THE IMPLEMENTATION OF GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE STUDENTS AT SMAN 16 MAKASSAR

IMPLEMENTASI GIST STRATEGI UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA KELAS X SMA NEGERI 16 MAKASSAR

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Abstract

The objective of the research was to find out whether the implementation of GIST strategy can improve reading comprehension of the tenth grade students of SMAN 16 Makassar. The researcher applied Pre-Experimental method where one group of students was involved .The sample consisted of 40 students who were taken from the tenth grade (X MIA 4 Class) students of SMAN 16 Makassar using purposive sampling technique. The instrument of this research was reading comprehension test which consist of 20 multiple choice items. The data were collected in pretest and posttest and analyzed using SPSS. The result of data analysis showed that the mean score of pretest was 42.00 and posttest was 78.62. It indicates that there was improvement between those mean score. The standard deviation in pretest 14.268 and the posttest was 10.377. In addition, the t-test value of posttest was 0.00 which was smaller than (α) = 0.05. Therefore it concluded that the Implementation of GIST strategy improves the reading comprehension of the tenth grade students at SMAN 16 Makassar.

Key terms: Reading Comprehension, GIST (Generating Interaction Between Schemata and Text).

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan strategi GIST dapat meningkatkan pemahaman membaca siswa kelas sepuluh SMAN 16 Makassar. Peneliti menerapkan metode Pra-Eksperimental di mana satu kelompok siswa terlibat. Sampel terdiri dari 40 siswa yang diambil dari siswa kelas X (Kelas X MIA 4) SMAN 16 Makassar dengan menggunakan teknik purposive sampling. Instrumen penelitian ini adalah tes membaca pemahaman yang terdiri dari 20 item pilihan ganda. Data dikumpulkan dalam pretest dan posttest dan dianalisis menggunakan SPSS. Hasil analisis data menunjukkan bahwa skor rata-rata pretest adalah 42,00 dan posttest adalah 78,62. Ini menunjukkan bahwa ada peningkatan antara skor rata-rata tersebut. Simpangan baku pada pretest 14.268 dan posttest adalah 10.377. Selain itu, nilai uji-t postes adalah 0,00 yang lebih kecil dari (α) = 0,05. Oleh karena itu disimpulkan bahwa Implementasi strategi GIST meningkatkan pemahaman membaca siswa kelas sepuluh di SMAN 16 Makassar.

Kata kunci: Pemahaman Membaca, GIST

INTRODUCTION

Reading is one of the basic skills in learning English that has to be mastered by the students,by reading, information and new knowledge will be gotten in their learning. The activity is not only reading all the passage that students read, but also students understand the components in reading, such as main idea, inference, vocabulary, details, fact, and so forth. According to Moreillon (2007:10) "reading is a complex activity". In my opinion reading is the way to share information and ideas which is require critical analysis.

When the students read, they will use their ability to combine information from the text and their own background knowledge to construct meaning. In that students can make ideas from the materials which is content information that they have read. Students also make use of their schema when they can relate what they already know about the information in a topic to the facts and ideas appearing in a text. In line with that, Smith (2004: 178) argues reading is never abstract, meaningless activity, and involves feeling as well as knowledge and experience. Certainly, reading is decoding words and then using background knowledge to construct an approximate understanding of the text.

Teaching reading skill is crucial that is taught by the teacher for students. Linse (2005: 71) states teaching reading is the process to derive the meaning as well as analyze and synthesize what the students have read. Harmer (2004: 69) says that teaching reading for the students' needs to provide them to understand it more about the text that they read.

Related to the goal of teaching reading, O'Malley (1995: 96) argues that teaching reading should include at least five important components. They are large quantity of reading, time in class for reading, appropriate materials that encourage students to read, direct teaching reading strategies, and the teacher skilled in matching materials and reading strategies to students' level of interest and language proficiency.

The explanation above, one of the goals of teaching reading is teaching reading strategies. GIST is an acronym that stands for: Generating Interactions between Schemata and Texts (Cunningham, 1982; Herrell, 2000) is one of reading strategies which having a student summarize what a student has learned is an effective way to formatively assess a student's understanding of the content.

Based on the pilot observation, in February 13th, 2017. There was a problem in learning process which involved the tenth grade students ofSMA Negeri 16 Makassar. The researcher had interviewed one English teacher and gave a written test to the students, the test consist of three sections they are grammar, vocabulary and reading. Each section consists of 10 items. Based on the result of the test, the researcher found that the students' weaknesses are in reading and grammar sections. According to the teacher, the tenth grade students in that school have lack of reading comprehension and the teacher said that his current teaching strategy was presentation strategy the most widely used in SMA Negeri 16 Makassar, This strategy demands much time in learning. The students will comprehend the text if the teacher gives some questions to evaluate them.

Moreover, the students will ignore the text if teaching and learning process is not continued by giving some questions. So, the researcher concludes that Reading mastery is a problem in SMA Negeri 16 Makassar.

Dealing with School based curriculum 2013 states that the students at Senior High School are expected to comprehend some text types in teaching of reading. Narrative text is one of the genres that is taught by X(tenth grade). Percy in Permana and Zuhri (2013: 5) states that a narrative is a type of essay that tells story or a series of events in which they occur.

Considering about strategy in teaching and learning which needed to make students able to comprehence the text and give sense in reading. Generating Interaction between Schemata and Text (GIST) can be used as the alternative in teaching reading. Schuder

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et.al (1989: 33) state that GIST is a strategy that can improve students' ability to predict the message by using their prior knowledge while reading the text. According to Harrell (2000: 61) GIST is a strategy used for supporting comprehension of informational text.

GIST strategy would drive the students more understand the text that they read, this strategy students will be summarize the message of the text by using their own word. Cunningham (2001) states that a summary is a synthesis of the important ideas of a text. Summarizing requires the students to determine what are the important in what are they read to condense the information and put into their own word.

Supported by Braxton (2009: 8) in the implementation of GIST, the students do not need to learn the specific rule but they can delete, generalize, and substitute the section of the text. GIST also improves students' ability in summarizing the section of the text.

THEORITICAL FRAMEWORK

Studies Related to reading comprehension by using Gist strategy.

Several studies have been explained to expose the improvement students' reading comprehension by using Gist strategy in learning English. The studies are accepted concisely below:

Johari (2013), conducted a research at SMA 3 Padang on The Effect of Generating Interaction between Schemata and Text (Gist) Strategy and Motivation on Students Reading comprehension Of Hortatory Exposition Text. He used a quasi-experimental research, involving an experimental and control groups. Those groups were assigned through cluster random sampling, and at the end of the treatment, a post-test was conducted to each

group and the result of the research showed that the students who were taught through GIST strategy showed better than the students who were taught through conventional strategy.

Andini (2012), conducted a study about improving students' narrative reading achievement through Generating Interaction between Schemata and Text (GIST) strategy this study was conducted by using classroom action research.

Arianto (2013) conducted a research that aims to describe how the implementation of GIST strategy to comprehend student's analytical exposition text and the student's comprehension on analytical exposition text after the implementation of GIST strategy. The research design of this study was qualitative research which had natural setting as the direct source of data and the function of the writer himself as the main instrument.

The similarities among the previous studies are about studies use Generating Interaction between Schemata and Text (GIST) strategy. One of them teaching uses classroom action research, and one of them research about improving students' narrative reading achievement through Generating Interaction between Schemata and Text (GIST) strategy.

Notion of reading comphension

Before explaining the concept of reading comprehension, the main point was better to know what reading is. Reading was important because a steps of comprehending the substance of the text. The readers can read the text silently or loudly, from read the text, the readers got information and knowledge.

Hittleman (2003) defined reading is a verbal process interrelated with thinking and with all other communication abilities listening, speaking, and writing. According to the opinion, in learning English the most

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important skills is reading, it was important because this skill as a key for students to understand the content of the text that they have read. it was initiated by the students listened what the teacher said then they read the text or utterances that teacher given, after that students practice what they have known in orally (speaking) or written (writing).

Reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse (Silberstein, 2004). It means that reading was process to know and get information, students get the meaning from the content of passage or text. If the students have a good ability in reading learning process, so they can understand and re-create the meaning by their own words. But, if they have a lack ability in reading learning process, they might get difficulty to understand and not available to re-create the meaning by their own words.

It seems that, the students' need the information from the text then comprehended and constructed the meaning of the text by reading skill which was the most important skill. In other words, students tried to understand the meaning and they using their background knowledge from the text in reading process.

Reading just was not delivering the symbol printed from page to assume but the students have to understand the content of theme's read. Hence comprehension was primary should be mastered by the students. Comprehension in reading come to be important because it invented the students have meaningful in their learning. In other word, their reading was not ineffective.

Smith (1971) in Mackay et al (1979: 6) pointed out that letter-by-letter or word-by-word reading will prove extremely detrimental because the meaning of one word will be forgotten before the next word is built and thus no meaningful relationships will be established between the words. No comprehension will be not possible.

Klinger et al (2007: 8) pointed out reading comprehension is a multicomponent, highly complex that involves many interactions between readers and what they bring to the text. That is the reader can read the text with the help of background knowledge, which they use in reading passage thus the readers can understand what they read. Casper, Cation, and Westfall (1988:1) as quoted by Helwana (2011) asserted that comprehending the content of reading text is the goal of reading. Without comprehension, reading would be empty and meaningless. For this reason, comprehension was the most important part of reading. It was useless and meaningless aside from comprehension if readers or students wanted to look at each letter of alphabet in written text only.

Brown and Johnson (1978:65) as quoted by Helwana (2011) argued that comprehension as product and process. Process is what happens to the readers as they read and product involves measuring, in some objective ways, the net result of the process.

There were two elements of reading comprehension and these elements were unit of learned skills. Learned skills or intellectual skills are necessary for the reader to comprehend a text.

Definition of Gist Strategy
Gist strategy is one of reading strategies which students will make summarize of the text then they develop into one sentence inserted 20 words or less. It was principal by using Gist strategy helped the students to find out the main idea from each paragraph in the passage. Finding main idea when readers read is a key concept of text that was an important aspect in reading. Automatically would be accessible to know about the content of the text. They easier

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identify the key concept or main idea and summarize it in a sentence of the text.

Cunningham 1982 (Cecil and Gipe, 2003) proposed one of the strategy that is considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing, and generalizing operation is Generating Interaction Between Schemata and Text (GIST) strategy. This strategy is said useful to help students remember what they read, and explain a summary of material they just read and effective to identify or generate main ideas, eliminate redundant and unnecessary information.

Cunningham (1982: 42-47) stated that a summary is a synthesis of important ideas on a text. Summarizing requires determining what is important in what they are reading, to condense this information, and to put it into their own words. The summary is usually limited to no more than fifteen or twenty words. As a result, to summarize the main idea or "the Gist" of the selection, students need to delete non-essential information and use their own words.

Wright (2011:1) noticed that the word "gist" is defined as the main oressential part of a matter, according to Webster's Dictionary. This activity forces students to squeeze meaning into a tight, precise summary. She said that the goal of GIST is to have students convey the "gist" of what they have read by summarizing the text in 20 words. Extraneous details must be discarded as aclearly defined focus is found. It is best to require a sentence format. 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.

Gist Strategy was a technique for teaching reading and that teacher made their students to summarize the content of the text. Teacher supported the students to take delight in reading a text by applying the Gist strategy in the process of teaching activity in the class. Within applying this teaching reading strategy, teacher could motivate the students who were lazy to read. As Siddiqui (2007:119) in cited Zainotalia (2012) argued that get the Gist Strategy that is can improve students' understanding and memory of what they have learned so they could get the most important point or the main idea of the passage.

Gist Strategy is an activity which helps the students and the teachers to identify key concept. It means that automatically the students can understand and will be able comprehend the meaning of content in the text, after they analyze key concept and then finding main idea.It relates to Klinger (2012: 33) which said that the purpose of Gist Strategy is to determine the most important ideas about what is read. It means that after the students comprehend about the text, they can make summary with their own words.

Procedures Of Gist Strategy in Teaching Reading Comprehension

Wright (2011:2) explained how gist work is first having the students read the entire first paragraph. Answer the 5Ws and H (Who What When Where Why How), then read the first three paragraphs and complete the G.I.S.T. After that answer the 5Ws and H, the students have to write a 20 word GIST summary. Finally, make sure you only use 20 words and make sure there is no "fluff" in the GIST.

In the teaching and learning process, the teacher should have the procedures in order to learning process occur properly and effectively. Based on the theory, the researcher gave the treatment to the students by understanding the teaching reading narrative text through Get the Gist Strategy using narrative text as the materials. The procedures are as follows:

a. Pre reading activity

Pre-activity facilities students to build up their schemata before coming to the topic of the lesson. Accordingto Markstein and Hirasawa (1981: 183) said that if the teacher spends more time in introducing the reading, the result will be better. Careful reading preparation really helped the intermediate levelstudents which give them benefit to be more receptive to the content. In general, pre-reading activities was conductedin a class as follows: brainstorming, showing the text, and asking question based on the topic.

1). Apperception: Greeting, the teacher checked the students' attendance list.
2). Brainstorming Ideas: questions and answer related to the theme the theme they just have already heard.
3). Motivation: Explained about what the important the materials were and the competence one the students have.

b. While reading activity

1). First, the teacher explained about GIST strategy in reading narrative text.
2). Then, the teacher asked the students to make several groups and gives each them a short narrative text.
3). Next, the teacher asked to read text and the students have to make a list of new vocabulary from the text.
4). Overview of how to use Gist Strategy, consist of; identified the most important who or what in the passage, identified the most important information about who or what, wrote a short complete sentence containing the most important information.
5). The teacher gave the text for students to practice the Gist Strategy which was each student to write a summary of the reading.
6). After that, the teacher gave some questions about the text what they have learned (about the main idea, specific information, and inference from the text).

c. Post reading activity

1). The teacher gave feedback to the students about the materials whether the students have something did not understand.
2). Closing the activities by giving students the motivation and homework.
3). At last, the teacher closes the class by greeting.

METHODOLOGY

This research employed Pre-experimental with pretest and posttest design involved with one group pretest, and then exposed to treatment and posttest the formula as follows:

O1 X O2

Where:
O1 = Pretest
X = Treatment
O2 = Posttest

The population of this research was the students of first semester 2016/2017 academic years in class 10 MIA 4, SMA Negeri 16 Makassar. The class consisted of 40 students with 22 women and 18 man. The sample was selected by using purposive sampling technique which the researcher selected sample based on her observation for two months in SMA Negeri 16 Makassar. The researcher chose one class as sample which is 10 MIA 4 class

The instrument used by the researcher in this research wasa test reading comprehension and focused on Narrative text which covered understanding of the improvement students' reading comprehension. The test consisted of 20 multiple choice questions for pretest and posttest. The questions contain numbers of literal comprehension and ten numbers of interpretive comprehension which were the students were expected to choose the correct

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option according to the reading text and infer referents of adverbs in the passage. Pretest was intended to find out the students' prior reading comprehension, before be treated using Gist strategy.

The posttest was designed to measure the students' improvement in reading comprehension after they had been given the treatment by using Gist strategy.

Table
Index Reading Comprehension

Index Reading Comprehension of Pretest and Posttest			
No	Literal Reading	Interpretive Reading	Critical Reading	Creative Reading
1	√	-	-	-
2	√	-	-	-
3	√	-	-	-
4	√	-	-	-
5	√	-	-	-
6		√	-	-
7	-	√	-	-
8	-	√	-	-
9	-	√	-	-
10	-	√	-	-

The data collected through the test was analyzed quantitatively. This quantitative analysis used statistical as follows:

1. Scoried the students' correct answer of pretest and posttest by using this formula:
2.

$$Score = \frac{Students' correct\ answer}{Total\ number\ of\ item} \times 10$$

3. Classifiedthe students raw score into seven levels

4. Calculated mean score, frequency, and percentage by using SPSS 20analysis.
5. Calculated standard deviation and t-test by using SPSS 20 analysis.
6.

Hypothesis

The research presented two hypothesis:
1. Null hypothesis
   There is no significant difference between the result of pre-test and post-test of students to improve reading comprehension through using Gist strategy.
2. Alternative hypothesis
   There is a significant difference between the results of pre-test and post-test of students to improve reading comprehension through Gist strategy

FINDINGS AND DISCUSSION

The findings of this research deal with the students 'scores of pretest and posttest, the frequency and the rate percentage of the students' score and hypothesis testing of the paired sample. From pretest to posttest, the students' reading comprehension of 40 students of SMAN 16 Makassar increased from 42.00 classified as poor score to 78.62 classified as good score after treatment. The mean score of posttest was higher than the mean score of pretest. The standard deviation of pretest was 14.268, and the posttest was 10.377 was also lower than pretest. This indeed indicates using GIST (Generating Interaction between Schemata and Text) strategy can effectively improve the students' reading comprehension.

Classification of The Students' Pretest and Posttest Scores

The improvement of the students' reading comprehension using GIST (Generating Interaction between Schemata

and Text) strategy also showed in the rate percentage of the students' pretest and posttest score. Below is the table presented the improvement:

The Distribution of Frequency and Percentage Score of Pretest and Posttest

N o	Classifica tion	Sco re	Pretest		Posttest	
			Freque ncy	Percent age (%)	Freque ncy	Percent age
1	Excellent	96 - 100	-	-	2	5
2	Very Good	86 - 95	-	-	6	15
3	Good	76 - 85	2	5	13	32.5
4	Fairly Good	66 - 75	-	-	13	32.5
5	Fair	56 - 65	3	7.5	6	15
6	Poor	36 - 55	18	45	-	-
7	Very Poor	0 - 35	17	42.5	-	-
	Total		40	100	40	100

Table above shows that in pretest, there were 2 (5%) students got good score,none of the students got excellent, very good score and fairly good, 3(7.5%) students got fair score, there were 18 (45%) students got poor score, and 17 (42.5 %) students got very poor score.

Furthermore, after treatment was given, in posttest there were 2 (5%) students got excellent score, 6 (15%) students got very good score, 13 (32.5%) of the students got good score, 13 (32.5%) students got fairly good score, 6 (15%) students got fair score. From this result, it can be concluded that students' reading comprehension had improved.

The table above indicates that before giving treatment by using GIST (Generating Interaction between Schemata and Text)

strategy, the students were categorized as poor classification and after the treatment by using GIST strategy, the students were categorized as very good classification. In other words the rate percentage of the posttest was higher than the rate percentage of the pretest

Hypothesis Testing

In order to know whether the mean score was different or not from the two tests (pretest and posttest) at level of significance 0.05 with degree of freedom (df) = n -1 (df = 40 -1 =39), where n = number of students. The t-test was greater than the t-table (20.625 > 1.684). it means that there was significant difference between the result of students' pretest and the students' posttest score. The null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. So, it was concluded that GIST (Generating Interaction between Schemata and Text) strategy can improve the students' reading comprehension.

Referring to the above analysis, the researcher could sum up that there was a significant difference of value between pretest and posttest of students' reading comprehension after having four treatments by using GIST (Generating Interaction between Schemata and Text) strategy.

DISCUSSION

Based on the presentation of findings, the researcher presents some interpretation of findings in order to explain them in detail as follow.

The descriptions of the data collected through reading test as explained in the findings section show that the students reading comprehension improved. It was supported by the frequency and rate percentage of the result of the students' pretest and posttest. Students' score after presenting materials by using GIST (Generating Interaction between Schemata

and Text) strategy in teaching reading comprehension was better than before the treatment.

In pretest, the researcher gave the students reading test to find out the prior knowledge of the students. The researcher gave reading materials and asked students to answer question based on the topic. In process of reading test, generally the students looked confused, because they did not know what the contents of reading material, what should they answer, and they lost much time to read and also answer the reading test, so they could not develop their ability in reading. The result was there were many students got very poor, poor, and fair score.Beside that here were two students got good score. It can be seen that the students' of X MIA 4 class were very low in learning reading comprehension. In addition, in researcher's note, when the pretest was given, the students just crossed their answer without thinkingmore whether their answers were right or not. It was proven that there were 2 (5%) out of 40 students got good score, 3 (7.5%) out of 40 students got fair score, 18 (45%) out of 40 students got poor score and 17 (42.5%) out of 40 students got very poor score.

Based on statement above, the researcher gave treatment for students, in the treatment, the researcher taught the students reading by using GIST (Generating Interaction between Schemata and Text) strategy. The treatment carried out into four meetings of teaching – learning process. Each meeting spent about 2×45 minutes. The procedure of treatments for first meeting until fourth meeting were same, but the topics of reading materials were different. The topic of the first meeting was *Strong wind,* the second meeting was *The Mount Bromo,* the third was *The Princess Tandampalik* and the fourth meeting was *Rumpelstiltskin.*

For the treatment process, the researcher used Narrative text as reading material because the students were in beginner level which identified that they were in literal and interpretive understanding. There are some steps of the treatment. Firstly the researcher started the activities in introduction step for 25 to 30 minutes by checking the students' attendance and describing the instructional objectives that would be achieved during the learning process. Then, the researcher explained about GIST (Generating Interaction between Schemata and Text) technique procedures and asked the students to ask some questions for some unclear explanation. Secondly, the researcher went to grouping step for 5 minutes. In this step,the researcher divided the students into eight groups which was one group consisted of five students and distributed reading material for each group with the same topic. Each member in group was also given that material. While reading the material, they can discuss with the other teammates about what they did not understand in the passage, if their teammates did not understand, they could ask the researcher and the researcher guided them. Thirdly, the researcher moved to summarizing step for the last 50 minutes. The researcher asked the students to write a summary using maximum 20 words of the passage that had been given , and also asked what they have learned (about the main idea, specific information, and inference from the text). After that, the researcher called out the leader in each group to stand in front of the class then explained the summary

During the learning process the students looked interested in answer the questions because they can express their idea and opinion and they also enjoyed the learning.

The result of this research was supported by the theory of Cunningham 1982 (Cecil and Gipe, 2003) which proposed one of the strategy that is

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considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing, and generalizing operation by Generating Interaction Between Schemata and Text (GIST) strategy. This strategy is said useful to help students remember what they read and explain a summary of material, they just read and it is effective to identify or generate main ideas, eliminate redundancy and unnecessary information.

It can be proved by the process when conducting this research, the researcher noticed several evidences and the strength in teaching reading comprehension using GIST strategy. Firstly, students were active to participate in all activities in the class during the learning process. Secondly, they were active to ask and give more information, such as main idea about the story based on their perception. Thirdly, the students was helped to focus on the important elements of the text. Fourth,the students dealt with new words and the term found in the text they read. The last through this strategy the studentsdevelopedtheir' ability since they scheme and rewrite the text using their own words in 20 words without changing the meaning. It can be seen by the process when the researcher conduct in four meetings, the students easy to find out the most important information in the text then they made a summary by their own words. Besides that the students felt confident to retell in front of their friends. Thus, there is a possibility for the students to comprehend a text or passage quickly in simple way.

In this research, there are several weaknesses in the process of teaching. First, the research found the students prior ability in comprehending a text different each other. Second, students sometimes do misapprehension because the vocabulary level of the text is not suitable at their level. Third, when the teaching process began, it is quite difficult to manage the time and the class condition. All of these items are subjective but may influence the process of teaching English.

To sum up all of findings and discussions above, the researcher concludes that the use of GIST (Generating Interaction between Schemata and Text) improves students' reading comprehension.

CONCLUSION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

The result of this research has some implications for teaching English in general, and especially for reading. The research found proof that the implementation of GIST strategy is more effective than conventional strategy in reading comprehension at grade X MIA 4 of SMA Negeri 16 Makassar. The implementation of this strategy which the students were invited to cooperate with their friends and as the center of learning help the students is to improve their reading comprehension. Besides that, the important of students' background knowledge in order to comprehend the text is very crucial in teaching. The teacher should aware about students' schemata in comprehending the passage. GIST gives the opportunities to the students to work cooperatively, stimuli students' creativity, stimuli students' background knowledge and schemata, given the chance to share the idea and feeling therefore GIST facilitate students to develop students reading comprehension. Furthermore, as the English teacher should creative in choosing the appropriate strategy that can be applied by the students to help them in learning.

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