

The Impact of GIST Strategy on Iraqi EFL Undergraduate Students' Reading Comprehension Enhancement

Asst. Lect. Ameer Salman Hussein Al-Labban

College of Basic Education, University of Babylon, Iraq.

ameer.salman@uobabylon.edu.iq

أثر استراتيجية GIST على تعزيز الاستيعاب القرائي لطلبة المرحلة الجامعية دارسي اللغة

الإنجليزية لغة أجنبية

م.م. أمير سلمان حسين اللبان

جامعة بابل / كلية التربية الأساسية

Abstract

Reading involves comprehending the concepts expressed in a written piece. It is a crucial ability in the process of teaching and learning English, beside speaking, writing, and listening. To effectively teach students reading comprehension, instructors must choose the appropriate method to enhance students' reading proficiency by thoroughly comprehending the main points of the text. Thus, using an appropriate instructional approach during teaching and learning activities is thought to facilitate the improvement of students' reading comprehension. The GIST strategy is an instructional approach used to enhance students' reading comprehension skills by selecting and teaching them appropriate reading texts throughout the teaching and learning process. The current study tries to find out the effectiveness of GIST strategy on developing the reading comprehension of Iraqi EFL learners. To achieve the aim of the study, it is hypothesized that there is not a statistically significant difference between the results of the experimental group those who are taught according to GIST strategy and that of the control group those who are taught according to traditional way (discussion). A sample of 75 students has been selected from the third stage of the Department of English – College of Basic Education during the second semester in the academic year 2022-2023. This sample has been divided into two groups, i.e., (38) students for the experimental group and (37) for the control group. After applying the pre and post-test, the results show that the GIST strategy is effective in developing the learners' reading comprehension.

Keywords: GIST, Reading Comprehension, EFL students.

المستخلص:

القراءة تعني فهم الأفكار المنقولة في النص. في تعليم وتعلم اللغة الإنجليزية، تعد القراءة مهارة مهمة جدًا إلى جانب الاستماع والتحدث والكتابة. من أجل تعليم الطلاب فهم القراءة، يجب على

المعلمين اختيار الطريقة الصحيحة لتحقيق هدفهم في التحصيل القرائي للطلاب من خلال فهم محتوى النص جيداً. لذلك، من خلال استخدام الإستراتيجية المناسبة أثناء عمليتي التعليم والتعلم، يُعتقد أنها ستساعد الطلاب على تعزيز فهم القراءة لديهم. استراتيجية GIST هي استراتيجية تعليمية لتعليم الطلاب فهم نص القراءة المناسب للطلاب أثناء عمليات التدريس والتعلم. تحاول الدراسة الحالية معرفة مدى فعالية استراتيجية GIST في تطوير الفهم القرائي لدى متعلمي اللغة الإنجليزية كلغة أجنبية في العراق. ولتحقيق هدف الدراسة تم افتراض عدم وجود فرق ذو دلالة إحصائية بين نتائج المجموعة التجريبية التي تدرس على وفق استراتيجية GIST والمجموعة الضابطة التي تدرس على وفق الطريقة التقليدية. تم اختيار عينة مكونة من ٧٥ طالباً وطالبة من المرحلة الثالثة لقسم اللغة الإنجليزية في كلية التربية الأساسية خلال الفصل الدراسي الثاني من العام الدراسي ٢٠٢٢-٢٠٢٣. وقد تم تقسيم هذه العينة إلى مجموعتين، أي (٣٨) طالباً للمجموعة التجريبية و(٣٧) طالباً للمجموعة الضابطة. وبعد تطبيق الاختبار القبلي والبعدي، أظهرت النتائج أن استراتيجية GIST فعالة في تنمية الاستيعاب القرائي لدى المتعلمين. الكلمات المفتاحية: GIST الاستيعاب القرائي، دارسي اللغة الإنجليزية كلغة أجنبية.

1. Introduction

1.1 The Problem and Significance of the Study

Reading comprehension refers to the cognitive process by which individuals comprehend and make sense of the written words they read. Reading comprehension is the use of a talent that developed for other intentions (such as hearing or oral comprehension) to a novel kind of information (text). Contrary to hearing comprehension, reading comprehension is not a skill that the human brain has naturally developed for. While oral comprehension seems to develop spontaneously with little intentional action, reading comprehension is more demanding and requires specific instruction (Kirby, 2007).

Two more characteristics that might be included, in addition to decoding and listening comprehension, are fluency and strategies. Fluency, which refers to the ability to talk or read smoothly with appropriate expression, is not a problem while listening to someone speaks since the speaker sets the pace. However, fluency is important for comprehension while reading because our working memory has limits. If the process of recognising words is sluggish, then the words that were recognised earlier will have disappeared from working memory when the later words are recognised, resulting in the inability to grasp their combined meaning.

Strategies have a crucial role in reading, and are much more valuable than in listening, since the material remains accessible and for repeated examinations. Strategies are especially beneficial when the material is lengthy and/or complicated and the reader has several choices over where to focus his/her attention. Proficient readers are anticipated to get a greater amount of information from written text compared to spoken language, and a portion of this ability is attributed to purposeful, goal-oriented, and intentional mental processing (Johnston & Kirby, 2006).

Bouchard (2005) defines GIST as a strategy that allows students to identify crucial vocabulary and condense essential information into short paragraphs that express the main idea of the reading. This strategy enables students to recognise important vocabulary and synthesise key information into a summary statement that captures the essence of the reading. It aids in comprehending the interconnection of the "components" that contribute to the whole. This technique also instructs students on how to differentiate between significant and less significant bits of knowledge as well as how to categorise comparable thoughts together.

According to Alderson (2000), the majority of students find reading comprehension challenging, as seen by their results on reading comprehension assessments. The reader is likely contemplating the significance of the text, its relevance to prior readings, its connection to existing knowledge, and its alignment with anticipated content in similar works. He contemplates the use, entertainment, monotony, and eccentricity of the book. According to the statement, it is evident that reading comprehension is a challenging task. The students need more cognitive processing and critical thinking in order to comprehend the substance of the texts. To enhance students' reading comprehension, instructors should use effective tactics that address the challenges associated with this skill. Given these issues, the instructor should contemplate the optimal and innovative instructional approach to enhance the students' understanding of the material.

1.2 Aim of the Study

The current study aims at finding out the effectiveness of GIST strategy on the Iraqi EFL learners' reading comprehension enhancement.

1.3 Limits of the Study

The present study was conducted at the University of Babylon - College of Basic Education – Department of English – during the second semester in the academic year 2022-2023. It was limited to the students of the third stage (morning study) in the comprehension material.

1.4 Hypotheses of the Study

1. It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the pre-test for both experimental group (who are studied according GIST strategy) and control group (who are studied according to the traditional method).
- 2 It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the post-test for both experimental group (who are studied according GIST strategy) and control group (who are studied according to the traditional method).
- 3 It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the pre and post-test for experimental group to measure the impact of GIST strategy on EFL learners' reading comprehension development.

1.5 Procedures of the Study

The researcher has followed the following procedures to conduct the current study:

1. Surveying the related literature review on the topic.
2. Selecting the sample of the study from the total population.
3. Dividing the sample into two groups, i.e., experimental and control to start the experiment.
4. Conducting the pre-test for both groups to know their exist reading comprehension skill.
5. Starting the treatment with GIST strategy for experimental group, and the normal method (Discussion) with the control group.
6. Conducting the post-test for both groups to assess their achievement after a period of time.
7. Analyzing the data statistically to get results.

1.6 Definitions of Basic Terms

1.6.1 Impact

Hearn and Buffardi (2016) define impact as the deliberate and unintentional (whether good or negative) alterations (outputs, outcomes) that take place inside the organisation (both within its programmes and across them) over a certain duration (either short-term or long-term) due to the organization's actions. The word "impact" refers to all the anticipated changes that are projected to occur as a result of implementing and applying a certain policy choice or intervention. These consequences might occur over various durations, influence different participants, and be significant at various levels (regional, local, and national).

Operational Definition

Impact in the current study refers the effect that GIST strategy has on enhancing students' reading comprehension.

1.6.2 GIST

Putri et al. (2004) describe GIST (Generating Interactions between Schemata and Text) as a strategy that helps students improve their comprehension and abilities of summary writing. Employing a helpful approach involves identifying or generating primary concepts, establishing connections between the major or essential ideas, eliminating redundant and superfluous material, and aiding pupils in retaining what they have read.

Operational Definition

It refers to a summarizing strategy used by the researcher to test its effectiveness on the undergraduate students' achievement in reading comprehension.

1.6.3 Reading Comprehension

Reading is an essential skill in the process of teaching and learning. The essence of reading lies not in the mere pronunciation or explanation of words, but rather in the students' comprehension of the text's meaning and the writer's intended message. Reading encompasses more than just extracting meaning from written words. The written symbols possess a significance that is conveyed to the reader's mind in a rather enigmatic manner. The meaning that readers already have in mind is connected to their prior experiences (Evelin, 2003).

Operational Definition

It refers to the EFL undergraduate students to comprehend the written texts and get the required information by making a connection between their exist knowledge and that of the original text in addition to the ability of summarizing the long paragraphs into brief ones.

2. Theoretical Background

2.1 The Concept of GIST Strategy

The GIST acronym, which stands for "Generating Interaction between Schemata and Text" as defined by Taqiyuddin (2018), is a pedagogical strategy that enables students to identify important terminology and synthesise crucial information into concise paragraphs that express the core concept of the reading material. According to Octavia and Wilany (2018), GIST serves the purpose of categorising, examining, and recognising a passage. It also aids in removing irrelevant phrases and assists learners in retaining the knowledge they have read. Hence, GIST serves as a reading strategy that is used to elucidate the primary concept of a book that has been read.

Hornby (1995) defines generating as the act of bringing something into existence or causing it to happen, producing something, or

collaborating to mutually influence each other. Interaction is shown as the process in which one entity engages in communication or mutual influence with another entity, resulting in reciprocal effects. Schemata and text are two factors that have been selected to enhance pupils' performance in reading comprehension. A schema is a cognitive framework used to comprehend and interpret written information. A schema is a broad and abstract notion concerning a group of comparable and interconnected notions. Put simply, a schema theory provides an explanation for how written content may be understood. Text, however, may be described as "a printed segment of a book or page." Every form of literature will add to reading comprehension. While reading, readers may encounter several interpretations of the text, which are crucial for understanding. The difficulty of a text is contingent upon several factors, including the readers' capacity to establish connections between their existing knowledge and the content of the text.

GIST facilitates the understanding of informative materials for students who are reading long texts containing unfamiliar content. Within teams, students engage in silent reading of text sections, collaboratively crafting a concise summary statement that effectively encapsulates the core message of each segment. This summary is generated incrementally in thick texts, with each group member transcribing it individually onto their own paper. The teacher circulates among the groups to guide and provide support, while the group members engage in discussions and clarify the intended meaning as they choose the most suitable summary statement (Herrell and Michael, 2016).

GIST is particularly beneficial when students are tasked with reading lengthy texts that include a substantial volume of unfamiliar material. Students collaborate in cooperative groups while individually reading chunks of the material quietly. Following the silent reading of each brief portion, the group members engage in collaborative efforts to produce a single statement that succinctly captures the essence or primary idea of the passage. The overview sentence is constructed incrementally, paragraph by paragraph, inside a very condensed text. After a sentence is created, individuals in the group transcribe it onto their own sheets, resulting in each group member having a succinct summary of the text. The instructor moves around the groups to assist and provide assistance. This method is very beneficial for students of the English language since it involves group members engaging in discussions and clarifying the content

of a section or paragraph while determining the most suitable summary phrase (Kareva and Echevarria, 2010).

Cecil and Gipe (2003) assert that the 'GIST strategy' is valuable for discerning or producing primary concepts, reducing superfluous and extraneous information, aiding students in retaining what they have read, and documenting a synopsis of the content they have just read. Therefore, in order for pupils to achieve proficiency in reading English, it is essential that they comprehend the significance of the text and possess the ability to retain the information they have read, followed by the task of expressing it in their own words.

2.2 Procedures of GIST Strategy

The GIST strategy is a strategy of teaching reading that use students' schemas to facilitate their understanding and comprehension of the text's content. Richardson and Morgan (2000) outline the steps for preparing and implementing the GIST Strategy:

- a. Choose a concise passage from a chapter that contains a significant central concept. The optimal approach is to use a section consisting of 3 to 5 paragraphs. The paragraphs should be transcribed into an overhead projector (or an other projector).
- b. Put the reading material on the projector that are using and show simply the first paragraph. Arrange 20 empty spaces on the whiteboard. Instruct the students to read the text and then ask them to independently write a concise summary of around 20 words using their own language.
- c. When students complete their work, instruct them to create a concise lesson summary on the board using no more than 20 words. Their respective synopses will assist them in this procedure.
- d. To unveil the subsequent paragraph of the text and prompt students to provide a concise summary of 20 words that encapsulate the content of the first two paragraphs. Proceed with this process sequentially, analysing each paragraph until students have developed a concise summary of the whole reading, consisting of no more than 20 words.

The GIST strategy procedures, as outlined by Pebriani et al. (2003), are as follows:

1. Distributing a concise material that is segmented into four or five parts.

2. The task is to comprehend the GIST structure and provide concise summaries for every paragraph or section of the material.
3. Commencing the text by establishing a connection with the pupils' existing knowledge. Identify crucial terminology.
4. Students are encouraged to read the paragraph and identify the significant vocabulary and topics, then record them on the GIST form.
5. Students independently compose a concise summary using their own language at the conclusion of the subject.

Furthermore, according to Herrel (2012), the process of implementing the GIST strategy may be broken down into the following steps, and these steps are adopted in the current study:

1. The instructor chooses one paragraph from the narrative piece of writing.
2. Instruct pupils to examine the first phrase of a paragraph and choose the most significant or essential ideas. Instruct pupils to provide a concise synopsis of the statement, limiting it to fifteen words or less.
3. The instructor displays the next sentence of the paragraph to the pupils and then deletes the first summary statement.
4. Iterate this process until pupils have condensed the whole text into 15 words or less.
5. The instructor assigns pupils with the task of summarising another piece of writing or paragraph using fifteen words or less. The instructor should carefully monitor and lead pupils in relation to these summaries.
6. Students must be provided with chances to engage in practice and application of the GIST summary technique.

2.3 Advantages of GIST Strategy

Based on the research conducted by Ningsih and Kurniawan (2014) and Taqiuddin (2018), the following advantages may be observed:

1. The use of the GIST strategy has a beneficial effect on the reading learning process. Throughout the learning procedure, students actively engage in academic activities, therefore enhancing their capacity to collaborate effectively in teams.

2. GIST can use the language background of potentially engaged students to enhance and improve their vocabulary.
3. It will assist students in acquiring the skill of writing well-structured and brief overviews of their reading material.
4. Assist the instructor and students in recognising fundamental ideas and distinguishing between crucial and non-crucial material.
5. This will enhance both reading comprehension and summary writing skills. When utilising GIST, students are required to eliminate insignificant details, choose essential concepts, and summarise using their own words.

2.4 The Concept of Reading Comprehension

Reading is the act of obtaining information by considering the connection between the reader's existing knowledge, the knowledge included in the text, and the context in which the text is being read (Sari, 2018). Furthermore, as stated by Alyousef (2005), reading is a dynamic process in which readers actively engage with the text, leading to a natural comprehension of its meaning and the ability to connect it with their existing knowledge. It allows pupils to acquire knowledge and information from the content they read.

Furthermore, the act of reading involves not just reading each phrase in a section, but also understanding the meaning and context of the material thoroughly. Reading comprehension is the ability to deduce the meaning of a book or passage, as well as to identify and comprehend words based on their meaning (Anggara, 2021). Moreover, reading comprehension involves the act of deciphering the intended significance of a written passage in order to achieve comprehension. It is the act of conveying ideas from written material to the minds of readers in order to achieve understanding. Alderson (2000) provides a clear definition of reading comprehension as the process of understanding text that requires the use of one's vocabulary knowledge. Therefore, it may be inferred that reading is a means of understanding a written work by exchanging and assimilating ideas to derive significance.

By reading the content of any text and answering questions about it, students may enhance their reading comprehension abilities. For pupils to excel as readers, they must possess the ability to grasp the content they

read. In order to get information from a text, it is important for pupils to fully absorb the material when reading. Teachers are obligated to assist students in enhancing their reading comprehension. The components of reading comprehension include primary concept, supporting detail, reference, deduction, and vocabulary (Habibullah, 2012).

2.5 Components of Reading Comprehension Processing

Taqiyuddin (2018) outlines that reading comprehension involves five distinct processing processes. They include: locating reliable material, determining the main idea, comprehending terminology within a certain context, recognising references, and drawing logical conclusions. The aforementioned features may be delineated as follows:

a) Locating reliable material:

Reading primarily focuses on understanding the meaning rather than the structure. An adept reader comprehends both the concepts and their respective importance as conveyed by the author, distinguishing between overarching ideas and subordinate ones.

b) Determining the main idea:

To find factual information, readers need to carefully examine precise details. There are several categories of questions that pertain to factual knowledge, including those related to reasoning, purposes, outcomes, comparisons, methods, identification, time, and quantity. The majority of the solutions may be found inside the text.

c) Determining the meaning of vocabulary in context:

It involves enhancing readers' capacity to infer the meaning of unknown terms by connecting them to the text and the subject matter being read. The terms are synonymous with another word.

d) Recognising references:

Identifying the words or phrases that references relate to can assist readers in comprehending the reading material. English language learners may acquire several grammatical principles for constructing sentences. Reference words are often brief and commonly used pronouns, such as "it," "she," "he," "this," "those," and so on.

e) Drawing logical conclusions:

The significance of reading lies in comprehending the writer's words; it is anticipated that the reader can deduce what the writer intended

to convey. Put simply, a proficient reader has the ability to deduce logical conclusions and make precise predictions.

2.6 Previous Studies

2.6.1 Sari (2018)

The aim of this unpublished thesis, titled "*Improving Students' Reading Comprehension through GIST*", was to determine the significant difference in comprehending written materials while using the GIST strategy. The research gathered data from 32 second-semester students in the English Education department at UIN Ar-Raniry. The data was obtained via two comprehension tests, a pre-test and a post-test. The study used three techniques: experimental teaching, testing, and a questionnaire. The comprehension exam has 10 multiple-choice questions, while the questionnaire comprises 10 Likert Scale items. The research data were analysed using a T-test using the SPSS programme and a statistical formula. The study's findings indicated that using the GIST technique has the potential to enhance pupils' reading comprehension.

2.6.2 Taqiyuddin (2018)

The primary concentration of this study, titled "*The Effect of Using Close Reading and GIST Strategies on Students' Reading Comprehension at Health Vocational High School Pekanbaru*", was to determine if there was a notable distinction in students' reading comprehension of descriptive text at Health Vocational High School Pekanbaru when utilising Close Reading and GIST strategies. The study was conducted using a quasi-experimental approach, comparing the pretest-posttest results of two experimental groups: experimental group 1 and experimental group 2. The study had a total of 60 individuals, divided into experimental group 1 and experimental group 2. This study formulated four research questions and four hypotheses to investigate the notable difference between the utilisation of close reading and GIST techniques in enhancing students' reading comprehension. Data was collected by administering pre-test and post-test. Subsequently, the acquired data was analysed using both independent sample t-test and paired sample t-test. The research results indicated that there was no notable disparity in the improvement of students' reading comprehension scores between those who were instructed using the close reading and GIST strategies at Health Vocational High School Pekanbaru. However, there was a significant difference in the average scores of the post-test between experimental class 1 (utilising the

Close Reading strategy) and experimental class 2 (employing the GIST strategy) in terms of the students' reading comprehension.

2.6.3 Anggara (2021)

The objective of this research, titled "*The Implementation of Gist Strategy to Teach Reading Comprehension in Senior High School*", was to investigate the use of the GIST strategy and its impact on the teaching and learning of reading comprehension. The data for this research were obtained via the observation of (36) participants who were senior high school students at a school in Tuban. The findings demonstrated that the use of the GIST strategy for explanation reading material significantly enhanced students' comprehension of such texts. The student's reading task result, obtained by employing the GIST technique, was analysed using the ESL Composition Profile. The task included summarising the reading content in their own words.

2.6.4 Pebriani et al. (2022)

The objective of this research, titled "*The Effect of Using GIST Strategy on Students' Reading Comprehension*", was to determine the significant impact on students' reading comprehension after the implementation of the GIST strategy. This study used a quasi-experimental design. The sample comprises 60 students that were selected from two courses. This study used a testing instrument consisting of both a pre-test and a post-test, which consisted of multiple choice questions. The hypothesis was determined by the use of a t-test, resulting in the acquisition of the analysis outcome. The findings indicate that the implementation of the GIST technique has a positive impact on students' ability to comprehend narrative texts.

3. Methodology

3.1 Method of Research

The present study used the experimental approach to assess the efficacy of the GIST strategy, using pre and post-tests. This design enables researchers to compare the final posttest results of the experimental and control groups, and providing an indication of the overall efficacy of the therapy. Furthermore, the researcher may see the extent to which both groups have undergone changes from the pretest to the posttest, and determine if one, both, or neither group has shown improvement over time.

If the control group likewise exhibits a substantial enhancement, the researcher must try to uncover the underlying factors contributing to this phenomenon. Furthermore, the researcher can assess the results of the two pre-test groups in order to verify the effectiveness of the randomization method (Tavakoli, 2012)

3.2 Population and Sample of the Study

A population is defined as a collection of people who have at least one distinct characteristic that sets them apart from other individuals. Researchers are interested in studying the characteristics of these groupings (Best and Khan, 2006). Sampling is the act of choosing a subset, known as a sample, from a larger group called the population. The population consists of all the individual elements from which the sample is taken. The sample is a very accurate depiction of the population, consisting of selected components drawn from a larger population according to certain criteria (Johnson and Christensen, 2016).

The total population of the current study is (253) students, and the researcher has selected a random sample of (78) students from sections (A and B) to represent the sample of the study. Then, he divided it into two groups, i.e., experimental group – consists of (40) students – and control group – consists of (40) students. After checking the students in both groups, it has been found that (3) of students had left the study, and therefore they have been excluded from the sample of two groups. So, the final sample became (38) students for the experimental group and (37) students for the control group with a total number of (75) students as illustrated in Table (1) below:

Table (1): Population of the Study

No.	Groups	No. of Students before Exclusion	No. of Students after Exclusion	Excluded Students
1	Experimental	40	38	2
2	Control	38	37	1
3	Total	78	75	3

3. Conducting the Experiment

To apply the experiment of the current study, the researcher divided the research sample into two groups, as mentioned previously. The experimental group included (38) male and female students, while the

control group included (37) male and female students. The researcher conducted a pre-test for the two groups to determine the extent of the students' achievement and the extent of their capabilities in writing and summarizing skills before applying the strategy. He collected the scores for both groups to use them later in analyzing and interpreting the results. After that, the researcher began teaching the students of the experimental group according to the GIST strategy, relying on Herrel's steps that were referred to in the theoretical paper. As for the control group, its students were taught according to the traditional way. The experiment continued throughout the second semester, during which the material was presented to both groups, but with a difference in strategy. Finally, the researcher conducted a post-test for both groups, through which the extent of change in students' achievement and writing ability were identified after applying this strategy. Scores were also collected to be compared and analyzed statistically using the t-test.

4. Results and Discussion

4.1 Results of First Null Hypothesis

In order to test the first null hypothesis which states "It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the pre-test for both experimental group (who are studied according GIST strategy) and control group (who are studied according to the traditional method)", the researcher has used a T-test for two samples to identify the results. Both experimental and control group students have been exposed to a pre-test. After collecting and analyzing the scores, the variance, arithmetic mean, and standard deviation have been calculated as shown in Table (2) below:

Table (2) The T-test Results of the First Null Hypothesis

Group	N	Mean	Std. Deviation	DF	T-test Value		Sig.
					Cal.	Tab.	
Experimental	38	13.79	2.220	73	1.05	2.000	0.390
Control	37	13.22	2.485				

From the above table, it has been noted that the mean score of the experimental group is (13.79) with a standard deviation of (2.220), whereas the mean score of the control group is (13.22) with a standard deviation of (2.485); and the calculated value of the T-test is (1.05) which is lower than tabulated value (2.000) with a degree of freedom of (73). By observing the results of the statistics, it becomes clear that the relationship between the

two pre-tests for both groups is not statistically significant because the researcher has not implemented the experiment yet, so the result is not significant in favor of the experimental group. Therefore, there is not a statistical significant difference at (0.05), and the null hypothesis is accepted while the alternative hypothesis is rejected.

4.2 Results of Second Null Hypothesis

In order to test the second null hypothesis which states " It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the post-test for both experimental group (who are studied according GIST strategy) and control group (who are studied according to the traditional method)", the researcher has used a T-test for two samples to identify the results. Both experimental and control group students have been exposed to a post-test at the end of the course to know the impact of GIST strategy that is taught to the experimental group students. After collecting and analyzing the scores, the variance, arithmetic mean, and standard deviation have been calculated as shown in Table (3) below:

Table (3) The T-test Results of the Second Null Hypothesis

Group	N	Mean	Std. Deviation	DF	T-test Value		Sig.
					Cal.	Tab.	
Experimental	38	15.89	1.539	73	5.64	2.000	0.031
Control	37	13.62	1.934				

From the above table, it has been noted that the mean score of the experimental group is (15.89) with a standard deviation of (1.539), whereas the mean score of the control group is (13.62) with a standard deviation of (2.485); and the calculated value of the T-test is (5.64) which is greater than tabulated value (2.000) with a degree of freedom of (73). By observing the results of the statistics, it becomes clear that the relationship between the two post-tests for both groups is statistically significant in favor of the experimental group. This indicates that the application of this strategy has led to more development in the students' achievement in reading comprehension than the students in the control group who were not taught according to this strategy. Therefore, there is a statistical significant difference at (0.05), and the null hypothesis is rejected while the alternative hypothesis is accepted.

4.3 Results of Third Null Hypothesis

In order to test the third null hypothesis which states " It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the pre and post-test for experimental group to measure the impact of GIST strategy on EFL learners' reading comprehension development", the researcher has used a T-test for two samples to identify the results. Both pre and post-tests have been conducted with the experimental group students to compare the results between these two tests to know the impact of GIST strategy on reading comprehension development. After collecting and analyzing the scores, the variance, arithmetic mean, and standard deviation have been calculated as shown in Table (4) below:

Table (4) The T-test Results of the Third Null Hypothesis

Group	N	Mean	Std. Deviation	DF	T-test Value		Sig.
Pre-test Experimental	38	13.79	2.220	74	Cal.	Tab.	0.011
Post-test Experimental	38	15.89	1.560		4.73	2.000	

From the above table, it has been noted that the mean score of the pre-test is (13.79) with a standard deviation of (2.220), whereas the mean score of the post-test is (15.89) with a standard deviation of (1.560); and the calculated value of the T-test is (4.73) which is greater than tabulated value (2.000) with a degree of freedom of (74). By observing the results of the statistics, it becomes clear that the relationship between the pre- and post-tests of the experimental group is statistically significant to the result of the post-test. This indicates that the application of this strategy has led to an improvement in the students' achievement in reading comprehension because the students' scores in the post-test increased significantly. Therefore, there is a statistical significant difference at (0.05), and the null hypothesis is rejected while the alternative hypothesis is accepted.

4.4 Discussion on the Previous Studies

The studies that have been previously referenced are examined in light of the present investigation. The discussion will include key aspects such as the topic of study, its objectives, the sample and population, and the suggested methods of data collection. The present study has derived advantages from previous and related studies within the theoretical framework of the research.

Regarding the subject of the research, the current study agrees with all previous studies because they all revolve around the effectiveness of a strategy that was considered an effective strategy in increasing students' understanding. As for the research objectives, the current study aims to know the impact of this strategy on enhancing university students' reading comprehension, while some previous studies differed in their objectives. For example, the study of **Sari (2018)** aimed to determine the significant difference in comprehending written materials while using the GIST strategy. The study of **Taqiyuddin (2018)** aimed to determine if there was a significant distinction in students' reading comprehension of descriptive text at Health Vocational High School Pekanbaru when utilising Close Reading and GIST strategies. The study of **Anggara (2021)** aimed to investigate the use of the GIST strategy and its impact on the teaching and learning of reading comprehension. The study of **Pebriani et al. (2022)** to determine the significant impact on students' reading comprehension after the implementation of the GIST strategy.

Regarding the population of the study, the current study agrees with that of **Sari (2018)** for both of them because both of them deal with students of the department of English language while the studies of **Taqiyuddin (2018)**, **Anggara (2021)**, and **Pebriani et al. (2022)** deal with high school students. For the sample of the study, the current study consists of (75) students, **Sari (2018)** consisted of (32) students, **Taqiyuddin (2018)** consisted of (60) students, **Anggara (2021)** consisted of (36) students, and **Pebriani et al. (2022)** consisted of (60) students.

As for the research method and the tool used in collecting data, the current study adopted the experimental method by conducting two pre- and post-tests, and it agrees with the **Sari (2018)** study, which adopted the experimental method in addition to the questionnaire and the test. The studies of **Taqiyuddin (2018)** and **Pebriani et al. (2022)** relied on the quasi-experimental method using the pre- and post-test, while the **Anggara (2021)** study adopted the descriptive method using the observation tool.

Regarding the research results, the results of the current study are consistent with the results of all previous studies because they all indicate the effectiveness of the Just strategy in developing and enhancing students' reading comprehension and this is clear from the results of the studies and statistics used.

5. Conclusions

As a result, it has been shown that the GIST strategy significantly impacts the improvement of reading comprehension in Iraqi EFL learners. This strategy enables students to efficiently read and condense lengthy

chapters into concise paragraphs. Furthermore, there is a noticeable improvement in students' academic performance after instruction using the GIST technique. Ultimately, the students possess the capability to generate and compose their own summary using their own language.

References

- Alderson J. C. (2000). *Assesing reading*: Cambridge University Press
- Alyousef, H. S. 2005. Teaching Reading Comprehension to ESL/ELF Learners. *The Reading Matrix Vol.5*, No. 2.
- Anggara, S. (2021). The Implementation of Gist Strategy to Teach Reading Comprehension in Senior High School. *EDUKATIF : JURNAL ILMU PENDIDIKAN*. 3. 1101-1111.
- Best, J. W. and Khan, J. V. (2006). *Research in Education*. 10th ed. Pearson Education Inc., Boston.
- Bouchard, Margaret (2005) *Comprehension Strategies for English Language Learners*. USA. Scholastic Inc.
- Cecil, N. L., and Gipe, J. P. (2003). Literacy in the Intermediate Grades: Best Practices for a Comprehensive Program. (Online), [http://\(www.education.uncc.edu/kdwood/GIST.pdf](http://(www.education.uncc.edu/kdwood/GIST.pdf). Scottsdale, AZ: Holcomb Hathaway. Retrieved on April 3rd, 2024.
- Habibullah, M. (2012). Techniques in Teaching Reading Comprehension. *OKARA*, 6(2), 221-228.
- Hearn, S. and Buffardi, A. L. (2016) 'What is impact?' A Methods Lab publication. London: Overseas Development Institute.
- Herrel, A. L. (2012). *50 Strategies for teaching English Language Learners*. New York: Pearson Education Inc.
- Herrell, A. and Michael J. (2016) *50 Strategies for Teaching English Language Learners* 5th edition. Pearson Education, Inc.
- Johnson, B., and Christensen, L. (2016). *Educational Research: quantitative, qualitative, and mixed approaches*. 6th ed. SAGE Publications, Thousand Oaks: Calif.
- Johnston, T. C., & Kirby, J. R. (2006). *The contribution of naming speed to the simple view of reading*. *Reading and Writing*, 19, 339-361.
- Kareva, V., and Echevarria, J. (2013). Using the SIOP model for effective content teaching with second and foreign language learners. *Journal of Education and Training Studies*, 1(2), 239-248.
- Kirby, J. R. (2007). *Reading comprehension: Its nature and development*. *Encyclopedia of Language and Literacy Development*. London: Canadian Language and Literacy Research Network.
- Ningsih, N. A. and Kurniawan, A. (2014). English Teaching. *Teaching Reading by Using GIST Strategy Viewed from The Students' Cognitive*

Aspect on The Extensive Level of English Department Students IKIP PGRI MADIUN. 2(2). 50-56.

Octavia, V. and Wilany, E. (2018). the Use of Generating Interaction Between Schemata and Text (Gist) Strategy Towards Students' Reading Comprehension. *Cahaya Pendidikan, 4(1)*, 13–22.

Pebriani, M. R., Thamrin, N. R., Darsih, E., & Fadhly, F. Z. (2022). The effect of using GIST (Generating Interaction between Schemata and Text) strategy on students' reading comprehension. *Indonesian Journal of Learning and Instruction, 5(1)*, 41-46.

Putri, Y. A., Supraman, U. and Hasan, B. (2014) The Implementation of Get- the- Gist Strategy in Improving Students' Reading Achievement. *Unla Journal of English Language. Vol. 3, No. 6*, pp. 1-11.

Richardson, J. and Morgan, R. (2000). *Reading to Learn in the Content Areas*. Belmont, CA: Wadsworth.

Sari, N. (2018) Improving Students' Reading Comprehension through GIST. (*Unpublished Thesis*) Ar-Raniry State Islamic University.

Taqiyuddin (2018) The Effect of Using Close Reading and GIST Strategies on Students' Reading Comprehension at Health Vocational High School Pekanbaru. *J.E.A.L.T Vol. 9, No. 1, 2018*, pp. 16-35 ISSN: 2407-0998 | E-ISSN 2407-1005.

Tavakoli, H. (2012). *A dictionary of research methodology and statistics in applied linguistics*. Tehran: Rahnama press.