influence, whereas generating means creating. Finally, GIST is a strategy that allows prior knowledge or experience of the reader to interact with the text that has been read. As a result, readers can relate the text's information to their own thoughts, allowing them to fully comprehend or understand the text. Cunningham (Cecil and Gipe, 2003:45) proposes the Generating Interaction between Schemata and Text (GIST) strategy for improving comprehension, which involves students' prior knowledge, synthesizing, and generalizing operations. GIST is used by students to create summaries of no more than 20 words. Students delete irrelevant information, select critical ideas, and categorise their terms if they are only allowed to summarize for this long. Students are

forced to filter out irrelevant and unnecessary information in order to focus on what is important for them to understand and remember.

Cunningham created the GIST Strategy (Generating Interaction between Schemata and Text) to assist students in understanding the gist of a paragraph by providing a reading prescription that transitions from group sentence-by-sentence gist production to individual whole-paragraph gist production. The Generating Interaction between Schemata Text GIST strategy, according to Cunningham in Nurfaedah (2010:06), was an effective instructional tool for guiding student summary writing and improving text learning. Cunningham first argues for a strategy that uses textual cues in the order they were presented to engage a reader's prior knowledge. Second, students who wrote summaries after each paragraph learned more about the text. Third, create the instructional procedures that will guide students through the system's use. The technique is a small-group strategy led by the teacher that transitions students from writing sentence summary statements to generating gist statements for paragraphs. Interaction of Schemata and Text Generation GIST is a technique for improving student comprehension by assisting them in summarizing sentences, paragraphs, and entire passages. Housel (2002:51) defines GIST as the process of identifying the main idea and supporting details. The goal of GIST is to create a summary in 20 words or less. The GIST Strategy is one of the most effective text summarization techniques.

According to Cunningham in Nurfaedah (2010:07), the procedure is divided into two parts: a paragraph version and a short passage version:

1. The first iteration of the diagram

In the paragraph version, students are asked to come up with summaries of no more than 15 words as they read a paragraph sentence by sentence.

2. Shorter Passage Version

The short version corresponds to the paragraph version. Fleener, Morgan, and Richardson's GIST strategy procedure (2009:378).

Reading, Nunan in Ade Media Saputra (2003:68) describes reading as a fluid process in which readers construct meaning by combining textual and prior knowledge. Reading has seven goals, according to Paul S. Anderson in Ikah (2006:16): reading for details and facts, reading for main ideas, reading for sequence or organization, reading for influence, reading for classification, and reading for evaluating and comparing reading. Reading is a necessary skill for both teaching and learning. Reading is concerned with how students comprehend the meaning of the text and what the author is saying not how they pronounce or explain words. According to Evelin (2003:75), reading is more than just making sense of printed words. The printed symbols represent meanings that are carried to the reader's mind in mysterious ways. The meaning that the reader already has in mind is related to their experience. There are some aspects of reading comprehension that students must master. There are five (5) aspects of According to Rose, Smith, and Burns, reading comprehension (2005:45). Namely:

1. The Big Concept
2. Specific Details
3. deduction
- four. citation
5. Thesaurus

Anderson described the factors influencing Muhammad Arif's reading comprehension (2006:16). It means to be present in the text itself in this case. To obtain a definition, the reader integrates personal background knowledge, reading strategies, and text. The preceding explanation implies should keep an eye on some internal or external factors in order to fully comprehend the reading process.

METHOD

This study was designed as an experimental quantitative study. The quantitative method is empirical research in which the data is in the form of a calculating entity. The researcher used two groups as samples in this design: the control group and the experimental group. One of the treatments is The experimental group receives no other treatment. GIST treatment was administered to the experimental group, but not to the control group. Each group received a pretest and a post-test. Only the experimental group received the treatment. The utterances used by students at SMAN 1 Beringin served as the study's data. The data for this study came from the tenth grade at SMAN 1 Beringin. There were 260 students in total at SMAN 1 Beringin. A reading test was used as the research instrument. The best format was text-based questions The teacher used a pretest, treatment, and post-test to determine whether "the effect of using the GIST Strategy improved the students' reading comprehension in terms of literal understanding." This study employs data collection techniques such as pre-test, treatment, and post-test. Methodology for Data Analysis:

1. Reading comprehension rubric assessment using this formula
4 is the highest possible score.
2. Data Analysis
 - a. Using the following formula, compute the mean score of the students' reading comprehension test:

$$\bar{y} = \frac{\sum x}{N}$$
 - b. Using the formula, calculate the percentage of the student's activity in the learning process:

$$P = \frac{f}{n} \times 100$$
 - c. The following formula will be used to calculate the percentage of the student's English progress in reading comprehension:

$$\text{Progress \%} = \frac{X_2 - X_1}{X_1} \times 100\%$$
 - d. The study's interpretation is as follows:

Table 1.1 The data was tabulated and analyzed, and the results were classified into seven categories and a standard evaluation.

T-test > T- table	H1: Accepted
T-test < T- table	H2: Denied

Table 1.2. Scoring Classification

No.	Score	Classification
1.	96 – 100	Excellent
2.	86 – 95	Very good
3.	76 – 85	Good
4.	66 – 75	Fairly good
5.	56 – 65	Fair
6.	36 – 55	Fairly poor
7.	10 – 35	Poor

FINDINGS

The findings of this study are shown in the table below, and they explain the findings:

Table 1.3 The percentage rate of the experimental and control group students' pre-test score

No.	Classification	Score	Participant	Percentage
1.	Excellent	96-100	-	0%
2.	Very good	86-95	-	0%
3.	Good	76-85	2	6,67%
4.	Fairly good	66-75	7	23,33%
5.	Fair	56-65	20	66,67%
6.	Fairly poor	36-55	1	3,33%
7.	Poor	10-35	-	0%
Total			30	100%

Table 1.3 shows that there were 2 (6,67%) students with good scores, 7 (23,33%) students with fairly good scores, 20 (66,67%) students with fair scores, and 1 (3,33%) students with reasonably poor scores out of 30 students. It indicates that the students' reading comprehension was inadequate.

Table 1.4 The percentage rate of the experimental and control group students' post-test score

No.	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	-	0%
2.	Very good	86-95	1	3,33%
3.	Good	76-85	17	56,67%
4.	Fairly good	66-75	5	16,67%
5.	Fair	56-65	7	23,33%
6.	Fairly poor	36-55	-	0%
7.	Poor	10-35	-	0%
Total			30	100%

According to Table 1.4, there were 1 (3,3%) students' scores 17 (56,67%) students' scores were classified as very good, 17 (56,67%) students' scores were classified as good, 5 (16,67%) students' scores were classified as fairly good, and 7 (23,33%) students' scores were classified as fair. It means that after the treatment, the students' reading comprehension improved.

DISCUSSION

For 1 (3,3%) student received a very good score; 17 (56,67%) students received a good score; 5 (16,67%) students received a fairly good score; and 7 (23,33%) students received a fair score. It means that after the treatment, the students' reading comprehension improved. According to the data analysis, using the GIST strategy resulted in a significant improvement in students' reading comprehension. This claim was supported by the students' post-test results. As a result, Ha's

statistical hypothesis was accepted, whereas Ho's statistical hypothesis was rejected. Using the GIST strategy in the classroom improves students' reading comprehension. It indicates that the post-test rate is greater than the pretest rate. The formulation of the problem that there is a significant effect of using the GIST strategy in comprehending reading text of the first year at SMAN 1 Beringin could be answered as a result of this analysis. The study by Diah Surya Adjanis investigated how the GIST strategy and beliefs about language learning affected reading comprehension. She came to the conclusion that the GIST strategy employed This study found that had a significant impact on students' reading comprehension. In terms of improving reading comprehension, there was a significant interaction between the GIST strategy and students' beliefs about language learning. Students' attitudes toward language learning have an impact on GIST strategies. Muntafi'ah investigated "The Impact of Using the GIST Strategy on Students' Reading Comprehension." The study's goal is to determine whether or not the GIST Strategy improves students' reading comprehension and whether or not there is a significant improvement in students' reading comprehension after using the GIST Strategy.

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