

The effects of teaching gist strategy via short stories on students' reading comprehension

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ARTICLE INFO

Article history

Received: 1 January 2023

Revised: 15 January 2023

Accepted: 25 January 2023

Keywords

Understanding

English

Comprehension

ABSTRACT

Reading comprehension issues at SMPN 3 Cibeber prompted this study. Preliminary research in the field revealed numerous challenges in implementing the use of short stories, particularly in reading comprehension, with the majority of pupils still struggling to grasp the text's meaning. Particularly when restating or summarizing written language. These issues stem from students' limited ability to put what they've learned about a text into practice and from the fact that teachers still rely on less effective teaching techniques to foster students' reading comprehension. The researcher's approach to teaching readers how to comprehend short stories involves implementing the GIST strategy via short tale texts. Through the process of creating a summary, students are able to demonstrate their understanding of the short story they are reading. The purpose of this study is to detail how the GIST strategy can be used to enhance students' comprehension of short stories. Class action research, using an in-house book model, is the methodology of choice. For this study, VII graders from SMPN 3 CIBEKER in Lebak, Banten, participated. Observation sheets, field notes, evaluation rubrics, and supporting paperwork are the primary tools. A quantitative method was utilized for the data analysis.

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INTRODUCTION

The ability to read is a receptive skill that must be developed in order to teach English. Reading, as described by Leu and Kinzer (1987), is an evolving, collaborative, and globally involved process that calls upon previously acquired knowledge and abilities (Jannati, n.d.). The language we use in our daily interactions is crucial. This is something that all educators, but language teachers and educators in specific fields in particular, are well aware of as an absolute necessity. The ultimate goal of language instruction is for students to be proficient in listening, speaking, reading, and writing in the target language. This is something that teachers of foreign languages must keep in mind as they go about their daily work (Maufur & Puadah, 2015). Reading serves the function of acquiring knowledge. Students are given strategies for analyzing and comprehending texts in reading. Students must learn to read because it is a fundamental skill that will help them acquire new information and knowledge as they progress through their education. This is a reading comprehension activity, so it involves not just reading the passages, but also learning their parts (main idea, inference, vocabulary, details, facts, and so on). (Eman Wahyudi Kasim, 2020). The purpose of reading is to acquire information that can then be communicated orally and in writing. The act of reading, which includes the reader's mental and physical responses to what they've read, is inherently complex. Reading, as

we have seen, is an activity that elicits responses from its participants, requiring them to use their bodies and minds to absorb information and relay it orally or in writing (Kurniawati & Koeswanti, 2020). Students with strong comprehension skills employ reading strategies to absorb key ideas and information through traditional means. A large percentage of students, however, do not follow these steps. There is a problem with students not reading assigned material because it is either too difficult to understand or too boring. The best way to get students interested in reading comprehension is for the teacher to make the material they're covering in class interesting. Most of them did poorly on the reading comprehension test because they didn't have a good strategy for reading. (Dukungan et al., 2022). Dalman defines reading as the mental activity of actively seeking and locating information inside a written text. Reading is not only decoding a string of characters into meaningful sentences and paragraphs; rather, it is the process of deciphering the meaning of a written message and the author's intended meaning (Yesika et al., 2020).

Skills in reading are among the highest-level linguistic abilities because, once acquired, they allow students to freely express their thoughts on what they've read in writing. In the here and now, capability An educated person is someone who reads. Because students have trouble understanding what they read and because they don't read at the optimal time, reading instruction in schools is not yet operating smoothly. Circumstances are due to the less interesting model or learning method used, so students do not feel motivated to pour ideas into written language (Kurniawati & Rosida, 2017).

Reading is the action of extracting meaning and data from written material. Reading is an effort to comprehend the author's or artist's intended meaning in the form of written or pictorial communication. A person's cognitive abilities, including the capacity to explain, generate new ideas, evaluate, analyze, and solve problems, can be honed through reading (Ilmiah et al., 2021). Students benefit from reading because it gives them the opportunity to learn about and engage with a topic on their own terms. (Ariawan & Winoto, 2021). All students need a solid grasp of the fundamental language skills, especially reading. (Pahlawan et al., 2022). The ability to read is fundamental to mastering many disciplines. Students will struggle with a wide range of subjects in upper grades if they cannot and do not develop reading comprehension skills (Rombot et al., 2020).

Meaning is constructed through the process of reading. Expression and significance are two key concepts in this context of creation. Without the creation of meaning, reading is impossible. It requires the reader to focus on the text at hand and to be able to make mental connections between individual words, sentences, and even entire passages of text in order to derive meaning.. (Naomi et al., 2022). The ability to read and comprehend information critically, analytically, and imaginatively. Sadly, this insight is lacking from traditional educational settings. Findings from policy research supported by Indonesia's Ministry of Education and Culture indicated that young people in the country had below-average literacy levels. Reading is no longer seen as a pleasurable activity, and many students view it with disdain. A lack of reading proficiency is still the biggest issue in society (Artawan, 2020). An innovative learning model that combines a learning model with a specific media to stimulate children's reading skills is one approach to addressing the issue of students' weak reading abilities. The strategy to help students better understand the text is just one of many available. A teacher's imagination is required for the solution of these issues, which can be found through the exploration of reading text through the use of method or strategy.

The GIST Strategy, which employs techniques that are of particular interest to the author, has been found to be effective in enhancing students' ability to understand what they read. Using the GIST strategy in the context of story telling to improve students' comprehension of written material is one such method. By prescribing that students first answer the 5 W and H questions about a passage and then summarize it, or by reading and summarizing from sentence to paragraph to the entire passage, Bonnie argues that the GIST strategy can help students better understand the gist or main ideas of paragraphs. ² This method will be helpful for students in determining the central ideas of a text, making connections between those ideas, removing irrelevant details, retaining key points, and writing a summary of the text they have just read. The GIST method instructs pupils to jot down the key points of a passage, which they can then use as an outline for a brief summary statement of no more than a few words' length. As summer writing, it strengthens reading comprehension. The acronym stands for "generating interactions between schemas and text," or GIST. To improve their understanding and memory, students can use the GIST method, which requires them to eliminate irrelevant details, focus on crucial concepts, and formulate broad statements about the material.

Having students summarize longer texts into shorter ones helps them understand the material better because it gives them an opportunity to express ideas in their own words (Rahmawati, 2020).

In light of these concerns, an interesting reading strategy that can help students better understand the text can be presented to them. One of these methods is GIST. To help students better understand and summarize the main idea of a paragraph, Cunningham created the GIST summarization strategy in 1982. Additionally, this strategy can be used to help students better understand paragraph GIST or main idea by prescribing a shift from group sentence-by-sentence production to individual or partner production of paragraph GIST. So, it's safe to say that GIST is a method for extracting the central message from a text that's useful for students. GIST technique has been shown to significantly improve students' reading comprehension in recent years (Naomi et al., 2022). Students' comprehension of a text depends on their ability to draw upon both the text and their prior knowledge when reading. Students can draw conclusions and formulate hypotheses based on the content they've read. Whenever a student applies what they already know about a topic to the facts and ideas presented in a text, they are using their schema. that's in keeping with that. (Eman Wahyudi Kasim, 2020).

Researchers found some symptoms when putting their experience in the classroom to use, such as students having trouble identifying the text's social function, topic sentence, topic, generic structure, main idea, linguistic features, and supporting details, and researchers having trouble classifying texts into categories that students could understand. The GIST approach allows the instructor to adapt their methods of instruction to address the needs of their students. Teaching reading with the GIST strategy is one way to help students better understand and retain the information presented in the text. (Sinuraya et al., 2021). In this way, students can reassemble their knowledge from various sources and languages in a more manageable fashion. In order to better express their own ideas in written form, they should read more texts from the scientific community. Theorizing, principal ideas, and overall impressions are also to be gleaned from reading. It is assumed that a reader will gain knowledge, grasp the central ideas of a text, synthesize data from various reading materials, evaluate the text critically, and grasp its overall meaning as a result of engaging with it (Wahyono, 2019).

Reading, moreover, entails doing more than simply deciphering each individual sentence in a passage; it also requires a thorough understanding of the text's overall structure and context. As a result, readers are able to infer the meaning of a passage or text, identify words, and grasp their meaning. Therefore, students need prior knowledge in addition to reading comprehension skills (Anggara, 2021). Based on the results of the preceding studies, the researcher hypothesizes that the GIST strategy could be implemented for students in junior high and senior high school using the various functional texts that have been used as research materials. Therefore, the study's author was curious about the viability of using the GIST approach in explanatory text (Anggara, 2021).

With that in mind, this study seeks to answer the question of whether or not teaching students to focus on the big picture helps them comprehend short stories. Students' interest in reading was found to increase dramatically after they implemented strategies for gaining the gist of texts in brief forms of media. in order to develop multiple research questions based on the existing literature. How useful is the GIST approach in assisting students in grasping the meaning of short stories? In what ways does the GIST strategy improve students' reading comprehension of both familiar and unfamiliar texts? Researchers can learn from the work of others in order to refine the theories they employ in their own studies. After failing to locate a similar study, the author draws from a wide range of sources to fill out the details of his own investigation. The following are classic and ongoing studies that have contributed significantly to the author's work.

In order to find out whether students' reading comprehension of short stories is effective, this researcher is focus on designing gist tactics. When students used their reading comprehension through gist tactics in short story media, the results significantly increased students' motivation to read. relevant to the study research in order to develop a number of research topics. How well does the GIST strategy work in terms of assisting students in understanding short stories? Through the GIST method, how does reading comprehension for pupils differ between texts that are understood and those that are not? When writers do research to refine the theories you use in their research, they can learn from previous research. Considering that author can't identify earlier studies with the same title, the author consults.

METHOD

The experimental research method, as defined by Sugiono, is a way to study the impact of interventions on target populations in a well controlled setting. Researchers hope to obtain quantifiable data about pupils' reading comprehension abilities by analyzing the results of this experimental trial. For the quantitative method, numerical data is the primary kind of information for analysis (Dewi et al., 2021). A quantitative experimental strategy was used for this investigation. A quantitative method was used in this study. As described in the text, many steps in data analysis data collection, data interpretation, and 's headline the use of numbers. In this work, a quasi-experimental approach was used. As per rigorous criteria, "the experimental method can be viewed as a research method used to assess the influence of interventions on study participants under controlled conditions." This technique involves letting students read aloud a passage three or four times before moving on in order to save time and instructor energy. Test the knowledge of the pupils' reading (Triana, 2019). The method experimental study used a posttest-pretest approach. A reading comprehension exam was administered to one group, and the other group used the GIST technique to perform action research based on what they discovered from the test findings. For this study, class VII students at SMPN 3 in Cibeber, Lebak Banten, were split into two groups: an experimental group of 42 students and a control group of 42 students. Both groups filled out questionnaires before and after the study, as well as observation sheets. Participants take a final assessment following treatment for research purposes to determine their advancement in reading and comprehension (Prawiyogi et al., 2018).

In this study, we employ an experimental quantitative methodology. The experimental group conducted the first examination (the pretest). The same starting points were then achieved via a difference test. After completing treatment, the experimental group (O1-O3 and O2-O4) shown significant differences between their pre- and post-treatment test scores. The test results of each group were compared or examined for variations in reading comprehension. The efficacy of the increased treatment offered can be gauged by comparing the results of the tests administered to the two groups.

FINDINGS

The data acquired from the assessment of students' knowledge and skills will be used to formulate a technique for evaluating the hypothesis. When doing an in-depth inquiry, it is imperative that first and foremost, everything is normal. These data were put through a normality test with Lilliefors in SPSS version 26; the findings showed a significance level of 0.05 for the Pronunciation Pretest and 898 for the Kolmogorov - Smirnov Column Pronunciation Posttest. You may locate these estimates in the Kolmogorov-Smirnov column. If the significance index is greater than 0.05, then the data is normally distributed across both samples. Additionally, homogeneity tests will be performed. In order to determine whether or not there is homogeneity, a t-test is run on independent samples under the premise that all sample variants are equivalent. Data exhibits stable variation if the 0.05 level of statistical significance is utilized. The significance level of 9.739 is above 0.05, indicating that the homogeneity test data is excellent.

According to the results of a statistical study using paired sample t test on SPSS version 26, the average value before treatment is ($x = 44.12$ $s = 2.147$) and the average value after treatment is ($x = 80.48$ $s = 5.493$). This indicates that after receiving treatment, students had an increase in their performance. The t-table value is 1.691, however the total number of tests is 32,354. The estimated t value was more than the table t value, hence H_0 was not a possibility. demonstrates that enhancing pupils' reading comprehension through reading short stories utilizing the GIST technique has some promise. Reading books is a great approach for children to enhance their understanding and participate more actively in classroom activities.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pemahaman membaca siswa	Equal variances assumed	9,585	,003	30,824	48	,000	-36,360	1,180	-38,732	33,988
	Equal variances not assumed			30,824	31,166	,000	-36,360	1,180	-38,765	33,955

Table 1. Independent sample test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	36,360	5,619	1,124	-38,679	-34,041	32,354	24	,000

Table 2. Paired sample test

With the GIST method, we hope to learn more about students' ability to understand and enjoy short narrative media. The post-test t count was 80.48 and the T table value was 1.691, both based on the sample test findings. The estimated T value ($80.48 > 1.691$) was larger than the t table value ($.000 > 0.05$), indicating statistical significance. If the if- T table $>$ tcount, Ho criterion is met, then it is found that the usage of short tales by students significantly influences reading comprehension, as compared to students who do not utilize any other media at all. Ho indicates that the outcomes of students' understanding learning are better than those of students who do not use short story media if t count is more than t table. Since the t-value is greater than the t-table ($80.48 > 1.691$), we can infer that the effect of utilizing short stories to teach is greater than that of using the more traditional approach. through the use of brief fiction. The GIST method of short story media is highly effective. using these factors as evaluation anchors. This is due to the fact that ($80.48 > 1.691$) t count is more than (t table). You may practice reading and get better at it by reading short stories. In addition to boosting students' confidence in public speaking, the process of learning to enhance reading comprehension is fascinating in and of itself. Student test scores rose dramatically after implementation of the program.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44,12	25	2,147	,429
	Posttest	80,48	25	5,493	1,099

Table 3. Paired sample statistics

Based on the findings of extensive research, it has been determined that teaching students to use short stories is more effective than teaching them to use other methods of teaching them to use short stories. This conclusion stems from the data gathered during the study. Averages, standard deviations, normality tests, and homogeneity tests all suggest that learning with short tales is superior to learning with other methods. When the t-count is higher than the t-table value, as calculated by the two-sided similarity test, H_0 is also rejected. Differences in mean values, standard deviations, and normality tests show that this method can be utilized to improve education by means of engaging and instructive short stories. That's why instructors of short story techniques can issue cautions to their students. A larger understanding effect was seen among those who used short stories ($x = 80.40$, $s = 5.493$), compared to those who did not. ($\bar{x} = 44.12$, $s = 2.147$). This is due to the fact that the average performance of the study group that read short stories was greater.

DISCUSSION

The results and discussion from the previous chapter show that the students in class VII at SMPN 3 CIBEKER in Lebak, Banten, improved their comprehension of short narrative texts after receiving therapy. Pre-test averages were 44.12, and post-test averages were 80.48, therefore there was a big improvement. Students' text comprehension improved from "poor" to "excellent" after receiving treatment that included reading short stories. In order to support seventh-graders at SMPN 3 CIBEKER in Lebak, Banten. Short stories have been utilized to help pupils develop their comprehension skills and to impart the moral lessons found in literature. Since 44.12 is larger than 1.691, which is the value of T in the table, the conclusion can be drawn that the T-test is significant. The results of using short stories to teach text comprehension to pupils were quite positive. It's clear that the students enjoy reading and take their work seriously because they're often laughing and smiling. There is a palpable sense of excitement among the kids as they engage in their study. This means that pupils won't have any trouble following along with the plot of the short story or figuring out what's going on in the author's numerous contextual explanations of the text and sentence states. They will also be able to place emphasis on the right words and pronounce them correctly as they talk. When using short stories as an instructional tool, students won't have any trouble grasping the subject. The vast majority of them favor short reading, therefore they are pleased with the GIST strategy's application to short story media and with themselves.

CONCLUSION

Students' ability to identify the story's moral will be evaluated using SMPN 3 CIBEKER as a simulation of a classroom. Short stories were found to have less of an effect on pronunciation in this study than the use of the Lebak Banten language. Data analysis shows that short stories can help teachers encourage their students to put greater emphasis on reading for comprehension. In order for pupils to understand the central message of a short story being presented orally, the instructor must take into account the most effective teaching method, strategy, and medium. There has been a remarkable growth in the incorporation of media into the classroom as a means of assisting both educators and learners. Film and other media are being used successfully in the classroom at an increasing rate. Findings from this research suggest that training students to make appropriate use of

short tales in their courses can boost both retention and understanding. Become proficient in assessing per-text or digests at the SMP/MTS level. Since the moral of the stories can be driven home to students through the medium of fiction: the significance of always putting comprehension first.

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