THE EFFECT OF USING GIST STRATEGY THROUGH RECOUNT TEXT TOWARD STUDENTS' READING COMPREHENSION AT ASY-SYUKRIYYAH COLLEGE

Destiani Rahmawati
STAI Asy-Syukriyyah Tangerang
destianirahmawati@gmail.com

Abstract:*The lecturer found some constraints in students of understanding English text such as limited vocabulary, the students were lack of stock of the words, the students who have little knowledge of vocabulary will face some difficulties to understand the written language. The students` lack of knowledge about the text, they are hard to understand what the text tells about it. This research used Experimental design. The writer has taught two different classes at Asy-Syukriyyah College in Tangerang. They were control and experimental class. The population of this research is 100 students that consist of two classes. The writer used cluster random sampling technique to measure the reading comprehension test. In collecting data, the writer will give reading comprehension test to the students using multiple choice, questioners in teaching learning using GIST strategy in reading comprehension. The test has given to get the objective data of student`s achievement in reading comprehension by using GIST strategy in experiment class. The writer would apply two test: there are pre-test and post-test. Students reading comprehension increased after given treatment by using GIST strategy of experiment class. Based on the data analysis of post-test, it has shown that values t_{count} more than t_{table}, where t_{count} was 2.18 while t_{table} was 1.99, so hypothesis statistic (H₁) was accepted. This suggest that GIST strategy was more effective than conventional learning.*
Keywords: *GIST strategy, Recount text, Reading comprehension*

INTRODUCTION

In the English language teaching, there are four languages skill, which are considered for the students to master, namely; listening, reading, speaking, and writing. Reading seems to be the most difficult to master by the EFL students, and it is clearly one of the most important in language teaching learning, especially teaching English. The students bored because the English teacher in elementary school until senior high school had taught by using traditional and monotonous strategy in which she reads loudly a dialogue that it has been written on the students` textbook. However, many students give little attention to the lesson, and even most of them do not to attend the class or do assignment. The skill that students must develop are the ability to read, because it can increase their knowledge, their vocabulary, get a lot of information, besides students can learn grammar to develop their skill in language. Based on the reason, the

lecture should help students to develop habit of reading and improve reading ability, and the ability has many advantages for the students. Despite the importance of reading, there are many student who have difficult to comprehend the text.

Harmer state Reading is useful for language skills, reading also has a positive effect on students` vocabulary knowledge, on their spelling and on their writing, it define that reading one of skill in language teaching, give many advantages for students in learning English as second language and also can develop their skill in students` vocabulary knowledge, their speaking and writing ability.[1] In this research, reading comprehension means a process of understanding the text in order to get the purposes of reading to get information and the meaning of the text by using GIST strategy in teaching reading

The lecturer found some constraints in students of understanding English text such as limited vocabulary, the students are lack of stock of the words, the students who have little knowledge of vocabulary will face some difficulties to understand the written language, in addition students` lack knowledge about the text, when student have lack knowledge about the topic that make students difficult to conclude the idea of the text, they are hard to understand what the text tells about. Another factor that can influence reading comprehension is method given by the lecture, in teaching English, as a foreign language requires the use of effective learning method. In fact, at the ASY- SYUKRIYYAH College Tangerang, many students give little attention to the reading lesson, and even most of them do not want to attend the class or do assignment. It seems that they get bored with the class situations and the presentations. The student`s capability in reading still lack, because the students do not have habits in expressing English in the classroom.

Actually, there are many techniques, the strategy to make students easier to comprehend the text. To provide solution these problems, the lecturer needs creativity to explore reading text by using method or strategy of learning. These techniques which are interesting for the writer has found the suitable strategy to improve students` reading comprehension, called GIST Strategy. One of the method that can make situation in teaching learning activity more active is using GIST strategy through recount text toward students reading comprehension.

---

[1] Harmer, Jeremy. 2007. *How to Teach English*. (Malaysia: Pearson).

Bonnie stated that GIST strategy is a strategy than can be used to improve students` abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5W and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage.[2] This strategy will useful to identify or generate the main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read and record summary of the material they just read. The goal of the GIST strategy is for students to list the main points of a passage and then to use it as an outline to write a summary statement in words or less. It will improve reading comprehension as summery writing. GIST stands for generating interactions between schemata and text.

When using GIST, students must delete trivial information, select key ideas, and generalize their own words, which are three major strategies necessary for comprehension and retention This strategy fosters comprehension by having students condense to summarize longer texts, allowing students to put concepts into their own words.

Based on the reason above the writer will research about "the effect of using GIST strategy through recount text toward students` reading comprehension at ASY-SYUKRIYYAH College."

THEORETICAL FRAMEWORK

1. Understanding of Reading Comprehension

According to Grellet "Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it."[3]It follows then; prediction is essential in reading and become efficient readers our learners need to develop this skill. Predicting will allow them to react with the text by having expectations and ideas about the purpose of the text, as well as ideas about possible outcomes. Predicting will help them become selective about what is significant and insignificant in the passage and how to pick up the key words in reading, which will ultimately lead to better fluency and reading speed. It also leads the student to become sensitive to contextual and extra –textual clues in creating meaning.

---

[2] Bonnie Vondracek. 2005. *GED Science Resource Guide*. (Virginia: E-learning Connections.Inc). p. 20

[3] Grellet, Françoise. 1981. *Developing Reading Skills*. (Cambridge: Cambridge University Press).

2. Understanding of GIST

Cunningham in Beans states, GIST is an acronym for Generating Interaction between Schemata and Text.[4] Gist is a summarization strategy that will improve student's abilities to comprehend and summarize the Gist or main idea of paragraphs. It is at least indirectly based on similar model of text comprehension since students are required to delete trivial proposition and select topic statements to fit the 15 – blank word limit. Students use higher –order-thinking skill to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "Gist" of the selection. It is believed that by having more choice in reading, students are helped to meet their own individual needs and therefore, they given more chances to actively construct their own meaning. The interaction is supposed to happen between the schemata, that is the experiences and background knowledge of the learners and the text they will read Schemata is defined as a plan or purpose. It means, they are trying to figure out the plan or purpose for what they already know, with a logical prediction about the outcome of a story, or the purpose of reading selection.

GIST stands Generating Interaction between schemata and Text. According Bonnie Gist strategy is strategy that can be used to improve students` abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5 W and H question and then summarizing the passage or by reading summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage. This strategy will useful to identify or generate main ideas, connect the main or central ideas eliminate redundant and unnecessary information, help students remember what they red and record a summary of the material they just read. The goal of the GIST strategy is for the students to list the main points of a passage and then to use it as an outline to write a summary statement in words or less. It will improve reading comprehension as well as summary. When using GIST, students must delete trivial information, select key ideas, and generalize their own words, which are three major strategies necessary for

---

[4] Bean, Thomas W and Fem L. Steenwyk. 1984. The Effect of Three Forms of Summarization Instruction on Sixth Graders' Summary Writing and Comprehension. *Journal of Reading Behavior* XVI (4). (California State University: Reading Department, Fullerton, CA 92634). p. 299

comprehension and retention. This strategy fosters comprehension by having students condense to summarize longer text, allowing students to put concepts into their own words.

3. Recount text

Recount text is a text written to tell for information on entertainment. The type of test that it is not only used at school but also at other media written and electronic, it used in many real social contexts. For example in used in diary, blog letter biography, travel report, police report, sport report, etc.

Recount is a text that retells events or experiences in the past. Its purpose either to inform or to entertain the audience. There is no complication among the participants and differentiates from recount. It usually has three main section. The first paragraph given background information about who, what, when, and where (called an orientation). This followed by series of paragraph that retell that events in order in which that happened. Some recounts have a concluding paragraph; however, this is not always necessary.

Anderson and Anderson stated that, recount text is a recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order).[5] The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience (or both). The Basic Recount consists of three parts such as (a) The setting or orientation - background information answering who? when? where? why? (b) Events are identified and described in chronological order (c) Re-orientation which is concluding comments express a personal opinion regarding the events described. Beside that the language features of the recount text such as (a) the language is written in simple past tense (b) frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, etc. Recount text can be occurred in the form of personal recount (such as biography), factual recount, or imaginative recount. The major difference between recount and narrative text is the generic structure. If a passage doesn't have a conflict and it retells past events that is called as a recount text.

---

[5] Anderson, M and Anderson, K. 2002. *Text Type 3*. (South Yara: Macmilan Education Australia PTY LTD). p. 3

METHOD OF THE RESEARCH

This research used Quasi Experimental Design where the writer teaches two different classes, namely controlled and experiment class. The writer will give a pretest and posttest in both classes. In the first meeting, the writer will give reading comprehension test to the students, called pretest. After four times teaching and learning reading comprehension by using GIST strategy, the writer gave test for the students, called posttest. To see the influenced of this technique to the students reading comprehension achievement, the writer will compare students` posttest score in controlled and experimental class to see whether there is students a gain score before the treatment.

DISCUSSION

1. Data Collection and Analysis

In collecting data, the writer apply two test: there is pre-test in experiment class and control class. The writer gave reading comprehension test to the students using multiple choice to see students` score in experiment class using GIST strategy in teaching learning reading comprehension and also students` score in control class using conventional learning.

1. Pretest

Pre-test given before teaching learning process. The test consist of forty questions are multiple choices with four different recount text.

2. Post test

The writer gave post test in experiment class after teaching learning process using GIST strategy and also gave post test in control class after teaching learning process without using GIST strategy in learning process.

2. Findings and Discussion

The data obtained from research conducted in Asy-Syukriyyah College, It was third semester. In this research, reading comprehension skills of students analyzed through the data pre-test and post-test in two different treatment. Experiments class using GIST strategy, while the control class using conventional learning in recount text material, and end in post-test. Pre-test was conducted to determine the ability of early reading comprehension before getting learning recount text. While the post-test was conducted to determine the ability of comprehension after

getting treatment with GIST strategy. The test to measure reading comprehension ability it was a multiple-choice test as twenty who has been tested for validity and reliability.

1. The Pretest
   a. Experiment Class

   Pre-test results will be presented in table of distribution frequency, diagram histograms, polygon, and ogive. Pre-test results will be presented in table of distribution frequency, diagram histogram, polygon and ogive.

Interval	Edge of Class	Frequency	Mid point	F Kum Less than	F Kum More than
25 – 31	24,5	4	28	0	34
32 – 38	31,5	5	35	4	30
39 – 45	38,5	6	42	9	25
46 – 52	45,5	10	49	15	19
53 – 59	52,5	5	63	29	5
60 – 66	59,5	4	56	25	9
67 – 76	66,5			34	0
SUM		34			

Table 4.1
Table of Distribution Frequency Pretest Experiment Class

Based on the table 4.1 students' score of pretest in experiment class is still in under. The histogram is a graph formed from the combined edge of class and frequency class. Polygon is a graph that connect the midpoint of the frequency class. Graphics Histogram and polygon for pre-test scores experiment class can been seen in figure 4.1 below.
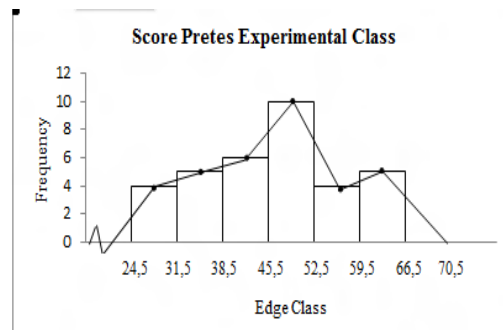
Figure 4.1

Histogram and Poligon Pretest Experiments Class

Based on the figure above, it has shown that students` pre-test score most in edge of class was 45.5 until 52.5 for 10 students, while score pre-test was the lowest in edge of class 24.5 until 31.5 for 4 students and 52.5 until 59.5 for 4 students..

Ogive is a curve that connects the bottom edge of the pair class with cumulative frequency value. There are two types of cumulative frequency distribution, that is cumulative frequency less than and cumulative frequency was more than. Graph formed from the cumulative frequency distribution of less than called the ogive less than, and graphs formed from more than cumulative frequency distribution is called frequency more than. Ogive for score pretest experiment class can be seen in Figure 4.2 below:
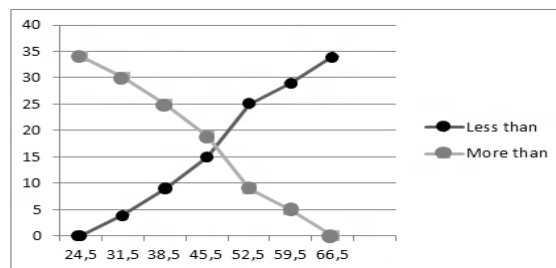

Figure 4.2

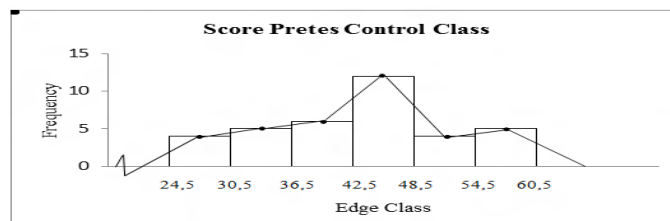Ogive Pretest experiment Class

Based on the ogive less than on the figure 4.2 show that students' score of pretest in experiment class is still in under, Data will be presented in table of distribution frequency, diagram histogram, Polygon and ogive.

Interval			Edge of Class	Frequency	Midpoint	F Kum Less than	F Kum More than
25	-	30	24,5	4	27,5	0	36
31	-	36	30,5	5	33,5	4	32
37	-	42	36,5	6	39,5	9	27
43	-	48	42,5	12	45,5	15	21
49	-	54	48,5	4	51,5	27	9
55	-	60	54,5	5	57,5	31	5
			60,5			36	0
SUM				36			

Tabel 4.2

Table of Distribution Frequency Pre-test Control Class

Based on the table 4.2 students' score of pretest in experiment class was still in under 70. Graphics Histogram and polygon for pretest scores of experiment class can be seen in Figure 4.2 below:

Picture 4.3

Histogram and Poligon Pre-test Control Class

Based on the figure 4.2, It has shown the score pre-test students the most residing in edge of class 42.5 until 48.5 for 12 students, while score pre-test the fewest residing in edge of class 24.5 until 30.5 for 4 students and 48.5 until 54.5 for 4 students. Ogive for pre-test score of experiment class can be seen in Figure 4.4 below:
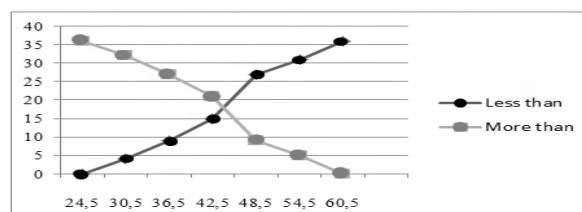

Figure 4.4

Ogive Pretest Experiment Class

Based on the ogive less than on the figure 4.2 show that score pre-test student which has lower score was 70.

1. The Result of Post-test

    a. Experiment Class

        The result of data post-test will be presented in the table of table distribution frequency, diagram histogram, polygon and ogive.

Interval	Edge Class	Frequency	Mid point	F Kum Less than	F Kum More than
40 - 48	39,5	4	44	0	34
49 - 57	48,5	3	53	4	30
58 - 66	57,5	6	62	7	27
67 - 75	66,5	11	71	13	21
76 - 84	75,5	7	80	24	10
85 - 93	84,5	3	89	31	3
	93,5			34	0
SUM		34			

Table 4.4

Table of Distribution Frequency Pre-test Experiment Class

Based on the table 4.4 students` post-test score experiment class was still under for 13 students, while the students are reach only 21 students, it has proved the ability of reading comprehension increase after getting treatment by using Gist strategy. Graphics and polygon for scores pre-test of experiment class can be seen in figure 4.5 below:
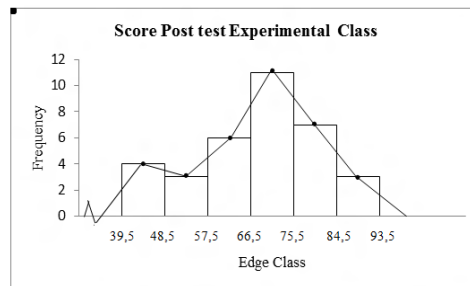
Figure 4.5

Histogram and Poligon Pre-test Experiment Class

Based on the figure 4.5, it has shown students' pre-test score the most is in edge of class 66.5 until 75.5 for 11 students, while score pre-test was the least in edge of class 48.5 until 57.5 for 3 students and 84.5 until 93.5 for 3 students. Ogive for score pre-test of experiment class can be seen in Figure 4.6 below :
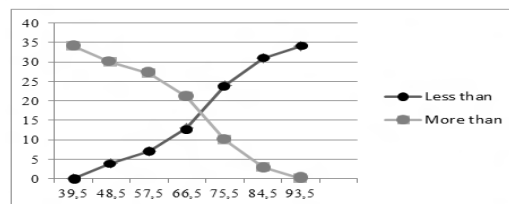

Figure 4.6

Ogive Post-test Experiment Class

Based on the ogive less than on the figure 4.2 show that score pre-test student which less from 70 for 13 students, and ogive was more than showed the students has reached only for 21 students.

Here are presented the results of the analysis of data centralization and spread of the data score pretest of experiment class.

1) Analysis of data centralization
   a) Mean

      Based on the calculations in the table X, obtained Mean score pretest control class was 68.

b) Mood

Based on the calculations in the table X, obtained:

$$Mo = 66.5 + 6\left(\frac{6}{6+7}\right) = 69.2$$

c) Median

Based on the calculations in the table X, obtained:

$$Me = 66.5 + 6\left(\frac{\frac{1}{2}.34 - 13}{11}\right) = 68.6$$

2) Analyze Spread of the Data

Variance

Based on the calculations in the table X, obtained:

$$\sigma^2 = \frac{5624.74}{34-1} = 170.4$$

b. Control Class

The result of data post-test will be presented in table of distribution frequency, diagram histogram, polygon and ogive.

Interval			Edge of Class	Frequency	Mid point	F Kum Less than	F Kum More than
40	-	46	39,5	5	43	0	36
47	-	53	46,5	4	50	5	31
54	-	60	53,5	5	57	9	27
61	-	67	60,5	11	64	14	22
68	-	74	67,5	6	71	25	11
75	-	81	74,5	5	78	31	5
			81,5			36	0
SUM				36			

Table 4.5

Table of Distribution Frequency Pre-test Control Class

Based on the table 4.5 students' post-test score control class was still under for 16 students, while student has reach only for 20 students. Graphics Histogram and polygon for score pretest of experiment class can be seen in Figure 4.7 below:
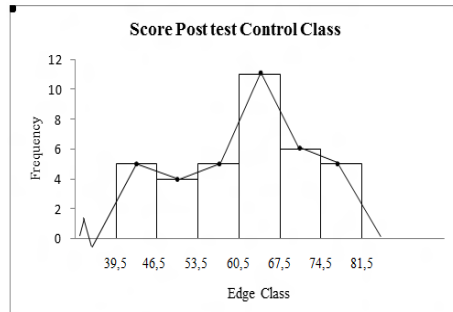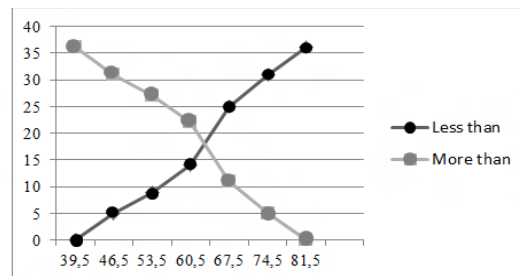
Figure 4.7

Histogram and Poligon Pre-test Control class

Based on the figure 4.7, it has shown students'score post-test the most was in edge of class 60.5 until 67.5 for 11 students, while score pre-test the fewest was in edge of class 46.5 until 53.5 for 4 students. Ogive for score post-test of control class can be seen in Figure 4.8 below:

Picture 4.8

Ogive Post-test control Class

Based on the ogive less than on the figure 4.8 shows that score pre-test student which has less 70 for 25 students, and ogive more than show the students who reach was 11 students.

3. Description of the data

Analysis of score pre-test

Based on the data of score pre-test in table 4,2 and table 4.3 will be conducted test data requirements that was the normality in table 4.1 and table 4.2 will be conducted test data requirements that was the normality test and homogeneity test.

a. Normality Test

To testing, the normality of the pre-test score in students` reading comprehension ability of experiment class and the control class used normality with chi-squared test (X^2). The hypotheses of normality testing pre-test score are as follow:

Ho = Sample come from the population distribution normal

Hi = Sample come from the population distribution do not have normal

Using significant level 5%, the criteria of testing is:

If : $\chi^2_{count} < \chi^2_{table}$ so , data have normal distribution

$\chi^2_{count} \geq \chi^2_{table}$ so, data do not have normal distribution

The result of normality testing score pre-test of experiment class and control class are presented in Table 4.7 below:

Chi Kuadrat (x^2)		
Class	$X^2 count$	$X^2 table$
Experiment	4,39	11,0
Control	5,23	11,0

Based on the above, it shows that the experiment class χ^2_{count} is smaller than χ^2_{table}, according to the criteria of normality testing if $\chi^2_{count} < \chi^2_{table}$ so ho was accepted, so based on the criteria of the testing sample have normal distribute. Similarly, the control class values χ^2_{count} was smaller than the values χ^2_{table} so ho was accepted, so based on testing criteria of the testing sample have normal distribution.

Analysis Score Post Test

Based on the data of pretest score in Table 4.3 and Table 4.4 will be conducted test data requirements, the normality test and homogeneity tests.

a. Normality Test

To testing, the normality of the pre-test score in students' reading comprehension ability of experiment class and the control class used normality with chi-squared test (X^2). The hypotheses of normality testing pretest scores are as follows:

Ho = Sample come from the population distribution normal

Hi = Sample come from the population not normal

Using significant level 5%, the criteria of testing is:

If : $\chi^2_{count} < \chi^2_{table}$ so , data have normal distribution

$\chi^2_{count} \geq \chi^2_{table}$ so, data do not have normal distribution

The results of normality testing pretest score of experimental class and control classes are presented in Table 4.7 below:

Chi Kuadrat (x^2)		
Class	X^2count	X^2table
Experiment	4,45	11,0
Control	5,84	11,0

Based on the table above, it has shown that the experiment class χ^2_{count} was smaller than χ^2_{table}, according to the criteria of normality testing if $\chi^2_{count} < \chi^2_{table}$ so ho was accepted, so based on the criteria of the testing sample have normal distribution. Similarly, the control class values χ^2_{count} was smaller than the values χ^2_{table} so ho was accepted, so based on testing criteria of the testing sample have normal distribution.

Homogenity Testing	
Fcount	Ftable
1,23	2,66

Based on the table above, it has shown that the calculated F_{count} was less than F_{table} According to the criteria of homogeneity if $F_{count} < F_{table}$ Ho was received, so based on testing criteria then both sample come from variances homogeneous.

Normality Testing	
T-test	*T-table*
6,78	2,68

After going through the testing of normality and homogeneity data score pretest both groups come from population that normal distribution and the variance of the two groups come from population a homogeneous polulation, conducted test on average two parties. To test on average two parties using the formulation *t polled variance* because both sample used have difference amount that is n1 ≠ n2.

The tests of criteria are:

In test on average two parties, hypothesis statistic will be testing is

$H_0 =$ there was no an different in reading comprehension students between experimental

Class and control

$H_1 =$ there was an different in reading comprehension students between experimental class

an control

4. Discussion

Students reading comprehension increased after given treatment by using GIST strategy of experiment class. It can been from the acquisition of the post-test results on the experimental class. The results data of analysis pre-test of the experimental class and control class have shown there was no difference mean, where value of the average values experiment class was 46.1 while the average control class was 43.1 after the experiment class was given treatment, turned out to give effect to the post-test score. From the analysis data of post-test that have been done, it has shown that there were differences in the average value of post-test between the experiment class and the control class average was 61.7

Based on the data analysis of post-test, it has shown that values t_{count} more than t_{table}, where t_{count} was 2.18 while t_{table} was 1.99, so hypothesis statistic (H_1) was accepted. This suggest that GIST strategy was more effective than conventional learning.

CONCLUSION

Based on data analysis and comparison of the result of pre-test and post-test in experiment class (PAI IIIA) and control class (PAI III B), it was found that:

Firstly, this research is comparing the result of achievement from experimental class that is taught by using GIST strategy and control class that is taught by using conventional. Secondly, the result of data analysis after the treatment is conducted reveals that the mean of experimental group was higher than control class. This study through the analysis of pre-test and post-test also shows that the students ability of reading improved significantly when GIST strategy is used. Based on those results, it can concluded that the application of GIST strategy is effective in teaching reading comprehension.

The ability of reading comprehension can increase through teaching learning using GIST strategy. Efforts needed to maximize learning outcomes are as follows:

1. Need to set a time as possible so that all stages in the implementation of learning can be achieved.
2. In the learning process, the lecturer should facilitate students to learn actively, so that all members of the group GIST strategy can master the material that it has been studied.
3. It need a preparation includes worksheets, quiz questions, quiz answers for the learning process to go as planned.

REFERENCES

Anderson, M and Anderson, K. 2002. *Text Type 3*. South Yara: Macmilan Education Australia PTY LTD

Arikunto, Suharsimi, 2009. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara

Bean, Thomas W and Fem L. Steenwyk. 1984. The Effect of Three Forms of Summarization Instruction on Sixth Graders' Summary Writing and Comprehension. *Journal of Reading Behavior* XVI (4). California State University: Reading Department, Fullerton, CA 92634.

Catherine Snow and Chair. 2002. *Reading for understanding toward an Research and Development Program in Reading. Santa Monica*. CA: Reading study Group

Catherine Snow and Chair. 2003. *Rethinking Reading Comprehension*. New York: The Guildford press

Christina Brat Jaulston and Marry Newton Bruder. 2005. *Teaching English as a Second Language Techniques and Procedures*. Massachusetts: Winthrop Publisher Inc.

Christine Nuttal, 1982. *Teaching Reading Skill in a Foreign Language*. New York: McGraw Hill Book Company

David Nunan, 2003. *Practical English Language Teaching First Edition*. New York: McGraw Hill Company

David Nunan. 1991. *Language Teaching Methodology: A Text Book for Teachers*. New Jersey: Prentice Hall

Dorothy S. Strickland, Katy Ganske, et, al. 2006 *Supporting Struggling Readers and Writers*. Monroe Portland: Maine Stenhouse Publish

Douglas Brown, 2003. *Language Assessment Principle and Classroom Practice*. New York: Pearson Education Inc.

Grellet, Françoise. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.

Harmer, Jeremy. 2007. *How to Teach English*. Malaysia: Pearson.

Inayati, Megasari Nurul. 2011. *The effectiveness of Jigsaw Technique in Improving Students' Reading Comprehension at the Eighth Grade of SMP Islam Parung*, Skripsi. Jakarta : Universitas Islam Negeri Syarif Hidayatullah.

McWhorter, Kathleen T. 1986. *Guide to college Reading*. Boston: little, Brown and Company

Richards, Jack C and Rcnandya. Willy A. 2002. *Methodology Language Teaching : An Anthology of Current Practice*. USA: Cambridge University Press.

Richard, Jack C and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Vondracek, Bonnie. 2005. *GED Science Resource Guide. E-learning Connection.Inc*.

Willis, Judy. 2008. *Teaching the Brain to Read: Strategies for improving Fluency, Vocabulary, and Comprehension*. USA: Association for Supervision and Curriculun Development.