

## TEACHING STUDENTS' READING COMPREHENSION BY USING GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY

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### Abstract

The thesis was a pre-experimental research in form of one group pre-test post-test design conducted in one of junior high school in west borneo which consisted of 31 students' and it was examined with cluster random sampling technique. The technique of data collection applied in this research was measurement technique. The data were collected through multiple choice test. The pre-test and post-post-test were conducted in order to collect the data from the students. The data were analyzed by using descriptive statistic. The research finding showed that GIST strategy was effective on reading comprehension, it was proved by the mean score during pre-test and post-test were 52, 88 and 63, 30 which meant that there were difference before and after treatment. Lastly it was proved by t-test value, sig value was smaller than  $\alpha$  ( $0,00 < 0,05$ ) which meant that  $H_a$  was accepted. The effect of the use GIST strategy was moderate effect level based on the Cohen's effect. It was 0,56 which meant that moderate effect to increase students' reading comprehension.

**Keywords:** *Generating Interaction between Schemata and Text (GIST), Reading Skill, and Pre-Experimental Research.*

### Abstrak

Tesis ini adalah penelitian pra-eksperimental dalam bentuk satu kelompok pre-test post-test desain yang dilakukan di salah satu sekolah menengah pertama di borneo barat yang terdiri dari 31 siswa diperiksa dengan teknik cluster random sampling. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik pengukuran. Data dikumpulkan melalui tes pilihan ganda. Pra-tes dan pasca-tes dilakukan untuk mengumpulkan data dari siswa. Data dianalisis dengan menggunakan statistik deskriptif. Temuan penelitian menunjukkan bahwa strategi GIST efektif pada pemahaman membaca, dibuktikan dengan skor rata-rata selama pre-test dan post-test adalah 52, 88 dan 63, 30 yang berarti ada perbedaan sebelum dan sesudah perawatan. Terakhir dibuktikan dengan nilai uji-t, nilai sig lebih kecil dari  $\alpha$  ( $0,00 < 0,05$ ) yang berarti  $H_a$  diterima. Efek dari strategi penggunaan GIST adalah tingkat efek sedang berdasarkan efek Cohen. Itu 0,56 yang berarti efek sedang untuk meningkatkan pemahaman membaca siswa.

**Kata kunci:** *GIST, Keahlian Membaca, dan Penelitian Pre-Eksperimental.*

### INTRODUCTION

Reading is fundamental for students to gain more knowledge. Reading is an important language skill because without this skill learners cannot obtain various information acquire through reading textbook, novels, newspapers and magazine. According to Patel and Jain (2008:122) reading is an important activity for expending knowledge of a language. Furthermore, students can obtain a wide range of information by reading books in English because English is recognized as an international language.

In reading, students are expected to be able to comprehend the material that being discussed. The reason why comprehension ability is needed in reading it because reading activity not only focused to read the text, it include the process of how the students were examine and discover the

information then process it to be acquire the information in more detail way. Knowing how to read words has ultimately little value if the students is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word knowledge, and fluency (Klingner, *et al.*, 2007:17).

In this case, most of students do not know how to comprehend the meaning of text. In this research, the researcher used descriptive text as the text that focused on students' reading comprehension. Because of that, the researcher tried to find other strategy which can be used to solve students' reading comprehension on descriptive text. Therefore, the teachers need one strategy that is considered useful to students' reading comprehension on descriptive text.

GIST strategy is one of strategy is effective to teach students' reading comprehension that assumed based on the previous research have done by Ayiz and Warsono (2018) with the title "The Effectiveness of Graphic Organizers and Gist Strategies on students with Different Reading Habits in Reading Comprehension". Generating Interaction between Schemata and Text (GIST) strategy which was proposed Horton (2009) generating interaction between schemata and text has been found to effectively improve students' reading comprehension.

#### **Generating Interaction Schemata and Text (GIST)**

GIST is one of the teaching strategy that can be used by the teachers to teach reading comprehension. GIST is a strategy to summarize the text in learning which aims to more easily understand the contents of the texts as schemata before students read and understand the entire text. Teaching students to summarize what they read is another way to improve their overall comprehension of text. According to Duke and Pearson (2004:220). Research suggest that instruction and practice in summarizing not only improves students 'ability to summarize text, but also their overall comprehension of text content.

#### **The Nature of Descriptive Text**

Descriptive is a text that describes person, places, mood, situation, or thing in written from. When students read a descriptive text, they are expected to imagine and to realize what the writer describe. Descriptive text explain how someone or something looks and feel. According to Kane (2000: 348) said that description is about sensory expression, how something looks, sound, taste.

Mostly it is about visual experience, but description also deals with other kinds of perception. Another explanation from Arini and Bima (2013: 64) states that descriptive text describes and appeals clear image of a person or thing is like.

Based on the explanation, it can be inferred that descriptive text its purpose to describe about something, a person,place,animal,etc. And also, by using descriptive text, the students can use their sensory experince to how something looks, sound, etc. It indicates that descriptive text has the generic structure which is consisted of identification and description based on Kane (2000: 354). They are:

Identification

In this stage the students must describe the subject to the reader. It also gives the detail and clearly information about subject to the reader. The students can start to give information detail about when, where, who, and what of the subject.

#### Description

The students begin to describe paragraph with supporting with the feature to the subject, description with describe parts, quality, and characteristic in the text. Descriptive text has a particular language features like verbs in present tense, adjective and adverb phrase to describe the feature of the subject and topic sentence to begin essay or paragraph organize the various aspect of description.

#### **The Nature of Reading Comprehension**

Reading and comprehension are two things that cannot be separated. Reading means understanding the text and it is same thing as comprehension. Reading comprehension is not just reading with aloud voice but reading comprehension also established to understand the meaning of word, sentence, paragraph and ideas. According to Wolley (2011: 15) "Reading comprehension is a process of making meaning from text". In reading comprehension, there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According to King & Stanley (Juita et al 2014) pointed out some aspects of reading comprehension. These aspects are:

#### Finding Factual Information

Finding Factual Information requires readers to scan specific detail. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comprehension, etc. in which of the answer can be found in the text.

#### Finding Main Ideas

Recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content later. Main idea may be stated explicitly or implicitly, in a paragraph with explicit main idea, there is a topic sentence, either in the beginning. In the middle or at the end of paragraph. On the other hand, a paragraph with implicit main idea does not have a topic sentence.

#### Finding the Meaning of Certain Word

It means that the readers can develop their guessing ability to the word which is not familiar, by relating the close meaning of unfamiliar words to the context in the text. The words have nearly equivalent meaning when it has or nearly the same meaning as another word. Meanwhile the students are expected to be able form and understanding the meaning.

#### Identifying Reference

Reference is the relationship of one linguistic expression to another's' characters and abilities, etc. Reference in reading comprehension is the use of demonstrative pronoun in a reading text. Reference words are usually short and very frequently pronoun, such as it, we, they, she, he, this, etc.

recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage.

#### Identifying inferences

Identifying inference is a skill where the reader has to be able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates on information from the text. These will enable students to think critically to find any information and understand the text.

#### **METHOD**

In order to achieve the main purpose of this research, the appropriate strategy should be use in this research. The research design that will be implement in this research is experimental. Singh (2006:135) state that experimental strategy is a scientific strategy, it is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is a process of contributing to the already acquired fund of knowledge.

The kind of experimental research will be use by the researcher in this research is pre-experimental research by using one group pre-test and post-test design, where the researcher is going to do an experiment in a single group only. A pretest is a test given before the experimental treatment in order to see if the groups are equal, the groups are then posttest with an alternate form of the same test, while a posttest is a test given after the experimental treatment. (Lodico, Spaulding, and Voegtle 2010:228).

In this research, the researcher will use one class to know the students' reading comprehension. The researcher give the pre-test before give treatment and after that the researcher give the treatment for students to know the effectiveness of GIST strategy in teaching reading. Afterward, the researcher will give post-test to the students in order to know the result before and after giving treatment.

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**RESEARCH FINDING AND DISCUSSIONS**

In this part, the researcher explained how the researcher got and concluded the result of this research. this section was important to be explained because the researcher need the evidence to be reason the researcher conducted this research. To answer the research problem, firstly the researcher calculated about the students’ individual score and moved to the next sections calculated the students’ mean score of pretest and posttest, standard deviation, normality test, testing hypotheses and the effect size.

The normality test and testing hypotheses was to determine the hypotheses and to answer the first question and the effect size was to determine how effectiveness of using generating interaction between schemata and text (GIST) strategy. The researcher calculated to analysis data with SPSS 16.0. In order to find out whether or not treatment was effective to teach reading comprehension the researcher conducted a pretest and posttest can be seen in the figure below:

**Table 4.1**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	40	64	53.63	7.545
Posttest	27	52	72	63.30	5.202
Valid N (listwise)	27				

Based on the table above, the standard deviation of pretest was 7.54 and posttest was 5.20. It was showed that standard deviation of pretest higher than posttest. After the analysis of standard deviation, the researcher would be continue to found the t-test to answer the hypotheses of first research question. According to Ary et al (2010:176) state that t-test for dependent sample “ The measure to be analyzed by the dependent t-test is the mean difference between the paired score. This is the step of collecting t-test to know the value of significance from  $t_{value}$  and  $t_{table}$ . If the value of significance from  $t_{obtain}$  was higher then  $\alpha$  (0.05),  $H_0$  was accepted. Below was table of T-test.

**Table 4.2**

**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-9.667	9.068	1.745	-13.254	-6.079	-5.539	26	.000

Based on the table 4.2, the t-value is bigger than t-table. The analysis showed that t-value > t-table  $5.53 > 2.06$ , it was prove that N-1 (27-1) is 2.06, indicates that t-test score 5.53, which mean that  $H_0$  was rejected and  $H_a$  accepted. There was significant effect of using generating interaction between schemata and text strategy on students' reading comprehension.

In analyzing how significant the effectiveness of the treatment was, the researcher used the formula of Cohen's effect size. It was calculated manually. According to Urdan (2005: 58) stated "effect size is a measure of how large an observed effect of the treatment to the sample. By acknowledging the value of the data calculation it would yield the answer of the second question of this research. The result of the effect size (ES) describe below:

$$d = \frac{x_2 - x_1}{SD}$$
$$d = \frac{63.30 - 53.63}{12.74}$$
$$= 0.75$$

According to the criteria, it can be measured from the calculation result that the effect size level of this research is moderate effect.

## **CONCLUSION**

In this research, based on the discussion to see whether or not GIST strategy effective on reading comprehension and also to find out the effect size from the implementation of the strategy. Based on the research finding in previous chapter, in inthis research there was a significance score in students' reading comprehension before and after giving treatment. The test showed that students score after getting treatment was higher than before treatment. The researcher concluded that GIST Strategy was effective in teaching students' reading comprehension especially on descriptive text to the students in one of SMP west Borneo.

Additionally, GIST Strategy statistically also proved the effective of treatment reached moderate effect category with the result of effect size (ES) analysis determind that the use of GIST give effect on student's reading comprehension and also answered the second research question. Therefore, it cannot be denied that the use of GIST strategy was significantly developed students' reading comprehension.

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