

THE USE OF GIST STRATEGY IN READING COMPREHENSION

Agnes Budi Tyas Mekawati

agnestyas52@gmail.com

Dr. Ch. Evy Tri W. S.S., M.Hum

English Language Education

Teacher Training and Education Faculty Slamet Riyadi University, Surakarta

Abstract

The objectives of the research are as follows : (1) To know whether using GIST strategy can improve the reading comprehension at the eighth grade students of SMP Saverius Sragen in the Academic Year of 2019/2020. (2) To know how far the implementation of GIST strategy in teaching and learning reading in narrative text at the eighth grade students of SMP Saverius Sragen in Academic Year 2019/2020.

The researcher conducted a Classroom Action Research at the eighth grade students of SMP Saverius Sragen from January to February 2020. The subject of the research was the students of VIII A which consisted of 20 students. The research was concerned on improving students' reading comprehension using GIST strategy. It consisted of 2 cycles. Each cycle consisted of two meetings which was 80 minutes for each meeting and every cycle ended by post test. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, documentation, and tests(pre-test and post-test).

The result of cycle 1 showed that some students had lack of vocabulary and also still had difficulties in finding the main idea, the implicit information and the meaning of difficult words in a text. Therefore, cycle 2 showed that the use of GIST strategy for students had lack of vocabulary and difficulties in finding the main idea could improve the students' reading comprehension. The students' mean score in pre-test was 50.25, post-test I was 66.75, and post-test II 76.80.

Based on the result of the research, it could be concluded that "The use GIST (Generating Interaction between Schema and Text) strategy can improve students' reading comprehension in narrative text at the eighth grade students of SMP Saverius Sragen in 2019/2020 academic year especially in class VIII-A".

Key word: *Reading Comprehension, GIST Strategy, Classroom Action Research.*

INTRODUCTION

One of languages which is mostly used by people around the world is English. English is an international language. English is spread, studied, and also used by millions of people. There are many functions of English among others to unite people from different countries so they will be able to communicate each other. Many news and information are also presented in English. People also use English in many areas in their lives such as in politics, economic, education, and many more. Moreover, Crystal (2003:110) states that English is the medium of a great deal the word's knowledge, especially in such areas as science and technology. Because of this importance, English has become an important subject that must be taught at schools.

In Indonesia, English becomes the first foreign language which has to be taught in schools as a compulsory subject. English is taught in playgroups until universities. According to UU No. 20 Tahun 2003 “*bahasa asing*

terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global”. It means that English is an international language which is very important to be used in global society.

In SMP Saverius Sragen, the minimum score criterion (KKM = *Kriteria Ketuntasan Minimal*) for English lesson is 73. However, most of the students of SMP Saverius Sragen especially VIII A still have difficulties to achieve this score criterion because their knowledge of English is still low especially in reading comprehension.

There are some factors that become obstacles in teaching and learning reading. The factors come from students' factors, teachers' factors and school's factors. From the students' factors, there are : 1) the students' motivation are low in learning English, 2) the students do not like English lesson and they feel bored in English teaching, 3) the students do not pay attention to the teacher's explanation, 4) Most

students still have low ability in reading comprehension. From the teacher's factors, there are : 1) the teacher does not use an interesting strategy or media in teaching and learning process, 2) the teacher is less to control the class. From the school factors, there are : 1) the books in library are not completed, 2) the facilities in the class for teaching English are still less.

In order to solve the problems in reading comprehension, the researcher used a learning strategy. According to Bouchard (2005:40-41), "GIST 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". The researcher chose GIST strategy to teach the reading comprehension, because with GIST strategy the students especially in class 8A would be easier to express and to get their ideas and the students could reflect on idea when they read, so they could express their ideas directly and they would explain their idea easier.

In this article, the research would discuss about GIST strategy, which could improve students' reading comprehension and to find out how far the implementation of GIST Strategy could improve students' reading comprehension for the eighth grade students especially in class 8 A at the SMP Saverius Sragen in 2019/2020 Academic Year.

METHOD

This Classroom Action Research was conducted at SMP Saverius Sragen in 2019/2020 Academic Year. This school is located on Jl. Veteran No.13 Magero Sragen Tengah Sragen The location of the school is near the main road. This research would be conducted from January until February 2020 in the 2019/2020 academic year. The class consisted of 20 students with 6 boys and 14 girls. The mean score for English in this class was under 73 which was the minimum score for English lesson. The students thought that learning English was quite difficult, especially reading. Therefore, the

researcher used this class to conduct the research.

The researcher used a Classroom Action Research (CAR) in this research. According to Anne Burns (2010:2), "Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action Research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts". The main aims of Action Research is to identify a 'problematic' situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.

There are six phases of Classroom Action Research: Identifying, Planning, Implementing, Observing, Reflecting, and Revising. The study was conducted in two cycles. The data were collected through test and

non-test. In collecting the data, it used test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, it used observation, interview, and documentation. While, the results of the tests was analyzed using qualitative and quantitative data analysis. It answered the problems whether there was a significant difference between the students' achievement before and after the action.

Based on the observation result, the students' score showed a progress after implementing the GIST Strategy. The students' attention and participation increased during the learning process in cycle 1 and cycle 2. The class condition became more active and conducive. The students were easily to doing the exam to improve their vocabulary also main idea of the text. The students could develop their story with their own words, they were comfort and confidence to speak up in front of class. Therefore, the class condition was more alive and fun.

RESULT AND DISCUSSION

There were improvement of the result of pre-test, post-test I and post-test II. All components of reading comprehension were improved. The table which showed the students mean score

Mean score Pre-Test	50.25
Mean score Post-Test I	66.75
Mean score Post-Test II	76.80

Table 1. The Result of Mean Score

Based on the data of the mean score of pre-test, post-test 1 and post-test 2, it showed the improvement of reading comprehension using GIST (Generating Interaction Between Schema and Text) strategy. The mean score of Post-Test 2 (76.80) was higher than Pre-Test (50.25) and Post-Test 1 (66.75).

GIST (Generating Interaction Between Schema and Text) strategy could improve the students' reading comprehension at the eighth grade students of SMP Saverius Sragen in 2019/2020 academic year especially in class 8A. Then, it could be seen that the implementation of GIST

(Generating Interaction Between Schema and Text) strategy in class 8A showed that the students had a good cooperation with other students and they enjoyed working in a group discussion. The GIST (Generating Interaction Between Schema and Text) strategy was one of the alternatives that could be used to make the students more interested in teaching and learning reading process.

CONCLUSION

GIST (Generating Interaction Between Schema and Text) strategy could improve the students' reading comprehension in narrative text at of SMP Saverius Sragen in 2019/2020 academic year especially in class VIII A. It could be seen from the improvement of the mean score of the test. The mean score of pre-test was 50.25, post-test 1 was 66.75 and post-test 2 was 76.80. The mean score of post-test 1 and 2 were higher than the minimum score (KKM) of English in that school (73). It means that there was a significant improvement in the

students' comprehension in narrative text using GIST strategy.

The use of GIST strategy could improve not only to the students' reading comprehension in narrative text but also to the students' motivation in teaching and learning process. It could be seen from the students who got more active in joining class activities, for example like group discussion. They enjoyed working in a group, they could work cooperatively. They were also solved the difficulties in reading a text by a group discussion. Furthermore, the students also focused on how to apply GIST strategy which helped them to comprehending on the narrative text.

The use of GIST strategy helped the students of SMP Saverius Sragen to understand a reading text, they were guided to get detail information, to get the meaning of difficult words and also main idea. Teaching and Learning reading by GIST strategy in narrative text could improve the student's reading comprehension in class VIII A of SMP Saverius Sragen.

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