

**IMPROVING STUDENTS' WRITING SKILL BY USING MODIFIED  
GIST (GENERATING INTERACTION BETWEEN SCHEMATA  
AND TEXT) AT FIFTH SEMESTER OF PUBLIC ISLAMIC  
COLLEGE IN KERINCI**

**THESIS**



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## ABSTRAK

Trimadona, Eliza 2010. *Meningkatkan Keterampilan Menulis Bahasa Inggris Mahasiswa Dengan Menggunakan Strategi GIST yang dimodifikasi pada Semester Lima Sekolah Tinggi Ilmu Agama Islam Negeri Kerinci*. Padang: Konsentrasi Pendidikan Bahasa Inggris. Program Pasca Sarjana Universitas Negeri Padang.

Setiap mahasiswa harus dapat menguasai cara menulis yang benar untuk kepentingan akademisnya. Bagaimanapun, keterampilan menulis mahasiswa Tadris Bahasa Inggris kelas A semester 5 STAIN Kerinci masih lemah. Masalah ini disebabkan oleh teknik dosen dalam mengajar. Oleh karena itu, penelitian ini bertujuan untuk mengetahui keefektifan GIST yang dimodifikasi dalam meningkatkan keterampilan menulis mahasiswa. Selain itu penelitian ini juga untuk mendeskripsikan faktor-faktor yang mempengaruhi peningkatan keterampilan menulis mahasiswa dengan menggunakan strategi tersebut.

Penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari tiga siklus. Masing-masing siklus melibatkan perencanaan, tindakan, observasi, dan refleksi. Adapun instrument dalam penelitian ini adalah lembaran observasi dan tes kemampuan menulis. Observasi bertujuan untuk mengetahui kegiatan yang dilakukan mahasiswa dan dosen selama proses belajar mengajar berlangsung. Sedangkan tes kemampuan menulis bertujuan untuk mengetahui kemampuan mahasiswa pada setiap akhir pelajaran dan akhir siklus.

Pada siklus pertama ditemukan bahwa mahasiswa menikmati strategi yang diberikan sehingga dapat meningkatkan keterampilan menulis mereka. Namun, mereka masih memiliki kelemahan-kelemahan khususnya dalam tata bahasa dan kosa kata. Ini terbukti dari nilai rata-rata tes keterampilan menulis mahasiswa 66. Karena hasilnya belum memuaskan, maka penelitian dilanjutkan ke siklus dua. Terdapat peningkatan yang lebih baik di siklus ini, hal ini ditunjukkan oleh nilai rata-rata tes kemampuan menulis mahasiswa yaitu 74. Untuk mendapatkan hasil yang baik agar mahasiswa lebih kenal dengan strategi GIST yang dimodifikasi ini maka penelitian dilanjutkan ke siklus tiga. Akhirnya ditemukan nilai rata-rata tes kemampuan menulis yaitu 81. Beberapa faktor yang menyebabkan peningkatan keterampilan menulis mahasiswa adalah media mengajar dan belajar, metode belajar, materi, kegiatan belajar, dan manajemen kelas. Berdasarkan temuan di atas maka dapat disimpulkan bahwa menggunakan GIST yang dimodifikasi adalah salah satu strategi yang efektif dalam meningkatkan keterampilan menulis siswa.

## ABSTRACT

Trimadona. Eliza. 2010. *Improving Students' Writing Skill by Using Modified GIST (Generating Interaction between Schemata and Text) at Fifth Semester of Public Islamic College in Kerinci*. Padang: English Education Section. Graduate Program. State University of Padang

Every student should master how to write well for his/her academic needs. However, the students' writing skill of class A Semester 5 of Public Islamic College was still weak. This problem was caused by lecturer's technique in teaching. Therefore, this research was aimed at identifying the effectiveness of using modified GIST in improving the students' writing skills. Besides, this research was also to describe the factors which influence the improvement of the students' writing skill by using modified GIST.

This research was classroom action research which contains three cycles. Each cycle involved planning, action, observation, and reflection. The instruments used in this research were observation, interview, writing task, and writing test. Observation was aimed to know both students and lecturer's activities during the process of teaching and learning. Meanwhile speaking task and test meant to evaluate the students writing skill at the end of meeting and cycle.

At the first cycle, it was found that the students were so excited having such a strategy so that they could improve their writing skill. However, the students still had some weaknesses especially in grammar and vocabulary. It was showed by the average score of the students' writing test I, that was 66. Because the result was still not satisfied yet, so the research was continued to the second cycle. Some improvements toward teaching and learning process were made, it was shown from the average score of students writing test, which was 74. To get better result and to make the students more familiar with modified GIST, so the third cycle was done. Finally, it was found that the average of students' writing test was 81. Some factors influenced the changes of the students' writing skill were teaching and learning media, learning method, materials, activities, and classroom management. Based on the finding above, it is concluded that using modified GIST is an effective strategy in improving the students' writing skill.

## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **“Improving Students’ Writing Skill by Using Modified *GIST* (Generating Interaction between Schemata and Text) at Fifth Semester of Public Islamic College in Kerinci”** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali dari arahan tim pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, Agustus 2010  
Saya yang menyatakan,

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Writing skill is essential in academic setting. College students should master the skill since they have to hand in assignments, to complete various types of writing tasks, and to express ideas of information in written forms. Besides, writing is very useful to be an alternative way for communication instead of speaking and also for note-taking from reading to writing.

However, writing is considered as a complicated skill because the writers have to draw on background knowledge and complex mental processes in developing new insights. Besides, they are expected to be able to produce different components of writing various types of text and express their ideas clearly and efficiently in written form. Consequently, students must master the components of writing such as content, writing organization, coherence, vocabulary, grammar, and punctuation.

There are only few students who are proficient at writing skill. According to the data taken from writing II scores, the students' writing achievement was relatively low. It can be seen from the percentage of students' writing score in Writing II. From 30 students, the students who got A were only 3%, the students who got B were 27%, the students who got c were 43%, the students who got D were 23%, and the students who got E were 3%. So, in general it could be concluded that the students got low achievement in writing skill.

In addition, experience shows that there are some aspects which are problematic in students' writing. Firstly, they get some difficulties in expressing their ideas, opinion and feelings because they have limited vocabulary to write, mainly in choosing suitable words and arranging words into a good sentence. Secondly, they often make mistakes in grammar. They still get confused, whether to write in present or past tense. The use of preposition is still disorganized. Thirdly, they have lack of knowledge on mechanics of writing such as spelling, punctuation, and capitalization. Lastly, they also still have lack of knowledge and ability in using information and details that are necessary to fully develop their ideas. As a result, they write unorganized arrangement of ideas.

These problems might be from the teacher, the students, or from material and media.

Firstly, the problem from the teacher usually coming from the strategy she uses in teaching writing. Based on observation, the lecturer uses traditional strategy which does not help students to express and expand their ideas at all. She gives students several topics to choose and then let the students freely develop their ideas without telling them what steps should be done. As the result, they stick in embedded background. Since writing is not easy the lecturer is required to guide them in the process of writing. This might be because of the lecturer has lack of knowledge about teaching strategy.

Secondly, the problem is from the students. The students do not have motivation to study. When some interview were made, many students sighed

that lecturers do not teach communicatively, so the class would get bored on the monotonous nuance of learning. The lecturers only teach to pay their responsibilities without caring about their students whether they are interested or not.

Thirdly, problem is from material or media. Sometimes the lecturer does not provide appropriate material or media for the students. Meanwhile, media and technology have been introduced into schools because it is believed that they can have positive effects on teaching and learning. The lecturer should be more creative in preparing the subject to the class so the students would have effective learning.

Actually, the lecturer and the students should have cooperation to improve it. Since almost all subjects in college require students to write paragraph or essay, writing strategies are important to teach. There are so many strategies that can be used in writing such as using mapping, picture cues, authentic materials, and GIST (Generating Interaction between Schemata and Text).

GIST is a reading comprehension strategy which is modified to support writing skill since reading and writing have strong relationship with schemata. The lecturer models and guides the students to read the text, identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is read. This activity should be done initially with a group of students practicing under teacher guidance.

Modified GIST is considered as effective way to help students improving their writing skill because it is easy to apply in any content area

classes and supports integrated skill like reading and writing, besides it seems still no research about to modify GIST strategy.

Therefore, from the facts above the researcher is interested to apply Modified GIST strategy to improve students' writing especially at fifth semester of STAIN in Kerinci.

### **B. Identification of the Problem**

Students are required to become proficient in writing any texts. However, there are still students who are not able to write well. They have lack of vocabulary, so that they just write by using the words that they know without appropriate context. Besides, they may have less motivation so that their achievement are low. Next, the problem also can be identified from the teaching strategy. Lecturer just asks students to choose some topics lecturers write in the blackboard and then ask them to write about that topic without guiding them how to develop their ideas. Therefore, the students must be taught a strategy. Modified GIST is such an effective strategy that can be used to improving their writing skill.

### **C. Limitation of the Problem**

As mentioned above, writing strategy is problematic because students do not know of doing that well. The research was limited on a strategy to improve students' writing skill. The strategy that was used is Modified GIST (Generating Interaction between Schemata and Text). This strategy was

applied to English Department students of Public Islamic College (STAIN) of Kerinci who were taking Writing III class at class A of Semester V.

#### **D. Research Questions**

The problems of this research are formulated as follow:

1. To what extent can Modified GIST improve writing skill of the fifth semester English department students of STAIN Kerinci?
2. What factors influence the changes of writing skill of the fifth semester English department students of STAIN Kerinci by using Modified GIST?

#### **E. Purposes of the Research**

The purposes of the research are:

1. To identify the effectiveness of Modified GIST in improving writing skill of fifth semester English department students of STAIN Kerinci
2. To identify the factors that influence the changes of writing skill of fifth semester English department students of STAIN Kerinci by using Modified GIST

#### **F. Significances of the Research**

By doing this research, the researcher expects that the result has theoretical and practical significances. Theoretically, it is expected to provide more information for students and teachers/lecturers of the benefits of using Modified GIST as the strategy to improve students' writing skill. Practically, the use of Modified GIST contributes on integrated materials on students

skills, they are reading and writing. It is hoped that the use of Modified GIST improving both reading and writing skill. Therefore, since there are lots of writing strategies, the students and the lecturers might use Modified GIST to practice inside or outside the class. It might be implicated in planning and developing English lesson, therefore the quality of students writing could be increased.

### **G. Definition of Key Terms**

1. Writing skill : The skill which defined as a process that requires students to develop a cognitive awareness and involves schemata. This skill was improved by students of fifth semester students of STAIN Kerinci in writing process after reading a text
2. Schemata : Any background knowledge or structured information in students brain based on their reading and selves experiences.
3. Modified GIST : Stands for modified Generating Interaction Between Schemata and Text. GIST is strategy which is basically for reading comprehension. GIST is modified to help students improving their writing skill since reading and writing are related. The Modified GIST allow students to write a text after reading a text.

4. Public Islamic College : In Indonesian Language it stands for STAIN or Sekolah Tinggi Islam Negeri in Kerinci. It is the only public college in Kerinci. It provides students with Islamic and education subjects.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

Based on the finding of students' writing skill by using Modified GIST at fifth semester of Public Islamic College for three cycles of classroom action research, it is concluded that:

1. Applying Modified GIST can better improve students' writing skill. It is one of writing strategies that is modified to improve writing skill. Since reading and writing are involving schemata, it can be used to develop writing. The procedure is adjusted by the researcher to fit students best situation.
2. There are some factors that influence students' writing skill, they are: teaching and learning media, learning method, materials, activities, and classroom management..

#### **B. Implications**

The result of the research which was done at Public Islamic College of Kerinci has some implications deal with teaching reading strategies. First, the result of this research has proven that using Modified GIST (Generating Interaction between Schemata and Text) has improved students' writing skill. Second, the writing strategies derived from using Modified GIST can stimulate students' background knowledge and experiences, and developing schemata got from the reading to write details for their writing. Third, it needs

time and guidance from the lecturer to explore the strategy in order to achieve better result in teaching writing.

### **C. Suggestions**

Based on the finding of the research, the researcher suggests the followings:

1. The researcher as an English lecturer should continue conducting research and modify the GIST Strategy to other possible skill, such as listening and speaking.
2. The researcher as an English lecturer should also provide the interesting materials that can improve the teaching and learning process.
3. The researcher as an English lecturer should use media for teaching and learning activities.
4. The researcher as an English lecturer should guide the students to write as a good approach to improve students' writing skill.
5. The researcher as an English lecturer should recognize the suitable learning method for the students.

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