

ENHANCING NURSING STUDENTS' READING COMPREHENSION USING GIST STRATEGY IN NURSING ACADEMY (AKPER) PRIMA JAMBI 2016

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ABSTRACT

This research is conducted in order to enhance nursing students' reading comprehension using GIST Strategy. Appointing to the importance of schema theory in reading, this present study investigates the use of Generating Interactions between Schemata and Text (GIST) to improve the students reading comprehension at third semester of nursing students in AKPER Prima. This research used Classroom Action Research (CAR) which is conducted to solve the students' problem in English reading. Two cycles were conducted in which each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative gained by analysing the field note, observation sheet and interview. Then quantitative data were obtained from the students' reading score of cycle I and cycle II. The finding of this research indicated that the implementation of GIST Strategy was success full since there is an improvement in students' reading comprehension. The finding showed significant improvement in students' reading comprehension. It is suggested that GIST Strategy can be implemented in teaching reading in order to enhance students in learning English reading.

Keywords: *Generating Interaction Schemata and Text (GIST) Strategy, Reading Comprehension.*

INTRODUCTION

Reading is one of the English skills that have to be mastered by all of students in learning language. Having good reading skill is very important for the students. It can help the students to get a lot of information through reading. The students should also have reading skills to comprehend the text. In particular, an important part of reading process is reading comprehension because it makes the process of constructing the meaning of the texts. In this process, the readers are involved actively using their experience, background knowledge, structure knowledge and the strategies to comprehend the texts.

Briefly, Reading is generally defined as the process of constructing meaning from written texts. Comprehension is the comprehending of meaning the material in reading. It indicates that reading comprehension is one of the important tools for human life because from reading the readers can get useful information.

One expert has already defined Schramm (2008:231) states that "reading comprehension is an active process to construct the meaning and the understanding about the text". To do this,

there are two ways readers should do. First, good readers will quickly reject the irrelevant information and find what he/she is looking for. Second, it is enough to comprehend the gist of the text only, but more detailed comprehension is necessary. In other hand, Schoot et al,(2008:203) state that "Reading comprehension involves the formation of a meaning based and coherent representation of the text that is read". It shows that after reading, we can get the meaning from the structure of the text.

Based on researcher's observation at third semester students of Nursing Academy (AKPER) Prima Jambi. It was found that the students still have lack of reading comprehension. There are some problems which caused the students' low reading comprehension. Firstly, most of students got difficulties in comprehending the text. It was influenced by the lack of vocabulary. The students did not know the meanings of many words that appeared in text. It means that the students did not have background knowledge about the materials, so they got difficulty to activate the schemata in reading. They had limited prior knowledge with the text discussed in the class.

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In order to minimize the problems, the researcher assumes that GIST (generating interaction between schemata and text) strategy can be considered in teaching reading comprehension because it is an effective activity for the students. As explained by Cunningham (1982), "GIST has been exploring a more intuitive strategy under the acronym "GIST" (Generating Interactions between Schemata and Text)". It shows that teaching students use summarizing strategies helps the readers to get information, a higher order thinking skill which includes analyzing information and identifying key concepts.

In the process of GIST, the students activate the schemata on the text because they can build their background knowledge, experience to comprehend the text. It is supported by Anderson (1998) states that "reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message". It is clearly stated that the schemata which represent the way experience and background knowledge are organized in mind.

Furthermore, Meurer (1985:168) also explains that "the concept of schemata and some of its relations to text comprehension." It shows that the reader's concept, beliefs and expectations, in the process for activating schemata, the readers can get the information from past experiences or background knowledge that are used in making sense to comprehend the text. In reading, comprehending text using GIST strategy can be interested in reading comprehension to understand how readers can acquire new knowledge.

Based on those explanations, the formulation of this research was as follows:

- 1) To what extent can GIST strategy improve reading skill of the third semester nursing students of AKPER Prima Jambi?
- 2) What factors influence the changes of reading skill of the third semester nursing students of AKPER Prima Jambi by using GIST?

However, the writer expects that the result has theoretical and practical significances. Theoretically, it is expected to provide more information for students and teachers/lecturers of the benefits of using GIST as the strategy to improve students' reading skill. Practically, the use of GIST strategy contributes on integrated materials on students' reading skills.

RESEARCH METHOD

This research was a Classroom Action Research (CAR). The characteristic of classroom action research is collaboration. The model proposed by Kemmis and McTaggart (1988:9) is known as the action research spiral that consists of four steps. They are planning, doing action, observing and reflecting or evaluating. The participants of the research were class students of third semester of nursing students. The class consisted of 40 students, 22 were female and 18 were male. Another participant in this research was an English lecturer as a collaborator. The instruments used in this research were observation, interview, reading task, and reading test. Observation was aimed to know both students and lecturer's activities during the process of teaching and learning. Meanwhile reading task and test meant to evaluate the students reading skill at the end of meeting and cycle. Observation guide, field notes, and interview were used to collect qualitative data. It meant that the data were presented qualitatively. While students' tasks and tests were used to collect quantitative data.

The data taken were numerical data that were analyzed by counting the percentage and the mean scores. However, they were presented by using graphic. The data got from task and test were analyzed by finding out each mean score of reading skill indicators. The indicators that were identified are content, grammar, vocabulary, organization and mechanics (Cohen:1994). Then, the data were analyzed qualitatively by using data gained from observation guide, field note, and also interview at the end of each cycle. The steps to analyze the data was adapted from Gay (2000:239).

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FINDING AND DISCUSSION

This classroom action research was conducted at third semester of nursing students in AKPER Prima Jambi. The number of students was 40. The research was conducted in two cycles using GIST strategy to improve the students' reading comprehension. Each cycle consisted of four meetings with the test included and each meeting had 2 x 45 minutes. Each cycle of this research consisted of four phases; planning, action, observation and reflection.

Before carrying out the first cycle of this research, at the beginning researcher and the collaborator gave reading test to students to know the based score as the pre-test. It was found that the percentage of each indicator or components of reading comprehension in were 54,2% for discovering main idea.

Then, in identifying detail was 52,1%. Understanding vocabulary was 50,4%. Finally, summarizing concepts was 46,9%.

After analyzing the data from the test, the researcher concluded that the students' reading comprehension in all indicators such as discovering main idea, identifying detail, sequencing event, using context, getting facts, drawing conclusions, understanding cause and effect, generating and answering questions, understanding vocabulary, determining author's purpose, understanding point of view and summarizing concepts was poor. The result of each indicator was mostly in poor level. In the other hand, the media of teaching reading should be improved or changed. Consequently, the researcher made plans of activities in the first cycle by applying GIST strategy in reading class

Table 1. The students' average score reading comprehension cycle 1

No	Cycle I	Indicators of reading comprehension			
		Discovering main idea %	Identifying detail %	Understanding vocabulary %	Summarizing concept %
1	Meeting 1	56,2	57,1	57,7	51,3
2	Meeting 2	63,6	65,5	59,8	59,5
3	Meeting 3	65,7	68,8	61,6	63,2
4	Test of cycle 1	72,0	70,4	67,5	68,3
5	Average score	64,4	65,4	61,6	60,6

Table 2. The students' average score reading comprehension cycle 2

No	Cycle I	Indicators of reading comprehension			
		Discovering main idea %	Identifying detail %	Understanding vocabulary %	Summarizing concept %
1	Meeting 1	71,3	73,3	69,4	67,2
2	Meeting 2	73,5	79,1	73,6	71,7
3	Meeting 3	74,5	83,0	75,9	76,3
4	Test of cycle 1	79,8	85,6	76,1	76,8
5	Average score	74,7	80,2	73,7	73,0

From the result of analyzes in cycle I and II, the writer analyzed the

students improvement from cycle I to cycle II.

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The table shows the improvement of students' reading comprehension in cycle II. There was descent rapidly on students category who could not pass the standardized score (<70) from cycle I and cycle II. While, there was good enough increasing on the students' category that can pass the standardized score (≥ 70) from cycle I and Cycle II.

The result above indicates that GIST strategy gives positive effect not only in improving students' reading comprehension, but also in activeness and creativity of students. It can be seen from the result of pre-test, post-test and reading test which have changed significantly from cycle I up to cycle II. Besides that, the using of this method is also be able to increase creativity and activity on academic assignment.

Based on the observation, students were paying much attention to the text and carefully listening to discussion. The implementation of GIST strategy in classroom supported comprehensible input for the students, gave opportunities to increase verbal interaction, encouraged active involvement, and reduced anxiety. These were proven by students' enthusiasm in learning activity. Most of them actively participated in the classroom discussion and got more motivation in order to follow the instruction from the lecturer. Beside that, they also master new vocabulary every meeting. The important thing is that the scores were also improving from meeting to meeting.

Next, the second research question was about the factors that influence the students' reading skill. Based on the writer and collaborator observation and interview with most of the students, it could be seen that there were a number of factors that influenced the students' reading skill by using GIST strategy. They were:

1. Teaching and Learning Media

Teaching and Learning media has a very important role in learning process.

2. Learning Method

The students' activities in group seemed good for them at first, however some students seemed not enjoy working in

group. After having discussion with collaborator and the students' themselves, the lecturer decided to let them working individually. So that they felt free to express themselves in reading.

3. Materials

Interesting reading topic gave contribution to the improvement of students' reading. Having interesting thing increased students' motivation and enjoyment. They felt happy and familiar with the text.

4. Activities

The lecturer created interesting classroom management that made students more active in classroom activities.

5. Classroom Management

The time quite influenced students' motivation in learning activity, but the lecturer always motivated them to not being influenced whenever studying time was scheduled.

6. The lecturer's Approach

The approach used by the lecturer caused the students improved the reading skill. It was such giving helps for each students. This approach was beneficial for the students and it made them improved the reading skill.

CONCLUSION

Having completed analyzing the data calculation of the research about GIST strategy in improving reading comprehension of nursing students of AKPER Prima Jambi. It can be concluded that implementation of GIST Strategy can improve students' reading comprehension. The improvement could be seen from the quantitative study; the result 8 meetings, interview result and qualitative study; test, observation sheet, and interview. In addition, some factors that influenced students' reading skill, they are: teaching and learning media, learning method, materials, activities, classroom management, and the lecturer's approach. The successful of teaching reading not only depend on the lesson programs but also important to know how are the teachers present the lesson and using various method and technique to manage the class more and make the class more enjoyable. Regarding to teaching reading by GIST strategy, the writer gives some

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suggestion for the teacher, students, and upcoming writer to use this strategy.

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