

The Effect of Generating Interaction Schemata and Text Strategy Towards Students' Ability of Reading Comprehension of Recount Text of Second Grade In SMK NEGERI 1 Rantau Utara

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Abstract

The objectives of the research are: (1) to find out whether there is a significant difference on students' reading achievement after being taught through get the GIST strategy, (2) to find out whether there is an improvement on students' reading achievement after being taught through get the GIST strategy, (3) the subject of the research is second grade of SMK NEGERI 1 Rantau Utara, (4) to find out the problem the students' face in learning recount text. The data were collected by means of reading test questionnaire, Test of hypothesis in this research used MANUAL 20 to test the difference of recount text with implementation of GIST Strategy and recount text in conventional learning without implementation of GIST Strategy. In pre-test, researcher found that the result of significance value is 0.05(5%), therefore researcher concluded that there was no difference of pre-test average score between experimental and control class. In post-test result, researcher found $t_{db} = 31$ (almost same to $t_{db=30}$) with the significant level 0,05 (5%) so that can taken the $t_{table} = 1,93$. $t_{hitung} > t_{table}$ that is $5,32 > 1,93$ so that H_a is accepted, its mean there was significant difference in post-test average score between experimental and control class. Based on this result, GIST Strategy is effective to improve student reading comprehension in exploring recount text.

Keywords: GIST Strategy, Reading Comprehension

1. Background of Study

Reading defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important.

Reading is a means for language acquisition, communication, and sharing information and ideas. The symbols are typically visual (written or printed) but may be tactile (Braille). Like all languages, it is a complex interaction between text and reader, shaped by prior knowledge, experiences, attitude, and the language community-which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. Reading requires creativity and critical analysis. Consumers of literature deviate from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather it provides readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to decode (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Many experts define reading with different meaning. According to Grabe (2009: 14), "reading is the process of receiving and interpreting information encoded in language from medium of print". The reading process begins with decoding words that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. Based on Richard (2010: 482), reading is said as:

“Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. Saying a written text aloud (oral reading). This can be done with or without understanding of the content.”

From the explanation above conclude that reading is an act of communication in which information is transferred from a transmitter to a receiver by complicated procedure to get information from the printed pages to construct words, signs, letters, and symbols by assigning meaning to them. Reading is important and include to the basic of English skill who must mastery of students. But in the fact there are some problems that face by the students in reading English. It is realize that most students get bad mark. It English is really difficult for the students. Especially for the students not interest to English study. Many problems that make students hard to reading. First, the students feel ashamed and afraid to read English, and they never practice and use target language and they always use mother tongue in the classroom. Second, for the teacher, they did not use variety of teaching such as visual aids. The teacher has to motivate the students to learn English in the class, and create the method of teaching. Then the students will feel relaxed, and freely in using English in the classroom. The teacher must make afford to understand the material well. In learning English, The students are expected to reach four skills. Among those, reading is the most difficult to master.

Based on the description of the background the researcher identify the problems of the students' reading comprehension in Senior High School are the students feel ashamed and afraid. When the teacher invite them to read a story in English they do not want because they feel afraid to make mistake and error in pronouncing English Language. They never practice and use target language and they always use mother tongue in the classroom. The teacher, they did not use variety of teaching such as visual aids. Still many teachers using the conventional method to teach reading English. It makes the students feel bored and not interest in learning and speaking English. In this case to solve the problem the researcher using the effect of gist strategy towards students ability of reading comprehension of recount text. This is evidenced by number of students' who get below average value. More than 50% students get value under the minimum value that has been determiner both in daily value of the ultimate or semester exam. To solve that problem the researcher used GIST Strategy GIST as (Herel and Jordan) states is a strategy for supporting comprehension of informational text. Both of them recognize GIST Strategy at first time is acquainted by Cunningham. Besides, they add that GIST Strategy is especially helpful when students are required to read long texts containing a significant amount of new information.

Some previous finding to research as follow : Raswati (2013) in her research “ The Effectiveness Of The Gist Strategy Method Oriented Experience on Learning to Read Comprehension”. Her research after calculating normality and homogeneity, it is known that the data of this study are normality distributed homogeneous, then the next step is to calculate the hypothesis test(t-test). At the significances level (α) = 0,20-51,2. With the result $d_k = 64$ based on ttable the result obtained 1,296. The result of this study show $t_{hitung}=1,485$ and $t_{table}=1,296$, so that $t_{hitung} > t_{table}$ (1,485) > (1,296). With the level of effectiveness = 0,20 (70%), then hypothesis H_1 be accepted, that is GIST strategy (generating Interaction Schemata and Text) effective experience is applied to the learning of reading comprehension.

Research as follow : Yulia Agustiar Putri (2014) in her research “ The Implementation Of Get-The-GIST Strategy In Improving Students reading Comprehension Achievement Of Recount Text”. This research was aimed at finding out whether there is a significant difference on students' reading achievement after being taught through get- the- gist strategy, finding out whether there is an improvement on students' reading achievement after being taught through get- the- gist strategy, investigating the problems the students face in learning macro skills of reading comprehension through Get- the- Gist Strategy. Twenty six students of SMPN 13 Bandar Lampung were selected as sample of this research by using purposive sample. Reading tests and questionnaire were used in this research. The researcher uses One Group Pre-test post- test. Then, the t-test was used to reach the significant value. The result showed that the students' mean score of the pre-test was 62.88 and their mean score of the post-test after being taught through Get- the Gist Strategy was in which their gain score was 76.92. Specifically, Get- the- Gist Strategy improved the students' reading comprehension. Moreover, Get- the- Gist Strategy mostly improved the students' reading comprehension in main idea .In line with the questionnaire, the problems the students faced in learning macro skills of reading comprehension through Get- the- Gist Strategy are they disliked reading, reading was difficult, and not interesting for them. In addition, the students still faced some difficulties in answering the questions in English especially in reading comprehension. However, after practicing through Get- the- Gist Strategy, the students gradually started to comprehend the materials and were able to overcome those problems.

Research as follow : Nuri Ati Ningsih (2014) her research is “ Teaching Reading By Using GIST Strategy Viewed From The Students’ Cognitive Aspect on The Extensive Level Of English Department Students’ IKIP PGRI MADIUN”. GIST has been implemented maximally by the lecture based on the characteristics of this teaching strategy. To dig up the students’ cognitive aspects, the lecture provide the specific worksheet which represents the students’ cognitive level for higher order thinking skill. GIST creates the students’ character in a good manner, such as; active, responsible and confidence. They also learn how to work in a team. Some weaknesses found in this research are; It needs a long time to create the instrument to support the implementation of GIST and Evaluation must be done by combining both cognitive level and the level of reading ability.

Recount text is a reconstruction of something which happened in the past. The recount text is write to retell event with the purpose of either information or entertaining their audience or reader. Get the Gist Strategy was a strategy that can be used to improve students’ reading comprehension and they made summary from their understanding of the main idea of the text. One of the goals the students read the English text is to get information from the text. To know the information, the students have to find out the main idea of a paragraph which tells the topic. Identifying main idea is also found in reading test. therefore research the ability to reading with certain method needs to be done. One of them is the reading method, the method is GIST (Generating Interaction Between Schema and Text) experience .This study aims to answer the proposed hypothesis, the method is GIST (Generating Interaction Between Schema and Text) experience oriented not effective or effective applied to reading learning.

.2. Discussion

Based on the research that was conducted , it was found the result that significance value is $5,32 > 1,93$. To know student reading comprehension in recount text , researcher showed the average score of each classes and average score of all classes. The average score of each classes was X1 with average score 85,75 , X2 with 66, 36. And the average of all classes was 76.05.

In pre-test and post-test to test the difference of recount text with implementation of GIST Strategy and recount text in conventional learning without implementation of GIST Strategy, the result of Sig $> 0,05$ the control class was gotten the Sig value is 0,43 in the significant $\alpha = 0,05$, Sig $> 0,05$ ($0,43 > 0,05$), therefore it was concluded that there was no difference of pre-test average score between experimental and control class . In post-test result based on test, the result of significance value was Sig $> 0,05$ ($0,69 > 0,05$), but also in meant there was significant difference in post-test average score between experimental and control class. Besides, the average score of experimental class was higher than control class. Based on the SPSS result interpretations, so researcher states learning with implementation of GIST Strategy is effective to improve student reading comprehension in exploring recount text.

3. Conclusion

Based on the results of the research that has been carried out and the discussion and hypothesis testing, it can be concluded that there is a significant influence on the GIST Strategy towards students’ ability of reading comprehension of recount text of second grade students in SMK NEGERI Rantauprapat in the 2019/2020 academic year indicated by the test The hypothesis is calculated by using the t test formula with that $t_{hitung} = 5,32$ and $t_{table} = 1,98$ it explained that H_0 is rejected and H_a is accepted. Because the price level t_{hitung} bigger than t_{table} .

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