IMPROVING STUDENTS' READING COMPREHENSION THROUGH GENERATING INTERACTIONS BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY AT ELEVENTH GRADE OF SMA YP UNILA BANDAR LAMPUNG IN ACADEMIC YEAR 2022/2023

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Abstract: The objective of the research is to improve students' reading comprehension and students learning activity through Generating Interactions between Schemata and text (GIST) strategy at the eleventh grade of SMA YP UNILA Bandar Lampung in academic year 2022/2023. The subject of the research is the students of 11th MIPA 7 in SMA YP UNILA Bandar Lampung that consist of 33 students. the type of this research is Classroom Action Research (CAR) which consisted of two cycles. The technique of collecting data was test and non-test. Reading test was used to measure students' reading comprehension, observation sheet; interview; and questionnaire were used to know students learning activity. In analyzing the data used qualitative and quantitative method. Refers to the result of students' learning activity in the 1st cycle was 6.34 with the criteria less active, meanwhile in the 2nd cycle was 9.32 with the criteria very active and the improvement was 2.98. In the other hand, the mean score of the students in the 1st cycle was 70.3 which means there were 13 students passed the KKM ≥ 71 with the percentage 39.40%. Meanwhile in the 2nd cycle, the mean score was 80.5 or there were 25 students who passed the KKM with the percentage 75.80%. The improvement from the first to the second cycle was 36,4%. Therefore, based on the result of the research it can be concluded that GIST strategy can improve students reading comprehension in the eleventh grade of SMA YP UNILA Bandar Lampung.
Keywords: *Generating Interactions between Schemata and Text (GIST) strategy, Students' Reading Comprehension*

INTRODUCTION

As we know that Indonesian students have less interest in reading literature, whereas by reading a lot of books or other literatures can gain more knowledges, information and new vocabularies that they never know before. Abdul Muhaimin (2021) in his release stated that based on UNESCO data, the reading interest of Indonesian people is very concerning, only 0.001 percent. This means that out of 1,000 Indonesians, only 1 person is avid reader. "The lack of interest in reading is a fundamental problem that has a very broad impact on the progress of the Indonesian nation. In addition, the

low interest in reading has led to an increase in hoaxes and disinformation. Because skilled readers are able to read, understand, evaluate, and filter information". Students who study foreign languages especially English, stated that they are lazy to read books or texts in English because they do not understand the meaning of each vocabulary therefore as a teacher should think about what strategy that can increase students' reading comprehension.

Based on the results of the preliminary research in SMA YP UNILA Bandar Lampung, it is shown that students' reading comprehension is low and many students who cannot understand English text because the lack of vocabularies that they have known. Moreover, lack of students who are not interested in reading English text and it is related with the previous research from UNESCO that the students' reading interest is very concerning. Especially in finding the main idea of the text and understanding the whole meaning of the text, they are difficult to do those things. Based on the data from the questionnaire, there are only six from twenty-two students who can understand, find main idea, and comprehend the text well. It can be shown from their score in answering reading comprehension questions, there are lot of students who got low score. This problem can occur because the limit of time in doing the test, they have lack of vocabularies, cannot comprehend the text well, and did not know the strategy in finding main idea through strategy. Based on explanation above, the writer is excited to apply GIST strategy in teaching reading activity. It is done to know the effect of GIST strategy towards students reading comprehension. Therefore, the writer proposed research entitled, Improving Students' Reading Comprehension By Using A Generating Interactions Between Schemata And Text (Gist) Strategy At Eleventh Grade Of SMA YP Unila Bandar Lampung In Academic Year 2022/2023.

Reading is a process or activity of catching or finding information from texts that we need to know about. According to Brown (2004:189), reading is a process of interpreting meaning. It means that someone who read the written text may comprehend the meaning of the text. In addition, according to Tarigan (2008: 7), reading is a process caried out and used by the reader to acquire message which is conveyed by a writer through words could be seen and know by a reader. It means that reading can increase students' interpretation ability by recognize and understand the text.

Harmer (2007: 68) states that the main reason why teacher should teach reading to their students, there are: many of students want to be able to read text in English, either for their career, for study purpose, or only for pleasure, any exposure to English (provide they understand it more or less) is a good thing for the students, reading texts also provide opportunities to study language, vocabulary, grammar, punctuation,

and the way we construct paragraphs and text, reading text also provides a good model for English writing, and good reading texts can include introduce interesting topics, stimulate discussion.

Moreover, according to Brown (2004: 206), there are some features to covers the comprehension, there are: main idea (topic), expression or idiom or phrase in context, inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated details), supporting idea(s), and vocabulary is context. Based on this description, the writer took the main idea comprehension to know the detail of the text.

Generating interactions between schemata and text (GIST) strategy is a strategy that is used by teacher in order to improve students' skill in analyzing the main idea of the text. Cunningham (1982) states that generating interactions between schemata and text (GIST) strategy is a summarizing strategy used to assist

students' comprehension and summary writing skill. This statement means that GIST strategy will help students to improve their comprehension and summarize the written text easier. According to Wright (2011), 'GIST strategy' was used in teaching reading because it was a good strategy for any level of reader, and the students may develop their skills in identifying main ideas and key concepts in the text.

Moreover, Cecil and Gipe (2003) mentioned that 'GIST strategy' is useful for identifying or generating main ideas, eliminating redundant and unnecessary information, helping students remember what they have read, and record a summary of material of what they just read. Thus, if the students want to read English well, they have to understand the meaning of the text and the students should be able to remember what they have read, and then they have to (re)create with their own words.

According to McKnight (2010: 120) there are five steps of GIST strategy as follows: first, students will preview the text, paying particular attention to headings, subheadings, and bolded vocabulary. Second, both of teacher and students will create a first draft outline using an overhead projector, chalkboard, or LCD computer projector. Third, the students will read the text and use the outline as a guide for understanding the text. Fourth, when the students complete their reading, they will create main idea statements and add important details. The teacher should provide guidance and modelling for this step. Last, the students will create a summarizing statement for the entire text passage. They must use the exact number of words (20 words) as prompted in the graphic organizer.

METHOD

In this research the writer uses Classroom Action Research (CAR) as a method to improve students' reading comprehension through GIST strategy. Based on Burns (2010:2) statement, action research is a movement process in learning that the researcher as teacher and subject

of the researcher is students. According to Arikunto (2012:3), classroom action research is a study of learning activities in the form of an action, which deliberately rose, and occurs in a class together. Therefore, it means that classroom action research is a research conducted in the classroom.

Meanwhile, according to Cresswell (2012:577), action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning. Moreover, the steps that should be followed in doing Classroom Action research according to Kemmis and Mc. Taggart (1999:35) are: identifying problem and planning action, implementing the action and observing or monitoring the action, reflecting the result of the observation, and revising the plan for the following step.

According to Kemmis and Mc Taggart (1998: 6-7) the steps in process of using Classroom Action Research, as follows:
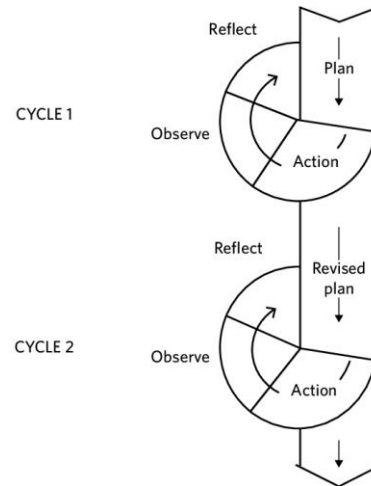

Figure 1
Procedure of Research by using Classroom Action
Kemmis and Mc Taggart (1998: 6-7)

Based on the figure above, there were 4 steps in each cycle such as planning, action, observing, and reflection. The planning step is about teacher's preparation for learning and teaching activity which should be relatable with syllabus. The acting step must be applied to at least 2 cycles. The next step is observing, in this step the researcher implements the learning strategy and collect the information from the instrument that

will be used which conducted in learning process.

According to Burns (1999:153) data analysis is the point where statements or assertions about what the research shows are produced. In this research there are two types of data that will be collected, namely quantitative data and qualitative data. Quantitative data will be analyzed by using mean statistical formula, while qualitative data will be analyzed by using descriptive qualitative method.

RESULTS AND DISCUSSION
Result
Result of The Data in The Cycle 1

In this research, the writer used GIST (Generating Interaction between Schemata and Text) strategy. This strategy was expected to help the students improve their reading comprehension. Based on the result of the research, it can be seen that there were increasing in the teaching and learning activity. the data of the first cycle can be seen on the table below.

Table 4.3
The Result of Cycle 1

No	KKM	Cycle 1		Criteria
		The number of students	percentage	
1	≥ 71	13	39,40%	Passed
2	≥ 71	20	60,60%	Failed

It can be explained from the table above that the percentage of the number of students who passed the KKM was 39,40% and the number who did not pass the KKM was 60,60%.

Result of The Data in The Cycle 2

The using of GIST strategy in teaching learning activity on the second cycle was successful because the result of students' reading test showed a significance improvement from the first cycle. The result of the cycle 2 can be seen on the table below.

Table 4.5
The Result of Cycle 2

No	KKM	Cycle 1		Criteria
		The number of students	percentage	

1	≥ 71	25	75,80%	Passed
2	≥ 71	8	24,24%	Failed

It can be explained from the table above that the percentage of the number students who passed the KKM was 75,80% and the number of students who did not pass was 24,24%.

Based on the data obtained from the results of the research, it showed that there was an improvement in students' reading comprehension from the cycle 1 to cycle 2. The data percentage obtained from the cycle 1 the students who passed the KKM was 39,40% and in the cycle 2 obtained data percentage of the students who passed the KKM was 75,80%. The writer decided to stop in cycle 2 because it had achieved the set criteria or it can be said that the application of GIST (Generating Interaction between Schemata and text) strategy can improve the students' reading comprehension of the eleventh grade at SMA YP UNILA Bandar Lampung in academic year 2022/2023.

DISCUSSION

Based on the result of this research, it showed that the reciprocal teaching strategy can improve reading comprehension of the eleventh grade students of SMA YP Unila Bandar Lampung. The good result in reading test and observation sheet were the evidence that this strategy improved the students' reading comprehension also their learning activity. Based on the data obtained from the results of the research, it showed that there was an improvement in students' reading comprehension from the cycle 1 to cycle 2. The data percentage obtained from the cycle 1 the students who passed the KKM was 39,40% and in the cycle 2 obtained data percentage of the students who passed the KKM was 75,80%. Moreover, based on the data obtained from the results of the research, it showed that there was an improvement from the first cycle with the average score of the students' learning activity 6.34 with the unsuccessful criteria (less active). In the other hand, the data obtained from

the research in the second cycle showed that there was improvement of the students' learning activities in reading comprehension from the first to the second cycle with the average score 9.32 which the criteria were very active. Therefore, the improvement from the first cycle to the second cycle was 2.98.

It could be seen from the response of the students towards writer's question, and their attitude in paying attention during learning activity. In other word, the students had been more active and confident from the previous cycle. Moreover, their scores of the test and observation sheet were improved from the first to the second cycle. Therefore, the problem that had been found in the first cycle could be solved in the second cycle and there would not continue to another cycle. Thus, there was a significant improvement of the students' learning activity from the first to the second cycle by using GIST (Generating Interaction between Schemata and Text) strategy.

CONCLUSION

Based on the data that had been described before, it can be concluded that the students' reading comprehension in the eleventh grade of SMA YP UNILA Bandar Lampung improved after being taught by using GIST (Generating Interaction between Schemata and Text) strategy because it can be seen from the students' reading test score. The result of the students who passed the minimum completeness criteria of the reading test in the first cycle was 39.40%, and in the second cycle there was 75,80% of the students who passed the minimum completeness criteria of English subject. It showed that there was a significant improvement of the students' score after using GIST strategy in teaching and learning activity.

This significance happened because of the drilling in reading exercises from the researcher in order to make the students capable in answering the questions and finding the main idea also important thing in the explanation text. In despite of the

first time the students were confused about the material and the strategy that the researcher taught, but by giving them explanation intensively it helped the students to understand more than previous meetings. Thus, the difference results in the first and second meeting were significantly improved based on the students' score in reading comprehension test.

Moreover, besides the atmosphere of the classroom was more comfortable and fun during implementing GIST strategy, it is more effective for the students to find the main idea and important thing from the text. There more active response of them in paying attention during learning process, and they did their best for the test without cheating. Based on the result of the observation sheet, there was an improvement of the teaching and learning process from the first to the second cycle. It could be seen from the response of the students towards researcher's question, and their attitude in paying attention during learning activity. In other word, the

students had been more active and confident from the previous meetings.

Moreover, the students gave their best attention while the writer explaining the material in front of classroom, and did not play around with their friends or handphone. The students were actively response to the writer's question. In addition, they were enthusiast and understood in using GIST strategy in explanation text. Their scores of the test and observation sheet were improved from the first to the second cycle. It could be happened because of the motivation from the researcher to the students, and created a comfortable situation to study with the approach and support by sharing experience or discussing about a hot issue. These things can be seen on the observation sheet for each cycle. In the first cycle, the mean score of students learning activity was 6.34 with the criteria less active meanwhile the mean score in the second cycle was 9.32 with the criteria very active. Therefore, the improvement of students' learning

activity from the first and second cycle was 2.98 points.

Therefore, based on the explanation that related to the results of students' score in reading comprehension and the observation sheet in learning activity that had been improved it can be concluded that using GIST (Generating Interactions between Schemata and Text) strategy in teaching reading can improve students' reading comprehension.

SUGGESTION

Based on the conclusion above, the writer gives some suggestion to improve the quality of teaching English such as, the teacher is suggested to find the appropriate and fun strategy in order to facilitate students to understand and learn reading activity, and the teacher could use GIST strategy in order to make the teaching and learning reading text easier. In addition, for the students are suggested to increase their motivation in studying English, and the students are suggested to do more English exercises especially in reading comprehension. It is great for the next researcher to use this research as a reference for the further research and use the GIST strategy in the learning activity during conducting the research because it can make them easier to find main idea and important thing from the text.

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