ARTICLE

THE EFFECTIVENESS OF GIST STRATEGY TO EIGHTH GRADE STUDENTS’ READING COMPREHENSION OF SMP PRASETING WIYATA NGASEM KEDIRI IN THE ACADEMIC YEAR 2016/2017

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2017
SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017

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Judul Artikel : THE EFFECTIVENESS OF GIST STRATEGY TO EIGHTH GRADE STUDENTS’ READING COMPREHENSION OF SMP PRASETIA WIYATA NGASEM KEDIRI IN THE ACADEMIC YEAR 2016/2017

Fakultas – Program Studi : FKIP – Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
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ABSTRACT

Yuniar Nita Alfiana, “The Effectiveness Of Gist Strategy To Eighth Grade Students’ Reading Comprehension of SMP Prasetia Wiyata Ngasem Kediri In The Academic Year 2016/2017”. SKRIPSI of English Education Department, Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2017.

The research was based on the observation and experienced the writer, that most of students have problem in reading comprehension, they are main idea, lack vocabulary, explicit information, implicit information and interpret phrase. These problems impact to students’ score.

This research was conducted under considerations that there are some problems in eight grade students’ reading comprehension of SMP Prasetya Wiyata Ngasem Kediri. To solve these problems, teacher needs strategy in teaching reading learning process. One of them is GIST Strategy to teach reading comprehension in English lesson. The objective of this research was to find out whether using GIST Strategy is effective to the eight grade students’ reading comprehension at SMP Prasetya Wiyata Ngasem Kediri and to describe the students’ response when GIST strategy applied teaching reading comprehension.

The achievement objective of the research, the researcher conducted quasi experimental quantitative research. The research was held through per-test and post-test. The population in this research is consist of 65 students from two classes. The sample of this research is 20 students in 8-B class of SMP Prasetya Wiyata Ngasem Kediri. The data collected is the score of reading test.

From the data analysis, the researcher had concluded that outline activity is effective to be used to teach reading. Finding of coefficient is statistical computation the result of t-score was 13,41. Then t-test was compared to the t-table with the degree of significant 5% (2,093) and 1% (2,861) of 20 students. It means that the alternative hypothesis was accepted and it proved that outline activity had significant effect to the students’ reading comprehension.

In conclusion, the researcher concludes the conclusion of this research are 1) outline helps to improve their achievement in reading comprehension, and 2) outline activity is proved giving a significant effect to the students reading comprehension. Based on the conclusion, the researcher suggests that: the teacher has help to improve his/her strategy, the students can be developed their reading ability, and the future researcher to conduct further research on the similar area.

KEY WORDS: READING, READING COMPREHENSION, GIST STRATEGY

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I. BACKGROUND OF THE PROBLEM

Generally, reading is a particular interpretation of a text or situation. It is an activity where written or printed matter can be read. Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. By reading, the students get the information and the new knowledge in their learning. Reading activity not only reading the whole passage that they read, but also know the components in reading itself such as main idea, vocabulary, inference, details, fact, and so forth. According to Freire in Sivakumar Sivasubramaniam (2005:3) “Reading would mean reading the word, perceiving the relationship between text and context”. It means that reading is an activity where the person does not use word by word, but he or she really explores and understands every word arranged in a sentence.

In this research, reading comprehension is as a main topic to be explained by the researcher. Generally, it is considered as an activity to get information from a printed material. David Nunan (2003:69) : Reading should be a superior skill in order to succeed in learning English. So, reading is very important in students’ reading activity, a great effort should been given to develop reading skill. The researcher is sure that they have many purposes, there are following to increase students reading comprehension in exploring a text, to identify written words, recognize the meaning and comprehend an author's message. In order to achieve the goal, the comprehension in reading is needed.

Brown (2004: 185):“Reading is likewise a skill that teachers simply expect learners to acquire”. According to the statement above, reading is language skill that must be given from the teacher to the students to
learn English as foreign language. To solve the problems above, the teacher needed to use interested strategy. There are many kinds of strategy that can be used in the teaching and learning process.

Based on these facts, the researcher decides to do the research at SMP Prasetia Wiyata Ngasem especially at class eight which has the same problems in reading comprehension, the teacher said that the students’ reading comprehension in the class was still very low and even they have never realized that reading is as an important subject to be mastered in learning English. So, the researcher can assume that teaching is not quiet easy because teacher also has problems in teaching, especially teaching reading. There were some problem which caused the students’ low reading comprehension. Most of students’ got difficulties in comprehending the text. It was influenced by the lack of vocabulary. The students did not know the meanings of many words that appeared in text. It mean that the students do not have background knowledge about the materials, so they got difficulty to activate the shcemata in reading. Low attention of the students during reading lesson when teaching learning process conducted. Another problem was the students felt bored because they have to read and read again to understand and answer the question from the passage. Because, teacher give a text for students to read, they show laziness and sleepiness. Teacher also did not give a list of difficult word to the students, teacher informs when students asked about it.

Meanwhile, teachers did not apply a special strategy in teaching reading. Because the student’s hand book currently had no special unit which deal with reading and was always one with each other skills such as listening, speaking, and writing. In teaching reading, the teacher had never used GIST strategy, because teacher has never learned how to apply these strategy. To solve the problem above, the teacher need to use interested strategy. There are many kinds of strategy that can be used in the teaching and learning process. However, the researcher decided one of the strategy to teaching
reading used GIST strategy. GIST stands for “Generating Interactions between Schemata and Text”. According Cunningham, (1982) states that: “GIST strategy is useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read”. It means that this strategy is helpful when the students read a text, they can identify the main idea. So, it be used to improve the students understanding and memory of what they have read. In junior high school, students are required to do a lot of reading. Students often have to complete reading assignment in several different books for several courses at the same time. GIST strategy helps teacher and students to synthesize information, a higher level order thinking skill which includes analyzing information and identifying key concepts. It is the process when students activate the schemata on the text; they construct new insight from their background knowledge to comprehend the text.

Based on that explanation, GIST strategy is need by students to overcome difficulties in reading comprehension and to improve their reading abilities. Students are expect to comprehend some types of text in reading. According to Anderson (1998:3), narrative text is type tells a story, in doing so, entertains the audience, make the audience think about an issue, teaches them a lesson. It can be said that narrative text is retelling story that is told by the other person’s point of view. If the narrator is one of the characters in the story, the story is being told in the first person and if the narrator is from outside of the story, then the story is being told in the third person. That’s why it is important to make sure that students at this level are good in comprehending narrative text.

So, based on the explanation above, researcher chooses narrative text as the text which is going to be used because it is often encountered by the students in their learning. The researcher decided to choose a class eight as the place of research. Because the researcher would like
to improve the students’ reading comprehension and change the perception of students who think that reading is a boring subject to be learned. Besides that, the researcher would also like to change the perception of the teacher that reading can be taught by using a technique and a fun way, in this case by using the GIST reading strategy.

The researcher used a technique as a way for teaching reading which called GIST Strategy. Therefore, to increase students reading comprehension in narrative text, researcher intends to implement GIST Strategy in reading skill learning in eighth grade of SMP Prasetia Wiyata Ngasem Kediri in academic year 2016/2017.

II. METHOD

In this research, the research uses the form quantitative approach to analyze the data. It means that quantitative method is a method that used to observe the population or sample and to collect the data, it used research instrument that is analysed statically to measure the hypothesis explained in the previous chapter.

The researcher is going to use experiment research for the technique in this research. The writer used this technique because this research has purpose to describe the effect of GIST strategy in teaching reading comprehension. Besides that, the researcher used experimental research seeks to determine if a specific treatment influences an outcome. The researcher given the students’ pre-test, and post-test. The result of pre-test, and post-test will analyze using GIST strategy. The researcher knew that using GIST strategy must be given effect in teaching reading comprehension to eighth grade students’ of SMP Prasetia Wiyata Ngasem Kediri.

III. THE RESULT OF THE RESEARCH AND CONCLUSION

A. The Result of The Research

The result of this research showed that t-score is 13.41 at the degree of freedom 19 and t-table is
2,093 at the level of significant of 5%. It means that t-score (13,418) > t-table at the level of significant 5% (2,093). And the level of significant is 1% (2,861). The data shows that t-score is higher that t-table. Therefore, the alternative (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, it can be concluded that the result of the research is very significant or the significant effect of GIST Strategy to the eighth grade students’ reading comprehension of SMP Prasetia Wiyata Ngasem Kediri in academic year 2016/2017.

B. Conclusion

The researcher gives conclusion based on the results of the research. The aim of this research is to find out whether GIST Strategy has significant effect to the students’ reading comprehension or not. The researcher was using the written test as an instrument of the research. The test of reading comprehension was done twice; pre-test and post-test. Both of tests were followed by 20 students. As the result, the pre-test of students’ reading comprehension showed that the students’ score is unsatisfying because all of the students still got score under 75 as the KKM.

After that, the 20 students of eight grade students’ were doing the post-test of reading comprehension. This result showed that most of the students had good score than the pre-test (see Chapter IV: table 4.3). From these data, the researcher concluded that certain kinds of reading strategy or GIST Strategy is one of the ways to support the process of teaching and learning reading in order to make the students interested in reading. So, the students are easy to understand the whole of a text and comprehend very well.

Based on the data in research finding of test, the researcher also found the conclusion that GIST Strategy has significant effect to the students’ reading comprehension. It can be seen from the mean score of pre-test is 57.5 and the result of post-test is 81.25. From those two kinds of different mean score between pre-test and post-test, it can be concluded that there was an increase in the score of students’
reading comprehension before and after got the treatment. It can be seen from the considerable difference in score between pre-test and post-test, it is 23.75. Not only that, but it also can be seen that the value of in the result, t-score was 13.418 and the t-table was 2.093 at the level significant of 5%. So, t-score is higher than t-table.

Based on the result, the researcher found out that it was significant. So, it can be concluded that the ability to read actively depends on the attractive reading strategy or GIST Strategy that the students gotten. If the students got any kinds of reading strategy or GIST Strategy, it is certain that the student can be easy to understand a whole of a text and comprehend very well as well as possible. Therefore, an attractive reading strategy or GIST Strategy is needed in the process of teaching and learning reading.

IV. REFERENCES


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Investigating English Reading Comprehension Growth in Adolescent Language Minority Learners: some insights from the simple view. Vol. 24.No. 3. Reading and Writing

James M. Wolf received his bachelor’s degree from Villanova University, Villanova, Pennsylvania in 1992, and received his Juris Doctor degree from Chicago Kent College of Law in 1995.
