

**THE EFFECT OF GENERATING INTERACTION
BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY AND
MOTIVATION ON STUDENTS' READING COMPREHENSION OF
HORTATORY EXPOSITION TEXT AT SMA N 3 PADANG**

THESIS



By

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LANGUAGE EDUCATION PROGRAM
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ABSTRAK

Indra Johari. 2013. Pengaruh *Generating Interaction between Schemata and Text (GIST)* dan motivasi terhadap pemahaman membaca (*reading comprehension*) teks *Hortatory Exposition* siswa SMA N 3 Padang. Tesis. Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Negeri Padang.

Dalam pembelajaran bahasa Inggris, siswa dipengaruhi oleh beberapa faktor seperti strategi yang digunakan serta motivasi dalam pembelajaran. Penelitian ini membahas masalah pada pengaruh strategi GIST dan motivasi. Penelitian ini bertujuan untuk melihat pengaruh strategi yang diterapkan serta motivasi siswa terhadap pemahaman membaca (*reading comprehension*) teks *hortatory exposition*. Penelitian dilakukan di SMA N 3 Padang.

Penelitian ini merupakan eksperimen semu dengan rancangan faktorial 2x2. Pemilihan sampel dilakukan dengan cara *cluster random sampling* sehingga terpilih kelas XI IPA 2 sebagai kelas eksperimental dan kelas XI IPA 4 sebagai kelas kontrol dengan total 64 orang. Rumusan hipotesis penelitian ini adalah: (1) siswa yang diajar melalui strategi GIST memperoleh hasil yang lebih baik dalam pemahaman membaca dibandingkan dengan siswa yang diajar melalui strategi konvensional (2) siswa yang bermotivasi tinggi yang diajar melalui strategi GIST memperoleh hasil lebih baik dalam pemahaman membaca dibandingkan siswa yang bermotivasi tinggi yang diajar melalui strategi konvensional, (3) siswa yang bermotivasi rendah yang diajar melalui strategi GIST memiliki hasil lebih baik dalam pemahaman membaca dibandingkan siswa yang bermotivasi rendah yang diajar melalui strategi konvensional, (4) terdapat interaksi antara strategi yang digunakan dengan motivasi belajar.

Hasil analisis menunjukkan bahwa: (1) pemahaman membaca siswa yang diajar melalui strategi GIST lebih baik dari siswa yang diajar melalui strategi konvensional, (2) pemahaman membaca siswa yang bermotivasi tinggi yang diajar melalui strategi GIST lebih baik dari siswa yang bermotivasi tinggi yang diajar melalui strategi konvensional, (3) pemahaman membaca siswa yang bermotivasi rendah yang diajar melalui strategi GIST lebih baik dari siswa yang bermotivasi rendah yang diajar melalui strategi konvensional, (4) tidak terdapat interaksi yang signifikan antara strategi pembelajaran dengan motivasi belajar. Dalam hal ini dapat disimpulkan bahwa strategi GIST lebih efektif dalam membantu siswa untuk meningkatkan pemahaman membaca dibandingkan dengan strategi konvensional.

ABSTRACT

Indra Johari. 2013. The Effect of Generating Interaction between Schemata and Text (GIST) Strategy and Motivation on Students' Reading Comprehension of Hortatory Exposition Text at SMA N 3 Padang. Thesis. English Education Program, Language Education Program, Graduate Program of State Padang University.

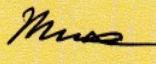
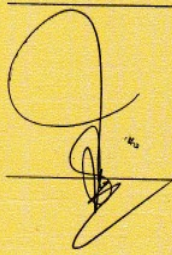
In teaching and learning English, the students are influenced by some factors such as learning strategy and motivation. In this research, the researcher limits on the GIST strategy and motivation. The purpose of this research was to find out the effect of the GIST strategy and motivation toward students' reading comprehension of hortatory exposition text. This research was done at SMA N 3 Padang.

The research design was quasi-experimental with factorial 2x2. The sample was taken by using cluster random sampling. XI IPA 2 was experimental class and XI IPA 4 was control class. The total number of the sample was 64 students. The hypotheses are (1) the students who are taught through GIST Strategy get the better result in reading comprehension with those who are taught through conventional strategy, (2) the high motivated students who are taught through GIST strategy get better result in reading comprehension than those who are taught through conventional strategy, (3) the low motivated students who are taught through GIST strategy get better result in reading comprehension than those who are taught through conventional strategy, (4) there is an interaction between strategies used and students' motivation toward reading comprehension.

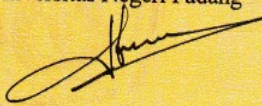
The results of data analysis revealed that: (1) students' reading comprehension that was taught through GIST strategy was better than the students who were taught through conventional strategy, (2) the high motivated students who were taught through GIST strategy was better in reading comprehension than high motivated students who were taught through conventional strategy, (3) the low motivated students who were taught through GIST strategy was better in reading comprehension than then low motivated students who were taught through conventional strategy, (4) there was no an interaction between strategies used in learning and students' learning motivation. In conclusion, GIST strategy is effective way on students' reading comprehension compared with a conventional strategy.

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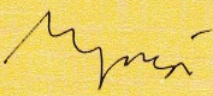
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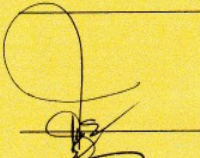
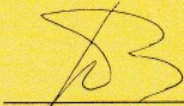
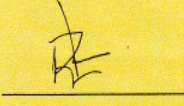
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Saya yang menyatakan

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Four basic language skills included in teaching English are listening, speaking, reading, and writing. In every subject, the students have to read the text, because most of the materials of teaching and learning English are printed words. Besides that by reading, the students can get much information. Then, reading activity gives the opportunities to the students in order to get the knowledge. Thus, reading is one of language skills that should be mastered well by the students.

Reading receives the special focus in education system. Starting from the Junior High School level and Senior High School, English curriculum tends to focus in teaching reading. The consideration is most of students test is created in reading section. The students are expected to comprehend the text in order to find the answer from the question in the test. Besides that, the students need to have the ability in analyzing the passage to improve their achievement in learning. From the phenomenon, it is important to improve students' comprehension while teaching reading.

In order to get the information and the knowledge in reading, the students not only need to comprehend completely the text that they read, but also they need to know the components of the text, such as topic, main idea, thesis statements, supporting idea, and so on. It needs to build the reader and

the students understanding while reading the text. It is in line with School-based curriculum 2006 which demand the students to have the ability in determining the component of the text while teaching reading.

In order to help the students to comprehend the text especially in teaching reading, one of the ways is considering the students background knowledge with the ideas of the text that they read. It is known as schemata. Students' background knowledge also influences them in comprehending the text. Furthermore, it is important to attend the students' background knowledge while teaching reading in order to help the students to get the information and comprehend the text from the passage.

Based on the researcher's observation, the students at Senior High School, especially SMA N 3 Padang, still get difficulties in comprehending the text. The problems faced by the students were difficulties to differentiate between the main idea and the supporting ideas. Besides that, they also got difficulties to understand the message in each paragraph or of the whole text. This case happened because the students cannot exploit their schemata while reading. In fact, most of the students looked forward to the information from the teacher related to the text they read. It is very hard to them to understand the meaning and the message of the text by using their own word.

In this case, in teaching and learning process, especially in reading comprehension the teacher needs much time to deliver the material to the students. Furthermore, teaching and learning process is ineffective because the students out of focus in listening the long explanation from the teacher.

Properly, the students can use their background knowledge in understanding the meaning and the message in reading. By using background knowledge, the students will easy to comprehend the text in reading a passage. This phenomenon, absolutely need the attention from the educator and the students itself.

Considering School-based curriculum 2006, the students are taught by kind of genres. For Senior High School, the students learn about news item text, descriptive, narrative, hortatory, expository, spoof, and so forth. Class XI of Senior High School in the second semester, hortatory exposition is one of the genres that is taught to the students. This genre consists of thesis, argument, and recommendation.

In fact, the students still have the difficulties to know the generic structure and the language features of the hortatory exposition text. Besides that, the students also need a much time to determine the main idea, supporting idea, thesis statement, reference, inference, vocabulary, details, and the other elements in reading comprehension.

Some factors that influence students in learning involve external and internal factors. The external factors such as learning strategies or method that using by the teacher in teaching. At the location of the research, the teachers used a conventional strategy in teaching reading such as presentation and translating the text into Indonesia language. This tradition needs more time in order to comprehend the passage that reading by the students. Therefore the students need an alteration strategy when reading a text.

In accordance with the problem above, the teacher should be creative in teaching reading. One of the teaching strategies that can be used in teaching reading in order to help the students in comprehending the text that involve the students' background knowledge, synthesizing, and generalizing cognitive operation is Generating Interaction between Schemata and Text (GIST) strategy which was proposed by Cunningham (1982). This strategy is said useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read.

Supported by Harrell (2000: 61) that say GIST is one of the strategies that can improve students' comprehension in reading. The students can use their own word in order to get the main point from the text that they read. Besides that, by summarizing the text the students know the important information included in the text. GIST that can be used in order to help the students to comprehend the text will support the students to respond the demand that is given to them in learning, especially in teaching of reading.

Next, the internal factor comes from students such as students' learning style, students' capability, and students thought, students' motivation and so forth. Motivation becomes important factor that should be considered by the teacher in teaching and learning process. The students who have different motivation will do the different effort in their learning.

Besides that, based on psychologist research, motivation will influence students' attitude in learning. This case can be seen from the students enthusiastic in learning. The high motivated students will optimal their learning. On the contrary, the low motivated students will not optimal in their learning. It can be said that motivation is the crucial factor that influence students' achievement in learning. However, motivation also influenced by the external factor such as the teacher role to help the student in learning.

Based on the explanation above, it is important to do the research in order to help the students in comprehending the text that involve students' background knowledge. Then, attending the students' motivation in learning is important therefore, the teacher can consider the appropriate learning strategy in teaching reading.

Considering the problem above, the researcher would like to conduct the research of implementing of GIST strategy and show students' motivation to find out its effect toward students reading comprehension of hortatory exposition text at grade XI of SMA N 3 Padang 2012/2013 academic year.

B. Identification of the Problem

Based on the background of the problem above, it can be said that reading has the important place in education. The demanding of Senior High School curriculum is the students should have the ability in identifying the component of the text such as generate the main idea, supporting idea, thesis

statement, topic, and theme while read the text. Besides that, the students also demand to comprehend the text that they read.

In fact, the students at Senior High School still get difficulties while comprehending the text and understanding the component of the text. It influences by the internal and the external factors in learning. One of the internal factors is students' motivation in learning. The different students' motivation will give the different achievement. Meanwhile the external factor is the learning strategy that used by the teacher in teaching. GIST is the strategy that will help the students in reading. It involves students' background knowledge and synthesizing.

C. Limitation of the Problem

Related to the identification of the problem above, the researcher limited the problem on the strategy used in teaching reading. This research was limited on using GIST (Generating Interaction between Schemata and Text) and motivation and its effect on students' reading comprehension of hortatory exposition text at grade XI of SMA N 3 Padang 2012/2013 academic year.

The reasonable reason in choosing this strategy is GIST will help the students in exploiting their prior knowledge in reading comprehension. The students were invited to learn in-group, summarize the text by using their own word, learn how to substitutes, deleting and generalizing the text and work cooperatively.

D. Formulation of the Problem

Related to the limitation of the problem above, then, the problem of this research formulated as follows:

1. Does GIST Strategy give the significant effect on students' reading comprehension of hortatory exposition text compared to a conventional strategy?
2. Do the students having high motivation who are taught through GIST Strategy get better result in reading comprehension of hortatory exposition text than those who are taught through conventional strategy?
3. Do the students having low motivation who are taught through GIST Strategy get better result in reading comprehension of hortatory exposition text than those who are taught through conventional strategy?
4. Is there an interaction between strategies used and students' motivation toward students' reading comprehension of hortatory exposition text?

E. Purpose of the Research

The purposes of the research are:

1. to find out whether GIST Strategy gives the significant effect on students' reading comprehension of hortatory exposition text or not.
2. to find out the students having high motivation who are taught through GIST Strategy get the better result in reading comprehension of hortatory exposition text or not.

3. to find out the students having low motivation who are taught through GIST Strategy get better result in reading comprehension of hortatory exposition text or not.
4. to find out is there any interaction between strategies used and students' motivation toward students reading comprehension of hortatory exposition text or not.

F. Significance of the Research

This research is expected to give the contribution for English teacher, students, and others who are dealing with teaching and learning reading. For the teacher, GIST is expected become an effective strategy, which can be used in teaching English, particularly in teaching reading. For the students, this strategy can be used in learning strategy to learn English. Therefore, for the researcher, the result of this research is expected as a foundation to develop the research into larger scope. Besides, this research is to fulfill one of the requirements of graduated program of state university of Padang. For the future researcher, this research is expected to be implemented on other fields not limited on reading comprehension of hortatory exposition text only.

G. Definition of the Key Terms

1. Effect is the outcome or a change produced by the students of SMA N 3 Padang grade XI 2012/2013 academic year after applying GIST strategy.

2. Generating Interaction between Schemata and Text (GIST) is a strategy used for supporting comprehension of informational text. (Harrell, 2000:61)
3. Conventional strategy is a common strategy applied by the teacher in teaching reading at SMA N 3 Padang. Learn individually as the main activity. The activity such as presentation and translating the text.
4. Reading comprehension means read for the meaning as well as analyzing and synthesize what the students have read (Linse, 2005: 88).
5. Motivation is students' interest and desire to learn. Motivation help the students to be able to solve the problem in learning, therefore, the students can focus on the lesson, which is given by the teacher (Alderman, 2004: 3).
6. Hortatory exposition text is kind of genre to persuade the reader or the listener related to the case given (Derewianka, 1992: 71).
7. SMA N 3 Padang is the Senior High School located at Jalan Gajah Mada Gunung Panggilun Padang.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research finding of the research that was done for second grade students of SMA N 3 Padang, it can be concluded that:

1. Generating Interaction between Schemata and Text (GIST) gave a significant effect on students reading comprehension of hortatory exposition text compared to conventional strategy. It can be seen from the mean score of students' reading comprehension both of the classes. The average score of students who were taught through GIST strategy is higher than the students who were taught through conventional strategy.
2. The high motivated students who were taught through GIST strategy get better result in reading comprehension of hortatory exposition text rather than high motivated students who were taught through conventional strategy.
3. GIST helps the students to improve their reading comprehension of hortatory exposition text although they are low motivated students. It can be seen from the mean score of students who low motivated students that were taught through GIST strategy is higher than students who low motivated students that were taught through conventional strategy. The third hypothesis showed that H_1 was accepted, it means the low motivated students who were taught through GIST strategy get better result in

reading comprehension of hortatory exposition than the low motivated students who were taught through conventional strategy.

4. There was no interaction between strategies used and students' motivation on students reading comprehension of hortatory exposition text. It means both of these strategies; GIST and conventional, can be used without considering students' motivation, but the result show that GIST strategy is more effective than conventional strategy. It can be concluded that students' reading comprehension are not affected by motivation but strategy used in learning, that is GIST strategy.

B. Implication

The result of this research has some implications for teaching English in general, and especially for reading. The research finding proved that GIST strategy is more effective than conventional strategy in reading comprehension at grade XI IPA of SMA N 3 Padang. The application of this strategy in which the students were invited to cooperate with their friends and as the centre of learning help the students to improve their reading comprehension. Besides that, the students' background knowledge in order to comprehend the text is very crucial in teaching. The teacher should be aware of students' schemata in comprehending the passage.

GIST does not improve students' reading comprehension immediately. However, this strategy gives the opportunities to the students to work cooperatively, stimulate students' creativity, stimulate students'

background knowledge and schemata, give the chance to share the idea and feeling therefore GIST facilitate students to develop students reading comprehension. The English teacher should creative in choosing the appropriate strategy that can be used in teaching and learning.

In conclusion high motivated students got better result on reading comprehension compared with the low motivated students. This condition showed that the students have the different motivation in learning. Motivation will affect the students in their leaning therefore the students also have the different achievement on reading comprehension of hortatory exposition text.

The students in control class who were taught through conventional strategy showed teaching and learning were monotonous. The students were bored in listening teacher' explanation and work individually. This way did not make the students more active in their learning. However, the teacher should be creative to get the new way in teaching and learning process in order to improve students' creativity in learning.

C. Suggestion

Based on the finding, conclusion, and the implication the researcher suggests that:

1. The research finding indicates that GIST strategy was the effective way to help the students in improving reading comprehension at grade XI IPA of SMA N 3 Padang. Therefore, the English teacher in teaching reading can apply this strategy.

2. The application of GIST strategy, where the students were invited to cooperate with the peers, share the idea, use their own language to make the summary of the text, make the students more active and avoid the anxiousness while comprehend the text. Therefore, English teacher is suggested to engage the all member of the class during teaching and learning process.
3. Students' achievement in learning was influence by some factors. One of the factors is students' motivation. In this case, the teacher is suggested to consider students' differences in learning. The teacher is hoped to give more exercise to low motivated students in order to improve their reading comprehension.
4. This research limited on independent variables; strategies used and motivation as variable moderator. Motivation was divided into high and low motivation. The research was done at grade XI IPA of SMA N 3 Padang. Furthermore, it is suggested to the future researcher to develop this research on larger population and sample in order to get the knowledge and empiric data.

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