The Effect of Using Close Reading and GIST Strategies on Students' Reading Comprehension at Health Vocational High School Pekanbaru

Taqiyuddin

Pusat Pengembangan Bahasa,
UIN Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

ABSTRACT

Based on the researcher's preliminary observation at Health Vocational High School Pekanbaru, it was found that some of the first grade students had problems in reading comprehension, especially in descriptive text. They could not identify the of the text, main idea, supporting details, inference and reference in the text. The main focus of this research was to find out whether there was a significant difference between using Close Reading and GIST strategies on students' reading comprehension in descriptive text at Health Vocational High School Pekanbaru. It was carried out based on a quasi-experimental design by comparing two strategies of experimental group 1 and experimental group 2 pretest-posttest design. It involved 60 participants that consisted of experimental group 1 and experimental group 2. Four research questions and Four hypotheses were posed in this study in order to find out the significant difference between the use of Close Reading and GIST strategies on the students' reading comprehension. Pre-test and post-test were administered to collect the data. Then, independent sample t-test and paired sample t-test were used to analyze the collected data. The research findings showed that There is no significant difference on students' reading comprehension gain score between those students who were taught by close reading and GIST strategies at Health Vocational High School Pekanbaru and also there was a significance difference of post-test mean scores between the experimental class 1 (using Close Reading strategy) and the experimental class 2 (using GIST strategy) on the students' reading comprehension. Close Reading strategy contributed 79% of their reading comprehension improvement; while GIST contributed 71% of the improvement; In conclusion, both Close Reading and GIST strategies can be applied in teaching reading comprehension at Health Vocational High School Pekanbaru.

KEYWORDS: close reading strategy, generating interaction between schemata and text strategy, reading comprehension

1 INTRODUCTION

English is the most important language in the world because it is the most commonly used language among foreign language speakers. It is a foreign language that must be learned either as Teaching English as a Foreign Language (TEFL) or as

Teaching English as a Second Language (TESL). It is also an important language for communication of International relationship. The trend for teaching English as a foreign language has been changed from the usage oriented to the use one, in which learners do not learn much about language rules anymore, but they learn to use it in real situations. In line with Brown (1994, p. 122) "English is increasingly being used as a tool for interaction among nonnative speakers. Over one half of the one billion English speakers of the world learned English as a second (or foreign) language". Based on the statement, people use English for real communication in the world.

English is also one of the foreign languages which is taught at most institutions of education in Indonesia. English gives very meaningful contributions to the development, especially in tourism, business, science and technology. Because of that, our government has determined English to be taught in all levels of education in our country starting from elementary school to university. Based on BSNP (Badan Standar Nasional Pendidikan) of Indonesia, English is a subject being taught from primary schools up to university. At Elementary school, English is taught as a local content from year 1 to year four, and at year 4 up to the year 6, it is taught as a compulsory subject. In junior and senior high school, English is taught as a compulsory subject within four classes-hours a week. The main goal of teaching English is to master four language skills and language components like vocabulary and grammar.

Suwarsih (2002, p. 143) states that even though the senior high school graduates who have learned English for six years, with almost 900 hours of school teaching, are unable to use this language for communicative purposes. This phenomenon can also be observed among university graduates and even among faculty members. The teaching of English has so far not helped teachers and students achieved their designed goals despite many efforts made to improve its quality.

Most of the students think that reading comprehension is difficult, it has been proved by their scores of reading comprehension achievement. Alderson (2000, p. 3) "Not only is a reader looking at the print, deciphering in some sense the mark on the page, deciding what they mean and how they relate to each other. The reader is presumably also thinking about what he is reading: what it means to him, how it relates to other things he has read, two things he knows, to what he expects to come next in texts like this. He presumably thinks about how useful, entertaining, boring, crazy, the text is." Based on the statements, it is clear that reading comprehension is not easy. They need more process and deep thinking to understand the content of the texts. Because of the difficulties of reading comprehension, the teachers should have some strategies which can be applied to improve students' reading comprehension.

In line with Alan Crawford (2005), states close reading with text coding helps students set purposes for reading, read to achieve those purposes, and later be able to use information from the text. Furthermore, Close reading with text coding refers to the act of look students for certain things in a text, and then mark the text when those things are found. Herrel (2012, p. 250) states that GIST is a strategy for supporting comprehension of informational text. GIST is especially helpful when students are required to read long texts that contain a significant amount of new information. Students work in cooperative groups and read sections of the text silently. It means by using close reading and GIST students can build concentration and the group work more precise, they start developing their awareness of how to be more cohesive and coherent. By using close reading and GIST, the students are expected to improve their reading comprehension.

Based on preliminary study conducted in July 2016 at the Health Vocational School, teaching language like English is administered one semester at the Health Vocational School. They have learned English for health in varieties of them such as English for medicine, English for health, English for taking care of patients, its material and objectives still focus on listening, speaking skills, vocabulary and basic grammar.

All of the students at Health Vocational High School should pass in English Subject. In learning English, one of the skills taught is reading. They get difficulties how to get information on it, even though the students have learned English Subject especially in Reading skill, it is taught twice a week and the duration is about 2 x 45 minutes in one meeting, many students still cannot identify the general idea, specific information, detail information, inference and the purpose of the text. The teachers had used various strategies in teaching reading comprehension, but in reality the students are not interested and motivated in learning reading text.

2   NATURE OF READING

Richards and Platt (1999, p. 306) state "Reading is perceiving a written text in order to understand its contents." Cambridge Advanced Learner's Dictionary (2005, p. 1053) "the ability to read a language, but not to speak it."

Based on the statements above, it can be concluded that reading is an ability which a reader gets meaning from the printed materials that involve thinking process. Reading is a process in which engages prior knowledge with the current and interpret how the readers watch things in the world. From reading, students will have advantages such as: get the information, main ideas of the text, and add students' background knowledge, beside that students' abilities to make the responses by reading activity. Through what have been read, there would be a new thought to accomplish what the readers knew before. In the reading process, the readers are required to comprehend the written text. It may be a truly text or such picture. It is not about how to deliver new things and not about listening to the new things, but read something in the form of the written text to get and add the readers' knowledge or to entertain themselves.

2.1   READING COMPREHENSION

Reading comprehension is the ability to read text, process it and understand its meaning. Reading comprehension is the act of understanding what you are reading. The definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes, he is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in

Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons, but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

According to Day and Park (2005), 6 types of comprehension help our students to become interactive readers.

a. Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

b. Reorganization

The next type of comprehension is reorganization which is based on a literal understanding of the text, students must use information from various parts of the text and combine them for additional understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, How old was Maria Kim when she died?, the student has to put together two pieces of information that are from different parts of the text. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentencebysentence consideration of the text to a more global view.

c. Inference

Making inferences involves more than a literal understanding. The students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

The fourth comprehension type is predictive. It involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

e. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

f. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

King and Stanley (2004,p.8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences." The theory above can be described as follows:

a) Finding main idea

Reading concerns with meaning to a greater extend that it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purposes, result, comparison, means, identify, time, and amount. In which most of the answers can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e) Making an inference

The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

2.2 READING PROCESS

According to Alderson (2000,p.3) the process of reading is the interaction between reader and the text. During that process, presumably, many things are happening. Not only the reader looking at the print, deciphering in some sense the mark on the page, deciding what they mean and how they relate to each other.

Davis (2011,p.4) says that the processes of reading comprehension can be described as follows:

1. Attending and searching: focusing attention on particular letters and letter clusters and drawing on knowledge of letter sound relationships, identifying words they already know, looking for information in illustrations and diagrams, using analogies (their knowledge of familiar words to work out new words).

2. Anticipating/predicting: drawing on letter sound knowledge, decoding strategies, awareness of patterns in text, using detail in illustrations and diagrams, using prior knowledge.

3. Cross-checking and confirming: drawing on meaning from text, looking at patterns in text, using illustrations and word knowledge to check and confirm, using re-reading strategy to check and confirm.

4. Self-correcting: thinking about what they are reading and the meaning of what they have read and self-correcting when needed.

3   THE CONCEPT OF CLOSE READING STRATEGY

Brown (2013) states that close reading is the most important skill you need for any form of literacy studies. Close reading means analyzing a text- is it a photograph, a short story, a scholarly essay, very carefully, crystallizing main ideas, and then drawing conclusions or making decisions based on your analysis. By using close reading, it can help students to conclude and analyze the text. In other word, close reading means reading a text closely: looking at the details and discussing how those details lead you to make conclusions about the text.

Close reading is a strategy that be applied in teaching, learning because it will support the students in determining the meaning of the text. To support it, close reading has five levels and each level supports students with determining the meaning behind complex texts, even struggling learners too. They are:

1. Involving students paraphrasing the text sentence by sentence. It means that students engage with a very meaty piece of text and the text is short.

2. Involving summarizing a piece of text, paragraph by paragraph.

3. Ask the reader to analyze the text. This analysis follows a structured format; the format is referred to as the eight elements of thought (purpose, questions, information, inferences, concepts, assumptions, implications and point of view).

4. Ask students to evaluate.

5. Involves placing yourself in the position of the author. This level requires students to engage in empathy and to consider another's perspective by thinking the way the author might think. Here, the reader must have already deeply considered the concepts and perspective of the author.

According to Nancy (2013), she said that close reading is re-reading a text carefully, and with purpose. It is becoming actively engaged in what we read by paying close attention to the words, the ideas, the structure, the flow, and the purpose of the text, in order to really think about what the author said, and compare it with what we know, what we believe, and what we think. By using close reading, it can help the reader in seeking the messages of the author saying in the text.

In seeking the author's messages, there are five levels that can help the reader in close reading that are, the first level involves students paraphrasing the text sentence by sentence. This means that students engage with a very meaty piece of text and the text is short. The second level of close reading involves summarizing a piece of text, paragraph by paragraph. The third level of close reading asks the reader to analyze the text. The fourth level of close reading asks students to evaluate. Evaluation requires critiquing and/or judging. The last level of close reading involves placing yourself in the position of the author. This level requires students to engage in empathy and to consider another's perspective by thinking the way the author might think.

In conclusion, close reading means reading is for uncovering layers of meaning that lead to deep comprehension.

According to Snow & O'Connor (2014), they state that, Close reading is one method of practice that is making its way into many classrooms. Ultimately the goal of close reading is to help students become more independent in their learning and to help them learn from complex texts, which in turn will increase their college and career readiness. This is a practice which determines to help students break down a complex text into more manageable pieces so it can be comprehended and internalized. Sisson & Sisson (2014) put it into words stating that close reading deals with "the power of deconstructing the text into its constituent parts as a means to come to a deeper understanding and more finely honed interpretation of the text as a whole." Close reading can be an effective method of reading comprehension practice when it is implemented appropriately into the classroom. Similar to reading, however, close reading is really an umbrella term which encompasses a variety of different strategies that can be used to obtain the goal. One strategy is text coding.

In close reading, teachers minimally introduce the text with the goal that students read and make sense of what the text says for themselves. However, Catherine Snow, a leading researcher in the field of literacy, cautions against what she calls cold close reading in which students read a text without any introductory activity that warms them to a topic or task, orients them, or cultivates enthusiasm. Snow (2013,p.19) writes that a "collapse of motivation" occurs when the selected text is too hard, too long, too full of unknown words or an unknown topic, and the reader "quickly exhausts his or her initial willingness to struggle with it… the reality of reading a text too hard is that it often results, not in productive struggle, but in destructive frustration" . Teachers will need to provide some motivator for students and an appropriate level of support (e.g., not too much, not too little) so as to engage them in close reading of challenging text.

Many factors can be considered when selecting text for close reading, including reading purpose and text. It is important to make sure that there is sufficient richness and complexity in a selected text to stimulate close reading. Students should read a variety of texts, but not every text can be, or need to be analyzed and examined in the deepest manner required for close reading. Texts are not selected for close reading can be used for other reading purposes, such as to help students increase reading fluency. Text used specifically for close reading should enable students to gain new insight into the text each time they read it, for example, because its structure and/or ideas are complex. Fisher and Frey (2012) state that, allow readers to reflect on themselves and their actions; invite them in the worlds of others; understand the biological, social, or physical world; or solve problems that are timely and important. Texts worthy of instruction also allow students to develop their literary prowess and become informed citizens.

3.1   NATURE OF CLOSE READING WITH TEXT CODING

Readers sometimes stop paying attention or simply read the words without understanding the text. They may later say they do not remember what they have read, but maybe they never really understood it. Reading is not simply about getting to the end of the page; we read to understand. To help students in reading, we need a strategy. Marie Clay in Karen stated that a strategy is an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication.

National Reading Panel in Sharon, strategies include the following:

a) Providing students with guided practice and suggestions for how to monitor their comprehension and adjust how they read when difficulties arise,

b) Encouraging cooperative learning practices of reading.

c) Using graphic and semantic organizers that help students draw connections, relationships, and word meaning.

d) Designing questions that address the story structure.

e) Providing extended feedback for student responses.

f) Allowing students to elaborate on one another's responses to questions.

g) Preparing students to ask and answer their own question about what they read.

h) Teaching students to write key information about what they've read while they are reading and to summarize these key points after reading longer passages.

i) Teaching students strategies that can be combined to understand text.

Close reading with text coding is one of the strategies in reading. This refers to the act of look students for certain things in a text, then mark the text when those things are found. It means that when students are reading texts as part of lesson, it helps to use a reading strategy that links their reading closely with their questions and purposes. Close reading with text coding help students set purposes for reading, read to achieve those purposes, and later be able to use information from the text. Text coding helps students keep track of their thinking while they read.

Close reading with text coding is used in cooperative learning. Cooperative learning is effective in culturally and linguistically diverse classrooms that include a wide range of achievement levels. Cooperative learning has benefits as follow:

1. Higher order thinking. Students in cooperative learning groups are made to work with ideas and concept. They are challenged to offer their own interpretations of topics and to solve problems.

2. Motivations and morale. Students who take part in cooperative learning feel more attached to the school and to the class.

3. Learning interpersonal skills. Students in cooperative learning groups learn to cooperate with others. Cooperation is increasingly recognized as an important life skill, both for productive work on the job, for happy family life, and for participation in a democratic society.

4. Promoting interpersonal and inter-group understanding. Students who work in cooperative groups are more likely to learn to get along with people of different

sexes and from different social groups. They are also likely to develop stronger self-concepts.

Sometimes readers stop paying attention or simply read the words without understanding the text. They may later say they do not remember what they have read, but maybe they never really understood it. Reading is not simply about getting to the end of the page! We read to understand. A number of strategies have been proven effective in keeping a reader's attention focused on understanding.

Coding text is one of these comprehension-monitoring strategies. By responding to and marking a piece of text, the reader stays focused on meaning. For example, the reader makes "notes" using symbols to identify important information or unfamiliar terms. The reader also may mark the text with a question mark when anything is confusing or unclear. These marks represent the reader's thinking at that point in the text.

3.2   THE ADVANTAGES OF CLOSE READING STRATEGY

According to Dooreen (2014) There are some advantages of using Close Reading Strategy:

1. Teachers provide students with a foundation for developing critical thinking skills.

2. Close Reading encourages students to develop a deeper understanding of challenging texts they are required to read.

3. Teachers provide students with enough information to begin the reading.

3.3   THE IMPLEMENTATION OF CLOSE READING WITH TEXT CODING STRATEGY

Close reading with text coding strategy is a strategy that is used in teaching reading. It has some advantages that are helping students set purposes for reading, read to achieve those purposes, and later be able to use information from the text. And text coding helps students to keep track of their thinking while they read. In implementing close reading with text coding strategy, there are some procedures which can be used in teaching reading that are:

1.   According to Alan:

a. The teacher divides students in some pairs.

b. The teacher asks the students to think four or five kinds of information that the teacher wish the students to locate a text. Come up with a simple symbol for each kind.

c. The teacher explains to the kinds of information you want them to look for at the read the text. Give examples. Then show them the symbols which they should mark each one.

d. The teacher tells the students to begin to read the assigned text and to mark each piece of information on each type in the text.

e. The teacher asks the students to construct a table. Telling them to put the symbols they use in their close reading between the parentheses. In pairs, have them listed several pieces of information they found in each category.

2.   According to Sheron:

a. Students paraphrase the text sentence by sentence. The students engage with very meaty piece of text and text is short.

b. Summarizing a piece of text, paragraph by paragraph.

c. Asks the reader to analyze the text. This analysis follows a structured format.

d. Asks students to evaluate. Evaluation requires critiquing and/or judging.

e. The students place their selves in the position of the author. Requiring the students engage in empathy and to consider another's perspective thinking the way the author might think.

From the explanation above, the writer use Alan's procedures in teaching students' reading comprehension of descriptive text. Because it is appropriate to use it in teaching the reading of descriptive text.

3.4 THE CONCEPT OF GIST STRATEGY

Cunningham in Herrel (2012) states that GIST is a strategy for supporting comprehension of informational text. GIST is especially helpful when students are required to read long texts that contain a significant amount of new information. Students work in cooperative groups and read sections of the text silently. After each short section is read silently, the members of the group work collaboratively to generate one sentence that summarizes the gist, or main point, of the passage.

GIST is a summarization strategy that will improve students' abilities to comprehend and summarize the gist or main idea of paragraphs. GIST is an acronym for Generating Interaction between Schemata and Text. GIST is a summarizing strategy to use to assist students' comprehension and summary writing skills. Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection. It is believed that by having more choices in reading, students are helped to meet their own individual needs and therefore they are given more chance to actively construct their own meaning.

The interaction is supposed to happen between the schemata, that is the past experiences and background knowledge of the learners and the text they will read Schemata is defined as a plan or purpose. It means we are trying to figure out the plan or purpose for what the author has written. We want students to use the GIST strategy in order to learn to connect what they already know, with a logical prediction about the outcome of a story, or the purpose of a reading selection.

The GIST Procedure is a strategy that can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for reading from group sentence-to-sentence production to individual or partner entire paragraph gist production. This strategy helps students to recognize information that is not necessarily essential as well as what is necessary for making predictions and begin to think about text prior to reading, thus after is read, the is more material that is comprehended.

Cunningham in Herrel (2012) sates that GIST procedure is at least indirectly based on a similar model of text comprehension since students are required to delete trivial propositions and select topic statements to fit the 15-blank word limit. According

Bonnie, the GIST strategy is a strategy than can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5 Ws and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage.

The GIST strategy provides several instructional variations depending on the ability of the students, and density and length of the text. The students could write a constrained summary of 15 to 20 words for one or two paragraphs of text. They could also write a summary of no more than 15 words for each paragraph that is read. These summaries could then be condensed and revised to produce a final summary of the entire text.

Procedures for the implementation of GIST strategy can be seen as the following steps:

1. The teacher selects a paragraph from a narrative text.

2. Have students look at the first sentence of a paragraph and identify the most important or key concepts. Ask students to write a brief summary of the sentence (fifteen words or less).

3. The teacher shows students the second sentence of the paragraph and then erases the first summary statement.

4. Repeat this process until students have summarized the entire paragraph in fifteen words or less.

5. The teacher gives students another article or paragraph of text to summarize 15 words or less. The teacher should observe and guide students with these summaries.

6. Students should be given opportunities to practice and use the G.I.S.T. Summary strategy.

This strategy is especially useful when trying to teach main idea and supporting details. If we use the GIST with our students, we will find in no time that their ability to comprehend text and find the main idea increases.

3.5   THE ADVANTAGES OF GIST STRATEGY

The purposes and advantages of GIST strategy are as follows:

1) This strategy will help students learn to write organized and concise summaries of their reading.

2) Help teacher and students to identify key concepts.

3) Reflect on the content of the lesson

4) Differentiate between essential and non-essential information

As students move toward independent integration of the strategy, teachers should provide opportunities for them to make, revise, and verify their own summarizing after reading. Here are some suggestions:

a) GIST can be used with both descriptive text, expository and narrative text.

b) There are many variations of this strategy that can be used. Write a summary of 15 words or less for each paragraph/section. Then combine those summaries into one 30 to 50 word summary at the end. Read the first paragraph/section and write 15

words summary. Read the second Paragraph/section and write 15 words summary. Combine the two 15 words summaries into a new 15 words summary.

c) These options may work better for some students because it breaks down the steps in the process so summarizing and combining are two separate parts.

d) It will improve reading comprehension as well as summary writing. When using GIST, students must delete trivial information, select key ideas, and generalize in their own words, which are three major strategies necessary for comprehension and retention.

3.6   GIST (GENERATING INTERACTION BETWEEN SCHEMATA AND TEXT)

Cunningham (1982) states that GIST is a reading strategy that involves summarizing while you read. GIST provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of reading. This strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together (Muth and Alverman in Bouchard, 2005: 40). It is a strategy that is used to assist students' comprehension of material and improve their summarizing skills. This strategy forces student to delete trivial information, select key ideas, and generalize concepts into their own language.

Cunningham, Muth and Alvermann in Bouchard (2005: 40) state that in this strategy, students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement. This procedure is repeated until an expanded section of text is summarized. A comprehensive summary statement/paragraph is then written. This strategy also provides ELLs with an opportunity to verbally discuss the content material and vocabulary and clarify meaning.

Schuder, T., Clewell, S., & Jackson, N. (1989: 224) states that this strategy teaches students to use prediction as a comprehension aid when reading the text. The ability to predict what a passage will be about is often based on prior knowledge. Tapping this background knowledge can effectively increase the students' comprehension of the text to be read. There are some steps in this strategy:

1. Pre reading – Have the students predict the gist, or main point, of the text by scanning the page to get a feel for what it will be about. Record predictions about the topic on the board.

2. Prompts – What do you think this text is going to be about? What makes you think so? What do you think it is going to tell us about our topic? What makes you think so?

3. Reading – Have the students read the assigned text.

4. Prompts – Did you find evidence to support your prediction? What was it? Did you find evidence that doesn't support your prediction? What was it? At this point, do you want to change your prediction? Why or why not?

5. Postreading – Have the students think about what they have read and make a final revision of the gist statement. Discuss.

Prompts – Do you want to make any changes about this topic? If yes, what changes and why? What have you learned from this reading?

After this, strategy has been demonstrated a few times, the students should be able to respond without the prompts, thus internalizing the process for independent use.

In addition, Richardson, J., and Morgan, R. (2000) states that how to prepare and use the GIST Strategy:

a. Select a short passage in a chapter that has an important main idea. Use of a 3-5-paragraph passage is best. The paragraphs should be typed on an overhead projector (or another projector.

b. Place the reading on the projector you're using and only display the first paragraph. Put 20 blanks on the chalkboard/whiteboard. Have students read the paragraph and have them individually write a 20-word (around 20) summary in their own words.

c. Once students are finishing up, have them generate a class summary on the board in 20-ish words. Their individual summaries will aid them in this process.

d. To reveal the next paragraph of the text and have students generate a summary of 20 words that encompasses the first two paragraphs.

e. Continue this procedure paragraph by paragraph, until students have produced a GIST statement (20-word summary) for the entire reading.

4   RESEARCH METHODOLOGY

This study was designed to be a Quasi-Experimental research, and the subject of this research was students of Health Vocational High School Pekanbaru. The purpose of the study was to find out the comparison between the effects of the strategy of Close Reading and GIST on students' reading comprehension. The study took place over an eight week period. The data collection was test and observation. The researcher also kept a reflection journal after each session. A preliminary exploratory analysis was conducted before analyzing the data. Research was validated by using auditing.

The research design used in this study is Quasi-Experimental research which compares experimental group 1 and experimental group 2 to find the significant difference and the effect of the strategy used. Nunan (1992) states"Experiments are designed to collect data in such a way that threats to the reliability and validity of the research are minimized." Cresswell (2009) states that the purpose of experimental research design is to test an idea or procedure to determine whether it influences dependent variables. In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures. It is appropriate to the purpose of the study in which this research is conducted to find the differences

of close reading and GIST strategies on students' reading comprehension at Health Vocational High School.

Creswell (2012:301) states that in experimental design, the researcher manipulates one or more of the treatment variable conditions. In other words, in an experiment, the researcher physically intervenes (or manipulates with interventions) in one or more condition so that individuals experience something different in the experimental conditions than in the control conditions. To conduct an experiment, the researchers need to be able to manipulate at least one condition of an independent variable.

Gay (2000:15) states that in experimental research, the researcher controls the selection of participants into two or more groups which have similar characteristics at the start of the experiment. After that, different programs or treatments were applied to the groups. The researcher also controls condition in the research setting, such as when the treatments are applied, by whom and how long it will be conducted. Finally, the researcher selects a test or other suitable instruments to determine the effects of the treatments on the groups.

The research used a quasi experimental design with pre-test and post-test. Creswell (2012:297) states that a pretest provides a measure of some attribute or characteristic that assess for participants in an experiment before they receive a treatment. A pretest is a measure of some attribute or characteristic that is assessed to participants in an experiment after a treatment.

4.1 THE POPULATION AND THE SAMPLE

The population of this research is students of the first year at Health Vocational High School Pekanbaru, it defines the population for this research at Health Vocational High School Pekanbaru the total number of the students are 94, it is divided into three classes, class x. The nursery is 30 students, class x. The analyst is 34 students, class x. pharmacy is 30 students. Based on the population of this research, the sample will be selected by using cluster sampling. According to (Gay and Airasian, 2000), cluster sampling randomly selects groups not individuals. All the members of selected groups have similar characteristics. It consists of two groups teach by using different treatments; the researcher will take two classes in which they are as group 1 and group 2.

Table 1. Population of the Research

No	Classes	Population		Total
		Male	**Female**	
1	x. Nursery	2	28	30
2	x. Analyst	3	31	34
3	x. Pharmacy	5	25	30
Total		**10**	**84**	**94**

The kind of sample of this research is cluster sampling, Gay (2000:12) states that cluster sampling randomly selects groups, not individual. All the members of selected groups have similar characteristics. The homogenous characteristics are the consideration. Because all classes are homogenous classes, the sample chosen randomly, x.Nursery as Experimental class 1 by using Close Reading strategy, x.Pharmacy as Experimental class 2 by using GIST strategy. Two classes which will be taken as the sample of this research as follows:

Table 2. Sample of the second level students at Health Vocational High School

Class	Male	Female	Total of Students
x. Nursery	2	28	30
x. Pharmacy	5	25	30
Total Participants	**7**	**53**	**60**

Since it is a comparative study with quasi-experimental research design that has certain purpose, the researcher used random cluster sample technique. It consists of two groups taught by using different treatments; one class will be taken as experimental classes; X. Nursery for an Experimental class 1 and X. Pharmacy for an Experimental class 2.

5   FINDINGS AND DISCUSSION

5.1   FINDINGS

The researcher has found that the total score of pre-test in experimental group 1 is 1694, while the highest is 78, and the lowest is 40. Then, the total score of post-test in experimental group 1 is 2215, while the highest is 89 and the lowest is 58. The frequency score pre-test and post-test which is significantly difference which can be seen below:

Table 3. The Frequency Score Pre-Test of Experimental Class 1

PRETEST_EXPERIMENT_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	2	3.3	6.7	6.7
	44.00	3	5.0	10.0	16.7
	49.00	2	3.3	6.7	23.3
	51.00	2	3.3	6.7	30.0
	53.00	6	10.0	20.0	50.0
	58.00	2	3.3	6.7	56.7
	60.00	3	5.0	10.0	66.7
	62.00	2	3.3	6.7	73.3
	64.00	3	5.0	10.0	83.3
	67.00	1	1.7	3.3	86.7
	69.00	3	5.0	10.0	96.7
	78.00	1	1.7	3.3	100.0
	Total	30	50.0	100.0	
Missing	System	30	50.0		
Total		60	100.0		

Based on the table 3, it can be seen that the frequency of interval 40 is 2 students (6.7%), the frequency of interval 44 is 3 students (10%), the frequency of interval 49 is 2 students (6.7%), the frequency of interval 51 is 2 students (6.7%), the frequency of interval 53 is 6 student (20), the frequency of interval 58 is 2 students (6.7%), the frequency of interval 60 is 3 students (10%), the frequency of interval 62 is 2 students (6.7%), the frequency of interval 64 is 3 students (10%), the frequency of interval 67 is 1 student (3.3%), the frequency of interval 69 is 3 students (10%) and the frequency of interval 78 is 1 student (3.3%).

Table 4. The Frequency Score Post-Test of Experimental Class 1

POSTTEST_EXPERIMENT_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58.00	1	1.7	3.3	3.3
	60.00	1	1.7	3.3	6.7
	64.00	1	1.7	3.3	10.0
	67.00	4	6.7	13.3	23.3
	69.00	1	1.7	3.3	26.7
	71.00	4	6.7	13.3	40.0
	73.00	3	5.0	10.0	50.0
	76.00	1	1.7	3.3	53.3
	78.00	8	13.3	26.7	80.0
	80.00	4	6.7	13.3	93.3
	84.00	1	1.7	3.3	96.7
	89.00	1	1.7	3.3	100.0
	Total	30	50.0	100.0	
Missing	System	30	50.0		
Total		60	100.0		

Based on the table 4, it can be seen that the frequency of interval 58 is 1 student (3.3%), the frequency of interval 60 is 1 student (3.3%), the frequency of interval 64 is 1 student (3.3%), the frequency of interval 67 is 4 students (13.3%), the frequency of interval 69 is 1 student (3.3%), the frequency of interval 71 is 4 students (13.3%), the frequency of interval 73 is 3 student (10.%), the frequency of interval 76 is 1 student (3.3%), the frequency of interval 78 is 8 students (26.7%), the frequency of interval 80 is 4 students (13.3%), the frequency of interval 84 is 1 student (3.3%), and the frequency of interval 89 is 1 student (3.3%).

The researcher has found that the total score of pre-test in experimental group 2 is 1602, while the highest is 78 and the lowest is 40. In addition, the total score of post-test in experimental group 2 is 1986, while the highest is 78 and the lowest is 53.

It means that the students have little increasing of their reading comprehension and it is not as the experimental group. Besides, the mean of the pre-test and post-test of the experimental group 1 and experimental group 2 also have a big difference. The frequency score and the mean of pre-test and post-test of the experimental group 2 can be seen below:

Table 5. The Frequency Score Pre-Test of Experimental Class 2

PRETEST_EXPERIMENT_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	1.7	3.3	3.3
	42.00	2	3.3	6.7	10.0
	44.00	1	1.7	3.3	13.3
	47.00	1	1.7	3.3	16.7
	49.00	4	6.7	13.3	30.0
	51.00	8	13.3	26.7	56.7
	53.00	3	5.0	10.0	66.7
	56.00	2	3.3	6.7	73.3
	58.00	3	5.0	10.0	83.3
	60.00	1	1.7	3.3	86.7
	64.00	1	1.7	3.3	90.0
	67.00	1	1.7	3.3	93.3
	69.00	1	1.7	3.3	96.7
	78.00	1	1.7	3.3	100.0
	Total	30	50.0	100.0	
Missing	System	30	50.0		
Total		60	100.0		

Based on the table 5, it can be seen that the frequency of interval 40 is 1 students (3.3%), the frequency of interval 42 is 2 student (6.7%), the frequency of interval 44 is 1 student (3.3%), the frequency of interval 47 is 1 student (3.3%), the frequency of interval 49 is 4 students (13.3%), the frequency of interval 51 is 8 students (26.7%), the frequency of interval 53 is 3 students (10%), the frequency of interval 56 is 2 students (6.7%), the frequency of interval 58 is 3 students (10%), the frequency of interval 60 is 1 student (3.3%), the frequency of interval 64 is 1 student (3.3%), the frequency of interval 69 is 1 student (3.3%), and the frequency of interval 78 is 1 student (3.3%).

Table 6. The Frequency Score Post-Test of Experimental Class 2

POSTTEST_EXPERIMENT_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53.00	5	8.3	16.7	16.7
	58.00	2	3.3	6.7	23.3
	60.00	3	5.0	10.0	33.3
	67.00	7	11.7	23.3	56.7
	69.00	3	5.0	10.0	66.7
	71.00	2	3.3	6.7	73.3
	73.00	3	5.0	10.0	83.3
	76.00	1	1.7	3.3	86.7
	78.00	4	6.7	13.3	100.0
	Total	30	50.0	100.0	
Missing	System	30	50.0		
Total		60	100.0		

Based on the table 6, it can be seen that the frequency of interval 53 is 5 students (16.7%), the frequency of interval 58 is 2 students (6.7%), the frequency of interval 60 is 3 students (10%), the frequency of interval 67 is 7 students (23.3%), the frequency of interval 69 is 3 students (10%), the frequency of interval 71 is 2 students (6.7%), the

frequency of interval 73 is 3 students (10%), the frequency of interval 76 is 1 student (3.3%) and the frequency of interval 78 is 4 students (13.3%).

5.2 DISCUSSION

Based on the data findings, it was found that the first analysis was analyzed by using independent sample t-test formula. t0 was 0.782, smaller than Tt with df 58 in significant 5% and 1% (2.00>0.782<2.65). Furthermore, it could be seen that sig. (2-tailed) or probabilities were 0.438 bigger than 0.05 (0.438>0.05). So, it can be inferred that there is no significant difference on students' reading comprehension, pre-test mean score between the use of Close reading and GIST strategies.

Based on the finding, it was found the second analysis was analyzed by using paired sample t test formula. t0 was 10.702, higher than tt with df 29 in significance 5% and 1% (2.04<10.702>2.76). Furthermore, it can be seen that sig. (2-tailed) or probabilities were 0.000 smaller than 0.05 (0.000<0.05). It means that Ho was rejected and Ha was accepted or there was a significant effect of using Close Reading strategy with students reading comprehension for experimental group 1.

Based on the third analysis that was analyzed by using paired sample t test formula, t0 was 8.574, higher than tt with df 29 in significant 5% and 1%

(2.04<8.574>2.76). Furthermore, it can be seen that sig. (2-tailed) or probabilities were 0.000 smaller than 0.05 (0.000<0.05). It means that Ho was rejected and Ha was accepted or there was a significant effect of using a GIST strategy with students reading comprehension for experimental group 2.

Fourth analysis was analyzed by using independent sample T-test, to was 3.862, higher than tt with df 29 in significance 5% and 1% (2.04<3.862>2.76). In the conclusion, p = 0.000, the 2-tailed value was smaller than 0.05 (p<0.05). The result showed that the mean scores did differ much between both groups. It could be determined that the subjects in both groups were equivalent after giving the treatment at the first year students of Health Vocational High School Pekanbaru. It means that Ho was rejected and Ha was accepted or there is a significant difference of students reading comprehension post-test mean score between the use of Close reading and GIST strategies.

Fifth analysis was analyzed by using independent sample T-test, to was 1.909, lower than tt with df 29 in significant 5% and 1% (2.04>1.909<2.76). In the conclusion, p = 0.061, the 2-tailed value was higher than 0.05 (p>0.05). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were not equivalent after giving the treatment at the first year students of Health Vocational High School Pekanbaru. It means that Ho was accepted and Ha was rejected or There is no significant difference on students' reading comprehension gain score between those students who were taught by close reading and GIST strategies at Health Vocational High School Pekanbaru".

6 CONCLUSION

Based on the research questions and hypothesis of the research, the findings of the research can be concluded into some points as follows:

a. There is a significant improvement of pre-test and post-test mean score of reading comprehension in the experimental class 1. It can be concluded that there is an improvement of students reading comprehension in the experimental class 1. Besides, the Close Reading strategy gives effect to improve the students' reading comprehension (79%).

b. There is a significant improvement of pre-test and post-test mean score of reading comprehension in the experimental class 2. It can be concluded that there is an improvement of students' reading comprehension in the experimental class 2. Besides, GIST strategy gives effect to improve the students' reading comprehension (71%).

c. It can be concluded that both Close Reading and GIST strategies give the effect on the students' reading comprehension. Both strategies of Close Reading and GIST can be chosen to apply to teach reading comprehension.

d. Based on the percentage improvement, Close Reading strategy (79%) is higher than the percentage of GIST strategy (71%).

At last, There is no significant difference on students' reading comprehension gain score between those students who were taught by close reading and GIST strategies at Health Vocational High School Pekanbaru",

REFERENCES

Alderson J.Charles. 2000. Assesing reading: Cambridge University Press

Brown, H. Douglas. 2003. Language Assessment: Principles and Classroom Practices. New York: Pearson Education Inc.

Brown, Sheron. What is Close Reading. Retrieved on march 26, 2013

http://www.sheronbrownphd.com

Christine, Nuttall. 1982. Teaching Reading Skills in a Foreign Language. London: Heinemann Educational Books.

Close Reading. p. 4. Retrieved on March 26 2013 http://www.depts.washington.edu/owr

Crawford, Alan & et.al. 2005. Teaching and Learning Strategies for the Thinking Classroom. New York: IDEA.

Creswell, W. John. 2008. Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research. Canada: Pearson Education Inc.

Djamal, Murni, et al. 2006. Improving Reading Skill in English for University Students, Jakarta: Kencana Prenada Media Group.

Davis, Alison. 2011. Building Comprehension Strategies. Australia. Eleanor Curtain Publishing

Fischer, Roger and Steven. 2003. A History of Reading. London: Reaktion Books.

Herrel, Adrienne L. 2012. 50 Strategies for teaching English Language Learners. New York: Pearson Education Inc

Hornby, A.S. 2005. Oxford Advanced Learner's Dictionary of Current English.Ed.7th. New York:Oxford University Press.

Judi, Moreillon. 2007. Collaborative Strategies for Teaching: Reading Comprehension. Chicago: American Library Association.

Nancy. "Close Reading: Strategies, Techniques, and Quiz". Retrieved on September 25th 2013 http://education-portal.com/academy/lesson/close-reading-strategies-techniques-quiz.html

Nation. I.S.P. 2009. Teaching ESL/EFL reading and writing. New York: Routledge

Nunan, David. 2003. Practical English Language Teaching, First Edition. New York: McGraw Hill.

Richards, C. Jack. and Richard Schmidt. 2002. Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition. New York: Person Education.

Snow, Catherine and Chair. 2002. Reading for Understanding. Santa Monica: Rand.

Tankersley, Karen. 2003. The Threads of Reading: Strategies for Literacy Development. Canada: ASCD.