

## GIST STRATEGY IN TEACHING RECOUNT TEXT FOR STUDENTS IN WRITING SKILL AT SMPN 8 MAKASSAR

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### ABSTRACT

The aim of this research was to find out if there is a significant difference before and after being taught GIST strategy in recount text for students in writing skill especially in summarization at SMPN 8 Makassar in the academic year 2021/2022. The data were collected through two tests, pre-test and post-test. The population of this research was students of SMPN 8 Makassar 2020/2022 academic year and the sample of this research was 33 students. Then the data collected by using writing test which was applied in pre-test and post-test, and the treatment was given before the post-test in treatment carried out using GIST Strategy. The process of this research took four meetings. The result of this study was analyzed by using Paired Sample Test on SPSS 26. According to the result of this research using GIST strategy could increase students' writing summary. It was proven by the result of Paired Sample Test on pre-test and post-test scores, which show the value sig. (2-tailed) is 0.00. Therefore it means that there is a significant impact in this research using GIST strategy to increase students' writing Summary.

**Key Words** : Wrting Summary, Recount Text, GIST

### INTRODUCTION

In human life language has an important role, people use language to communicate with each other. By language, we will get information and some knowledge nevertheless people use it such as a way to speak to each other and express their ideas, feeling, opinions, wishes, and thinking. According to Algeo (2010:1), "many people around the world use English for their purposes to communicated, English has become the most widespread language than any other language on the earth. English language is generally used as an international language for communication among people from different country backgrounds all around the world. In other words, English is a global language. Which can be used for communication with native-speakers and non-native-speakers worldwide.

In Indonesia, we use English as a foreign language. As a foreign language English is used informal settings, such as we use English for academic purposes. It means that English in Indonesia is not used daily and it is learned merely at school as one of the subjects in school. There are four skills in English, namely listening, speaking, reading, and writing. These skills are connected with one another and equally important. Because of that, students should be able to know all of the skills but the fact showed that same of the students get difficulty to learn English especially in writing skill.

According to Euis and Riski (2015: 24) said several people have difficulties in writing because it is different from speaking in terms of the complexity of the writing process and interrelationship of its components. Starting the paragraph, considering within the diction further as grammar, developing the idea which must be relevant, and also having the communication in written text are the complicated things that will be faced by the writer. Writing is seen to be the most difficult skill.

According to Rokha (2019: 53) state that, writing seems often felt difficult and complicated. It is caused by some factors that influenced the students in mastering writing skills. Recount text is one of common text types that used in writing. There are some problems faced by students in writing recount text. The problems include errors in grammar, organization, content, vocabulary, and spelling. The following problem came out in the part of content and vocabulary. It took place when students demonstrated to state the main idea and include supporting details as well as to care of diction in composing recount text paragraph. Moreover Nurkholija and Hafizh (2020: 476) stated, the students' knowledge and understanding in writing recount text was the students were difficult in elaborating ideas. Teaching strategies have become an important aspect of the teaching and learning process.

In fact, many students in SMPN 8 Makassar have a lack in writing because the text they have to write is not connected to some scheme. They also did not know what tense they should use. Their lack of interest in writing is due to their difficulty in connecting the scheme of writing with what will be written.

Selecting the suitable method enables teachers and students to achieve the learning goals. In addition, the use of appropriate strategies can motivate students in the learning process of writing. There are many strategies that teachers can use in teaching writing. Writing strategies assume an important role in teaching writing skills.

GIST is a strategy used for supporting reading comprehension, reading informational text, and summarization. As mentioned by Margot (2007: 103) GIST strategy is a strategy developed by James Cunningham as a strategy for helping students to learn how to choose the most important from the text.

Cunningham in Zaim (2018: 21) state that GIST is the summarizing strategy, summarizing obliges students to focus on the main idea of the text and to decide whether it is essential in the text without avoiding key ideas. Comprehending the main idea is important for students because discovering the main idea students can understand the text easily.

Therefore GIST strategy is strategy for summary, that students focus on the main idea of the text and decide to find the important without anything key ideas. Base on the explanation, the researcher focuses on GIST strategy in teaching recount text for students in writing skill at SMPN 8 Makassar.

## METHOD OF THE RESEARCH

In this research, the researcher used pre-experimental pre-test and post-test design. The location of this research took place at SMP Negeri 8 Makassar. The researcher took a month for the research and started on 13 June 2022 to 13 July 2022. The population of this research was the students of SMPN 8 2021/2022 academic years. The sample of this research was the one of class VIII namely class VIII.9 with 33 Total students and this chapter was chosen by total sampling. The instrument of this research was recount text. The researcher gave treatment at 8thgrade students. Writing test has used in pre-test and post-test. The researcher gave students a recount text and the students made summary from the text. The pre-test and post-test are same. The students wrote summary in 30 minutes. The researcher gave the test to find out enhance and to investigate students' writing skill based on recount text using GIST strategy. In this research, the researcher collected the data by using pre-experimental method and analyze the data by using scoring aspect.

## FINDINGS AND DISCUSSIONS

This research was established in class VIII.9 with 36 students in SMPN 8. It started from june to july. There was four meeting (including pre-test, treatment and post-test). After analyzing the data procured from pre-test and post-test the result of students writing summary score in pre-test and post-test such as we can see below:

**Table 1. Students' Score and Classification in Pre-test**

Pre-test					
	Frequency	Percent	Valid Percent	Cumulative Percent	
	20	1	3	3	3
	33	1	3	3	6.1
	40	3	9.1	9.1	15.2
	47	5	15.2	15.2	30.3
Valid	53	7	21.2	21.2	51.5
	60	8	24.2	24.2	75.8
	67	5	15.2	15.2	90.9
	73	3	9.1	9.1	100
	<b>Total</b>	33	100	100	

In table 1. Shows that 1 student received a score of 20 in frequency classification very poor, 1 student received a score of 33 in frequency classification gets poor, 3 students received a score of 40 in frequency in classification get poor, 5 students received a score of 47 in frequency in classification get fair, 7 students received a score of 53 in frequency in classification get fair, 8 students received a score of 60 in frequency in classification get fair, 5 students received a score of 67 in frequency in classification get good, 3 students received a score of 73 in frequency in classification get good.

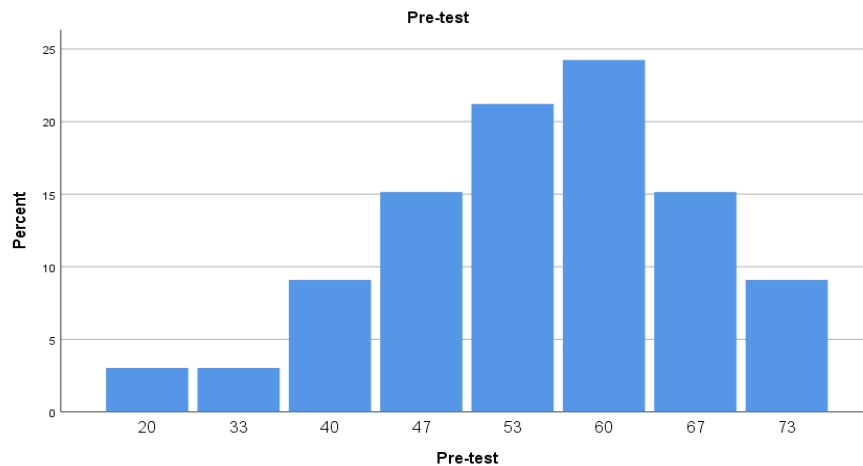
**Table 2. Students' Score and Classification in Post-test**

Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
	67	3	9.1	9.1	9.1
	73	14	42.4	42.4	51.5
Valid	80	9	27.3	27.3	78.8
	87	3	9.1	9.1	87.9
	93	4	12.1	12.1	100
	<b>Total</b>	33	100	100	

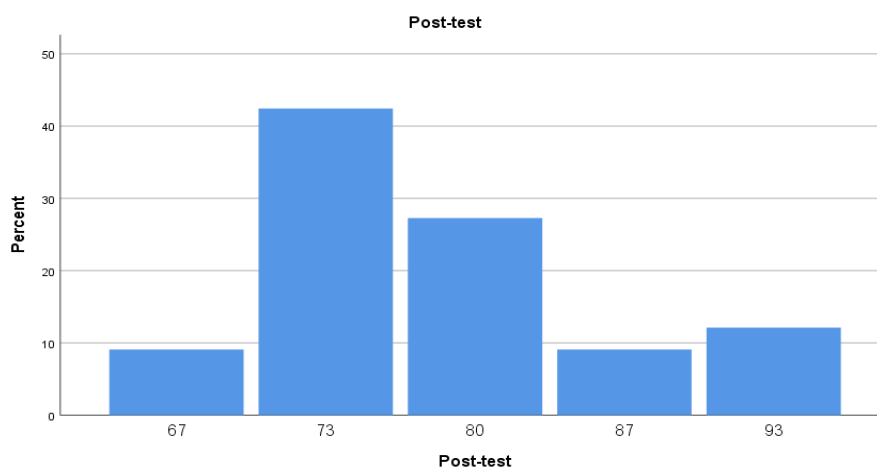
Based on the post-test data above, 3 students received a score of 67 in frequency in classification got good, 14 students received a score of 73 in frequency in the classification they got good, 9 students received a score of 80 in frequency in the classification they got good, 3 students received a score of 87 in frequency in classification that got very good, 4 students received a score of 93 in frequency in the classification they got very good.

Table 1 and table 2 showed the students' results. Based on the table above, there were 33 students as the sample of the research. The test was conducted by the researcher before and after treatment using GIST strategy. The focused of this test was on how students writing skill especially in write a summary. In pre-test, the researcher was imparting to students about the test. The test supposed to know students' capability in writing summary before the researcher gave treatment to students.

According to the table 1 shows the result of pre-test and table 2 show the result of post-test. Based on the two tables indicated students' writing summary was good after doing treatment using GIST strategy. The pre-test and post-test could be compered as well in following diagram bar:



From the figure 1. above, there was 1 student gained 20 (3.0%), 1 student gained 33 (3.0%), 3 students gained 40 (9.1%), 5 students gained 47 (15.2%), 7 students gained 53 (21.2%), 8 students gained 60 (24.2%), 5 students gained 67 (15.2%), 3 students gained 73 (9.1%).



Based on the students post-test figure above, 3 students gained score 67 (9.1%), 14 students gained 73 (42.4%), 9 students gained 80 (27.3%), 3 students gained score of 87 (9.1%), 4 students gained a score of 93 (12.1%).

**Table 3. Students' Paired Samples Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	54.94	33	12.021	2.093
	Post-test	78.06	33	7.689	1.338

In table 3 over reveal there is a significant difference between pre-test and post-test score. It could be seen from mean of both test. The mean of pre-test

was 54,94 while in post-test was 78,06. If these both mean were compared, it could be seen there was a difference between pre-test and post-test mean.

**Table 4. Students' Paired Samples Test**

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
<b>Pair 1</b>	<b>Pre-test</b>	-23.121	12.196	2.123	-	-	-	32	.000
	<b>Post-test</b>				27.446	18.797	10.891		

We could see table 4. Paired Sample test, the researcher used this test to know whether there is an enhancement after students were taught Gist strategy. In this table showed there was an enhancement where the significant of the data showed the value sig. (2-tailed)s' column is 0.00.

If the significance value(2-tailed) < 0.05, the Ho is rejected and Ha is accepted and if the significance value(2-tailed) >0.05 then Ho is accepted and Ha is rejected. If Ho is rejected, There is no average dissimilar between the learning ramification of the Pretest and the Posttest , which indicate that there is no effect of using Peer Tutor learning strategies in improving learning outcomes. If Ha is accepted, There is an average difference between PreTest and PostTest learning outcomes , which means that there is an effect of using peer tutor learning strategies in improving learning outcomes.

Moreover in this table show Ho is rejected and Ha is accepted. Such as explanation above it means that there were an impact in this research using GIST strategy to increase students in writing summary.

## DISCUSSIONS

This section provided the discussion of the result of data analysis, the result was conducted by three steps. The first step was pre-test the researcher gave pre-test to students to know their writing summary ability before being taught GIST strategy. The second step, the researcher provided treatment to students using GIST strategy, the treatment took two days. The third was post-test, the researcher gave this test to know the students' score after being taught by using GIST strategy.

For the pre-test, the researcher explained to students about the test, the students seems didn't understood about the test and kept asking to the researcher how to do the test. The result of pre-test reveal that the students has lack in writing, they did not know how to connected the schemas, students seems did not know about the usage of tense in the text and bored to read repeatedly

the text. In the treatment the researcher taught the students about recount text, GIST strategy and how to make summary according to GIST strategy as a strategy for summary text. The student seems easier to make summary. And for the post-test the students were give the same instruction to did the test same as pre-test.

In advance the researcher took one class sa the sumple. But during the text it turn out not all students could take the test until finished. Therefore, the total students in class VIII.9 was 36 students but the writer only took data from 33 students as the samples.

Based on the students' score and classification in pre-test and post-test there were a significant difference. From the findings, thi reaserch was succeeded, it proven from the mean score in pre-test was 54,94 improve to 78,06 in post-test. It showed that there was a differences by the students' writing summary after being taught GIST strategy. The result revealed the students' score after using GIST strategy was higher than before. Moreover as we could see on the table 4.4. the sig(2-tailed)= 0.00 it means that there was a significant improvement in students' writing summary using GIST strategy in this reaserch. Therefore the strategy was accepted and it stimulated students to increase students' writing skill especially in summarization.

Based on the study of Sunita Sari (2018) In her thesis, she used experimental group and control group. In the experimental group was taught by using GIST strategy while the control was taught without gist. The result show that teaching writing achievement in narrative text by using GIST strategy has more significant effect than without using GIST strategy. It is deduced that the application of GIST " Generating Interaction between Schemata and Text" strategy influences students' performance in writing narrative text. Because  $t_{\text{observed}} > t_{\text{table}}$  ( $p = 0.05$ ) on df 44  $5.45 > 2.02$  ( $p = 0.05$ ) on df 44. A high level of achievement in story writing.

Futhermore, their paper hypothesizes that there is significant effect of applying GIST strategy on students performance in writing narrative text. According to Saepudin, et al. (2019) also did a research about The Effectiveness of GIST (Generating Interaction Between Schemata and Text) and KWL (Know, Want to know and Learned) Strategies On Students English Literacy Toward Learning Motivation. Analyzing the result show that exploitation GIST strategy was potent on than KWL strategy. GIST strategy facilitate students in shorting and choosing vocabularies for classifing the vital the knowledge from the text therefore it conclude information to facilitate the understanding.

In inference from the findings and previous study above, writing summary GIST strategy was succeed to advance students capability in writing.

## CONCLUSION

Based on the data analysis result and discussion result in the previous chapter, the researcher concluded that using GIST strategy as a writing summary make students more easier in learning writing, students could understand about

the text they have read. Most of students in SMPN 8 class VIII.9 have a lack in writing summary before GIST was used and increase students writing summary. The researcher was conclude that GIST strategy in teaching recount text for students in writing skill at smpn 8 makassar can ameliorate students writing especially in writing summary text whether there was a significant increase. In addition, we could see in students' mean score before and after being taught through the GIST strategy, in pre-test students' mean score was 54.94 and after the researcher gave the treatment to the students in post-test students' mean score was 78.06. since the Paired Sample Test result on SPSS program was used to know whether there is a significant difference between pre-test and post-test. In paired samples test table showed that sig. (2-tailed) = 0.00 . it can be concluded that the result of students' writing had a significant different before and after treatment, students' score in post-test increased.

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