Improving Students' Reading Comprehension Achievement by Using Generating Interaction Between Schemata and Text (GIST) Strategy at MTs Al-Hikmah Palembang

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Abstract

This research was carried out with the purpose to determine whether there was any significant improvement in students' reading comprehension achievement demonstrated by using GIST strategy at the eighth graders students of MTs Al-Hikmah Palembang and whether there was any significant difference on students' reading comprehension achievement taught by using GIST strategy and lecturing method at the eighth graders students of MTs Al-Hikmah Palembang. This study was conducted at MTs Al-Hikmah Palembang. The researchers employed a true-experimental research method in this study. The researchers selected the sample with the cluster random sampling. This study concentrated on eight-grade students at MTs Al-Hikmah Palembang. In this study, the total sample was 48 students which included experimental and control class. SPSS 25 software was used to analysed the students' pre- and post-test results. From the results, the p-value was .000 with df=23 (2.069) and the t-value was -13.135. Because the p-output was less than 0.05 and the t-output was above the t-table (2.069), it may be assumed that there were significantly higher gains from students' pre-test to post-test scores in the experimental class taught implementing the GIST strategy. On the basis of the results, the p-output was.000 with df=46 (1.916), and the t-output was 4.063. The null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. Because the p-output was less than 0.05 and the t-output exceeded the t-table (1.916). The findings of this study demonstrate that the GIST strategy improved students' reading comprehension achievement in recount text at eighth-grade students of MTs Al-Hikmah Palembang, while there was a significant difference between the experimental and control classes, as demonstrated through the post-test results, with the experimental class better than the control class.

***Keywords**: eighth graders, GIST strategy, reading comprehension achievement*

INTRODUCTION

It is a well-established fact that English is the most widely spoken language globally and is extensively taught in many countries around the world. Mastery of English is crucial because practically all information sources in various sectors of life use this language. Crystal (2000) asserts that English is a global language, indicating that different countries utilize English to connect with other nations worldwide. So, English serves as both an international and a global language, making it essential to learn and comprehend.

Good reading comprehension goes beyond just being able to read fluently and includes understanding the material being read. According to Octrivianty (2021), the definition of reading comprehension is cognitive activity skills in reading that interpreting textual content for the reader may understand the implicit or reading meaning the author wants to convey. Based on Rohmah (2021), a

student's success in the educational process is mostly dependent on their capacity to read and comprehend. Therefore, reading comprehension skills have benefits for students, helping them learn effectively, improving their learning achievement, as well as enhancing comprehension and other skills attainable through reading.

Furthermore, there are various factors that can limit reading comprehension. For example, there is considerable difficulty in reading the material for Indonesians who are learning English as a second language. The reason for this is that "it takes more work to understand English reading text, particularly for those who only use English in specific contexts like school or courses" (Meylana, 2019) since Indonesians have some comprehension issues. According to Munajar (2020), in the framework of Indonesian provinces, the reading literacy activity index, or Alibaca, as reported by Kementerian Pendidikan dan Kebudayaan, indicates that South Sumatra pupils have weak reading comprehension learning outcomes. A preliminary study was conducted by interviewing an English teacher at MTs Al-Hikmah Palembang who teaches eighth graders. The teacher mentioned that students struggle with reading comprehension, particularly when dealing with lengthy texts, such as recount texts. Due to limited English reading skills, many students find it challenging to understand the text and its meaning. Consequently, they lack motivation to learn English. The researchers addressed this issue by using recount texts to assess students' reading comprehension ability.

One strategy recommended by educators to solve these problems is the Generating Interactions between Schemata and text (GIST) strategy. GIST is a reading comprehension strategy proposed by Cunningham (Bouchard, 2005). The GIST strategy is a method that can be used to enhance students' ability to understand the main points of paragraphs by suggesting ways to answer questions and then summarizing the passage, or by analyzing and summarizing from sentence to paragraph to the complete reading text (Vondracek, 2005). The GIST strategy helps improve weak reading comprehension in recount texts by focusing on discussing the material in depth. It involves identifying keywords in each paragraph and using them to create short sentences that capture the meaning of the paragraph. This approach aims to make students more active in learning and to help them understand recount texts more easily.

Additionally, the researcher has included several studies related to their research topic. First, Sukesi (2017) hypothesized that learning becomes more effective and efficient for students as their participation increases and their understanding of GIST improves. Second, according to Rifa'i (2019), the Generating Interactions between Schemata and Text (GIST) strategy offers several benefits, including increased student engagement and attention during learning, enhanced ability to identify main ideas and content, and fostered enthusiasm for both teaching and learning. Third, Nur (2018) observed that students were able to apply the GIST strategy by selecting key words and integrating key facts into a concise statement capturing the core of the reading.

Regarding to the background of the study, preliminary of the study, and previous related studies, the researcher chooses the research with the title "Improving Students Reading Comprehension Achievement in Recount Text by Using Generating Interaction Between Schemata and Text (GIST) Strategy at MTs Al-Hikmah Palembang".

METHOD

Research design

A quantitative study was used in this research. A quantitative method is a methodology for examining a population or sample and obtaining information and data through the use of research instruments that could be statistically evaluated to the degree of the hypotheses made in the preceding chapter. The researchers employed a true-experimental research method in this study. True-experimental design allowed the researcher to control all external variables that influenced the outcome of the experiment. True experimental design was a true experiment since the researcher had control over all external variables that influenced the experiment's outcome (Frankael, 2014). The sample consisted of two groups: experimental and control. The researcher administered pre- and post-tests to both groups, although treatment was only given to the experimental group. The control group was then taught using conventional methods.

In order to determine the validity of each item in the try out, the researchers used Pearson correlation in the SPSS 25 to determine the Alpha score for each item. The validity test was used to determine whether the instrument test items in each question are valid or not. A reliability test determines the dependability of the research instrument utilized for the pre-and post-testing activity. By utilized the Cronbach's Alpha in the SPSS 25, the researchers computed the students' scores to determine the reliability of the test. If the Cronbach's Alpha value is > 0.60 then the instrument was declared reliable. Meanwhile, if the Cronbach's Alpha value was <0.60 then the instrument is declared unreliable.

Population and sampling

The population of this study comprised 101 eight-grade students from four classrooms at MTs Al-Hikmah Palembang. The sample for this study was selected by using cluster random sampling. Cluster random sampling is a strategy that divides the population into sets (groups, clusters), from which sets are randomly picked, and once a set is chosen, all members within it are chosen at random (Sugiyono, 2019). The researcher used cluster random sampling because there were no specified criteria for the sample in this study. Furthermore, because this study was only concerned with recount text, it was completed outside of class. The researcher used two classes, which are the experimental class and the control class. The researcher used two classes, the experimental class (VIII.3) and the control class (VIII.4).

Table 1. The sample of the research

No	Group Class	Total
1	VII.3 (Experimental Class)	24
2	VII.4 (Control Class)	24
	Total	48

Technique for collecting data

In this study, data was collected using a test. A test is a technique for determining the thinking skills of learners. In this study, the reading exam was used

to measure the students' reading comprehension test results before and after recognizing or implementing the GIST strategy. The test was objective and consisted of multiple-choice questions. Students responded to 60 multiple-choice questions, and 10 texts were examined with ten multiple-choice questions, each with four alternatives. The text was recount text. Students were given two sorts of tests: pre-test and post-test. Before receiving therapy, the pre-test was administered, and after treatment, the post-test was administered.

Technique for analyzing data

In this study, the researcher conducted this study with 12 meetings, comprising two meetings for pre-test and post-test in the first meeting and ten meetings. In the experimental class, the researcher taught for 10 meetings, each lasting 60 minutes (2x30' minutes). To encourage students to understand the recount text, the same procedures were performed in experimental class with various texts at each session. The content utilized came from the eighth-grade curriculum, which focused on teaching recount texts. The experimental group received instruction using the GIST strategy, while the control group was instructed using the teachers' strategy.

The GIST strategy procedure employed in this study followed Cunningham's (1982) strategy. This procedure involved with, selecting a recount text paragraph to demonstrate the GIST strategy, guiding students to identify the main concepts (who, what, when, where, why, how) from the first sentence and create a 15-word summary, progressively adding subsequent sentences, summarizing the combined text in 15 words or less each time, continuing this process until the entire paragraph is summarized in a 15-word statement. Additionally, the GIST strategy was applied to word problems. Students were instructed to identify key terms, create a list of 10-15 essential words, and rephrase the problem concisely. This process was repeated until a 15-word summary of the word problem was achieved.

Upon completion of the treatment, a post-test was administered to both the experimental and control groups. The purpose of the post-test was to evaluate students' comprehension of the reading material following the intervention. In addition to whether the experimental group exceeded the control group in terms of the eighth graders at MTs Al-Hikmah Palembang's reading comprehension achievement. The t-test formula in the SPSS 25 application is used in statistical analysis to calculate the data from students' pretest and post-test that were gathered through true experimental design.

In this study, the researcher used the Kolmogorov-Smirnov test to determine whether the data in the experimental and control classes are normally distributed. Statistical calculations were performed using SPSS version 25 to assess the normality of the data. In this study, a homogeneity test was conducted to determine if the data from the sample was homogeneous. We used SPSS version 25 to perform statistical computations for the homogeneity test, utilizing Levene Statistics. Specifically, we examined the homogeneity test of the students' pretest and posttest scores in the one-group pretest-posttest experiment design.

Because there are 2 problems of the study, there are: How is the significant improvement on the eighth-grade students' reading comprehension achievement after they were taught by using GIST Strategy in recount text at MTs Al-Hikmah

Palembang? And how is the significant difference of students reading comprehension achievement between the students who were taught using GIST strategy and those who are taught using the method that usually use the teacher? The pre- and post-test averages for the experimental class should increase, with the aim of achieving significant improvement. In order to determine if there was a significant improvement in the students' average scores from the pre-test to the 10 post-tests after they were taught using the GIST strategy, the researcher in this study used paired sample T-tests with SPSS 25 software. This means that a substantial improvement is observed when the t-output (higher than t-table with df 23 (2.069)) and the p-output (sig. 2-tailed) are both less than 0.05.

The post-test results of the students in both the experimental and control classes, who were taught using the teacher method and the GIST strategy, are being compared using the Independent Samples t-test. This is to determine if there is a significant difference. A significant difference is found when the p-value (sig. 2-tailed) is less than 0.05 and the t-value is greater than the critical t-value with degrees of freedom 46 (1.916).

RESULTS AND DISCUSSION

Results

a. Pre-test and post-test scores of students in experimental class

The result analysis of descriptive statistics of students' pre-test and post-test in experimental class are described in table 2.

Table 2. descriptive statistics of pre-test and post-test in experimental class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest experimental	24	17	53	32.08	8.172
Postest experimental	24	47	100	80.67	16.911
Valid N (listwise)	24				

Based on the descriptive statistics table above, it was discovered that in the experimental pretest, the total number of sample (N) was 24 students, the minimum score was 17, the maximum score was 53, the mean score was 32.08, and the SD was 8.172. The posttest of the experimental class included a total of 24 students, with a minimum score of 47, a maximum score of 100, a mean score of 80.67, and a standard deviation of 16.911.

b. Pre-test and post-test scores of students in control class

The result analysis of descriptive statistics of students' pre-test and post-test in control class are described in table 3.

Table 3. descriptive statistics of pre-test and post-test in control class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	24	27	73	42.96	11.192
posttest_control	24	13	80	60.21	17.956
Valid N (listwise)	24				

Based on the descriptive statistics table above, it was discovered that in the pre-test of the control class, the total number of students (N) was 24, the minimum score was 27, the maximum score was 73, the mean score was 42.96, and standard deviation was 11.192. In the post-test of the control class, the total number of sample (N) was 24 students, the minimum score was 13, the maximum score was 80, the mean score was 60.21, and the standard deviation was 17.956.

c. The normality test

1. Students' pre-test scores in experimental class
   The result of analysis was described in table 4.

Table 4. Normality test of students' pre-test in experimental class

One-Sample Kolmogorov-Smirnov Test		
		pretest_experimental
N		24
Normal Parameters[a,b]	Mean	32.08
	Std. Deviation	8.172
Most Extreme Differences	Absolute	.149
	Positive	.149
	Negative	-.101
Test Statistic		.149
Asymp. Sig. (2-tailed)		.182[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The experimental class's pretest normality result was.182, with a 0.05 level of significance. It is possible to conclude that the pretest result exceeded the significance level of 0.05. As a result, the pretest data for the experimental class followed a normal distribution.

2. Students' post-test scores in experimental class
   The result of analysis was described in table 5.

Table.5 normality test of students' post-test in experimental class

One-Sample Kolmogorov-Smirnov Test		
		posttest_experimental
N		24
Normal Parameters[a,b]	Mean	80.67
	Std. Deviation	16.911
Most Extreme Differences	Absolute	.206
	Positive	.126
	Negative	-.206
Test Statistic		.206
Asymp. Sig. (2-tailed)		.010[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The post-test normality result for the experimental class was.010, which was significant at the 0.05 level. The post-test result exceeded the significance level of 0.05. Therefore, the experimental class's data post-test showed a normal distribution.

3. Students' pre-test scores in control class
   The result of analysis was described in table 6

Table.6 normality test of students' pre-test in control class

One-Sample Kolmogorov-Smirnov Test		
		pretest_control
N		24
Normal Parameters[a,b]	Mean	42.96
	Std. Deviation	11.192
Most Extreme Differences	Absolute	.192
	Positive	.192
	Negative	-.145
Test Statistic		.192
Asymp. Sig. (2-tailed)		.022[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The control class's pre-test normalcy result was 0.22, with a significance level of 0.05. Based on this, it was determined that the pretest scores above the significance level of 0.05. The control class's pretest data indicated a normal distribution

4. Students' post-test scores in control class
   The result of analysis was described in table 7.

Table 7. Normality test of students' post-test in control class

One-Sample Kolmogorov-Smirnov Test		
		posttest_control
N		24
Normal Parameters[a,b]	Mean	60.21
	Std. Deviation	17.956
Most Extreme Differences	Absolute	.158
	Positive	.135
	Negative	-.158
Test Statistic		.158
Asymp. Sig. (2-tailed)		.122[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The post-test normality result for the control class was .122, which was significant at the 0.05 level. This results in the conclusion that the post-test scores higher than the 0.05 the criteria of significance. The control class's post-test data showed a normal distribution.

d. The homogeneity test of pre-test score results

The result of homogenity test of students' pre-test scores is described in table 8.

Table 8. Homogeneity test of students' pre-test in experimental and control class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pre-test experimental dan control	Based on Mean	1.058	1	46	.309
	Based on Median	.736	1	46	.395
	Based on Median and with adjusted df	.736	1	38.680	.396
	Based on trimmed mean	.941	1	46	.337

According to the table, the homogeneity test (pre-test) result for the experimental and control classes was .309, which is higher than the significance level of 0.05. It means the data was homogeneous.

e. The homogeneity test of post-test score results

The result of homogeneity test of students' pre-test scores is described in table 9.

Table.9 Homogeneity test of students' post-test in experimental and control class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
posttest_experimental_control	Based on Mean	.029	1	46	.865
	Based on Median	.030	1	46	.862
	Based on Median and with adjusted df	.030	1	45.773	.862
	Based on trimmed mean	.051	1	46	.823

The homogeneity test (post-test) result for the experimental and control classes was.865, higher than the significance level of 0.05, as shown by the table. It implies that the data was homogeneous.

f. Measuring significant improvement on students' reading comprehension achievement in experimental class

A paired sample t-test was utilized in this study to determine if the GIST strategy enhanced reading comprehension achievement significantly. The result analysis of paired sample t-test is described in table 10.

Table 10. Result analysis in measuring significant improvement on students' pretest to post-test scores in experimental group

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	pre test - post test	-48.583	18.120	3.699	-56.235	-40.932	-13.135	23	.000

According to the above result analysis table, the p-value was.000 with df=23 (2.069) and the t-value was -13.135. Because the p-value was less than 0.05 and the t-value exceeded the t-table (2.069). It can be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) rejected. As a result, the first research question was answered: there was a significant increase in students' pretest to post-test scores in the experimental class taught with the GIST strategy.

g. Measuring significant difference on students' reading comprehension achievement in experimental and control class

The t-test for independent samples was used. The purpose of this study was to determine whether there was a significant difference in the reading comprehension achievement of eighth-grade students taught using the Generating Interaction between Schemata and Text (GIST) technique against the lecturing method at MTs Al-Hikmah Palembang. The result analysis of independent sample t- test is described in table 11.

Table.11 Result analysis in measuring significant differences on students' post-test scores in experimental and control class

Independent Samples 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
posttest_experimental_control	Equal variances assumed	.029	.865	4.063	46	.000	20.458	5.035	10.324	30.593
	Equal variances not assumed			4.063	45.835	.000	20.458	5.035	10.323	30.594

According to the table analysis, the p-output was.000 with df=46 (1.916), and the t-output was 4.063. The null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. Because the p-output was less than 0.05 and the t-output exceeded the t-table (1.916). It can be concluded that the second research goal was solved, namely that there was a significant difference in students' reading comprehension achievement who were taught utilizing the GIST approach and lecturing method at MTs Al-Hikmah Palembang's eighth grade students.

Discussion

The study demonstrated a significant improvement in students' reading comprehension after implementing the GIST strategy. The pre-test results indicated low initial comprehension levels among the experimental group students. However, as students utilized the GIST strategy, their understanding of recount texts

improved. They transitioned from initial confusion to effectively identifying key information and summarizing the text. This enabled them to actively engage in class discussions and expand their vocabulary. The post-test results confirmed a substantial overall score increase, validating the effectiveness of the GIST strategy in improving reading comprehension.

Second, the results of the post-test in the experimental class and the control class showed significant differences, with the experimental class's post-test results showing better scores with the scores in the experimental class above 40 and half of the students receiving scores between 80 and 100, while the control class's post-test results still included some students with scores below 40. The reason for this was that the experimental class, which employed the GIST strategy, outperformed the control group, which was instructed by the teacher using the teacher strategy, in terms of reading comprehension achievement. When using GIST, students in the experimental class could comprehend a recount text easier than those in the control class because they were taught to concentrate on the important words in each paragraph without reading other sentences and using these keywords, they were able to put together the primary conclusion of a recount text. This was one of the major differences between the experimental and control classes. This result in line with the argument provided by Sitepu (2016) that the GIST strategy gives students a more thorough comprehension of the content they have just read by cutting out unnecessary information and focusing on the passage's key ideas.

In contrast, students in the control group received merely a pre- and post-test with no treatment utilizing the GIST strategy. The results showed that students post-test scores were lower than their pre-test scores. The teacher in the control class taught using the Grammar Translation Method (GTM). This method focuses on word memorizing, translation, and grammar forms. This viewpoint is consistent with Richards and Rodgers' (2014) assertion that the GTM method applies that understanding to the task of translating phrases and texts into and out of the target language. Although the teacher explained the content to the students, they rarely asked questions of the teacher. As a result, students were challenged to understand the subject while also improving their reading skills. As a result, when the control class was given a post-test, the majority of them failed to answer because they did not understand the recount language. As a result, the control class had poorer post-test results than the experimental class, which used the GIST technique in reporting text.

At the same time, the findings were consistent with earlier research. According to Sukesi (2017), learning becomes more effective and efficient for students when student participation in the process increases and GIST is more simply understood. Second, Rifa'i (2019) claimed that the GIST technique has some benefits, such as increasing student engagement and attention during studying, as well as generating passion for the teaching and learning processes. Third, according to Nur (2018), students might use the GIST strategy to select significant terms and facts for a brief paragraph that summarizes the reading. The limitations of the study are the technique of collecting, analyzing the data, and the level of school of the study.

The researcher concluded that implementing the GIST strategy resulted in a significant improvement in the reading comprehension achievements of eighth graders at MTs Al-Hikmah Palembang. The GIST strategy offers several benefits

for teaching reading comprehension, including helping students identify and connect main ideas, remember what they read, better understand the text, and prioritize information effectively.

CONCLUSION

Referring to the findings and interpretations of the study, the writer draws some conclusions, there was significant improvement in the pretest to posttest scores of the experimental class eighth grade students who were taught the GIST strategy by MTs Al-Hikmah Palembang. The difference in average scores between the pre-test and post-test in the experimental class demonstrates that students performed better on the post-test than the pre-test after getting treatment with the GIST strategy. There was a significant difference in reading comprehension achievement between eighth-grade students at MTs Al-Hikmah Palembang who were taught using the GIST strategy and those who were not. The calculation result showed that t-output higher than t-table.

Based on the results of the research mentioned above, the researcher expects that the English teaching and learning process will be more successful for educators, learners, and other researchers in the following ways: For teacher can discovered that utilizing the GIST strategy improved student outcomes compared to teaching without it. The researchers recommended utilizing the GIST strategy for teaching reading because it helps students recognize unneeded information and make predictions, and it stimulates students to think about text before and after reading for better comprehension. It also taught them to think about their reading material, purpose, and how it relates to background information, all of which are necessary for excellent reading and comprehension. It enables students to use existing information and improve their reading comprehension.

For students who want to improve their reading comprehension should work hard in school and read more in English. They should also be active and imaginative in their learning experiences. In this situation, the researcher's employment of the approach only improves their reading comprehension. The researchers introduces this strategy to help students with reading challenges. Students can utilize this strategy for a variety of tasks related to reading, not just recounting chapters. They can understand the context's significance by focusing on the main concept of the text.

For other researcher would benefit from conducting this research on various language skills or types of texts, as the GIST is a successful instrument for improving students' reading comprehension. Furthermore, the next researcher could use different methodologies and ideas to implement the Generating Interaction between Schemata and Text strategy.

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