The Effect Of Gist Technique On Students' Reading Comprehension In Eighth Grade Of SMPN 8 Jayapura

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah teknik GIST berpengaruh terhadap pemahaman membaca siswa dan untuk mengetahui apakah ada perbedaan yang signifikan terhadap prestasi membaca pemahaman siswa antara yang diajar menggunakan teknik GIST dan yang tidak diajar menggunakan teknik GIST. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain penelitian adalah eksperimen. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 8 Jayapura. Dua kelas dipilih secara purposive sampling dari populasi sebagai kelompok eksperimen dan kontrol, yaitu kelas VIII A dan kelas VIII B. Kelas A berjumlah 33 siswa dan kelas B 33 siswa. Kelas A dipilih sebagai kelas eksperimen dan kelas B sebagai kelompok kontrol. Hasil penelitian ini menunjukkan bahwa teknik GIST mempengaruhi skor pemahaman membaca siswa. Hal ini didukung dengan peningkatan nilai pretest (56,19) menjadi nilai posttest (80,24) pada kelas eksperimen. Sementara itu, nilai rata-rata pre-test dan post-test siswa di kelas kontrol juga meningkat dari 50,24 menjadi 78,81. Namun nilai t-hitung lebih rendah dari t-tabel (0,451 < 2,028). Oleh karena itu, hipotesis alternatif (Ha) ditolak dan hipotesis nol (H0) diterima. Akhirnya, dapat disimpulkan bahwa tidak ada perbedaan yang signifikan pada skor pemahaman membaca siswa antara mereka yang diajar menggunakan teknik GIST dan mereka yang tidak diajar menggunakan teknik GIST.

Kata Kunci: *Strategi GIST, Pemahaman Bacaan, Efek.*

Abstract

This research aimed to find out whether GIST technique has effect on students' reading comprehension and to find out whether there are significant differences on students' reading comprehension achievement between those who are taught using GIST technique and those who are not taught using GIST technique. The method used in this research was a quantitative method and the research design was experimental. The population of the study included all the eighth-grade students of SMP Negeri 8 Jayapura. Two classes were selected using the purposive sampling from the population as the experimental and control groups, class VIII A and class VIII B. There were 33 students in class A and 33 students in class B. Class A was chosen as the experimental group and class B as the control group. The result of this research showed that the GIST technique affected students' reading comprehension scores. It was supported by the increase from the pretest score (56,19) to the post-test score (80.24) in the experimental class. Meanwhile, students' mean score of pre-test and post-test in control class also increased from 50,24 to 78,81. However, the t-value is lower than the t-table (0,451 < 2,028). Therefore, the alternative hypothesis (Ha) was rejected and the null hypothesis (H0) was accepted. Finally, it can be concluded that there was no significant difference on students' reading comprehension score between those who are taught using GIST technique and those who are not taught using GIST technique.

Keywords : *GIST Strategy, Reading Comprehension, Effect.*

INTRODUCTION

The goal of English teaching and learning as a foreign language in Indonesia is for students to be able to communicate in English both orally and in writing. As a result, the focus of English teaching and learning is on helping students develop their four language skills: listening, speaking, reading, and writing. Those language abilities are inextricably linked. EFL (English as a Foreign Language) students in Indonesia learn reading as one of the four major English skills. It is critical to have solid reading skills because reading is an integral aspect of the learning process. Reading is referred to as receptive skills by Harmer (2002:199). In addition, the ways in which humans extract meaning from written texts are known as receptive abilities.

According to the most recent curriculum, students in eighth grade of junior high school should be able to understand the meaning of short functional texts and short essays in the form of recount and narrative in a daily life context. Teaching reading, particularly in junior high school, is difficult since it requires motivation and innovation in order to attract students' interest in reading and help them reach their learning objectives. Moreover, reading is a difficult skill to master since it necessitates comprehension. It is not just about speaking words; it is also about comprehending them. It takes more than merely recognizing and interpreting words to comprehend what we read. Based on the teacher's interview, the eighth-grade students at SMP N 8 Jayapura still have not had enough good reading ability. It appeared as if they could read English text but they still did not understand the content of the text. It seemed difficult for them to find the topic and main idea from the text because of their low comprehension and low vocabulary. The researcher also noticed that the teacher still employed an outdated technique of teaching reading, such as lecturing. As a result, the classroom became repetitive and uninspiring.

Based on the issues raised above, an engaging reading technique can be presented to the students to help them understand the text better. GIST is one of the techniques. GIST is a summarization strategy developed by Cunningham in 1982 to improve students' abilities to comprehend and to summarize the main idea of a paragraph. Furthermore, this method can be used to improve students' abilities to comprehend the GIST or main idea of paragraphs by providing a prescription for reading from group sentence-to-sentence production to individual or partner for entire paragraph GIST production. Hence, it can be concluded that GIST is a technique that helps students to pick up the most important idea from the text. Recently, the use of GIST technique has been shown to have a significant effect on students' reading comprehension (Atika, 2019, Rahmawati). Thus, this study aims also to reveal the effect of GIST technique on students' reading comprehension of recount text.

Literature Review

Reading is an activity in which the writer and the reader exchange ideas in order for the reader to comprehend what they read. Reading is one of the most essential components in determining a learner's language competency in English Foreign Language (EFL). It is, nevertheless, a skill for the reader to develop effective reading skills in order to obtain information or ideas from the act of communication. Reading is a complicated processing ability that the reader uses to (re)create meaningful discourse (Silberstein, 1994). When a reader reads, he or she receives a new explanation of what he or she is reading.

Reading, on the other hand, is an active cognitive process that does require the use of graphic (letters) and phonic (sounds) information; however, for fluent readers in particular, language-based cues-semantics (meaning) and syntactic (grammar) appear to be far more important than graphic and phonic cues (Allington & Strange, 1980). That is, reading is an activity or interaction between the reader and the text in order to obtain information or meaning from the text based on the reader's needs. In other words, during a reading activity, the reader must connect her/his eyes and brain to understand the text, and the reader must exert effort to understand the text through developing the reader's critical thinking. In keeping with this, reading is a process of meaning-searching and meaning production that demands readers to exert effort in order to comprehend written texts (Tung-shien, 2008). However, the reader makes an automatic connection between the text and the meaning of the information.

Reading has several unique focuses for readers or students. Many students consider reading to be one of their most essential goals, as they want to be able to read for information and pleasure in their profession and for academic purposes. (Richard & Renandya, 2002).

The issue of reading comprehension is a never-ending topic for discussion. People attempt to limit or establish the meaning in order to provide a more precise definition and knowledge of reading comprehension. According to Johnson (2008:109), reading is the act of making meaning with text. Creating and meaning are the two crucial words here. There is no reading if there is no meaning being formed. To undertake this exercise, readers will need to be able to notice and make sense of words, sentences, or even a connected text in their minds or thoughts in order to understand and construct the meaning of what they read. This method will require readers to apply previous knowledge, vocabulary, grammatical expertise, and experience to assist them understand the written material.

According to Caldwell (2008:177), reading comprehension is about linking background information to new knowledge found in written texts. The background knowledge that we bring to the process of reading greatly influences our ability to understand what we read. We will utilize our understanding of a topic to analyze the text, develop inferences, construct visual representations, and evaluate the author's point of view if we are well-versed in it. (Cook in Harmer, 2000) uses the same concept of activating background knowledge to understand any reading content. He claims that in order to understand any literature, we must have prior knowledge of the world. It might be considered that the more background knowledge we have, the easier it is to understand what we are reading. It is because we are already familiar with the subject and do not need to think hard to grasp the concept.

METHOD

All the data were analyzed by using statistical descriptive analysis and inferential analysis. Descriptive analysis was used to describe the result of the test of each class and inferential analysis was used to test hypotheses. The normality and homogeneity of data distribution was using SPSS (Kolmogorov Smirnov). If the distribution of both variables was normal & homogeneous, the researcher continued to use the T-test formula. The T-test was used to find out the significant differences on students' mean scores in reading recount text between those who taught by using Gist technique and without using Gist technique.

RESULTS AND DISCUSSION
Students' Pre-Test Score of Experimental and Control Classes

No	Experimental		Control	
	Initial	Score	Initial	Score
1	Ak	65	APPT	35
2	A	35	ARHA	35
3	BAM	50	APNH	40
4	BMP	50	AO	65
5	CW	60	CBT	35
6	CBPR	70	DYP	40
7	FL	50	JYNK	40
8	IF	60	MMMF	80
9	MDR	55	MK	50
10	MLF	40	NA	70
11	MHF	85	PAA	45
12	MAM	45	PFS	65
13	NSP	40	RRD	65
14	NNA	65	RYSW	60
15	N	65	SKG	40
16	ORK	50	SL	50
17	S	60	TU	65

No	Experimental		Control	
	Initial	Score	Initial	Score
18	SI	50	TAW	45
19	VS	65	WLF	60
20	YMP	50	YIW	25
21	ZCND	70	YES	45
Total		**1180**	**1055**	

The total score of pre-test in experimental class was 1180 and the total score of pre-test in control class was 1055.

Students' Post-Test Score of Experimental and Control Classes

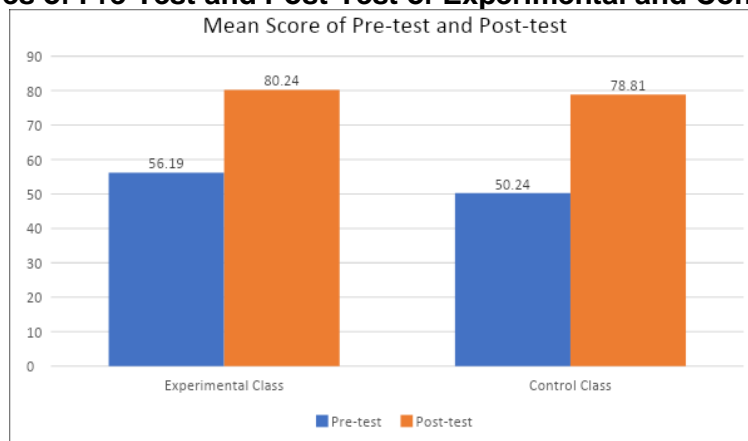| No	Experimental		Control	
	Initial	Score	Initial	Score
1	Ak	80	APPT	85
2	A	85	ARHA	50
3	BAM	85	APNH	80
4	BMP	55	AO	85
5	CW	85	CBT	85
6	CBPR	80	DYP	85
7	FL	85	JYNK	80
8	IF	70	MMMF	90
9	MDR	80	MK	80
10	MLF	80	NA	85
11	MHF	95	PAA	45
12	MAM	85	PFS	85
13	NSP	80	RRD	80
14	NNA	90	RYSW	70
15	N	80	SKG	85
16	ORK	85	SL	70
17	S	65	TU	80
18	SI	70	TAW	85
19	VS	85	WLF	80
20	YMP	85	YIW	85
21	ZCND	80	YES	85
Total		**1685**	**1655**	

The total score of the post-test in the experimental group was 1685 and the total score of the post-test in the control group was 1655.

Descriptive Statistic

		PREEKS	POSEKS	PRECON	POSTCON
		Statistics			
N	**Valid**	**21**	**21**	**21**	**21**
	Missing	**0**	**0**	**0**	**0**
	Mean	**56.19**	**80.24**	**50.24**	**78.81**
	Std. Error of Mean	2.626	1.936	3.152	2.510
	Median	55.00	80.00	45.00	85.00
	Mode	50	85	40[a]	85
	Std. Deviation	12.032	8.871	14.446	11.501
	Variance	144.762	78.690	208.690	132.262
	Range	50	40	55	45
	Minimum	**35**	**55**	**25**	**45**
	Maximum	**85**	**95**	**80**	**90**
	Sum	1180	1685	1055	1655

a. Multiple modes exist. The smallest value is shown

Mean Scores of Pre-Test and Post-Test of Experimental and Control Classes

From the diagram above, it can be interpreted that there was an increase of the mean scores on the post-tests from both classes. However, the mean score of post-test in the experimental class was higher than in the control class.

The Normality Test
The normality test was used to know whether or not the data of the scores showed normal distribution. The Kolmogorov-Smirnov test was applied in this analysis. The distribution is considered normal if the significant value is higher than the significant level of 0,05, or $p > 0,05$.

The Normality Test of Pre-Test from Experimental and Control Class
One-Sample Kolmogorov-Smirnov Test

		Experimental Group	Control Group
N		21	21
Normal Parameters	Mean	**56.19**	**50.24**
	Std. Deviation	12.032	14.446
Most Extreme Differences	Absolute	.173	.165
	Positive	.173	.165
	Negative	-.113	-.132
Kolmogorov-Smirnov Z		.792	.758
Asymp. Sig. (2-tailed)		**.558**	**.614**
a. Test distribution is Normal.			

The table above showed that the *p* values of the experimental class was 0,558 and the *p* values of the control class was 0.614. Since the *p* values of both classes was higher than 0,05, it can be concluded that the data obtained was considered normal.

The Normality Test of Post-Test from Experimental and Control Class
One-Sample Kolmogorov-Smirnov Test

		Experimental Group	Control Group
N		21	21
Normal Parameters	Mean	**80.24**	**78.81**
	Std. Deviation	8.871	11.501
Most Extreme Differences	Absolute	.299	.351
	Positive	.200	.248
	Negative	-.299	-.351
Kolmogorov-Smirnov Z		1.369	1.607
Asymp. Sig. (2-tailed)		**.047**	**.011**
a. Test distribution is Normal.			

The table above showed that the *p* values of the experimental class was 0,047 and the *p* values of the control class was 0.011. Since the *p* values of both classes was higher than 0,05, it can be concluded that the data obtained was considered normal. In summary, the level of significant value for both pre-test and post-test of both classes are higher than the significance level of 0,05. So, it can be stated that the distribution of students' reading comprehension score was normal.

The Paired Sample Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreEks	**56.19**	21	12.032	2.626
	PostEks	**80.24**	21	8.871	1.936
Pair 2	PreKon	**50.24**	21	14.446	3.152
	PostKon	**78.81**	21	11.501	2.510

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	PreEks - PostEks	-24.048	13.474	2.940	-30.181	-17.914	-8.179	20	**.000**
Pair 2	PreKon - PostKon	-28.571	16.594	3.621	-36.125	-21.018	-7.890	20	.000

The table above showed that students' mean scores of pre-test and post-test from experimental class increased from 56,19 to 80,24. Meanwhile, students' mean scores of pre-test and post-test from the control group also increased from 50,24 to 78,81. Table above showed that the sig. (2 tailed) from both classes was 0,000 < 0,05, so it can be concluded that there were differences on students' mean scores after pre-test and post-test from both classes.

Homogeneity Test

The homogeneity test is used to analyze whether the sample variance is homogeneous or not. The levene test is employed in this analysis. The relationship can be considered homogeneous if the significant value is higher than the significance level of 0,05.

Test of Homogeneity of Variances-PostTest

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.432	1	40	.238
	Based on Median	.332	1	40	.568
	Based on Median and with adjusted df	.332	1	31.311	.568
	Based on trimmed mean	.545	1	40	.465

The table above showed that the significance level from the post-test scores of the experimental and control classes was 0,238. Therefore, the data from the post-test was homogeneous because it was higher than 0,05.

Hypothesis Testing

To know whether or not the post-test scores from both classes were significantly different, and to know the acceptability of the hypothesis, the researcher used the independent sample test and calculated by using SPSS 20. The independent sampled test was done to find out if there were differences on the post-test scores of both experimental and control classes. The result can be seen below:

Independent Sample Test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil_Belajar	post-test experiment	21	**80.24**	8.871	1.936
	post-test control	21	**78.81**	11.501	2.510

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
Hasil_Belajar	Equal variances assumed	.527	.472	**.451**	**40**	**.655**	1.429	3.169	-4.977	7.834
	Equal variances not assumed			.451	37.577	.655	1.429	3.169	-4.990	7.847

Based on the table above, the group statistics showed that the mean score of the post-tests of the experimental class and the control class was 80,24 and 78,81. of post-tests between students who taught with GIST strategy and students who taught without GIST strategy.

Meanwhile, the output from the independent sample test showed that the significance value was 0,655. Since the significance value was higher than the α value (0,655 > 0,05), it can be concluded that there were no significant differences in the mean scores. In line with this, the t-value from the table above is 0,451 with df of 40. The t-value was compared to t-table at level 5%. At level 5%, the t-table is 2,028. Based on the t-table, it can be analyzed that the t-value is lower than the t-table (0,451 < 2,028). Therefore, the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted.

From the descriptive statistic table above, the minimum score of pre-test in experimental class was 35 and the maximum was 85. The minimum score of the pre-test in control class was 25 and the maximum was 80. The minimum score of post-test in experimental class was 55 and the maximum was 95. The minimum score of post-test in control class was 45 and the maximum score was 90. The mean score of pre-test and post-test in experimental class was 56,19 and 80,24. The mean score of pre-test and post-test in the control group was 50,24 and 78,81.

DISCUSSION

Previous studies have reported that the GIST strategy has an effect on students' reading comprehension and can improve students' reading scores. There was also a significant difference in the reading comprehension ability between the students who were taught using GIST and those who were taught without GIST.

After conducting the research in SMP N 8 Jayapura to 2 classes of eighth-grade students there, it was found that there was a difference of mean scores of pre-test and post-test in the experimental and the control class. In the experimental class, the pretest score was 56.19 and the post-test score was 80.24, whereas in the control class, the pre-test score was 50.24 and the post-test score was 78.81. After experimental class students got GIST treatment, their post-test scores showed a considerable change. Similarly, students in the control group also showed a considerable change on their scores despite not being taught with the GIST strategy.

However, the output from the independent sample test showed that the significance value was 0,655. Since the significance value was higher than the α value (0,655 > 0,05), it can be

concluded that there were no significant differences in the mean scores between students who taught with GIST strategy and students who taught without GIST strategy. Meanwhile, the t-value was 0,451 and t-table was 2,028. This means that the t-value was lower than the t-table (0,451 < 2,028). Therefore, the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted.

Throughout the treatment of GIST, the students engaged in active learning. During the teaching process, they were attentive and focused on the researcher. They independently read and attempted to comprehend the text. When they encountered difficulties, they sought the researcher for assistance. As a result, students' reading comprehension improved. This revealed that implementing the GIST can aid students in text comprehension. The identical thing occurred in the other class taught by the researcher without employing the GIST. The students were engaged and simple to manage. The researcher assumed that their interest in reading was due to a new circumstance or teacher.

Finally, the researcher can infer from the preceding justification that the use of the GIST strategy has an effect on students' reading comprehension. The improvement in pre- and post-test scores from the experimental class served as evidence for this. The average post-test scores for the two classes, however, revealed that there is no significant difference between students who were taught using GIST and those who were not.

Conclusions

Based on the findings and discussion, the researcher can conclude that:

The statistical data showed that the mean score between experimental and control class was different. In the pre-test, the students' mean score of the experimental class was 56,19 and control class was 50,24. After the GIST strategy treatment, there was an increase in the post-test score from 56,19 to 80,24. The control class also increased from 50,24 to 78,81.

The students' reading comprehension before and after treatment was improved. It was found that the students' post-test (80,24) was higher than pre-test (56,19), which proved that the use of GIST strategy was effective in helping students' reading comprehension.

The data analysis also showed that the t-value was 0,451 and t-table was 2,028. This means that the t-value was lower than the t-table (0,451 < 2,028). Therefore, the alternative hypothesis (Ha) was rejected and the null hypothesis (H0) was accepted.

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