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# THE EFFECT OF USING GIST STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 PADANGBOLAK IN 2020/2021 ACADEMIC YEAR

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**Abstract:** *The aim of this research are to know: 1) the application of GIST Strategy on teaching reading comprehension of narrative text, 2) the students reading comprehension of narrative text before and after using GIST Strategy, 3) Whether there is any significant effect of GIST Strategy on teaching reading comprehension of narrative text at the tenth Grade of SMA Negeri 1 Padangbolak. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the tenth grade students' of SMA Negeri 1 Padangbolak which consist of 172 students. Sample were  $X \text{ MIA}^2$  which consist of 30 students taken by purposive sampling. In collecting the data the researchers uses observation sheet and test as an instrument. The result of this research: 1) the application of GIST strategy was 3.5, it is categorized "Very Good". 2) The mean score of the students' reading comprehension of narrative text before and after using GIST strategy was 43 and it was categorized "fail" and after was 75, it is categorized "good". The result of data analysis shows that  $t_{\text{test}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{test}} 18.8 > t_{\text{table}} 2.04$ ). So, the hypothesis was accepted. It means that, there is any significant effect of GIST Strategy on students' Reading comprehension of narrative text at the Tenth grade of SMA Negeri 1 Padangbolak.*

**Keywords:** *GIST Strategy, Reading, Narrative*

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui: 1) Penerapan Strategi Generating Interaction Schemata and Text (GIST) dalam pembelajaran pemahaman membaca teks naratif, 2) pemahaman bacaan siswa terhadap teks naratif sebelum dan sesudah menggunakan Strategi GIST, 3) Apakah terdapat pengaruh yang signifikan Strategi GIST terhadap pembelajaran pemahaman membaca teks naratif di kelas X SMA Negeri 1 Padangbolak. Penelitian ini menggunakan metode eksperimental dengan rancangan pra eksperimental dengan menggunakan rancangan satu

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kelompok pretest dan postes. Populasi penelitian ini adalah seluruh siswa kelas X SMA Negeri 1 Padangbolak yang berjumlah 172 siswa. Sampel adalah X MIA<sup>2</sup> yang berjumlah 30 siswa yang diambil secara purposive sampling. Dalam pengumpulan data peneliti menggunakan lembar observasi dan tes sebagai instrumen. Hasil dari penelitian ini adalah: 1) Penerapan strategi GIST adalah 3,5, dengan kategori "Sangat Baik". 2) Nilai rata-rata pemahaman bacaan siswa terhadap teks naratif adalah 43 dan dikategorikan "Gagal". Sedangkan setelah menggunakan GIST adalah 75, dikategorikan "Baik". Hasil analisis data menunjukkan bahwa  $t_{\text{test}}$  lebih tinggi dari  $t_{\text{tabel}}$  ( $t_{\text{test}} 18,8 > t_{\text{tabel}} 2,04$ ). Sehingga hipotesis diterima. Artinya, ada pengaruh yang signifikan Strategi GIST terhadap Pemahaman Membaca Teks Naratif Siswa Kelas X SMA Negeri 1 Padangbolak.

**Kata Kunci: Strategi GIST, Membaca, Naratif**

## I. INTRODUCTION

Reading is one of the English basic skills that should be mastered by the students. By reading, the students' get the information and the new knowledge in the learning. Reading is a process that involves recognizing word and to the development of comprehension.

In this research the researcher would focus on reading comprehension of narrative text. Reading comprehension is the ability to process reading the text, understand its meaning, and to integrate with what the reader already knows. Narrative is the kind of the text that has purposes to entertainer the reader. Narrative text tells about what is happening what has happened. The best narrative has generic structure, social function, and features.

Nowadays, not all the students are successful in reading comprehension of narrative text. In other word, many students failed to comprehend the content of narrative text. They find many difficult such as; to find the social function, generic structure, language features, topic, topic sentence, main idea and supporting details. Example students failed to know what is the topic and topic sentence in the text. It can be seen from the students' score of pre-test on July 2020 reading comprehension of narrative text. From 30 students the researchers got the average score 43 meanwhile according to the researchers the students can pass reading if they get the minimal score 70. Based on this average, it means that the students' value is below minimal score.

If we not resolve the problems, the students' achievement and ability of the students will not stand. Consequently education in our country is not going experience growth. The students should know the element of narrative text to increase ability in reading comprehension of narrative text. Such as, social function, generic structure, and language features, topic, topic sentence and main idea.

To avoid this, the researcher interest to solve the problem by using GIST Strategy. Generating interaction schemata and text (GIST) Strategy is a strategy than can be used increase students' ability to comprehend main idea, topic, topicsentence of paragraphs. This strategy is useful to identify or generating main ideas, help students remember what they read, and record a summary of the material they just read. This strategy would help students learn to write organized and concise summaries of their reading, and help Students' to identify key concepts. So, the researcher hopes this strategy would effected on students reading comprehension especially narrative text in SMA Negeri 1 Padangbolak.

### **1. Definition of Reading Comprehension of Narrative Text**

Reading is interactive process that goes on between reader and the text, resulting in comprehension. Reading comprehension is the ability to comprehend, not simply to recognize, letters, forms, and symbol. According to Stone (2009:39) "Reading is fundamental goal that children must

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master in order to be successful in school and in life". From assumption above, researcher get summary reading is one of the skill English master to know what they read from the text.

While Oakhill et al (2015:1) Say that Reading comprehension is important, not just for understanding text, but for broader learning success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Its means that reading comprehension is an activity of the students to understand and find out the important information from a written text.

Based on the explanation above researcher concluded that reading comprehension of narrative text is students' ability to get information or understands what they read from story narrative text, such as they understand what the topic, main idea, supporting detail, or social function and generic structure from the text.

Narrative text is a story with complication problematic events and it tries to find the resolutions to solve the

problem. According to Amarain et al (2009:16) "Narrative is a text focusing specific participants and to deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution".

While Nasution et al (2013:54) says that narrative is the most famous type of any text. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative.

## **2. Definition of GIST Strategy**

GIST is an acronym for Generating interaction schemata and text is a reading strategy used to clarify the main idea of text that they have read. This strategy is developed to help students learn to write organized and concise summaries of their reading. According to Cunningham in Herrel and Jordan (2012:250) "Generating Interaction between schemata and text or GIST is a strategy for supporting comprehension on informational text. GIST especially helpful when students are required to read long text that contains a significant amount of new information".

Based on explanation above, researcher get summary GIST strategy is reflect on the content of the lesson, summarize the text and differentiate between essential and non-essential information

From the explanation above, it can be conclude that GIST is strategy can be used in teaching reading that could help students to determine the main idea and the important information in the text .it is because narrative has long passage and many students got difficulties in comprehending the narrative text.

## **II. METHODOLOGY OF THE RESEARCH**

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. In this research activity, the researcher has to choose and use the suitable method in a research. Method of the research means the way that should be chosen to solve the problem of the research. According to Arikunto (2010: 203) Method of the research is the way that used a researcher to collecting data

in a research. The population in this research is the X MIA<sup>2</sup> of SMA Negeri 1 Padangbolak that consists of 172 students. Sample is part or vice of population which should be chosen in the research. Sample is sub group taken from the population. Sample is part or vice of population which should be choose in the research.

According to Sugiyono (2015: 118) sample is the sample is part of the number and characteristics of population. The sample of this research is 30 students by using Purposive sampling .The instrument of this research used test and observation. The result of the test is used as the data of this research. The researcher used statistic formula or  $t_{\text{test}}$  formulation to analyze the data.

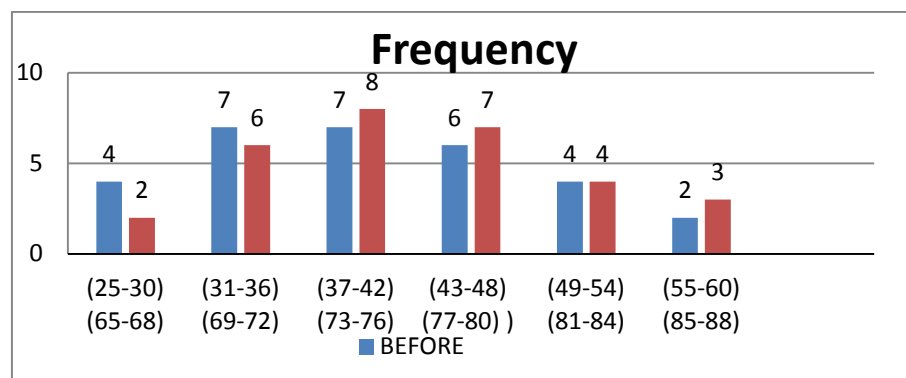
### III. RESULT

The result of using Generating interaction schemata and text (GIST) strategy on students' reading comprehension of narrative text at the tenth grade of SMA Negeri 1 Padangbolak can be seen as follows:



- 1) The application of using Generating interaction schemata and text (GIST) strategy on students' reading comprehension of narrative text at the tenth grade of SMA Negeri 1 Padangbolak is 3.5. It categorizes "Very Good".
- 2) The students' reading comprehension of narrative text before using GIST Strategy is 43, it is categorizes "Fail". Then, students' reading comprehension of narrative after using Generating interaction schemata and text (GIST) strategy is 75, it is categorized "Good".
- 3) There is a significant effect of using Generating interaction schemata and text (GIST) strategy on students' reading comprehension of narrative text at the tenth grade of SMA Negeri 1 Padangbolak ( $t_{test} 18.8 > t_{table} 2.04$ ). Therefore,  $H_a$  is accepted.

In order to get clear and complete descriptions, the researcher presented in this histogram:



**Figure 1: Histogram of Students' reading Comprehension of Narrative text before and after Generating Interaction Schemata and Text (GIST) Strategy**

Based on the histogram above the we can saw the different score before using GIST and after using GIST strategy in class. Histogram describe frequency students' before was 37-42 it was still categories "fail" but after using GIST were 73-76 these were categories "good" It means that Generating Interaction Schemata and Text (GIST) Strategy can be effect on Reading comprehension of narrative text.

#### **IV. DISCUSSION**

At the time teaching reading comprehension of narrative text using gist strategy, the researcher under one's supervision what is researcher teach based on observation sheet. Based on the results of research that have been done

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in the research, researcher was found the application of Generating Interaction Schemata and Text (GIST) Strategy can be seen from 11 aspects observed by the observer the total score got score 39 and mean 3.5 it was very good (see appendix 2). Based on the explanation above, the researcher concluded that Generating Interaction Schemata and Text (GIST) Strategy is suitable used on Reading comprehension of narrative text. Furthermore, the result of the research of  $t_{\text{test}}$  was 18.8 while, the samples were 30 students. From the calculation above, it can be known that  $t_{\text{test}}$  was 18.8 and  $t_{\text{table}}$  is known as number 2.04 at 5% significant level with degree of freedom (df)  $30-1 = 29$ . After finding the score of  $t_{\text{test}}$  and  $t_{\text{table}}$ , both of the scores are compared. It is found that  $t_{\text{test}}$  was bigger than  $t_{\text{table}}$  ( $18.8 > 2.04$ ).

To compared that Generating interaction schemata and Text (GIST) Strategy is significant on Reading comprehension of narrative text , can be saw on “ The Influence of Using Generating Interaction between Schemata and Text (GIST) Strategy Toward Students Reading

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Comprehension on narrative Text at the Second Semester of Eight grade SMP Negeri 21 Bandar Lampung in the Academic Year of 2017/2018". The result of the pre-test and post-test were analyzed using SPSS version 16 to compute the hypothetical testing. From the data analysis computed by using SPSS version 16, it was obtained that the sig.= 0.000 and the  $\alpha = 0.05$ . it means that the  $h_a$  is accepted because of the  $\text{Sig.} < \alpha = 0.000 < 0.05$ . Therefore is a significant influence of using strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade SMP Negeri 21 Bandar Lampung.

From the result above it can be conclude there is significant difference in the achievement between the student who are taught using GIST Strategy and student where taught without GIST Strategy. So it can be conclude using GIST Strategy is effective effect to reading comprehension of narrative text of the eighth grade SMP Negeri 21 Bandar Lampung. So it can be conclude that Generating Interaction Schemata and Text (GIST) Strategy

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can be give significant effect in learn Reading comprehension of narrative text and also GIST Strategy was effective effect on reading comprehension of narrative text

## CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

1. The application of Generating Interaction Schemata and Text (GIST) Strategy on teaching Reading comprehension of narrative text at the Tenth grade of SMA Negeri 1 Padangbolak is categorized "Very Good" because it shows that the mean of the students score is 3.5.
2. The students Reading comprehension of narrative text before and after Generating Interaction Schemata and Text (GIST) Strategy at the Tenth grade of SMA Negeri 1 Padangbolak is before was fail (43) and after was good (75).
3. There is any significant effect of using Generating Interaction Schemata and Text (GIST) Strategy on

students Reading comprehension of narrative text at the Tenth grade of SMA Negeri 1 Padangbolak. The calculation of  $t_{\text{test}}$  is 18.8 and the score of  $t_{\text{table}}$  is 2.04. So,  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $18.8 > 2.04$ ). It means that there is a significant effect of Generating Interaction Schemata and Text (GIST) Strategy in teaching reading comprehension of narrative text at the Tenth grade students of SMA Negeri 1 Padangbolak, so the hypothesis is accepted.

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