The Influence of Using Gist Strategy Towards Students' Reading Comprehension at The Eighth Grade Junior High School

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Abstract. *Online learning was chosen to be applied in almost all of schools in Indonesia during Covid-19 pandemic and as the pandemic was over, now many schools in Indonesia are coming back to offline learning, one of those schools is SMPN 2 Way Jepara East Lampung. As reading is one of the skills that is the best teached during offline learning, the researcher wanted to understand how effective GIST strategy in improving students reading comprehension when it is being implemented as teaching strategy in reading class. GIST main goal is to discover important information and idea in a text. Qualitative research method was the research method in this research. This subject of this study were 63 eight grader students from SMPN 2 West Jepara East Lampung. Those students were sampled from class 8.1 and 8.2. The data was collected by using multiple choices test as the instrument. According to the analyzed data, the result of pre-test and post-test showed that the independent t-test was 0.020 with a significance of 0.05. Conversely, the score of t-observed is higher than t-crucial (0.05), it ment H0 was rejected. It can be concluded that the GIST strategy had an influence on students' reading comprehension.*

Keywords: *GIST Strategy, quantitative research, reading comprehension*

A. INTRODUCTION

Covid-19 pandemic halted almost all activities in 215 countries in the world, including Indonesia. Those countries were in lockdown multiple times, closed all activities outside the home, and learning activity was forcedto use online learning. But at last, in 2021, some school were starting to implement offline learning, some of which is SMPN 2 West Jepara.

Reading in one of four basic skills in language learning (Pradana, 2015).It is the process of receptive skills to absorb from someone's writing (Anggara, 2021). It is a cognizant and insensible process, in which the readers could use several strategies to reconstruct the meaning (Marashi & Rahmawati, 2017). Grabe & Stoller (2019) also described reading as an involving ability influnced by patters of reading habits. It can be concluded that reading is a process in which information is transfered through written text.

Connors-Tadros (2014) said, reading skill's demand will increase along with the times where humans are required to understand more written information in the internet in which will then be applied in everyday life. Although, the demand of physical-based text is still higher than digial-based text (Baron, Calixte, & Havewala, 2017; Mizrachi, 2017; Kurata, Ishita, Miyata, & Minami, 2017), it is an important skill that should be possessed by students of English primary education nonetheless. Based on the level of literacy, on the extensive level, reading is a must have skill in oder to enhance other cognitive skills (Ningsih, Zaim, & Rozimela, 2015). However, Johnson (2015) asserted that reading is one of common obstacles in education success. Nevertheless, reading is the starting knowledge to gain goals and success in finding answer to problem (Hafis, 2020). This is because reading does not only concern about the physical text that is written, but also the meaning and context behind it (Anggara, 2021).

With such importance, it is not surprising that there are many researches that have been conducted regarding this issue, especially reading comprehension. One of those researes is a researchby Achmad, Gani, & Vivianda (2017). They investigated the effectiveness of the implementation of GIST or Generating Interaction between Schemata and Text strategy in SMAN 9 Banda Aceh. It wasfound that GIST can improve the students' reading comprehension of the tenth grader of SMAN 9 Banda Aceh. According to Gani, Yusuf, & Erwina (2107), 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 text. Another research from Octavia & Wilany (2018) stated that the GIST strategy encouraged the students to be more active and motivated in studying reading.

Based on preliminary research that was conducted by interviewing the English teacher, it was found that some issues also happen in SMPN 2 Way Jepara, East Lampung. The learning process in the classroom was centered on the teachers, ressulting in the students' passivity. This condition made them not giving any attention to the teachers when they delivering the reading material, making it difficult for students to achieve the learning objectives.In addition, by interviewing theeighth grader students and the researchers got spontaneous answer from them. The students were not interested during the process of reading teaching process. The conclusion obtained through the interview was that English learning process, especially in reading part was not interesting, if they just sat quietly and listened to the teacher. Based on the problem above, this study would be entitled "The Influence of Using Generating Interaction between Schemata and Text (GIST) Strategy toward Students' Reading Comprehension at the Eight Grade Junior High School".

Reading Comprehension

Reading is a very complex process that no one can sufficiently explain. Based on Klingner, Vaughn, & Boardman (2015) reading comprehension is the process of interpreting the meaning of sentence paragraph. Ultimately, reading comprehension is how well students can understand the text and answer question from a text after reading process. In reading comprehension, the reader is not only required to just understand the contents of the reading, but they must also be able to analyze or evaluate and relate it to the experiences and knowledge.

Reading and comprehension are two things that cannot be separated (Pradana & Ismail, 2022). Reading means understanding the text and it is same thing as comprehension. According to Woolley (2011) reading comprehension is a process of making meaning from text. In reading comprehension, there are several aspects of it that should be mastered by readers to comprehend the text. King & Stanley (1996) pointed out some aspects of reading comprehension. One of them is finding actual information. It requires readers to scan specific detail.

GIST Strategy

GIST is an acronym that stands for: Generating Interaction between Schemata and Text. It is one of reading strategies in which the students summarize what they have learned. It is an effective way to formatively assess the students' understanding of the content. This is a summarizing strategy. Effective summarization leads to increase in the students' understanding. This is due to the fact that summarizing requires the students to focus on the main ideas of a text and to decide what is important without omitting key ideas.

According Cunningham in Herrell (2012) GIST is a strategy for supporting comprehension of informational text. GIST is especially helpful when students are required to read long texts that contain a significant amount of new information and assists the student to comprehend the text (Octvia & Wilany, 2018). As quoted in Putri, Suparman, & Hasan (2014),teachers could using GIST strategy because this strategyis focused to help the students pull the most important information from a piece of text.

B. RESEARCH METHOD

Quantitative research method was used as the research method in this research. The research design of this research was applied quasi experimental design. The design of this research was control group of pre-test and post-test design (Hatch & Farhady,

1982). This research used experimental method on two groups. One was an experimental class which got treatment from the researcher and another was control class which did not get any treatment at all.

Furthermore, the populations in this study were all of the eight grader students in the odd semester of SMPN 2 Way Jepara East Lampung in the academic year 2021/2022. The total number of the students were 158 students who were divided into 5 classes. Two classes were chosen as the sample, namely 8.1 and 8.2. The number of the sampled students were 63 people.

Table 1. Total Number of the Students at the Eighth Grade of SMP N 2 Way Jepara East Lampung in the Academic Year of 2021/2022

No	Class	Gender		Number Student
		Male	Female	
1	VIII 1	12	19	31
2	VIII 2	15	16	32
3	VIII 3	14	17	31
4	VIII 4	13	19	32
5	VIII 5	17	15	32
	Total			**158**

Pre-test were given before treatment and post-test were given after treatment. To gain the validity of the data, this study was used item data validity. To analysis the data, the researcher used SPSS (Statistical Package for the Social Science), which included normality test, homogeneity test and hypothesis test.

C. FINDINGS AND DISCUSSION

Treatment Process

For the experimental class, the GIST strategy was given to students after the teacher delivered them the material then the researcher demonstrated to the students on some examples of how to use it. The students were then instructed to follow the procedure in certain order. First, the students were given a piece of paper with a descriptive text written to it. Second, the researcher assignedthe students randomnly

to read the first sentence of the text and tell it in their own words. Third, the students were asked to retell the story in a 15 word or more statement. Fourth, the researchers repeated the process for the remaining paragraphs. Then, instead of a sentence-by-sentence strategy, the researcher asked the students to use a paragraph-by-paragraph approach and had the class produce individual summary statements. Finally, the researcher asked some text-related questions. By asking the student questions encouraged them to keep track of their knowledge of the reading text, and as the result, they will re-analyze the text's substance.
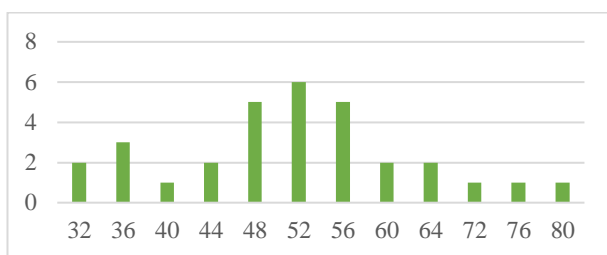
Result of Pre-test in Experimental Class

Figure 1.Score of Pre-test Experimental Class

Based on Figure 1 it can be concluded that two students gotthe score of 32, three studentsgot the score of 36, one student gotthe score of 40, there two students got the score of 44, five students got the score of 48, six students got the score of 52, five students got the score of 56, two students got the score of 60, two students got the score of 64, one student got the score of 72, one student got the score of 76, and only one student got the score of 80. The statistical results of the experimental class pretest can be seen in Table 2:

Table 2. Statistic of the Result Pre-test 8.1 Experimental Class

Statistic	Score
Mean	51,55
Minimum	32
Maximum	80

Median	52
Mode	52
Standard of Deviation	11,79
N	31
Variance (S^2)	139,18

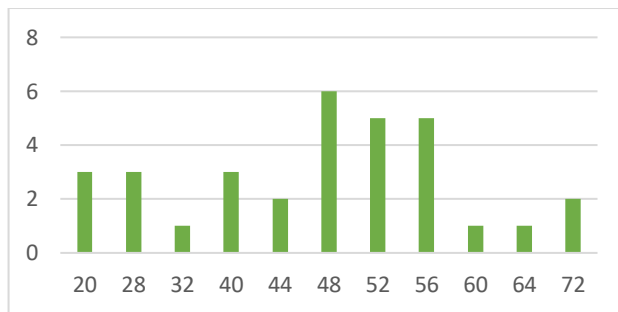*Result of Pre-test in Control Class*

Figure 2. Score of Pre-test Control Class

Based on Figure 2 it can be concluded that there were two students who got a score of 20, there were three students who got a score of 28, there was one student who got a score of 32, there were three students who got a value of 40, there were two students who got a value of 44, there were six students who got a score of 48, there were two students who got a value of 52, there were five students who got a value of 56, there was one student who got a score of 60, there was one student who got a score of 64, and two students who got a score of 72. The statistical results of the control class pretest 8.2 can be seen in Table 3:

Table 3. Statistic of the Result Pre-test 8.2 Control Class

Statistic	Score
Mean	46,25
Minimum	20
Maximum	72

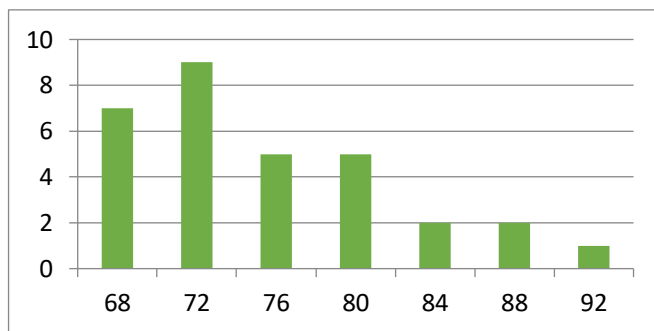|	
Median	48
Mode	48
Standard of Deviation	6,67
N	32
Variance	44,53

Result of Post-test in Experimental Class

Figure 3. Score of Post-test Experimental Class

Table 4. Statistic of the Result Post-test 8.1 Experimental Class

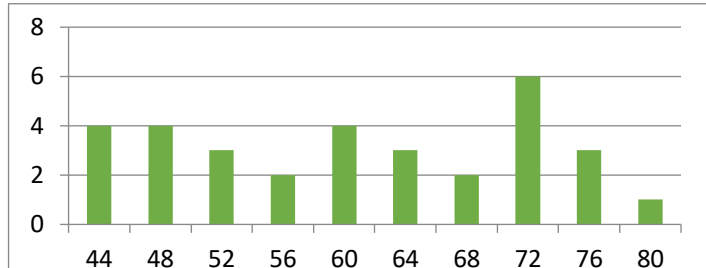| Statistic	Score
Mean	75,46
Minimum	68
Maximum	92
Median	72
Mode	72
Standard of Deviation	14,00
N	31
Variance	196,2

Result of Post-test in Control Class

Figure 4. Score of Post-test Control Class

Table 5. Statistic of the Result Post-test 8.2 Control Class

Statistic	Score
Mean	60,67
Minimum	44
Maximum	80
Median	60
Mode	72
Standard of Deviation	11,57
N	32
Variance	133,81

Table 6. The Result of Independent Sample Test

T	Df	Sig.(2-tailed)
2.394	62	.020
2.431	49.917	.019

The value of significant generated Sig. (p_{value}) or Sig. (2-tailed) was of the equal variance assumed = 0.020, and α= 0.05, according to the results in the table above. It indicates that Sig. (p_{value}) = 0.05. As the result, H_0 was rejected but H_a was approved. It can be concluded, based on the computation, that there was influence

on the reading comprehension of descriptive texts in the first semester of the eight grader of SMP N 2 Way Jepara, East Lampung.

Discussion

Based on data analysis and hypothesis testing, the test results showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It ment that the treatmentof using the GIST strategyhad an effect on students' reading comprehension. The results of data analysis showed that the GIST strategy in teaching reading comprehension can be applied. This strategy encouraged the students to be more active and motivated in learning to read, especially in reading descriptive texts.

D. CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis, there was a significant effect of using the GIST strategy on the reading comprehension of first semester eight grader students of SMPN 2 Way Jepara, East Lampung. Significant influence can be seen from Sig. (2-tailed) of the same variance wass assumed in the Independent Sample test table where Sig. (2-tailed) is 0.009. Less than = 0.05 means that H_0 was rejected and H_a was accepted.In conclusion, GIST strategy was useful for the students to help them build their reading comprehension.This was because GIST helped the students understood a text in a simpler way so that students were not disturbed by the short length of a text.

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