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## THE INFLUENCE OF GIST METHOD ON READING COMPREHENSION SKILLS AND EXPOSITORY WRITING SKILLS AMONG STUDENTS IN PRIMARY-LEVEL SCHOOL

<sup>1</sup>Annita Rosalina, <sup>2</sup>Prof. Dr. H. Udin S Sa'ud, Ph.D, <sup>3</sup>Prof. Dr. H. Rahman, M.Pd

<sup>1</sup> Universitas Pendidikan Indonesia  
annitarosalina@student.upi.edu

<sup>2</sup> Universitas Pendidikan Indonesia  
usaud@upi.edu

<sup>3</sup> Universitas Pendidikan Indonesia  
rahmanprofupi@gmail.com

### Abstract

The findings in prior study disclosed low abilities on reading comprehension and expository writing skills among the students in primary-level school. The current study was conducted to find out the influence between GIST method on reading comprehension skills and expository writing skills of elementary school students. In this respect, quasi-experimental designs are subject to concerns regarding with pretest-posttest control group design. The research was presented by using pretest, posttest, questionnaire and observation sheet and it was conducted in grade IV of SDIT Cendekia Purwakarta with 48 learners, each consisted of 24 learners as experimental class and the rest 24 as control class. The research findings were as follows: a) learning process using GIST method acquired high learning result; b) reading comprehension skills in the control class was at the average category while in the experimental class was at the high category; c) expository writing skills in control class were at low category while in the experimental class were at the average. This demonstrated that GIST method gave a positive influence on both reading comprehension skills and expository writing skills.

**Keywords:** GIST Method, Reading comprehension skills, Expository writing skills

### INTRODUCTION

Language plays an important role in various aspects of our daily lives. In the context of first-language acquisition, the four skills are most often acquired, listening, speaking, reading and writing. One type of reading is familiarly called as reading comprehension. The reading comprehension skills especially in primary school are still in low category, whereas reading comprehension is an important skill that students must possess (Dahlani, 2016; Humairoh, 2016; Somadayo, 2013, hlm. 3; Resmiati, 2017; Krismanto, Wawan, et. Al, 2015). The low of reading comprehension category evidenced by the number of student grade under the KKM (Humairoh, 2016; Dahlani, 2016). According to Somadayo, reading comprehension is a process of obtaining meaning that actively involves knowledge and experience owned by the readers and associated with its contents. Gough and Tunmer (Paula, et. Al, 2016, p. 4) propose that two skills needed in order to read for meaning: the ability to recognise or pronounce the words (decoding) and the ability to understand spoken language (listening comprehension). While reading comprehension developed by Dalman (2014, p.78) is a skill to read cognitively or it is popularly called as reading to understand. In reading comprehension, the reader is required to understand the contents of reading.

Therefore, after reading the texts, the readers can convey the results of reading comprehension by making a summary of the reading contents in their own language and delivering it either in spoken or in writing. Besides having low reading skills, writing skills are also still relatively low (Wulandari, 2015). One of the writing skills required to be mastered in primary school is expository writings. Expository included in nonfiction work learnt in grade IV of elementary school. Writing is a graphic representation of a language that a person understands, and thus others can read the graphic symbols if they understand the language and such graphic representation (Semi, 2008, p. 22). According to Jauhari (2014, p. 58) lexically, the word expository comes from English, exposition which means "to open". Grammatically, expository texts mean an essay aimed at telling, explaining, peeling, and deciphering something.

One method that allegedly can overcome the low skills of reading comprehension and expository writings among students is called as GIST method (*Generating Interaction between Schemata and Text*). The GIST method is a strategy for generating interaction between schema and text. This method aims at shaping the students' ability to understand the main essence of paragraphs through reading and producing the core sentence by sentence to build the entire core of the paragraphs, or making the essence

of discourse based on the essence of paragraph by paragraph (Abidin, 2014, hlm. 83). The GIST method is implemented in several stages of learning illustrated as follows (Abidin, 2013):

Pre-reading stage: 1) The teacher chooses appropriate discourse with the learners' development level and background, 2) The teacher explains the steps students should demonstrated during the lesson; During reading Stage: 1) Students read paragraphs, 2) Write a summary and after they complete the first paragraph, they are required to summarize the paragraphs they have read. 3) Read and write the essence of the next paragraph until the entire paragraph has been read and summarized in its contents; Post-reading Stages: 1) Compile a summary of the entire paragraph and present the results in front of the class. At the end of the lesson, the students are individually assigned to write a reading summary with their own skills style without depending on the group summary they just drafted. Comparative learning method in this research is expository learning method, where the teachers convey the contents of learning directly to the students or this is commonly called as teacher centered, and in turn, the students only listen carefully the teacher's explanation.

In this study, the indicator used in reading comprehension skills is literal comprehension according to Taxonomy Barrett (Turner, 1981, p. 151), such as: 1) the ability to identify: the ability to identify the main ideas, supporting ideas, detailed information, the meaning of notable words, and the ability to identify the direct opinion; 2) the ability to remember: the ability to recall main ideas, and causal relationship; 3) the ability to analyze: the ability to provide main ideas of reading texts, to classify, and to make conclusions. On the other hand, expository writings are especially redevoted in writing a summary of the expository indicator (Oktaviani, 2015) are as follows: contents, mechanic, text arrangements.

To investigate the matter, the present study draws attention to demonstrate learning processes by using GIST method, to compare between the use of reading comprehension skills either use GIST method or not, and in turn it also aims at seeking the expository writing skills either use GIST method or not.

## RESEARCH METHOD

This research used quantitative approach with quasi-experimental method. The research design used was pretest-posttest control group.

Group A	O <sub>1</sub> -----X1-----O <sub>2</sub>
Group B	O <sub>3</sub> -----X2-----O <sub>4</sub>

pretest-posttest control group design  
(Sugiyono, 2013, hlm. 116)

Group A	= Experimental group
Group B	= Control group
X1	= Learning process with GIST
X2	= Learning process with expository
O <sub>1</sub> , O <sub>3</sub>	= <i>Pretest</i>
O <sub>2</sub> , O <sub>4</sub>	= <i>Posttest</i>

It was performed on students grade IV of SDIT Cendekia Purwakarta. The sample framework used in the recent study was grade IVa as control class and grade IVb as experimental class. Each class consisted of 24 people with the similar characteristics. Research approaches or designs are approximately orthogonal to the techniques of data collection, and thus, in theory, any type of data collection technique could be used with any approach to research.

Table 1. The State of Grade IV SDIT Cendekia Purwakarta in 2017-2018

No.	Class	Amount		Total
		M	F	
01	IV a	13	11	24
02	IV b	14	10	25

However, data collection techniques used in this study were only tests, observations, and questionnaires. The test is used to examine the ability to master reading comprehension in forms of multiple choice tests, and descriptive tests to examine the ability to gain expository writings. The multiple choice tests were carried out as an effort to pursue validity and reliability on certain group of students, as well it was discovered that from 30 items with 14 valid items, 10 questions were chosen for the formulated test. The further observation was employed in forms of checklist by using Likert scale. Data analysis techniques included N-gain test, prerequisite test and hypothesis test. The prerequisite test consisted of a test of normality and homogeneity. The main tests for the assessment of normality was performed with SPSS 16.0 software through Kolmogorov-Smirnov (K-S) test and Lilliefors corrected K-S test. In other words, the homogeneity test analysis using SPSS 16.0 software assistance was carried out through Levene Test analysis. Hypothesis test, after all, was conducted if the data was normally distributed and thereby using parametric statistical analysis. In this case, the current projects uses two independent

samples of t-test technique or Independent Sample T-Test technique through SPSS 16.0.

## RESULT AND DISCUSSION

The results of observation learning processes by using GIST method showed positive results. In the class, students active in learning process and learning processes not teacher centered but student centered. Based of results the student questionnaires, the GIST method help students in

reading comprehension and writing comprehension than in the control class.

The results of Pretest and Posttest demonstrated that the learning effectiveness of reading comprehension on experimental class and control class showed positive result, the mean of students' score in both classes was relatively increased. However, the increase in the experimental class is higher than the control class. More details can be seen in the following table.

Table 2 *Pretest, Posttest* score, and N-gain of reading comprehension skills

N= 24	Experimental Class			Control Class		
	Pretest	Posttest	N-gain	Pretest	Posttest	N-gain
Min.	0	50	0,5	0	30	0,3
Max.	90	100	1	70	90	0,6
Mean	63,7	89,3	0,71	62,8	75,7	0,35

Based on the data presented in the above table, it could be stated that the average pretest scores of the students' reading comprehension in both experimental and control classes waere almost the same 63,7 and 62,8. The score was still under the Minimum Criteria of Mastery Learning (KKM) score, equal to 71. However, after receiving treatment, the achievement of reading comprehension obtained by the students in each class has relatively increased, even to exceed KKM. Under the control class, the mean score on posttest of reading comprehension was 75,7.

In contrast, after acquiring treatment with GIST method, the average score of students' reading comprehension increased to 89,3. In the table above, it demonstrated that there was an increase in students' reading comprehension skills particularly in the experimental class by using the GIST method

higher than the students in the control class. Hence, the students' absorption toward mastering reading comprehension with GIST method was remarkably higher than in the control class. N-gain score at experimental class 0,71 and control class just 0,35. Reading comprehension skills in the control class was at the average category while in the experimental class was at the high category

Based on the results of the pretest and posttest, the learning effectiveness of expository writing practices in both experimental class and control class showed positive results, the average score of students in both classes was relatively increased. However, the increase in the experimental class was particularly higher than in the control class. More details can be seen in the following table.

Table 3. *Pretest, Posttest* Score, and N-gain of expository writing skills

N= 24	Experimental Class			Control Class		
	Pretest	Posttest	N-gain	Pretest	Posttest	N-gain
Min.	34	50	0,24	36	50	0,21
Max.	60	94	0,85	56	88	0,72
Mean	57,5	72,7	0,36	56,9	69,4	0,29

Based on the data presented in the above table, it was disclosed that the average pretest score of expository writings of the students in the experimental and control classes was just almost the same, such as 57,5 and 56,9. The score was still under the Minimum Criteria of Mastery Learning (KKM), equal to 71. However, after receiving treatment, the achievement score of expository writing obtained by the students in each class has relatively increased, to exceed the KKM.

In the control class, the average posttest score of students with regards to expository writing skills

was 69,4. As well, the mean scores of students' expository writing skills increased to 72,7 after receiving treatment by GIST method. In the table above, it demonstrated an obvious finding that there was an increase in the students' ability to have expository writings in the experimental class by using the GIST method higher than the students in the control class. Hence the students' absorption toward expository writing lesson with GIST method was mainly higher than in the control class. N-gain score at experimental class 0,36 and control class

just 0,29. So expository writing skills in control class were at low category while in the experimental class were at the average.

The results of hypothesis test suggested that there was a difference in the reading comprehension skills and expository writing skills among the students whether they get the GIST method. This distinction was due to the difference in treatment given to the experimental class and the control class.

## CONCLUSION

Based on results obtained in this line of research, it could be concluded that the GIST method disclosed an influence to reading comprehension skills and expository writing skills among the students in grade IV of SDIT Cendekia Purwakarta. This was evidenced by looking at the mean scores between the control and experimental classes. If seen from the effectiveness of learning process, the experimental class was much well-improved compared to the control class with the effective category.

The implication of research using GIST method to participants were the students' improvement of reading comprehension skills and expository writing skills on Indonesian language subject either through understanding, writing or activities during the learning process. Increased the students' reading comprehension skills and expository writing skills could be figured out from the improvement of students' pretest and posttest performance.

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