THE IMPLEMENTATION OF GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY IN IMPROVING STUDENTS’ READING COMPREHENSION

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Abstract

This research is intended to find out whether Generating Interaction between Schemata and Text (GIST) strategy can improve the students’ reading comprehension. This study was conducted at SMAN 9 Banda Aceh. Class X-IPS 1 was chosen as the sample of this study. Based on the interview with the English teacher, it was found that there are many students who still have difficulties in reading comprehension. The students’ problems involve the difficulty in understanding the text and identifying the main idea of the text. For the data collection, the researchers used a pre-test, treatments, and a post-test. The materials used in the test were narrative texts. The aspects of reading comprehension which were tested were main idea, detail information, vocabulary, and references. The writers used one group pre-test and post-test design. The tests consisted of 10 multiple choice questions of narrative texts. The mean score of pre-test was 60 and the post-test was 76. This means that the mean score of post-test was higher that the pre-test. The t-score was 4.17 and the critical value of t-score for 19 degree of freedom...
on the level significant 0.05 was 2.093. As a result, GIST strategy can improve the students’ reading comprehension.

**Keywords:** Generating Interaction between Schemata and Text (GIST), reading skill, reading comprehension.

**INTRODUCTION**

Reading is the process of interaction between a reader and a text. Grabe and Stoller (2011, p. 3) stated that “reading is the ability to draw meaning from the printed page and interpret the information appropriately”. Hence, a reader has to understand the text by paying attention on its important words. Reading comprehension is a process of interpreting meaning of sentence or paragraphs. Students are easy in comprehending a text if the text is familiar with them. Having enough vocabulary is one of the ways in comprehending a text.

Based on an interview with an English teacher on November 2016, the writers found that there are many students who still have difficulties in reading comprehension. First, the students are still difficult in understanding the information of the text they read. Moreover, they also have problems in identifying a main idea of the text. The standard minimum criteria (KKM) is 70 for English subject. Some students still did not pass the KKM score. The students’ problems mentioned above are likely caused by lack of vocabulary and practice.

Therefore, the writers are interested to implement the Generating Interaction between Schemata and Text (GIST) strategy to solve the students’ reading comprehension problem. Brummer and Maccec (2008, p. 152) stated that GIST strategy assists students to find the important information and main idea from the text. They also can write their own words without omitting crucial information of its text. In reading activity, a reader has to have a prior knowledge to obtain a comprehension of text. Snow, Griffin, and Burns (2005, p. 22) stated that schema is called as a background knowledge. It is acquired through readers’ experience in action in the real world.
The Implementation of Generating Interaction between Schemata and Text (GIST) Strategy in Improving Students’ Reading Comprehension (Diana Achmad, Sofyan A. Gani & Lisa Vivianda)

GIST strategy is one of reading strategies which is implemented through summarization. According to Cecil and Gipe (2003) as cited by Adnyani (2010, p. 3), GIST strategy was proposed by Cunningham in 1982. Brummer and Macceca (2008, p. 152) stated that GIST strategy is the activity of summarization in which students will find important ideas and write the idea on a board into 20 words or less. It is an effective strategy to be implemented by a teacher. The teacher can encourage the students to write a summary by using their own words, do not summarize the text at once, but they first summarize the text by reading each paragraph.

There are several steps of GIST strategy that was developed by Sethna (2011, p. 16). First, the teacher divides the students in more than one group and instructs them to see the first paragraph. The teacher uses a narrative text to implement the GIST procedure. Then, the teacher asks the students to read the first paragraph and summarize it in 20 words or less. Next, the teacher asks the students to read the second paragraph and make the summary in 15 words or less which includes the information of the first and second paragraph. The teacher continues the step in last paragraph and asks the students to have a summary in 25 words or less which includes all information of the text. Last, the students share their summary in front of the class.

Therefore, the research question formulated in this study is “Can Generating Interaction between Schemata and Text (GIST) strategy improve the students’ reading comprehension?”

METHODS

The writers conducted an experimental research of one group pre-test and post-test design by using quantitative approach to prove the hypothesis. Random sampling was applied to choose the sample. Class X-IPS 1 which has 20 students then become the sample of this study. The technique of data collection involves a pre-test, treatments, and a post-test. The writers did five meetings in collecting the data. The pre-test and the post-test were conducted to evaluate the students’
reading comprehension. There were 10 multiple choice questions including main idea, detail information, vocabulary, and references in the pre-test and the post-test. The researcher analyzed the data by using a statistical procedure namely mean score, standard deviation and hypothesis testing taken from Ary, Jacobs, Sorensen and Razavieh (2007).

RESULTS AND DISCUSSION
The writer provided a pre-test in the first meeting to measure the students’ reading comprehension ability. It was conducted before the implementation of GIST strategy in teaching reading comprehension. The figure below illustrates the students’ scores of pre-test. Based on the figure, the highest score was 90 and the lowest score was 40 and the mean score of pre-test was 60.

![Figure 1: The students’ pre-test scores](image)

After conducting the pre-test, the writers applied GIST strategy developed by Sethna (2011) in three meetings of the treatment. In the first meeting, the students were divided in more than one group (4 persons for each group) based on their seats. The writers provided directions to the students before applying the GIST strategy. Firstly, the students looked at the first paragraph of the narrative text entitled “The Legend of Beouwulf.” Secondly, the students read the first paragraph and summarized it in 20 words or less. Thirdly, the students read the
second paragraph and made a summary in 15 words or less including the information of the first and second paragraph. Then, the students continued the procedure for the third paragraph and they had a summary in 25 words or less which includes all information of the text. Finally, the students shared their summary in front of the class.

Based on the writers’ observation in the first meeting, the students were still difficult to summarize the paragraph in 15 words or less using their own words. It seems that they were difficult to choose the important information. In the second meeting, the students were more able to understand about summarizing the text. They could focus on only the important information. In the last meeting, the students were more confident to express their idea and shared it in front of the class.

The post-test then given after the writers did the treatment. The results of post-test are illustrated on Figure 2.

![Figure 2: The students’ post-test scores](image)

Based on the figure above, the highest score was 100 and the lowest score was 60. The mean score of post test was 76. As a result, the scores of the post-test were higher than the scores of the pre-test.

Moreover, the t-score that the writer founds was 4.17 and the critical value of t-score for 19 degree of freedom on the level
significant 0.05 was 2.093. It means that t-score is bigger than t-table or \( t_s > t_t \), \( (t_s = 4.17 > t_t = 2.093) \). Thus, the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that there was a significant different between the students’ scores of pre-test and post-test. Based on the treatments of GIST strategy, the students became more seriously to find out the important information related to the text given. They summarized the text of each paragraph and used their own words without deleting necessary information.

**CONCLUSION**

The purpose of this research was to investigate whether Generating Interaction between Schemata and Text (GIST) strategy can improve the students’ reading comprehension in X-IPS 1 SMAN 9 Banda Aceh. The improvement can be seen from the result of mean score of pre-test (60) and mean score of post-test (76). It means that the score of post-test was higher than the pre-test. It can be concluded that there was a significant difference between pre-test and post-test scores. In addition, the writers found that t-test score of the students was 4.17 while t-table was 2.093. It is clear that t-test was bigger than t-table. As a result, the alternative hypothesis stating that Generating Interaction between Schemata and Text (GIST) strategy can improve students’ reading comprehension at X-IPS 1 SMAN 9 Banda Aceh was accepted.

Based on the conclusion, the writers presented some suggestions to the teachers and other researchers. The writer recommends the teacher to use GIST strategy in teaching reading comprehension on narrative text. It is one of the effective strategies for students in order to understand the text so that they can summarize the paragraph and find out the important information of the text. Other researchers may conduct a similar study but in different grades. In addition, they can use other functional texts in teaching reading comprehension by using GIST strategy.
REFERENCES


