

## THE EFFECTIVENESS OF USING GIST STRATEGY TOWARD STUDENTS' READING COMPREHENSION

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**Abstract.** In reading activities, one of the abilities that must be mastered by students is reading comprehension in English. This research is motivated by the students' weak understanding of a reading text and the learning process still uses strategies that are less innovative and tend to be boring. Therefore, the researcher used the GIST (Generating Interaction between Schemata and Text) strategy to help improve students' reading comprehension through explanation text media. The aim of this study was to determine whether there was an improvement in students' reading comprehension after using the GIST strategy. The population of this study is eleventh grade students at Senior High School in Gresik while the sample from MAN 2 in Gresik which involved 36 students in class XI-2. This study used quantitative method with one group pretest-posttest design. Data collection used pre-test and post-test research instruments, then the data were analyzed using Paired T-test.

The results of the study showed that the use of GIST strategy in the explanation text effectively helped students in understanding the reading well, it can be seen from the results of the mean pretest and posttest scores which increased significantly.

### INTRODUCTION

Learning activities in schools have various skills to support learning success. One of the skills students need in learning activities is reading. Reading is a deliberate and illogical activity in which readers can rearrange meaning using various techniques so that it can be interpreted that reading is an activity of obtaining information that has been packaged in a text, book, or other media (Mikulecky, 2017). Reading is a skill that develops and is influenced by reading habits and patterns (Johnson, 2017). In reading activities, not only being able to read every word, sentence, or paragraph in a person's writing but also being able to understand and know the content of a text well (Hodgson, 2020). Reading comprehension is used in learning activities so that students are able to capture information contained in a text. If students cannot understand the content of the text or reading, then they also cannot understand and get information from a text or reading that has been read.

Reading comprehension in students must begin to be accustomed by inviting students to diligently read starting from short texts to long texts. But in reality, some students feel bored

during reading activities. In fact, some of them admitted that they still have difficulty understanding the meaning of the text that has been read, especially in long texts that contain explanations or commonly called explanation texts. An explanation text is a text that describes a natural or social process or phenomenon (Solin, et al., 2019). This explanation text explains the course of events or the creation of a natural or social phenomenon from beginning to end (Damanik & Herman, 2021). The essence of an explanation text is a form of writing that explains the process of occurrence or formation of an event or phenomenon. What is discussed in this text can be a social, natural, political, legal, economic or cultural phenomena. The social function of explanation texts is to provide information or knowledge about a particular topic or subject (Harta, I. W., 2020). Explanation texts are usually scientific in nature, so they must be arranged in an orderly, systematic and logical manner and be able to explain natural events such as natural disasters or natural phenomena. This explanation text has three parts: a general statement, a causal order, and an interpretation or conclusion. Each part of the explanation text must contain a variety of important information. To get this information, students must have an understanding when reading. If the reading comprehension in students is low, there will be several problems in finding information in the text that will have an impact on learning activities and student learning outcomes.

Based on an interview with an English teacher at one of the schools in Gresik, most of the students' scores on materials related to long texts were less than the Minimum Completeness Criteria. This shows that the basic problem of student grades is below the Minimum Completeness Criteria because students do not understand the information and content of the text conveyed. Indeed, the difficulty factor in reading comprehension does not only come from students, but it can also come from teachers who have difficulty implementing reading strategies properly because teachers only guide and follow the material from the book so that they do not pay attention to understanding the meaning of the text (Simanjuntak et al., 2019). As a result, this makes students less active during the teaching and learning process in the classroom, and they still need the teacher's help if they are given another text because students cannot understand the content of a text (Pranata & Rosa, 2023). The role of the teacher, who is supposed to be a motivator, will actually have an impact on the low interest and motivation of students because they lead reading activities in a monotonous atmosphere, they will feel bored and even not listen to the lesson, especially for long texts (Ratnawati, K., 2020). So that students do not know what information is contained in the text and there is a lack of learning enthusiasm and motivation for students to learn without using good reading comprehension strategies. One reading strategy that can be used is the GITS strategy.

GIST is a strategy that can help students in the process of understanding reading activities (Sari, 2018). There are several studies conducted to determine the application of GIST strategies for reading comprehension. A study conducted by Octavia & Wilany (2018) stated, that the GIST strategy encourages students to be more motivated and active in learning to read, they use narrative texts and the subject of the research is for high school. GIST strategies in teaching reading comprehension are a useful method to help students understand the literature because it helps them identify key information in the text and summarize paragraphs (Dwiningtiyas et al., 2020). Teaching reading strategies have a great influence on student comprehension, therefore, the more often a person uses reading strategies, the better the learning outcomes (Husni and Irawati, 2020). Through this presentation, it can be concluded that GISTS is a strategy used in the process of students' reading comprehension by utilizing keywords in the text and summarizing paragraphs.

Similar to other reading comprehension strategies, GIST has various advantages and disadvantages. Several studies have shown that the GIST strategy has many advantages. As supported by [Rifa'i \(2019\)](#) which shows how effective GIST techniques are in helping students identify key concepts in a text, remember the material they have read, filter out irrelevant information, and remember text summaries. In addition, in the research conducted by [Sari \(2018\)](#) describes how GIST techniques can be used to improve reading comprehension by assisting students in determining the main idea of a sentence before moving on to the next paragraph. However, not all GIST implementations in learning go smoothly. In some studies, it is also explained that the GIST strategy has several obstacles in its implementation. One of them is research conducted by [Tarigan \(2021\)](#) which shows that the implementation of GIST strategies is time-consuming and difficult to implement for all students. In addition, classroom management if using the GIST strategy for all students will be relatively more difficult because each student must have a different background ([Husni & Irawati, 2020](#)). So some are quick to understand all the instructions for implementing this strategy and others take a long time and need more guidance.

Based on the explanation above, the researcher is interested in conducting a study entitled "The Effectiveness of Using GIST Strategy to Improve Students' Reading Comprehension in Explanation Text" to find out if there is an improvement in students' reading comprehension of explanation texts after using the GIST Strategy. This study aims to determine the effectiveness of the implementation of the GIST Strategy to improve students' reading comprehension in the explanation texts of eleventh grade students. The scope used in this study is to investigate the effectiveness of the implementation of the GIST strategy in improving students' reading comprehension. Therefore, this study will limit the discussion of whether the use of GIST strategies applied in explanation texts for eleventh grade students can improve reading comprehension well or not.

## **METHOD**

In this study, a quantitative research method with an experimental design is applied, in which in practice the researcher applies a one-group pretest-posttest experimental design to avoid the problem of lack of control groups and accelerate the time in data collection ([Sukendra et al., 2023](#)). The implementation of this design is adjusted to the purpose of the research, which is to ensure the effectiveness of GIST teaching techniques in improving students' reading comprehension of explanation texts both before and after treatment. The test is given twice, namely before the treatment called pre-test and after the treatment is called post-test. There are three stages carried out in one group of pre-test and post-test designs. First, provide a pre-test to measure the dependent variable. After that, participants were given treatment in the form of teaching explanation texts using the GIST experimental treatment method. Finally, a post-test is given that measures the dependent variable. By comparing the two, the differences between the data collected before and after the treatment were evaluated.

Reading comprehension is creating meaning from the text ([Wolley, 2010](#)). Reading and comprehension exercises are necessary to achieve different levels of reading activity ([Octavia & Wilany, 2018](#)). This statement is intended so that the reader must be able to understand the reading material to participate in the reading comprehension exercise, as comprehension is the main goal of this exercise. If the reader can deduce the inferred meaning from the author's use of language, understand terms and expressions, and draw conclusions, then they are considered to understand the reading well. Reading comprehension needs to be practiced repeatedly in order to obtain the purpose of reading comprehension, which is to gain

understanding from the text that has been read (Winarti, T., 2020). In this activity, there are five elements of reading comprehension that must be achieved by students, so that students can be categorized as comprehensive students in reading. They are the main idea, factual or detailed information, vocabulary, references, and conclusions. This element will be used as a guide for making pretest and posttest questions.

The population in this study is eleventh grade high school students in Gresik, while the sample of this study comes from MAN 2 Gresik involving 36 students in grades XI-2. The characteristic of this study is that it is tested in class XI where students in this class are classified as a mixture between children whose scores are above average and children whose scores are below average, besides that the teachers and the materials obtained are also the same or appropriate. The researcher chose high school students because this research is about the teaching and learning process about reading skills strategies. This study also uses GIST explanation texts and strategies as research. Therefore, it is perfect for high school students. This research was conducted in Gresik because it is the researcher's hometown, making it easier for researchers to conduct and obtain data. To be more specific, this study has two criteria that must be met by participants. First, the participants were eleventh grade high school students. Second, participants must have a minimum attendance of 80% of the total semester attendance.

Before giving pre and posttests to students, researchers conduct validity and reliability tests. Validity and reliability tests are very important in research because they can affect the accuracy of the results (Evi Yupani & Widana, 2023). The purpose of this test is to measure the accuracy of the questions. The source of data in this study is a test that will be carried out by the researcher using a sampling technique. The data collection method was carried out with the help of research instruments with test devices (post-test and pre-test).

## RESULTS AND DISCUSSION

The GIST learning strategy applied to grade XI-2 students at MAN 2 Gresik to improve students' reading comprehension of explanation texts has steps, namely: (1) students are given explanation texts and then asked to summarize the first paragraph in 20 words, (2) then proceed to the last paragraph and summarize the 20 words starting from the first paragraph to the last paragraph using their own language. Before giving pre and post tests to students, researchers conduct validity and reliability tests. Validity and reliability tests are very important in research because they can affect the accuracy of the results. The purpose of this test is to measure the accuracy of the questions.

**Table 1.** Validity Result of Pre-Test

Question	Pearson Correlation	Sig. Value	Result	Interpretation
Number 1	0,815	0,000	Valid	Very high
Number 2	0,868	0,000	Valid	Very high
Number 3	0,706	0,000	Valid	High
Number 4	0,855	0,000	Valid	Very high
Number 5	0,797	0,000	Valid	High
Number 6	0,787	0,000	Valid	High
Number 7	0,791	0,000	Valid	High
Number 8	0,815	0,000	Valid	Very high
Number 9	0,612	0,004	Valid	High
Number 10	0,815	0,000	Valid	Very high

**Table 2.** Reability Statistics of Pre-Test

Cronbach's Alpha	N of Items
0,722	16

**Table 3.** Validity Result of Post Test

Question	Pearson Correlation	Sig. Value	Result	Interpretation
Number 1	0,815	0,000	Valid	Very high
Number 2	0,612	0,004	Valid	High
Number 3	0,815	0,000	Valid	Very high
Number 4	0,815	0,000	Valid	Very high
Number 5	0,815	0,000	Valid	Very high
Number 6	0,815	0,000	Valid	Very high
Number 7	0,746	0,000	Valid	High
Number 8	0,706	0,000	Valid	high
Number 9	0,827	0,000	Valid	Very high
Number 10	0,815	0,000	Valid	Very high

**Table 4.** Reability Statistics of Post-Test

Cronbach's Alpha	N of Items
0,870	16

The researcher chose to use Shapiro Wilk because the sample data in this study had less than 50 samples. The calculation using Shapiro Wilk can be seen in the pre-test score of 0.687 and the post-test score of 0.063. This value is higher than alpha  $\alpha = 0.05$  (Sig.  $> \alpha 0.05$ ), so this analysis shows that the pre-test and post-test data are normally distributed and thus can meet the requirements to perform paired t-tests. Then a t-test calculation is carried out. Based on calculations using SPSS, sig. 2 tailed or the probability value of the pre-test and post-test is 0.000. This value was lower than the alpha  $\alpha = 0.05$  (Sig.  $< \alpha 0.05$ ), which suggests there was a significant difference between the pre-test and post-test scores. This means that the application of the GIST Strategy can improve students' reading comprehension.

**Table 5.** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.136	36	.197	.943	36	.687
Post-test	.436	36	.091	.604	36	.063

After testing the research instruments, researchers began to collect data. The results of this study refer to the data that has been collected from all existing samples. The data of this research is in the form of pre-test and post-test scores in all samples where students are asked to answer questions based on the instruments that have been made. In the pre-test, the test is given to determine the student's reading comprehension ability before being given treatment, while the post-test is given to evaluate the student's reading comprehension ability after being given treatment. Based on the results of the pre-test and post-test in one

experimental group, there was a significant difference in scores. The increase in post-test scores after treatment was higher than the pre-test score before treatment.

Through data collection and calculation techniques, it is known that the hypothesis in this study is accepted and shows good results, which means that there is an increase in reading comprehension of students in grades XI-2 MAN 2 Gresik after the implementation of this strategy. This class is easy to manage because the GIST Strategy also makes students feel enjoy and happy in the learning process. They do not feel sleepy in learning reading comprehension because they can cooperate and discuss with their friends. This greatly helps them in understanding the text.

The researcher gave Pretest - Treatment - Posttest to students in grades XI-2 MAN 2 Gresik from May 6, 2024 to May 10, 2024. This was done to measure the improvement of students' reading comprehension before and after the treatment. Based on the test results, it is proven that the use of the GIST Strategy is effective in improving reading comprehension. This is shown by their learning results where there is an influence on the mastery of reading comprehension, especially in the long texts applied in this study, namely explanation texts. This influence can be shown by how the GIST strategy is applied as a treatment to help students improve their reading comprehension. Their learning results showed an influence on the mastery of reading comprehension, especially in the long texts applied in this study, namely explanation texts.

Data from all participants proved that there was a significant increase in mastery of reading comprehension learning as shown by the difference in student test scores. The average score of the pre-test before treatment was 48.61 and the average score of the post-test after the treatment was 83.61. Through this data, it is proven that there is a significant increase in mastery of reading comprehension learning, which is shown by the difference in student test scores where there is an increase in scores of 35 points after the application of the GIST strategy in learning activities.

**Table 6.** Paired Samples Statistics of Pretest and Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Scores	48.61	36	17.912	2.985
	Post-test Scores	83.61	36	6.393	1.065

The increase in scores has a positive impact on students' learning achievement in reading comprehension. how to apply the GIST strategy as a treatment to help students improve their reading comprehension. Their learning results showed an influence on the mastery of reading comprehension, especially in the long texts applied in this study, namely explanation texts. The data proves that students' understanding of the content or information in the text has been honed and used to the help of GIST strategies. This can be proven by the results of the t-test of pretest and posttest paired samples with a 2-tailed sig value or a pre-test and post-test probability value of 0.000. This value is lower than the alpha  $\alpha$  0.05 (Sig. <  $\alpha$  0.05), which suggests that there is a significant difference between pre-test and post-test scores. Based on these values, it can be seen that the application of the GIST Strategy can improve students' reading comprehension.

**Table 7.** Paired Differences of Pretest and Posttest

Pair	Pre-test Post-test	Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
									Lower
1		-35.000	13.416	2.236	-39.539	-30.460	-15.652	36	.000

Then, the researcher also calculated the Eta Square to find the size of the effect from the paired sample test of the pretest and posttest results. The Eta Square value is 0.87. Based on the guidelines, 0.87 is more than 0.51-1.00, so it can be concluded that the size of the effect given by the treatment has a moderate effect. This statement can be seen before this strategy was given, many students were still confused or did not even understand the content of the text so that they could not understand the information from the text they had read. However, after being given this strategy, there was an increase in students who were able to summarize the texts they had read in their own language. Students become familiar with Long texts without finding it difficult to understand the content or information contained thus causing their reading comprehension scores to increase.

Based on the above statement, the author concludes that the application of the GIST strategy is one of the effective ways to improve students' reading comprehension skills because by using this strategy, students feel benefits that can improve their ability to understand content and information in learning long texts. Reading comprehension skills also provide greater involvement in reading activities to obtain information and knowledge through various writings.

However, after implementing GIST, there are several limitations in conducting research. This includes the absence of a control class because the researcher has difficulty getting the same or homogeneous class, the sample size is too small to generalize, and it is not possible to dig deeper into the students' reading understanding because the researcher only uses one method, namely quantitative. In addition, the implementation of the GIST strategy takes a lot of time and is difficult to apply to all students. What is meant by taking time in the implementation of this strategy is that it cannot be just once and immediately get results, but must be applied many times. As explained in the findings and discussion that of the five elements of reading comprehension, all of them have improved, but there are two elements that stand out, namely factual or detailed information and vocabulary, this is certainly due to the limited time of researchers in implementing this strategy. In addition, class management if using the GIST strategy for all students will be relatively more difficult because each student must have a different background because class XI-2 is classified as a class with mixed students. So some are quick to understand all the instructions for implementing this strategy and others take a long time and need further guidance.

## CONCLUSION

Based on the data that has been explained earlier, it can be concluded that the application of the GIST (Generating Interaction between Schemata and Text) strategy can significantly improve students' reading comprehension. This can be seen from the increase in the average score of the pre-test by 48.61, and the post-test by 83.61, students can understand the content and explain again about the information contained in the text that has been read. This can

affect the teaching and learning process so that it can improve student learning achievement in English lessons, especially in reading comprehension. From this statement, it can be concluded that the use of the GIST strategy in explanation texts is effective in improving the reading comprehension of eleventh grade students in MAN 2 Gresik.

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