

# 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

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**Abstrak:** *Pemahaman membaca merupakan salah satu aspek penting yang harus dikuasai oleh siswa. Kenyataannya, siswa masih menemui kendala, diantaranya nilai yang diperoleh dalam tes pemahaman membaca rendah. Rendahnya minat membaca, rendahnya penguasaan kosakata serta kurangnya variasi strategi yang digunakan pengajar dalam mengajar menjadi faktor yang mempengaruhi pemahaman terhadap bacaan. Tujuan penelitian ini untuk menemukan pengaruh penggunaan dari GIST dan minat membaca terhadap pemahaman membaca siswa. Penelitian ini merupakan jenis penelitian semi eksperimental dengan rancangan factorial 2x2. Populasi dari penelitian ini adalah siswa semester 5 jumlah populasi 92 orang. Pemilihan sampel dilakukan dengan cara cluster random sampling; jumlah sampel adalah 62 siswa. Hasil dari penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan strategi GIST mempunyai pemahaman membaca yang lebih baik dibandingkan siswa yang diajarkan dengan strategi questioning, (2) siswa dengan minat membaca yang tinggi yang diajarkan dengan strategi GIST mempunyai pemahaman membaca yang lebih baik dibandingkan dengan yang diajarkan dengan strategi questioning, (3) siswa dengan minat membaca yang rendah yang diajarkan dengan strategi GIST mempunyai pemahaman membaca yang lebih baik dibandingkan dengan yang diajarkan dengan strategi questioning, (4) tidak terdapat interaksi antara kedua strategi dan minat membaca siswa terhadap pemahaman membaca siswa.*

**Keywords :** *Generating interaction, schemata, reading interest, reading comprehension.*

## Introduction

Reading is one of the English skills that have 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 through 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 knowledge, structure knowledge and the strategies to comprehend the texts.

Briefly, Reading is generally defined as the process of constructing meaning from written texts. Comprehension is the comprehending of meaning the material in reading. It indicates that

reading comprehension is one of the important tools for human life because from reading the readers can get useful information.

One expert has already defined Schramm (2008:231) states that “reading comprehension is an active process to construct the meaning and the understanding about the text”. To do this, there are two ways readers should do. First, good readers will quickly reject the irrelevant information and find what he/she is looking for. Second, it is enough to comprehend the gist of the text only, but more detailed comprehension is necessary. In other hand, Schoot et al,(2008:203) state that “Reading comprehension involves the formation of a meaning based and coherent representation of the text that is read”. It shows that after reading, we can get the meaning from the structure of the text.

In this part the readers have to be able to comprehend well what the message is sent by the writer in the text. It is supported by King and Stanley (2004:8) who explain that “reading comprehension skill has five components contained in reading texts that may help the students in understanding a text”. They are finding factual information, finding main idea, finding the meaning vocabulary in the context, identifying reference, and making inference.

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 classes at fourth semester STKIP YPM Bangko.

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. 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. Secondly, the lecturer still used conventional teaching (questioning strategy). Regarding to the facts happened during teaching reading in the classroom, the teacher 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 was still low, and they were generally not interested in reading comprehension especially English text. Questioning strategy is an English teaching strategy that is usually used by the English teacher in teaching reading comprehension at the location of the research. Draper (2010: said that “questioning is a strategy that can help in getting meaning from a text”. Questioning makes the students getting information, checking students’ comprehension, stimulating student’s reaction. The teacher asks the students’ comprehension about the

learning material and the previous study. Besides, the students also may ask the question related material they do not understand. Thirdly, 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, students should have interest in reading because the students have good interest in reading; they will show their active and positive during the activity. It is in line with Hidi (1990:195) "interest is central in determining ways the ways in which select and process certain types of information in preference to others". It shows that interest has also work on reading. So, interest has a strong influence on reader's comprehension. It is supported by Hidi (1990) also states that "the connections readers made between information and their prior knowledge or previous experience increased their interest". If the readers have more information and background knowledge related to the text, it makes the readers are interested in reading. Therefore, there is a connection between readers and interest. If the readers don't have good emotion in reading, it can be seen the readers don't have interest in reading. Ahira (2011) said that "reading interest can be classified as eagerness, good emotion and respond". When the students read, they should have eagerness or desire in their reading. Then, reading

interest as good emotion, 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. It is in line with Gutrhie et. al (2006:284) said that " interest in reading is a motivational construct that has been described as a personal investment".

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. As explained by Cunningham (1982), "GIST has been exploring a more intuitive strategy under the acronym "GIST" (Generating Interactions between Schemata and Text)". It shows that teaching students use summarizing strategies helps the readers to get information, a higher order thinking skill which includes analyzing information and identifying key concepts.

In the process of GIST, the students activate the schemata on the text because the can build their background knowledge, experience to comprehend the text. It is supported by Anderson (1998) states that "reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message". It is clearly stated that the schemata which represent the way experience and background knowledge are organized in mind.

Furthermore, Meurer (1985:168) also explains that "the concept of schemata and some of its relations to text comprehension." It shows that the reader's concept,

beliefs and expectations, in the process for activating schemata, the readers can get the information from past experiences or background knowledge that are used in making sense to comprehend the text. In reading, comprehending text using GIST strategy can be interested in reading comprehension to understand how readers can acquire new knowledge.

Based on those explanations, the formulation of this research 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 semester 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?

## **METHOD**

This study is an experimental study. Gay (2000:367) states that experimental research is the only type of research that can test hypothesis to establish cause and effect relationship. The researcher used the quasi-experimental research. Gay (2000:394) states that the quasi-experimental research is non-randomized. The researcher used two classes, they were: experimental

class by using GIST strategy and control class by using questioning strategy. Both classes got the same material, length of time, and the same teacher. Related to this idea, this thesis compared two strategies in teaching reading. They were GIST and questioning strategy. The result of those strategies was observed at the end of the research activity.

In the process of teaching, the differences between experimental class and control class were only about the strategy used. The material and the time allocated of the two classes were the same. This research was used treatment factorial design by block (2x2) design which showed the effect of the variables. This research consisted of three variables, independent variable were GIST (generating interaction between schemata and text) strategy and questioning strategy and dependent variable was reading comprehension, while students' interest as moderator variable. Sugiyono (2011) states that "factorial design is a kind of experimental research which use moderate variable who believe that variable influence dependent variable". So, this research used factorial 2x2 designs.

The population of this study was the fifth semester STKIP YPM Bangko year 2013-2014. There were three classes. Total numbers of the population were 92 students. Two classes were taken to be sample of the research. These classes were chosen based on the result of the students' reading scores from all classes at fifth semester STKIP YPM Bangko. Gay (2000:121) states that sampling is the process of selecting a number of individuals or a study in such a way that they represented the larger group from which they were

selected. The sample of this research was selected by cluster random sampling. Based on that, the existing class was taken.

Both of classes were given reading interest questionnaire and reading comprehension test. Questionnaire was used to measure students' reading interest. Questionnaire was made based on three indicators which proposed by Ahira definition, they are: eagerness, emotion and response for reading in the classroom.

Then, reading comprehension test was developed by five indicators which proposed by King and Stanley (2004), they are: finding factual information, finding main idea, finding meaning vocabulary in context, identifying reference, making inference.

Based on the result of those test, the hypothesis of the research were analyzed. Hypothesis 1, 2, and 3 were analyzed by using t- test and for 4<sup>th</sup> hypotheses was analyzed by using ANOVA two ways.

### **Finding and Discussion**

Findings of the research based on the statistical analysis of post- test are:

1. The students who were taught by GIST strategy have better reading comprehension than students' who were taught by questioning strategy.

From the result,  $t_{\text{observed}} 2.87$  and  $t_{\text{table}} 1.645$ . It can be seen that  $t_{\text{observed}} > t_{\text{table}}$ . It means that,  $H_0$  is rejected.

2. The students with higher interest taught by GIST strategy have better reading comprehension than those with higher interest taught by questioning strategy. From the result, the  $t_{\text{observed}} 7.54$  and  $t_{\text{table}}$

1.761. It can be concluded that  $H_0$  is rejected because  $t_{\text{observed}} > t_{\text{table}}$ .

3. The 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. From the result, the  $t_{\text{observed}} 2.45$  and  $t_{\text{table}} 1.761$ , it can be seen that  $t_{\text{observed}} > t_{\text{table}}$ . It means that  $H_0$  was rejected.
4. There is no interaction between both strategies of teaching and students' reading interest toward students' reading comprehension. From the result of ANOVA two ways,  $F_{\text{observed}} 2.94$  and  $F_{\text{table}} 4.2$ . It can be concluded that there is no interaction between both strategies and reading interest on students' reading comprehension because  $F_{\text{observed}} < F_{\text{table}}$ .

### **1. GIST strategy is better than Questioning strategy to students' reading comprehension.**

The mean score of experimental class which taught by GIST is higher than control class which taught by Questioning. It means that, GIST can improve students' reading comprehension. It also can be seen from the result of first hypothesis which explain that  $t_{\text{observed}} > t_{\text{table}}$ . Briefly, GIST gives significant effect toward students' reading comprehension.

Gist is a comprehension strategy that is used during reading. It is one approach to summarizing a text. As stated by Cunningham's in Bean and Steenwyk (1984: 11), "GIST has been exploring a more intuitive strategy under the acronym "GIST" (Generating Interactions

between Schemata and Text)”. It shows that teaching students use summarizing strategies helps the readers to get information, a higher order thinking skill which includes analyzing information and identifying key concepts. So, the readers can get the information of the content text based on the summary. So, the readers will comprehend the text.

From the discussion above, it can be concluded that students who are taught by GIST have better reading comprehension than those who are taught by Questioning strategy.

**2. The students with high interest who were taught by GIST strategy had better reading comprehension than those who are taught by questioning strategy.**

Based on the hypothesis two, students' with higher reading interest who are taught by GIST has higher score than students' with higher reading interest who are taught by Questioning strategy.

The average score of the high students' interest in the experimental class was 91.13 while the students in the control class were 80.25. It was influenced by some factors. First, the experimental class who were taught by GIST strategy got more opportunities to understand and comprehend the text in group. They also had more chance to share their ideas when read and comprehend the text in their group by making summary. It was different by the control class. Students in the control class did not get the chance to understand

and comprehend the text when they read because they just read and answer the question from the text in group. In that class, the learning was dominated by the lecturer. The lecturer gave the text for students to read, after that they answered the question from the text was given.

Students with high interest had much pay attention on the lecturer and all the activities in the class. They tended to be active in class than low interest. High interest made the students interested in sharing their ideas with their group. From the discussion above, it can be concluded that students with high interest who were taught GIST strategy have better reading comprehension than who were taught by questioning strategy.

The students with higher reading interest have much pay attention on the text. They tend to be active in class and have reading interest than the students who have low reading interest. As stated Wade et al in Hidi (1999) “the connections readers made between information and their background knowledge or previous experience increased their interest”. Therefore, there is a connection between readers and interest

From the discussion above, it can be concluded that students with higher reading interest who are taught by GIST have better reading comprehension than those who are taught by Questioning strategy.

**3. Students with low interest who are taught by GIST strategy had better reading**

### **comprehension than who are taught by questioning strategy.**

Based on the result of third hypothesis, the students with lower reading interest who are taught by GIST have better reading comprehension than the students with lower reading interest who are taught by Questioning strategy. The average score of the lower students' interest in experimental class was 66.38 while the students in control class were 60.38. It comes from some factors. The students in experimental class who were taught by GIST strategy got opportunity to read the text by making summary with their group.

Generally, the low interest students did not pay attention to the lecturer and the material that was given. They also were not interested to join the teaching and learning process. They tended to be passive in class. Besides that, they were uncomfortable, lazy in finding new information of the language that they were learned and in developing their reading comprehension of text. These were the reasons why the students with low interest had low reading comprehension than those who have high interest. As stated Ahira (2011) that "reading interest can be classified as eagerness, good emotion and respond". When the students read, they should have eagerness or desire in their reading. If the students do not have good emotion in reading, it will be a factor to their reading.

From the discussion above, it can be concluded that students with lower reading interest who

are taught by GIST have better reading comprehension than who are taught by Questioning strategy.

#### **4. There is no interaction between both strategies and reading interest on students' reading comprehension**

The fourth hypothesis of this research showed that the F observed for interaction was lower than the F table value. It means that  $H_0$  was accepted, there was no interaction between both strategies and students' reading interest toward students' reading comprehension. So, it can be said that this strategy can be used in teaching reading comprehension without considering the prerequisite of students' reading interest in learning. In this case, it showed that interest is not one of the variables that influence students' reading comprehension. This finding is supported by Johnson (1999) "cooperative learning is the strategy use the small groups so the students work together to maximize their own and each other's learning". It can be said that this strategy can be used in teaching reading without considering the prerequisite of students' reading comprehension. In this case, it shows that reading interest is not one of the variables that influence students' reading comprehension.

### **Conclusion**

Based on the research findings and discussion, it can be concluded that:

1. The 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. The 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. The 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 and reading interest on students' reading comprehension. Briefly,  $H_0$  in the first, second, and third hypothesis were rejected and in the fourth hypothesis  $H_0$  was accepted.

#### **Suggestion**

Based on the findings and conclusions above, it can be taken some 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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