The Effect of Generating Interaction Between Schemata and Text (GIST) Strategy on Reading Narrative Text of SMK YPIS MAJU Binjai

Ayu Indari[1], Doni Atmaja[2]
[1,2]English Education Study Program, STKIP Budidaya Binjai
a.indari@gmail.com

ARTICLE INFO	ABSTRACT
	The objective of the study was to find out the correlation between students' vocabulary achievement and fluency in speaking English. The population was the second grade student of SMK Negeri Binaan PEMPROVSU. The population were 5 class consist 121 students. This study took a class TKJ and TKR as a sample by using Cluster Random Sampling. In gathering data, used a match test to measure vocabulary mastery and oral test to measure fluency in speaking English. In analyzing data, this study used Pearson Product Moment Formula. After analyzing, it was found r- calculated 0,873. It means that r-calculated was higher than r-table. So the relationship between two variables above were significant. Conclusion is there was a correlation between the students' vocabulary achievement and fluency in speaking English. Researcher compared the r-calculated with r table (0,873 > 0,304) if r- calculated is bigger than r- table, the correlation is significant. And percentage if correlation between students' vocabulary achievement and fluency in speaking English was 76,22%. It means that the students' vocabulary achievement will support fluency in speaking English.

I.   INTRODUCTION

Reading is generally defined as the process of constructing meaning from written texts. Having good reading skill is very important for the students. By reading, students can get more information and knowledge from books, newspaper, magazine, article, journals and others. According to Andrew, "reading is the practice of using text to create meaning". The two key words here are creating and meaning. It means that if there is no meaning being created, there is no reading taking place. Andrew also states that reading is a constantly developing skill. The students got better on reading by practicing. It means that if they did not practice, they did not get better on reading.

In senior high school, reading is not easy. Based on the researchers' observations in SMK Maju Binjai, the students have the problems to understand their English learning especially in reading. The students got difficulties to understand the meaning of texts. The students had difficulties in comprehending their reading text. Their low comprehension is shown when they do not understand what they read. Most of students could read the passage but they did not understand the content of it. They also have difficulties to find the main idea of the text. They did not know each paragraphs tell about, and also they can not conclude the content of the text entirely.

There are some factors that can make students failed in comprehending the text. First, the text was not interesting for the students. The teacher should choose interesting topic for the students and make them want to know what the content of the text. Second, the students were

difficult to find the topic and main idea from the text because of the students were lazy to read a text, they felt the text was complicated. So, the teacher should make them easy to find topic and main ideas. Third, the students were lack of vocabulary. The students were lazy to find the meaning of difficult words. The word learning has a relationship with the word intelligence and intelligence is expressed in the ability to learn. Rezeki, et.al (2018: pp. 1-6). Lack in vocabulary also makes the students did not comprehend in reading well. The students have assumption that learning English reading is the most difficult subject.

However, problems often found in teaching, especially teaching. The reasons for the failure of the study authors examine a possible reason is the use of less accurate methods of learning by teachers. How to present the material to the students is not good, so the result is not effective and efficient. Therefore, it is generlly found a lack of understanding on the implementation of the teaching methods appropriate learning materials.

Seeing the development is there, then one of the techniques to learn the English language that are considered appropriate for reading is using a method of GIST Strategy. Based on the problem above, in order to make comprehension reading text is easier, teacher should use the strategy that is easy for the students in teaching reading comprehension. One of reading strategies have been use to improve students' reading comprehension is GIST strategy. GIST strategy is a comprehension strategy that is used both during and after reading. According to Forget, GIST is stated useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, and help students remember what they read. When using GIST, the students create summaries that consist of 20 or less for increasingly large number of text. This strategy can help the students to understand the content of the text easier and prioritize the information.

II. LITERATURE REVIEW

Definition of Reading

Reading knowledge is broadened and well-informed by reading. Reading is really crucial as our knowledge that is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Reading is the practice of using text to create meaning. It is one of the language skills that people should have in order to communicate in English fluently. According to Johnson (2008) reading is the act of linking one idea to another. It means that each passage must be related. McDonough and Shaw (2012) also stated that reading is one of the most important skills. Reading is the ability to draw meaning from the printed page and interpret the information appropriately. "Reading is making meaning from print and from visual information. But, reading is not simple. Reading is an active process that requires a great deal of practice and skill." It means that reading is complex. It is unlike speech that can be gotten naturally but reading has to be learnt.

For many people, reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they have read accurately. The other difficulty is the reader has to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process. Reading is one of the main four skills that the students need to master in order to ensure success in learning. To learn the language, reading is very important that the student needs.

According to Hill (1984) reading is what the reader does to get the meaning he needs from textual sources. Meanwhile Bond, et.al., (1943) explained "*The meaning of reading as "the process of acquiring and author's meaning and of interpreting, evaluating, and effecting upon those meanings*." F. Dubin explained the meaning of reading as "reading is primarily a cognitive process, which means that the brain does most of the work".

According to Paul S. Anderson, "There are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of context".

a.   Reading for details and fact is reading to know what is done by the subject of the story.

b. Reading for main ideas is reading to get the problem statement.
c. Reading for sequence of organization is reading to know each part of the story.
d. Reading for inference is reading to know what is the writer meant by its story.
e. Reading for classifying is reading to find unusual things
f. Reading for evaluating is reading to know the value of the story
g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Narrative Text

Text is a unit of meaning which is coherent and appropriate for its context. It is words which are put together to communicate a meaning. It can be created by a writer or a speaker. Oxford Advanced Learner's Dictionary stated that "text is the main written or printed part of a book or page contrasted with notes". Creating a text requires us to make choices then we can communicate with others. Our choice of words will depend on our purpose and our context. From the explanation above, the writers concluded the text is a passage that has composition on which a note is written, also it has meaning.

A narrative is a text that tells a story and, in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative has social function to amuse or entertain and to deal with actual or various experiencesin different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy described many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

GIST Strategy

GIST is an acronym for Generating Interaction between Schemata and Text. GIST is a reading strategy used to clarify the main idea of text that they have read. This strategy is developed to help students learn to write organized and concise summaries of their reading. Schemata can be loosely defined as patterns which represent the way experience and knowledge are organized in the mind. Schemata constitute a powerful means used by readers in understanding information which is both explicit and implicit in texts.

Schemata are cognitive structures representing generic knowledge. Structures do not contain information about particular entities, instances or events, but rather about general form. The readers use schemata to make sense of events and descriptions by providing default background information for comprehension, as it is rare and often unnecessary for texts to contain all the detail required for them to be fully understood. It means that many or even most of details are omitted, and readers' schemata compensate for any gaps in the text. There are some definitions of GIST strategy suggested by experts.

According to Cunningham, GIST can effectively improve students' reading comprehension and summary of writing. The GIST is a strategy for taking notes while we are reading and writing good summaries. This strategy works on many levels. First, it helps to focus on what is important when we read. Second, it allows to checks our understanding of the reading by forcing to limit our response in the form of summary. This allows students to put concepts into their own words. So, GIST helps the students to comprehend the passage of their reading with summaries the important information by their own words. NBSS (National Behaviour Support Service) also assumes according to Cunningham, NBSS quoted is:

> "GIST is an acronym for Generating Interactions between Schemata and Texts. It is summarizing strategy. Effective summarizing leads to an increase in student learning. Summarizing requires students to focus on the main ideas of a text and to decide what is

important without omitting key ideas. The ability to summarize has significant benefits for comprehending and ultimately retaining and recalling information. 'Get the Gist', helps them learn to synthesize information, a high order thinking skill which includes analyzing information and identifying key concept".

From the quoted above, GIST focused on main ideas of a text, with the way focused on the main idea for each paragraphs without omitting key ideas, then summaries it. It means that GIST work well in the form of reading and writing. It is possible what students write can show their reading comprehension ability. Klinger and Vaughn stated that "get the gist" can improve students' understanding and memory of what they have learned. Adrienne L. Herrel and Michael Jordan stated there are seven steps in implementing GIST Strategy in reading skill learning:

1) Identifying appropriate text for GIST.
2) Making group
3) Demonstrating the strategy
4) Discussing summary sentence
5) Discussing summary paragraph
6) Comparing the summary
7) Assessing student progress and understanding.

To get the GIST or implementation the GIST, NBSS stated GIST Strategy is different with summing text up. Based on NBSS, to get the GIST, the students should do these following steps:

1) Previewing the text by looking at headings, subheading, pictures, etc.
2) The students should read the selection carefully.
3) The students also highlight the 5 W+ 1 H (Who, What, When, Where, Why, and How) of the text as a main idea.
4) The last step is by writing a 20 words "GIST" summary using the information, in this section is the best way to dig student critical thinking or comprehension about text through the answer sheet.

Generating Interaction between Schemata and Text (GIST) is a summarizing strategy to help students pull out the most important information. According to Sethna (2011), there are some procedures that help the teacher to present GIST strategy as follows:

1) "In this phase, teacher divided class into small groups and shows the class the first paragraph. Have students look at the first paragraph of narrative text and identify the most important or key concepts.
2) Choose a paragraph section of a narrative text and place it on the overhead. For modeling this strategy to the students, find a paragraph that present a concept, event, time period, problem, sequential instruction, and many more.
3) Each student read the paragraph silently and writes a summary of the paragraph in 20 words or less using as many of text.
4) Repeat with the second paragraph but summary must be included information from first and second paragraph and the teacher asks students to summary both sentences.
5) Repeat with the next few paragraphs.
6) The students should end up with 20 words summary of the entire passage at the end. g. Students share their summaries and write a group summary based on all their ideas and writes this on the board.
7) Write a class summary".

The teacher should observe and guide students with these summaries. These summaries can be done in small group. Students can share their group summaries with the whole class.

III. METHODS

Data Source

This research was conducted in SMK YPIS Maju Binjai, which is located on Jl. T. Amir Hamzah village Jati Utomo District of North Binjai Binjai. The research conducted in the first semester

of the academic year 2019/2020. The population of the present study is the Eleventh Year Students' of. The class consists of 3 classes, and there were 118 students. In purposive sampling group selection is based on the characteristics or characteristics of the population that have been SMK YPIS Maju Binjai previously known. This technique is used to achieve certain goals that are in accordance with the interests and consideration of the writers. The samples in this study were students of class X TSM-1 was 32 people as an experimental class and class X TSM-2 was 32 people as a control group.

Research Design

In this research method is the type of experimental research which is one type of research which aims to provide an overview of the influence of variables x and y variables. In this study, a conclusion based on parametric test is test that is based on statistical formulas to conclude a problem.

Table 1.

Class Classification of the Study

CLASS	PRE-TEST	ACTION	POST-TEST
Experiment	T_1	With Using GIST Strategy (X1)	T_2
Control	T_1	Without Using GIST Strategy	T_2

Description:
T1: Provision of Pre test
T2: Giving Post Test
X1: Treatment using inductive learning GIST strategy

Data were collected by using multiple-choice test, the choice of multiple-choice. Each of the test consisted of 5 reading passages and each reading passage will be followed by 6 multiple choice reading comprehension questions, so there will be 30 questions. Correct answer was scored one (1) and wrong answer was scored zero (0). To determine whether or not a text then the test should first be tested to know the valid and the test realibel.

Validity of Test

The validity of this test is to measure the extent of what should be measured. Basically, there are three types of validity, namely: content validity, criterion validity, and construct validity. This study deals with content validity since the item of the test is a good representative for the curriculum and behavioral objectives.

$$rxy = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\left(\sum X^2\right) - \left(\sum X\right)^2\right\}\left\{N\left(\sum Y^2\right)\left(\sum Y\right)^2\right\}}}$$

The test is valid if $r_{hitung} > t_{tabel}$

Realibility of Test

Reliability of the test is the extent to which it provides consistent results when given to different people on different occasions. Therefore, if students score consistently, the test is considered reliable. To determine whether the test is reliable, the author uses the formula KR21.

$$KR_{21} = \frac{k}{k-1}\left(1 - \frac{M(k-M)}{kS^2}\right)$$

Information :
R = Realbility test
K = Many questions

M = Mean
S = Standar deviation

Techniques of Analyzing the Data

The technique of analyzing data of this study is quantitative data. The quantitative data is use to analyze the students' score. They will be collected and analyzed by computing the score of the test. To able to know the Percentage of Absorption (PA) students, research using the following formula:

$$PA = \frac{scores\ obtain\ by\ students}{scres\ maximum} x100$$

Explanation: PA = Percentage of Absorption

To determine the level of student achievement will be determining by the criteria for determining the level of mastery of the student of student's understanding of the material taught.

Level of mastery that will be reflected in the high and low raw scores achieved. The guidelines used is:

90% - 100%   Very High Ability
76% - 89%   High Capability
65% - 75%   Middle Capability
55% - 64%   Low Capability
0% - 54% Very Low Ability

Data Normality Test

Normality test was performed to determine whether or not a normal distribution of data. It is important to known related to the election statutes statistical test to be used. Parametric test, for example, suggests the data to be normally distributed. If the data distribution is not normal, it is recommend using a non parametric test.

IV. RESULT AND DISCUSSION

In this study the sample is divided into 2 groups namely the control class and the experimental class. Each class consists of 32 students. The control class is a class that does not apply the GIST Strategy while the experimental class is a class that uses the GIST Strategy. Before learning is done first students are given an initial ability test, after being given an initial ability test then each class held learning with their respective strategies that have been prepared. After being given the learning by the strategies arranged then students are given a final ability test.

The data was obtained by the authors classifying the results of the initial knowledge and final abilities of students into 32 students obtained as follows:

Table 2.
Results of Control Class

INFORMATION	PRE-TEST	POST-TEST
Mean	64,4	67,2
Standard Deviation	9,6	9,3
High Score	80	80
Low Score	50	50

Based on table 2 above, it is concluded that the average results of the control class posttest are greater than the control class pretest. this shows that tada improved the value from initial ability to final ability.

Description of Experiment Class

The writers have obtained by collecting data from students using achievement tests. Based on the results have obtained by the writers classifying the results of the initial knowledge and final abilities of students into 32 students obtained as follows:

Table 3.
Results of Experiment Class

INFORMATION	PRE-TEST	POST-TEST
Mean	70,6	78,6

Standard Deviation	6,9	7,5	
High Score	85	95	
Low Score	50	65	

Based on table 3 above, it is concluded that the average results of the control class posttest are greater than the control class pretest. this shows that tada improved the value from initial ability to final ability. The comparison between table 2 and table 3 it is clear that the experimental class is better than the control class. It means learning with the application of GIST Strategy is well used in learning English.

Data Analysis

Analysis data consists of data normality test, homogeneity test and hypothesis test where the overall data analysis is illustrated below.

Normality Test

Based on the results of the data normality test on the control class data and the experiment the following conclusions are obtained.

Table 4.

Normality Data Experiment and Control Class

CLASS	TEST	L_o	L_{TABLE}
Experiment	Pretest	0,1361	
	Posttest	0,1531	
Control	Pretest	0,1187	0,1566
	Posttest	0,1261	

Based on the table 4 above, it was concluded that both experimental and control data proved that the data were normally distributed with testing Lo < Ltable then the data is normally distributed.

Homogeneity Test

Testing homogeneity is about the same whether variances of two distributions or more. Homogeneity test which will be discussed in this paper is to test the homogeneity of variance and test Burlett. Homogeneity test is performed to determine whether the data in the variables X and Y is homogeneous or not. To test whether the two homogeneous groups, will be tested the following hypotheses:

Table 5.

Homogenity Test Experiment and Control Class

CLASS	T_{COUNT}	T_{TABLE}	INFORMATION
Experiment	1,2	3,26	Homogeny
Control	1,06	3,26	Homogeny

From the calculations, the value of 0.63 F Calculate the F table at 5% level of 3.23 was obtained. Then $F_{count} < F_{table}$ so Ha is received, the data in the two classes came from the same variance (homogeneous).

Hypothesis Test

After the calculated average value and standard deviation of the results of the control class and experiment class, further testing the hypothesis by calculating the data in the formula "t". Based on the calculation results contained in attachment 11 obtained that calculation to 64.3 while the table for 3.65 then to> t table, so that Ho is rejected and Ha is accepted. This means that the hypothesis proposed in this study is true, i.e there is significantly effect of Generating Interaction between Schemata and Text Strategy on reading narrative text of SMK YPIS Maju Binjai.

Research Findings

In a study on the effect of Generating Interaction between Schemata and Text Strategy on reading narrative text of SMK YPIS Maju Binjai, found some things:

1. The average value of the pre-test and post-test the student's ability to control class 64.4 and 67,2 with standard deviation value of 9.6 and 9,3. The average value of the pre-test and post-test the student's ability experimental class of 70,6 and 78,6 with a standard deviation of 6,9 and 7,5.
2. Based on data normality testing it is known that the overall data both control class and experimental class data are normally distributed data. While the homogeneity of data testing is known that the overall data is homogeneous type
3. With the price of t = 64,3, r criticism known price at the level of 5% gained 3,65 then 64,3 > 3,65, then the hypothesis of a significant means of experiments conducted have an influence on the experimental group. So that the proposed hypothesis that "There is Significantly effect of Generating Interaction Between Schemata and Text Strategy on reading narrative text of SMK YPIS Maju Binjai".

Discussion

After the writers processed all the data through the tabulation of data, then the writers will analyze the data as follows: (a) the use of GIST Strategy script on the subject of reading can enhance students' understanding in reading; (b) Students' reading comprehension ability has improved after learning by using GIST strategy; (c) student's difficulties in reading improved after learning by using this strategy.

V. CONCLUSION AND SUGGESTION

Discussion of the results of this study concluded that: with the price of t = 64,3, r criticism known price at the level of 5% gained 3,65 then 64,3 > 3,65, then the hypothesis of a significant means of experiments conducted have an influence on the experimental group. So that the proposed hypothesis that "There is Significantly effect of Generating Interaction Between Schemata and Text Strategy on reading the narrative text of the 20 19/2020 tenth years of SMK YPIS Maju Binjai".

Suggestion

Based on these results, the writers propose some suggestions as follows: 1) let the teachers always apply various methods of learning so that students feel interested to learn; 2) should improvement of learning facilities in the form of instructional media and reference books appropriate lessons. To the parents to pay attention to their children to study hard and reprimand when no homework given by the teacher.

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