

The effect of teaching reading comprehension by combining GIST (Generating Interaction Between Schemata And Text) Strategy and TSTS (Two Stay-Two Stray) Strategy

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ABSTRACT

This research is aimed at finding the effect of teaching reading comprehension by combining GIST Strategy and TSTS Strategy of the tenth grade students at SMA Muhammadiyah 2 Jombang. The method in this research was quantitative research. It was an quasi experimental research design. In doing the research, the researcher conducts the pretest and posttest to collect the data. Then analyzing data was done by statistical technique and were analyzed by using Independent sample t-test. The research findings indicated that the mean of experimental group is 69.47 while the mean of control group is 39.44. The mean difference of both groups is 30.03. The result of Independent Sample t-test especially in the part of Equal variances assumed it shows that Sig. (2-tailed) is 0.000. The result of Sig. (2-tailed) 0.000 is lower than alpha value 0.05. It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the findings and discussion of this research it is conclude that, using the combination of GIST strategy and TSTS strategy made students could comprehend the text and felt more interesting in teaching learning process.

INTRODUCTION

Reading is one of the basic skills in English that needs to be mastered by students, because reading is one way to get information or know the intent of the authors writing the text. In developing a science it also need to have a reading skill to absorb variety information from variety sources. Smith (2004: 178) argues that reading is never abstract, meaningless activity, and involves feeling as well as knowledge and experience. Understanding is the key of the purpose reading itself. According to Sweet and Snow in (Anastasiouw and Eleni2009: 283), reading is

actually extracting and constructing meaning from the text, means that the key of reading is understood by finding some points from the reading. Students can absorb information, goals, main points, messages from what the authors writing. The process of teaching reading is very influential in the success of students in the reading skills because teachers can show how students to be better understand a reading in a certain way. The process of teaching reading can not be separated from reading strategy. Reading strategy is considered for teachers as a source of students' learning, as disclosed by Cohen in Songsienchai (2010: 4) reading strategy is also very influential in building interest and understanding of students. Teachers should be able to choose appropriate reading strategies for students. There are so many types of reading strategies that can be applied in the classroom to help students improve their reading interest. To enhance students' reading comprehension ability the researcher will use GIST strategy. GIST stands by Generating Interaction Between Schemata and Text. Schuder et.al (1989:33) state that GIST is a strategy that can improve students ability to predict the message by using their prior knowledge while reading the text. According to Harrel (2000:61) GIST strategy used for supporting comprehension of informational text. Based on the above statements GIST strategy can help students to solve their problems and improve their understanding in reading In addition, beside teaching strategy classroom management is very important to attract student enthusiasm in teaching learning process. The researcher will combined GIST strategy with cooperative learning, TSTS Strategy to manage the classroom. TSTS (Two stay Two Stray) is cooperative learning strategy adapted from one stay three stray that developed by Kagan in 1992. Jolliffe (2007:81) states "in two stay-two stray, two members of the group join another group to discuss how they completed the task and then return to their original group to feedback". So with this learning strategy students can help each other by exchanging information, from students who have a low understanding with students who have a high understanding can work together.

Based on the background above, the problems of this research is formulated as follows: "Is there any significant difference in students' reading comprehension

between students who are taught by using the combination of GIST strategy and TSTS strategy than those who are taught by using traditional strategy?"

The aims of this study are to know significant difference in students' reading comprehension between students who are taught by using the combination of GIST strategy and TSTS strategy than those who are taught by using traditional strategy. To find out the significant improvement on the students' reading comprehension after being taught by using the combination of GIST strategy and TSTS strategy. To know that the GIST strategy can improve the students' reading comprehension and TSTS strategy as the classroom management.

REVIEW OF RELATED LITERATURE

The concept of GIST strategy

Duke and Pearson as quoted by Junanto (2014:20) that teaching students to summarize what they read is another way to improve their overall comprehension of text (International Institute of Child Health and Human Development:2000) and an effective way to learn from information text (Dole, Duffy, Roehler, & Pearson: 1991; Pressley & Woloshyn: 1995) in (Dromsky:2011)

The concept of TSTS strategy

Two stray two stay is adapted from Kagan 1992. This strategy will make students more active and enjoy in learning process because in this strategy students can working together and sharing the knowledge. This learning process is gives chance the students to discuss with their friends.

The concept of reading comprehension

Reading comprehension is the ultimate goal and hopefully the end result of reading. In fact, reading without catch the main points and understanding can not be called reading. Because reading is involves deriving meaning from the text. According to Dallman, Roger, Lynette & DeBoer (1982:159) there is general agreement than by reading with comprehension is meant constructing meaning from what is being perceived in writing. Its mean that reading comprehension is the process of understanding the writer meant, get the points and deriving meaning from

the text, also making interaction with the writer by activating our prior knowledge and paraphrasing the writer's ideas through several steps.

Previous study

A previous study by Setyawan et al.(2014) aimed to know the comparing GIST summarizing and paraphrasing strategies in enhancing reading comprehension of the first grade students of SMAN Makassar. The findings of this research indicated that using GIST summarizing strategy is more effective than paraphrasing. It was shown by the higher scores the students obtained after being taught under GIST summarizing strategy as opposed to those who studied under paraphrasing strategy.

Johari et al (2013) conducted a research to know the effect of GIST strategy and motivation on students reading comprehension of hortatory exposition text at SMA 3 Padang. The research findings of this research indicated that GIST strategy gave the significant effect on students reading comprehension of hortatory exposition text rather than conventional strategy. GIST helps the students to improve their reading comprehension of hortatory text although the students have low motivation. It can be seen from the mean score of low motivated students that were taught by using GIST strategy is higher than low motivated students that were taught by using conventional strategy.

Tanjung (2015) conducted a research to know the effect of TSTS strategy to the students' reading ability at tenth grade in SMKN 1 Kediri. The research findings of this research indicate that used TSTS strategy in reading skill is very useful because TSTS strategy helped the students to comprehend the text in the material that was given by the researcher.

Ulumudin (2017) conducted a research to know the influence of using TSTS strategy towards students' reading comprehension in narrative text. The research findings of this research indicated that TSTS helped the students felt more

interesting, fun and the students were not bored in the class room during the process of teaching learning because the students became more active in the class.

RESEARCH DESIGN

Design and variable

The researcher applied an quasi experimental research. The quasi experimental design involved selecting two groups differing on independent variable and comparing them on dependents variable. The independent variable of this research is teaching reading by combining GIST strategy and TSTS strategy, and the dependent variable of this research is the students' reading comprehension.

Population and sample

The population of the research was tenth grade students of SMA MUHAMMADIYAH 2 Jombang. It consisted of 2 classes and Social class consists of 19 students and Science class consists of 18 students, so the total of population was 37 students. The researcher used X IPS as experimental class and X IPA as control class.

Instrument

In this research, the researcher collected the data through test as research instrument. The improvement of the students reading in reading comprehension by using the combination of GIST strategy and TSTS strategy was measured by giving reading test to the students that administer in pretest and posttest. The test consisted of multiple choice as much as 20 items.

Treatment

No	Teaching reading comprehension by using the combination of GIST strategy and TSTS Strategy (Experimental group)	Teaching reading comprehension without using the combination of GIST strategy and TSTS Strategy (Control group)
1.	The researcher explains the definition about narrative text.	The researcher explains the definition about narrative text.
2.	The researcher gives instructions to make a group. The researcher help the students groups to understand about	The researcher helps the students to understand about narrative text by using conventional learning. Conventional learning in this research

	narrative text by using GIST strategy that is asks the students groups to make summarizing with 5w+1h question about the text. Share the summary by using TSTS strategy that is two students of each group will leave the group, each of two students will stray to other groups. The two staying students have task to share information and work result to their guests. The guests excuse themselves and back to their group and report their findings from other groups. The group matches and discusses the information.	refers to Paraphrasing strategy, paraphrasing strategy is rewrite something using different words without changing the original meaning of the text.
3.	The researcher gives review questions about the story based on GIST strategy and TSTS strategy.	The researcher gives review questions about the story which they have learnt in the meeting.

Data analysis

The researcher uses statistical technique to analyze the data by using SPSS 16.0 windows. Since the data fulfill the assumption of normality, the data were analyzed by using Independent Sample t-test.

RESEARCH FINDING AND DISCUSSION

Research finding

1. The Normality Test

Table Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
posttest	experimental group	.164	19	.189	.934	19	.204
	control group	.225	18	.017	.915	18	.105

Referring to Shapiro-Wilk table the Sig. value in experimental group is 0.204 and control group 0.105 which is above alpha 0.05. It means that the data in experimental group and control group are normally distributed.

2. The Homogeneity Test

posttest

Levene Statistic	df1	df2	Sig.
2.531	1	35	.121

The table shows that the Sig. value is 0.121. The Sig. value is more than alpha 0.05. It means that the experimental and control group are equal.

Based on the result of the normality test both of the groups have normal distributions, while in the result of homogeneity test reveals that the data in both of the groups are homogeneous. Considering the result of normality and homogeneity tests, the researcher used Independent Sample T-test to test the hypothesis.

3. Independent sample t-test

Table 4.3 Descriptive Statistics of posttest

group	N	Mean	Std. Deviation	Std. Error Mean
posttest experimental group	19	69.47	9.703	2.226
control group	18	39.44	12.706	2.995

Based on that table the mean of experimental group is 69.47 (N=19) with the standard deviation 9.703 while the mean of control group is 39.44 (N=18) with standard deviation 12.706. It indicates that the mean of experimental and control groups scores which is taught reading comprehension by using the combination of GIST strategy and TSTS strategy is higher than the control group which is taught reading comprehension by using traditional strategy. The mean difference of both groups is 30.03.

To know the whether mean difference of both of groups is significant or not, we have to see the result of Independent Sample T-test in table below:

Independent Sample T-test

		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
posttest	Equal variances assumed	2.531	.121	8.107	35	.000	30.029	3.704	22.509	37.549
	Equal variances not assumed			8.047	31.805	.000	30.029	3.732	22.427	37.632

Based on the table Equal variances assumed, the result shows that Sig. (2-tailed) is 0.000. The result of Sig. (2-tailed) 0.000 is lower than alpha value 0.05. It can be concluded that the null hypothesis (H_0) is rejected. Overall it can be concluded that teaching reading comprehension by using the combination of GIST strategy and TSTS strategy of senior high school students is effective.

Discussion

After analyzing the data, the researcher discussed the result of the data analysis by relating the findings with the theories used in this research. The goals of teaching reading comprehension by using the combination of GIST strategy and TSTS strategy in this research are in line with Duke and Pearson (2014) and Kagan (1992). From the whole result above, it proved that the use of the GIST strategy could give improvement to the students' reading comprehension, especially in narrative text. It helped students to understand the text. The students could find the main idea, supporting details, and the character of the text. GIST strategy helped students to change their negative thoughts on reading textbooks, the students could predict the content of the text before read all the text with find the key concepts. The students could get the information of the content text based on the summary. So, the students could comprehend the text. Beside that TSTS strategy is used to manage the classroom could make the students felt more interesting, fun and the students were not bored in the classroom during the process of teaching learning because the students became more active in the class. So the use of GIST strategy combine with TSTS strategy to the tenth grade student senior high school was successful.

The result of this research based on the statistical analysis by using Independent Sample T-test shows that there is significant difference in students' reading comprehension between students who are taught by using the combination of GIST strategy and TSTS strategy than those who are taught by using traditional strategy. It was taken from the result of the data previously which shows. Sig. (2-tailed) is 0.000 lower than alpha value 0.05. It means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

Additionally, the descriptive statistics of posttest also informs that the mean of experimental group, which is taught by using the combination of GIST strategy and TSTS strategy, is higher 30.03 points than the mean of control group, which is taught by using traditional strategy. So, the researcher concluded that teaching reading comprehension by combining GIST strategy and TSTS strategy of senior high school students is effective.

Many advantages of teaching reading comprehension by combining GIST strategy and TSTS strategy that the researcher found in this research. GIST strategy and TSTS strategy is very simple strategy it provides the steps that are easier in using and understood by the teacher and both of the strategies is a learning strategies in a way student can easily understand and implement.

CONCLUSION AND SUGGESTION

Conclusions

Based on the research findings and discussion of this research, it is concluded that, using the combination GIST strategy and TSTS strategy is more effective than traditional strategy. This is indicated by the higher scores the students obtained after being taught under the combination GIST strategy and TSTS strategy as opposed to those who studied under traditional strategy. It was proved by the students' experimental group posttest is higher 30.03 points than the mean of control group. Students who studied narrative text under the combination GIST strategy and TSTS strategy showed the great interest.

In implementing GIST strategy and TSTS strategy the teacher explained about the generic structure and language features of narrative text. After that, the teacher asked the students to make some groups, and then the teacher asked the students groups to make summarize with 5w+1h question about the text. Share the summary by using TSTS strategy that is two students of each group leaved the group, each of two students stray to other groups. The two staying students have task to share information and work result to their guests. The guests excuse themselves and back to their group and report their findings from other groups. The group matched and discussed the information.

Suggestions

Based on the finding and conclusion, the researcher suggests that: The English teacher in teaching reading can apply this strategy. The teacher should use a various strategy in teaching English, so the students would not feel bored. A variety of strategy could make them feel enthusiasm and more interest in learning English in a class. The teacher must give guidance to the students during the lesson. The teacher should appreciate what the students do by given them a text with simple words.

It has been known from the result of this research, that teaching reading comprehension by using the combination GIST strategy and TSTS strategy is effective. It is suggested to the further researcher to conduct this research with using one control class and three experimental classes that is one class taught by using GIST strategy, one class taught by using TSTS strategy and one class taught by using the combination of GIST and TSTS strategy.

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