



Improving Students' Reading Comprehension through GIST (Generating Interaction between Schemata and Text) Strategy

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Abstract: This research aimed to improve students' learning activities and their reading comprehension by using Generating Interaction between Schemata and Text (GIST) strategy. In this research, the researcher used Classroom Action Research as the method of this research. This research implemented Generating Interaction between Schemata and Text (GIST) in 2 cycles with 3 meetings in each cycle. The sample of this research was in one class with 31 students. The test used in this research was 30 multiple choice questions. The average score of students' activities based on the observation sheet in cycle I obtained range 7 which categorized as quite active and increased to be 7.7 in cycle II which categorized as active. The average score of students' reading comprehension in cycle I was 68.46 and increased to be 79.11 in cycle II. The percentage of the students' reading comprehension test in cycle I who passed Minimum Mastery Criteria was 45.16% students passed the KKM and in cycle II the result increased to be 83.87% students passed KKM. From the learning activities and test result, the researcher concluded that there was an improvement in students' learning activities and their reading comprehension by implementing Generating Interaction between Schemata and Text (GIST) strategy at the eighth-grade students of SMP Negeri 21 Bandar Lampung in the academic year of 2021/2022.

Keywords: action research, reading comprehension, EFL

INTRODUCTION

Education is a process of guidance and coaching given by teachers to students in order to achieve educational goals. Therefore, education cannot be separated by teaching and learning activities. English is one of the subjects that students need to learn at school. In learning a language, there are four language skills that should be mastered by students such as; listening, speaking, reading, and writing (Hastomo et al., 2022). Those skills should be taught and applied by the teacher and students in English subject class. Reading is the important one. Reading is a way of constructing an understanding of the written texts. It

requires readers to find out the information provided in the text. In conclusion, reading is a complex process of understanding or comprehending the text in, between, and beyond the lines (Andeska et al., 2021). It supported by Apriyanti et al. (2018) who stated that reading is an activity or cognitive process that tries to find some information on the reading text.

Reading is not just helping them in accomplishing their education need, but also as a medium to improve their knowledge beside their major subject (Yulistiani et al., 2020). Although the reasons for reading may vary, the primary purpose of reading is to understand the text. By understanding the texts, the readers get many kinds of information. Not only getting information but also enlarging their knowledge, because they can find new information, new knowledge, and new experiences. The aim of reading is comprehension. Comprehension is a way of building understanding the meaning of the text (Atayeva et al., 2019). Reading comprehension is a way to construct the meaning of the text. Reading comprehension is the ability to read words by words, sentences by sentences and even paragraph by paragraph in order to build an understanding its meaning. It is the ability to read written words and process the words into meaning or ideas behind them. Reading comprehension does not just understand a single word or its meaning—it is the ability to recognize words, sentences, and paragraphs and make sense of the overall meaning (Kotaman, Balcı & Aydın, 2018).

Reading comprehension is the most complete activities to reach a skill of understanding the information in the passage explicitly and implicitly and understanding conceptual meaning from the given text. It is supported by Schallert (2017) that reading comprehension is the process of making meaning from text. In reading comprehension, students must use attention and imagination, observing, and remembering the information implied from the reading texts. Not only read by moving their eyes but also have to engage their minds to find out the information in the text. Unfortunately, learning reading in school still has a lot of problems. Lack of mastery of reading methods is one of the obstacles that make students only able to read with one reading style for all kinds of reading texts (Perfetti, Landi & Oakhill, 2005).

Therefore, variations in teaching and learning reading comprehension are needs in school, so that students can master reading comprehension better. One of the variations that can be applied in teaching and learning reading comprehension is by using effective learning strategy (Rummer et al., 2017). The strategy used in teaching and learning reading comprehension must make students sharpen their thinking and imaginative to the passage. Based on pre-research that had been done through giving the students pre-test in SMP Negeri 21 Bandar Lampung, the researcher concludes that the students had some problems in reading skill such as; Some students were

unable identify the main idea, general and specific information, the references, decide the inferences in reading texts. It could be seen from their pre-test scores. The scores were still under minimum achievement. The students also had low motivation to read in English texts.

In this case, the researcher assumes that there should be a learning strategy that suitable with teaching reading in order to motivate and help students enjoy reading English texts so they can gain the information fully and easily. So, the researcher uses GIST strategy. GIST strategy aims to make students have the ability to understand the essence of paragraphs in order to build the essence of the discourse. Anggara (2021) stated that GIST strategy is a strategy than can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5 Ws and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage.

According to Hana & Faridi (2015), GIST strategy is used to help students to learn how to pick out the most important information from the text or passage they have read into summary statement to show the GIST of the reading. This strategy is useful to identify or generate main ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of material they just read. GIST is used in teaching reading because GIST is a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text (Rummer et al., 2017). Therefore, the researcher was interested in conduction research with the objective of this research such as; (1) to know and describe whether the implementation of GIST strategy can improve students' learning activities and (2) to know whether the implementation of GIST can improve students' reading comprehension.

METHOD

This research used Classroom Action Research (CAR) as the method of the research because the researcher wanted to encourage the students to be active in learning process activities and improving students' reading comprehension ability by using Generating Interaction between Schemata and Text (GIST) strategy. CAR is more concerned with solving problems efficiently and feasible manner, especially in improving students' reading ability. The researcher did 2 cycles with the same steps; planning, action, observing, and reflection, but the researcher revised the planning of the research in the second cycle because there was an obstacle in the process of teaching learning in the previous cycle. This research was conducted at the eighth grade students of SMP Negeri 21 Bandar Lampung in the academic year of 2021/2021. The total of the students was thirty-one. The researcher used reading

comprehension test, observation sheet, and documentation as the research instrument. For the data analysis technique, the researcher used quantitative and qualitative data. Quantitative data was used to analyze the students' score while qualitative data was used to know the students' condition and the class situation during teaching and learning process. In this research, quantitative data was analyzed by using mean statistical formula, while qualitative data was analyzed by using descriptive qualitative method. The instrument of qualitative data used was observation sheet. The criteria learning achievement was taken from the process and the result of the action research. The research was judged to succeed if $\geq 80\%$ of the total students meet the minimum score at 74 (Good), then the students' activities in learning activities was categorized good if the average percentage shows that it had reached 75% of the number of students.

RESULTS AND DISCUSSION

Result

In this section, the researcher described the results of the research finding during the research and discussion. Moreover, the researcher discussed the result of the Data in Cycle I and Cycle II, both the result of students' learning activities and the result of students' average score in the post-tests. The result of students' learning activities and test in cycle I and II can be seen in section below:

Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities in the class by using Generating Interaction between Schemata and Text (GIST) strategy was observed by using observation sheet. The researcher applied the data result in the tables below in order to make the explanation of this result clearer.

Table 1. The Criteria of Students' Observation Sheet in Cycle I

No	The Students' Learning Activities	Average	Criteria
1	Students' activity in answering teacher's question	6.84	Less Active
2	Students' activity in asking the questions about the material given	6.77	Less Active
3	Students' activity in doing assignment (Individual)	7.23	Quite Active
4	Students' activity in doing the assignment (group)	7.55	Active
5	Student' activity in finding learning resources	6.65	Less Active
Mean			7.01

From the data of the students' observation in cycle I above, it can be concluded that the students' activity in answering teacher's question was poor. It can be seen from the result of the students' observation sheet which showed that the average score was 6.84. Then, the next aspect of the observation sheet was students' activity in asking the questions about the material given. The criteria of the aspect was less active because the average score just achieved

6.77. The students were still shy in answering and asking the questions. In the aspect of students' activity in doing assignment (individual), the average score obtained 7.23 while group assignment obtained 7.55. The result showed that the students were more active in doing the group assignment than the individual one. The last aspect was students' activity in finding learning sources. The average score of this aspect obtained the lowest one. It obtained 6.65 or in less active criteria. In addition from the explanation above, the result of all aspects in the observation sheet was 7.01.

Based on the result of the average score in cycle I and the criteria of students' learning activities in implementing Generating Interaction between Schemata and Text (GIST) strategy, the achievement was 7.01, it can be concluded that the complete result was on quite active or on the average 7.00-7.49. The researcher applied the data result in Cycle II in order to show that the students' learning activities by implementing GIST strategy improved. The data results of students' learning activities were applied below:

Table 2. The Criteria of Students' Observation Sheet in Cycle II

No	The Students' Learning Activities	Average	Criteria
1	Students' activity in answering teacher's question	7.32	Quite Active
2	Students' activity in asking the questions about the material given	7.42	Quite Active
3	Students' activity in doing assignment (Individual)	8.06	Very Active
4	Students' activity in doing the assignment (group)	8.23	Very Active
5	Student' activity in finding learning resources	7.42	Quite Active
Mean			7.70

Based on the result researcher's observation in the observation sheet. The condition of class in teaching and learning process was better than the previous cycle. The average score of students' activities based on the observation sheet in cycle I obtained range 7.01 which categorized as quite active and cycle II obtained range 7.70 which categorized as active. It could be seen from the students' participants in joining the teaching and learning process. The students seemed enjoyable in answering the researcher's questions, the students also seemed enthusiastic in asking questions about the material given. In doing individual assignment, the students looked enjoyable, and in doing group assignment, the students did cooperatively. Based on the result of observation sheet in cycle II, the data shows that the students had an improvement in learning activities.

Result of Students' Reading Comprehension Test in Cycle I

In this passage, the researcher explained the result data of the students' test in doing their tests after the researcher implemented Generating Interaction between Schemata and Text (GIST) strategy as the solution to solve the students' problem in reading comprehension. The test was done to know if there was improvement for the students in their reading comprehension.

The researcher explained the result of the students' reading comprehension test in cycle I and cycle II by applying the tables and diagram to make the explanation clearer below:

Table 3. The Result of the Average Score in Post Test I

No.	KKM	Cycle I		Information
		The number of students	Completeness	
1.	≥74	14	45.16%	Complete
2.	<74	17	54.84%	Incomplete

Based on the table 3 above, it is clear that the implementation of Generating Interaction between Schemata and Text (GIST) strategy was unsuccessful because it just obtained 45.16% of complete criteria while the criteria of successful at least 80% students who should pass the Minimum Mastery Criteria (KKM). The result of students' reading comprehension test showed that the implementation of Generating Interaction between Schemata and Text (GIST) strategy can improve students' reading comprehension. The researcher concluded that because the results of the students' reading comprehension had improved. It was obtained that the percentage of the students' reading comprehension test in cycle I who passed Minimum Mastery Criteria was 45.16% or 14 from 31 students who passed the KKM. The result of cycle II showed that the percentage of students' reading comprehension test who passed Minimum Mastery Criteria was 83.87% or 26 from 31 students passed KKM.

From the explanation above, it means that the students' mean score improved in the second cycle, and more than 80% students who gained the Minimum Mastery Criteria (KKM) in the reading test. Therefore, the researcher concluded that the implementation of Generating Interaction between Schemata and Text can improve students' reading comprehension at the eighth grade of SMP Negeri 21 Bandar Lampung at the academic year 2021/2022.

Discussion

In this section, the researcher wants to answer the researcher's questions of this research were raised in the first chapter. The research questions were 'Can GIST improve the students' learning activities?' and 'Can GIST improve the students' reading comprehension?'. Then, the researcher gave some treatment to the thirty-one eighth grade students of SMP Negeri 21 Bandar Lampung to improve their reading comprehension through Generating Interaction between Schemata and Text (GIST).

The researcher did this research in 2 cycles with the material of recount text. In each cycle, the researcher did 4 steps, namely planning, action,

observing, and reflection. The process of teaching learning in the first cycle was not satisfied because most of the students were passive. The students said that they were still difficult to comprehend the text. Based on the observation students' activities in the class, the researcher observed that the result of the students' activities in GIST learning process was 7.01 as quite active category.

Besides, in the last meeting of the first cycle, the situation of the class was not conducive in finishing their reading comprehension test. Some of the students even asked the answers to their friends, but the score of the students kept being under the minimum criteria of mastery learning (KKM). The students who passed KKM only 45.16% from all of the students in the class. While the successful achievement in this classroom action research should gain at least 80%. Therefore, the students did the second cycle. In cycle II, the students' learning activities improved from 7.01 to 7.70 which means that from quite active to active. The students joined the teaching and learning activities conducive. The students' score in reading test also improved. The students who passed KKM became 45.16% to 83.87%.

From the result, it means that, the researcher had succeeded in doing classroom action research by implementing Generating Interaction between Schemata and Text. It is similar to the research conducted by Sinuraya et al. (2021) who said that implementing Generating Interaction between Schemata and Text (GIST) strategy the students could improve their reading comprehension and they also interested in learning English reading.

CONCLUSION

The researcher conducted the research of teaching reading comprehension at the eighth grade of SMP Negeri 21 Bandar Lampung by implementing Generating Interaction between Schemata and Text strategy and it was obtained the conclusions as follows: First, generating Interaction between Schemata and Text (GIST) strategy can improve students' learning activities and generating Interaction between Schemata and Text (GIST) strategy can improve students' reading comprehension.

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