

**THE INFLUENCE OF GIST (GENERATING INTERACTION BETWEEN
SCHEMATA AND TEXT) TOWARDS STUDENTS'
READING ABILITY**

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Abstract: Reading is a skill to get information from written language. The writer used GIST as a strategy for teaching reading in this research. This technique makes the students able to summarize while the students read. The objective of the research was to know the influence of GIST (Generating Interaction Between Schemata and Text) towards students' reading ability. In this research the writer used experimental method. The population was 100 students in 3 classes. The sample was taken by using Cluster Random Sampling Technique. There were two classes for the sample. First class was experimental class and the second class was the control class. It consisted of 70 students. The main technique in measuring students' reading ability was multiple choice which consisted of 40 items test. Each item has four options a,b,c, and d. The score each item was 2.5. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got the result that H_a was accepted. It was obtained that $t_{test} = 3.35$, t_{table} for $\alpha = 0.05$ was 1.68 and for $\alpha = 0.01$ was 2.42 ($3.35 > 1.68$ and 2.42). So, H_a was accepted. The average score of experimental class was higher than control class, it was obtained the average score of experimental class was 73.00 and the average score of control class was 66.57. It meant that there was significant influence of using GIST (Generating Interaction Between Schemata and Text) towards students' reading ability of at the tenth grade of SMKN 9 Bandar Lampung in 2022/2023 and the average score of students' reading ability which was taught through GIST (Generating Interaction Between Schemata and Text) higher than which was taught by using Conventional Strategy.

Keywords: *GIST (Generating Interaction Between Schemata and Text), Reading Ability.*

INTRODUCTION

Reading is an activity that involves the reader and the text to get information through written text, and build the meaning based on the reader's prior knowledge which is important to be learned and mastered by every learner. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words.

Reading is an important skill for students, because the students must able to read and understand an English text. In addition, the importance of reading is not only related to the development of knowledge but also related to people's thinking capability. This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, this development determines what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotion, as well as verbal intelligence. Reading is important because it develops our thoughts, gives student endless knowledge and lessons to read while keeping our minds active. The importance of reading books to help student learn and understand cannot be underestimated, not to mention the vocabulary and thinking skills we develop. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind.

Most of students have many problems in reading book or passage. The students get difficulty in finding main idea of the text, they cannot make inference from a text. That is why sometimes they feel unmotivated in their class because they cannot comprehend about the text they read. In the end, they cannot answer the questions based on the text perfectly. This problem occurs because the teacher only asks the students to read the text and answer all the questions without giving any explanation that help the students in comprehending the text well.

The teacher's role in overcoming students' reading difficulties make them enjoy and to be motivated in learning reading. The use of appropriate teaching technique can help this goal to be achieved. Teach the students to be active participants in reading activity, exhibit aloud your own inner voice as you use your own met cognitive skills to actively engage in reading, foster a robust vocabulary by both teaching individual words as well as how to glean the meaning of new words from the surrounding text, illustrate higher order language skills and teach students how to question, infer meaning, make personal connections and generate predictions, teach students about text structure such as the (setting, characters, initiating events, problems, resolution, explicit themes, cause and effect, compare and contrast, as well as problem and solution), show students how to annotate text or take notes that summarize and sequence important events, develop each student's ability to generate mental imagery while reading, show learners how to create their own inner questions that can focus attention on content and help them to make meaningful connections, teach students how to monitor their attention and comprehension through mindfulness practices, do pre-reading activities that explain the meaning of key words, activate relevant prior knowledge and generate mental imagery.

Based on preliminary research at SMK N 9 Bandar Lampung, the writer found that the students still lacked in comprehension of a text or passage. They got difficulty to find main idea, supporting idea, summarize the text as well as, recognize the meaning of words and inference in a text. They cannot understand the whole of the story in a text, they lacked in vocabulary and they were lazy to practice. It seems they were not interested to read.

The writer interested to help them, and do research about how to influence students' reading ability. She introduced a strategy that involves summarizing while you read which can help the students to get easier to comprehend a text. This strategy is called GIST (Generating Interaction Between Schemata and Text) GIST strategy is a reading strategy that involves summarizing while the students read. GIST provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of reading. The writer proposed to research entitled "The Influence of GIST (Generating Interaction Between Schemata and Text) Towards Students' Reading Ability of The Tenth Class of SMK N 9 Bandar Lampung in 2022/2023".

METHODS

In conducting research, the writer used quasi-experimental design. Quasi-experimental research is a type of experimental research but without random assignment of individuals (Mackey,2005:363). It means, in quasi experimental research, the writer would random the group or class not the subjects. In this research, the writer took two classes randomly as the sample of the research, one class as the experimental class and another class as the control class. The classes were taken from the tenth grade of SMK N 9 Bandar Lampung. The experimental class was taught by using GIST (Generating Interaction Between Schemata and Text) Reading strategy and the control class was taught by using conventional strategy.

RESULT

1. Result of Normality

The result of computation of normality test can be seen as follows:

Experimental Class	χ^2 ratio 4.73	χ^2 table(0,05) 7.81	χ^2 table(0,01) 11.3	Conclusion Normal
Control Class	χ^2 ratio 3.07	χ^2 table(0,05) 7.81	χ^2 table(0,01) 11.3	Normal

Based on the result of the calculation above, cell (1) consists of 35 students who were taught by using Teacher's Time Out Technique (n = 35). The highest value of χ^2 ratio is 4.73 and χ^2 table at level of significance $\alpha = 0,05$ was 7,81 and $\alpha = 0,01$ was 11,3, because χ^2 ratio was lower than χ^2 table (4.73 < 7.81 < 11.3). It can be concluded that the data of experimental class have normal distribution.

Based on the result from the calculation on cell (2) which consisted of 35 students who were taught by using Direct Instruction (n=35). The highest value of control class was 3.07 at

significance level of α 0.05 obtained 7.81 and 0.01 obtained 11.3. Since $\chi^2_{ratio} < \chi^2_{table}$ ($3.07 < 7.81 < 11.3$). therefore, the criterion was accepted. It means that the data of control class had normal distribution. It is also shown on the figure below:

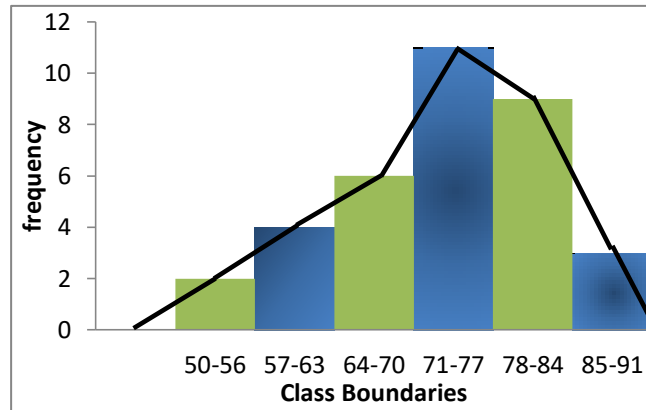


Figure 1. Data of Histogram and polygon in Experimental Class

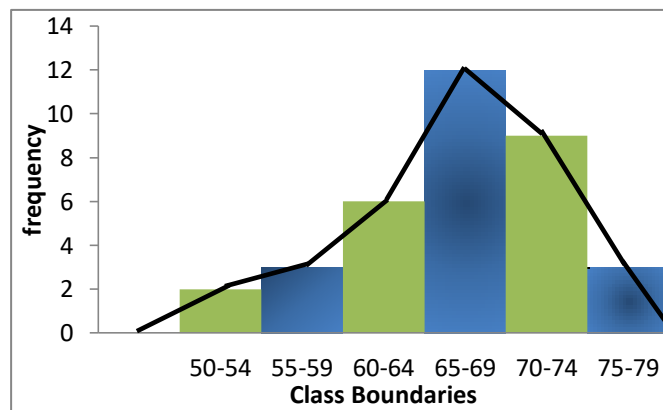


Figure 2. Data of Histogram and polygon in Control Class

2. Result of Homogeneity

The computation of homogeneity test of normality data is on appendix 19. After analyzing the normality of the data, the researcher analyzed the homogeneity of the data which can be seen that F_{ratio} 2.08 was lower than F_{table} at significant level $0,05 = 1.80$ and significant level $0,01 = 2.30$. It was done to know whether the data were homogeneous or not. If F_{ratio} was lower than F_{table} at level significance $\alpha = 0,05$ and $\alpha = 0,01$, it can be concluded that the data were homogeneous.

3. Result of t-test

The result of applying t-test shows that $t_{test} = 3.35$ and from the distribution table for the degree of freedom of 68 at the significance level 5% to know $T_{table} = t_{(1 - \frac{1}{2} \alpha)} = 1.68$ and the significance level of 1% known $T_{table} = t_{(1 - \frac{1}{2} \alpha)} = 2.42$, it means that $t_{test} > t_{table}$. The null hypothesis (H_0) was rejected. It means that there was significant influence of using GIST (Generating Interaction Between Schemata and Text) towards students' reading ability at tenth grade of SMKN 9 Bandar Lampung in 2022/2023.

In this case, the writer needs to compare the result of normality data mean scores of the two classes. The mean of the scores of the experimental class was 73.00, while the mean of the scores of control class was 66.57. It can be concluded that GIST (Generating Interaction Between Schemata and Text) has an influence towards students reading ability.

DISCUSSION

Based on the analysis of the data and the testing of hypothesis, the writer found the result that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The research findings showed that $t_{test} > t_{table}$ ($3.35 > 1.68$ and 2.42). So, H_a is accepted. It means that there was an influence of using GIST Strategy towards students' reading ability at tenth grade of SMKN 9 Bandar Lampung in 2022/2023

The writer did the research at the tenth grade of SMKN 9 Bandar Lampung and was divided the class in two classes. The first class was the experiment class and the second class was the control class, it consisted of 70 students from 2 classes. The writer was asked the students to make read the text based on the text provided.

In this case, the writer can prove the hypothesis that GIST (Generating Interaction Between Schemata and Text) has influence to be applied in the class, especially in teaching reading. When the writer did the preliminary research at SMKN 9 Bandar Lampung, she found that the students were still lack of reading skill. The students found the words they do not understand. The students got difficulty to comprehend English text such as getting the main idea and supporting idea, making inference and the media used in teaching reading are limited. The writer found the solution for these problems, she taught the students how to influence their skill in reading by using GIST (Generating Interaction Between Schemata and Text).

The findings of this research related to a theory stated by Cunningham in Herrell (2012:250) that GIST is a strategy for supporting comprehension of informational text. GIST is especially helpful when students are required to read long texts that contain a significant amount of new information and assists the student to comprehend the text.

Finally, it was got that students' score were good but not better than in experimental class. In other hand, the students' scores in control class lower than in experimental class. It proves that the use of GIST (Generating Interaction Between Schemata and Text) was effective for teaching reading. It is in line with a theory stated by Justin (2010), that GIST strategy helps the students grasps a better overall understanding of the material they just read. It provides students with a way to summarize information by discarding unimportant information and focusing on the key words/ideas of the passage. Effectively improves students' reading comprehension and summary writing. It also makes the teacher is able to recognize if students are grasping the key points/main ideas of the passage. And the teacher can effectively teach students to summarize in a way they have never seen before. The visual aspect of the blanks may help certain students.

From the result above, it is clear that GIST (Generating Interaction Between Schemata and Text) helps students to overcome their problem in reading. Reading skill is important to be mastered, but if there is a good media, technique or strategy, the students would not too hard to master it. Based on the result, it can be concluded that GIST (Generating Interaction Between Schemata and Text) is very recommended for the teacher who wants to influence the students' reading ability.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that: There is an influence of using GIST (Generating Interaction Between Schemata and Text) towards students' reading ability of the tenth grade of SMKN 9 Bandar Lampung in 2022/2023. It can be seen that the result $t_{ratio} = 3.35$, t_{table} for $\alpha = 0.05$ is 1.68 and for $\alpha = 0.01$ is 2.42 ($3.35 > 1.68$ and 2.42).

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