



Effectiveness of Generating Interaction between Schema and Text (GIST) Strategy for Enhancing Comprehension Skills of Grade 11 Students

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ABSTRACT

This study examined the effectiveness of using the GIST (Generating Interactions between Schemata and Text) strategy in improving the Most Essential Learning Competency (MELC) in the Department of Education competencies specifically explaining the texts in terms of literary elements, genres, and traditions, understanding literary meanings in context and the use of critical reading strategies and situating the texts in the context of the region, nation, and world of Grade 11 students at Don Gerardo Llamera Ouano Memorial National High School. The instrument used in this study is an adaptive 30-item Multiple Choice Test from The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool designed to assess students' performances before and after the use of the strategy. The data gathered through a comprehensive test and an interview were analyzed using the Braun and Clarke Thematic Analytical Framework. Findings revealed that the performance of the respondents differ before and after using the GIST (Generating Interactions between Schemata and Text) strategy. Facilitating better comprehension, fostering active engagement, and constituting a challenge to the students were the three themes that emerged regarding the experiences of the respondents when exposed to the GIST strategy. Based on the findings and conclusion, using the GIST strategy for the students 'reading comprehension is highly recommended.

Keywords: Generating Interactions between Schemata and Text (GIST), Reading comprehension strategy, Grade 11 students, Most Essential Learning Competency (MELC).

1. INTRODUCTION

Reading is a crucial receptive skill that enables individuals to gather information from written material, involving not only scanning the text but also comprehending its deeper meaning. Developing strong reading habits significantly aids students in mastering the English language, and for English learners, incorporating reading into their learning process is essential. According to Marashi & Rahmati (2017), reading involves transferring knowledge from an author's writing and engaging both conscious and unconscious processes to interpret meaning.

Despite numerous efforts to enhance reading competence, poor reading comprehension remains a persistent challenge, particularly in the Philippines. According to the United Nations Children's Fund (2023), less than 15% of schoolchildren in the country exhibit satisfactory literary comprehension skills. This is supported by international assessments such as the Programme for International Student Assessment (PISA), where the Philippines ranked last in reading comprehension in 2018 and showed minimal improvement in the 2022 assessment, ranking 76th out of 81 countries. These results highlight an ongoing knowledge gap: while numerous interventions have been introduced, the problem continues to exist. A potential solution to address this gap is testing the effectiveness of specific reading strategies, such as the GIST (Generating Interactions between Schemata and Text) strategy. Research by Octavia & Wilany (2018) found that the GIST strategy encourages students to be more active and motivated in reading, demonstrating better achievement in comprehension compared to traditional techniques. Similarly, Luh (2010) observed that students taught with the GIST strategy performed better in reading comprehension tests than those using conventional methods. Given these findings, the current study seeks to evaluate whether the GIST strategy can be

effectively implemented in the reading classes for Senior High School students. The research explores if the GIST strategy can improve students' comprehension of local literary works, addressing the gap between what is known about reading strategies and their applicability to different cultural contexts and genres. According to Simanjuntak, Sibarani, & Gultom (2018), many students struggle with reading comprehension because they are not taught appropriate strategies for understanding longer texts. Sustainable Development Goal 4 (SDG 4) emphasizes that all students should have access to high-quality, inclusive education that fosters lifelong learning opportunities.

In line with this, the researcher aims to assess the effectiveness of the GIST strategy in improving the reading comprehension skills of Senior High School students at Don Gerardo Llamera Ouano Memorial National High school during the school year 2024-2025. The output of this study serve as the basis for Enhanced Teaching English Material designed to increase students' performance in reading and to address the reading challenges students, face and foster long-term improvement in literacy skills.

2. METHODOLOGY

This study employed Creswell's (2007) mixed method approach, specifically the explanatory sequential mixed methods design. Qualitative analysis is employed in explanatory designs to provide a comprehensive understanding of the quantitative analysis (Almaki, 2016).

The explanatory sequential mixed methods design involves an initial phase of collecting and analyzing quantitative data, followed by a qualitative phase of gathering and analyzing data, and finally integrating the data from both strands. Qualitative data was utilized in this study to reinforce the results obtained from initial quantitative data in order to gain a better understanding of the issue under investigation. In the quantitative case, the baseline performance of the respondents on the competencies

Likewise, the performance of the respondents on the competencies after exposure to GIST strategy was assessed. Further, significant differences between the performances of the respondents before and after the use of GIST strategy was evaluated. The qualitative portion of this study thoroughly examined the respondents' experiences. To find out the student's experiences, researchers used semi-structured interviews.

These are the methods used to assess the effectiveness of the Generating Interactions between Schemata and Text (GIST) by (Bouchard, 2005) strategy in improving students' literary comprehension skills and to design a new learning intervention based on these findings. The GIST strategy is a summarization technique that encourages students to condense text into its most essential components, promoting better retention and understanding of key concepts. This strategy has been shown to improve comprehension by helping students identify and focus on the central ideas of a text, making it a valuable tool for enhancing reading skills.

The study aimed to evaluate the impact of the GIST strategy on the most essential learning competencies (MELC) for senior high school students, particularly in their ability to comprehend literary selections. The effectiveness of the GIST strategy (independent variable) was measured through the students' performance on reading comprehension tests (dependent variable) administered after implementing the intervention.

To analyze the qualitative data, Thematic Analysis was employed using the framework developed by Braun and Clarke (2006). This method was used to explore the experiences of the respondents after exposure to the GIST strategy. Thematic analysis involves six steps: familiarization with the data, coding, searching for themes, reviewing themes, defining themes, and producing a report. This approach was particularly useful for identifying patterns and meanings in the data, providing a significant understanding of the students' experiences. The findings from this analysis served as the foundation for designing a new learning material based on the GIST strategy.

3. RESULTS AND DISCUSSION

This presents the respondents' performance on reading using strategy in different competencies, comparing pre-test and post-test results, and explores their experiences using gist strategy within a change strategy for teaching literature. Based on these findings, the researcher developed enhanced instructional materials tailored for effective English literature methods through a change-focused approach. The collected data are presented, analyzed, and interpreted to address the study's specific research questions.

4. PRETEST SCORES OF THE RESPONDENTS

Table 1, shows the students' pre-test scores for competency number 1, explains the texts in terms of literary elements, genres, and traditions. It shows the summary results, pre-test frequency, and percentage tables of the students' pre-test scores.

Table 1 Explain the texts in terms of literary elements, genres, and traditions

Score Range	f	Percentage (%)	Category
9-10	0	0	Outstanding
7-8	7	15	Good
5-6	14	30	Fair
3-4	16	34	Poor
1-2	10	21	Very Poor
Total	47	100	
Mean	4.383		
Standard deviation	1.883		

Table 1 shows the pre-test performance of 47 respondents in C1 explaining texts in terms of literary elements, genres, and traditions. The results show that the majority (34.0%) scored within the Poor category, with scores ranging from 3 to 4 (75-79%). This was closely followed by 29.8% of respondents who fell under the Fair category, achieving scores between 5 and 6 (80-84%). Additionally, 21.3% of the respondents were classified as Very Poor, with scores ranging from 1 to 2 (70-74%). Only 14.9% of the participants reached the good category, scoring between 7 and 8 (85-89%). Notably, none of the respondents achieved an Outstanding performance level (90-100%). The mean score of 4.383, coupled with a standard deviation of 1.883, suggests a generally low level of competency among the respondents in this area prior to intervention, with performance clustering around the Poor to Fair categories. These findings point to the need for targeted instructional interventions to address the gaps in reading performance. Consistent with studies such as Smith et al. (2020), which emphasized the role of strategic approaches in enhancing comprehension skills, the data highlights the potential of employing the Gist strategy to improve student outcomes. This approach, which simplifies complex texts into manageable ideas, can aid in moving students from the Fair and Poor categories toward Good and Outstanding performance levels. The pre-test results provide a baseline for evaluating the effectiveness of the intervention, reinforcing the importance of innovative strategies in addressing gaps in English literature competencies.

Table 2, presented the Pre-test score of the respondents in terms of understanding literary meanings in context and the use of critical reading strategies). Table 3 presents the summary results of pre-test frequency and percentage of the pre-test performance of the respondents.

Table 2 Understand literary meanings in context and the use of critical reading strategies

Score Range	f	Percentage (%)	Category
9-10	4	9	Outstanding
7-8	12	26	Good
5-6	19	40	Fair
3-4	11	23	Poor
1-2	1	2	Very Poor
Total	47	100	
Mean	5.638		
Standard deviation	1.835		

Table 2 reveals the pre-test performance of 47 respondents in C2 understanding literary meanings in context and utilizing critical reading strategies. The largest proportion of respondents (40.4%) scored in the Fair category (scores of 5-6, or 80-84%), indicating moderate comprehension and application of critical reading strategies. This was followed by 23.4% in the Good category (scores of 7-8, or 85-89%), showing an above-average understanding. Meanwhile, 25.5% of respondents were in the Poor category (scores of 3-4, or 75-79%), and only 8.5% achieved Outstanding performance (scores of 9-10, or 90-100%). A minimal 2.1% scored Very Poor (scores of 1-2, or 70-74%). The mean score of 5.638 and a standard deviation of 1.835 suggest that respondents' abilities are concentrated around moderate levels, with significant room for improvement in higher-order reading skills. These findings align with a study by Cabral et al. (2019) which highlights the effectiveness of structured strategies like questioning and summarizing in improving students' comprehension of literary texts. Similarly, Lopez and Ramirez (2020) found that incorporating contextualized reading interventions significantly improved students' ability to infer meanings and critically analyze texts.

Table 3, shows the pre-test score of the respondents in terms of situating the texts in the context of the region, nation, and world. Table 4 presents the summary results of pre-test frequency and percentage of the pre-test performance of the respondents.

Table 3 Situate the texts in the context of the region, nation, and world

Score Range	f	Percentage (%)	Category
9-10	6	13	Outstanding
7-8	8	17	Good
5-6	20	43	Fair
3-4	7	15	Poor
1-2	3	6	Very Poor
0	3	6	
Total	47	100	
Mean	5.849		
Standard deviation	2.431		

Table 4 reveals that the majority of respondents (42.6%) scored in the Fair category (scores of 5-6, or 80-84%), indicating moderate skills in contextualizing texts across different geographical and cultural perspectives. This was followed by 17.0% of respondents in the Good category (scores of 7-8, or 85-89%) and 12.8% in the Outstanding category (scores of 9-10, or 90-100%). Meanwhile, 14.9% of respondents fell into the Poor category (scores of 3-4, or 75-79%), while 6.4% were classified as Very Poor (scores of 1-2, or 70-74%), and another 6.4% scored 0, indicating no demonstrated competency.

The mean score of 5.849 and a relatively high standard deviation of 2.431 suggest a wide variation in performance levels, with scores dispersed from very low to outstanding. These findings highlight the need for interventions that address the gaps in students' ability to relate texts to broader contexts effectively.

A study by Reyes et al. (2020) found that integrating cultural and historical contexts into reading tasks significantly improved students' comprehension and critical thinking. Similarly, Gonzalez et al. (2019) demonstrated that activities focused on comparative analyses of regional and global texts help students appreciate diverse perspectives and develop higher-order analytical skills.

To bridge the identified gaps, the GIST Strategy can be employed as an intervention. This strategy not only helps students synthesize information but also encourages them to connect texts to relevant cultural, national, and global issues. By prompting learners to analyze the historical, cultural, and societal implications of the texts they read, the GIST approach fosters critical contextual understanding. Research by Kim and Park (2019) highlights the strategy's effectiveness in improving students' ability to situate texts within broader frameworks, making it an ideal solution for addressing the performance gaps observed in this study.

The GIST (Generating Interaction between Schemata and Text) strategy enhances reading comprehension by fostering connections between students' prior knowledge and the text. The research entitled “The effect of using gist (generating interaction between schemata and text) strategy on students’ reading comprehension” demonstrated its effectiveness in improving students' understanding of narrative texts through a quasi-experimental design. From the result, it can be concluded that the GIST strategy can improve students’ reading comprehension in narrative text (Mona, 2022). Thus, we can say that the GIST strategy was effective in teaching literature.

POST-TEST SCORES OF THE RESPONDENTS

Table 4 presents the summary results of pre-test frequency and percentage of the pre-test performance of the respondents in terms of explaining the texts in terms of literary elements, genres, and traditions

Table 4 Explain the texts in terms of literary elements, genres, and traditions

Score Range	f	Percentage (%)	Category
9-10	25	53	Outstanding
7-8	22	47	Good
5-6	0	0	Fair
3-4	0	0	Poor
1-2	0	0	Very Poor
Total	47	100	
Mean	8.404		
Standard deviation	0.712		

Table 4 reveals that 53.2% scored in the Outstanding. This was followed by 46.8 % of respondents in the Good category (scores of 7-8, or 85-89%)—a mean score of 8.404 and a standard deviation of 0.712.

The comparison between students' entry and exit levels reveals a statistically significant improvement in their comprehension of literary works following the implementation of the GIST strategy. The substantial increase in mean scores across all competencies underscores the strategy's effectiveness in addressing comprehension challenges. Notably, the strategy's focus on summarization played a pivotal role. By guiding students to distill the essence of texts into concise summaries, GIST not only improved comprehension but also enhanced memory retention and critical thinking. This structured approach helped students concentrate on key ideas, establish conceptual links, and integrate new information with their prior knowledge, effectively bridging their initial comprehension gaps.

The improvement can be attributed to the active engagement encouraged by the GIST strategy. Unlike traditional rote learning, GIST fosters meaningful interaction with texts, prompting students to critically analyze elements, context, and meaning. These results align with the findings of Brown et al. (2022), who emphasize that active engagement strategies cultivate higher-order thinking skills, resulting in significant gains in reading comprehension. Furthermore, the GIST strategy's ability to deconstruct complex texts into manageable sections allowed students to develop their analytical skills systematically, a critical component in mastering literary competencies.

These findings confirm that the GIST strategy significantly improved students' reading and comprehension skills across all evaluated competencies. The intervention was effective not only in strengthening individual skills but also in raising overall performance to an exceptional level. This aligns with research by Duke and Pearson (2022), who highlight the impact of well-structured instructional strategies on enhancing comprehension abilities. Their work demonstrates that approaches like GIST, which combine active summarization with interactive engagement, significantly boost students' ability to analyze and interpret texts. Similarly, Kim (2020) emphasizes the effectiveness of combining schema activation with summarization techniques, particularly in diverse cultural and linguistic

contexts. These studies provide robust theoretical support for the findings, reinforcing the value of comprehension strategies rooted in cognitive engagement.

Additionally, the improvement in students' exit performance reflects the broader significance of the GIST strategy. Beyond improving reading comprehension, it fosters critical thinking by enabling students to contextualize literary works within regional, national, and global settings. This skill is increasingly vital in today's interconnected world, where understanding texts in their cultural and historical contexts is essential. On the other hand, the purpose of this study is to find out the implementation of the GIST strategy and the result after using the GIST strategy during teaching and learning processes as in the form of a summary based on their own words towards the reading text.

Table 5 shows the post-test score of the respondents in terms of understanding literary meanings in context and the use of critical reading strategies. Table 6 presents the summary results of post-test frequency and percentage of the post-test performance of the respondents in terms of understanding literary meanings in context and the use of critical reading strategies.

Table 5 Understand literary meanings in context and the use of critical reading strategies

Score Range	f	Percentage (%)	Category
9-10	20	43	Outstanding
7-8	26	55	Good
5-6	1	2	Fair
3-4	0	0	Poor
1-2	0	0	Very Poor
Total	47	100	
Mean	8.468		
Standard deviation	1.039		

Table 5 reveals that most respondents (55.3%) scored in the Outstanding. This was followed by 55.3 % of respondents in the Good category (scores of 7-8, or 85-89%)—a mean score of 8.468 and a standard deviation of 1.039. this means that the increase of points was very evident after the use of strategy. GIST strategy involves summarizing text by identifying important ideas in 20 words or less. It enhances reading comprehension by encouraging students to focus on key information, facilitating better understanding and retention of narrative texts through collaborative group activities (Diana, 2017).

Table 6 Situate the texts in the context of the region, nation, and world

Score Range	f	F	Category
9-10	17	36	Outstanding
7-8	26	55	Good
5-6	4	9	Fair
3-4	0	0	Poor
1-2	0	0	Very Poor
Total	47	100	
Mean	8.191		
Standard deviation	0.970		

Table 6 reveals that most respondents (55.3%) scored in the Outstanding category. This was followed by 36.1% of respondents in the Good category (scores of 7-8, or 85-89%)—a mean score of 8.191 and a standard deviation of 0.970. this means that the increase of points was very evident after the use of the strategy.

The use of generating interaction between schemata and text (gist) highlights the challenges students face in understanding English texts. Many students struggle to comprehend both explicit and implicit meanings in the text, making it difficult for them to interpret the underlying message and purpose.

According to Venny (2018), teaching strategies, particularly those focused on reading comprehension, play a significant role in enhancing students' learning outcomes in English. One of the teaching strategies that is considered useful is the Generating Interaction between Schemata and Text (GIST) strategy, which provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into the summary statement to show the gist of the reading.

Table 7 presents the Tabular Presentation per Competency for Testing Significant Differences between the Pre-Test and Post-Test Scores using the Paired T-Test gathered from each student's raw scores in the four competencies and for the Whole Examination/Overall. The researcher utilized paired T-test to determine if there were significant differences between the pre-test and post-test scores.

Table 7 Significant difference between the performances of the students

Exam	Mean		Mean Difference	T	p-value	Decision	Interpretation
	Pre-test	Post-test					
Competency 1.1 Explain the texts in terms of literary elements, genres, and traditions	4.383	8.404	4.021	-13.53	0.0000*	Reject H_0	There is a significant difference
Competency 1.2 understand literary meanings in context and the use of critical reading strategies	5.638	8.468	2.830	-9.683	0.0000*	Reject H_0	There is a significant difference
Competency 1.3 situate the texts in the context of the region, nation, and world	5.489	8.191	2.702	-7.092	0.0000*	Reject H_0	There is a significant difference
As a whole	15.596	25.064	9.468	10.773	0.0000*	Reject H_0	There is a significant difference

Table 7 presents the significant difference between the performances of the respondents before and after the use of the GIST strategy in the comprehension skills of the participants. The results demonstrate a significant improvement in students' performance across all competencies after implementing the GIST strategy. For Competency

1.1, the mean score increased from 4.383 in the pre-test to 8.404 in the post-test, with a mean difference of 4.021 and a t-value of -13.53, indicating a statistically significant change.

Similarly, Competency 1.2 showed a mean difference of 2.830, with scores improving from 5.638 to 8.468 (t-value = -9.683), while Competency 1.3 recorded a mean difference of 2.702, with scores rising from 5.489 to 8.191 (t-value = -7.092). The overall performance further highlights the strategy's effectiveness, with a substantial mean difference of 9.468 as the overall mean improved from 15.596 to 25.064 (t-value = 10.773).

The comparison between the entry and exit levels reveals a statistically significant improvement in students' comprehension of literary works after implementing the GIST strategy. The marked increase in mean scores across all competencies demonstrates the strategy's effectiveness in addressing the identified comprehension gaps. Specifically, the strategy's emphasis on summarization appears to have been essential.

By encouraging students to focus on the essence of texts in concise summaries, GIST not only aids in comprehension but also enhances memory retention and critical analysis. This systematic process allows learners to focus on key ideas, establish connections between concepts, and integrate new information with prior knowledge, bridging their initial gaps in understanding. The improvement can be attributed to how the GIST strategy engages students actively. Unlike traditional rote learning methods, GIST promotes interaction with the text, encouraging learners to think critically about its elements, context, and meaning. This is similar with the findings of Brown et al. (2022), who emphasize that active engagement strategies foster higher-order thinking skills, leading to more substantial gains in reading comprehension.

Furthermore, GIST's ability to break complex texts into manageable parts helps students systematically build their analytical skills, which is crucial for mastering literary competencies. These findings indicate that the GIST strategy significantly enhanced students' reading and comprehension skills across all assessed competencies. The intervention proved effective not only in improving individual competencies but also in elevating overall performance to an outstanding level. The findings align with those of Duke and Pearson (2019), who highlight the role of well-structured instructional strategies in improving comprehension skills. Their research suggests that strategies like GIST, which incorporates active summarization and focused interaction, significantly improve students' ability to analyze and understand texts.

Similarly, Alshammari (2020) underscores the value of combining schema activation with summarization techniques, noting that such approaches are particularly effective in diverse cultural and linguistic settings. These studies provide a strong theoretical foundation for the present findings, reinforcing the idea that comprehension strategies designed around cognitive engagement are universally beneficial. Moreover, the improvement in students' exit performance reflects the broader implications of the GIST strategy. Beyond improving comprehension, it fosters critical thinking, enabling students to contextualize literary works within regional, national, and global frameworks. This skill is particularly important in today's interconnected world, where understanding texts within their cultural and historical contexts is essential.

STUDENTS LEARNING EXPERIENCES ON THE USE OF GIST STRATEGY

This portion enumerates the students' experiences in using the GIST strategy in the classroom. The data gathered through the semi-structured interview were analyzed. The researcher interviewed students in a quiet area near the classroom. The questions were translated into the Visayan language for better comprehension. Respondents were given the freedom to use their comfortable language for better expression. The researcher also asked the participants for clarifications regarding the questions during the interview. The data were analyzed and transcribed into different themes and categories.

Table 8 presents the summary of the student's experiences by the use of the GIST strategy using themes and categories. There are three themes and each theme have three categories.

Table 8 STUDENT'S LEARNING EXPERIENCES ON THE USE OF GIST

THEMES	CATEGORIES
Better comprehension	Critical Thinking Strengthening Understanding Builds retention
Ignites Motivation	Enjoyment in reading the text Strengthen Focus Builds Attention
Poses a challenge to learner	Complex Text Unfamiliar Text Time constraints

Student's comprehension was improved based on the findings and results of the quantitative data in this research. To expand it deeper, based also on students' responses to their experiences in Table 9, it was revealed that the GIST fosters better comprehension with the following categories; build critical thinking, strengthen understanding, and build retention. Theme number 2 ignites motivation with the following categories; student enjoyment reading the text, strengthening focus and building attention, and the last theme which corresponds that the strategy constitutes a challenge to learners related to complex and unfamiliar text and time constraints. Based on the quantitative results, students' performance greatly increased after implementing the strategy.

FACILITATES BETTER COMPREHENSION

The first theme of the students' learning experiences is Facilitates better comprehension. Participants revealed their thoughts when asked how it helps them understand the story better.

Extract 1: (My experiences with the GIST strategy in reading have been positive it enhances comprehension and promotes active engagement with the material. It has helped me engage more actively with texts and improve my ability to recall key points during discussions and assessment.) - Student number 12

Extract 2: (Yes, I have used the GIST strategy before. I find it effective for summarizing text, as it encourages concise understanding and retention of key ideas. What I like most about it is that it encourages critical thinking and helps me focus on the main ideas.) - Student number B6

The Generating Interaction between Schemata and Text (GIST) strategy has been shown to significantly enhance students' reading comprehension skills across various studies. This instructional approach facilitates the integration of prior knowledge with new information, leading to improved understanding and retention of text. The effectiveness of gist strategy based on local wisdom toward reading comprehension of student's narrative texts. The GIST strategy is effective in improving reading comprehension of students' narrative text. The study found that the GIST strategy significantly improved reading comprehension of narrative texts among students, with a p-value of 0.011 indicating better outcomes in the experimental class compared to the control class, highlighting its effectiveness in education (Yunansa, 2023). Moreover, the authors focused on the effectiveness of the GIST (Generating Interaction between Schemata and Text) strategy in improving students' writing. The GIST strategy effectively enhances comprehension skills by facilitating interactions between students' prior knowledge and the text, allowing them to summarize key concepts, thereby improving their understanding and retention of information, as evidenced by significant gains in writing skills (Indra, 2021).

Ignites Motivation

Furthermore, the other theme was ignites motivation or fosters active engagement. It was revealed that GIST captured the students' interest and motivated them to read and learn more about the story. This is observed in the responses below; when students were asked about their overall experience and insights, they were able to give positive notes.

Extract 1: My experiences with the GIST strategy in reading have been positive it enhances comprehension and promotes active engagement with the material. It has helped me engage more actively with texts and improve my ability to recall key points during discussions and assessment.)- Student number G13

Extract 2: (Engage more actively with texts) - Student number B16

GIST enhanced student engagement. The implementation of GIST has been associated with increased student engagement. In the study, the average score of student activities improved from 7 to 7.7, indicating a rise in active participation during lessons (Agnescia et al., 2022). The percentage of students meeting the Minimum Mastery Criteria rose from 45.16% to 83.87% after GIST was applied, showcasing its positive. The GIST strategy effectively enhanced students' reading comprehension skills, with average scores increasing from 68.46 in cycle I to 79.11 in cycle II, and the percentage of students passing the Minimum Mastery Criteria rising from 45.16% to 83.87% impact on student motivation and performance. The study concludes that the GIST strategy is an effective method for enhancing reading comprehension and student engagement among eighth-grade students at SMP Negeri 21 Bandar Lampung during the academic year of 2021/2022 (Agnescia, 2022). The positive results indicate that this strategy can be beneficial for educators looking to foster active engagement and improve reading skills in similar educational settings (Agnescia et al., 2022). Moreover, The GIST strategy significantly improves students' reading comprehension and writing achievements, particularly in aspects like main idea, sequence, detail, vocabulary, cause-effect, and reference. However, it shows limited effectiveness in enhancing inference skills in reading comprehension (Khoirunnisa, 2023). In another context, the last theme is that GIST poses a challenge to learner or **constitute a challenge to learners** with the following categories: Complex Text, Unfamiliar Text, Time constraints. From the disclosed responses, another clear theme is the challenges that the students encountered.

Extract 1: (Time Consuming sir and long text to read is a very long answer) -Student number G7

Extract 2: *"I like least about the use of GIST in reading is that it can be time-consuming. It requires careful reading and analysis of the text, which can take longer than simply reading through the text quickly of the text, which can take longer than simply reading through the text quickly"*

Extract 3: *"It can be hard to choose the most important words and difficulty in the word's meaning."* - Student number 20

Improving Reading Comprehension and Writing Achievements of the Eighth Grade Students through Generating Interaction Between Schemata and Text (GIST) Strategy. GIST strategy improves reading comprehension and writing achievements of eighth-grade students, but does not significantly improve the inference aspect of reading comprehension and developing ideas aspect of writing. The GIST strategy faces challenges in significantly improving students' inference skills in reading comprehension and developing ideas in writing, possibly due to insufficient exercises in these areas and the students' limited familiarity with certain text types (Khoirunnisa, 2023).

The Generating Interaction between Schemata and Text (GIST) strategy has shown promise in enhancing comprehension skills among students, yet it faces several challenges. These challenges can hinder its effectiveness in improving reading, particularly in specific areas such complex, unfamiliar text and time constraints since it requires careful reading and analysis of the text, which can take longer than simply reading through the text quickly. Teacher may give enough time for them in reading the text.

SUMMARY OF FINDINGS

After an in-depth analysis and interpretation of the collected data, several key findings emerged. First, the respondents' baseline performance in reading comprehension competencies was classified as Approaching Skills or Fair. Following the implementation of the GIST (Generating Interactions between Schemata and Text) strategy, the respondents demonstrated improved performance. Statistical analysis showed a significant difference in the students' performance before and after the use of the strategy. Furthermore, interviews revealed that the integration of the GIST strategy in reading activities enhanced students' comprehension and encouraged active engagement. However, some challenges were also noted, such as difficulty in understanding complex and unfamiliar texts and managing time effectively.

CONCLUSION

Based on the findings, the following conclusions were drawn:

GIST strategy is an effective strategy in reading comprehension and teaching stories to students. The learners' pre-test performance on the reading comprehension competencies was *Approaching Skills or Fair*, while the learners' post-test performance on the reading comprehension competencies with the use of GIST was Outstanding or Advanced. The performances of the respondents differ before and after the use of the GIST strategy. Thus, the use of the GIST strategy was effective in teaching stories.

RECOMMENDATIONS

From the findings and conclusion presented in this study, the following recommendations are at this moment offered: integrate GIST strategy instruction. It should be incorporated into reading stories, effective implementation, or may require teachers to be well-trained in GIST, maintaining student engagement during GIST activities, letting the students appreciate the complex text or unfamiliar text, and give enough time for them to read to avoid the time constraints, and enhancement and modification of the presented enhanced learning model to suit the needs of the learners by future researchers. It is also recommended to utilize the output and replication of the study.

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