

The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

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ABSTRACT

This study focuses on the effect of the GIST strategy on the reading comprehension of SMK Sinar Husni BM Labuhan Deli students. This study aims to find ways to improve students' reading comprehension through basic strategies. Lack of student knowledge of what the text says about it. The design of experiments was used in this study. The author taught two different classes at SMK Sinar Husni BM Labuhan Deli. They were a control class and an experimental class. The population of this study is 50 students consisting of two classes. Data is collected through reading comprehension tests. The author uses two tests. There are pre-test and post-test. By using the experimentally guided GIST strategy, the reading comprehension of the students after treatment was improved. The results of this study show that The Effect of GIST Strategy in Improving Students' Reading Comprehension.

Keywords: *GIST strategy, Reading Comprehension*

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INTRODUCTION

Reading is one skill in the academic field besides writing, listening, and speaking. Reading can be thought of as taking information from a text and forming interpretations of that information. Reading comprehension is the ability to process the text of reading, understand its meaning, and integrate it with what the reader already knows (Noviyanti et al. 2021). This helps students to gain a lot of information from text.

Reading is also something that is important and indispensable for students because their success in learning depends to a large extent on their reading ability (Hasibuan 2013). Poor reading comprehension is failing their studies, or at least making progress difficult. If they have good reading comprehension, they will probably be successful in their study. Reading is the process of getting information from the text that has been done by the reader (Pasaribu 2021). After reading, the reader gets increased students' knowledge, for example, is various types of texts. From this definition, the researchers can draw the conclusion that reading is an important ability. When reader reading, the reader must have a good concentration and ability of the text so that the students get information and can understand the text.

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The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

Reading is a skill that high school level students must have. To meet reading needs, the government-provided school-based curriculum (K13) for new students sets English, especially reading proficiency standards. This is related to the skill to understand the significance of the text, accurately accepted to read and get the main idea in the text and understand the text; the report, news, descriptive, review, discussion, anecdote, comment, explanation, and others. The researchers focus on descriptive text. In descriptive text, they can depict the overall data of the text, the particular data of text words, references, and reach inferences from the text. This means that students can only do it if they can comprehend the text well.

In view of the researcher's experience Practice in Real Class in Sinar Husni BM Vocational High School Labuhan Deli, it is the schools that has implemented the 2013 School-Based Curriculum (K13). In the syllabus, the student passing score (KKM) is 75, this 75 is for reading lessons. Reading is taught twice a week for 15 minutes. Based on K13, Vocational High School students need to learn and understand different types of reading texts, for example, is read the description text. The teacher taught the explanation, but the students are still struggling to reach the KKM. Students have a problem with reading comprehension. First, the student still has a hard time identifying the general information in the paragraph, and then the student cannot get the main idea, resulting in students can't read the text well and can't find the purpose of the text. Also, students cannot answer questions. As a result, students can trick their friends into the teaching process.

The implementation of reading comprehension learning at Sinar Husni BM Vocational High School is carried out by giving the assignments and answer text to the understudies rather than understanding or reading texts. Firstly, the teacher gives a talk about data that is viewed as important with what understudies ought to do during the learning process. Reading comprehension activities are carried from start to end, if the students don't get it, reading comprehension is repeated again, then next they will answer some questions that will be given to them. The strategy used in learning is still monotonous and boring for students

In the researchers' experience when conducting teaching practice, the researchers' found some symptoms such as; they cannot identify the elements that will be included in the description text, students find it difficult to classify to text, to find the social function, topic sentence, a topic, generic structure, the main idea, language features, supporting details. In this case, the teacher could modify the teaching strategies to provide solutions to these problems that is with the GIST strategy. The GIST strategy is type of reading teaching strategy that activates students' schemas to understand and comprehend the content of the text (Yousif et al. 2018). GIST strategy could be implemented for junior high school or senior/vocational high school students with various functional texts that have been used as research materials (Anggara 2021).

GIST is generating interactions between schemata and text. Brassel and Rasinski (2008) stated that GIST is a summarizing strategy that helps students look for important information, eliminate unimportant information, remove redundancies and write a brief summaries in 20 words or less. Wright (2011:1) notices that GIST was used in teaching reading because GIST was a good strategy for any level reader and the students develop skills in identifying main ideas and key concepts in the text. This strategy helps improve students' reading comprehension. This strategy provides several steps to understand the text in a paragraph and condense it into a large number of words for each paragraph. Therefore, students will be familiar with this strategy for excluding important information and discarding non-essential information.

The purpose of the GIST strategy is for students' involves summarizing, make some important points and use them to create a summary statement of fifteen words or less. This

The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

will increase the reading understanding and writing a summary. When they use GIST, students need to remove unimportant information, pick important information, and generalize their words. These are the three main strategies needed to understand and track. The GIST strategy facilitates comprehension by students to shorten long texts so that they can summarize long texts and insert concepts into them. And after the researcher gave questions to 25 students, the researcher found that 10 students passed / their scores were above the KKM.

Based on the explanations above, the results of this research for students; it can be improved the students' achievement in learning to read the texts by using the GIST strategy, for researchers; the researchers know how to teach with other methods that can be applied to train students' reading skills in English and researchers can gain knowledge and experience in teaching using the GIST method, for readers; it provides more information and knowledge from this research, for other researcher; the researchers hope that the result of this research will contribute knowledge in the form of information that can be useful in further research or simply act as a reference on any other literature work. In view of the background over, the researchers are keen on doing this research with the title "The Effect of GIST Strategy in Improving Students' Reading Comprehension at Sinar Husni BM Vocational High School Labuhan Deli".

METHOD

This study was carried out as part of quasi-experimental research. A quasi-experiment is an experiment in which the treated indicator is adjusted however the teams are not matched before manipulating the independent variable. In this research, the researcher wanted to find and know out the significant differences before and after teaching reading literacy through the GIST strategy. There must have been 2 variables within the investigation: the effect of GIST approach is variable X while reading comprehension is variable Y. So the author had to do a quasi-experimental apprenticeship to prove this technique. Two classifications were utilized as specimens by the authors; experimental and control class; the classes were not assigned at random; the experimental group is one of the treatments performed, one of which is not a performed treatment; the experimental group was given treatment with the GIST method, in the meantime the GIST method was not used in the treatment of the control group. The experimental group got the pre-test, treatment, and post-test, meanwhile control group just got the pre- and post-test.

Table 1. Research Design

Group	Pre-test	Treatment	Post-Test
Experimental Group	T1	X	T2
Control Group	T1	-	T2

Explanations: Experimental Group, Control Group, T1 = Pre-test, T2 = Post-test, X = Receive to experiment using GIST strategy

The research conducted at Sinar Husni BM Vocational High School. It is located at Jalan Veteran Labuhan Deli. This school has three grades, namely the tenth, the eleventh and the twelfth grade. The research will be carried out in the first semester of the twelfth grade of the Sinar Husni BM Vocational High School Labuhan Deli in the academic year 2021/2022. This study carried out in December 2021. The population for this study will be all 12th grade students at Sinar Husni BM Vocational High School Labuhan Deli in the 2021/2022 academic year. The total population is 7 classes. Each class consists of 25 to 32 students. The student was 215. There will be 50 students as a sample. The experimental group and the control group both took 25 students as samples. The researcher uses a random sample to obtain a sample from the population. The random sample is a sample where groups, not individuals, are selected at random, in which case all members of the selected groups have similar characteristics. identify two classes that were used as a sample in this study. After receiving two, the researcher randomly determines which class will be used as

the control group and which will be used as the experimental group. In this study, the experimental class was XII OTKP² and the control class was XII RPL².

The procedures of collecting data divided become two, they are; the experimental group's data collection approach. The pre-test performed to determine how well understudies understood the material. Then, the experimental group received treatment utilizing the GIST method for eight sessions. Following the completion of the treatment, the post-test had been completed and processed as the examination's latest results, post-test was put through this kind of process of pre-test.

Data Collection Procedure for Control Group is by giving Pre-test. The control group's test objectives, elements, and methods were identical to the experimental group's: the only distinction was in period. The control group was also given a posttest, and the findings were processed using it as the study's final data. In this study, the data collection tool was a test. The test type is in the form of multiple-choice questions, including up to 20 questions with 4 choices for each item. The author picked up the reading texts from National Examination for SMK 2010 and 2013. The tests were run in both pre- and post-test of groups. To get the data required in this research, the researchers utilized a data assortment strategy called testing. The test in this study is an achievement test that measures students' reading comprehension. This study was obtained from the results of the students in the preliminary and follow-up tests. The given below process are used to collect data; a) The experimental and control groups invited to share their understanding of readings. b) The instructor assessed the reading understanding test, which entailed locating precise information, locating the primary thought, identifying the vocabulary interpretation, located citation, and located the conclusions of a descriptive text. This was designed in such a way that the data could be easily collected by the teacher.

This research used the validity and reliability of the text; any test, whether it's a quick classroom quiz or a public one, must be as accurate as the examiner could do it. The reliability is concerned with the precision of dimension. This types of precision was matched in getting comparable outcome when the measurements were taken on various opportunity, with various instruments, and by various people. The statistics of reliability in identifying reading understanding and a well-structured text tests were predicted above 0.0 close to 1.00.

The statistical technique of analyzing data was used to evaluate the data, the following is how the researchers utilized the "T" test:

$$t_o = \frac{M_x - M_y}{\frac{SD_x^2}{\sqrt{N-1}} + \frac{SD_y^2}{\sqrt{N-1}}}$$

Where t_o : T-obtained values, M_x : Average score of experimental group, M_y : Average score of control group, SD_x : The Sd deviation for experimental group, SD_y : The Sd deviation for control group, and N : The total of pupils

FINDINGS AND DISCUSSION

The Data Presentation

The target of this endeavor is to understand more how the GIST method affects understanding of reading texts in class XII at Sinar Husni BM Vocational High School. The post-test scores of the pupils are the data in this study. In this study, the grade of XII OTKP 2 became the experimental group and the grade of XII RPL 2 became the control group. Pre and post-test data on two distinct treatments were used to assess students' ability in reading skills. Experimental class employed GIST technique, whereas Control class used conventional learning on descriptive text material. Before learning descriptive text, a pre-test was administered to measure the ability of early reading comprehension. The post-test was done to see how well people understood things after they were treated using the GIST

method. The reading comprehension exam is a twenty-five questions multiple-choice test that has been validated for validity and reliability.

The data was statistically analyzed to see if the use of the GIST technique had a tremendous impact in reading comprehension text for students. The data of experimental group in the following table:

Table 2. Pupils' Reading Ability Scores in the Experimental Class

Number	Pupils Initial Name	Pre-Test	Post-Test
1	AF	60	70
2	AP	60	75
3	AR	70	70
4	AS	70	80
5	CH	70	80
6	DC	60	70
7	DI	50	70
8	DW	50	70
9	DA	80	85
10	DP	70	75
11	FS	70	75
12	FA	75	80
13	GI	65	70
14	HS	65	70
15	IP	65	75
16	JA	50	75
17	KN	75	80
18	LP	55	70
19	LS	55	70
20	LA	55	60
21	MM	60	70
22	MN	40	55
23	MJ	50	60
24	NU	50	60
25	PA	55	60
	Total	1525	1775

According to the data above, the experimental group's total pre-test score was 1525, with the best score being 80 and the smallest being 40. The overall grade on the post-test was 1775, with the greatest score of 85 and the smallest score being 55. The pre-test and post-test frequency scores, they were markedly different, are shown below:

Table 3. The number of pupils' Reading experimental group's pre- and post-test values

Students' pre-test scores	Frequency	Percentage	Students' post-test scores	Frequency	Percentage
60	4 students	16%	70	10 students	40%
70	5 students	20%	75	5 students	20%
50	5 students	20%	80	4 students	16%
80	1 student	4%	85	1 student	4%
75	2 students	8%	60	4 students	16%
65	3 students	12%	55	1 student	4%
55	4 students	16%	-	-	-
40	1 student	4%	-	-	-
Total	25 students	100%	Total	25 students	100%

According to the pre-test data, 4 students received a score of 60 (16%), 5 students received a score of 70 (20%), 5 students received a score of 50 (20%), 1 student received a score of 80 (4%), 2 students received a score of 75 (8%), 3 students received a score of 65 (12%), 4 students received a score of 55 (16%), and 1 student received a score of 40 (4%). While the post-test data shows that 10 students received a score of 70 (40%); 5 students received a score of 75 (20%); 4 students received a score of 80 (16%); 1 student received a score of 85 (4%); 4 students received a score of 60 (16%); and 1 student received a score of 55 (4%). While the data of control group is in the following table:

Table 4. Students Reading Comprehension Scores in Control Group

Students' initial name	Pre-test	Post-test
AW	50	55
AH	50	60
DF	55	60
DP	60	70
DS	55	55
DS	60	60
FY	40	40
IA	40	40
IM	40	50
JP	50	55
KA	55	50
KN	55	60
LW	55	60
MA	60	60
MR	60	60
MF	40	50
MA	50	50
MI	55	60
MR	65	60
NF	65	65
RD	65	65
RE	70	70
RW	70	70
SE	65	70
SM	75	75
Total	1405	1470

According to the data above, the control group's total pre-test score was 1405, with the greatest score being 75 and the smallest being 40. The overall grade on the post-test was 1470, with the greatest score of 75 and the smallest score being 40. The pre- and post-test frequency scores, they were markedly different, are shown below:

Table 5. The number of pupils' reading control group's pre- and post-test values

Students' Pre-test score	Frequency	Percentage	Students' Post-test score	Frequency	Percentage
50	4 students	16%	55	3 students	12%
55	6 students	24%	60	9 students	36%
60	4 students	16%	70	4 students	16%
40	4 students	16%	50	4 students	16%
65	4 students	16%	40	2 students	8%
70	2 students	8%	65	2 students	8%
75	1 student	4%	75	1 student	4%
Total	25 students	100%	Total	25 students	100%

According to the pre-test data, 4 students received a score of 50 (16%), 6 students received a score of 55 (24%), 4 students received a score of 60 (16%), 4 students received a score of 40 (16%), 4 students received a score of 65 (16%), 2 students received a score of 70 (8%), and 1 student received a score of 75 (4%). While the data from the post-test shows that 3 students received a score of 55 (12%), 9 students received a score of 60 (36%), 4 students received a score of 70 (16%), 4 students received a score of 50 (16%), 2 students received a score of 40 (8%), 2 students received a score of 65 (8%), and 1 student received a score of 75 (4%). We can observe that there was a substantial difference among pre- and post-test in the Experiment class and pre- and post-test in the Control class based on the overall data. It also reveals a considerable difference in gain between the Experiment and Control classes.

Data from statistical findings was separated into sections. Data was gathered by pre- and post-testing. The researchers utilized a statistical procedure to calculate the mean value (M) and standard deviation (SD). The following table shows the results of the pupils' data analysis for the experimental and control groups;

Table 6. M and S Deviation

	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Mean	61	71	56	59
Standard deviation	9,64	11,22	8,88	9,29
	16,39%		5,36%	

1. Experimental Group

$$\begin{aligned}
 X &= \frac{71-61}{61} \times 100 \% \\
 &= \frac{10}{61} \times 100\% \\
 &= 0.1639 \times 100\% \\
 &= 16.39\%
 \end{aligned}$$

The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

2. Control Group

$$Y = \frac{59-56}{56} \times 100\%$$

$$= 0.0535 \times 100\%$$

$$= 5.36\%$$

Table 7. M and SD for Pre-Test

No	Score		X	Y	X ²	Y ²
	Experimental Group (X)	Control Group (Y)				
1	60	50	-1	-6,2	1	38,44
2	60	50	-1	-6,2	1	38,44
3	70	55	9	-1,2	81	1,44
4	70	60	9	3,8	81	14,44
5	70	55	9	-1,2	81	1,44
6	60	60	-1	3,8	1	14,44
7	50	40	-11	-16,2	121	262,44
8	50	40	-11	-16,2	121	262,44
9	80	40	19	-16,2	361	262,44
10	70	50	9	-6,2	81	38,44
11	70	55	9	-1,2	81	1,44
12	75	55	14	-1,2	196	1,44
13	65	55	4	-1,2	16	1,44
14	65	60	4	3,8	16	14,44
15	65	60	4	3,8	16	14,44
16	50	40	-11	-16,2	121	-262,44
17	75	50	14	-6,2	196	3,844
18	55	55	-6	-1,2	36	1,44
19	55	65	-6	8,8	36	77,44
20	55	65	-6	8,8	36	77,44
21	60	65	-1	8,8	1	77,44
22	40	70	-21	13,8	441	190,44
23	50	70	-11	13,8	121	190,44
24	50	65	-11	8,8	121	77,44
25	55	75	-6	18,8	36	353,44
	X = 1525	Y = 1405	$\sum X = 0$	$\sum Y = 0$	$\sum X^2 = 2400$	$\sum Y^2 = 3844$

$$M_x = \frac{\sum X}{N} = \frac{1525}{25} = 61$$

$$M_y = \frac{\sum Y}{N} = \frac{1405}{25} = 56,2$$

$$SD_x = \frac{\sqrt{\sum x^2}}{N} = \frac{\sqrt{2400}}{25} = \sqrt{96} = 9,79$$

$$S_{dy} = \frac{\sqrt{\sum y^2}}{N} = \frac{\sqrt{3844}}{25} = \sqrt{153,76} = 12,4$$

$$F_o = \frac{S_b^2}{S_u^2} = \frac{9,79^2}{12,4^2} = \frac{95,85}{153,4} = 0.6248$$

The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

The calculated F was 0.6248. The researchers compared the results to the F table to see if they were homogeneous. The df was calculated to match the F table. The df calculation utilized by the researchers was as follows:

$$df = (N1 + N2) - 2$$

$$= (25 + 25) - 2$$

$$= 50 - 2$$

$$= 48$$

Table 8. M and SD for Post-Test

No	Score		X	Y	X ²	Y ²
	Experimental Group (X)	Control Group (Y)				
1	70	55	-1	-3,8	1	14,44
2	75	60	4	1,2	16	1,44
3	70	60	-1	1,2	1	1,44
4	80	70	9	11,2	81	125,44
5	80	55	9	-3,8	81	14,44
6	70	60	-1	1,2	1	1,44
7	70	40	-1	-18,8	1	353,44
8	70	40	-1	-18,8	1	353,44
9	85	50	14	-8,8	196	77,44
10	75	55	4	-3,8	16	14,44
11	75	50	4	-8,8	16	77,44
12	80	60	9	1,2	81	1,44
13	70	60	-1	1,2	1	1,44
14	70	60	-1	1,2	1	1,44
15	75	60	4	1,2	16	1,44
16	75	50	4	-8,8	16	77,44
17	80	50	9	-8,8	81	77,44
18	70	60	-1	1,2	1	1,44
19	70	60	-1	1,2	1	1,44
20	60	65	-11	6,2	121	38,44
21	70	65	-1	6,2	1	38,44
22	55	70	-16	11,2	256	125,44
23	60	70	-11	11,2	121	125,44
24	60	70	-11	11,2	121	125,44
25	60	75	-11	16,2	121	262,44
	X = 1775	Y = 1470	ΣX = 0	ΣY = 0	ΣX ² = 1350	ΣY ² = 1914

Where X = Experimental class, Y = Control class

$$M_x = \frac{\sum X}{N} = \frac{1775}{25} = 71$$

$$M_y = \frac{\sum Y}{N} = \frac{1470}{25} = 58,8$$

The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

$$SDx = \frac{\sqrt{\sum x^2}}{N} = \frac{\sqrt{1350}}{25} = \sqrt{54} = 7,34$$

$$SDy = \frac{\sqrt{\sum y^2}}{N} = \frac{\sqrt{1914}}{25} = \sqrt{76,56} = 8,74$$

$$Fo = \frac{S_b^2}{S_u^2} = \frac{7,34^2}{8,74^2} = \frac{53,8756}{76,3876} = 0,705$$

$$\text{to} = \frac{Mx - My}{\frac{SDx^2}{\sqrt{N-1}} + \frac{SDy^2}{\sqrt{N-1}}}$$

$$\text{to} = \frac{71 - 58,8}{\frac{7,34^2}{\sqrt{25-1}} + \frac{8,74^2}{\sqrt{25-1}}}$$

$$\text{to} = \frac{12,2}{2,333}$$

$$\text{to} = 5,22$$

The score was 5.22. As a conclusion, Ho is rebuffed whereas Ha is approved because t acquired is higher. That is to say, implementing the Gist method has a significant impact on pupils' understanding of reading in descriptive texts. According to the data analysis, the coefficient T-test is 5.22, which is used to determine whether the Gist Strategy has a significant effect at five percent significant level or/ not one percent significant level that the level of T test is 5.22. The degree of freedom is used to compare T-tables (df). The level of "df" is calculated using the formula below:

$$\begin{aligned} Df &= (N1 + N2) - 2 \\ &= (25 + 25) - 2 \\ &= 50 - 2 = 48 \end{aligned}$$

As a result, it may be concluded that to is higher from T-table in either 5% or 1%. (2.00 < 5.22 > 2.65) can be deduced. The writers can get to the conclusion that the first hypothesis is accepted based on the given score. It denotes the presence of a substantial difference in student reading capacity in descriptive text while employing the GIST technique and Conventional technique in the third year of Sinar Husni BM Vocational High School Labuhan Deli. To determine the level of influence of applying GIST approach on third-year students in understanding the reading descriptive text at Sinar Husni BM Vocational High School, the coefficient (r²) was calculated using the calculation below:

$$\begin{aligned} r^2 &= \frac{t^2}{t^2 + n - 2} \\ r^2 &= \frac{5,22^2}{5,22^2 + 50 - 2} \\ r^2 &= \frac{27,24}{27,24 + 48} \\ r^2 &= \frac{45,97}{75,24} \\ r^2 &= 0,61 \end{aligned}$$

It utilized the following formula to calculate the percentage of coefficient effect (Kp):

$$\begin{aligned} Kp &= r^2 \times 100 \% \\ Kp &= 0,61 \times 100 \\ &= 61 \% \end{aligned}$$

Defined as data analysis findings on students' reading comprehension, it was

The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

discovered that the mean of the students' understanding of reading when using the GIST approach was greater than the mean of the students' understanding of reading when not using the GIST method. As a result, the outcome of this study could provide an answer to the following problem formulation: 1) Using the conventional technique, the pupils' reading comprehension in the third year at Sinar Husni BM Vocational High School was poor. It was caused by diverse approaches to teaching and learning. 2) Students in Sinar Husni BM Vocational High School's third year had better reading comprehension. 3) The use of the GIST technique has a considerable impact on comprehension of the third-year reading text at Sinar Husni BM Vocational High School.

CONCLUSIONS

The effect of applying the GIST strategy on the student reading comprehension of the explanatory text is the student reading comprehension gained by the XII OTKP2 GIST strategy. What is taught at Sinar Husni BM Vocational School is classified as "good" and the reading comprehension of students taught at Sinar Husni BM Vocational School student control group XIIRPL2 is classified as "sufficient". Based on the results of this study, it has been shown that applying the GIST strategy has a positive effect on students' reading comprehension. Therefore, the application of the GIST Strategy has been successfully read. This can be seen in the student's performance and understanding, as well as the teacher's performance in the learning process.

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The Effect of Gist Strategy on Students' Achievement in Reading Comprehension

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