

Teaching Reading Skill Through Generating Interaction Between Schemata and Text Strategy (GIST) at MTs Jember

Implementasi Strategi Interaksi Antara Schema dan Teks (GIST) dalam Mengajar Kemampuan Membaca Pada Siswa Kelas 8 MTs ASHRI Jember

Siti Khodijah, Uswatun Kasanah

Universitas Islam Negeri Kiai Haji Achmad Sidiq Jember
sikodsiti@gmail.com, kasanahuswatun597@gmail.com

Abstract

Teaching reading skill is an effort to attract students' attention to learn reading comprehension in the classroom. The lack of students reading skill can be caused by the teaching technique applied by the teacher in the classroom. Therefore, the teacher in reading class should have a strategy that make the students more interested in reading the text. GIST is one of strategies to improve students' reading skill. GIST is a very useful strategy for generating and identifying main ideas of reading, can summarize the material that student's have read, can eliminate redundant and unnecessary information, and can help students remember the point of text that student's have read. In addition, the aim of this research is to describe how the GIST strategies is implemented in teaching reading skill at 8th grade of MTs ASHRI Jember.

This reseacrh is qualitative research. The data are collected by interview, observation, and document review. The data are analysed by using Miles, Huberman, and Saldana's theory. In addition, this research uses source triangulation and technical triangulation. The result of this research is the teacher is implemented the GIST strategy by: 1) preparing stageThe teacher selects topic and text then the teacher dicides if students will work individually, in pairs, or small groups, b) Pre-reading stage. The teacher introduces the topic and text to the students and previews the texts with the students than the teacher introduce and explain the GIST Strategy, c) Reading stage. Student's read the text use the GIST form to take notes on paper and organized into the *who, what, when, where, why, and how* categories, d) Postreading stage. Students are given a new story and read the text, students organized the task text into the *who, what, when, where, why, and how* categories by themselves, students present (read) the results of their work in front of the class.

Keywords: *Implementation, Strategy, GIST.*

Abstrak

Mengajar keterampilan membaca adalah upaya untuk menarik perhatian siswa dalam mempelajari pemahaman membaca di dalam kelas. Kurangnya keterampilan membaca siswa dapat disebabkan oleh teknik pengajaran yang diterapkan oleh guru di dalam kelas. Oleh karena itu, guru dalam kelas membaca harus memiliki strategi yang membuat siswa lebih tertarik dalam membaca teks. GIST adalah salah satu strategi untuk meningkatkan keterampilan membaca siswa. GIST adalah strategi yang sangat berguna untuk menghasilkan

dan mengidentifikasi ide-ide utama dalam membaca, dapat merangkum materi yang telah dibaca siswa, dapat menghilangkan informasi yang berlebihan dan tidak perlu, dan dapat membantu siswa mengingat inti dari teks yang telah dibaca. Selain itu, tujuan dari penelitian ini adalah untuk menggambarkan bagaimana strategi GIST diimplementasikan dalam mengajar keterampilan membaca pada kelas 8 MTs ASHRI Jember.

Penelitian ini adalah penelitian kualitatif. Data dikumpulkan melalui wawancara, observasi, dan tinjauan dokumen. Data dianalisis menggunakan teori Miles, Huberman, dan Saldana. Selain itu, penelitian ini menggunakan triangulasi sumber dan triangulasi teknis. Hasil dari penelitian ini adalah guru mengimplementasikan strategi GIST dengan cara: 1) tahap persiapan. Guru memilih topik dan teks, lalu guru memutuskan apakah siswa akan bekerja secara individu, berpasangan, atau dalam kelompok kecil, b) tahap pra-membaca. Guru memperkenalkan topik dan teks kepada siswa dan melihat-lihat teks bersama siswa, kemudian guru memperkenalkan dan menjelaskan Strategi GIST, c) tahap membaca. Siswa membaca teks dan menggunakan formulir GIST untuk mencatat di atas kertas dan mengorganisirnya ke dalam kategori siapa, apa, kapan, di mana, mengapa, dan bagaimana, d) tahap pasca-membaca. Siswa diberikan cerita baru dan membaca teks tersebut, siswa mengorganisir teks tugas ke dalam kategori siapa, apa, kapan, di mana, mengapa, dan bagaimana secara mandiri, siswa mempresentasikan (membaca) hasil kerja mereka di depan kelas.

Keyword: Implementasi, Strategi, GIST

Introduction

Reading is the process of understanding the content of the text by looking at the written text aloud or silently. By reading someone will gain new knowledge, information, and experiences that have never been known before (Kalayo, 2012). Reading is also an individual process to derive meaning from print. Everything that is obtained through reading will make a person's insight wider, sharpen his views, and be able to heighten his thinking power. When reading a text, a person use his brain to think and reason. In addition, Reading skill is the ability of each individual to process how to read properly and correctly in order to understand the contents of the reading text. In the process of reading, the reader uses skills, including physical and mental skills. When the student reading, the students must have a good concentration and ability of the text, so that the students will be easier to get information and can understand the text (Sinuraya, 2021).

Reading is an important skill that must be mastered by students in order to understand the text and be able to follow the lesson well. Yet, in reality, reading skills are skills that are difficult for students to master because of the lack of student interest. Lack of mastery of reading methods is one of the obstacles that makes students are only

able to read with one reading style for all varieties discourse, then it takes a series of efforts to overcome this, one effort that can be done is to introduce various strategies or methods of learning to read that are capable shape reading behavior as well as being able to develop abilities reading comprehension of students.

Furthermore, reading skill is the ability to reconstruct the meaning of a text. Reading skills are very important for students to have, especially when learning English, so that students are able to learn and master the material well. Reading is the heart of education, without reading activities, the education and learning process will not take place, we get information and knowledge from books. One of the most important factors for student success in learning is good reading skills, therefore students are required to be able to read well and correctly so that students are able to accept and understand knowledge in books. As long as reading continues, there are two strategies that need to be considered to achieve the goal of reading and being a good reader (Muhsyanur, 2019), namely:

- a. Metacognitive strategy, which is related to a person's knowledge to use his intellectual and conscious efforts in monitoring or controlling the use of that intellectual ability.
- b. Closing procedure is a way to improve understanding by eliminating some of the information in the text.

Reading is the second receptive language activity after listening. Reading is an understanding a message explained by the writer through visual and non visual (Endang, 2005). This activity involves an interaction between thought and language. In the learning process, Pre-reading is the most important phase that must be done by the students. It needs to be done better by the reader to make them easier in activating their background knowledge to help them understand the text. Pre-reading makes comprehension easier and better. More difficult material, more pre-reading help comprehension.

Various ways of understanding what happens during the act of reading have been summarized in a series of strategies. Each strategy describes and attempts to explain how the skills and processes involved in the act of reading can be given a different emphasis. There are four kinds of strategies in reading, namely Bottom-Up

Strategy, Top Down Strategy, Interactive Reading and Generating Interaction Between Schemata And Text Strategy (GIST Strategy) (Ann Browne, 1998). In the world of education, strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. Narrowly, the strategy has similarities with the method which means the way to achieve the learning objectives that have been set. In a broad sense, strategy can be interpreted as a way to determine all aspects related to the achievement of learning objectives including planning implementation and learning assessment. To improve students' reading skills, teachers must provide learning strategies for students.

The bottom-up reading strategies derives from research on the perception, storage and retrieval of linguistic information and refers to an approach to reading that emphasizes the identification and analysis of language units on a page. Information processing based on incoming data from the environment to form a perception. In this model reading is describe as a process that begins with the identification of letters or sounds and later involves using higher levels of linguistic knowledge such as word identification and sentence structure.

Second strategy is Top-down reading strategies. A top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part (Ann Browne, 1998). Top-down reading strategies emphasize the importance of schemata, or prior experiences and background knowledge, in understanding a literary work. In top-down reading strategies, the reader must have knowledge, comprehension, and language skills that play a major role in interpreting the meaning of the text. The top-down model stresses the importance of the qualities and the experiences readers bring to reading. It suggests that readers begin to read by drawing on what they know about the structure and meaningfulness of the world to predict the general meaning and specific words in the text. Their reaction of meaning is confirmed or disproved by the selective sampling of words and latters.

The third strategy is the interactive strategy. The interactive strategy is the interactive reading model, or IRM, is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. The

IRM is based on the idea that readers do not just read words and sentences but also make predictions (Ann Browne, 1998). This model puts the bottom-up and top down models alongside each other and also includes code features and the border aspects of reading. In this strategy, readers are seen as approaching text with the expectation that they are meaningful. The readers use their familiarity with the subject matter, their previous experience of written material, their knowledge about reading and their expectation of meaning to make predictions about content and words. Simultaneously readers use their knowledge about reading and their expectation of meaning to make predictions about content and words.

The last strategy is GIST Strategy. GIST (Generating Interaction Between Schemata and Text) is an effective strategy to improve students' understanding of reading texts, but it can also assist students in making conclusions from the text they read using their own language, making it easier for them to understand the text (Ann Brown, 1998). Generating Interaction Between Schemata and Text (GIST) Strategy for English Language Learner is to process of summarization which can greatly assist English Language Learners in comprehending text. When faced with reading an extended text that contains a multitude of information, they can be overwhelmed either information and at a loss as to how to recognize important information from varying degrees of details.

The strategy has students consider the five W and one H, who, what, where, when, why, and how. GIST can be used with a variety of text but works especially well with expository and content- area text and also as a story map for fictional text. The material in implementing the GIST Strategy could be a section of a textbook, chapter from an informational book or a short story or a longer work of fiction

The steps for implementing the GIST Strategy (Kathleen, 2006) consist of:

- a. Teacher preparation stage.
 - 1) The teacher selects topic and text
 - 2) The teacher decides if students will work individually, in pairs, or small groups
- b. Pre-reading stage.
 - 1) The teacher introduces the topic and text to the students

- 2) Previews the texts with the students than the teacher introduce and explain the GIST Strategy,
- c. Reading stage.
 - 1) Student's read the text use the GIST form to take notes on paper and organized into the *who, what, when, where, why, and how* categories,
 - d. Postreading stage.
 - 1) Students are given a new story and read the text.
 - 2) Students organized the task text into the *who, what, when, where, why, and how* categories by themselves
 - 3) Students present (read) the results of their work in front of the class.

By using the GIST Strategy, foreign language learners can acquire adequate vocabulary which is essential for language learners to be skilled and effective in using English as a foreign language. In this study, the researchers used GIST Strategy in teaching reading skill for student of MTs ASHRI Jember. Since, this strategy is suitable for implementing in class 8B of MTs ASHRI Jember. GIST (generating interactions between schemata and text) is strategy for helps students to get the gist of their reading and works especially well with informational text or with long, difficult nonfiction selections, students work in groups to discuss meaning, reread text, and reach consensus about statements that summarize the gist of each passage (Kathleen, 2006). This strategy provides several steps for understanding text in a paragraph and condensing it into a large number of words for each paragraph. The strategy has student consider the five W and H- Who, what, when, where, why, and how. GIST can be used with a variety of texts but works especially well with expository and content area text and also as a story map for fictional texts. The implementing GIST for students' reading skills through several steps such as the teacher preparation stage, the pre-reading stage, the reading stage and the last is post-reading.

The benefit of Generating Interaction Between Strategy Schema and Text (GIST) for students is to make it easier for determine the main idea and the whole text, because students who want to read text based on paragraph fragments have then increased the information and put it in their own words and made the main summary of the text which has been written. So, those students are easy to summarize the text

and the possible meanings obtained as a whole become diverse. GIST is a learning procedure to guide correct reading procedures. Gist strategy is technique was focused to help the students pull the most important information from a piece of text (Yulia Agustiar, 2014). Doing this help students sift through details to find key points in a paragraph which improved comprehension. During this time, especially in reading learning process, the students difficult to determine the main idea of the text. GIST strategy can be used to promote reading comprehension because it can help students to decide the main information from one sentence to another after that continue it for the whole paragraphs. GIST is a strategy used to help students understand informational texts by summarizing small parts into one sentence, in other words with the GIST method students are able to produce 1 sentence by summarizing one part, even one paragraph in one reading text. Summarizing is an understanding skill by focusing on important information and repeating information in a concise form (Frank Schaffer, 2012). Summarizing requires students to be able to determine the important information in the reading and then rewrite it using their own sentences. In this case, students use higher order thinking to analyze and synthesize what they have read. High-level skills are the ability to think at a higher level to memorize facts of an event or retell an incident to others exactly as what was told to the students themselves, either through books and stories directly from people.

The application of the GIST method is carried out in accordance with the learning steps prepared at the planning stage. The implementation phase includes teacher performance which includes aspects of learning activities from beginning to end, namely, the implementation of initial activities, core activities and final activities. In addition, student activities during the learning process were assessed in the implementation stage, the assessment of student activities included activeness, cooperation, and discipline. The GIST method is very effective method to raising students' enthusiasm in learning and remembering the contents of the story to find important points that will be written into a conclusion, because it is carried out through correct reading procedures and students are fully involved in the process of working on assignments.

From the statement above, it is related to the implementation of the GIST Strategy in teaching reading skill at 8th grade of MTs ASHRI Jember which was carried out by researcher. Based on observation, when learning process takes place, especially when English reading lessons in class are not conducive, many students are busy, don't want to pay attention, and many students even sleep. Therefore, they are less able to master reading skills and always get low scores in English lessons. The researcher also found that students had difficulty understanding the contents of the reading and identifying the main ideas in the text in English lessons and lacked vocabulary, so students had difficulty answering questions and had to repeat the reading many times to understand a text.

When the researchers applied this Strategy in class 8B their response was good, the students were interested and focused during the teaching and learning process. They want to study and read to find the essence of the reading then they write it. The class atmosphere becomes active and conducive during the teaching and learning process takes place and they understand more about the content of the reading and can also answer the questions given. Apart from the results of good implementation carried out by the researcher themselves in class, another reason the researcher chose the GIST Strategy was also because many researcher had succeeded in implementing GIST strategies to improve students' reading skills, as research conducted by Siteptu Nurbaiti from University of Muhammadiyah Sumatra Utara (Siteptu Nurbaiti, 2016), then the research conducted by Raswati from FPBS Indonesian University of Education Department of Indonesian Language and Literature Education (Raswati, 2013), then research conducted by Yulia Agustiara Putri, Ujang Suparman, Basturi Hasan (Yulia Agustiara, dkk, 2014) and other studies that have successfully implemented the GIST Strategy to improve students' reading skills.

This study uses qualitative method. Qualitative method is a research wich conducted based on paradigms, strategies, and implementation of qualitative models (Basrowi and Suwandi, 2015). The term qualitative research is intended as a type of research whose findings are not obtained through statistical procedures or other forms of calculation but through data collection, analysis, and then interpretation. This qualitative research is a research that emphasizes the understanding of problems in

social life based on the conditions of reality or natural settings that are holistic, complex and detailed.

The researchers use descriptive qualitative approach which aims to obtain a complete picture of the events that occurred in the field. The researchers observe events directly in the field and described the GIST Strategy Implementation in Teaching Reading Skills in Class 8 MTs ASHRI Jember. The researchers hope that with this qualitative research, the data findings can be described in detail, clearly and accurately. In collecting the data, the researchers use observation, interview, and documentation. Observation in this study uses non-participant observation, because in this case the researchers came to the place where the learning was carried out, but without being involved in the learning activity. The data obtained from these observations is the implementation of teaching reading skill through GIST strategy at 8th grade of MTs ASHRI Jember. Meanwhile, interview in this reserach, this researchers use unstructured interview because in the implementation the researcher only determines the points that will be questioned. In this research, the researcher interviewed an English teacher and also as deputy head of curriculum at MTs ASHRI as a teacher and informant who applied the GIST Strategy in grade 8b and 6 students in grade 8B as subjects in this study. The last is documentation. Documentation is a method for finding data regarding variable matters in the form of notes, transcripts, magazines, inscriptions, books, newspapers, minutes of meetings, agendas, calendars and so on. The data to be obtained by the documentation method are: about the state of the students, the state of the teacher when teaching, the state of facilities and infrastructure, the structure of the institution, the vision, mission, history of the founding of MTs ASHRI Jember and the implementation of the GIST Strategy in class 8 B.

Based on the theory above, here is the data of implementation of GIST Strategy in teaching reading skill at 8th grade of MTS ASHRI Jember.

a) Teacher preparation stage.

Based on the results of interview with the English teacher which was held on Monday, January 7 2023, the teacher stated that the first thing to

do when going to teach in class was the preparation stage. The teacher (Husnul, 2023) explained when interviewed:

"To teach, every teacher must have preparation. There are some preparations that need to be done by the teacher before teaching. The first is Material. So the teacher must first choose what material will be taught to children, then make an RPP. For implementing GIST we can use Textbooks or Short Stories, or chapters of informational books or longer works of fiction, but because grade 8 students are still low on vocabulary and reading skills, I have to choose interesting texts according to their basic abilities. The most important thing is to be interesting in my opinion, so that students are interested in reading it and interested to understand its contents. For example, such as short stories, fictional stories and so on. So I have to prepare material that if they will like it so that when the learning and teaching process takes place they don't get bored with the material then the preparation

that i do is plan for the future students will work individually, in pairs or in groups. So I think about this before teaching because this is the initial plan for my teaching step by step in the future.... In implementing GIST, I feel that working individually is better sis... because this involves the basic ability to learn English, namely reading. So in my opinion every student must have the ability to read because if the student's reading ability is empty then he will not understand the material...if you just listen I think it will still be lacking and so if they can only write but can't read it that's funny right... like they don't understand and can't read what they wrote themselves.. so,that's it....

Based on the results of the interview above, the researcher found that the teacher's preparation for implementing GIST in grade 8B was: (1) the teacher selects a topic and text. This could be a section of a textbook or chapter from an informational book or a short story or longer work of fiction. (2) The teacher decides if students will work individually, in pairs, or small groups.

b) Pre-reading stage.

When the researcher make observation in the class, the researcher found that when teaching material to students in class, the teacher introduced the material and methods to be taught to students, so students were not immediately given material, but students were given questions related to the material to be studied, so this can make students to be able to identify or increase their minds for things that have never even been taught to them. This also influences the class

atmosphere to be active and conducive even though there are still some children who do not pay attention and are passive at that time. This can be seen from the results based on interviewed with the teacher (Husnul, 2023):

“When I started the lesson, I introduced the topics and preview the text with the students. This is to open their minds so they can identify new things according to their minds or develop their critical thinking. From here we can see active and passive students. In my opinion, this can make students more free to express what is on their minds. so for the material I chose a short story with a narrative story theme to share with the children... because I know very well that children are more interested in short stories than subject matter, sis... so they are more interested in lessons that contain stories than study in textbooks... they are more enthusiastic when sharing experiences... or legends like that... well, it's understandable that they don't have entertainment when they're at Islamic boarding schools... in other words they don't have a handphone either, so they prefer to be told about what incidents happened out there and talked about interesting things...and the effect of the dense activity at the boarding school...they were not optimal in learning at school....and also..because their reading ability was still lacking so I gave readings that had basic vocabulary as much as possible so that they understand more easily and I hope they can remember more... well... this is indeed a disadvantage for students of this class... the average student here is still lacking in English lessons...the reason is because they open the dictionary at night and already feel tired with the activities of the cottage Islamic boarding schools ... so the school does not study optimally.”

When interviewed, Fairuza as a student (Fairuza, 2023) said:

"Actually we prefer to tell stories or lessons with stories rather than lesson basicly, so we don't get bored in class.. what makes us not understand the material when the teaching and learning process takes place is the monotonous way of explaining the teacher so makes us bored and sleepy in class... but actually I also often feel tired when I go to class because of the hectic activities in the boarding house... then when we learn at class with teacher, the class is so boring...so I just want to sleep even more.”

Then Oca as second student also (Oca, 2023) said:

"I don't know English well, maybe because of my laziness to study due to fatigue while doing activities at the boarding school.. but when it comes to telling stories, singing, watching movies in English I'm very interested.. but unfortunately it's rarely done by our teachers here so usually classes are monotonous and boring... even though we really like things like that..."

From the results of the interviews and observations made by the researcher, the researcher found that students were more interested in short stories or legends than in reading study material. Therefore, the teacher chooses short stories with simple vocabulary so that students can more easily understand and memorize the vocabulary in the text stories. Based on the observation, it shows that when entering the class the teacher greets the students, then take student attendance and after that give questions about the material to be taught to give them freedom to think and voice.

As in the following conversation between teacher and students:

Teacher : "Students, today we will learn about the GIST Strategy to improve reading skills. Has anyone ever heard of the word GIST?"

Students : "Never miss" Then
the teacher again asked

Teacher: "have you ever summarized?"

Students "Once, Miss"

Then the teacher asked again

Teacher: "What do you think about summarizing?"

Student 1: "Summarizing is the activity of rewriting the story in a more concise and clear way Miss."

Student 3: "Summarizing is just writing the gist of it, ma'am."

Student 4: "Write short stories ma'am."

Student 5: "Summarizing is the activity of writing the lesson again but a short version." Student 6: "write the main story back into the notebook."

Student7: "Rewrite the story using our own language ma'am."

Teacher: "Good Job student!..... So.. summarizing is the skill to make reproductions of existing works...in other words shortening the story or just taking the gist of it... same with GIST. GIST stands for Generating Interaction Between Schemata and Text which means Generating Interaction Between Schemata and Text, in other words a strategy that provides several steps for understanding the text in a

paragraph and condensing it into a large number of words for each paragraph by considering the five W's and H - Who, what, when, where, why, and how”

After the introduction of the material, because the teacher chooses for the students to work alone, the teacher then introduces and explains about the GIST Strategy as said by the teacher during the interview (Husnul, 2023):

"After giving the questions, I explain about the material.. so I give the understanding, and give examples of how to do it. ... the children listened carefully and then I gave examples of readings for them to take the gist of using GIST. Earlier their vocabulary was quite lacking so underneath the reading text there was a translation.. but to do it anyway I will tell them to use English."

In accordance with the observations that the researcher carried out for the next step, the teacher wrote on the white board "GIST" then wrote an extension of GIST, namely "Generating Interaction Between Schemata and Text." Then the teacher explains what the GIST Strategy is and how to do it.

(In class)

"So, GIST or Generating Interaction Between Schemata and Text is a learning method that provides a prescription for reading by producing sentence-by-sentence gist to build the gist of an entire paragraph, or creating a discourse gist based on paragraph-by-paragraph with an eye on 5W + 1H.... actually it's the same as summarizing what you often do, but in GIST this is more structured because there are points to help us find the gist of the text... so, to make it easier for us to find the gist of the text with this GIST strategy... we will using 5W+1H”

Then the teacher explains in more detail about GIST and how to do it. At the time of observation, the researcher found that students listen carefully when the teacher explains the GIST in clas. When interviewed by researcher with Fairuza as informant 1 (Fairuza, 2023) said:

"I think this strategy is will easy to implement... especially with the 5W+1H formula it look like makes it easier for me to understand the essence of the story... "

This is reinforced by the oca statement:

"When the teacher explains the GIST strategy, I am curious and always pay attention . I think this GIST strategy can help me and my friends to know the contents of the story, but in terms of English sentences I'm still unsure because I don't speak English... but I'm interested in trying it."

Based on the results of these interviews the researcher concluded that the students began to be interested in the GIST strategy when the teacher explained it in front of the class and the students thought that the GIST strategy would be able to make them know the gist of the story more easily. Based on the results of the interviews and observations that the researcher did for the Prereading Stage, they are: (1) The teacher introduces the topic and text to students and increases students' critical thinking (2) The teacher introduces and explains the GIST strategy.

c) Reading stage.

Based on the observation, at this reading stage point, after the teacher explains how to use the GIST strategy the teacher gives a sheet to each student containing a short fairy tale entitled The Crying Stone. Then the teacher reads the text of the story which is then followed by the students and also reads the translation of the story. The teacher chooses the crying stone story because according to the teacher this type of story is quite interesting and there is learning in the story. As the results of interviews with Teacher:

"I gave a narrative text with the title the crying stone, because students are definitely interested in this kind of story, rather than the lesson text.. so I chose this and also there is a lesson that exists in this story , so that they too can learn the wisdom behind this story"

Based on observations in class, students follow the teacher's instructions so well. They repeat what the teacher does in accordance with the teacher's directions. The results of the observation, students look excited to read it, and then all students in the class follow the teacher's instructions. In this stage, student's read the text use the GIST form to take notes on paper and organized into the who, what, when, where, why, and how categories,

d) Postreading stage.

Based on observation in class, after students take notes the teacher distributes 1 story paper entitled Yogyakarta to each child. Which then the teacher told them to look for the essence of the paragraphs which were then combined to become the core of the entire text. According to the interview the teacher said:

"I gave them assignments but with different story titles so they could identify the essence of the text. so the title is Yogyakarta... because I also want them to understand actual descriptive reading, sis. Students who want to read the English text in front of the class which will then be corrected for the student's pronunciation. "This can show how capable they are at reading without direction from us. this is like an assessment process of improving student abilities personally, especially reading and so that we (teachers) know the improvements experienced by their students..."

From the results of these interviews the researcher concluded that this method was very good for students and teachers because with this step students and teachers became aware of students' reading ability levels. After that, the teacher invites students who want to go forward reading the Yogyakarta text. There were about 20 children who raised their heads to read it in front of the class. This is an improvement for class 8B.

Likewise with Oca's response

"In this second text, I actually feel a bit troubled because there is no translation of the Jogjakarta story text. but I want to read the text correctly.. and then I dare myself again to come forward because the teacher gave directions to me when reading in front of the class.. And the teacher also writes down the vocabulary that we don't know in class. So, I look for the meaning of the words from the text myself with GIST before the teacher orders us. Because of that, I felt that my pronunciation has increased and my reading ability has also improved"

From the students' statements when interviewed by the researcher and the results of observations, the researcher concluded that in this second text students became more excited to read texts in English and their reading skills also increased. This is a pretty good development for students in class 8B MTs ASHRI Jember. After the 20th student finished reading in front of the class then the teacher instructed all students individually to find the essence of the new story and be organized into the who, what, when, where, why, and how. Then after they

finished working on the teacher asked them to present the results of their work in front of the class.

From the results of observations, documentation, and interviews with teachers and students, it can be concluded that the activities in Postreading are (1) Students are given a new story and read the text. (2) Students organized the task text into the who, what, when, where, why, and how categories by themselves. (3) Students present (read) the results of their work in front of the class. Furthermore, the material given to students is narrative story text and descriptive text. The students are able to become more active in learning process. The students are able to have enthusiasm seriousness in doing every activity in English learning process. Students are interested and listen carefully when using the GIST strategy in class. The results of using the GIST Strategy to know the implementation of GIST Strategy in teaching reading skills for students are that almost all students experience an increase in reading skills and also experience an increase in reading interest. Students find it easier to find the essence of a text by using the GIST strategy.

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