

## **CHAPTER IV**

### **FINDING AND DISCUSSION OF RESEARCH**

This chapter presents the results and discusses the research obtained by the researcher at the research site. It consists of data obtained about the implementation of the GIST strategy in teaching English descriptive text in reading comprehension for 4th-grade students of SDN Bandaran 3 Pamekasan. The data were obtained through interviews, observations, and documentation. This chapter presents the research problems that were introduced in the first chapter.

#### **A. The Finding of Research**

In this finding, the researcher provides and explains the results of implementing the GIST strategy in teaching English descriptive text in reading for 4<sup>th</sup> grade students of SDN Bandaran 3 Pamekasan using descriptive analysis of qualitative method.

In this research location, researchers obtained data on applying the GIST strategy in descriptive text in reading learning by observing the teaching and learning process. In addition, the researcher also conducted interviews to obtain information when the researcher did not get information through observation when the researcher examined the field. The data obtained was supported by documentation that the researcher took at the research location.

In this case, the researcher presents some data based on the data collection procedures used to collect data by conducting interviews, observations, and documentation. The researcher conducted interviews to

obtain information about how teachers apply the GIST strategy in learning to read English descriptive text. The researcher also conducted interviews with students and teachers to obtain information about the teachers' and students' perceptions about the implementation of the GIST strategy in teaching English descriptive text in reading comprehension for grade 4 students at SDN Bandaran 3 Pamekasan.

### **1. The Implementation of GIST Strategy In Teaching English Descriptive Text In Reading Comprehension For 4<sup>th</sup> Grade Students Of SDN Bandaran 3**

The GIST strategy, a crucial tool in reading comprehension, was the focus of this research. The researcher closely observed its implementation in class 4 of SDN Bandaran 3 Pamekasan, using a combination of observation, interview, and documentation methods. This comprehensive approach allowed for a thorough investigation of the strategy's effectiveness.

First, the researcher observed the teaching process by attending the class. Researchers made observations on November 29, 2023, and December 06, 2023, which were conducted for two meetings. The first meeting was on November 29, 2023, and the second was on December 06, 2023. The researcher observed the 4th-grade students of SDN Bandaran 3. The researcher observed the implementation of the GIST strategy in teaching English descriptive text in reading comprehension of 4th-grade students at SDN Bandaran 3. The data obtained will be explained as follows:

**a. First Meeting In The Implementation of GIST Strategy In Teaching English Descriptive Text In Reading Comprehension**

The first meeting was held on Wednesday, November 29, 2023, from 09.30 until 10.05 to obtain data. The researcher first met with the principal of SDN Bandaran 3 to obtain permission to conduct the research. Then, the researcher met with the teacher who taught English using the GIST strategy in teaching English descriptive text in reading comprehension at SDN Bandaran 3 Pamekasan. In this case, the researcher was a passive observer, only observing the teaching and learning process. At the research location, the researcher acted as a non-participant observer because the researcher visited the research location and observed the research subjects without participating in the teaching and learning activities of reading comprehension using the GIST strategy in teaching English descriptive text.

Before discussing the activities of implementing the GIST strategy in Teaching English Descriptive Text in Reading Comprehension at the first meeting, the following is the teaching module at the first meeting used by the English teacher in preparation for the implementation of the GIST strategy for further comprehension.

Table 1: Grade 4<sup>th</sup> teaching module on descriptive text first meeting

<p><b>Kegiatan Pendahuluan</b></p> <p><b>Greeting and Warm-up:</b></p> <ul style="list-style-type: none"> <li>• Guru menyapa siswa dan menanyakan kabar mereka</li> <li>• Guru mengajak siswa bermain permainan singkat untuk mengaktifkan suasana belajar</li> </ul> <p><b>Apersepsi:</b></p> <ul style="list-style-type: none"> <li>• Guru menunjukkan gambar yang berkaitan dengan</li> </ul>
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tema bacaan yang akan dipelajari

- Guru mengajak siswa berdiskusi singkat tentang gambar atau video tersebut

#### **Motivation**

- Guru menjelaskan pentingnya memahami isi bacaan dengan baik
- Guru menjelaskan bahwa strategi GIST dapat membantu siswa memahami isi bacaan dengan lebih mudah dan cepat

#### **Kegiatan Inti**

##### **Demonstrate GIST:**

- Guru memperkenalkan strategi GIST secara singkat dan jelas
- Guru menjelaskan langkah-langkah GIST dengan menggunakan contoh teks bacaan yang sesuai dengan level kelas 4:
  - **Membaca teks dengan cermat:** Guru membaca teks dengan suara yang jelas dan mencontohkan bagaimana membaca teks dengan cermat.
  - **Menemukan ide pokok atau informasi penting:** Guru membantu siswa mengidentifikasi ide pokok dan informasi penting dalam teks.
  - **Membuat ringkasan yang mencakup ide-ide utama dalam 20 kata:** Guru membantu siswa membuat ringkasan teks dalam 20 kata.

##### **20-word challenge:**

- Guru memberikan teks contoh singkat yang mudah dipahami, sesuai dengan standar teks bacaan kelas 4
- Guru meminta siswa menuliskan ide pokok dalam paragraf tersebut hanya dalam 20 kata .
- Guru mendiskusikan jawaban bersama siswa dan memberikan umpan balik

##### **Group discussion:**

- Guru membagi siswa menjadi beberapa kelompok
- Guru memberikan teks bacaan baru kepada setiap kelompok

**MY CAT**

*Kitty is my playful black cat.*

*Sometimes, it is very naughty. It is very clever. It likes playing with ball. It sometimes plays with me. It likes playing with anything. This cat is always playful.*

*Kitty is always near me. It looks cute. Its eyes are around. Kitty has a long tail. The fur is black. My kitty is small but fat.*

- Guru meminta setiap kelompok untuk menerapkan strategi GIST pada teks bacaan yang diberikan dan membuat ringkasan dalam 20 kata
- Setiap kelompok mempresentasikan hasil GIST mereka di depan kelas.

**Kegiatan Penutup**

**Review:**

- Guru meninjau kembali langkah-langkah GIST dengan singkat.
- Guru menekankan pentingnya memahami isi bacaan dengan baik.

**Assessment:**

Guru memberikan pertanyaan singkat kepada siswa untuk memastikan mereka memahami konsep GIST

The results of observations on the activities the implementation of GIST strategy in Teaching English Descriptive Text in Reading Comprehension by English teachers at the first meeting are as follows:

### 1) Pre-teaching

In this activity, the researcher and the 4th grade English teacher of SDN Bandaran 3 Pamekasan entered the classroom. The English teacher opened the class by greeting the students and started the lesson. The teacher and students prayed together. After that, the teacher checked the students' attendance and asked how they were

doing. Then, the teacher invites students to do ice breaking to activate the learning atmosphere before the lesson begins.



**Figure 1, The teacher does ice-breaking**

The teacher explains the topic of the previous meeting and the topic to be learned and motivates the students, especially regarding the importance of learning English for daily use. The teacher also shows pictures related to the reading theme to be learned and invites students to discuss the pictures briefly. Next, the teacher explains the importance of understanding the content well and that the GIST strategy can help students understand the content more easily and quickly.

## **2) Whilst- teaching**

### **1. Explanation of material**

The teacher explains the material, especially the new material about descriptive text, including the meaning of descriptive text and its characteristics. Then, the teacher asks students to open textbooks related to the material to be learned; in this case,

students are asked to observe pictures and write in the textbook. After that, the teacher explains the title by reading the text in front of the class, followed by students trying to understand the text 'My cat'. Then, the teacher introduces the steps to identify the main idea using the GIST strategy. First, students are divided into groups. The teacher explains that GIST is a way to summarize text by reading the text carefully, finding the main idea, and making a 20-word summary.

The teacher gives an example by reading a short paragraph and making a summary with the students. Then, students try to summarize a short text in 20 words. In implementing the GIST strategy, the teacher further breaks down the process into three key components: Summary Point, Important Words/Information, and Summary Statement. Students first identify the main points of the text (Summary Point). They note keywords or important information supporting these points (Important Words/Information). Finally, they create a concise summary statement that encapsulates the main ideas in their own words (Summary Statement). Through this structured approach, students develop a deeper understanding of the text, enhance their critical reading skills, and learn to articulate their comprehension effectively.

Afterwards, students discuss in groups and compare their results. The teacher guides the students through the next

paragraph in the same way. Each group presents their summaries to see different points of view. Then, the teacher assesses students' understanding by reviewing the assignment and asking questions about the main idea.



**Figure 2, The teacher explains the material to the students.**

## 2. Division of students into working groups

After the teacher explains the material, the teacher divides the students into groups, each consisting of five students. The teacher gives each group the same questions to find the text's main idea by summarizing it.



**. Figure 3, The teacher divides the group**



The teacher divides the groups according to the number of students. If students get the same number, they join so they can work together as a team, and the learning process can go well. After the teacher divides the students into groups, the teacher asks the students to sit together with their groups and form a circle.

The teacher explains the content of the text in detail by translating the text first so that students understand the text better. After that, the teacher explains the steps that each group will take in the task by re-explaining the material about the reading text given to students to make it easier to understand; the teacher gives an example of a problem to students to provide an overview of the task to be given. Then, each group begins to discuss what they get from the text with their group.



**Figure 4, The teacher explains and repeats the material.**

### 3. Assign students to read and discuss with their groups.

After the teacher explains the material again, each group starts reading the text and discussing it to find solutions or answers to the tasks. In this activity, the teacher reminds students to cooperate and discuss with their groups, give opinions about what they get from the text, and exchange views to make the learning process effective.

Each group should discuss the important information in the text with their group. After the discussion, the teacher allows one of the groups to present the group discussion results in front of the class, with each group having 3 minutes to present.



**Figure 5 Students do presentation**

### 3) Post-teaching


After all groups have presented what they learned from the reading text, the teacher briefly reviews the steps of GIST and emphasizes the importance of understanding the content well. The teacher asks students short questions to ensure they understand the concept of GIST, asks for feedback, and closes the lesson together.

**b. Second Meeting In The Implementation of GIST Strategy In Teaching English Descriptive Text In Reading Comprehension**

In the observation of the second meeting, the researcher attached the teaching module prepared by the English teacher in implementing the GIST strategy, as it was designed to provide a clear guide for teachers in carrying out learning activities as well as providing a better understanding of how the GIST strategy would be implemented.


Table 2: Grade 4<sup>th</sup> teaching module on descriptive text second meeting

<p><b>Kegiatan Pendahuluan</b></p> <p><b>Greeting and Review:</b></p> <ul style="list-style-type: none"> <li>• Guru menyapa siswa dan menanyakan kabar mereka</li> <li>• Guru meninjau kembali materi GIST yang telah dipelajari pada pertemuan</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• Guru mengingatkan siswa tentang pentingnya memahami isi bacaan dengan baik.</li> <li>• Guru menjelaskan bahwa pada pertemuan ini, siswa akan mengerjakan latihan GIST secara individu.</li> </ul> <p><b>Kegiatan Inti</b></p> <p><b>Individual Work:</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan teks bacaan baru kepada setiap siswa</li> </ul>
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Describe your own room.

Example:



This is my living room. My living room is big and clean. There are a sofa, a table, and a television in the living room. I watch TV in it. I love my living room.

- Guru meminta siswa untuk menerapkan strategi GIST pada teks bacaan yang diberikan dan membuat ringkasan dalam 20 kata.
- Guru menyediakan waktu bagi siswa untuk mengerjakan latihan secara mandiri.
- Guru mendampingi siswa yang mengalami kesulitan.

**Kegiatan Penutup**

**Review and Assessment:**

- Guru meninjau kembali langkah-langkah GIST dengan singkat.
- Guru mengumpulkan hasil latihan GIST dari siswa.
- Guru memberikan penilaian terhadap hasil latihan GIST siswa.

**Closing:**

- Guru memberikan kesimpulan tentang materi GIST

### 1) Pre-teaching

In this second observation, the researcher came directly to the class. This observation was conducted on Wednesday, December 6,

2023, from 9:30 to 10:05 am. In this second observation and meeting, the teacher still applied the GIST strategy for reading comprehension of grade 4 students at SDN Bandaran 3. The teacher greeted the students and asked how they were. The teacher reviewed the GIST material learned in the previous meeting, reminded students about the importance of understanding the content of reading well and explained that in this meeting, students would work on GIST exercises individually.

The teacher explains the reading text to be studied, which contains the topic of "living room." After that, the teacher explains the title found in the textbook in front of the class, and students pay attention. The teacher analyzes the content of the reading text with the students, for example, "The living room is one of the rooms in the house where there are several objects such as sofas, televisions, and others." The teacher explains one sentence in the text about the living room while dictating the translation of the text. In this activity, students also ask and answer questions with the teacher about the material presented.

## **2) Whilst-teaching**

After the teacher translates the text, the next step is to ask the students to find the main idea or important information in the text by summarizing it like the previous meeting, but this time independently. The teacher gives each student a new reading text

and asks them to apply the GIST strategy to the text and summarize it in 20 words.

In implementing the GIST strategy, teachers also break down this process into three main components: Summary Points, Keywords/Essential Information, and Summary Statements. Students first identify the main points of the text (Summary Points), then note critical words or important information that support those points (Key Words/Essential Information), and finally, they create a brief summary statement that includes the main ideas in their own words (Summary Statement). Through this structured approach, students develop a deeper understanding of the text, improve their critical reading skills, and learn to articulate their understanding effectively. The teacher provides time for students to work on the exercise independently and assists students who have difficulty in summarizing such as difficulty in understanding the text quickly to make the learning process effective.



**Teacher accompany students during the assignment process**

### 3) Post-teaching

After all students have completed the task and found the main idea in the text by summarizing it, students collect their work. The teacher briefly reviews the GIST steps, collects the results of the GIST exercise from the students, and assesses the results. The teacher and students summarize the material learned, and the teacher asks for feedback on the learning implementation. The teacher and students close the lesson together.

## 2. The the strengths and weaknesses of implementation GIST strategy in teaching English descriptive text in reading comprehension for grade 4<sup>th</sup> students at SDN Bandaran 3 Pamekasan

In addition, implementing the GIST strategy has several advantages and difficulties. This is based on interviews conducted by researchers and English teachers. The GIST strategy has advantages and difficulties in teaching reading comprehension. Teachers conveyed that the advantages and difficulties were influenced by several components, from students, teachers, learning environments, or time in teaching. This can be seen from the results of the researcher's interview with the English teacher, who stated:

“Saya percaya bahwa strategi GIST memiliki beberapa keuntungan yang signifikan dalam membantu siswa memahami bacaan dengan lebih baik. Pertama, penerapan strategi GIST ini memiliki keuntungan bahwa siswa dapat memperoleh poin dari kegiatan membaca. Selain itu, dengan menggunakan strategi GIST dapat membantu siswa meningkatkan kosakata mereka. Terakhir, strategi GIST membantu meningkatkan kemampuan berpikir kritis siswa, selain itu tidak banyak kesulitan yang dihadapi, hanya saja terkadang siswa kurang memahami teks dengan cepat, dan juga strategi ini membutuhkan waktu yang tidak sedikit untuk teks.

Selain itu, kendala yang muncul adalah waktu yang dibutuhkan untuk mengimplementasikan strategi GIST, terutama ketika diimplementasikan pada teks yang lebih panjang yang terdiri dari satu paragraf”<sup>1</sup>

In English:

“I believe that the GIST strategy has some significant advantages in helping students understand reading better. First, the application of this GIST strategy has the advantage that students can earn points from reading activities. In addition, using the GIST strategy can help students improve their vocabulary. Finally, the GIST strategy helps to improve students' critical thinking skills, besides that there are not many difficulties encountered, it's just that sometimes students don't understand the text quickly, and also this strategy requires a lot of time for the text. In addition, the obstacle was the time needed to implement the GIST strategy, especially when implemented on longer texts consisting of one paragraph.”

Based on the statement of the English teacher above, the author concludes that there are several advantages and difficulties in implementing the GIST strategy for grade 4 students at SDN Bandaran 3 Pamekasan, including:

**a. The Strengths of Implement the GIST strategy In Reading Comprehension**

The following are the supporting factors in the implementation of the GIST strategy by English teachers in teaching reading comprehension to Grade 4 students at SDN Bandaran 3, among others:

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<sup>1</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)



## 1) Teacher

### a) Teacher guidance to students

In this case, the teacher gave a statement related to the guidance he gave to students in learning.

“Sebagai seorang guru, saya selalu berusaha memberikan instruksi yang jelas mengenai cara menerapkan strategi GIST. Saya juga memberikan contoh-contoh yang mudah dipahami sehingga siswa dapat memahami cara kerjanya. Dengan begitu, mereka dapat menggunakan strategi ini saat membaca dan meringkas teks dengan lebih baik. Tujuannya adalah agar mereka dapat mengembangkan kemampuan membaca dan berpikir kritis secara efektif.”<sup>2</sup>

In English:

“As a teacher, I always try to give clear instructions on how to implement the GIST strategy. I also provide easy-to-understand examples so that students can understand how it works. That way, they can use this strategy when reading and summarizing texts better. The goal is for them to develop their reading and critical thinking skills effectively.”

Based on this statement, teachers have an important role in guiding students in the implementation of the GIST strategy on reading comprehension by providing clear instructions and relevant examples that can help students develop their reading comprehension, summarizing, and critical thinking better.

### b) Provide feedback to students

In an effort to improve students' understanding of the material studied, the role of the teacher in providing feedback to students has a very important value, this can be seen from the results of interviews with English teachers.

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<sup>2</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)

“saya memberikan umpan balik langsung kepada siswa tentang ringkasan atau pemahaman mereka. Hal ini membantu siswa untuk meningkatkan kemampuan meringkas teks dan memperluas pemahaman mereka. Dengan umpan balik ini, siswa dapat terus meningkatkan keterampilan mereka dalam meringkas teks secara efektif, serta meningkatkan pemahaman mereka tentang materi yang dipelajari.”<sup>3</sup>

In English:

“Of course, as a teacher, I give immediate feedback to students on their summaries or understanding. This helps students to improve their ability to summarize texts and expand their understanding. With this feedback, students can continue to improve their skills in summarizing texts effectively, as well as improve their understanding of the material studied.”

In this case, the researcher concluded that in the learning process providing direct feedback to students is an effective strategy. It helps students to improve their ability and broaden their understanding of the material.

## 2) Students

In the learning process, the role of students in implementing the GIST strategy in reading comprehension and summarizing texts is very important. This can be seen from the researcher's interview with the English teacher.

“Tentunya, peran siswa dalam proses pembelajaran sangat penting, terutama dalam menerapkan strategi GIST dalam membaca dan meringkas teks. Dengan berpartisipasi aktif dalam kegiatan membaca dan meringkas, siswa tidak hanya mendapatkan poin dari membaca, tetapi juga meningkatkan kosakata mereka secara signifikan. Dengan demikian, mereka dapat mengembangkan kemampuan meringkas teks dengan

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<sup>3</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)

lebih efektif dan memperdalam pemahaman mereka terhadap materi yang dipelajari.”<sup>4</sup>

In English:

“Obviously, the role of students in the learning process is very important, especially in applying the GIST strategy in reading and summarizing texts. By actively participating in reading and summarizing activities, students not only get points from reading, but also increase their vocabulary significantly. Thus, they can develop their ability to summarize text more effectively and deepen their understanding of the material learned.”

In the above statement, it can be concluded that the active participation of students in applying the GIST strategy, students can gain great benefits in learning to read and comprehend texts.

### 3) Supportive learning environment

A supportive learning environment plays an important role in facilitating students' learning experiences. In this case the English teacher stated that:

“sebagai seorang guru, saya percaya bahwa lingkungan mendukung memainkan peran yang sangat penting dalam memfasilitasi pengalaman belajar siswa. Dengan menyediakan fasilitas belajar yang memadai dan menciptakan suasana kelas yang kondusif, siswa menjadi lebih fokus dan berpartisipasi aktif dalam menerapkan strategi GIST. Hal ini membantu mereka untuk meningkatkan kemampuan meringkas teks secara efektif dan memperdalam pemahaman mereka terhadap materi pembelajaran.”<sup>5</sup>

In English:

“as a teacher, I believe that a supportive learning environment plays a very important role in facilitating

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<sup>4</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)

<sup>5</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)

students' learning experience. By providing adequate learning facilities and creating a conducive classroom atmosphere, students become more focused and actively participate in applying the GIST strategy. This helps them to improve their ability to summarize text effectively and deepen their understanding of the learning material.

## **b. The Weaknesses of Implement the GIST strategy In Reading**

### **Comprehension**

#### **1) Teacher**

In the learning process, the importance of understanding that some students may face difficulties in understanding the text quickly or in applying the GIST strategy shows the need for extra attention in the learning approach. in this case the English teacher stated related to this.

“Saya menyadari bahwa beberapa siswa mungkin menghadapi kesulitan dalam memahami teks dengan cepat atau dalam mengalokasikan waktu yang dibutuhkan untuk menerapkan strategi GIST. Oleh karena itu, saya siap untuk memberikan bimbingan dan dukungan tambahan kepada siswa yang membutuhkan bantuan ekstra dalam mengatasi tantangan ini. Dengan pendekatan ini, saya yakin saya dapat membantu siswa mengatasi kesulitan tersebut dan mencapai kesuksesan dalam belajar.”<sup>6</sup>

In English:

“I realize that some students may face difficulties in understanding the text quickly or in allocating the time needed to implement the GIST strategy. Therefore, I am ready to provide additional guidance and support to students who need extra help in overcoming these challenges. With this approach, I believe I can help students overcome such difficulties and achieve success in learning.”

The researcher concludes that by being prepared to provide additional guidance and support to students who need it, this can

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<sup>6</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)

help students overcome these difficulties and achieve success in their learning process.

## 2) Students

In the context of learning, it is important to note that students may have difficulty in understanding texts quickly, especially due to differences in reading ability when applying the GIST method, as the grade 4 English teacher at SDN Bnadaran 3 has said:

“Dalam mengatasi kesulitan siswa dalam memahami teks dengan cepat, saya menyadari tantangan keterbatasan kosakata. Oleh karena itu, pendekatan yang saya lakukan sebagai guru adalah dengan menerjemahkan teks oleh guru sebelum siswa mencari ide utamanya. Dengan menyediakan terjemahan sebelumnya, saya memastikan bahwa setiap siswa dapat terlibat dalam pembelajaran dan memahami materi dengan lebih baik. Ini adalah langkah konkret dalam memperkuat pemahaman teks untuk semua siswa.”<sup>7</sup>

In English:

“In addressing students' difficulties in understanding the text quickly, I am mindful of the challenge of limited vocabulary. Therefore, the approach I take as a teacher involves translating the text by the teacher before students look for the main idea. By providing the translation beforehand, I ensure that every student can engage in learning and understand the material better. This is a concrete step in strengthening text comprehension for all students.”

From the statement above, the researcher concludes that in overcoming students' difficulties in understanding the text caused by the lack of vocabulary owned by students, English teachers conduct text translation first which helps in strengthening the understanding of the text for students.

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<sup>7</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)

### 3) Time Allocation

Understanding that limited time is often an obstacle in the learning process, time limitations can be a significant challenge in implementing the GIST strategy effectively. we can see this from the results of the interviews of researchers and English language teacher.

“Saya sangat memahami bahwa keterbatasan waktu yang sempit dapat menjadi tantangan yang signifikan dalam mengimplementasikan strategi GIST secara efektif. Strategi ini membutuhkan waktu yang cukup untuk mengurai teks dan mengidentifikasi ide-ide utama secara mendalam, terutama jika teks tersebut adalah teks yang panjang yang membutuhkan waktu lebih banyak. yang mana dalam proses penerapannya siswa masih perlu menerjemahkan teks terlebih dahulu.”<sup>8</sup>

In English:

“I fully understand that tight time constraints can be a significant challenge in effectively implementing the GIST strategy. This strategy requires sufficient time to parse the text and identify the main ideas in depth especially if it is a long text which requires a little more time. which in the process of implementation students still need to translate the text first.”

In this statement, it can be concluded that time limitation is a understanding that limited time is often an obstacle in the learning process, time limitations can be a significant challenge in implementing the GIST strategy effectively. we can see this from the results of the interviews of researchers and English language teachers challenge in implementing the GIST strategy, especially for deciphering long texts. In the process, students may need additional time to translate the text before identifying the main idea.

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<sup>8</sup> Lailatul Karromah, 4<sup>th</sup> grade English teacher at SDN Bandaran 3 Pamekasan, *direct interview*, (29 November 2023)

## **B. The Discussion of The Research**

In this chapter, the researcher will discuss the implementation of the GIST strategy in teaching English descriptive text in reading comprehension for Grade 4 students of SDN Bandaran. The researcher obtained data on the application of the GIST strategy in reading comprehension by conducting interviews with teachers, observation, and documentation in the teaching and learning process.

### **1. The Implementation of GIST Strategy In Teaching English Descriptive Text In Reading Comprehension For 4<sup>th</sup> Grade Students Of SDN Bandaran 3**

In this section, researcher will discuss implementing the GIST strategy In Teaching English Descriptive Text In Reading Comprehension For 4th Grade Students Of SDN Bandaran 3.

GIST strategies aim to help students understand the text by focusing on the main idea and summarizing the text as a whole. According to Abidin, GIST strategies in reading are divided into three stages: pre-reading, reading, and post-reading. The teacher prepares reading material in the pre-reading stage and explains the learning steps. In the reading stage, students read in groups, discuss main ideas, and present the results. In the post-reading stage, students summarize the text independently in one paragraph<sup>9</sup>. In addition, Ati Ningsih explained seven steps in implementing a GIST strategy, including group formation, GIST introduction, 20-word challenge, group discussion, paragraph-by-

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<sup>9</sup> Ida Rosida, Kurniawati “Meningkatkan Kemampuan Membaca Pemahaman Dengan Menggunakan Metode Generating Interaction Between Schemata and Text (GIST) Melalui Media Teks Cerita Anak” *Antologi UPI* 5, no.1 (Agustus,2017): 228

paragraph understanding, comparing summaries, and assessment and evaluation.<sup>10</sup>

The implementation of the GIST strategy in teaching English descriptive text for reading comprehension at SDN Bandaran 3 began at the first meeting held on Wednesday, November 29, 2023. After obtaining permission from the principal and coordinating with the English teacher, the researcher observed the classroom activities. The teacher started the lesson by greeting the students, checking attendance, and doing ice-breaking to create a pleasant learning atmosphere. The teacher reviewed the previous lesson and introduced the new topic, emphasizing the importance of understanding the content and explaining the benefits of the GIST strategy. The lesson continues with the teacher showing pictures of the reading theme and discussing them briefly with the students. The teacher then introduces the descriptive text material, explaining its meaning and characteristics. Students open their textbooks, observe the picture, and read the text "My Cat." The teacher demonstrates the GIST strategy by reading the paragraph, identifying the main idea, and summarizing it in 20 words. Students practised this by summarizing short texts in groups, discussing and comparing their summaries, and presenting the results to the class.

The second meeting was held on Wednesday, December 6, 2023, to continue implementing the GIST strategy. The teacher greeted the students, reviewed the GIST materials learned, and explained the

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<sup>10</sup> Ayu Indah Nur Chamidah, "Empowering Student's Reading Comprehension on Explanation Text Through Gist Strategy, RETAIN (Research on English Language Teaching in Indonesia), Volume 09 Number 03 Year 2021., p.56



importance of understanding the reading content. The teacher introduces the new topic, "living room," explains the title in the textbook, and analyzes the content of the text with the students, such as "The living room is one of the rooms in the house that has several objects such as sofas, televisions, and others." The teacher explains each sentence in the text while translating. After that, the teacher asks the students to find the main idea or important information in the text by summarizing it independently in 20 words. The teacher gives time for students to do the exercise independently and assists students with difficulties. After all students have completed the task, they submit the results, and the teacher reviews the GIST steps, gives an assessment, and closes the lesson together by asking for feedback from the students.

The suitability of the research findings with the theories of Abidin and Ati Ningsih, confirms the effectiveness of the GIST strategy in improving students' reading comprehension.

Based on the results of the second observation, the steps taken by the teacher to implement the GIST strategy were overall the same as the observation in the first meeting. However, in the second observation, the teacher asked students to work on tasks independently, not in groups, as in the previous meeting. This is because the teacher wants to measure students' ability to apply the knowledge they learn without group assistance independently.

The researcher concluded that implementing GIST Strategies in reading learning, as observed in a study in grade 4 SDN Bandaran 3

Pamekasan, effectively improves students' reading comprehension. The stages in the strategy, by existing theory, are proven to help students understand the text by focusing on the main idea and summarizing the text as a whole. Thus, GIST Strategies can be valuable in improving students' reading skills.

## **2. The Strengths and Weaknesses of GIST Strategy In Teaching English Descriptive Text In Reading Comprehension For Grade 4<sup>th</sup> Students at SDN Bandaran 3 Pamekasan**

The GIST strategy in reading comprehension has become one of the strategies many educators implement to improve students' literacy skills. However, like any other learning strategy, it has advantages and difficulties. In this discussion, we will explore how teachers perceive the implementation of the GIST strategy, focusing on the perceived benefits and the barriers faced.

### **1) The Strengths of Implementing The GIST Strategy In Reading Comprehension**

In this discussion chapter, the researcher discusses the teacher's perception of the GIST strategy's advantages and for reading comprehension for grade 4 students at SDN Bandaran 3 Pamekasan and how the implement of the GIST strategy can help students improve reading comprehension.

Adrienne L. Herrell and Michael Jordan stated that GIST is very helpful for students in understanding the main ideas of long texts that

contain a lot of new information<sup>11</sup>. This is done by the teacher's statement, which provides clear instructions and easy-to-understand examples so students can use this strategy to read and summarize texts better. The teacher also stated that the GIST strategy helps students improve their critical thinking skills and understand the learning material deeply, thus supporting Sadrul Fahmi's opinion which can make readers active through GIST.<sup>12</sup>

In addition, Zumrotus Sa'ada's theory that GIST makes it easier for students to analyze the main idea and understand the author's message was also evident in the findings<sup>13</sup>. The teacher noted that students found it easier to identify and summarize the text's main idea and understand the critical information conveyed. English teachers also emphasized the importance of their role in providing immediate feedback to students, which helped students improve their summarizing ability and expand their understanding. This shows that teacher support and guidance are crucial in successfully implementing GIST, which is in line with the theory that GIST helps teachers evaluate students' reading comprehension.

Teachers believe that a supportive learning environment facilitates students' learning experiences. By providing adequate learning

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<sup>11</sup> Adrienne L.Herrell, Michael Jordan, *50 Strategies for Teaching English Language Learners*, (Fresno: Pearson, 1944),300

<sup>12</sup> Sadrul Fahmi, "The Effectiveness of Generating Interaction Schemata And Text (Gist) Strategy In Reading Comprehension For Eight Grades", *The Scientia Journal of Social and Legal Studies*, 1, no.1 (June,2022), 89

<sup>13</sup> Zumrotus Sa'ada, "Improving The Students' Reading Comprehension Through Gist Strategy at Eight Grade of Mts Al-Jam'iyatul Washliyah Tembung", (Disertasi, University of North Sumatera Medan, 2018) p.22

facilities and creating a conducive classroom atmosphere, students become more focused and active in applying the GIST strategy, thus helping them to improve their text summarization skills and deepen their understanding of the learning materials.

Overall, theory and field findings show that this strategy is effective in helping students understand texts, improving critical thinking skills, and allowing teachers to evaluate students' understanding better. Although there are some practical constraints in implementing the GIST strategy, such as the time needed, the benefits gained from its implementation are significant. The GIST strategy helps students understand and summarize information from the text and develops their critical thinking skills. Support from teachers and a conducive learning environment further strengthen the effectiveness of this strategy, making it a helpful tool in the learning process.

## **2) The Weaknesses of Implementing The GIST Strategy In Reading Comprehension**

In this section, the researcher will explain the difficulties of implementing the GIST strategy on reading comprehension of descriptive English text in grade 4 students at SDN Bandaran 3 Pamekasan. The English teacher experienced some difficulties with this strategy based on the interview the researcher explained in the results of the research section.

In the interview session, the English teacher mentioned that there are some difficulties obtained from the application of the GIST

strategy in students' reading comprehension, namely, not all students can quickly understand the text, in which case the factors of students' reading skills, language ability, and level of text understanding can affect the effectiveness of the application of the strategy, besides that the English teacher also stated that in its application the GIST strategy can consume a lot of time.

Wulandari stated that the GIST strategy is beneficial for students in reading comprehension, but this strategy requires a long time<sup>14</sup>. Teachers acknowledge that some students may have difficulty understanding text quickly and need additional time to implement GIST strategies. Teachers are ready to provide additional guidance and support to students who need it to overcome these challenges.

According to Sadrul Fahmi, the limitation of the GIST strategy is that it can only be used in reading and writing skills and can make students feel bored if used for too long<sup>15</sup>. Teachers also noted that time constraints are a significant challenge in implementing GIST strategies, especially for long texts. Teachers realize that limited vocabulary can hinder students' comprehension, so they provide translations of texts in advance to help students.

Overall, despite some practical constraints such as time required and potential boredom, GIST strategies remain effective in helping

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<sup>14</sup> Ayu Indah Nur Chamidah, "Empowering Students' Reading Comprehension On Explanation Text Through Gist Strategy", *RETAIN (Research on English Language Teaching in Indonesia)* 09, no.3 (2021), p.60

<sup>15</sup> Sadrul Fahmi, "The Effectiveness of Generating Interaction Schemata And Text (Gist) Strategy In Reading Comprehension For Eight Grades", *The Scientia Journal of Social and Legal Studies*, 1, no.1 (June,2022), 89

students understand texts, improving critical thinking skills, and allowing teachers to evaluate student comprehension. With teacher guidance, a supportive learning environment, and adaptation of teaching methods, GIST strategies can be implemented more effectively to improve students' reading competence.