

**THE EFFECT OF ‘GIST’ AND LEARNING STYLE TOWARD
READING COMPREHENSION OF GRADE XI STUDENTS AT
SMA DWIJENDRA BUALU IN ACADEMIC YEAR 2011/2012**

THESIS ARTICLE



By

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ABSTRACT

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This study concerned with experimental research which investigated whether or not there is any effect of Generating Interaction between Schemata and Text (GIST) and learning style on reading comprehension, and to investigate the relationship between the use of GIST, conventional reading technique and learning style. This study was carried out in SMA Dwijendra Bualu on grade XI students through a 2X4 true-experimental research design where the participants were homogenously The students in experimental group were taught using GIST while the students in control group were taught using conventional reading technique.

Each group consisted of students with visual, aural, read-write, kinesthetic learning style. Therefore, there were eight groups altogether; students who were taught using GIST with visual learning style, students who were taught using conventional reading technique with visual learning style, students who were taught using GIST with aural learning style, students who were taught using conventional reading technique aural learning style. students who were taught using GIST with read-write learning style, students who were taught using conventional reading technique with read-write learning style, students who were taught using GIST with kinesthetic learning style, and students who were taught using conventional reading technique kinesthetic learning style.

Post-tests were administered to all groups after the twelfth meeting. A two-way ANOVA test indicated that the experimental group students who were taught using GIST outperformed the group of students who were taught using the conventional reading technique.

However, two-way ANOVA test could not answered the significance of average data in this 2x4 factorial design. Therefore, it was needed to use post-hoc

or multiple comparison test to show the interaction from each cell of the data in this study.

A. Introduction

As the reading skill is very important in the education field, students need to be exercised and trained in order to have a good reading skill. Anderson et.al. (1985) in Williams (2010) stated that the basic life skill of reading is a cornerstone for success in both school and life. They further state that without the ability to read well, people will lose opportunities for personal fulfillment and job successes. Without the ability to read, a person might not be able to cure cancer, invent the next technological breakthrough, or fix a complex piece of machinery.

According to Purcell (1997) reading is the comprehending from print. Moreover, comprehension relies on mastery of decoding; students who struggle to decode find it difficult to understand and remember what has been read (Adnyani, 2010). Wilhelm (2004) in Mahdalena (2007) stated that being able to create images and mental models is an essential element of reading comprehension.

In the process of comprehension, the readers may have comprehension difficulty or retention difficulty. Comprehension difficulty according to Nathan and Lee (2002) can be detected through the signs such as confusion about the meaning of words and sentences, inability to connect ideas in a passage, difficulty distinguishing significant information from minor details, and lack of concentration during reading. While the retention difficulty can be seen through signs such as trouble remembering or summarizing what is read, difficulty

connecting what is read to prior knowledge, and difficulty applying content of a text to personal experiences.

One teaching strategy that is considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing and generalizing cognitive operation is Generating Interaction between Schemata and Text (GIST) strategy, which was proposed by Cunningham in 1982 (Cecil and Gipe, 2003). This strategy is stated useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read.

However, the way of comprehending the reading may be different from one another. It is related with the learning style. It is discernible that learning style refers to the consistencies in an individual's mode of functioning in a variety of behavioral situations. In addition, learning style can be defined as the manner in which and the conditions under which learners most efficiently and effectively perceive, process, store, and recall what they are attempting to learn James and Gardner (1995) in Ramayah et.al. (2009). However, Dunn & Griggs (1988) in Oxford (2003) stated that learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.

To sum up, GIST strategy (the strategy that is considered beneficial in improving students' reading comprehension involving prior knowledge through synthesizing process) and the learning style preferences are considered to have a

great influence toward language learning. Therefore, it was important to conduct a study to find out evidence on whether the implementation of GIST strategy and learning style preferences can give a significant contribution on the reading comprehension. The research was conducted for grade XI students at SMA Dwijendra Bualu in academic year 2011/2012.

B. Research Method

This study was designed as an experimental study. As stated by Frankel and Wallen (1997) in Adnyani (2010), this design involves an experimental and a control group, which are assigned through random sampling. Of the end of the treatment, a posttest is conducted to each group and the result is measured in order to reveal whether there is different achievement between the two groups. The achievement of each group is regarded as data.

The 2x4 factorial was applied in this study. There were three variables studied, two independent variables and one dependent variable. The first independent variable is Generating Interaction between Schemata and Text (GIST) strategy. The second independent variable is students' learning style, which is classified into visual, aural, read-write and kinesthetic. And the dependent variable is reading comprehension.

In this study, the researcher took the XI grade students in academic year 2011/2012 at SMA Dwijendra Bualu as the population. Individuals in this population shared at least one characteristic in common that they were in the same grade. The population consisted of six classes of grade XI students of SMA

Dwijendra Bualu. Three classes are science classes and the rests are social classes. The total number of this population was 272 students.

C. Findings and Discussion

As had been previously stated, the recent study was an experimental study, which aimed at investigating the difference of reading comprehension of the XI grade students of SMA Dwijendra Bualu in the academic year 2011/2012, taught by using Generating Interaction between Schemata and Text (GIST) and conventional reading technique, considering learning style

Generally, students who were taught by GIST showed a better achievement than those who were taught by conventional reading technique. Therefore, it was concluded that GIST was better than conventional reading technique.

In term of students' learning style, it was found that there was significant difference in students' reading comprehension between the students who were taught by GIST and Conventional Reading Technique. In this study the result was shown the students grade XI at SMA Dwijendra Bualu in academic year 2011/2012 were had the best achievement in reading comprehension when they hold read-write learning style (B3). And the students with Aural category (B2) had the lowest achievement in reading comprehension.

The last, it found that there was significant interaction between kind of strategy and learning style in improving the reading comprehension. Students' learning style had contribution to the kind of strategies.

D. Conclusion

Based on the result of analysis in this study, it was found that GIST made a better achievement in reading comprehension than conventional reading technique. When the students' learning style was considered, it was found that there was any significant difference in students' reading comprehension the students who were taught by GIST and Conventional Reading Technique. The implication that could be drawn from the finding of this study was described as follows.

The interaction found between the techniques used in teaching reading and students' learning style. This study proven that there was any significant difference in students' reading comprehension between the students according to the variables of learning style.