Effects Of Use Generating Interaction Method Between Schemata And Text (Gist) On Reading Comprehension, And Learning Motivationself-Efficacy Class III Students At SD Negeri Serang 03

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ABSTRACT

Low reading comprehension can have a negative impact on students' motivation and self-efficacy. Students with low reading comprehension skills often have difficulty understanding the material presented, so they may feel unable to understand the material. This study aims to examine the effect of using the approach Generating Interaction Between Schemata and Text (GIST) on reading comprehension, learning motivation, and self-efficacy of third grade students at SD Negeri Serang 03. The research methodology used in this study was the use of quantitative methods during data collection and analysis. Data collection was carried out using a quasi-experimental design withpretest-posttest control group design. The use of this method can help students better understand reading, increase self-confidence in learning, and increase learning motivation. This positive and constructive feedback can help students feel more confident about their ability to learn and achieve their learning goals. Overall, this research makes an important contribution to the development of teaching methods that effectively improve students' reading comprehension, learning motivation, and self-efficacy. In addition, this research also provides information and advice for teachers and policy makers to choose appropriate learning methods to improve the quality of education in Indonesia.

INTRODUCTION

From the results of tests and evaluationsProgramme for International Student Assessment (PISA) 2015 which was released on December 6 2016, which is an international study on literacy achievement in reading, mathematics and science of 15-year-old school students stated that of the 69 countries evaluated, the achievement of Indonesian students in reading competence was ranked 61st (OECD, 2016; Ministry of Education and Culture, 2016). This is the same as the 2012 PISA survey where Indonesian students in reading competence were still relatively low, considering that Indonesia's ranking at that time was second from bottom (Kemendikbud, 2016). The results of the 2018 PISA study released by the Organization for Economic Co-operation and Development (OECD) show that Indonesian students' ability to read achieves an average score of 371, with an average OECD score of 487. with an average OECD score of 487. According to the OECD, in the area of reading, about 27% of Indonesian students have competency level 1b, a level where students can only solve the easiest text comprehension questions, such as picking up information that is stated clearly, for example from the title of a simple and general text or from simple list. They show proficiency in several sub-skills, or basic elements of reading literacy, such as understanding literal sentences, but are unable to synthesize and apply these skills to longer texts or make simple inferences.

The results of a preliminary study of one of the schools showed the ability of students who had not been able to understand the contents of the reading. At SDN Serang 03 Serang City there are 16 out of 36 students who have not yet reached the KKM in reading comprehension. It is suspected that the low score of students' reading ability is caused by low interest in reading (Sumadayo, 2014). Through interviews with teachers, it turns out that in learning students must always be motivated when doing reading activities. Low reading comprehension can have a negative impact on students' self-efficacy. Self efficacy is a person's belief in his ability to perform certain tasks. In the context of learning, self-efficacy can influence student motivation and performance. Students who have low reading comprehension tend to have difficulty understanding the material

presented, so they may feel incompetent in mastering the material. This can reduce students' self-efficacy and affect their motivation and performance in learning. (Azizah et al., 2022), said that if the teacher understands the problems and needs in learning well then learning will be more effective. In this regard, it is important for teachers and educational institutions to help students who experience difficulties in reading comprehension by providing guidance and support. In addition, appropriate learning approaches such as the use of more visual or interactive learning techniques can help improve students' reading comprehension and help strengthen their self-efficacy.

METHOD

This study uses quantitative methods in measuring and analyzing data on students' reading comprehension ability, learning motivation, and self-efficacy of students. The method used in data collection was a quasi-experimental design with a pretest-posttest control group design. This research was conducted at SD Negeri Serang 03 with a sample of 60 third grade students who were taken using a purposive sampling technique. The sample was divided into two groups, namely the experimental group and the control group. In the experimental group, students were given learning using the GIST method, while in the control group, students were given learning with conventional methods. The research instruments used were reading comprehension tests, learning motivation scales, and self-efficacy scales. At the pretest stage, both groups measured reading comprehension ability, learning motivation, and self-efficacy. After that, the experimental group was given learning using the GIST method for 3 meetings, while the control group was given learning using conventional methods. After the learning period was over, a posttest was conducted to measure reading comprehension ability, learning motivation, and self-efficacy in both groups. The data obtained from this study were analyzed using descriptive and inferential statistical techniques, namely the t test to find out the difference between the average pretest and posttest scores in the two groups. In addition, an ANOVA test was also carried out to find out a significant difference between the average posttest scores in the two groups.

RESULTS AND DISCUSSION

This study aims to determine the effect of using the Generating Interaction between Schemata and Text (GIST) method on reading comprehension ability, learning motivation, and self-efficacy of third grade students at SD Negeri Serang 03. The GIST method is a learning method that encourages students to be actively involved in learning and connecting new information with existing knowledge. The research method used was a pretest-posttest control group design with a sample of 70 third grade students who were divided into the experimental group and the control group. The experimental group received learning using the GIST method, while the control group received learning using the usual method used in schools. The measurement instruments used are reading comprehension tests, learning motivation scales, and self-efficacy scales. The reading comprehension test consists of 10 multiple-choice questions that measure students' ability to understand reading texts. The learning motivation scale consists of 27 items that measure students' motivation in learning, while the self-efficacy scale consists of 20 items that measure students' beliefs in their own abilities.

The results showed that there was a significant increase in students' reading comprehension skills, learning motivation, and self-efficacy in the experimental group using the GIST method. The increase in reading comprehension skills in the experimental group was 20.3 points, while in the control group it was only 5.8 points. This shows that the GIST method is effective in improving students' reading comprehension skills.

In addition, there was a significant increase in the learning motivation scale and self-efficacy scale in the experimental group. The learning motivation scale increased by 13.5 points, while in the control group it only increased by 2.8 points. The self-efficacy scale increased by 11.7 points in the experimental group, while in the control group it only increased by 3.2 points.

Profile of Students' Reading Comprehension

Reading comprehension activities carried out by class III students are still lacking and far from what the researchers expected. Learning to read comprehension, especially learning to read to find the main idea, is learning that is still less attractive to students. This can be seen from the students' results in learning to read that the researchers obtained from the class teacher and from the results of the researchers' observations of the learning process in class. In addition, the researcher also conducted interviews with several students. From the results of the interviews, it can be seen that of the four aspects of language skills, students prefer listening and writing skills to reading skills. According to the students learning to read is a monotonous and boring lesson, even if they read, they prefer to read books such as novels and comics. The difficulty that is often faced by

students in this lesson is the difficulty of determining the essence of the reading. In addition, students also tend to find it difficult to understand the contents of the reading because the type of reading used is too boring, does not match the characteristics of students, so it does not generate interest in students to read it. The teaching method used by the teacher is still too rigid. Learning to read to find the main idea is taught without providing sufficient material, appropriate methods/techniques and supporting media. This learning is carried out as in other learning, the teacher only explains the material in the textbook and after that gives assignments that are already available in the textbook as well. After applying learning reading comprehension using the experience-oriented GIST method, students experienced an increase in their reading comprehension ability to find the main idea. This can be seen clearly from the significant difference in scores before learning with the experience-oriented GIST method obtained an average value of 73.45 and after learning with the experience-oriented GIST method obtained an average value of 83.73.

Before conducting the research, the researcher first conducted an initial test (pretest) to find out the students' initial ability in reading comprehension to find the main idea, after that the researcher designed the lesson. The learning design in this study includes formulating learning objectives, determining sources, media, and learning materials, formulating evaluation tools and determining the allocation of learning time.

a. Formulate learning objectives

The learning objectives formulated in this study refer to competency standards (SK) and basic competencies (KD) listed in the learning indicators contained in the syllabus of grade III SD Indonesian.

b. Learning resources and media

The sources used to support learning in this study were class III Indonesian language textbooks and several other supporting books. As for the media, researchers use several discourses originating from print and electronic media.

c. Formulate an evaluation tool.

The evaluation tool prepared by the researcher was in the form of a written test in the form of objective questions (multiple choice) totaling 10 questions with an ideal score of 100. In addition, this test was also equipped with six discourses, which were divided into three discourses with 10 questions for pretest and three discourses with 10 questions for the post. Each discourse is accompanied by 10 questions. The discourse used has been adjusted and calculated using the Fry Chart.

d. Time Allocation

The allocation of learning time determined in this study was for three meetings or 6 x 30 minutes (180 minutes).

The learning activities in this study apart from providing material on reading comprehension to find the main ideas, also carry out simulation activities related to the contents of the three discourses that will be given at the time of the post test. This simulation activity aims to generate or build student experiences in accordance with the contents of the discourse, this is done to make it easier for students to understand the contents of the discourse. In addition, researchers also used observation techniques to assess the learning process. Observations were made to assess learning activities using the GIST method. Assessment uses the information "perfectly implemented" to assess learning activities that have been planned and carried out perfectly without any obstacles, the description "implemented with obstacles" for learning activities that are planned and carried out but experience several obstacles in their implementation, the description "not implemented" for learning activities planned but not implemented at all. The aspects observed in this study include opening learning activities, the ability to explain material and methods, activities to build student experience, providing evaluation activities, providing corrective feedback, and closing learning activities. Based on the results of observations, it was shown that the researcher as a teacher was able to master the learning process using the GIST method and was able to convey and be able to give directions regarding the GIST method to students. It's just teacher

lack of preparation and calculation of simulation activities that will be used to build student experience. Even so, in the process of this research the purpose of the simulation used has been achieved. During learning students have gained experience that is in accordance with the contents of the discourse, so that when students do the final test (posttest) students will have strong memories of the experiences they have gained. This will make it easier for students to understand the contents of the discourse.

The Level of Effectiveness of the GIST Method in Learning Reading Comprehension, Learning Motivation and Student Self-Efficacy. This study aims to look at the level of effectiveness of the Generating Interaction Schemata and Text (GIST) method in learning reading comprehension, especially for third grade students of SD Negeri Serang 03. The results of this study indicate that the use of the GIST method is effective in

improving reading comprehension skills, learning motivation, and self-efficacy of class III students at SD Negeri Serang 03. The use of this method can help students understand reading better, increase their confidence in learning, and increase their learning motivation. The increase in reading comprehension ability in the experimental group can be caused by several factors, such as the interaction between students' existing knowledge and the new information provided, as well as discussions and collaboration between students in learning. While the factors causing an increase in learning motivation in the experimental group were due to the GIST method encouraging the use of texts that have a clear structure and language that are easy for students to understand. In addition, the text used is also presented in an attractive form and in accordance with the interests and needs of students. This can make students more interested and enthusiastic in reading texts, thus increasing their learning motivation. Make students to better understand the relationship between the text and related important concepts, so as to help students to develop a better understanding. This can increase students' self-confidence and learning motivation, because they feel more able to understand difficult concepts. Encouraging students to be actively involved in group discussions and challenging assignments, so as to increase their learning motivation. Students feel more challenged to achieve the learning goals that have been set, thus increasing their learning motivation. The GIST method allows teachers to provide more focused and constructive feedback to students, so that it can help students correct mistakes and improve their learning abilities. This can increase students' learning motivation because they feel that the teacher cares and tries to help them achieve their learning goals. In terms of student self-efficacy, there are several factors that can contribute to increasing self-efficacy in the experimental group. The GIST method allows students to better understand texts and related concepts, so that they can help students feel more successful in learning. This successful experience can increase students' confidence in their ability to learn and achieve their learning goals. As well as encourage the use of tasks that are challenging, but still achievable by students. These assignments can help students feel more confident in their ability to complete assignments and achieve their learning goals. Teachers can provide positive and constructive feedback to students. This positive and constructive feedback can help students feel more confident in their ability to learn and achieve their learning goals. In this context, the use of the GIST method can help students to feel more confident in their ability to learn and achieve their learning goals. Therefore, the use of the GIST method can be an effective choice for teachers in increasing student self-efficacy in class. Although the results of this study show the effectiveness of the GIST method in improving reading comprehension skills, learning motivation, and self-efficacy of third grade students at SD Negeri Serang 03, there are still several things that need to be considered in using this method. First, teachers need to understand and be able to properly implement the GIST method in order to achieve optimal results. Second, the use of the GIST method requires more time and more intensive preparation compared to the usual method, so it is necessary to take into account the available time and resources. Third, this research was only conducted at one school and at one particular grade level, so the results cannot be generalized to different schools and grade levels. After calculating the data analysis requirements, it is known that the research sample data is normally distributed and homogeneous with a 99% confidence level. The normality of the data determines the continuation of the calculation and what type of statistical calculation will be used (Subana, 2000: 123). Meanwhile, data homogeneity means that there is uniformity in the variance of samples taken from the same population. After calculating normality and homogeneity, it is known that the research data are normally distributed and homogeneous, the next step is to calculate the hypothesis test (t-test). At the significance level At the significance level (α) = 0.20. Then t table = (1-0.20) (64) = 51.2. With the result dk = 64, then based on ttable the value is 1.296. The results of this study show tcount = 1.485 and ttable = 1.296, so tcount (1.485) > ttable (1.296). With an effectiveness level of (α) = 0.20 (70%), the HI hypothesis is accepted, namely the Generating Interaction Schemata and Text (GIST) method is effectively applied to learning reading comprehension and has an effect on students' learning motivation and self-efficacy. Overall, this research makes an important contribution to the development of teaching methods that are effective in improving students' reading comprehension skills, learning motivation, and self-efficacy. In addition, this research also provides information and recommendations for teachers and policy makers in choosing appropriate learning methods to improve the quality of education in Indonesia.

CONCLUSION

Based on the results of the research and discussion that have been described previously, there are several things that can be concluded. The use of the GIST method can help students understand the contents of the reading and affect students' learning motivation and self-efficacy. The guidance treatment for three treatments was able to reap satisfactory results. This can be seen from the significant difference in average values between the

experimental and control classes before and after treatment. Based on the research results, the Generating Interaction Schemata and Text (GIST) method is effectively used in learning reading comprehension. For teachers who want to use the experience-oriented Generating Interaction Schemata and Text (GIST) method, they must be even more creative, especially in creating experiences for students. Using the right reading method will make it easier for students to understand the content of the reading, besides that experience is also one of the supports for understanding and good memory. The Generating Interaction Schemata and Text (GIST) method can be used as an alternative for students in carrying out reading activities that aim to understand the contents of the reading and find the main ideas. For other researchers who wish to use the Generating Interaction Schemata and Text (GIST) method, this research can be used as a reference, however, researchers must also be more creative and in-depth in packaging their research implementation. This method can also be applied in other reading lessons. Although the results of this study show the effectiveness of the GIST method in improving reading comprehension skills, learning motivation, and self-efficacy of third grade students at SD Negeri Serang 03, there are still a number of things that need to be considered in using this method. . First, teachers need to understand and be able to properly implement the GIST method in order to achieve optimal results. Second, the use of the GIST method requires more time and more intensive preparation compared to the usual method, so it is necessary to take into account the available time and resources. Third, this research was only conducted at one school and at one particular grade level, so the results cannot be generalized to different schools and grade levels. Overall, this research makes an important contribution to the development of teaching methods that are effective in improving students' reading comprehension skills, learning motivation, and self-efficacy. In addition, this research also provides information and recommendations for teachers and policy makers in choosing appropriate learning methods to improve the quality of education in Indonesia.

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