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## THE EFFECTIVENES OF GIST STRATEGY BASED ON LOCAL WISDOM TOWARD READING COMPREHENSION OF STUDENT'S NARRATIVE TEXT'S

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### Abstract

Reading comprehension is a crucial skill that students must master to understand texts effectively. Choosing the proper techniques for teaching reading and making lessons attractive and effective are essential factors determining the success of the learning process in education. This study aims to know whether the student reading narrative text with the gist strategy achieves better than students reading the narrative text without using the gist strategy. A total of 60 students consisting of two classes (a control class and an experimental class) at SMK PGRI 1 Jombang participated in this study. The design of quasi-experimental was used in this study. This research used test instruments (pre-test and post-test) with multiple-choice questions using Google Forms. This study revealed a significant difference (p-value 0,011) in student learning outcomes scores in the experimental and control classes. Pertaining to this, schools can improvise the curriculum by applying GIST in certain learning subjects to improve student understanding.

**Keyword:** *GIST Strategy, narrative text, Reading comprehension, Students*



### Abstrak

Pemahaman membaca adalah keterampilan penting yang harus dikuasai siswa untuk memahami teks secara efektif. Memilih teknik yang tepat untuk mengajar membaca dan membuat pelajaran menjadi menarik dan efektif merupakan faktor penting yang menentukan keberhasilan proses pembelajaran dalam pendidikan. Penelitian ini bertujuan untuk mengetahui apakah siswa yang membaca teks naratif dengan strategi intisari mencapai hasil yang lebih baik daripada siswa yang membaca teks naratif tanpa menggunakan strategi intisari. Sebanyak 60 siswa yang terdiri dari dua kelas (kelas kontrol dan kelas eksperimen) di SMK PGRI 1 Jombang berpartisipasi dalam penelitian ini. Desain kuasi-eksperimental digunakan dalam penelitian ini. Penelitian ini menggunakan instrumen tes (pre-test dan post-test) dengan soal pilihan ganda menggunakan Google Forms. Hasil penelitian menunjukkan adanya perbedaan yang signifikan ( $p$ -value 0,011) pada nilai hasil belajar siswa di kelas eksperimen dan kelas kontrol. Terkait hal ini, sekolah dapat melakukan improvisasi kurikulum dengan menerapkan GIST pada mata pelajaran tertentu untuk meningkatkan pemahaman siswa.

**Kata kunci:** Strategi GIST, teks naratif, pemahaman membaca, siswa

### Introduction

English is the primary language most people around the world learn to communicate and improve their skills. English has become a familiar everyday language, especially in the field of education. English is a compulsory subject tested at all educational levels and one of the subjects tested. Reading is one of the many ways to increase your knowledge and experience. Teaching reading in vocational high schools is one of the most difficult tasks as most middle school students enter puberty. Students are going through the most difficult time of change right now. This ties in with Harmer's statement (Harmer, 2003:37) Adolescents are unmotivated, moody, and uncooperative, and therefore have difficulty learning languages.

Teachers are innovators and motivators for students. It is essential for teachers to be aware of classroom activity. The core strategy may be the answer to many teachers' attempts to motivate students to learn to read. to demonstrate how these strategies help students comprehend

texts and how effective they are in various situations. To facilitate active and interactive instruction, educators must devise strategies that are appropriate for the content they are teaching. As a result, teachers need to think outside the box and come up with novel strategies for engaging students in the learning process.

Researchers chose Gist Strategy to teach narrative reading comprehension in X TKJ 1 Class and X BDPM 1 Class at SMK PGRI 1 Jombang . GIST is for Generating Interactions between Schemata and Text, according to Rice (2012). This method was created to assist students in learning to write clear, orderly summaries of their reading. The assignment is to sum up the issue in 20 words or less. The learner determines the 12 key words that will help solve the issue and understand its "essence."

Reading ability plays an important role when learning English as a foreign language. Therefore, reading is considered an important skill that is required for both school and lifelong learning. Without reading, we cannot know new information related to education or lifelong learning. Therefore, reading ability is categorized as an important part of language learning, especially in learning English. (Asgari, 2012; Ifanti, 2012). The purpose of reading is to teach students how to deal with different types of texts when they need to read a wide range of material for information and abstract knowledge. Since English is an unknown dialect, reading will help you to gain information and improve your learning ability. (Essberger quoted in Kuruniawati, 2010). Researchers conclude that reading is the process of extracting messages from written text, based on the aforementioned definitions. This means that the reader will extract information from the text as efficiently as possible.

Reading comprehension is an interactive process between the reader, the text and the strategy. The interactive process therefore involves understanding, utilizing and evaluating the key messages the authors are trying to convey. Readers always combine all this information with background knowledge to derive meaning from what is written. A narrative text attempts to discover a solution to the problems in a story that has complications or problematic situations. The narrative mode, a group of techniques used to convey the narrative through a process narration, is a crucial component of narrative text. Pratyasto (2011) claims that narrative is a sort of writing that is intended to amuse and deal with

actual and vicarious experience in many ways; narrative also addresses difficult occurrences that result in crises or turning points of some kind, which in turn find a conclusion. Therefore, narrative text is kind of applied literature of fictional prose in the form of folktale (Islam, 2021: 48-49). Narrative text based on local wisdom is kind of narrative creative writing which can used as learning material in language learning (Darihastining & islam, 2020: 1-2).

According to Forget (2004) a strategy called GIST as cited from Cuningham (1982) that denotes "Generating Interactions between Schemata and Text," can effectively improve student's reading comprehension and summary writing. The GIST is a strategy for taking notes while the students are reading and writing good summaries. This strategy teaches students to use prediction as a comprehension aid when reading expository or narrative text. The ability to predict what a passage will be about is often based on prior knowledge. Tapping this background knowledge can effectively increase the students' comprehension of the text to be read.

There are some previous studies related to GIST strategy in this research, they are : Aryanto (2013), Salsabila (2022), Wilany (2018) which conclude that GIST strategy effective to be used in teaching text and attracted students interest and motivation to learn text. The next research study was done by Swastika & Islam (2020) which conclude that narrative text has many moral values to be learned by students. Then Darihastining (2019) also did research related to short story for children which has stimulate of Elementary School's student's reading.

This research has high novelty, because develop GIST strategy by composing narrative text-based on local wisdom in Jombang as local area of research subject.

In this research, the researcher chose students of class X TKJ 1 SMK PGRI 1 Jombang for this research experiment. The author chooses SMK because the strategy is difficult for elementary and junior high school students to implement, this strategy must be well understood. during and after reading. So the authors decided to choose the SMK level in conducting this research. The length of the passages and the wide range of language used in narrative reading text.

Therefore, the writer wants to conduct a research entitled “The Effectiveness of GIST Strategy Based on Local Wisdom Toward Reading Comprehension of Student’s Nararive Texts”

### Research Method

This research applied quasi-experimental design was used for this study. Sugiyono (2010: 75) states that the main feature of quasi experimental design is the development of true experimental design, which has a control group but cannot fully control variables. control group but cannot function fully to control external variables that affect the implementation of the experiment. Population is the main research object. In this research , the population was the students came from SMK PGRI 1 Jombang, especially X BDPM 1 & X TKJ 1 students. The number of participants in this study was 60 students. Procedures of data collection is how researcher get data. This is very important in as study because in this method explains how researcher get data that will be processed later.

### Results and Discussion

This research is located at SMK PGRI 1 Jombang, this vocational high school is located at Pattimura Street V/75 Jombang 61418. SMK PGRI 1 Jombang has 4 majors in office automation and governance (OTKP). Second, accounting and financial institutions (AKL). Third, online business and marketing (BDPM). Fourth, computer and network engineering (TKJ).

### Result

The normality test is carried out to test whether all variables are normally distributed or not. The normality test uses the Kolmogorov-Smirnov formula in calculations using the SPSS 25.00 program. To find out whether it is normal or not is if sig> 0.05 then normal and if sig <0.05 it can be said to be abnormal. The calculation results obtained are as follows:

**Table 4. 1.** Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.

Hasil Test	Pre-Test	,217	60	,200	,806	60	,611
	Post-Test	,178	60	,200	,892	60	,623
a. Lilliefors Significance Correction							

Based on the table 4.5, above, it can be seen that the pre-test and post-test data of learning outcomes of both experimental and control classes have a sig value > 0.05, it can be concluded that the data group is normally distributed.

### 1. Homogeneity

After knowing the level of normality of the data, then the homogeneity test is carried out. The homogeneity test is used to determine the level of similarity of variance between the two groups, namely the pre-test group and the post-test group. to accept or reject the hypothesis by comparing the sig price on the Levene's statistic with 0.05 (sig> 0.05) The homogeneity test results can be seen in the following table:

Table 4. 2. Homogeneity Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Nilai Test	Based on Mean	.366	1	118	.546
	Based on Median	.126	1	118	.723
	Based on Median and with adjusted df	.126	1	117.866	.723
	Based on trimmed mean	.431	1	118	.513

The results of the homogeneity test of the research variables are known to be the value of Levene Statistic pre-test and post-test 0.551 with a significant value of 0.461. From the calculation of the significant price of pre-test or post-test data greater than 0.05 (sig> 0.05), it can be concluded that the data in this study has a homogeneous variance.

### 2. Hypothesis Test

This study aims to determine the effect of GIST Strategy on students' reading comprehension on narrative text at SMK PGRI 1

Jombang. The analysis used is t test with the help of SPSS for windows version 25.00 can be explained in detail as follows:

**a) Pre-Test and Post-Test Test of Experimental Class**

The pre-test and post-test t test of the experimental class aims to determine whether there is an increase in scores. The research conclusion is declared significant if  $t_{count} > t_{table}$  at the 5% significance level and  $p \text{ value} < 0.05$ . The summary of the experimental class pre-test and post-test t test is shown in the following table:

**Table 4. 3.** Summary of Statistical Results

Independent sample T-Test					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	85.6667	60	10.66543	1.37690
	Post Test	90.3833	60	10.69942	1.38129

The table above shows a summary of the descriptive statistical results of the two samples studied, namely the Pre-Test and Post-Test scores. For the Pre-Test score, the average student reading comprehension is obtained or the Mean is 85.667. While for the Post-Test score, the average value of students' reading comprehension is 90.383. The number of respondents or students used as research samples was 30 students. For the value of Std. Deviation (standard deviation) on the Pre-Test of 10.665 and Post-Test of 10.699. Finally, the value of Std. Error Mean for Pre-Test is 1.3769 and for Post-Test is 1.38129.

Because the average value of students' reading comprehension is  $85.667 \text{ Pre-Test} < 90.3833 \text{ Post-Test}$ , it means that descriptively there is an average difference in students' reading comprehension between the Pre-Test and Post-Test results. Furthermore, to prove whether the difference is really real (significant) or not, it is necessary to interpret the results of the paired sample t test contained in the "Paired Samples Test" output table.

**Table 4. 4.** Correlation Test Results

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	60	.151	.251

In table 4.8 above shows the results of the correlation test or the relationship between the two data or the relationship between the Pre Test variable and the Post Test variable. Based on the output above, it is known that the correlation coefficient (Correlation) value is 0.151 with a significance value (Sig.) of 0.251. Because the significance value of 0.251 is greater than 0.05, it can be said that there is no relationship between the Pre-Test variable and the Post-Test variable.

**Table 4. 5.** Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	-4,7167	13,9236	1,7975	-8,31352	1,11981	-2,624	59	,011

The summary of the post-test t test shows that the average learning outcome of the experimental class is 90.3933 and the average learning outcome of the control class is 85.6667, so it can be concluded that the average learning outcome of the experimental class is 4.71667 greater than the control class. From the table it is known that t count is 2.624 with a significance of 0.011. The t table from db 59 at the 5% significance level is 2.001. So the value of t count > t table (2.624 > 2.001) and the significance value is less than 0.05 ( $p = 0.011 < 0.05$ ). It can be concluded that there is a significant difference in student learning outcomes scores in the experimental and control classes.

Based on the "Paired Samples Test" output table above, it is known that the Sig. (2-tailed) is 0.011 < 0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is an average difference between students' reading comprehension in the Pre-Test and Post-Test classes, which means that there is an effect of using the GITS



strategy in improving students' reading comprehension for narrative text in English Education at SMK PGRI 1 Jombang.

The "Paired Samples Test" output table above also contains information about the value of "Mean Paired Differences" is -4.71667. This value shows the difference between the average Pre-Test learning outcomes and the average Post-Test learning outcomes or  $85.6667 - 90.3833 = -4.71667$  and the difference is between -8.31352 to -1.11981 (95% Confidence Interval of the Difference Lower and Upper).

## Discussion

This study found that the GIST method has a significant effect on students' understanding of narrative text. The results of this study also have similarities with research conducted by Yulianingtyas and Julia (2016), where in their research it is mentioned that GIST also affects student learning outcomes. Although the difference in the dependent variable, namely the research of Yulianingtyas and Julia (2016) leads to learning outcomes and this study leads to student understanding of narrative text. This research is also in line with research conducted by Desmira (2022), where the GIST method can affect students' understanding of narrative text. Desmira (2022) also explained that the GIST method leads to activating students' schema or prior knowledge before reading narrative text. This schema includes students' prior knowledge, experience, and understanding. By activating the initial schema, students can connect new information in the text with their prior knowledge. This process allows students to build a strong framework of understanding and relate new information to the existing knowledge framework, thus facilitating deeper understanding.

Research conducted by Salsabila (2022), also stated a similar thing that the GIST method has a significant effect on students' understanding of narrative text. Salsabila (2022) also explained that the GIST method involves the process of recording important points when reading narrative texts. Students are asked to record relevant information such as the main character, storyline, conflict, and themes that appear in the text. This step requires careful understanding and selection of the right information. By jotting down key points, students become more cognitively active and deeply involved in information processing. This systematically helps

students organize and classify information obtained from the text, which in turn facilitates better understanding.

The results of this study also have similarities with research conducted by Noviyanti et al (2021), where Noviyanti et al (2021) explained that the GIST method encourages interaction and collaboration between students. Students can discuss with their classmates about the points they find and the conclusions they make after reading the narrative text. Through this discussion, students exchange information, share different points of view, and expand their understanding of the text. This kind of collaboration stimulates critical thinking, hones students' analytical skills, and broadens their perspective on the material.

The systematic implementation of the GIST method involves several important steps that help achieve a significant impact on students' comprehension when reading narrative texts.

The first step in implementing the GIST strategy at SMK PGRI 1 Jombang is to introduce students to the concept of schema or prior knowledge. Teachers can start by linking the topic or theme that will be discussed in the text with students' daily experiences. This helps students activate their initial schema and make connections between the knowledge they already have and the new material they are about to read. Activation of initial schemas allows the brain to connect new information with existing knowledge. This is related to the concept of neuroplasticity, where synaptic connections between nerve cells are strengthened and enhanced through association with knowledge already in memory (Supriadi & Washudi, 2019).

After the introduction of the initial schema, students read a narrative text relevant to the topic or theme that has been introduced previously. It is important to provide accessibility and comprehension of texts that match students' proficiency levels. Students are given the opportunity to read independently or in groups, allowing them to work with peers in the comprehension process. When reading, according to Marsigit and Fitriana (2022), the brain is involved in complex neurocognitive processes. Areas such as the prefrontal cortex involved in information processing, and the temporal cortex associated with comprehension and memory storage, work together in processing information obtained from the text.

During the reading process, students are asked to note down the key points they find in the text. This can include the main characters, storyline, conflict, theme, and other important aspects. This helps students hone their information processing skills and identify the gist of the text they are reading.

Students are also encouraged to take clear and organized notes. According to Pangestika (2021), this kind of activity involves neurocognitive processes involving selective attention, working memory, and executive regulation. Note-taking of key points helps students organize and store information in a more structured manner in their working memory. In this case, the use of mnemonic techniques or mental associations can also affect the encoding and storage of information in memory (Verdianingsih, 2020).

After reading, students use their notes of key points to create a brief summary of the narrative text. This process requires deep understanding as students must select and organize relevant information in a structured way. In summarizing, students engage in active processing of the text and reorganize the information into a more compact format. According to Bhinnety (2008), their brains engage neurocognitive processes such as semantic processing, categorization, and linking between interrelated concepts. Deeper information processing allows the brain to link new information with existing knowledge in long-term memory, thus improving student understanding.

The next step is to organize discussion and collaboration between students. They share their notes and summaries, discuss key points, and exchange viewpoints. This discussion stimulates critical thinking, analysis, and expands students' understanding. Collaboration between students also helps them see different perspectives and enrich their understanding. According to Muliani et al (2021), discussion and reflection influence neurocognitive activities such as social processing, decision-making, and metacognitive reflection that involve monitoring and regulating their understanding.

Activated prior schemas help students connect new information with existing knowledge, while note-taking of key points and summarizing help students in structured information processing. Discussion and collaboration expand students' understanding through different

perspectives. The reason the GIST strategy is influential is because it combines these steps in a systematic way, invites students to engage actively and encourages critical thinking and deep understanding of narrative texts.

## Conclusion

Based on the results of research on the effect of the local wisdom-based GIST strategy carried out at SMK PGRI 1 Jombang, conclusions can be drawn, namely: GIST strategy can significantly improve students' understanding of narrative text at SMK PGRI 1 Jombang. This study revealed a significant difference (p-value 0,011) in student learning outcomes scores in the experimental and control classes. Pertaining to this, schools can improvise the curriculum by applying GIST in certain learning subjects to improve student understanding. In this study there was also an average increase in the pre-test class (before GIST was conducted) and post-test class (after GIST was conducted) of 8.20 at SMK PGRI 1 Jombang.

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