THE IMPLEMENTATION OF GET- THE- GIST STRATEGY IN IMPROVING STUDENTS' READING ACHIEVEMENT

Yulia Agustiara Putri, Ujang Suparman, Basturi Hasan

agustiarayulia@yahoo.com

ABSTRACT

Tujuan penelitian ini adalah (1) menemukan perbedaan yang signifikan pada nilai membaca siswa setelah diajarkan melalui strategi *get-the-gist, (2)* menemukan peningkatan nilai membaca siswa setelah diajarkan melalui strategi *get-the-gist* ,dan (3) mengidentifikasi permasalahan yang siswa hadapi dalam pembelajaran keterampilan membaca makro. Data didapat dari soal-soal membaca dan kuesioner dan diolah menggunakan SPSS 16.0. Hasil menunjukan bahwa t-ration lebih besar daripada t-table (8.103> 2.056). Itu berarti ada perbedaan yang signifikan antara nilai *pre-test* dan *post-test* pada nilai pemahaman membaca siswa. Peningkatan antara *pre-test* dan *post-test* adalah 14.04. Itu berarti bahwa ada peningkatan yang signifikan pada nilai membaca siswa. Data dari kuesioner menunjukan bahwa siswa merasa bosan untuk membaca. Ini dikarenakan keterampilan membaca dalam bahasa Inggris itu sulit dan tidak menarik. Siswa masih merasa kesulitan menjawab soal-soal khususnya pertanyaan dalam aspek membaca.

The objectives of the research were: (1) to find out whether there is a significant difference on students' reading achievement after being taught through get- the- gist strategy, (2) to find out whether there is an improvement on students' reading achievement after being taught through get- the- gist strategy, and (3) to find out the problems the students face in learning macro skills of reading comprehension. The data were collected by means of reading tests and questionnaire, and the data were computed using SPSS 16.0. The results showed that t-ratio was higher than t-table (8.103>2.056). It means that there was a significant difference between pre-test and post-test. The increase between pre-test and post-test was 14.04. It means there was a significant improvement of the students' reading achievement.The questionnaire-based data showed that students felt bored to read. It was due to reading in English was difficult and not interesting. They still faced difficulties answering the questions especially in reading aspects.

Keywords: get-the-gist, reading, reading achievement.

INTRODUCTION

Reading means understanding the ideas conveyed in a text. In teaching and learning English, reading is very important skill beside listening, speaking, and writing. The students' understanding in reading English is still low. For second or foreign language learners, reading is not an easy task, because the texts which they read are not in their native language. Even though they have learned English for at least six years, it is acknowledge that they could not comprehend the English texts well.

According to the pre-observation, it is found that the students have low ability to read. It can be seen from students' result of test, the students have difficulty in comprehending an English reading text. They are asked to do the exercises in the textbooks in written. It can be seen from their final examination scores. The scores are still under minimum achievement. The students just study English to get the score. The students feel bored because they have to read and read again to understand and answer the question from the passage. Finally, they tend to be lazy and just guess. The students having difficulty and low motivation in reading are their limited knowledge of English vocabulary, and their lack understanding of reading skills such as: skimming, making inferences, finding topic sentence and finding main idea.

In line with the facts, the researcher assumes that there should be a learning strategy suitable in teaching reading in order to motivate and help the students enjoy reading the texts so they can get the information fully and easily. It is related to Oxford (1990: 8) as quoted by Sutarsyah (2013: 24) says learning

strategy is any attempt used by a learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand (Block, 1986) as quoted by Song (1998: 1).

The researcher uses *Get the Gist* strategy because this technique was focused to help the students pull the most important information from a piece of text. Doing this help students sift through details to find key points in a paragraph which improved comprehension. During this time especially in reading learning process, the students difficult to determine the main idea of the text.

Reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse (Silberstein, 2004: 12). It means that reading is a way for students to know and get the meaning from a passage or text. Not only do the student get the meaning from the passage but the students can also re-create the meaning by their own words. In other words, if the students have a good ability in reading learning process, so they can understand about the the meaning of the text. But, if they have a poor ability in reading learning process, so they will get difficulty to understand and finding the meaning of the text. Brown and Johnson (1978:65) as quoted by Helwana (2011) argue that comprehension as product and process. The process is what happens to the readers as they read and product involves measuring, in some objective ways, the net result of the process. Cunningham 1982 (Cecil and Gipe, 2003) proposes one of the strategy that is considered useful to improve students' reading

comperehension and involves students' prior knowledge, synthesizing, and generalizing operation is Generating Interaction Between Schemata and Text (GIST) strategy. This strategy is said useful to identify or generate main ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of material they just read. Wright (2011:1) notices that gist was used in teaching reading because gist was a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text.

Therefore, the objectives of this research are (1) to find out whether there is a significant difference of the students' reading comprehension achievement after being taught through get- the- gist strategy, (2) to find out whether there is an improvement of the students' reading comprehension achievement after being taught through get- the- gist strategy, and (3) to find out the problems the students face in learning macro skills of reading comprehension through get- the-gist strategy.

METHOD

This study was quantitative research. This research was conducted with *one group pre-test post-test.* The design of this research: T1 X T2.

The population of the research was students of the second year of SMP Negeri 13 Bandar Lampung in the second semester of academic year 2013/2014 which consisted of nine classes consisting of thirty five students in each class.The research was conducted into several procedures, they are determining the problems, determining and selecting the population and the sample, arranging the

materials to be taught, arranging the try out test, administering the pre-test, conducting treatment, observing, administering the post-test, and administering the questionnaire.

The researcher conducted try out to know the validity, reliability, discriminationof power, and level of difficulty of the test. The pre-test and post-test used 20 items with the option A, B, C, and D and True-False. The system of the scoring is:

$$S=R-\frac{W}{n-1} \text{ (multiple choice) and } S= R-W \text{ (true false)}$$

With the note that **S** is the score of the test, **W** is the total of the wrong number, **R** is the total of the correct number, and **N** is the total items.

RESULTS AND DISCUSSION

Results

There were three research questions in this research, so there were three main results, that is (1) the significant different between pre-test and post-test, (2) the significant improvement of students' reading comprehension achievement, and (3) the problems the students face in learning macro skills of reading comprehension.

This section answers first research question. According to hypothesis testing, *Repeated Measure t-test* was used to find the different and was also statiscally tested by using statistical computera using SPSS 16, in which the significance (p=0.00).

It can be seen from Paired Samples Statistic, as follows:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	62.8846	26	13.20402	2.58952
	post	76.9231	26	8.84047	1.73376

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	26	.747	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre - post	-1.40385E1	8.83394	1.73248	-17.60657	-10.47036	-8.103	25	.000

Based on the table above, t-value was 8.103, in which the data significant based on the t-table was at least 2056. T-value on the table was higher than t-table (8.103>2056). Therefore, it can be conclude that there was significant difference between the pre-test and post-test score, in which the mean of the post-test score was higher than pre-test score.

Next, this section answers second research question. The results of pre-test and post-test showed that there was an improvement on students' reading score. The total of students' pre-test score was 1635 and post-test score is 2000. It means that there is an improvement of students' score for about 365 after giving treatments. The results also showed that the mean of pre-test is 62.80 and post-test is 76.90. It means that the increase of mean of students' score is 14.04.

The last, this section answers third research question. Table below showed the result of questionnaire.

Table of Result of Questionnaire

Category	Teaching Learning in Reading					
No.soal	1	2	4	5	7	14
Jumlah	21	24	17	18	24	15
	80.76%	92.30%	65.38%	69.23%	92.3%	57.69%
	Sulit	Jelas	sulit	ya	ya	ya

Category	Implementing GIST in Learning Reading							
No.soal	3	6	8	9	10	11	12	13
Jumlah	15	11	22	20	19	8	22	21
	57.69%	42.30%	84.61%	76.92%	73.07%	30.76%	84.61%	80.76%
	Senang	ya	ya	ya	ya	ya	ya	ya

According to the result of the analysis of questionnaire-based data, it was found that generally most students in class of VIII H stated that they disliked reading. From the data above there were 21 students out of 26 students or 80.76% said that reading was difficult, confusing and not interesting than other English skills such as listening, speaking, and writing. For whom learning to read, the students have to read the text to answer the questions. Based on the data above, that problem was caused by one reason, that is, they did not know the meaning of words in the passage.

In addition to the finding above, based on the questionnaire based-data, there were 17 students out of 26 students (65.3%) still faced some difficulties in answering the questions in English especially in reading comprehension which covered identifying main idea, identifying specific information, determining reference,

making inference, and understanding difficult vocabulary. From those five aspects of the questions, the students mostly get difficulty in making inference aspect.

There were 11 out of 25 students (42.30%) tried to predict the content of the text through the title or after read the first paragraph, and then there were 2 students (7%) through last paragraph.

In applying the Get the Gist strategy in teaching learning reading, some students had no problems to the technique. The students felt the difference between reading learning using Gist and reading learning by their teacher because they felt to be helpful by the technique. The students said that using Get the Gist could help them find out the main idea in the text easily.

Discussion

In identifying main idea, there was significant improvement. The students get 96 point in pre-test and 131 in post-test.While the teaching learning process by using Get the Gist Strategy the students did not have big problem in finding the main idea based on the text. Gist was used in teaching reading because Gist was a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text (Wright, 2001: 1).

In specific information, the students get 187 point in pre-test and 216 in post-test. The students had no difficulties because the text was short. It also happened because the students knew the content of the text from summarized activity and finding main idea. It relates to (Wittrock & Alesandrini, 1990) as quoted by Karbalei & Rajyashree (2010: 42) summarizing allows readers to differentiate

key ideas from supporting ideas and to construct logical connections between them. Summarizing is considered as an activity that allows orderly memory searches from a mental semantic network, help readers impose a structure of organization on what appears to be disassociated fact and help them retrieve information from their mental network.

After implementing GIST, the students can identify in making inference. According to Zweirs, (2010:4) pointed out that an inference about future information in a text is a prediction. We use the text clues and our background knowledge to predict. Karbalei & Rajyashree (2010: 41) said that GIST cultivates active reading and minimizes passive reading, which influences comprehension. Active readers are involved in processing and manipulating information, using their schema or mental semantic network to organize incoming information, retrieve stored information and focus attention on key concepts. GIST required students to use other cognitive strategies which are necessary to good comprehension such as questioning, predicting, rereading, verifying, and activation of prior knowledge (Brown & Day, 1983; Brown, Day, & Jones, 1983) as quoted by Karbalei & Rajyashree (2010: 43).

In applying Get the Gist Strategy in teaching learning reading, some students had many problems in difficult to understanding the content of text, difficult to guess the meaning of words or lack of vocabulary. Hedge (2000: 193) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty, but the degree of difficulty will vary with the demands of the text, the prior knowledge of the reader, the degree of automaticity

a learner has achieved in general word recognition, any specialist lexical knowledge a students might have, and the learner's first language.

In applying Get the Gist Strategy in teaching learning reading, some students had the problem in reading aspect, but it is limited especially in making inference aspect. According to Preszler (2006: 2), process of making inferences difficult for beginners, the process of teaching students to make inference is not an easy one. Like so many good reading habit, it doesn't come naturally for most of the students.

In applying Get the Gist Strategy in teaching learning reading, some students had no problems to the technique because they felt to be helpful by the technique. Although, they felt easy to comprehend the text while learning using Get the Gist strategy, they still have no motivation in learning English because English was very difficult according to them. It was also because of their English teacher who always taugh them using monotonous technique.

CONCLUSIONS

Based on the data, some conclusions are taken, they are (1) there is a significant difference of the students' reading comprehension achievement after being taught through get- the- gist strategy, (2) there is an improvement of the students' reading comprehension achievement after being taught through get- the- gist strategy, (3) there are some problems that the students face in learning macro skills of reading comprehension through get- the- gist strategy. The values of the two tailed significance is lower than level significance ($0.01 < 0.05$).

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