

EMPOWERING STUDENTS' READING COMPREHENSION ON EXPLANATION TEXT THROUGH GIST STRATEGY

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan nilai siswa dalam memahami teks eksplanasi setelah menggunakan strategi GIST (Generating Interactions between Schemata and Text), menjelaskan implementasi strategi GIST, dan mengungkapkan tanggapan siswa terhadap implementasi GIST untuk pengajaran teks eksplanasi. Penelitian ini menggunakan metode kuantitatif untuk mengetahui peningkatan nilai siswa. Selain itu, penelitian ini juga menggunakan metode kualitatif untuk menjelaskan implementasi strategi GIST dan respon siswa. Terdapat 22 siswa kelas XI IPA 1 yang berpartisipasi dalam penelitian ini. Peneliti menggunakan tes, observasi, dan wawancara untuk mengumpulkan data. Data dianalisis menggunakan SPSS untuk mengetahui peningkatan nilai siswa. Hasil penelitian ini menunjukkan bahwa ada peningkatan yang signifikan dari implementasi strategi GIST untuk pemahaman membaca siswa. Hal ini dapat dilihat dari uji T-tes bahwa nilai siswa lebih tinggi dari t-tabel ($5.524 > 2.074$). Selain itu, nilai rata-rata sebelum tes (pre-test) yaitu 72.27 meningkat menjadi 89.77 setelah tes (post-test). Penggunaan strategi GIST membuat siswa lebih mudah memahami gagasan utama dari teks eksplanasi. Oleh karena itu, dapat dinyatakan bahwa strategi GIST memberikan peningkatan yang signifikan terhadap pemahaman membaca siswa dalam memahami teks eksplanasi.

Kata kunci: Membaca, Pemahaman membaca, Strategi GIST, Teks Eksplanasi

Abstract

The purposes of this research are to know the improvement of students' scores in comprehending explanation text after using GIST (Generating Interactions between Schemata and Text) strategy, to explain the implementation of GIST strategy, and to reveal students' responses towards the implementation of GIST strategy for teaching explanation text. This study used quantitative method to know the improvement of students' scores. Besides, this study also used qualitative method to explain the implementation of GIST strategy and students' responses. There were 22 students of XI IPA 1 who participated in this study. The researcher used test, observation, and interview to collect the data. The data were analyzed by using SPSS to know the improvement of students' scores. The result of this research showed that there was a significant improvement from the implementation of GIST strategy to the students' reading comprehension. It could be seen from the value of the t-test that the students' scores was higher than the t-table ($5.524 > 2.074$). Additionally, the mean score of pre-test which was 72.27 had improved to 89.77 in post-test. The use of GIST strategy made the students easier to understand the main idea of the explanation text. Therefore, it can be stated that GIST strategy gives significant improvement of students' reading comprehension in understanding explanation text.

Keywords: Reading, Reading Comprehension, GIST Strategy, Explanation Text

INTRODUCTION

Reading is learning to understand or recognize the main topic and supporting ideas of the text to think intellectually (Fisher, 2016). Students who have high motivation to read can gain new skills and knowledge (Sari, 2020). Besides, reading is trying to construct meaning from the texts. Students' abilities to read related to the result of deciding and developing the information based on the text (Saepudin & Umisara, 2020). Reading combines information that appears from the text with the opinions and knowledge of the readers (Mertosono et al., 2020).

Therefore, reading is making a connection between the readers, the text, and the social context (Fauzi, 2018). Reading in English is not easy, it is complicated and hard to catch the meaning of the text. Reading the text is not always easy to understand, sometimes it can be difficult if the text consists of advanced vocabulary. According to Khorri & Ahmad (2019) learners' abilities to read make them obtain new knowledge, opportunities, and open new worlds. Reading consists of some activities such as reading codes on the text, recognizing each word, understanding the text, and knowing the articulation (Novembli, 2019).

In learning process of reading, the students not only read the text and find information that appears, but they should use their prior knowledge to get the comprehending easily (Fisher, 2016). Besides, according to Aulia & Zainil (2020) stated that reading has some purposes such find information, relaxation, inspiration, etc. students can use reading to get new knowledge and be master in English (Arshad et al., 2020). Understanding the text is part of reading because reading is not only to read but also to find the message that has been written by the writer (Mertosono et al., 2020). The reading activity can improve students' knowledge and obtain ideas that they want to know. Thus, students can understand what they want to understand (Enggar et al., 2020).

As quoted by Rifa'i (2019) from Tricia Hedge, reading has some purposes including (1) obtaining information quickly, (2) answering curiosity, (3) following instructions, (4) for fun and enjoyment, (5) keeping in touch with others, (6) updating what happens, and (7) understanding announcement's information. Many students may have good scores in the reading course, but it does not mean they are good readers because sometimes they just read the text without comprehending the text (Khorri & Ahmad, 2019). Besides, students gain their knowledge which can support learning process by reading textbooks, online books, online resources, etc. (Syafitri, 2019).

Reading comprehension formulates meaning in a complex way by organizing skills numbers that related to interpreting, reading words fluently, and integrating vocabulary, students' background knowledge and experiences (Khorri & Ahmad, 2019). Besides, reading comprehension is facilitated for measuring learners' understanding, thus learners are able to identify the author's top-level structure (Alvermann, 2014). Moreover, learners' ability to comprehend the particular content of the course can be called as reading comprehension (Khorri & Ahmad, 2019). Besides, a good reader can be a contributor to develop their society (Khasawneh & Al-Rub, 2020).

EFL students need to communicate with others to reduce mistakes in communicating and obtain English information (Khataee, 2019). Reading comprehension is a complex process because there is an interaction between writers' thoughts and readers' opinions while reading. It is difficult for students (Mertosono et al., 2020). In the interaction process, the readers should construct the information based on their ability to explain and memorize the information based on their schemata (Oo & Habók, 2020). Therefore, comprehension is the main purpose of reading, students must understand what they have read to receive new knowledge (Wijekumar, 2019).

In fact, students face some problems when understanding the text. One of the basic competencies of reading for high school students is grasping the meaning. It is not easy for grasping the meaning of the text because students must be able in understanding the indicators of reading such as determining the general description, determining the main thought of the paragraph, finding specific information and detailed information, etc. However, the mean score of students' reading comprehension is still low in finding detailed and implied information. It can be seen from the pre-survey that was done on November 2020 during PLP, the eleventh grade students in SMAN 1 Driyorejo showed that one of the classes had an average score 80. The minimum criteria of mastery learning (KKM) of this school is 80. It means that the mean score of that class is very close to KKM. Moreover, the result of the interview with one of the English teachers Mr. Nurudin said that each chapter has a different difficulty level. Thus, sometimes the students can pass the KKM and comprehend the text, and sometimes cannot. Some of them cannot pass the minimum score because of their motivation in reading, the teacher's strategy is not interesting, etc. After implementing this strategy, the researcher wants to know the students' improvement score. Moreover, Many students could not achieve the minimum score because their reading comprehensions were still low, especially on vocabulary mastery (Dhilon, 2020).

Some factors that make students' low reading comprehension which is students' motivations are still weak make students cannot optimize their reading comprehension to read English text and they still have a low understanding of reading literacy. Because of those factors, the students' scores become low (Ati Ningsih, 2018). Besides, some problems or difficulties faced by students are low vocabulary, grammatical, and reading strategies that are very important to reach reading comprehension and reduce their difficulties in reading a text (Samad et al., 2017). Moreover, teaching with an inappropriate strategy can make students confuse and do not understand what the material or the text about. In the teaching-learning process, several texts should be learned by the students at senior high school. One of the texts is explanation text which is a text to tell how and why something happens. It also divides into two kinds which are sequential and causal explanation text. It has generic structures which are title, general statement, series of sequenced statements, and conclusion (Shintia, 2021). As supported by Nulmi & Zainil, n.d., explanation text has purposes to give reason (why something happens) and tell the process (how something happens). It has some language features such as using passive voice,

conjunction, simple present tense, complex sentences and noun groups.

Furthermore, in delivering the material of the English text especially explanation text, teachers have to use the appropriate strategy to make sure that students can understand the material easily. Because of that, students can get confused when have to understand a whole text in school. Thus, the teacher has to use an appropriate strategy to make it easy. In language learning, using an appropriate strategy can assist students to comprehend the text. Sometimes students often read English text, but still be questioned that they can comprehend the text or not (Muhid et al., 2020). Research on instructional strategy is important in the education field, particularly when implementation is a course related to the real-world difficulties of the classrooms (Boardman et al., 2016). It means that strategies are important to manage the classrooms and reduce difficulties that can be faced by learners. One of them is GIST (Generating Interactions between Schemata and Text) strategy.

GIST strategy is a strategy to explain the main idea of a text (Sari, 2018). Summarizing is the focus of GIST strategy. Students have the opportunity to assemble important information and recognize important vocabulary into a summary to indicate the gist of what they read (Octavia & Wilany, 2018). Besides, asking students to read using GIST strategy is the way to improve their comprehension of the text that they read (Rahmawati et al., 2020). According to Ati Ningsih (2018) stated that GIST strategy can upgrade the students' motivation, it can be a pleasant reading process, and it can help students to increase their vocabulary mastery. Besides, GIST strategy can be useful for the students to understand the entire text easily and improve their comprehension by summarizing what they have read (Rahmawati et al., 2020). As supported by Alfiana (2017), GIST strategy is one of the useful strategies and needs to be applied by the students to reduce their difficulties when reading the entire text. Thus, this strategy gives the students a chance to recognize important vocabulary and important ideas in summary (Octavia & Wilany, 2018).

GIST strategy has several steps, according to Ati Ningsih (2018), GIST strategy's steps are (1) the teacher guides the students to make some groups, (2) the teacher exhibits GIST strategy, (3) the teacher gives instruction for the students to write the main idea of the text in 20 words, (4) both of them discuss the summary that has been made by the students, (5) the students summarize the first paragraph till the last in 20 words, (6) the teacher compares each summary to the others, and (7) the teacher assesses and evaluates their understanding and progress. Moreover, according to Ayiz (2018) stated that the procedures of the GIST strategy are (1) choosing a passage, (2) asking the

students to read the first paragraph then create a summary based on the passage in 20 words with their own words individually, (3) giving instruction for the students to write the 20 words on the blackboard, it can help their summaries, (4) showing the next paragraph then asking them to make summary again in 20 words, and (5) asking the students to continue the steps until the end of the paragraph and until they have their end summary for the entire passage.

Many studies found that GIST strategy has some advantages. As supported by Rifa'i (2019) showed that GIST strategy is very useful for recognizing the main ideas, helping students remember the text which they read before, omitting unnecessary information, recalling a summary from the text. Besides, Sari (2018) explained that GIST strategy can be used to promote reading comprehension because it can help students to decide the main information from one sentence to another after that continue it for the whole paragraphs.

Besides advantages, many studies also reported that GIST strategy has some disadvantages. According to Albantany (2018) explained that there are some disadvantages of GIST strategy such as (a) show students' quality, (b) comprehend the text quickly is not easy, and (c) students' who have the low ability in reading comprehension become not confidence. Besides, the study from Wulandari (2019) showed that the implementation of GIST strategy spends much time and difficult to use GIST strategy for all of the students.

GIST strategy is still rarely researched. Many previous studies only focused on the effectiveness of GIST strategy for elementary, junior high school, and university students, but this study focused on implementing the use of GIST strategy in teaching reading comprehension for high school students and the improvement of students' reading score after using GIST strategy.

Thus, the researcher is interested to know the improvement of students' scores after applying GIST strategy in comprehending explanation text, the implementation of GIST strategy in teaching reading comprehension on explanation text, and the students' responses on the implementation of GIST strategy.

METHOD

Design and Subjects

This study used quantitative and qualitative method. According to Ary et al. (2010), quantitative method is a method which uses a numeric data to clarify relationships, cause and effect, and emphasize theoretical significance. In the other hand, qualitative method is a method which uses narrative description data to understand a phenomenon. Based on the research questions, the

researcher wants to know students' score as the results by using a pre-experimental design through pre and post-test, observes how the implementation of GIST strategy in teaching reading comprehension on explanation text during their learning activities by using observation, and wants to know the responses of the students after using GIST strategy by using interview. A pre-experimental design is an experiment that may be carried out in an intact or existing class which conduct pre and post-test in a one class (Nurmila, 2020). Besides, pre-experimental design is a design which conducting the research to one single group and using a treatment to assume that there is a cause change (Ali Bin-Hady et al., 2020). The researcher applied SPSS Version 25 using t-test to analyze the data to know whether there was an improvement or not on the students' reading comprehension and the different scores from pre-test and post-test after using GIST strategy. SPSS is a statistical analysis tool and data management which has a very informative data processing capability.

The research subjects of this study were 22 students (17 girls and 5 boys) in XI-IPA 1. The subjects were chosen because students in XI-IPA 1 have implemented GIST strategy. Moreover, three students from XI-IPA 1 were randomly chosen to be interviewed to get further analysis of the data. The researcher analyzed the data from the observation rating scale, field note, and interview based on several stages from Ary et al. (2010), those are: a) familiarizing and organizing; b) coding and reducing; c) interpreting and representing.

The pre and post-test were online test that were done by the students through online class by using pre and post-test to calculate the students' scores. Each test consists of 20 questions of multiple choice based on the explanation text material. Besides, the researcher used observation rating scale and field note to give a brief explanation regarding the atmosphere in the XI-IPA 1 online class to learn explanation text by using GIST strategy. During the online class, the researcher made a list of activities to make a field note and give a checklist to the observation rating scale. The last, the researcher used a semi-structured interview with an open-ended question which is used to investigate the interviewees a chance to clarify their reading comprehension after using GIST strategy. Semi-structured interview is the interview that combines between interview guidelines which have been organized by the researcher and some questions which directly asked by the researcher where the interviewee can elaborate their answer (Santo-Tomás Muro et al., 2020). The researcher made interview guidelines with seven main questions, then recorded it during the online interview.

RESULTS AND DISCUSSION

Results

Students' scores after applying GIST strategy

The findings for the first research question, the research's result was provided from the result of the pre-test and post-test. Table 1 describes the minimum and maximum score of pre and post-test, the next describes the mean score of students in pre and post-test, the next describes paired sample correlations, and last describes paired sample T-test.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	22	35	90	72.27	15.409
POSTTEST	22	75	100	89.77	7.316
Valid N (listwise)	22				

The table above describes the students' minimum and maximum score before and after teaching explanation text by GIST strategy. From the table above, it could be known that the students' score from pre-test to post-test had improved. The minimum scores of the students were 35 have increased to 75 and the maximum scores of students were 90 have increased to 100. It could be concluded that the students' reading comprehension after using GIST strategy had improved.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	72.2727	22	15.40928	3.28527
	POST TEST	89.7727	22	7.31555	1.55968

Table 2 shows students' mean scores before teaching by GIST strategy in students' pre-test and the students' mean scores of post-test after the teacher applied GIST strategy. The mean score of the pre-test was 72.2727 and after applying GIST strategy had improved to 89.7727. It could be stated that GIST strategy made the students easier in reading.

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	22	.311	.159

Table 3 shows the result of correlation between pre and post-test. The value of correlation was 0.311 with a significant 0.159. The significant was $(0.159) > 0.05$, thus it could be stated that no correlation between variables of pre-test and variables of post-test.

Table 4. Paired Samples T-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	-17.500	14.8604	3.16826	-24.0876	-10.9124	-5.524	21	.000

The table above shows the result of paired sample of T-test. The value of t was $5.524 > t$ table (2.074). It could be said that there was a significant difference in students' reading comprehension after using GIST strategy. The significant two-tailed $0.000 < 0.05$ showed that there was a significant improvement from pre-test to post-test. It could be stated that after using GIST strategy, students' reading comprehension had improved significantly.

The implementation of GIST strategy for teaching reading

To know the implementation of GIST strategy for teaching explanation text, the researcher held observation on the activities of the teacher and XI IPA 1 students during the process of teaching-learning. The observation was conducted twice that were in the first meeting (March 14, 2021) and the second meeting (March 18, 2021) through zoom meeting by using online platform. The observation results using observation rating scale are described as the following:

In the first meeting, the teacher gave pre-test which consists of 20 multiple choice questions to the students to know their prior knowledge on explanation text. It could be seen from the transcript of the field note below:

Teacher
"I have a pre-test for you related to our material today. Please complete it in 30 minutes and do it individually"
 (After 30 minutes)
"Have done students?"

All students
"Done, Sir"

Teacher
"OK, Good. Today we are going to study about explanation text. Are you ready?"

All students
"Yes, Sir"

After that, the teacher implemented GIST strategy which had six stages. In the pre-activity, the teacher gave regard to the students, check their attendance, and do brainstorming related to the material with very good point. It meant that the teacher has done the pre-activity clearly. There were some stages of GIST strategy in the while-activity. The first stage was giving short text/passage. In this stage, the teacher gave a short explanation text and the title was *"how a tsunami happens"*. Good point for this step because the teacher could provide an appropriate explanation text. The next stage was reading and summarizing the first paragraph. In this stage, the teacher asked the students to read the first paragraph then create a summary based on it in 20 words individually. Good point for this step because the teacher had good instruction but still there were some students who could not understand the instruction. It could be seen from the transcript of the field note below:

Teacher
"Students please read the first paragraph of how a tsunami happens on the slide, then please create or write a summary based on it in 20 words."

QL_MA_21
"I still do not understand, can you repeat it again, Sir?"

Teacher
 (Re-explain). *"Do you understand?"*

All students
"Yes, Sir" (read and write the summary)

Teacher
"Have done?"

All students
"Yes, Sir"

The third stage was discussing the first paragraph. The student who wanted to present their result of the first paragraph could read it and then the students and the

teacher discuss it together. This stage was good because the teacher just invited a student to show her result and discuss it. The next stage was reading and summarizing the next paragraph. In this stage, the teacher asked the students to continue reading and summarizing the next paragraph till the end in 20 words. The students understood and made the summary each paragraph till the end in 20 words. After that, the teacher asked the students to make a final summary in 20 words, based on summary of each paragraph that have been made by them. This stage was good because the teacher was too fast when giving instruction. The next stage was comparing. In this stage, the teacher pointed two students to read their final summary and compared their result. Good point for this stage from the researcher because the teacher just pointed two students and compare it, it would be better if the teacher could ask more students to know and compare their results deeply. It could be proven from the dialogue below:

Teacher

"QL_HF_21 and QL_AN_21 please read your final summary"

QL_HF_21

"OK, Sir. Tsunamis are a series of powerful and destructive waves and it happens because of earthquakes or volcanic eruptions."

Teacher

"Good. How about yours QL_AN_21?"

QL_AN_21

"Tsunami is a destructive wave from Japan which happens because of natural disasters and people have to be careful."

Teacher

"Good"

The last stage was evaluating. In this stage, the teacher evaluated their understanding about the text. The students could answer the teacher's questions related to the text. This stage was still good, but the teacher should evaluate them by asking one by one not the whole class to make sure that every student could understand the text. The next activity was post-activity. This stage gained good point because the teacher could make a conclusion, close the class, make the final summary together with the students based on the text given, and also give the additional task for the students.

In the second meeting, the teacher reviewed again the explanation text to know more about students' understanding in learning explanation text and gave post-

test. The post-test had the similar following questions with the pre-test to know their improvement of reading comprehension after using GIST strategy. The findings for the second research question from the result of the observation rating scale above showed that the very good stage was the first stage, thus the teacher should maintain that stage. The others were still good but should be more improved. Moreover, the implementation of GIST strategy was still good although the meeting held through online platform and the students could understand the explanation text easily by using GIST strategy.

Students' responses towards GIST strategy

The researcher randomly selected three students from the class that had been researched because of the English teacher's suggestion who said that XI IPA 1 students had almost the same of reading ability. Besides, during the interview section, the researcher also recorded the interview. There were seven main question and two adding question during the interview. The result of interview could be seen from the transcriptions of students' recording during interview section below:

The first question was about their desire to read and type of book that they often read. All of the students said that they like to read novels and some fiction stories because they could understand the meaning of that book easily. The second question was about their passionate in learning reading comprehension. All of them said that they enjoyed to learn it. The third question was about their expertise in finding the main idea of the text and they said as follow as:

QL_AA_21

"For understanding the main idea of the text, usually depends on the text. For example, if the text doesn't use complicated language, I can understand it. Still, if the text uses complex language and contains vocabulary that I never know before, it is usually challenging to understand it. So, I reread it, then I know and know the main idea of that text."

QL_DA_21

"To be honest, if I don't know how to do it, it is tough for me to come up with the main idea, but after learning the trick or method, I can find the main idea in the story quickly."

QL_NS_21

"Yes, it is easy for me"

The findings for the third research question from the interview's result several students' statements above describes that one of the students could easy to understand

the main idea, two of them thought that it depends on the text and the language that it uses and need the trick or method to understand it. Thus, the students had their different challenges to understand the main idea of the text. Next, the interviewee continued their responses about the use of GIST strategy to learn explanation text that could be proven from the following data:

The fourth question was their understanding about GIST strategy. All of them said that GIST strategy is a way or strategy for reading comprehension by summarizing a text to easily understand the vital information in the text. They have known about it because their teacher has implemented that strategy to the class. The fifth question was about the steps of GIST strategy. They could explain it clearly because their teacher has implemented that strategy to the class. The next question was about the problematic step and the reason. All of them said that the difficult step was making the final summary because they write the text that they read in 20 words. Thus, they had to choose only the most essential words. The last question was about whether GIST strategy could help them in learning the explanation text or not, then they said:

QL_AA_21

"Yes, very helpful because after I use the GIST strategy in reading explanatory text, it helps me understand the content and information in the explanation text easily."

QL_DA_21

"Yes, this strategy helps me because after using this strategy, when I learn explanation text. I can understand the author's intent and purpose in writing the text quickly."

QL_NS_21

"Yes, because it helps me to understand the facts in the explanation text quickly."

All of the students said that GIST strategy was very helpful to learn explanation text because it could help to understand the content, the information of the text, and the author's purpose easily. From the research of the data analysis above, it could be known that the students' reading comprehension were better and GIST strategy could help them to improve their reading comprehension. Therefore, it made them easier to read and understand the main of the explanation text quickly.

Discussion

This part discusses the result of the research. The result of the first research question from table 4 showed that the students' reading comprehension after using GIST strategy had improved, it could be seen from the value of

the t-test that the score was higher than the t-table (5.524 > 2.074). It could be said that there was a significant difference in students' reading comprehension after using GIST strategy. Additionally, the mean score of the students were 72.27 had improved to 89.77. It meant that GIST strategy was very useful for the students because it could help them to get the better score and could pass the minimum score (80) that had been set by the school. This result was in line with the previous study conducted by Walugianah (2017) who found that after applying GIST strategy the average score had improved in Semarang. Another study from Henti (2019) represented that the average score of the test after using GIST strategy had improved in Bengkulu.

This research had a similar result with the research above which all of them could increase students' scores. Students' score after understanding explanation text by using GIST strategy in learning reading comprehension was better than before the treatment. The students got significant improvement after getting actions by using GIST strategy. The research from Henti (2019) had not reached the research target of the students' scores, it was different from the students' scores of this research which could exceed the target score. The target score was 80.

For the second result showed that students could understand the explanation text easily by using GIST strategy. It meant that students could accept the implementation of GIST strategy and apply it to help them easier to grasp the meaning of the text that had been given by their teacher. GIST strategy had six stages. The result of the observation rating scale from the researcher's observation in online class showed that the very good stage was giving short text/passage stage, thus the teacher should maintain that stage. The others were still good but should be more improved to get an excellent implementation of GIST strategy.

During the implementation of GIST strategy in online meeting had some challenges. First, some students were less active to answer each question from the teacher. Some of them were not initially answer the question by themselves, but they tried to answer if the teacher pointed out them to answer. Second, some students could not activate their motivation in reading, so that they need more time to make a final summary. On the other hand, there were also some advantages in applying GIST strategy. First, the students could activate their prior knowledge to assist them in understanding the text. Second, GIST strategy was an effective strategy to identify main ideas. Third, the students could reduce unnecessary information of the explanation text by using GIST strategy.

This implementation could be successful because this strategy was already implemented by the teacher and its steps were not too difficult to the students for

understanding it. Besides, the teacher did not teach the students with the boring situation, but the teacher made some jokes to create their motivation in reading. In addition, the teacher re-explained his explanation when some students could not get his point and sometimes added some explanations by their language which was Indonesia to clarify some points that the students did not understand. Moreover, the students were excited to learn explanation text by using GIST strategy.

According to Octavia & Wilany (2018) had proven that GIST strategy could help students increase their reading comprehension of one of the schools in Semarang. Besides, GIST strategy encouraged students' motivations and could activate their knowledge in learning reading. It was in line with this research because the implementation of GIST strategy could escalate and develop the students' reading comprehension.

The last result showed that one student could easy to understand the main idea, two of them could not because it depends on the text and the language and need the trick or method to understand it. Thus, the students had their different challenges to understand the main idea of the text. Therefore, the researcher used GIST strategy to help them in learning the explanation text. After using GIST strategy, the students' said that GIST strategy could help them to improve their reading comprehension in learning explanation text. It was in line with the research from Nirmaulana (2020) who revealed that GIST strategy could assist students' reading comprehension at a public school in Makassar. It could be concluded that after using GIST strategy, students got the improvement of their reading comprehension significantly. In another research had the different results that the students' reading comprehension were still low because the students unmotivated in learning reading comprehension. Thus, they did not understand the main idea of the passage.

CONCLUSION

In this research, based on the results and discussion above, the t-test showed that students' scores after getting treatment were higher than before treatment. It could be seen from the value of the t-test that the score was higher than the t-table ($5.524 > 2.074$). In addition, the mean scores of the students 72.27 had improved to 89.77. From this result, it can be concluded that the students' reading comprehension after using GIST strategy had improved significantly. Besides, the implementation of GIST strategy showed that the very good stage was giving short text/passage stage, thus the teacher should maintain that stage. Reading and summarizing the first stage until evaluating stage were still good but should be more improved to get an excellent result. In addition, the implementation of GIST strategy was still good although

the meetings held through online platform and the students could understand the explanation text easily. This implementation could assist the students' reading comprehension, activate their prior knowledge, effective to identify main ideas, and reduce unnecessary information of the explanation text. Moreover, the result of the interview from several questions to the students indicated that the students' reading comprehension were better after using GIST strategy. Therefore, it made them easier to read and understand the main ideas of the explanation text quickly. The researcher concluded that GIST strategy was effective in teaching students' reading comprehension especially on explanation text to the XI IPA 1 students. Thus, it could not be denied that the use of GIST strategy was significantly improved students' reading comprehension.

Suggestions

The researcher would like to give some suggestions to the English teachers, students, and future researchers. First, for English teachers, they should be more creative and motivational in applying GIST strategy to their students in order to create students' motivation in learning reading comprehension. Besides, the teachers should motivate their students before starting the lesson, so that the students will have a good motivation and willingness to learn reading comprehension. Next, for XI IPA 1 students should be more aware and keep their motivation in learning reading because it can help them to increase their understanding. Last, the researcher hopes that this study will give some information and helps future researchers for conducting further research. Moreover, the future researchers should try to conduct the research about GIST strategy in the other language skills; writing, listening, speaking.

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