

IMPROVING READING COMPREHENSION ON NARRATIVE TEXT BY USING GIST STRATEGY ON THE EIGHTH GRADE STUDENTS OF MTS SA ASSHIDDIQI GLENMORE IN THE ACADEMIC YEAR 2015/2016

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Abstract

Reading skill is needed by students to improve their knowledge and other English skills and components. Reading enables people to find out information from a variety of texts, written or printed information in the forms of newspapers, magazines, advertisements, and brochures. In the teaching and learning reading comprehension process, Most of students got difficulties in comprehending the text. The students did not know the meanings of many words that appeared in text. The students often got confusion toward word meaning of the unfamiliar word. As a result, a lot of students have low scores on English. The solution to improve students' reading comprehension is by using GIST Strategy. It 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.

In this research, the problem is "How can GIST Strategy improve the VIII^A grade students reading comprehension narrative text VIII^A grade of MTs SA Asshiddiqi Glenmore in the 2015/2016 Academic Year. The research objective is intended "To improve students' reading comprehension on narrative text the VIII^A grade students of MTs SA Asshiddiqi Glenmore in the 2015/2016 Academic Year.

The design of the research is classroom action research. The research covered four stages of activities, they are planning of the action, implementing of the action, observing of the action, and reflecting of the action. The research subject is VIII^A class because their reading comprehension still low, which consist of 25 students and to obtain the research data instrument used test and observation.

The result of the score analysis, the percentage of students who score ≥ 70 was 52% in the first cycle. It means that the score of cycle one was not achieved the criteria of success. Therefore, it was necessary to continue the action into cycle two with some modification in implementing the action. The result of reading comprehension on narrative text test in second cycle was 100% of the students could achieve the target score. It was not necessary to continue the action into next cycle because more than 70% students could achieve the target score. Finally, the use of GIST Strategy could improve students' reading comprehension on narrative text the VIII^A grade students of MTs SA Asshiddiqi Glenmore in the 2015/2016 Academic Year by picking out the W+H questions (*who, what, when, where, why and how*) of the paragraph related important information.

Key Words : GIST Strategy, Reading Comprehension on Narrative Text.

1. Introduction

Reading skill is needed by students to improve their knowledge and other English skills and components. Reading enables people to find out information from a variety of texts, written or printed information in the forms of newspapers, magazines, advertisements, and brochures. Reading comprehension is an active process to construct the meaning and the understanding about the text, Schramm (2008:231). In reading activity, we are not only reading the text, but also trying to understand what we are reading. Moreover we do not only want to get some information or knowledge but also an enjoyment. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction.

Based on Kurikulum Tingkat Satuan Pendidikan/KTSP (2006) "*KD 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar*". It means that the students are expected to be able to construct the meaning and the understanding about the narrative text. They can get the purpose or meaning and comprehend some text types in teaching of reading. According to Harmer (1998: 69), students need to be able to do a number of things with a reading text. They need to be able to scan text for particular bits of information they are searching for. So when they met some references, they know what they refer to.

Based on score analysis, there are some problems in teaching reading comprehension. Most of students got difficulties in comprehending the text. The students did not know the meanings of many words that appeared in text. It means that the students did not have background knowledge about the materials, so they got difficulty to activate the schemata in reading. They had limited prior knowledge with the text discussed in the class. The lecturer also did not give more practice for reading the text. As a result, they did not comprehend the content of the text. Therefore, student's reading comprehension was low.

As the result from the observation above, to solve the problem of students' reading ability, the teacher must have an appropriate strategy of teaching to help the students learn English, especially in reading and to make the teaching learning process more interesting. One of the teaching strategies that is considered useful and it involves students' prior knowledge, synthesizing and generalizing cognitive operation is Generating Interaction between Schemata and Text (GIST) strategy. 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. In this strategy there are ways to get the gist of the text, there are skimming and scanning, Brown (2000:308) said that skimming and scanning gives the readers the advantages of being able to predict the purpose of the passage, main topic or message that possibly developing or supporting the ideas.

2. Methodology

In this research a classroom action research design was chosen for this study to improve student's reading comprehension on narrative text by using GIST Strategy of MTs SA Asshiddiqi Glenmore in 2015-2016 academic years.

This classroom action research was conducted collaboratively with the English teacher which was focused in an action when teaching learning process and it is to overcome the student's problem in writing skill.

Kemmis and Mc Taggart (in Arikunto, 2010:137) stated that the classroom action research design has four stages in each cycle. They are (1) planning, (2) acting, (3) observing, (4) and reflecting.

The population of this research is the eighth grade student at MTs SA Asshiddiqi Glenmore which consists of 25 students divided into 16 male and 9 female. The subjects are taken by using *purposive sampling*. the subjects are chosen based on the consideration that their reading comprehension needed to be improved since their reading comprehension score in the preliminary study was only 36% students got 70 which is the minimum score for all English skills set by teachers.

The research instruments used in this research were reading comprehension test and observation checklist. The test was used to measure the students' reading achievement. Observation was used to get the data about the teaching and learning reading comprehension process in the classroom.

3. Findings

The result of observation checklist

The observation was done to get the primary data of the research, which was the students' active participation. The observation was used to record the students' participation during the teaching and the learning process of teaching reading comprehension narrative text by using GIST Strategy. The indicators included (1) the students pay attention to the teacher's explanation, (2) the students asking questions to the teacher, (3) the students raise their hands to answer the teacher's questions, and (4) the students answer the worksheet of narrative text.

The Percentage Table of Students' Active Participation 1

Indicator	Percentage	Active	passive
1	48%	13 from 25 students or 52% are categorized active.	12 from 25 students or 48% are categorized passive.
2	28%		
3	88%		
4	88%		

In the first meeting of cycle 1, There were only 12 students or 48% the students active in paying attention to the teacher's explanation, 7 students or 28% the students asking questions to the teacher, 22 students or 88% the students raise their hands to answer the teacher's questions, and in the second meeting there were 25 students or 100% the students take individual quizzes. In this cycle there were 13 students or 52 % students of the whole students categorized active in class because they fulfilled at least three of four indicators.

The Percentage Table of Students' Active Participation 2

Indicator	Percentage	Active	passive
1	92%	20 from 25 students or 80% are categorized active.	5 from 25 students or 20% are categorized passive.
2	36%		
3	88%		
4	100%		

There were 23 students or 92% the students active in paying attention to the teacher's explanation, 9 students or 36% the students asking questions to the teacher, 22 students or 88% the students raise their hands to answer the teacher's questions, and in the second meeting there were 25 students or 100% the students take individual quizzes.

In this cycle there were 20 students or 80 % students of the whole students categorized active in class because they fulfilled at least three of four indicators.

The result of reading comprehension test

The reading comprehension narrative text test was administered to measure the students’ reading comprehension. The average score of the students’ reading comprehension narrative text test results was 63.76.

The Percentage Table of Students’ Score Result 1

Score	Number of student	Percentage
70	12 Students	48%
70	13 Students	52%

Based on the result of reading comprehension narrative text test in cycle 1, there were 13 students of 25 students who got 70.

The result of the students’ reading comprehension narrative text test in cycle two

The Percentage Table of Students’ Score Result 2

Score	Number of student	Percentage
70	0 Students	0%
70	25 Students	100%

It indicated that the actions given in cycle 2 had been successful in achieving the target score of the reading comprehension narrative text test. Here the tabel of improvement percentage students’ reading comprehension narrative text test score achievement from preliminary study to cycle 2.

4. Discussion

Based on the research result in chapter IV after implementing the actions in cycle one and cycle two, that was teaching reading comprehension by using GIST Strategy, it was found that there was a gradual improvement on the students’ reading comprehension. It could be said that teaching reading comprehension by using GIST Strategy could improve the students’ reading comprehension in narrative text. The results of this action research in two cycles had also verified the action hypotheses that GIST Strategy can improve the VIIIA students’ reading comprehension at MTs SA Asshiddiqi Glenmore in the 2015-2016 academic years.

5. Conclusion

The use of GIST Strategy can improve the reading comprehension on narrative text by making a short summarize after read the text, the students take the important information by W+H questions then makes summarize to get the message of the text by using their own word. With this strategy the students could more understand about the

text that they read, so they can more easily to find out the answer of the narrative text questions.

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