Teaching reading using gist viewed from students' intelligence at tenth grade of SMK N 1 Pekalongan

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ABSTRACT

The research is conducted in order to find out the significant difference on students' reading comprehension before and after the implementation of GIST; the significant difference on students' reading comprehension between students with high and low intelligence; and There is correlation between students' intelligence and students' reading comprehension. This quasi-experimental research employs one group pretest post-test design. The results show that the use of the GIST in the process of improving the students' reading comprehension brings positive response for the students, the Sstudents with high level of intelligence tend to have better reading comprehension than the student with low intelligence, there is correlation between students' intelligence and students' reading comprehension. So, the process of reading comprehension involved human intelligence to get the right information of the text. Shortly, using GIST in the teaching and learning process assists teachers in the delivery of the material so it is easier to be understood by students.

Keywords: teaching Reading, Reading Comprehension, GIST, Students' Intelligence

I. INTRODUCTION

The purpose of teaching English is to improve the four skills of English language. They cannot be separated because they are related each other. By mastering the four language skills, the students are able to be good readers, listeners, speakers, and writers. Reading is considered to be the most important skill among the four language skills. It will provide good model for other skills such as writing and speaking. The readers will get opportunities to study the feature of language and the way how to construct sentences, paragraphs, and texts. By reading, students can get a lot of information and knowledge from books, magazines, newspapers, and bulletins. In short, reading gives students many advantages. Therefore, students must have an ability to understand or comprehend texts.

The readers' ability to understand the text varies according to both the intellectual ability and the purpose of reading. A reader has several possible purposes for reading, and each purpose emphasizes a different combination of skills and strategies. It is necessary to have an adequate understanding to suit a purpose since it is central to reading. Students need to understand how texts work and what they do when they read, and they must be able to monitor their own comprehension (Grabe and Stoller, 2002).

Based on the students' achievement at tenth grade of SMKN 1 Pekalongan, it is known that there are still many students who have low reading comprehension. They do not only have difficulties to know the meaning of the words in the text but also low understanding in getting the message from the text. It can be seen from the students' reading comprehension score. Most of students got score under minimum passing grade (KKM = 75). Out of five aspects of reading aspect proposed by Nuttal (1982), they are: 1) Determining Main Idea; 2) Finding the Specific Information or Part of Text; 3) Finding Reference; 4) Finding Inference; 5) Guessing Meaning of Vocabulary (Difficult Word), most of the students got low score on almost all aspect. On the other hand, there are so many students who probably know the words but they don't know the meaning of the text. Even, there are some students who do not know the meaning of the text at all. Teacher has to be able to recognize the sources of this problem.

Students' achievement was influenced by several factors, such as, students' intelligence, motivation, the quality of instructions, teaching strategy or method, family resources, parental support, peer group expectation and so on. In this case, the most common problems which were discussed were students' intelligence and teaching strategies.

There are so many various kinds of teaching and learning strategies. The suitable teaching and learning strategies is one of the important factors that also can support the success of the teaching-learning process (Saputra, 2014). Related to the reading comprehension, teacher has to be able to empower the students to identify ideas, themes, issues or concepts stated in the text. It can be done by choosing the suitable strategy, activating the students' cognitive aspects or intellectual ability in attending reading class.

In this case, the researcher discussed about Generating Interaction between Schemata and Text (GIST). GIST is one of cooperative learning strategies and supposed to be appropriate to develop students' reading comprehension. Furthermore, Cunningham (1982) states that GIST is a strategy for supporting comprehension of informational text. GIST is helpful for teacher to use when students fail to read problems carefully before attempting to solve them. According to Arends (1997), the characteristics of GIST as one of the cooperative learning are as follows: (1) students work cooperatively in teams to master academic materials; (2) teams are made up of high, average, and low achievers; (3) whenever possible, teams include a racial, cultural, and sexual mix of students; and (4) rewards systems are group oriented rather than individually oriented. Based on the characteristics mentioned, hopefully, learning activities by using GIST will allow the students to be active in teaching process. It leads the students to recognize or catch the meaning of words and find the main idea and supporting details by activating their logical prediction, exploring their understanding of the text, and giving some questions stated in worksheet involving 5 W's and H questions (who, where, when, why, what, and how) to be discussed with their group and sharing the result with others. In addition, it does not only rise up the students' responsibility to cooperate with their colleagues but also their reading comprehension.

GIST is a kind of teaching strategy that will make the students work cooperatively and develop their ability in their social and human relation. In GIST, students not only learn and receive whatever the teacher teaches in the teaching and learning process, but also learn from other students. There is interaction among students and students - teacher. The teaching learning process is students centered. Students have to be able to produce a limited word in the form of sentences based on their understanding on certain text given in group and present the result in front of the class. The result will determine the ability of the students in comprehending the text. In this case, the position of the teacher is as facilitator and counselor. In other words, GIST will lead the students to recognize or catch the meaning of words and find the main idea and supporting details by activating their logical prediction, exploring their understanding of the text and giving some questions stated in worksheet in the form of 5 W's and H (who, where, when, why what and how) to be discussed with their group and shared the result with others.

Extending the students' ability in reading comprehension can also be viewed from the students' intelligence. Intelligence will influence the ability of the students in mastering the reading comprehension. Boeree (2003) defines intelligence as a person's capacity to: (1) acquire knowledge (i.e. learn and understand); (2) apply knowledge (solve problem); and (3) engage in abstract reasoning. The students' capacity was measured by certain test and conducted by certain institution. The result of intelligence test is called by Intelligence Quotient or IQ. It determines the students' intellectual ability. The students' performance on intelligence tests is correlated with school achievement. On average, children with higher IQ scores do better on standardized achievement test, have higher school grades, and complete more years of education. IQ scores are often used to predict school achievement and to identify students' needs.

Ormrod (2011) states the several components of intelligence in details as follows: 1) it is adaptive. It involves modifying and adjusting one's behaviors to accomplish new tasks successfully; 2) it relates to learning activity. Intelligence people learn information more quickly and easily than less intelligence people; 3) it involves the use of prior knowledge to analyze and understand new situations effectively; 4) it involves the complex interaction and coordination of many different thinking and reasoning process; 5) it is cultural specific. What is "intelligence" behavior in one culture is not necessarily intelligence behavior in another culture.

Some components above will help the students to become more intelligent because people can be more intelligence through study and practice, through access to appropriate tools, and through learning to make effective use of the tools (Perkin, 1995 in Moursund, 1999). Good readers constantly try to make sense out of what they read by seeing how it fits with what they already know.

To improve the students' reading comprehension and encourage students' active role in the teaching-learning process, the researcher applies GIST by involving the students' intelligence (high and low) to know whether GIST is suitable for students who have high intelligence or those who have low intelligence. So, the researcher is interested in conducting a research entitled: "Teaching Reading Using GIST Viewed from Students' Intelligence at Tenth Grade of SMK N 1 Pekalongan". The use of GIST was successfully proven to improve students' reading comprehension as Nancy, et. al. (2003) Riani, et. al. (2014), and Putri, et. al. (2014).

In line with the problem and title above, the researcher states the objectives of the study are to find out: 1) the significant difference on students' reading comprehension before and after the implementation of GIST; 2) the significant difference on students' reading comprehension between students with high and low intelligence; 3) the correlation between students' intelligence and students' reading comprehension.

II. METHODS

In this research, the researcher used quasi experimental design. According to Ary et al. (2008) experimental design may be classified according to how well they provide control of the threats to internal validity is: pre-experimental design, true experimental design, and quasi experimental design. Quasi experimental design includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment Creswell (2012).

Creswell (2012) states that the variety of quasi experimental design can be divided into two main categories; 1) pre and posttest design; and 2) posttest-only design. The researcher used one group pretest and posttest design, the pre-test was used to know the students' mastery before treatment.

Another design is dealing with comparison of students' intelligence in reading comprehension. It is divided into low and high intelligence. Furthermore, the correlation

design is also used in this research since it is intended to investigate the correlation between students' intelligence and students' reading comprehension. There are two types of correlation study as stated by Creswell (2012). They are explanatory design and prediction design. This study used explanatory design since this study just investigates the degree of association between two variables.

Subject of the research
In this research, the subject was students at class X. Akuntansi.1 of SMKN 1 Pekalongan East Lampung in the academic year of 2019/2020. The number of the students was 30 students.

At first, the group was given a pretest. And then, the students were taught by GIST. The researcher gave the treatment three times. Next, the group was given a posttest to find out the difference on students' reading comprehension before and after the implementation of GIST, and all intended research objectives. At last, the students were given WAIS Test to find out about their intelligence.

Research instrument
In this research, the data was in a form of quantitative data. It means that the data is elaborated in using numerical data or statistic (Gall et al., 2003). Thus, the technique of collecting the data was used reading comprehension test. The researcher used the objective test in form of reading comprehension test to measure the result of students' reading comprehension by using GIST strategy viewed from students' intelligence.

Reading comprehension test that have been used in this research was used for describing the students' reading comprehension ability; the students' mean score, and the individual score after implementing the strategy. This test was administered in the end of the treatment. The test was in multiple choices question form based on questions of the texts with total of questions were 50 items.

The students' assessment result of reading comprehension test was scored based on the formula: $\sum = nX2 = 100$. The scoring is done by the teacher.

Meanwhile, to measure the students' intelligence the researcher used WAIS (Wechsler Adult Intelligence Scale). The test was adapted from the result of Wechsler Adult Intelligence Scale test (Wechsler, 1958, in Thomas, et al., 1997). There are 50 questions with 3 points of correct answer that was applied in this research.

III. RESULTS AND DISCUSSIONS

The research was conducted in the tenth grade of SMKN 1 Pekalongan, from 16th January to 27th January 2020. The class consisted of thirty students with sixteen girls and fourteen boys.

On Saturday, 18th January 2020 at 07.30 – 09.00 a.m., the researcher conducted pretest as the first step in this study. Before the researcher conducted the pretest, the researcher

introduced herself to the students. The researcher also explained why she entered into the classroom. Then, the researcher conducted interaction with the students in the classroom. The researcher asked the students about what were their problems faced when they were studying English lesson, especially in reading skill. In this case, the students gave many opinions about that case. After the researcher conducted interaction with the students, the researcher gave the pre-test to them. The researcher gave a reading comprehension test in form of multiple choices question test. The students could ask to the researcher if there was the ambiguous instruction. After the students understood about the instruction, they started to do the pre-test. In this opportunity, the researcher gave reading comprehension test to the students as pre – test for about sixty minutes.

Then, on Monday 20[th]January until Saturday 25th January 2020 the researcher conducted the treatment of GIST strategy in teaching reading to the students. In this case, the treatment was started by greeting the students, inviting students to pray together, checking students' attendance, introducing a learning strategy that was GIST strategy in teaching reading to the students.

GIST was a kind of teaching strategy which made students worked cooperatively and develop their ability in learning process. The teaching learning process was students centered. *Firstly*, the teacher implemented this strategy which was related to recount text for learning process. *Secondly*, students are divided into seven groups by teacher with consist of a strong English speaker and reader, this criteria of students' capabilities was based on reference from real teacher in the school. *Thirdly*, teacher stimulates students' background knowledge by giving questions which was related with the text. The teacher used 5W and H question. When it practiced to students, the teacher analyzed that some of students seemed confusing and did not understand what the question was about. Therefore, teacher sometimes wrote it on the whiteboard, and another thing, the dictionary might be used by students when they found difficult words. *Fourthly*, every student wrote gist or core from the text at least in 20 words. The teacher found that situation in the class more alive because students was felt exiting to write what they got from the text. Some of students asked teacher how to arrange the words became a sentence. On this step, the role and guidance of teacher was very needed by students. *Fifthly*, the students discussed and summarize what they have read with their friends in group. *Sixthly*, students in group read and summarize paragraph by paragraph. And then *seventhly*, the students read and compare the summary with another group. *The last step*, the teacher assessed students' progress and their understanding.

The Results of data analysis

The data of this research was taken from two sources. They were data of reading comprehension and data of Intelligence. The results of reading comprehension test were two kinds, they were pre-test and post-test. The pre-test was done on January18[th] 2020. The students should answer some question based on the given text. After the students were given treatment by using GIST in teaching reading comprehension, the researcher gave the posttest to students which were done on January 27th 2020 to get the data. The data are presented as follows:

The result of pretest and posttest in reading comprehension

The researcher administered the pretest before giving the treatment. The result showed that the mean scores of the students in the pretest of reading were 72.27. After getting the treatment, students' reading comprehension was improved. The result showed that the mean scores of the students in the posttest of reading were80.00. Further description of the data can be seen in the table 2 below:

Table 2. Descriptive Statistics of Pretest and Posttest Data

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	60.00	88.00	72.2667	7.85618
POSTTEST	30	64.00	96.00	80.0000	9.33662
Valid N (listwise)	30				

Based on Table 2 above, it can be seen that students' minimum score in pretest was 60 and students' maximum score in pretest was 88. Thus, students' minimum score in posttest was 64 and students' maximum score in posttest was 96.

Detail of data in pretest and posttest of reading comprehension can be seen in the following table of frequency distribution:

Table 3. Frequency Distribution of Pretest Data

			PRETEST		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	13.3	13.3	13.3
	64	3	10.0	10.0	23.3
	68	4	13.3	13.3	36.7
	72	6	20.0	20.0	56.7
	76	7	23.3	23.3	80.0
	80	3	10.0	10.0	90.0
	84	1	3.3	3.3	93.3
	88	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on Table 3 above, it can be seen that students who got lower score under minimum passing grade was seventeen (17) students.

Table 4. Frequency Distribution of Posttest Data

	POSTTEST		
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	64	2	6.7	6.7	6.7
	68	2	6.7	6.7	13.3
	72	6	20.0	20.0	33.3
	76	3	10.0	10.0	43.3
	80	3	10.0	10.0	53.3
	84	7	23.3	23.3	76.7
	88	2	6.7	6.7	83.3
	92	2	6.7	6.7	90.0
	96	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on Table 4, it can be seen that the total number of students who got the lower score under minimum passing grade was decreased into ten (10) students in the posttest. It meant that there were seven students who could get higher score than 75 (SMKN 1 Pekalongan, 2020).

The Difference on dtudents' reading comprehension before and after the Implementation of GIST

The objective of the research is to find out the significant difference on students' reading comprehension before and after the implementation of GIST. The researcher conducted t-test to prove the hypothesis proposed toward the result of posttest. The criteria for this hypothesis test are accepted if t-observed is higher than t-table at the certain level of significant, in this case the researcher used 0.05. The calculation can be seen in the following table.

Table 5. Results of Pretest and Posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	72.2667	30	7.85618	1.43434
	POSTTEST	80.0000	30	9.33662	1.70463

Table 6. Results of Paired Samples T-Test

Paired Samples Test								
Paired Differences								
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	PRETEST - POSTTEST	7.73333	4.91958	.89819	9.57034	5.89633	8.610	29	.000

Source: The Calculation of Data Reading Using SPSS 16.0

Based on Table 6 above, the result of pretest and the posttest that consist of 30 students has mean score 72.27 for the pretest and the posttest has mean score 80.00. Table 5 shows

that sig (2 tailed) is 0.000. It means that sig < α (p < 0.05; p=0.000). It can be concluded that H_a is accepted, that there is difference of students' reading comprehension before and after taught by GIST and there is significant improvement between pretest of posttest of reading. Table 5 indicates that students' mean score of posttest (80.00) is higher than that of pretest (72.27). Shortly, implementing GIST gives significant difference in teaching reading.

The difference on students' reading comprehension between students with high and low intelligence

The second objective of the research is to find out the significant difference on students' reading comprehension between students with high and low intelligence. The researcher grouped the students' reading score viewed from their intelligence to prove the hypothesis proposed toward the result of posttest. The score was obtained from the student's posttest combined with the level of students' intelligence. The following table presents the result of the difference on students' reading comprehension between students with high and low intelligence.

Table 7. Results of students' reading comprehension between students with high and low intelligence

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	High	86.6667	15	6.35460	1.64075
	Low	73.3333	15	6.70465	1.73113

Table 8. Results of Paired Samples T-Test

Paired Samples Test								
	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 High - Low	1.33333E1	8.09468	2.09004	8.85065	17.81602	6.379	14	.000

Based on the Table 8 above, the result of students' reading comprehension between students with high and low intelligence has mean score 73.33 for the students with low intelligence and the students with high intelligence has mean score 86.67. Table 4.9 shows that sig (2 tailed) is 0.000. It means that sig < α (p < 0.05; p=0.000). It can be concluded that H_a is accepted, that there is significance difference on students' reading comprehension between students with high and low intelligence. Table 4.8 indicates that students with high intelligence who has mean score (86.67) is higher than that of students

with low intelligence (73.33). In short, students with high level of intelligence tend to have better reading comprehension than those with low level of intelligence.

The correlation between students' intelligence and students' reading comprehension
In this section, the researcher calculated the students' reading score viewed from their intelligence to prove the hypothesis proposed toward the result of posttest. The following table presents the correlation between students' reading comprehension and students' intelligence.

Table 9. The correlation between students' intelligence and students' reading comprehension

Correlations		IQ	READING
IQ	Pearson Correlation	1	.747[**]
	Sig. (2-tailed)		.000
	N	30	30
READING	Pearson Correlation	.747[**]	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the Table 9 above, it can be seen that the result of the Pearson Correlation is 0.747. Therefore, it can be concluded that there is moderate correlation between students' intelligence with students' reading comprehension.

DISCUSSION
The difference on students' reading comprehension before and after the implementation of GIST
The result of the first hypothesis test shows that GIST is effective to teach reading for the tenth grade students of SMKN 1 Pekalongan. In GIST, the teacher does not conduct the class conventionally. In this class, teacher tries to conduct the reading class interactively. Lecturer guides the class by making the students to be able to interact with others. Making the students to interact with people around (the other students and teacher) is as one of the characteristic of GIST. Doing the task in group can support each others. Every student has a different responsibility and they have to be able to present and share the result in the form of group discussion. The students not only learn and receive whatever the teacher teaches in the teaching learning process, but also learn from other students. In other words, the students are demanded to be more active in joining the learning process. In short, GIST requires students to be able to work in groups cooperatively.

The teacher facilitates the students with the suitable reading material in an interesting package and creates the active classroom activities. The teacher stimulates the students to activate their previous knowledge. GIST strategy teaches students to use prediction as a comprehension aid when reading expository text. The ability to predict what a passage was about is often based on prior knowledge. To support the classroom activities, the

lecturer gives the students special reading exercises. The special thing in this case is by combining 5 W's question to make a summary of a certain reading text. Dahloan (2008) in Ningsih and Kurniawan (2015) says to reach the goal a GIST template or form should have the following basic information: Your prediction, the 5 W's (who, where, when, why what), and a final prediction. It is intended to make the students easy to dig up their background of knowledge and catch the new information from the text. In conclusion, GIST in the process of teaching reading gives the students good way how to explore their reading skill. In short, GIST gave significant difference on students' reading comprehension.

The difference on students' reading comprehension between students with high and low intelligence
The students having high level of intelligence do well in their accomplishments, try hard, and try to be successful in reading class. Payne (2006) states that individuals with high IQ have sharp observation skills and pay close attention to detail. They prefer learning by organizing and analyzing concepts into categories. High IQ individuals tend to be leery and are able to easily spot inconsistencies. They easily recognize cause and effect relationships. Importantly, they also have a large recall of varied information and are quick to access it. As a result, the students with high intelligence generally enjoy a great deal of teaching and learning reading activities. People with high IQ scores often have encyclopedic knowledge, above-average memory and calculation abilities. They process information much, much faster than the average person.

On the other hand, the students having low intelligence tend to expect the worst, exert less effort on their reading tasks, especially challenging, demanding ones, and achieve less success in reading classroom activities. They find some difficulties to recall their prior knowledge to support them in understanding the content of the text. This situation is supported by Nilsen (2011) it is written that child who has a lower than average IQ begins with walking and talking later than his contemporaries. Other signs include poor social skills in play-learn situations with other children, delayed self-care, hygiene, dressing and feeding skills. As the child grows older, difficulties in learning academic skills and poor job skills may also be indicators. Therefore, the students who have high intelligence have better reading skill than the students who have low intelligence.

The correlation between students' and intelligence students' reading comprehension
Intelligence is one of internal factors that influence the learning process. Reading activity in learning process requires the students' thinking to achieve the goal of study. The thinking process can be seen from the students' intelligence while facing the problem of reading text. So, the process of reading comprehension involved human intelligence to get the right information of the text.

Based on the result of the test, the researcher showed the relation of the aspect of reading and students' answer of the test. As the researcher discussed before, there are five aspects of reading according to Nuttal (1982), they are; main idea, reference, specific information, inference, and comprehending vocabulary.

Based on the score, it can be seen that most of students can answer well in main idea, vocabulary, reference and vocabulary, but for specific information they almost not aware yet about distractor, so that they put the wrong answer.

In this research, the researcher presented the result of the finding analysis. The result of this research is proved by the result of computation that there is moderate score between IQ score and students' reading comprehension score using *product moment formula* that is 0.747. If the coefficient correlation is closed to 1 or -1, it means that the correlation among two variables is strong. Meanwhile, if the coefficient correlation is closed to 0, it is moderate correlation among variables. Thus, based on the result of computation above, the researcher can take the conclusion that the correlation between two variables is moderate correlation and there was positive correlation among the variables because N. Sig. is 0.000 and it means the Number of Significant is less than the level of N. Sig. (0.05).

Based on the finding, it can be stated that the students' intelligence give contribution to their learning process especially in reading comprehension. This statement was supported by Salovey and Mayer (1997) who state "the result of IQ tests was used as the predictor of students' success in an academic setting". Linguistic intelligence is kinds of intelligence that includes of reading test, language test, the verbal sections of intelligence and achievement test (Armstrong, 2000). Therefore, in the process of reading comprehension, human intelligence is involved to get the right information of the text.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the data analysis, the researcher concludes that the research findings for the students' reading comprehension at SMKN 1 Pekalongan are as follows:

1. There is significant difference on students' reading comprehension before and after the implementation of GIST.

The use of GIST in the process of improving the students' reading comprehension brings positive response for the students. It can be shown on the use of GIST that can improve students' reading comprehension. Additionally, by GIST in the teaching and learning process, it also assists teachers in the delivery of the material so it is easier to be understood by students.

2. There is significant difference on students' reading comprehension between students with high and low intelligence.

The students having high level of intelligence do well in their accomplishments, try hard and try to be successful in reading class. On the other hand, the students having low intelligence tend to expect the worst, exert less effort on their reading tasks, especially challenging, demanding ones, and achieve less success in reading classroom activities. Therefore, the students who have high intelligence have better reading skill than the students who have low intelligence.

3. There is correlation between students' intelligence and students' reading comprehension.

Students' intelligence gives contribution to their learning process especially in reading comprehension. Therefore, in the process of reading comprehension, human intelligence is involved to get the right information of the text

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