

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

*Indra Johari, Mukhaiyar, Yenni Rozimela  
Pascasarjana Universitas Negeri Padang*

**Abstrak:** *Penelitian ini merupakan penelitian semi-experimental yang bertujuan untuk mengetahui pengaruh strategi GIST dan motivasi terhadap reading comprehension siswa serta melihat ada tidaknya interaksi antara strategi pembelajaran dan motivasi belajar terhadap reading comprehension siswa SMA N 3 Padang. Penelitian ini menggunakan cluster random sampling untuk menentukan sampel serta desain penelitian faktorial 2x2 dengan menggunakan ANAVA dua jalur dalam menganalisis data. Hasil penelitian ini menunjukkan bahwa siswa yang diajar melalui strategi GIST memperoleh hasil lebih baik dalam reading comprehension dibandingkan dengan siswa yang diajar melalui strategi konvensional, serta tidak adanya interaksi antara strategi yang digunakan dengan motivasi belajar siswa. Hal ini ditunjukkan oleh reading comprehension siswa yang bermotivasi rendah tidak melebihi reading comprehension siswa yang bermotivasi tinggi. Ini berarti bahwa GIST strategy mampu meningkatkan reading comprehension siswa.*

**Keyword:** *Generating Interaction between Schemata and Text, motivation, reading comprehension*

## INTRODUCTION

Reading is one of the English basic skills that should be mastered by the students. By reading, the students get the information and the new knowledge in their learning. Reading activity not only reading the whole passage that they read, but also know the components in reading itself such as main idea, vocabulary, inference, details, fact, and so forth. According to Moreillon (2007: 10) reading is a complex activity.

When the student read, it means they should use their ability to pronounce and “read” the combining information from a text and own background knowledge to build

meaning. Smith (2004: 178) argues that reading is never abstract, meaningless activity, and involves feeling as well as knowledge and experience.

The crucial skill that is taught by the teacher is teaching of reading. Linse (2005: 71) states teaching reading is the process to derive the meaning as well as analyze and synthesize what the students have read. Harmer (2004: 69) says that teaching reading for the students needs to provide them to understand it more about the text that they read. Related to the goal of teaching reading, O'Malley (1995: 96) argues that teaching reading should include at least five important

components. They are a large quantity of reading, time in class for reading, appropriate materials that encourage students to read, direct teaching reading strategies, and the teacher skilled in matching materials and reading strategies to students' level of interest and language proficiency.

In teaching reading, the teacher needs to attend the principle of teaching reading. Nation (2009: 6) proposes some basic principles in teaching reading; they are meaning-focus input, meaning-focus output, language focus learning, and fluency development. By considering the principle of teaching reading, the teacher can help the student in comprehending the text while reading activity. According to Murcia (2001) "comprehending reading matters involve the correct association of meaning with words, symbols, evaluated the meaning which are suggested in context, the selection of correct meaning, the organization the correct ideas as they read, the retention of these ideas and their use in some present or future activity". As Linse (2005: 88) says, reading comprehension means read for the meaning as well as analyze and synthesize what the students have read.

School-based curriculum 2006 states that the students at Senior High School are expected to comprehend some text types in teaching of reading. One of the genres that is taught at grade XI is hortatory exposition text. Bima and Yuliani (2011: 33) say that the aim of hortatory exposition is to persuade the people to do something. Doddy, et.al (2008) state that hortatory exposition has the social function to persuade reader or the listener should

do or not should do something. Besides that the generic structure of hortatory exposition includes thesis, arguments, and recommendation.

One of the conventional strategies used in teaching reading is called presentation strategy, students read the whole passage, find the difficult words, translate the text in to Indonesia, get the information from the text, and answer the questions that was given by the teacher. This strategy demands much time in learning. The students will comprehend the text if the teacher gives some questions to evaluate them. Moreover, the students will ignore the text if teaching and learning process is not continued by giving some questions.

Considering teaching and learning strategy is very important to make students able in comprehending the text. Generating Interaction between Schemata and Text (GIST) can be used as the alternative in teaching reading. Schuder et.al (1989: 33) state that GIST is a strategy that can improve students' ability to predict the message by using their prior knowledge while reading the text. According to Harrell (2000: 61) GIST is a strategy used for supporting comprehension of informational text.

GIST asks the students to summarize the message of the text by using their own word therefore the students more understand about the text that they read. Cunningham (2001) states that a summary is a synthesis of the important ideas of a text. Summarizing requires the students to determine what are the important in what are they reading to condense the information and put into their own word. Support by

Braxton (2009: 8) by implementing GIST, the students do not need to learn the specific rule but they can delete, generalize, and substitute the section of the text. GIST also improves students' ability in summarizing the section of the text.

Besides that, teaching and learning process is also influenced by the motivation in learning. According to Pritchard and Elissa (2008: 6), "motivation is the process used to allocate energy to maximize the satisfaction of needs." Reid (2007: 14) says, "motivation is the key success in learning." Alderman (2004: 3) argues that motivation can be used as resources to build the students aspiration, independent learning, and achieving goals and so on. Dörnyei (2001: 5) argues that motivation is a very important of human characteristic. It means everybody is motivated, and it needs to help him or her in his or her life.

Reid (2007: 25) proposes the factors that will influence the motivation to learn, they are intrinsic motivation, task, student's responsibility, constructive feedback, positive group dynamic, environment, and extrinsic motivation. The intrinsic factors include reflex, impulse, perceptions, and the goal. Based on Williams and Burden's (1997, in Dörnyei 2001: 20) framework of motivation it can be seen that motivation influence by intrinsic and extrinsic factors. The intrinsic factors involve the interest activity, sense, mastery, self-concept, and attitude, while the extrinsic factors involve the significant others, the interaction between the significant others, the learning environment, and the boarder context.

To sum up, GIST and motivation are considered to have a significant influence toward language learning therefore it was important to conduct a study to find out evidence on whether the implementation of GIST and motivation give the significant contribution on students reading comprehension of hortatory exposition text. The research was conducted at SMA N 3 Padang grade XI 2012/2013 academic year.

The aims of this study were first, find out whether GIST strategy gives the significant effect on students reading comprehension of hortatory exposition text or not, second find out the high motivated students who were taught through GIST get better result in reading comprehension of hortatory exposition text or not, third find out the low motivated students who were taught through GIST get better result in reading comprehension of hortatory exposition text or not, finally find out an interaction between strategies used and students' motivation toward students reading comprehension of hortatory exposition text or not.

This study was expected to be beneficial for the teacher, students, and other researcher. For the teacher GIST is the effective strategy which can be used in teaching English, particularly in teaching reading comprehension. For the students, this strategy can be used as learning strategy while read the text in learning English. Therefore, for the researcher, the result of this research is expected to be a foundation to develop the research into larger scope. Besides, this research is fulfilling one of the requirements of graduated program

of Padang state university. For the future researcher, this research is expected to be implemented on the field not be limited on reading comprehension of hortatory exposition text only.

This study used reading theory proposed by Moreillon (2007: 10), Smith (2004: 178), Linse (2005: 71), Harmer (2004: 69), O'Malley (1995: 96), Nation (2009: 6), Murcia (2001), hortatory exposition proposed by Bima and Yuliani (2011: 33), Doddy, et.al (2008), GIST strategy proposed by Schuder et.al (1989: 33), Harrell (2000: 61), Cunningham (2001), Braxton (2009: 8), and motivation proposed by Pritchard and Elissa (2008: 6), Reid (2007: 14), Alderman (2004: 3), Williams and Burden's (1997, in Dörnyei 2001: 20).

## **METHOD**

This research was a quasi-experimental research, involving an experimental and control groups. Those groups were assigned through cluster random sampling, and at the end of the treatment, a post-test was conducted to each group and the result was measured in order to reveal whether there was different achievement between the two groups. The achievement of each group was regarded as data.

The factorial 2x2 design for analysis was applied in this study. There were three variables, two independent variables, and one dependent variable. This first independent variable was a kind of strategy in teaching reading, which was classified into two groups taught by GIST strategy and conventional strategy. The second independent variable was students' motivation in learning, which was classified into

high motivated students and low motivated students. In addition, the dependent variable was students' reading comprehension of hortatory exposition text.

The population of the study was the grade XI students of SMA N 3 Padang 2012 /2013 academic years. They were consisted of 279 students, they were divided into nine classes. Cluster random sampling technique was applied in this study. In order to decide the experimental and the control group, the following procedure was done such as first, doing normality and the homogeneity test to know the samples are normally distributed, and homogeneity. Second, did lottery to take the sample. The result of lottery determined XI IPA 2 as experimental class and XI IPA 4 as control class. Finally, in order to know the validity and the reliability of the instruments the researcher took class XI IPA 1 for try out. The reason was the English teacher of class XI IPA 2, XI IPA 4 also taught at XI IPA 1. The number of sample was 64 students. There were 32 students in experimental class and 32 students in control class.

There were two kinds of research instruments used in this study, namely: data collection instruments and treatment instrument. There were two kinds of data collection instruments needed in this study, namely: Reading comprehension as dependent variable instrument, and adapted version of motivation of learning as moderator variable instrument. Besides that, there were two treatments used in this study, namely: GIST strategy and conventional strategy.

In this study, the researcher looked for the validity and the

reliability of the instrument. For the validity of the questionnaire, the researcher looked for the construct validity and the face validity. The face validity included the content validity, in which the expert judges examined face validity of the instruments at the same time they examined the content validity. The reliability of the questionnaire, it was analyzed by using Alpha formula. Reading test was taken from impromptu reading plus, the validity of the instrument includes content, construct, face, discrimination power, discrimination power.

The obtained data were then analyzed by using two forms of statistic analysis; descriptive analysis and inferential statistic analysis using two-way ANOVA. Descriptive statistics was used in order to organize and summarize the data of the sample, while inferential statistics was administrated to infer and draw the conclusion about the population based on the samples of the data.

### FINDING AND DISCUSSION

The result of this research showed that the students who were taught through GIST strategy (B1) showed better than the students who were taught through conventional strategy (B2). GIST strategy gave a significant contribution on students' reading comprehension of hortatory exposition text. It can be seen from the hypotheses tests:

**Table 1: The result of hypothesis 1**

| Classification | Class        |         |
|----------------|--------------|---------|
|                | Experimental | Control |
| n              | 32           | 32      |
| $\bar{x}$      | 86.28        | 80.43   |
| $S^2$          | 68.9         | 67.4    |
| $t_{test}$     | 2.83         |         |
| $t_{tab}$      | 1.66         |         |

Furthermore, the high motivated students (A1) showed better in reading comprehension of hortatory exposition text than the low motivated students (A2). For the high motivated students who were taught through GIST strategy (A1+B1) showed better in reading comprehension of hortatory exposition text than high motivated students who were taught through conventional strategy (A1+B2). It can be seen from the second hypothesis:

**Table 2: The result of hypothesis 2**

| Classification | Class        |         |
|----------------|--------------|---------|
|                | Experimental | Control |
| n              | 9            | 9       |
| $\bar{x}$      | 89.2         | 85.2    |
| $S^2$          | 21.96        | 55.08   |
| $t_{test}$     | 1.87         |         |
| $t_{tab}$      | 1.76         |         |

While for the low motivated students who were taught through GIST strategy (A2+B1) showed better in reading comprehension of hortatory exposition text than who were taught through conventional strategy (A2+B2). The result can be seen from the calculation of third hypothesis:

**Table 3: The result of hypothesis 3**

| Classification | Class        |         |
|----------------|--------------|---------|
|                | Experimental | Control |
| n              | 9            | 9       |
| $\bar{x}$      | 83.5         | 76.8    |
| $S^2$          | 88.63        | 35.64   |
| $t_{test}$     | 1.80         |         |
| $t_{tab}$      | 1.76         |         |

After completing the requirements of the homogeneity of the variables and normality distribution, a two-way ANOVA

statistical analysis administrated that there was no interaction between strategies used and students' motivation on students reading comprehension of hortatory exposition text.

**Table 4: The result of hypothesis 4**

| Sum of variance | JK     | Db | Variance | F <sub>0</sub> |
|-----------------|--------|----|----------|----------------|
| Inter-row       | 447.77 | 1  | 447.77   | 15.99          |
| Inter-column    | 257.88 | 1  | 257.88   | 9.21           |
| Interaction     | 1.815  | 1  | 1.815    | 0.06           |
| Within cell     | 2050.4 | 28 | 73.2     |                |

The third row of the table of ANOVA showed that score of F<sub>0</sub> was 0,06 and the score of F<sub>table</sub> was 1,8. It means F<sub>0</sub> < F<sub>table</sub>, in conclusion there was no interaction between strategies used and students' motivation to students reading comprehension.

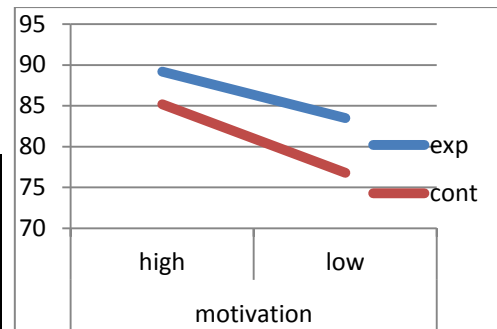
In addition, the average score of high motivated students and low motivated students who were taught through GIST strategy was 86.35 while the students who were taught through conventional strategy was 81. Based on the score it can be concluded that there were significant differentiation both of classes. As seen in the table below:

**Table 5: The average score of the students in experimental and control class**

| Motivation | Strategy  |                   |
|------------|-----------|-------------------|
|            | GIST (B1) | Conventional (B2) |
| High (A1)  | 89.2      | 85.2              |
| Low (A2)   | 83.5      | 76.8              |
| Average    | 86.35     | 81                |

Based on the average score of students reading comprehension above, it can be seen that one of them is an effective strategy. It was proved when it was figured in a chart, there were two lines of ordinal line not diagonal. It

indicated that in order to improve students reading comprehension, it can be done by GIST strategy.



**Figure 1: Ordinal graphic of interaction**

GIST gives the opportunity to the students to summarize the text. As state by Cunningham (2001), summarizing is synthesis of the important idea of the text. By summarizing the text, the students know the crucial idea of the passage that was written by the writer. GIST strategy asks the students to use their own language in order to summarize the text. Harrell (2000: 61) states that GIST facilitate student to use their language to summarize the passage that they read.

This theory support the first hypothesis of the result; the students who were taught through GIST strategy get better result in reading comprehension of hortatory exposition text that those who were taught through conventional strategy. In application of GIST as suggest by Harrell (2000: 61), the students were invited to learn in a group and cooperate. This situation will help the students to share their idea and their interpretation to comprehend the text in learning. Peers in a group will help the students who cannot understand the message of the text that they read. Learning with peer

will low students anxiety and improve their self-confident in learning.

The average score of students in experimental class was 86.28, while in control class was 80.43. In addition, the students who high motivated students in experimental class got the mean score of reading comprehension 89.2 and the students in control class got the mean score of reading comprehension 85.2. For low motivated students in experimental class got the mean score of reading comprehension of hortatory exposition text 83.5 while in control class was 76.8. These results indicate that GIST strategy is more effective in teaching and learning of reading comprehension.

#### **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 the significant effect on students reading comprehension of hortatory exposition text rather than 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 text although the students have low motivation. 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 H1 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 the 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.

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, 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 important of students' background knowledge in order to comprehend the text is very crucial in teaching. The teacher should aware about students' schemata in comprehending the passage.

GIST gives the opportunities to the students to work cooperatively, stimuli students' creativity, stimuli students' background knowledge and schemata, give the chance to share the idea and feeling therefore GIST facilitate students to develop students reading comprehension.

Furthermore, as the English teacher should creative in choosing the appropriate strategy that can be applied by the students to help them in learning. Besides that, the teacher should attend the differences of students in teaching and learning. It can be seen from the differences of students' motivation in learning. This factor will affect students' achievement in learning.

### **Suggestion**

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

1. The research finding indicates that GIST strategy was the effective way to help the students in improving reading comprehension of hortatory exposition text 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 their differences in learning. 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 to 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.

### **NOTES:**

This article was written based on Indra Johari's thesis under the supervision of Prof. Dr. Mukhaiyar., as the first advisor and Dra.Yenni Rozimela, M.Ed., Ph.D as the second advisor.

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