

Edukatif: Jurnal Ilmu Pendidikan Volume 3 Nomor 4 Tahun 2021 Halm 1101 - 1111

EDUKATIF: JURNAL ILMU PENDIDIKAN

Research & Learning in Education https://edukatif.org/index.php/edukatif/index



The Implementation of Gist Strategy to Teach Reading Comprehension In Senior High School

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Abstrak

Untuk mengajar siswa dalam pendalaman pemahaman membaca, guru seharusnya memilih cara yang tepat untuk mencapai tujuan mereka dalam pencapaian pemahaman membaca dengan memahami isi dari sebuah teks dengan baik. Tujuan utama dari membaca adalah untuk menemukan pikiran utama dari apa yang telah murid baca, untuk menghasilkan berfikir kritis dalam membaca, juga untuk menulis ringkasan mereka berdasarkan sebuah teks bacaan. Oleh karena itu, dengan menggunakan strategi yang tepat saat proses pembelajaran, itu diyakini akan membantu siswa untuk meningkatkan pemahaman membaca mereka. Kemudian, GIST strategi adalah sebuah strategi belajar untuk mengajar siswa dalam memahami teks bacaan yang pantas untuk siswa saat proses pembelajaran. Disamping itu, tujuan dari penelitian ini adalah untuk menemukan penerapan GIST strategi dan hasil setelah menggunakan GIST strategi selama proses pembelajaran. Data dari penelitian ini diperoleh melalui observasi terhadap 36 partisipasi dari SMA di Tuban. Hasil dari penelitian menunjukkan bahwa penerapan GIST strategi didalam teks eksplanasi membantu siswa dalam pemahaman teks bacaan dengan baik. Itu dapat terlihat dari hasil tugas membaca siswa setelah menerapkan GIST strategi dan data dianalisis dengan menggunakan ESL *Composition Profile* dengan pertimbangan bahwa tugas dalam bentuk rangkuman berdasarkan kata-kata mereka sendiri terhadap teks bacaan.

Kata Kunci: pemahaman bacaan, strategi GIST.

Abstract

In order to teach students in reading comprehension, the teachers should choose the right way to achieve their goal in students' reading achievement by understanding content of the text well. The main purpose of reading is to find the main idea of what the students have read, to create their critical thinking in reading, also to write their own summary towards reading text. Therefore, by using the suitable strategy while teaching and learning processes, it is believed that it would help the students to enhance their reading comprehension. Then, GIST strategy is a learning strategy to teach students in comprehending a reading text that suitable for the students while teaching and learning processes. On the other hand, the purpose of this study is to find out the implementation of GIST strategy and the result after using GIST strategy during teaching and learning processes. The data of this study were gained through observation toward 36 participants of senior high school students in one of school in Tuban. The result showed that the implementation of GIST strategy in explanation reading text help the students in comprehending explanation reading text well. It can be seen in the student's reading task result as the result after applying GIST strategy and it was analyzed by using ESL Composition Profile considering that the task was in the form of summary based on their own words towards the reading text.

Keywords: reading comprehension, GIST strategy.

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Email : selvieanggara99@gmail.com ISSN 2656-8063 (Media Cetak)
DOI : https://doi.org/10.31004/edukatif.v3i3.495 ISSN 2656-8071 (Media Online)

DOI: https://doi.org/10.31004/edukatif.v3i3.495

INTRODUCTION

Reading is the process of receptive skills to absorb the information from someone's writing. Then, reading is not only read the text but also know the meaning of the text. It is easier for learners to reach the target language in English by having good reading behavior. Furthermore, reading becomes an essential part of the learner to learn English. According to Marashi & Rahmati (2017), reading is a cognizant and insensible process, which is the reader could use several strategies to reconstruct the meaning. The argument concludes that reading is a process of transferring knowledge from someone's writing. Another statement from Grabe & Stoller (2013) reading is an evolving ability influenced by patterns of reading habits. It means that how often the learners have an effort to practice reading habit frequently can affect their reading ability. Eventually, the learners need a strategy to help them understand and interpret the writing's information by reading comprehensively.

In addition, reading is not about reading in every sentence in the passage but also to comprehend the contents of the context of the text very well. Thus, reading comprehension can infer the text or passage, recognize, and understand words by meaning. Hence, having reading comprehension also requires students' background knowledge. Brown (2011) stated that background knowledge and cultural experience create the learners' interpretations. When the learners did not understand the text or passage's content, they could not get information from the passage and did not have any schemata of the texts, and they will difficult to interpret the passage. To develop reading comprehension, the learners should read more. Sometimes, reading more could make the learners bored and not sure that they know what they are reading. Things like that can be called reading unconsciously. Most learners have difficulty memorizing the information they have read, especially for long texts such as explanation text, analytical exposition, and narrative text.

However, reading comprehensively by understanding the indicators of reading comprehension is still difficult to do by the learners who are still less interested in learning English. According to Harmer (2010), most of the learners have lack of vocabularies and they have difficulties in connecting with their prior-knowledge. They could not find the correct information based on the text that they have read. In reading, most of the learners might find some unfamiliar words, consequently, the teacher needs to create activity to encourage the students' ability in understanding and interpreting the information in a text and also to increase the students' vocabulary. Furthermore, the main purpose of reading is to find the main idea of what the students have read, to create their critical thinking in reading, also to write their own summary towards reading text.

Another factor of students' difficulties in reading is that the teacher couldn't use reading strategies well because the teacher just follow the material of the textbook by reading the text translating into Bahasa Indonesia without focus on comprehending the text (Simanjuntak, Sibarani, & Gultom, 2018). As a result, it makes the students passive in the teaching learning process and if the students are given other text, they cannot comprehend the text without their teacher's help (Kara, 2019). Eventually, the teacher leads students' reading activity monotonously and it impacts to the students' interest and motivation to read the text especially in a long text. As a result, it makes the learners get difficulties to comprehend the text and lack of motivation to read without any reading strategy. Those statement indicate that the students need learning strategies to make it easier for them in comprehending the text. According to Bouchard (2015) reading strategies considered effective for native speaker can also beneficial for students reading in a new language. One of the strategies to help students' reading comprehension is the Generating Interaction between Schemata and Text (GIST) Strategy. GIST Strategy is a reading and writing strategy that helps the students comprehend what they are reading and shows them how to record the information into an organized summary. Octavia & Wilany (2018) stated that GIST is functional to classify, analyze, and identify the passage, eliminate the

DOI: https://doi.org/10.31004/edukatif.v3i3.495

sentences of the unnecessary information, and helps the learners to memorize the content of what they have read.

Some studies were conducted to investigate the implementation of GIST strategy in reading comprehension. According to Sofyan A. Gani, Yusuf, & Erwina (2017), GIST strategy in teaching reading comprehension is one of the effective strategies for the students in order to understand the text, so that they can summarize the paragraph and find out the critical information of the text. Another research from Octavia & Wilany (2018) stated that the GIST strategy encouraged the students to be more active and motivated in teaching reading, they were used narrative text and the subject of the research was for junior high school. A study conducted by Luh (2010) said that the result of students' reading comprehension test showed that the students who were taught by GIST showed better achievement in reading comprehension than the students who were taught by conventional reading technique. Furthermore, the result was clear that GIST strategy could develop the students' reading comprehension.

From the previous study results that have been elaborated above, the researcher assumes that the GIST strategy could be implemented for junior high school or senior high school students with various functional texts that have been used as research materials. Therefore, the researcher wanted to know if the GIST strategy could be implemented in an explanation text. According to Simanjuntak, Sibarani, & Gultom (2018), almost all students are failed in reading comprehension because they are not taught reading well, especially in a long text. Therefore, this study focuses on the implementation GIST strategy in a long text especially in explanation text, also described the result of students' reading comprehension after applying GIST strategy.

Regarding to the background of the study, the researcher formulated the research questions: (1) How does the implementation of the *Generating Interaction between Schemata and Text (GIST)* strategy help students' in comprehending explanation reading text?. (2) How is the result of the implementation of the *Generating Interaction between Schemata and Text (GIST)* strategy toward students' reading comprehension in explanation reading text?. Therefore, the purpose of this research is to describe the implementation of the Generating Interaction between Schemata and Text (GIST) Strategy in teaching explanation reading text. Thus, this present study concerned in "to what extent does GIST strategy help students in comprehending explanation reading text.".

METHOD

Regarding to the research questions of this study, the researcher used descriptive qualitative analysis study as the research design. According to Ary et al. (2010), descriptive qualitative research is to understand the phenomenon by focusing on the social phenomenon seen from the humans' perspective in the natural setting. Hence, this study was conducted in one class of eleventh grade classroom in one of the state senior high school in Tuban consist of 36 students who had implemented GIST strategy in their reading process for achieve their reading comprehension. The data of this study were taken during one meeting (two hours) while teaching and learning processes in explanation reading text.

In order to answer the research questions, this study used online observation because of Covid-19, so the teacher used virtual meeting to teach the students and the researcher had observed by Microsoft Team. Therefore, the data was collected through an observation using observation fill-notes regarding applying GIST strategy in the teaching and learning activities. The researcher was observed the teacher's communication action, and how the teacher delivered the material during teaching and learning processes until the lesson was done. Moreover, to know the students' reading comprehension after applying GIST strategy, the data was obtained from the result of the students' reading task. Eventually, after the researcher collected the data, the researcher analyzed the data by using method from Ary et al. (2010). The method consists of a) familiarizing and organizing, b) coding and reducing, c) interpreting and representing. The purpose of this method in order

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to answer the research questions. In the student's reading task result as the result after applying GIST strategy, the researcher was analyzed by using ESL Composition Profile considering that the task was in the form of summary statement based on their own words towards the reading text. ESL Composition Profile by J.B. Heaton (2011) would be analyzed and divided into several aspects such as Content, Organization, Vocabulary, Language, and Mechanics. All of the aspects would be categorized into excellent to very good, good to average, fair to poor, and very poor.

RESULTS AND DISCUSSION

The Virtual Meeting Situations of the Lesson

The virtual meeting was eleventh graders in one of the state senior high school in Tuban. there were consisting of thirty-six students from fifteen males and twenty-one females. The virtual meeting was conducted because of Covid-19, so the teacher and the students prohibited to do face-to-face learning activities directly as always. Therefore, the teacher used Microsoft Team and still give explanation to the students although in virtual meeting or online class. The teacher provides the videos related with the topic in explanation text and used power point as a tool to explain the material. Before the teacher began the lesson, he waited the students for joining in the online class.

Teacher's Activities

To beginning of teaching and learning activities after all the students was join in the virtual meeting, the teacher started the online class by greeting the students and give the students motivation on that day (1). Then, after give motivation to the students, the teacher checked the attendance list one-by-one and start to ask the students about the previous material last meeting (2).

- (1) T : Assalamu'alaikum Wr. Wb. Good afternoon class, how are you today?
 - S : Wa'alaikumussalam Wr. Wb, Sir. Fine, thank you, how about you, Sir?
 - T: I'm good. Thank you. Okay good, saya harap kalian tetap mematuhi protocol Kesehatan sehingga dapat terhindarkan dari penyebaran virus covid-19 dan semoga di tahun ajaran baru kita dapat tetap muka secara langsung di Sekolah."
 - S : Yes, Sir.
- (2) T : Okay, before I start the lesson, who is absent today?
 - S : Nihil, Sir.

Moreover, the teacher stimulated the students' prior-knowledge by provide the video (3). The purpose of the teacher shown the videos to build the students' background-knowledge as a part of brainstorming before the students get the material about explanation text.

- (3) T : Alright, now... I want to ask about the last material last week. Do you still remember about the last week we discussed about?
 - S : About personal latter, Sir.
 - T : Good, I think you still remember about our last materials, so today we are going to discuss explanation text. Before I explain it, let me show you a video.
 - S1 : Okay, sir. Sorry I cannot hear the voice of the video clearly.
 - T : Hold on, so now is it clear?
 - S : Clear, Sir.

As stated before, the video is a media for the teacher to stimulate the students' prior-knowledge as a part of brainstorming before starting the class.

The Implementation of GIST strategy in Teaching Explanation Text

In this session explained about how the teacher applied GIST strategy in teaching and learning activities especially in teaching explanation reading text. Applied GIST strategy will answer the two-research question

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of this research. Hence, there were four parts: the teacher implemented generating stage, the teacher implemented interaction stage, the teacher implemented schemata stage, and the last the teacher implemented summarizing stage.

On the other hand, this session also focused on the students' reading comprehension after applying the stages of GIST strategy in teaching and learning processes.

The Extent of Generating Stage Help students in Comprehending Explanation Text

The result of researcher's observation, the researcher found that the teacher was applying generating stage in order to give the students stimulation to know the various of text especially in explanation text. The teacher used videos as the teaching tools to show the explanation about rain and rainbow occurred. The material was about How Does Rain and Rainbow Happen.

Firstly, the teacher began this stage by opening his laptop and share the videos about How Does Rain and Rainbow Happen (4). Therefore, the teacher asked them to observe the video carefully before the teacher asked them several questions related to the video.

(4) T : Ok... now please explain about the videos that already you see. Volunteer please.

S5 : Itu pak tentang proses terjadinya hujan dan Pelangi.

T : In English, please.

S5 : This video tells us about the processes of rain and rainbow.

T : That's right. Okay now... please explain the process of rain and rainbow.

S2 : Pakai Bahasa Indonesia ya, Sir.

T: It's okay.

S2 : Jadi proses terjadinya hujan karena adanya penguapan air laut kemudian adanya evaporasi dan kondensasi sehingga terjadinya hujan. Lalu untuk terjadinya Pelangi sebenarnya dari pembiasan cahaya, Pak.

T : Okay good, another opinion?

S : No, Sir.

T : Ayo ini masih awal pembelajaran harus semangat, I will give an additional score for active students.

S10 : Sir, I want to try your questions. Rainbow is formed by the refraction of sunlight by water droplets in the atmosphere.

T : Okay, good.

In the conversation, it shown that the teacher tried to handle the class in virtual meeting to make them sot passive and to be active in the online class. When the teacher implemented this stage, the students seemed very lazy at the beginning. Therefore, the teacher has an idea to give them an additional score to the students who active during teaching and learning processes. After that, the students seemed very competitive with each other's. Consequently, the students more excited and enjoyed during activities in this stage. It can be seen when they tried to answer the teacher's question although some students used Bahasa to deliver their ideas. It is in line with the theory from Bouchard (2015) who explained that in generating stage students be acquainted with the text that has been learning during teaching and learning processes. After answering all the questions, the teacher always appreciates the students' answer whether the answer is true or false.

To sum up, during generating stage, almost of the students had the ability to deliver their ideas about How Does Rain and Rainbow Happen after observing the videos. Also, the students have the confidence to explain their answer bravely.

The Extent of Interaction Stage Help Students in Comprehending Explanation Reading Text

In the result of observation, the researcher found that the teacher was applying interaction stage in order to comprehend the students by using explanation text as a material. The purpose of this stage is to recognize of students' understanding about the topic. The activity of this stage is the teacher asked the students to observe

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the color-words in the paragraph and find out the meaning of the words, so the students have an interaction between the text and their prior-knowledge.

First, the teacher began this stage by giving the students explanation reading text using Power Point and asked them to observe also identify the meaning of coloured-words that has been coloured by the teacher (5). The teacher said that the students could asked anything based on the Power Point. Eventually, during this implementation, there were three students who asked questions related to the topic.

(5) T : Okay, now...let's move on the next slide. In this slide I'm provide you the explanation reading text.

T : Now... please identify why I give some colour of the words in the paragraph.

S11 : Pak, kalimat yang di block menggunakan warna kuning apakah karena kalimat tersebut mengguanakan simple present tense?

T : That's right. How about others?

S7 : The blue one is indicated that this sentence is the main idea of each paragraph?

T : Ok, good. How about you Thirafi?

S23 : Yes, sir. I have same answer but I want to added some information that in the purple colour means that the sentence using passive voice, Sir.".

In this stage, the teacher got good respond from the students might because the teacher used coloured-words in the paragraph, so the students feel curious and try to guess the meaning of it. The teacher directly gives the feedback to the students about their answers and try to encourage other to deliver their opinions. Therefore, from this observation it can be said that the level of student's understanding about the paragraph is quite good considering that they could answer the teacher questions and directions. In other hands, by implementing this stage, the students could also develop their critical thinking ability since the students observed the coloured-words in each paragraph during teaching and learning processes. It is line with the theory from Bouchard (2015) who said that when students have an interaction between the text and their prior-knowledge, they are likely to develop their critical thinking ability during teaching and learning processes.

To sum up, during interaction stage the students learned how to build their critical thinking by observing the paragraph and combine their prior-knowledge to develop their ideas. In this stage, the students seemed active to ask question also to answer the teacher's questions.

The Extent of Schemata Stage Help Students in Comprehending Explanation Reading Text

In the result of observation, the researcher found that the teacher was applying schemata stage in order to get the gist (important information). Usually, this stage also give correlation between the materials being read and the previously stages. The teacher provide slide show in the power point about How Does Rain and Rainbow happen as the teaching tools.

On the third stage, the teacher asked the students to read the text completely in order to find the gist of the text (6). In this stage, the teacher still used Power Point as a media to teach students and give them the explanation reading text. Hence, the teacher gave them the simple text explanation so that the students could read the text well in the slide. After the teacher asked them to read silently, then the teacher asked them to read aloud. During reading aloud, the teacher chooses the students who wants to read one paragraph and translated into Bahasa, so one student would translate one paragraph and students who participated will be given an additional score.

(6) T : Is it clear for you this paragraph? Can you read the text clearly?

S : Yes, Sir.

T : Okay, so now please read silently I will give you 10 minutes to read.

S : Yes, Sir.

T : Are you finish?

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- S1 : Finish.
- T : Alright, I will choose one of you to translate the first paragraph into Bahasa. Aldi, please translate the first paragraph.
- S1 : "Rainbow is a natural phenomenon when an arc of color which is made by light striking water droplets appears in the sky. This phenomenon **generally** happens after rain. The sequence of rainbow colour is always started with red, then followed by orange, yellow, green, blue, indigo, and violet."

Translated:

"Pelangi adalah fenomena alam ketika busur warna yang dibuat oleh tetesan air yang mencolok muncul di langit. Fenomena ini umumnya terjadi setelah hujan. Urutan warna pelangi selalu diawali dengan warna merah, kemudian disusul dengan warna oranye, kuning, hijau, biru, nila, dan ungu."

- T : Alright, good, so what do you think about the first paragraph.
- S1 : In first paragraph talks about the origin of Rainbow.
- T : OK, Thank you.

From the result of observation, the condition of the lesson became more serious since the teacher choose the students randomly, it makes the students paid a lot of attention to the text they hold. Not only because the teacher chooses them randomly, but also after the students translate the sentence, the teacher will be asked them about what is the gist that they already find out. In this stage, the students could make a connection between the previous stages that which has been done. Therefore, it is in line with theory Bouchard (2015) who said that in schemata activity students can comprehend the text well with translated the text so they can get the gist of the text.

To sum up, the students looked more serious during schemata in the text or get the gist stage. the students also gave good respond to the teacher. Moreover, it means that the teacher was great and successful while applying these stages because the teacher encourages them to be active.

The Extent of Summarizing Stage Help Students in Comprehending Explanation Text

In the result of observation, the researcher found that the teacher was applying summarizing stage in order to recognize the information and help the students to memorize the information of the text well. The teacher began this stage by asking the students to write the summary. In the summary stage, the teacher was divided into three categories summary.

First is Summary Point. Summary point means that the students would rewrite the point of information based on the text in each paragraph, but the summary always added from first paragraph until last paragraph. Second, the teacher asked the students to write an important information or important words it depends on the students. The last was the teacher asked the students to write summary statement based on their own words and still added the information from first paragraph until last paragraph. Here, the teacher gave the students 30 minutes to finish their summarizing task (7).

- (7) T : Students, the next activity is I want you to write a summary. The first is write a summary point, summary of important information or words, and the last summary statement.
 - S1 : Banyak sekali Sir menulis summarynya. Apakah ada perbedaanya ya?.
 - T: "Jelas ada, kalau di Summary Point kalian dapat menuliskan kembali informasi apa saja yang kalian dapatkan pada paragraph pertama, lalu kalian elaborate dengan paragraph selanjutnya sampai di last paragraph. Lalu untuk summary of important informarion or words kalian menuliskan point-pointnya saja pada setiap paragraph atau kalian bisa menggantinya dengan menuliskan key words dari setiap paragraph. Dan yang terakhir adalah summary

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statement, disini kalian diminta untuk menuliskan summary statement based on your words tidak boleh sama persis dengan kalimat yang ada di teks.. Do you understand what I mean?

S : Yes, Sir

T : Okay good, so I will give you 30 minutes to do this task. Is it enough for you?

S : Insyaallah, Sir.

T : Okay, now volunteer please who wants to present their summary.

S20 : *Saya*, Sir. My summary statement of first paragraph is tsunami occurs when a major fault under the ocean floor suddenly slips. For my summary of important information is Tsunami sir because tsunami is key word of this paragraph, and for my summary statement by own my word is Tsunami caused by a large and sudden displacement of the ocean. Its displaced rock pushes water like a giant paddle, producing powerful water waves.

T : Okay, Excellent. Ayo yang lain, silahkan.

S16 : "Haykal, Sir. My summary statement of second paragraph is Tsunami caused by a large and sudden displacement of the ocean. Its displaced rock pushes water like a giant paddle, producing powerful water waves. For my summary of important word is the tsunami waves and my summary statement is Tsunami caused by a large and sudden displacement of the ocean. Its displaced rock pushes water like a giant paddle, producing powerful water waves."

T : "Okay Good, Haykal. How about the last paragraph?"

S30 : "Me, Sir. My summary statement of third paragraph is Tsunami washes ashore with often disastrous effects. For my summary of important word is the disastrous effects because in the last paragraph focus on the effects of tsunami, and my summary statement is Tsunamis can have a huge impact on everyday life.

Based on the observation, it can be seen that during this summarizing stage, most of the students were excited to do their task because usually when they write a summary, they did not combine each paragraph and just take one paragraph to write a summary. This stage would train them to be able to elaborate the whole information from each paragraph. It is line with the theory from Burke (2010) who said that the students need to write summary using their own words to help them in memorizing the important information after reading text. From the observation, the teacher asked the students to turn-on their camera so the teacher could control the lesson well. Every five minutes the teacher asked to the students about their work.

The result of the students' writing summary were analyzed by using ESL Composition Profile adapted from J.B. Heaton (2011). The researcher was adapted the components from J.B. Heaton (2011) because all the components have correlation and appropriate with the researcher need to analyse the students' summary. The components itself consist of content, organization, vocabulary, language use, and mechanics.

The Result of Students' Reading Task

Students' summary statement task results are actually to determine the students' reading comprehension after implementation GIST strategy as their strategy in the reading activity during teaching and learning processes. In this research, there were thirty-six summary statement as a reading task for the result of the GIST strategy that had been analyzed by the researcher, but there were only a few as a representative. Here, the researcher chose the students' reading task written by student number 36 as the representation.

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Table 1. Students' Reading Task

Summary of Tsunami Text

> Paragraph 1

Summary point:

Tsunami occurs when a major fault under the ocean floor suddenly slips.

Important words or information:

The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface.

Summary Statement:

Tsunamis occur due to movements on the ocean floor which cause the water on the surface to move to form strong water waves

> Paragraph 2

Summary point:

Tsunami waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline.

Important words or information:

Where their height increase as they reach the continental shelf, the part of the earth's crusts that slopes, or rises, from the ocean floor up to the land.

Summary Statement:

Tsunami waves will continue to spread to the surrounding area. The higher the wave, the wider it will spread

Paragraph 3

Summary point:

Tsunami washes ashore with often disastrous effects.

Important words or information:

It causes disastrous effects, such as flooding and loss of lives due to drowning and damage to property.

Summary Statement:

Tsunami caused many casualties as well as property damage.

First, in the content aspect, this summary was categorized into excellent to very good because the summary was relevant with the text. It can be seen when she wrote a summary from first paragraph until last paragraph. She wrote the summary not in detail but in the point, she knew whether the important information that should written in the summary. Actually, the goal of GIST strategy is to identify the important information and eliminate unimportant information of the text, so she was doing it. It can be seen when she writes an important information in her summary, so it could infer that she was understood about the text. Then, she could develop her ideas into summary statement based on their own words. Eventually, the student's reading task result above also relevant with the topic assigned by the teacher.

Second, for the organization aspect, this summary was categorized into excellent to very good because the summary was very well-organized and fulfils several aspects such as the ideas clearly and brief to state by her own words, the students know to put the important information in the summary and eliminate an important information of the text. The student very briefly to write the summary based on their words and after that tried to explain about the process of tsunami also, she explains about the effect of tsunami clearly.

Third, in the vocabulary aspect of the students' reading task was categorized into good to average in this summary, the student doesn't have much vocabulary to use in her summary it can be seen in the summary statement, that he could not use various words to describe his ideas. Moreover, her vocabulary that was quite

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appropriate and easy to understand. Unfortunately, he doesn't used the different words to make it different with others.

Then, for the language aspect of the students' reading task above was included into good to average categories because the students could not develop their sentences into complete sentences. Moreover, the student's reading task result above was included into good to average category because were several errors of tense, pronoun, word choices, but still understanding.

The last aspect is mechanics, the students' reading task above was included into excellent to very good because she almost perfects in this part because she pays attention on her mechanic, how she used point and coma was in accordance with the rules of the authorship.

In the explanation above, the researcher was found that the students' reading task results to determine the students' reading comprehension. it could be seen that GIST strategy can help the students in comprehending explanation reading text and the students were able to develop their summary statement based on their own words.

Finally, the researcher can conclude that almost of the students enjoy during teaching and learning processes with energic respond when implementation of the GIST strategy in the virtual meeting. Most of them curious, it can be seen in how they enthusiasm while asked questions to the teacher and answered the teacher's questions. Besides, the students were carried out every stage of GIST strategy to help them in comprehending explanation reading text. In this study, the researcher has difficulties to conduct the research directly at school because of Covid-19, so the researcher used Microsoft-Team as a media to observe the students' activities. This research should be conducted directly, so that the researcher could observe how the students applying GIST strategy in students' reading comprehension. Therefore, the researcher asked the students to write their own summary statement. Then, the researcher analyzed the students' reading task by J.B. Heaton (2011). On the other hand, this study is expected as a reference to the other researchers in conducting the research related to the teaching and learning reading using different strategy, different variable, and different students but still in the reading comprehension.

CONCLUSION

In this study, the researcher was found that the students' reading task result after applying GIST strategy was give benefit for the students. As stated before in the previous about the result after applying GIST strategy during the lesson, the students have an ability to create and write their own summary based on their own-words. In this study, the students were able to write a summary of Tsunami text using their own-words. It can be approved on the students' reading task that had been analyzed by the researcher using ESL Composition Profile. In the research, the students not only produce a summary but also, they also could present their summary. Thus, the results of the students' reading task indicated that GIST strategy can assist students in understanding and comprehending explanation reading text. Based on the explanation, the result of this study is the students have an ability to create their own summary. Then, the researcher analyzed their task based on J.B. Heaton (2011) and chose the student number 36 as the representation of the students' reading task. In the content aspect was categorized to very good, for the organization aspect was categorized into excellent to very good, in the vocabulary aspect was categorized into good to average, for the language aspect was included into good to average, and the last aspect is mechanic was categorized into excellent to very good.

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