# THE EFFECT OF USING GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT) STRATEGY ON STUDENTS' READING COMPREHENSION

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**Abstract:** This research focused on GIST (Generating Interaction between Schemata and Text) strategy in increasing students' reading comprehension. The objective of the research is to find out the significant effect on students' reading comprehension after applying the GIST (Generating Interactions between schemata and text) strategy. This research used a quasi-experimental design. The sample consists of 60 students which were from two classes. This research used test instrument (pre-test and post-test) with multiple choice questions. The hypothesis was calculated by using t-test in which the analysis result obtained $t_{count} = 4.33 > t_{table} = 2.00$ with $\alpha = 0.05$. From the result, it can be concluded that GIST strategy can improve students' reading comprehension in narrative text.

**Keywords:** *Generating Interaction between Schemata and Text (GIST) strategy; reading comprehension; narrative text.*

## INTRODUCTION

Reading is one of the English skills that have to be mastered by all of students in learning language. Good reading habits help comprehension and logic because they can empower us to absorb material analytically, critically, and reflectively (Wulandari, Astuti, & Furaidah, 2021). Having good reading skill is very important for the students. It can help the students to get a lot of information through reading. According to Brown (2004), reading is one of language skills that refers to a process of obtaining a lot of information and understanding the idea found in the text. In particular, an important part of reading process is reading comprehension because it makes the process of constructing the meaning of the texts.

To reach the goal of reading comprehension instruction, teachers guide students become competent and successful readers (Anggeraini, Episiasi, & Sulistyo, 2022). One of teaching strategy that can use in teaching reading comprehension is GIST (Generating Interaction between Schemata and Text) strategy. According to Cunningham (1982) stated that a GIST (Generating Interactions between Schemata and Text) is a summarizing strategy used to assist students' comprehension and summary writing skills. Furthermore, Forget (2004) stated that "GIST

strategy is useful to identify or generates main ideas, connect the main or central ideas, eliminate redundant and unnecessary information and help students remember what they read. When using GIST, the students create summaries that consist of 20 or less for increasingly large number of text." From those statements, it can be concluded that GIST strategy is an effective strategy used on reading comprehension especially on narrative text. It provides students with a way to summarize information by discarding unimportant information and focusing on the key words or ideas of the passage.

In the process of comprehension, the students may have comprehension difficulty or retention difficulty. This comprehension comes from the interaction between the words which are written and how the reader triggers knowledge from the text (Lombu, Sari, & Prayuda, 2021). Thus, reading comprehension can infer the text or passage, recognize, and understand words by meaning (Anggara, 2021). Comprehension difficulty according to Nathan & Lee (2004) can be detected through the signs such as confusion about the meaning of words and sentences, inability to connect ideas in a passage, difficulty distinguishing significant information from minor details, and lack of concentration during reading.

The difficulties above also faced by the eleventh grade students of MA BKMU Cikijing. It can be seen from the observation, the researcher found that the students have many problems in reading comprehension. Most of the students they cannot identify the main idea, supporting detail, and factual information from the text or passage, they were lack of vocabulary, they just read the text word by word without know the meaning or comprehend the text. Another factor of students' difficulties in reading is that the teacher could not use reading strategies well (Simanjuntak, Sibarani, & Gultom, 2018).

Based on those problems, the teacher should consider the most effective and creative teaching strategy to improve the students' comprehension in reading the text. As stated by Reflianto, Setyosari, Kuswandi, & Widiati (2022), teacher competence in teaching students can encourage student engagement as expected to become independent learners. Furthermore, Noviarini (2021) identified that reading strategy gives significant effect on students` reading comprehension skills. One of teaching strategy that is consider useful to improve

students' reading comprehension is Generating Interaction between Schemata and Text (GIST), that assumed based on the previous research by Silvia (2017) with the title "Enhancing Nursing Students' Reading Comprehension Using GIST Strategy in Nursing Academy (AKPER) PRIMA Jambi". The findings of that research the GIST Strategy was successful in improvement students' reading comprehension, and also showed significant improvement in students' reading comprehension.

GIST is an acronym for Generating Interactions between Schemata and Text. Octavia & Wilany (2018) 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 a reading strategy used to clarify the main idea of text that they have read. Bouchard (2005), stated that GIST is reading strategy that provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show the gist of the reading. In other word, GIST is one of reading strategy that is considered useful to improve students' comprehension through write a summary of their reading.

According to Forget (2004), a strategy called GIST as cited from Cunningham (1982). Which denotes "Generating Interactions between Schemata and Text," can effectively improve students' reading comprehension and summary writing. According to Gani, Yusuf, & Erwina (2017), GIST strategy in teaching reading comprehension is one of the effective strategies for the students in order to understand the text. This strategy works on many levels. First, it helps focus on what is important when we read. Second, it allows to check our understanding of the reading by forcing to limit our response in the form of a summary. This allows students to put concepts into their own words. Based on theory, GIST is one teaching strategy that is considered useful to improve students' reading comprehension.

The GIST strategy is type of reading teaching strategy that activates students' schemas to understand and comprehend the content of the text (Yousif, 2018). The procedure of GIST strategy according to Frey, Fisher & Hernandez (2003) are as follow: (1) Distributing a short piece of text that is divided into four or five sections. (2) Explaining the GIST format—Read the text and write a

summarizing statement for each paragraph or section. (3) Introducing the text by connecting with students' prior knowledge. Identify key vocabulary words. (4) Inviting students to read the passage and identify the 5 Ws and an H and write on the GIST template. (5) Using the 5 Ws and an H as a reference, students write their own short summary at the end of the material by their own words.

Reading is a cognizant and insensible process, which is the reader could use several strategies to reconstruct the meaning (Marashi & Rahmati, 2017). It is to understand the meaning of printed words i.e. written symbols (Patel and Jain, 2008). This means that reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, novels, etc. Nunan (2003) defined reading as a fluent process of readers combining information from a text and their own background knowledge to build meaning." It means that reading is an interactive process between the readers and the text that involve the background knowledge.

Based on those explanations, it can be concluded that reading is a process of receiving and interpreting information involving the previous knowledge to arrive at the meaning and understanding the text in order to get the ideas or information intended by the author.

According to Brown (2004), the reading activity is divided into four types. They are perceptive reading, interactive reading, selective reading and extensive reading.

According to Brown (2004), perceptive reading takes involve attending to the components of larger stretches of discourse letters, words, punctuation, and other graphemic symbols. It means that it is focused on the noticing, understanding, figuring something. In this case, it is focused on recognizing words, sentences, and punctuation.

According to Brown (2004), selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. It means that in this the reader does not read all the content. Instead he/she consciously selects and reads only portions of the text, skipping over a considerable amount.

According to Brown (2004), interactive reading stretches of language of the several paragraphs to one page or more in which the reader must interact with the text. It focuses on the interaction between the readers and the text. It means that reading as an interaction between reader and text, not simply a one-way-exchange of information. By using interactive reading may discourage the students' focus on learning how to interpret specific words.

Extensive reading exerts positive influence on the improvement of reading comprehension skills (Fu, 2022). In extensive reading text was clearly being read for the purpose of language study, but the focus is the content not the language. It could only be that the text was also being read for ordinary real world purpose of pleasure and information (Johnson, 2008). It means that the focus of extensive reading is usually the massage which is conveyed by the writer.

One of the goals of reading is comprehension. Reading can help people to improve their comprehension. Meniado (2016) stated that reading comprehension is a series of cognitive activities that include a lot of dimensions like the understanding of words and their meanings, mindful reaction, and integration. It means that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Janette, Vaughn, & Boardman, 2007).

Narrative is a text which retells the story. Narrative text presents a story of sequence events which involves characters. Narrative text presents an imaginative story. The purpose of the text is to entertain or amuse readers or listeners. According Wardiman, Masduki & Djusma (2008), a narrative text is an imaginative story to entertain people. Many kind of narrative text, there are legend, Myth, Fable, Fairy Tales.

**METHOD**

This research used experimental design. According to Fraenkel and Wallen (2012), experimental research is one of the most powerful research methodologies that researchers can use. Sugiyono (2015) believed there are several forms of experimental design that can be used in research; pre-experimental design, true experimental design, factorial design and quasi-experimental. The design of this research used quasi-experimental design, specifically one group pre-test and post-test design.

According to Sugiyono (2015), a quasi-experimental research refers when a research conducted in the classroom setting and the researcher cannot control all of the external factors thoroughly that may influence the process of treatment in the control class.

The sample of this research was 60 of the eleventh grade students at MA BKMU Cikijing in the academic year 2019/2020, which is 30 students XI IPS 1 as the experimental class and XI IPS 2 as a control class that consists of 30 students. The technique of data collection involves of pre-test, treatments, and a post-test. The researcher did five meetings in collecting the data. The pre-test and the post-test were conducted to evaluate the students' reading comprehension. There were 20 multiple choice questions.

Related to the experimental design, the hypothesis testing in the research calculated using the formula is as follow (Sudjana, 2005):

$$t = \frac{\bar{x}_1 - \bar{x}_1}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With :

$$s^2 = \sqrt{\frac{(n1-1)V1 + (n2-1)V2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}1$ : The mean score of experimental group
$\bar{x}2$ : The mean score of control group
$n_1$ : The number of experimental group
$n_2$ : The number of control group
$V_1$ : Variance of experimental group
$V_2$ : Variance of control group.

The statistical hypothesis as follow:

Ho = $t_{count} < t_{table}$ : It means there is no significant effect of students' reading comprehension who were taught by using GIST Strategy and without using GIST Strategy.

Ha = $t_{count} > t_{table}$ : It means there is significant effect of students' reading comprehension who were taught by using GIST Strategy and without using GIST Strategy.

**RESULTS AND DISCUSSION**

The data of the research was the score's pre-test and post-test. The researcher gave pre-test and post-test to all samples were asked to answer the questions based on the instrument. In the pre-test was given at the beginning to know the ability both of classes in reading the narrative text before given treatment. The post-test was given to know there was the effect or not in the students' reading comprehension in the narrative text after they got the treatments. And then, based on the result of calculation t-test showed that $t_{count}$ = 4.33 and $t_{table}$ = 2.00. If compared between $t_{count}$ and $t_{table}$, $t_{count} > t_{table}$ (4.33 > 2.00). So it can be concluded that there was a significant effect of used GIST strategy in narrative text. This showed that the students who applied the GIST strategy was better than the students who applied without GIST strategy. This is also shown by the average value 83.166 in the experimental class and in the control class was 72.3.

Because of the learning outcomes and the average value of the experimental class that used the GIST strategy was higher than conventional method, so learning with a GIST strategy can be used as an alternative strategy to improve the students' reading comprehension in narrative text.

**CONCLUSION**

Based on the result of the discussion from the data analysis presented, it can be concluded that the students who were taught by using GIST (Generating Interaction between Schemata and Text) strategy have significantly influence students' reading comprehension ability in narrative text especially for eleventh grade students of MA BKMU Cikijing. It can be seen from pre-test score and post-test score of experimental class was 1945 and 2435. And for control class got 2090 as their pre-test and 2165 as their post-test score. While the result of t-test was 4.33 with $t_{table}$ = 2.00. The t-score was therefore higher than t-table (4.33 > 2.00). It means there is significant effect in learning with implementation of GIST strategy to improve students' reading comprehension especially in narrative text.

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