



## THE EFFECT OF USING GENERATING INTERACTION SCHEMATA AND TEXT (GIST) STRATEGY TOWARD STUDENTS READING COMPERENSHION

Ernawati <sup>1</sup>, Ade Sudirman <sup>2</sup>, Riandi<sup>3</sup>,

<sup>1</sup> English Education. Teacher Training and Education, University of Mathla'ul Anwar, Banten, Indonesia

<sup>2</sup> English Education. Teacher Training and Education, University of Mathla'ul Anwar, Banten, Indonesia

<sup>3</sup> English Education. Teacher Training and Education, University of Mathla'ul Anwar, Banten, Indonesia

e-mail: [erna54942@gmail.com](mailto:erna54942@gmail.com)<sup>1</sup>, [adesudirman03@gmail.com](mailto:adesudirman03@gmail.com)<sup>2</sup>, [rianriandi87@yahoo.com](mailto:rianriandi87@yahoo.com)<sup>3</sup>,

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### ABSTRACT

*This research paper aims to determine The Effect of generating interaction schemata and text Strategy Towards Students' Narrative Reading Comprehension Grade at the Tenth of SMAN 1 Cigemblong. This study used a quantitative approach with a quasi-experimental design research method, which uses three concepts, namely, pre-test, treatment and post-test. Which is where a pre-test would be carried out before giving treatment, and treatment carried out in five meetings, after giving treatment, students given a post-test to get the results of this study. The result reveal that using the strategy generating interaction schemata and text (GIST) is very helpful and easy for students to learn, this media can improve students' reading comprehension.*



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### KATA KUNCI

Pemahaman Membaca

Strategi GIST

Teks Narasi

### ABSTRAK

Makalah penelitian ini bertujuan untuk mengetahui Pengaruh Menghasilkan Skema Interaksi dan Strategi Teks Terhadap Pemahaman Membaca Narasi Siswa Kelas X SMAN 1 Cigemblong. Penelitian ini menggunakan pendekatan kuantitatif dengan metode penelitian desain quasi eksperimen, yang menggunakan tiga konsep yaitu pre-test, treatment dan post-test. Yang mana akan dilakukan pre-test sebelum memberikan treatment, dan treatment dilakukan sebanyak lima kali pertemuan, setelah memberikan treatment siswa diberikan post-test untuk mendapatkan hasil belajarnya. Hasilnya menunjukkan bahwa penggunaan strategi menghasilkan skema interaksi dan teks (GIST) sangat membantu dan mudah dipelajari siswa, media ini dapat meningkatkan pemahaman membaca siswa.

### CORRESPONDING AUTHOR

Ernawati

Universitas Mathla'ul Anwar

Banten

[erna54942@gmail.com](mailto:erna54942@gmail.com)

## INTRODUCTION

Education is the foundation in building a nation, where education can also make human smart people and able to manage and optimize the resources a country and that's where education is very important to add insight, education can hone skills in solving problems, improving the economy to create a better generation in education in Indonesia there are also various levels in education namely starting from kindergarten, elementary school, junior high school, senior high school and even to university. English is a compulsory subject at the high school level. To be able to understand English lessons for high school students, various methods can be used, one of which is reading, by reading students are able to increase their concentration in understanding the meaning of the text.

Reading is an activity that is very important because by reading we can find new things such as information and understanding that we did not know before, by reading ideas and creative things will appear in our minds, however the problem in this era globalization is that it is rare for teenagers who might be called bookworms, because with their handphones it is no longer difficult for them to find information and there are no longer looking for information from beginning to end, the tendency to reduce interest in reading because according to them reading is boring.

To create skills in reading teachers also not only require students must be more able to apply their knowledge, not only students who must understand in reading the teacher must also be able to do learning with interesting multimedia techniques so that it is not monotonous and does not make it boring, it can create active and fun learning for students, reading is one of the skills that must be possessed by students especially at the senior high school level, to meet the reading needs of English lessons, especially reading refers to the ability to read and understand the meaning accurately and fluently in narrative texts, in narrative text, the students should be able to identify main idea of the text, meaning word of the text, the reference, and make inference of the text.

To familiarize students with reading and understanding text, the researcher uses a strategy a strategy called GIST (Generating, interaction, schemata, and text) GIST is the (Generating, interaction, schemata, and text) which is one of a reading strategy used to clarify the main idea of a text. Generate means to produce, while interaction means a mutual or reciprocal action or influence. Schemata according to Meriam Webster dictionary, is a mental codification of experience that includes a particular organized way of perceiving cognitively and responding to a complex situation or set of stimuli. In the other word, schemata mean a prior experience or a prior knowledge of someone. Text in Meriam Webster dictionary is a source of information or authority, which also means as a passage or verse as a source of information.

Based on limitation of the problem above, the formulation of the problem could be formulated as follow: is there any effect of Generating Interaction Schemata and Text (GIST) Strategy toward students reading comprehension at the tenth grade of SMAN 1 Cigemblong Lebak Banten?

Based on the above objective of the research, this research can be useful for the teachers, students and the readers:

- For the Teacher: The research result was to give information to the teachers about the effect of using GIST strategy to improve the students' reading comprehension.
- For the Student: Provide understanding and knowledge to students about the problem to be studied and students can determine the main ideas in the text
- For the Readers: the readers are expected to understand and conclude the main ideas of the text they read.

## RESEARCH METHODE

In this research, the researcher used quantitative approach. According to Gortzen (2017:12) “quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically”. Moreover, “in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs” (Creswell, 2012:13).

The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups. In the experimental group, researcher used the GIST (generating, interaction, schemata and text) method as a learning medium. While the control group teach by means of general teaching or called the lecturing method. In the first study, the researcher give a pre-test to the experimental group and the control group to measure the extent of students reading ability. At the end of the research, the researcher give a post-test to prove the significant effectiveness after being given treatment to the experimental group and prove the difference between the group that has given treatment and that is nothing given treatment.

The population in this research will be conducted on tenth grade of SMAN 1 Cigemblong Lebak-Banten in academic year 2023/2024 which consists of two classes totaling 52 students namely class X1 and X2. Sampling is defined as a procedure to select a sample from individual or from a large group of population for certain kind of research purpose. In this research, the researcher uses X1 as class control and X2 as class experimental totaling 52 students. The result of a treatment analyzed in the following stages:

### 1. Normality test

Normality test is used whether the data is normal or not. Therefore before hypothesis test then first do test calculated normality data. The researcher analysis the normality data in Kolmogorov-Smirnov in SPSS software 2.2 by comparing P-value with  $\alpha=0.05$ .

The description of hypothesis of normality test as follow:

H1 : The data is normal distribution

H0 : The data is not in normal distribution

While the criteria for acceptance or rejected of hypothesis for normality test were as follow:

H1 is accepted if  $\text{Sig} > \alpha = 0,05$

H0 is accepted if  $\text{Sig} > \alpha = 0,05$

### 2. Homogeneity

Before variant analysis to use for hypothesis calculated, so that it needs to variant homogeneity calculated before (Sugiyono: 199) If  $p\text{-value} > \alpha = 0,05$  so the data is homogeny and otherwise.

Based on the quote above, the hypothesis is:

H1 : The population are equal

H0 : The population are not equal

The estimations are:

If  $p\text{-value} > \alpha = 0,05$ , the population are equal (H1 is accepted and H0 is rejected).

If  $p\text{-value} < \alpha = 0,05$ , the population are not equal (H1 is rejected and H0 is accepted).

### 3. Hypothesis

In technique of data analysis, the researcher used t-test. According to subana et al (2011:168) T-test is statistical test that is able to use in testing the difference or equality of two condition/treatment or two different groups which the principle is mean comparison of both groups. The scores taken are from the post-test as the result of study.

Test criteria:

HI is accepted, if  $t_{count} < t_{table}$ .

HI is refused if  $t_{count} > t_{table}$

If HI is accepted, it means that there is a significant effect of using show and tell method towards students reading skill. On the contrary if HI is refused, it means that there is no significant effect of using show and tell method toward students reading skill.

## RESULT AND DISCUSSION

In this chapter the researcher presented the result of analyzing of pre-test and post-test in figure out whether there is significant effect of using strategy generating interaction schemata and text (GIST) towards student's reading comprehension skill. The researcher, which began in October, was carried out in the tenth grade of SMAN 1 Cigemblong. The information came from both the experimental and control classes. In the experimental class, whereas strategy generating interaction schemata and text (GIST) was used in the control class. The reading comprehension is the instrument used in this study, and it has two parts: a pre-test and a post-test. The researcher gave the pre-test to the understudies before treatment.

In addition, this research was carried out in six meetings, it started by giving pre-test to the students at the beginning of the meeting, which aimed to measure the comprehension of students understanding of narrative text material before getting the treatment. The following meeting, students got their respective treatments, which was carried out for three meetings. In order to assess students were given the identical question to complete in the most recent meeting which was also known as the post-test.

### 1. Normality Test

In this research, the writer determines the pre-test and post-test scores for the experimental and control classes by using SPSS 22 program. It is utilized to investigate normality of the data that will be examined to see whether both classes have a normal distribution. To analyze normality data the writer uses Kolmogorov-Smirnov with the level of significant 5% ( $\alpha=0.05$ ). The following step the writer uses the following formula to analyze the normality of the data:

If Significant  $> 0.05$  = data is normal distribution

If Significant  $< 0.05$  = data is not normal distribution

**Table 4.1 TESTS OF NORMALITY**

<b>Table 4. 2 Tests of Normality</b>							
	class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
students learning	1.00	.159	26	.090	.946	26	.184
	2.00	.169	26	.054	.946	26	.190
	3.00	.127	26	.200*	.945	26	.181
	4.00	.170	26	.051	.938	26	.117

Based on the table above showed that pre-test experimental sig 0,200 $>$ 0,05 the data is distributed normally, post-test experimental sig 0,200 $>$ 0,05 the data is distributed normally, pre-test control sig 0,019 $>$ 0,05 the data is distributed normally, and the last is post-test control sig 0,005. Therefore, the researcher draws the conclusion that the data in question are all normally distributed.

## 2. Homogeneity Test

In this study, the homogeneity test was the Levene test performed on program windows using SPSS 22 and the following criteria:

If the significance value of sig > 0.05 the data is homogenous.

If the significance value of sig > 0.05 the data is not homogenous.

**Table 4.2 TEST OF HOMOGENEITY OF PRE-TEST EXPERIMENTAL CLASS AND CONTROL CLASS**

Levene Statistic	df1	df2	Sig.
1.833	6	18	.149

The data is homogeneous if the significance is higher than level significance 5% ( $\alpha=0.05$ ). Based on the table above, the data of pre-test both experimental class and control class are homogeneous, because the score of significance is higher than level significance, that the score is  $0.149 > 0.05$ . As the result, pre-test of experimental class and control class have the identical variants.

**Table 4.3 TEST OF HOMOGENEITY OF POST-TEST EXPERIMENTAL CLASS AND CONTROL CLASS**

Levene Statistic	df1	df2	Sig.
5.617	6	18	.002

In addition, the data of post-test is called homogeneous if the significance is higher than level significance 5% ( $\alpha=0.05$ ). Based on the test homogeneity above it is proven that the score of significance is higher than level significance, where  $0.02 < 0.05$ . As a result, it is determined that the data are homogeneous, which mean that post-test both the experimental class and control class have the identical variants as well.

## 3. Hypothesis Test

In this research the hypothesis test used a statistics test (T-test) paired samples test (pre-test and post-test in experiment class and pre-test and post-test in control class) by using the SPSS 22 program for windows the criteria:

If sig (2-tailed) < 0.05, H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.

If sig (2-tailed) > 0.05, H<sub>0</sub> is accepted and H<sub>a</sub> is rejected.

**Table 4.4 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 Experimental - Post-Test Experimental	19231	4.46336	.87534	-1.61048	1.99510	.220	25	.828

Pai	Pre-Test									
r 2	Control	-	17.8846	7.6384	1.4980	14.7993	20.969	11.939	25	.000
	Post-Test		2	7	3	7	86			
	Control									

Based on the output SPSS above stated that the null hypothesis is rejected and alternative hypothesis is accepted, because the value of sig (2-tailed)  $0.00 < 0.05$ . It means that there is a significant effect of generating interaction schemata and text reading comprehension.

## CONCLUSION

It is possible to draw the conclusion, based on the findings and discussion in the preceding chapter, that using (GIST) generating interaction schemata and to learn English in the tenth grade of SMAN 1 Cigemblong is effective., especially in students' speaking skills. It can be seen from the descriptive statistics data, comparing the results of the post-test both experimental class and control class, after getting the treatment the result of experimental class is 79.00 and control class is 63.75 it means the result of experimental class is higher than control class.

In addition, based on the paired sample t test with the significance level  $\alpha = 0.05$ , it is known that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because the results of significance (2 tailed) for the experimental class are lower. from the significance level ( $0.000 < \alpha = 0.05$ ) according to the results of the study that media images are effective for improving students' reading skills at SMAN 1 Cigemblong. By using (GIST), students are more active in learning English, especially to improve reading skills.

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