

**THE EFFECT OF USING GIST (GENERATING
INTERACTION BETWEEN SCHEMATA AND TEXT) AND
STUDENTS' READING INTEREST TOWARD STUDENTS'
READING COMPREHENSION AT FIFTH SEMESTER STKIP
YPM BANGKO**

THESIS



BY

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*This thesis is submitted to fulfill one of the requirements
to obtain a degree in Master of Education*

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ABSTRAK

Novi Riani, 2013. Pengaruh *GIST* dan minat baca mahasiswa terhadap pemahaman membaca mahasiswa pada mahasiswa semester lima STKIP YPM Bangko. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

Dalam pembelajaran reading comprehension, strategi *GIST* dapat digunakan sebagai variasi dari pengajaran membaca. Tujuan dari penelitian ini adalah untuk menemukan pengaruh dari *GIST* dan minat baca mahasiswa terhadap kemampuan membaca mereka.

Penelitian ini adalah penelitian eksperimen. Penelitian ini telah dilaksanakan di STKIP YPM Bangko. Penelitian ini merupakan semu experimental dengan rancangan factorial 2x2. Populasi dari penelitian ini adalah mahasiswa semester 5 jumlah populasi 92 orang. Pemilihan sampel dilakukan dengan cara *cluster random sampling*; jumlah sampel adalah 62 mahasiswa. Mahasiswa dari kelas B sebagai kelas eksperimental dan mahasiswa dari kelas C sebagai kelas kontrol. Sampel di ambil dengan menggunakan teknik klaster acak. Instrumen yang digunakan dalam penelitian ini adalah tes untuk mengukur pemahaman membaca dan angket untuk mengukur minat baca. Data dalam penelitian ini dianalisis secara manual dengan rumus uji t dan anova 2 arah.

Hasil penelitian ini menunjukkan bahwa (1) mahasiswa yang diajarkan dengan *GIST* mempunyai kemampuan membaca lebih baik daripada mahasiswa yang diajarkan dengan kelas *questioning strategy*, (2) mahasiswa dengan minat baca yang tinggi yang diajarkan dengan *GIST* mempunyai kemampuan membaca yang lebih baik dibandingkan dengan yang diajarkan dengan *questioning strategy*, (3) mahasiswa dengan minat baca yang rendah yang diajarkan dengan *GIST* mempunyai kemampuan membaca yang lebih baik dibandingkan dengan yang diajarkan dengan *questioning strategy*, (4) tidak terdapat interaksi antara kedua strategi dan minat baca mahasiswa terhadap kemampuan membaca mahasiswa.

Berdasarkan hasil di atas dapat disimpulkan bahwa *GIST* adalah sebuah strategi yang efektif di dalam mengajarkan pemahaman membaca. Dalam hal ini dapat disimpulkan bahwa *GIST* dapat digunakan sebagai strategi pengajaran membaca di STKIP YPM Bangko.

ABSTRACT

Novi Riani. 2013. The Effect of Using GIST (Generating Interaction between Schemata and Text) and Students' Reading Interest Toward Students' Reading Comprehension at fifth semester STKIP YPM Bangko. State University of Padang.

In teaching reading comprehension, GIST (generating interaction between schemata and text) strategy can be used as a variation of teaching strategy. The purpose of this research was to find out the effect of GIST (generating interaction between schemata and text) strategy and students' reading interest toward students' reading comprehension.

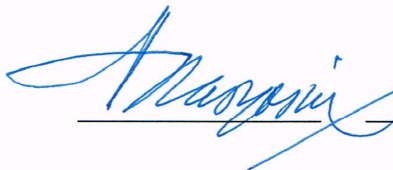
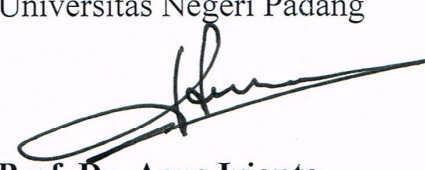
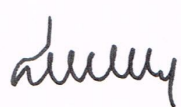
This research was an experimental research. It was conducted at STKIP YPM Bangko. The design of this research was quasi experimental by using factorial design 2x2. Population of this research was fifth semester students with the total population was 92. The sample was taken by cluster sampling; the total number of sample was 62. Class B was experimental class and Class C was control class. To collect the data the researcher used reading comprehension tests and reading interest questionnaire. the data were analyzed manually by t-test formula and two ways anova.

The result of this research was (1) students who were taught by GIST (generating interaction between schemata and text) strategy had better result than the students who were taught by questioning strategy, (2) the students with higher reading interest who were taught by GIST (generating interaction between schemata and text) strategy had better reading comprehension than who were taught by questioning strategy, (3) students with lower reading interest who were taught by GIST (generating interaction between schemata and text) strategy had better reading comprehension than who were taught by questioning strategy, (4) there was no interaction between both strategies and students' reading interest toward students' reading comprehension.


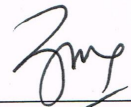



Based on the finding, it can be concluded that GIST (generating interaction between schemata and text) strategy is proved as strategy which affective to teach reading comprehension. In short, GIST can be used as a teaching strategy in teaching reading comprehension at STKIP YPM Bangko.

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SURAT PERNYATAAN

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Padang, Januari 2014
Saya yang menyatakan,



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Padang, Januari 2014

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

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

Based on researcher's observation at fourth semester students of English department of STKIP YPM Bangko registered in 2013/2014 academic year. It was found the score of student's reading comprehension was low achievement. It was proven by the students' score from three clasess at fourth semester STKIP YPM Bangko. The students got low score in reading comprehension subject. Based on table 1, the data were proven by students' achievement.

Table 1. Percentages of Students' Grade at STKIP YPM Bangko.

| Class | A (100-81) | B (80-66) | C (65-56) | D (55-45) | E (<45) |
|-------|---------------|--------------|--------------|--------------|------------|
| A | 8,8% | 29,4% | 55,8% | - | 5,8% |
| B | 5,5% | 33,3% | 44% | 2,7% | 13,8% |
| C | 13,5% | 27% | 54% | - | 5,4% |

Based on the table above, it can be argued that there are some problems which caused the students' low reading comprehension. It was found some problems in teaching reading comprehension. Firstly, most of students got difficulties in comprehending the text. Secondly, the lecturer still used conventional teaching (questioning strategy). Thirdly, the students did not show that they were interested in the process.

First problem was most of students got difficulties in comprehending the text. It was influenced by the lack of vocabulary. The students did not know the meanings of many words that appeared in text. It means that the students did not have background knowledge about the materials, so they got difficulty to activate the schemata in reading. They had limited prior knowledge with the text discussed in the class. The lecturer also did not give more practice for reading the text. As a result, they did not comprehend the content of the text. Therefore, student's reading comprehension was low.

The second problem comes from the lecturer where the strategy used by the teacher was still not various. Regarding to the facts happened during teaching reading in the classroom, based on the researcher observation the lecturer used questioning strategy. It means that students focused on reading the text and answered the questions based on the text. Because of that, the students' ability to comprehend a text were still low, and they were generally not interested in reading comprehension especially English text.

The third problem was during the process of reading, the students did not show that they were interested in the process. It has been observed when teaching

learning process in which only few students answered and responded the questions related the topic and most of them were lazy in doing the activities. They mostly thought that they were not interested and reading was very difficult. These factors made the students' achievement in reading comprehension were unsatisfying. In fact, the students should have interest in reading because the students have good interest in reading, they will show their active and positive during the activity.

In the process of reading, the students should have interest. The students will read when they have an interest to read. Furthermore, interest has a role on a few basic. It also works in reading. Reading interest can be classified eagerness, good emotion and respond during reading. When the students read, they should have eagerness or desire in their reading. Then, the students should have good emotion in reading because it will be a factor to improve their reading. In reading process, they try to comprehend the text and respond the content of the text and take moral value after reading. Furthermore, the schemata has been shown to be connected with interest. It shows that if the readers have schemata or previous experience, the students reading interest in reading comprehension will increase. Those are the reason choosing reading interest as moderator variable.

In order to minimize the problems, the researcher assumes that GIST (generating interaction between schemata and text) strategy can be considered in teaching reading comprehension because it is an effective activity for the students. In the process of this strategy, the students activate the schemata on the text, they can build their background knowledge or experience. Based on previous study,

there are some advantages of using GIST in students' reading comprehension and their interest. It will increase students' reading comprehension by activating schemata, the students will be interested to read and the teacher allows students collaboratively when they have read. Those are the reasons choosing GIST strategy. Furthermore, the researcher makes approach that the students really like to learn reading activity.

Considering the problems above, the researcher was interested in doing a research to find out the effect on students' reading interest toward students reading comprehension at fifth semester STKIP YPM Bangko by using GIST (generating interaction between schemata & text) strategy.

B. Identification of the Problem

From background of the problem above there were some problems faced by students on reading comprehension. Based on the observations done at STKIP YPM Bangko. (1) Most of students got difficulties to comprehend the text. The student's still got low reading achievement. It was influenced by lack of vocabulary; The students did not know the meanings of many words that appeared in text, (2) The lecturer used conventional strategy (questioning strategy). It means that students were focused on reading the text and answered the questions based on the text itself, So the students' ability to comprehend a text were still low, and they were not generally insterested in reading comprehension espesially English text. (3) Students' reading interest. During the process of reading, the students did not show that they were interested in the process. It has been observed when teaching learning process in which only few students answered

and responded the questions related the topic and most of them are lazy in doing activities. They mostly thought that reading was very difficult and they did not interest. In this study, the researcher conducted the reseach on GIST (generating interaction between schemata and text) strategy.

C. Limitation of the Problem

Based on identification of the problems above, the researcher limited the problem on the strategy used in teaching reading. In this case, the researcher limited the problem on the The Effect of Using GIST (Generating Interaction between Schemata and Text) and Students' Reading Interest toward Reading Comprehension at fifth semester STKIP YPM Bangko.

D. Formulation of the Problem

Based on the background, identification and limitation of the problems, the formulation of the problem was as follows:

1. Do the students who are taught by GIST get better result in reading comprehension than the students who are taught by questioning strategy at fifth semseter STKIP YPM Bangko?
2. Do the students with high interest taught by GIST have better reading comprehension achievement than who are taught by questioning strategy?
3. Do the students with low interest taught by GIST have better reading comprehension achievement than who are taught by questioning strategy?
4. Is there interaction between both models of teaching (GIST and questioning strategy) and interest toward students' reading comprehension achievement?

E. Purpose of the Research

The aim of the research was as follows:

1. To find out whether the students who are taught by GIST have better reading comprehension of achievement than who are taught by questioning strategy.
2. To find out whether the students with high interest who are taught by GIST have better reading comprehension achievement than who are taught by questioning strategy.
3. To find out whether the students with low interest who are taught by GIST have better reading comprehension than who are taught by questioning strategy .
4. To find out whether there is any interaction between strategies (GIST and questioning strategy) and reading interest toward students' reading comprehension achievement.

F. Significance of the Research

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can give valuable input for the researcher and other lecturer at STKIP to overcome the problems that encountered in teaching reading. Then practically, it is expected that this research can be an effective teaching model which can be used in teaching English particularly to have better reading comprehension and interest. For students, it is expected to get an input to improve their reading comprehension and interest.

G. Definition of the Key Terms

1. GIST is one of strategy which is basically for reading comprehension. It also help the students to comprehend the text through summarizing.
2. Reading comprehension is the process of constructing meaning from the texts and it is measured by reading comprehension.
3. Reading interest is motivational construct that has been classified as eagerness, good emotion and respond during reading.
4. Questioning strategy is the strategy to make the students getting information, checking students' comprehension, stimulating students reaction. It is commonly used in teaching reading comprehension at the location of this research.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusions

Based on the research findings above, it could be concluded that:

1. Students' who were taught by strategy have better reading comprehension than students' who were taught by questioning strategy. It can be seen from mean score of experimental and control class. The students' mean score of experimental class who were taught by GIST strategy was higher than students in control class who were taught by questioning strategy.
2. Students with higher interest taught by GIST strategy have better reading comprehension than those with higher interest taught by questioning strategy. The finding shows that the students with higher interest who were taught by GIST strategy have better reading comprehension than the students with higher interest who were taught by questioning strategy. The mean score of students' reading comprehension with higher interest in experimental class was higher than students' reading comprehension with higher interest in control class .
3. Students with low interest that were taught by GIST strategy was higher than students' reading comprehension that have low interest that taught by questioning strategy. The mean score of students' reading comprehension with interest in experimental class was higher than students' reading comprehension with lower interest in control class.

4. There was no interaction between both strategies used and students' reading interest toward students' reading comprehension.

B. Implication

Based on the conclusion stated above, it is implied that :

1. Teaching reading comprehension through GIST strategy made more positive effect to improve students' reading comprehension than questioning strategy that usually used by the lecturer. By doing this strategy, the students have more interest in reading comprehension.
2. The students' centre is more effective than teacher centre. In the process of GIST strategy, the centre of learning was the students and the lecturer just as a facilitator.
3. The role of GIST strategy in teaching reading comprehension is to give the opportunities to the students to interact with their group, stimulate students' creativity, improve students' interest in reading comprehension, and facilitate them to comprehend the text by making the summary after reading the text. It is easy for students to find out the topic, main idea, reference, make an inference and understanding the text.

C. Suggestions

Based on the findings and conclusions above, the researcher would like to propose suggestions as follows:

1. English lecturers at STKIP YPM Bangko are suggested to apply GIST strategy as a variation of teaching to improve students' reading comprehension.

2. It is suggested that to the English teacher to use this strategy because it gives benefit for the students, the students can practice their reading comprehension more with their friends. It is suggested that the lecturers apply this strategy because it gives benefit for the students; the students can understand the text by working in group. As a result, the students' interest in reading comprehension will increase.

3. It is also suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they also suggested to conduct the same research for other skill.

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