



Improving Student Reading Comprehension Through GIST (Generating Interaction Schemata and Text) Strategy at MTS Junior High School

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Abstract

This research focuses on improving students' reading comprehension through the GIST strategy at MTS Junior High School in Medan. This research uses quantitative as a research method. Data was collected through a reading comprehension test. The researcher used two tests, by used a pre-experimental design, namely a pre-test, and a post-test. researcher And Sample of the study was 14 students from one class. Tests used in research are multiple-choice questions. The average score of students' reading comprehension performance on the pre-test was 42.86, While on the post-test shows increased to 78.86. By using the GIST strategy, the purpose of this strategy is for students to be able to summarize, make several important points, and use them to compose a summary statement consisting of fifteen words. The result of the research shows that it can improve students' reading comprehension through the GIST (generating interaction schema and text) strategy.

Keywords: *Improve, Improving, GIST Strategy, & Reading comprehension*

Introduction

Reading is a necessary ability for students to improve. Reading not only helps children meet their educational needs, but it also serves as a channel for them to expand their knowledge outside of their main subject. Students in the English Department will be exposed to a wide range of reading materials to continue inventing, discovering, and coming up with new ideas. To understand the ideas in the texts, readers must first identify the key ideas and details. In that circumstance, students must use efficient reading skills to quickly identify the important ideas

and details.

Yulia and colleagues stated in their research that reading is a complex information processing ability that allows the reader to interact with text to (re)create meaningful discourse. Indicates of reading allows kids to learn and understand a chapter or content. Students not only understand the work, But they can also write it in their arms. In other words, if pupils are proficient in the reading learning process, they should be able to comprehend the meaning of the writing, if they are not proficient in the process of learning they will struggle to know and determine the main idea of the text. So, comprehension is both of text and a process. The process is what happens to the readers as they read, And the result is an objective assessment of the process's overall effect. According to Richardson and Morgan (2000), GIST is a comprehension approach that is utilized both during and after reading to clarify and conclude the major concept of the text.

GIST was employed in the reading process because it was an effective method for all levels of readers and helped students build abilities when identifying essential ideas and major themes of the text. The technique improves kids' reading comprehension. This method describes multiple procedures for digesting paragraph-level text and compressing it into a large number of words. Students will be familiar with this strategy of excluding crucial information while removing unnecessary information. The GIST technique requires students to summarize, identify significant aspects, and use them to construct a summary statement of fifteen words or fewer. (Sinuraya et al. 2021).

The GIST helps pupils understand the core notion as well as realize the value of the written information. As a result, we can conclude GIST is a type of reading teaching that uses students' schemata to learn and assimilate text content (Dahloan:2008). This approach describes how to interpret the text paragraph after paragraph, summarizing it in a large number of words. As a result, this technique will teach pupils how to filter key information and eliminate extraneous information.

According to Brassel & Rasinski (2008), GIGIST is a technique to summaries which helps students discover and eliminate extraneous content, eliminate repetitions, and important information and write concise summaries of 25 words or fewer. So, the researcher describes the approach so that the students are familiar with the stages, and the technique may help them improve their comprehension skills.

Literatur review

Reading comprehension

1. The definition of reading

Reading is an essential ability in the process of teaching and learning. Not just about pronouncing the word or explaining words, It is also about how students understand the meaning of books and what the author conveys to them. According to Evelin (2003) (2003), learning is more than just memorizing a few words. Printed symbols have meanings that are mysteriously conveyed to the readers. The understanding that has been embedded in the reader's mind is connected to their previous experiences. Nunan (2003) defines reading as the process of combining the text of information with previous knowledge. Combining to create meaning, textual information with previous knowledge to create meaning.

According to Farrell (2009), learning is the process of gathering information through interaction between the learner and the text. Others define learning as an interactive process between learner and text which results in a spontaneous understanding of the material and its relationship with previous knowledge. The learner and the text produce an understanding of the material and its relationship with previous knowledge. And understanding of the books they read (Alyousef, 2005). More specifically, students learn about the process of creating text to understand it. again, students learn about the process of creating text to understand it. This process is the process of conveying ideas from written text to readers so they can understand them. The process of conveying ideas from written material to readers for understanding. Reading comprehension, as defined by Alderson (2000), is a comprehension task that requires an understanding of words. Thus, reading can be defined as a method of digesting a book in total meaning through the transmission of ideas.

2. Aspect of reading comprehension

Students must grasp some characteristics of reading comprehension. Roe, Smith, and Burns (2005) identified the following features of fading comprehension:

- The main idea, which is the t crucial mention that the author wants readers to understand of general concept from a paragraph or chunk in writing.

- Detail Information
- Inference
- Reference
- Vocabulary

Strategies To Improve students' Reading Skill

Gist Strategy

Argues that the tactics are deemed beneficial to help improve students' reading comprehension while incorporating prior information, such as the GIST (generating interaction between schemata and text) technique. This strategy is considered to be beneficial for finding or producing essential concepts, removing duplicate and unnecessary information, and assisting pupils in remembering and recording a summary of what main ideas. According to Wright (2011), gist was used in reading teaching because it was an effective strategy for any level reader and helped students develop skills in identifying the main ideas and key themes in the text. Thus, the main idea of this study is having three objectives:

1. Determine whether there is a substantial difference in students' reading comprehension achievement after being taught with the get-the-gist technique.
2. Determine whether the use of the get-the-gist method improves pupils' reading comprehension success.
3. Determine the difficulties students have when learning macro skills for reading comprehension using get.

Method

This study employs quantitative research using a pre-experimental design, which involves including one or more experimental groups to examine certain treatments. According to Kumar Bhayyalal Dubey and Kothari (n.d.), pre-experimental designs lack control mechanisms to mitigate the influence of independent variables on experimental outcomes. The research employed the one-group pre-test Post-test Design as the specific pre-experimental design.

The research was carried out in three stages. First meeting, the researcher introduced the GIST strategy to students. At the second meeting, the researchers explained the strategies used to improve reading comprehension, which was the goal. The third meeting conducted tests on students

This research was conducted on First grade VII MTS/Junior high school students in Medan. This research is based on the lack of students' reading comprehension skills in searching for and identifying main ideas in 25 words or less. With this, researchers conducted research using the GIST strategy to test its validity and reality. This study includes the complete student population, and the sample of frequent attendees consists of 14 students who were chosen by the researcher by purposeful random sampling.

Validity and Reliability

This research employs a pre-test and post-test instrument with multiple-choice questions to assess reading comprehension in descriptive literature. The instrument's validity can be tested using content validity, and the results are regarded as valid. The reliability test was then performed using Cronbach's Alpha. The results of the reliability evaluation conducted on the instruments used in the research are shown below;

Table 1. Reliability statistics
Reliability statistics

Cronbach's alpha	N of items
,922	20

According to the results of the SPSS 19 analysis, the test has a reliability of 0.922 and a Cronbach's Alpha (α) more than 0.60, indicating it is reliable. The researcher does several steps to collect data. To begin, the researchers conducted a pre-test at the first session to assess students' ability to learn. Pre-testing is done using a worksheet with ten topics in which there are questions on understanding the content. During the first meeting, the GIST plan was discussed. The procedure then continues with the second lesson, when students must pick the most essential topic in a work of literature using the following steps:

1. Check the text for headings, subheadings, graphics, bolded words, diagrams, and so on.
2. While reading, ask yourself the following questions. This will help with highlighting and annotations: what, who, why, when, and how.

Finally, the students should write a concise (approximately 25 words) Gist Summary of the text that includes as many of the points mentioned above as feasible. It is important to note that one section may handle the Who and What, while the subsequent section may address the Why and How. The technique is followed step by step. The researcher then conducted a post-test to ensure the students' comprehension after using the GIST strategy.

Normality Test

The researcher evaluated the collected data using a paired samples t-test. Before conducting any study, researchers ensure that the data is normal. The Shapiro-Wilk strategy is used in this study because there are fewer than 50 samples. The x1 normalcy test has a significant value of 0.157, whereas x2 has a score of 0.532. The alternative hypothesis can then be tested using parametrically paired samples t-test. The two-tailed value is equal to or less than 0.05.

Table 2. Tests of normality

Tests of normality						
	Kolmogorov-Smirnova			Shapiro-wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	,230	14	,043	,910	14	,157
X2	,180	14	,200	,948	14	,523

Result

The research results show application of the GIST strategy increases student learning. This can be seen from the comparison of the pretest and posttest research samples which is depicted in the table below:

NAME	PRE-TEST	POST-TEST
AP	80	84
RM	76	80
SR	74	78
PS	74	80
TA	82	86
PW	80	86

LN	70	78
AW	84	88
NH	70	76
UP	84	82
AY	80	86
TA	82	86
RSZ	82	84
HIGH SCORE	86	90
LOW SCORE	70	76
MEAN	78.85714286	83.14285714

The post-test score after being given treatment using the GIST strategy was higher than the pretest score. Implementing learning using this strategy during the learning process makes students more interested and easier to understand the essence of the reading. This is because learning reading comprehension with gist strategies matches the learning objectives. Increasing learning outcomes using the GIST strategy occurs because students gain new experiences in receiving material. The average increase in the pretest and post test results shows the research sample students experienced an increase with a pre-test average of 86.70 and post-test score 90.76

The mean score of the pre-test and post-test.

The GIST method has a considerable improvement in reading comprehension of first-grade pupils at MTS Junior High School in Medan, both while reading descriptive texts and other materials. The table below displays the average results before and after the exam.

Table 3. Mean score of pre-test and post-test

Paired Samples Test									
		Paired differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	X1 - X2	-4,286	2,335	,624	-5,634	-2,938	-6,869	13	,000

From the statistics shown in Table 3, the average score of students' reading comprehension skills in the pre-test was -4.286, but in the post-test, it climbed to 78.86. This demonstrates a considerable rise in average scores after using the GIST technique as a learning method. The researchers then utilized a paired samples t-test to see if there was a statistically significant difference in students' pre-test and post-test reading comprehension scores after implementing these text-reading strategies.

Discussion

This session seeks to the research question which is: "Can GIST improve reading comprehension in student learning activities?" The researchers next treated first-grade VII MTS students with the GIST (generating interaction schemata and text) technique to boost their reading comprehension. First with the GIST technique. After carefully reading the work, make a summary ary the of party idea or "gist" of that part in your own words. Summaries may be placed after a paragraph, section, or page, depending on your understanding of the topic and the density of reading.

Students determine the most important topic in a portion of literature by applying the following steps: Examine the headers, subheadings, illustrations, bolded terms, graphs, and other elements to get a sense of the content. As you read, ask yourself the following questions. This will help you with highlighting and annotations: What, Who, why, When, and How. Eventually, create a brief (about 25

words) Gist Summary of the text that covers as much of the above as possible. Note that one section may address the Who and What, while the following section may include the Why and How. These results indicate that the researcher was successful in conducting classroom action research using the GIST technique to improve students' reading comprehension. A similar thing happened in Elany Agnesi and Friend's research, which reported the researcher was successful in conducting classroom action research by utilizing generating interaction schemata and text. The study's trustworthiness is confirmed by triangulation. Zumrotus Sa'adah (2018) research found the Gist strategy improve in reading comprehension.

Conclusion

Researchers doing a study on teaching reading comprehension for class VII (first grade) children at MTS in Medan can infer that the GIST (generating interaction schemata and text) strategy improves students' reading comprehension. First, create a GIST (generating interaction scheme and text) strategy. Both can enhance student learning activities and generate interaction schemata and text. Additionally, this method can help students enhance their reading comprehension.

The findings of this study suggest to employing the GIST approach increases students' reading comprehension. Thus, the gist strategy was successfully carried out. This is evident in the student's performance and comprehension, as well as the teacher's performance during the learning process.

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