IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF THE TENTH GRADE STUDENTS OF SMA NEGERI 11 PALEMBANG USING GIST

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ABSTRACT: This study aimed to find out whether or not there was any significant difference in students' reading comprehension in narrative text between students who were taught by using GIST strategy and those who were not. Quasi experimental research was used in this study. The experimental group was taught by using GIST strategy meanwhile the control group was taught by using Discussion strategy. This study used purposive sampling. The samples of this study were 78 students of the tenth grade students of SMA Negeri 11 Palembang. Reading comprehension test was given as the technique for collecting data. To analyze the data, the researcher used paired and independent t-test. The finding of the study revealed that GIST strategy was more effective to help the students to understand the meaning of narrative text and improve their reading comprehension. There was also significant difference on reading comprehension between students who used GIST strategy and those who did not. It can be stated that GIST strategy can be an effective strategy to teach reading comprehension. It was also found that the students' reading achievement of narrative text at the control group also improved significantly. However, the improvement achieved by the experimental group was higher than the control group.

Keywords: *reading comprehension*, *GIST, narrative text*

PENINGKATAN PEMAHAMAN MEMBACA SISWA DALAM TEKS NARATIF PADA SISWA KELAS SEPULUH SMA NEGERI 11 PALEMBANG DENGAN MENGGUNAKAN STRATEGI GIST

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya perbedaan yang signifikan pada pemahaman membaca siswa dalam teks naratif antara siswa yang diajar dengan menggunakan strategi GIST dan yang tidak. Metode penelitian eksperimen semu digunakan dalam penelitian ini. Sampel penelitian ini adalah 78 siswa kelas sepuluh SMA Negeri 11 Palembang. Tes pemahaman membaca digunakan sebahgai tehnik pengumpulan data. Untuk menganalisis data, paired-sample t-test dan independent sample t-test digunakan. Penemuan penelitian ini menunjukkan bahwa stategi GIST lebih efektif untuk membantu siswa memahami makna teks naratif dan meningkatkan pemahaman membaca mereka. Terdapat pula perbedaan signifikan pada pemahaman membaca antara siswa yang diajar menggunakan strategi GIST dan yang tidak. Dapat dinyatakan bahwa, strategi GIST dapat menjadi strategi yang efektif untuk mengajarkan pemahanan membaca siswa. Ditemukan juga bahwa kemampuan membaca teks naratif di kelompok kontrol meningkat secara signifikan. Namun, peningkatan kemampuan yang diperoleh oleh kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol.

Kata Kunci: *pemahaman membaca, GIST, narrative text*

INTRODUCTION

Everybody in this world agrees that language is a crucial thing that cannot be apart from human life. People need language for communication and it becomes a way to understand each other. Murcia (2001, p. 96) stated that "English is second or foreign language learning that is often viewed as the most determining of all language skills". Meaning that English is introduced in early period that shows that it is so important since it is one of the international languages that is often used by most people around the world.

There are four skills that should be mastered by students in learning English. They are listening, reading, speaking, and writing. Learning English as a foreign language is not only knowing the language, but also comprehending the information from those four major skills. Reading is a language skill that is important to learn by students. According to Brown (2004), reading is one of language skills that refers to a process of obtaining a lot of information and understanding the idea found in the text. Students can acquire a valuable source of information that can improve their thinking to generate the ideas and solve the problems through reading (p. 115). Reading becomes a basic thing for students.

Through this activity, they can improve their experience and understand something. According to Klingner (2007), reading is an activity that has a purpose (p. 104). Through this activity, the students will comprehend the purpose of the text that they read so that they will gain much information and knowledge. However, reading comprehension is difficult to master. According to Broek & Espin (2012), reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (p. 315 - 325). The readers should understand the meaning of the text that they read.

There are many strategies that may be utilized in improving reading comprehension, one of them is GIST. According to Cunningham in 1982 (as cited in Riani, Yasin, Zaim 2014), GIST (Generating Interaction between Schemata and Text) has been exploring more intuitive strategy. Teaching students by doing summarizing strategies helps them get information, a higher order thinking skill which includes analyzing information and identifying key concepts (p. 106). Bonnie in Hikmah (2013, p. 4) stated that GIST (Generating Interaction between Schemata and Text) strategy is a strategy that can be used for improving students' abilities to comprehend the GIST or main ideas of paragraphs by providing a prescription for answering the 5 Ws and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage.

This strategy is useful for identifying or generating main ideas, connecting the main or central ideas, eliminating redundant and unnecessary information, helping the students remember what they read, and recording a summary of the material they just read. to list the main points of a passage and then to use it as an outline for summary writing statement in 50 words or less by using their own words becomes the goal of the GIST (Generating Interaction between Schemata and Text) strategy.

Frey, Fisher, and Hernandez (2003) mention that there are strategies for creating "Get the GIST (Generating Interaction between Schemata and Text)" summaries, it is as follows:

a. Distribute a short piece of text that is divided into four or five sections.
   Sections should mark logical summarizing spots.

b. Explain the GIST(Generating Interaction between Schemata and Text) format—Read a portion of the text, and write a summarizing statementfor each paragraph or section so that at the end of the reading, students should have a concise summary.

c. Introduce the text by connecting with students' prior knowledge. Identify key vocabularywords.

d. Students read the passage and identify the 5 Ws and an H and write on the GIST (Generating Interaction between Schemata and Text)template.

e. Using the 5 Ws and an H as a reference, students write their own short summaryat the end of the materialby their own words.

f. Once students have mastered writing a GIST using short passage, the strategy is then applied to longer sections of content area texts to support comprehension and summarizing skills. (p. 43-49)

GIST can be used in teaching reading comprehension. In the 2013 Curriculum, Senior High School students are taught several texts in the teaching and learning process, like descriptive text, explanation text, procedure text, narrative text, personal letter, hortatory exposition text, etc. It also stated some indicators and standard of competence based on the syllabus. The text type in this study is focused on reading comprehension to the students, especially narrative text. The purposes of narrative text are to entertain and gain the readers' interest. Students need to learn the purposes and methods of narration in order to understand the narrative framework and eliminate frustration when they read. When students know the narrative elements, they can more easily follow the story line and make successful predictions about what is to occur.

Anderson (2003, p. 8) states that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Barthes (as cited in Suherman, 2015, p. 17) states that narrative text contains many genres. They are: fiction and non-fiction. Similar to the previous idea, Dorothy (as cited in Suherman, 2015, p. 18) states that a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories, poems that tell story, some newspaper reports, history, biography, and autobiography are narration.

There are four elements in a strategy for successful reading of nonfictional narratives: (1) grasping the time sequence, or chronology, of the events, (2) perceiving cause or effect relationships within the events, (3) relating the events to other similar or different events, and (4) understanding the significance of events.

Narrative text has language features. Alexander (as cited in Suherman, 2015, p. 20) states that language features of narrative text are focus on specific and usually individualized participants, use the action verbs, past tense form, time connectives and conjunctions, saying verbs that remark expression and mind and also adverbs of time.

Additionally, Anderson (2003, p. 8) states that the generic structures of narrative text are:

a. Orientation, in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens.

b. Complication that sets off a chain of events that influence what will happen in the story.

c. Resolution of events where the characters react to the conflict.

In this study, the writer used fiction, for example legend as the topic. The students read the text, found the 5 Ws and H, and summarized the story based on their own words to help them answer the questions.

METHODOLOGY

Research design seemed like a plan to lead the research question to the conclusion. In this research the writer conducted quasi experimental design. Cresswell (2012, p. 309) states that quasi experimental is a design that includes a non random participants assignment for the group. The experiment was done in 10 meetings; 8 meetings for the teaching and learning activities and 2 meetings for pre-test and post-test. Purposive sampling was used in this study which involved the tenth grade students of SMA Negeri 11 Palembang with the total number of seventy eight students.

During treatments, the researcher gave the students some narrative texts and the students were asked to read then write their own summary with the help of GIST template. The data of this study were collected from the result of the test. According to Brown (2004), test is a method of measuring a person ability, knowledge, or performance in a given domain. To collect the data, the researcher distributed reading comprehension test of narrative text. The test was administered twice, before and after the treatment. The test consisted of 30 items in the form of multiple choice.

Furthermore, in this study, the writer used content validity. Cresswell (2012, p. 169) states content validity refers to the extent to which question on the instrument and the scores from these questions are representative of all the possible questions that could be ask about the content or skills. Fraenkel, Wallen and Hyun (2012, p. 148) state similar idea, they mention that validity refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researcher makes based on the data they collect.

It means that validity was the process to correct the data. Before giving the test to the sample, the writer administered the try-out test to the other class that consisted of 50 multiple choice. The writer used Corrected Item-Total Correlation in SPSS to analyze the result of try-out test. According to Field (2009), Corrected Item-Total Correlation is the correlation between each item and the total score of question. If the value of r-obtained is higher than the value of r-table it means that the item is valid. The coefficient of r-table is 0.2973.

Additionally, the writer used Cronbach's Alpha in SPSS to measure the reliability coefficient. If the r – value is higher than 0.6, it means that the students' score are reliable. Based on the data that was obtained, the Cronbach's Alpha's score was 0.976. The result of reliability was higher than 0.6. It can be concluded that the result was very high reliable based on Cronbach's Alpha (as presented in table 1).

Table 1. One-Sample Kolmogorov Smirnov Test

	Post_ Cont	Post_ Exp
N	39	39
Kolmogorov-Smirnov Z	.867	.936
Asymp. Sig. (2-tailed)	.440	.345
a. Test distribution is Normal.		

At the end of the experiment, the writer conducted post-test to measure the improvement of the students' reading comprehension.

FINDINGS AND DISSCUSION

1. The Result of Normality Test

The writer examined the normality of pre-test and post-test for both control and experimental group by using Kolmogorov-Smirnov to know whether the data were normally distributed or not as it is shown in table 2 and 3.

Table 2. The Result of Normality Pre-Test

		Post_Cont	Post_Exp
N		39	39
Normal Parameters[a]	Mean	20.69	25.33
	Std. Deviation	6.346	6.872
Most Extreme Differences	Absolute	.129	.136
	Positive	.092	.095
	Negative	-.129	-.136
Kolmogorov-Smirnov Z		.806	.850
Asymp. Sig. (2-tailed)		.534	.466
a. Test distribution is Normal.			

Table 3. The Result Of Normality Post-Test

		Post_Cont	Post_Exp
N		39	39
Normal Parameters[a]	Mean	72.28	75.85
	Std. Deviation	5.817	6.141
Most Extreme Differences	Absolute	.139	.150
	Positive	.133	.150
	Negative	-.139	-.100
Kolmogorov-Smirnov Z		.867	.936
Asymp. Sig. (2-tailed)		.440	.345
a. Test distribution is Normal.			

2. The Result of Homogeneity Test

Homogeneity of variance is the assumption that the spread of scores is roughly equal in different groups. If the probability is less than 0.05 then thevariances are significantly different in different groups (Field, 2009, p. 152). In analyzing the homogeneity of the data of post-test, the writer used Levene's Test in SPSS as it is presented below.

Table 4. The Result of Homogeneity Test

Test of Homogeneity of Variances			
SCORE			
Levene Statistic	df1	df2	Sig.
.015	1	76	.903

Based on the data above, the significance 0.903 was higher than 0.05. Therefore, the data had the same variances.

3. The Result of Paired Sample T-test

The paired t-test assumes that the differences between pairs are normally distributed (Donald, 2008, p. 176). It was used to find out whether GIST (Generating Interaction between Schemata and Text) strategy could improve students' reading comprehension or not as it is presented in table 4.

Table 5. The Result of Paired Sample T-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_ Exp - Posttest_ Exp	-50.513	9.610	1.539	-53.628	-47.397	-32.824	38	.000

The result of paired sample t-test in experimental group above showed that the value of t-obtained was -32.824 at the significance level of 0.000 with degree of freedom was 38. As the t-obtained (-32.824) was higher than t-table (2.02619) and the significance level was lower than 0.05, it can be stated that reading comprehension of experimental group improved significantly.

4.   The Result of Independent Sample T-test

The independent t-test is used in situations in which there are two experimental conditions and different participants have been used in each condition (Field, 2009, p. 334). After the data were collected from both control and experimental group, the writer used independent sample t-test to compare the result of post-test from both control and experimental group as it is shown in table 6.

Table 6. The Result of Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
S C O R E	Equal variances assumed	.015	.903	-631	76	.010	-3.564	1.354	-6.262	-.866

The post-test result from independent sample t-test above showed that the value of t-obtained was 2.631 at the significance level was 0.010 with degree of freedom was 76. As the t-obtained (2.631) was higher than t-table (1.99210) and the significance level was lower than 0.05.

Therefore, it can be concluded that there was a significant difference in reading comprehension of Narrative Text between students who were taught by using GIST (Generating Interaction between Schemata and Text) strategy and those who were not at the tenth grade students' of SMA Negeri 11 Palembang.

CONCLUSION

Based on the findings of the study, there were some interpretations that could be explained. When GIST (Generating Interaction between Schemata and Text) strategyapplied in the study, the students gave very good feed back and participated in every teaching and learning process. The students showed their progress and improvement in reading comprehension especially in narrative text.

It showed that GIST (Generating Interaction between Schemata and Text) strategy was more effective for the students' to understand the passage by focusing on finding out the key point and main idea in the text based on the schemata. Therefore, GIST (Generating Interaction between Schemata and Text) strategy which was developed by Cunningham in 1982 is useful to help the students remember what they read and record a summary of the material with their own words.

At the end of the study, it was found that experimental was better than control group. There was significance difference of the post-test result between experimental and control. Meanwhile, the control group also had significant improvement on the students' reading achievement of narrative text. However, there was significant

difference on the post-test result between the experimental and the control group. The improvement achieved by the experimental group was higher than the control group.

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