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Theme: GENERATING INTERACTIONS BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY AND READING COMPREHENSION

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I, Mg. Hernández Freire Alba Paulina, holder of the I.D No. 1803691029, in my capacity as supervisor of the Research dissertation on the topic: "GENERATING INTERACTIONS BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY AND READING COMPREHENSION" investigated by Miss. Sopa Chillagana Wilma Cecilia with I.D No. 0504714734, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "Generating Interactions between Schemata and Text (GIST) strategy And Reading Comprehension " is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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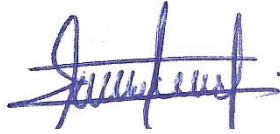Therefore, the presentation before the pertinent organisms is authorized.

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DEDICATION

TO:

I want to dedicate this research to my parents and my brothers, who have supported me in every step I have taken on my way so far. Moreover, it is dedicated to all my relatives from my mom and dad's side. And last but not least, it is dedicated to my other half Marco for pushing me to finish my research.

Cecy.

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RESUMEN

La estrategia GIST es una técnica utilizada para mejorar la comprensión lectora, que se enfoca en identificar y resumir la información más importante de un texto. El presente estudio analizó las perspectivas de los estudiantes sobre la estrategia de Generación de interacciones entre esquemas y texto (GIST) en comprensión lectora. En la investigación descriptiva participaron un total de 63 estudiantes universitarios del Centro de Idiomas de la Universidad Técnica de Ambato, 25 hombres y 38 mujeres. La recolección de datos se realizó a través de una encuesta con 19 ítems mediante escala Likert y tres preguntas abiertas, las cuales fueron validadas por expertos y demostraron buena consistencia interna (coeficiente de Cronbach $\alpha = 0,951$). Además, la investigación se basó en tres preguntas de investigación basadas en los objetivos. Los resultados revelaron que la activación de esquemas y el razonamiento analógico son los más utilizados por estudiantes y profesores. Además, los datos de la encuesta indicaron que los estudiantes utilizaron predominantemente la visualización y el resumen como estrategias preferidas de comprensión lectora, siendo la predicción la menos utilizada. Esta preferencia se atribuyó a la eficacia de resumir y visualizar para mejorar la comprensión. Por otro lado, la mayoría de los estudiantes prefirieron tomar notas y obtener una vista previa del texto como actividades útiles para su aprendizaje. Aunque no se aplicó directamente la estrategia GIST, se informó a los estudiantes de los beneficios potenciales que podría ofrecer, ya que se identificaron bien con las técnicas y actividades de la estrategia.

Palabras clave: *estrategia GIST, comprensión lectora, técnicas, activación de esquemas, resumir.*

ABSTRACT

The GIST strategy is a technique used to improve reading comprehension, which focuses on identifying and summarizing the most important information in a text. The present study analyzed students' perspectives on the Generating interactions between schemata and text (GIST) strategy in reading comprehension. A total of 63 university students from the Language Center of the Technical University of Ambato, 25 men and 38 women, participated in the descriptive research. The data collection was done through a survey with 19 items using a Likert scale, and three open-ended questions, which were validated by experts and demonstrated good internal consistency (Cronbach's coefficient $\alpha = 0.951$). Furthermore, the research was based on three research questions based on the objectives. The results revealed that schema activation and analogical reasoning are the most commonly used by students and teachers. Moreover, survey data indicated that students predominantly used visualization and summarization as preferred reading comprehension strategies, with prediction being the least used. This preference was attributed to the effectiveness of summarizing and visualization in enhancing comprehension. On the other hand, most students preferred note-taking and previewing text as useful activities for their learning. Although the GIST strategy was not directly applied, students were informed of the potential benefits it could offer, as they identified well with the techniques and activities of the strategy.

Keywords: GIST strategy, reading comprehension, techniques, schema activation, summarizing.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

Multiple sources of research were employed to support this study. The information was collected from various academic databases such as Taylor and Francis, Researchgate, Google Scholar, Scielo and Eric. The data collection addresses issues related to the GIST strategy and its application in reading comprehension.

Sinuraya et al. (2021) carried out research whose main objective was to improve reading comprehension through basic strategies to identify students' lack of knowledge about what a text says about them when reading. The population of this study was 50 students of SMK Sinar Husni BM Labuhan Deli. The research was conducted as part of a quasi-experimental research. There were 2 variables within the research: the effect of GIST approach, which is the X variable, while reading comprehension is the Y variable. The class was divided into two groups for classifications as samples, experimental and control class, the experimental group received treatment with the GIST approach, while the control group did not receive treatment. The experimental group received the pre-test, treatment, and post-test, while the control group only received the pre- and post-test. As a result of this study, it was possible to identify that the effect of the GIST strategy in improving reading comprehension is useful since it has been shown that the application of the GIST strategy has a positive effect on students' reading comprehension.

Anggara (2021) conducted a study in which the main objective was to know the implementation of the GIST strategy to teach students to understand the content of a reading and improve their reading comprehension during the teaching and learning processes. In the research, a descriptive qualitative design was used using a series of research questions, therefore, this study was carried out in a higher school in Tuban and worked with a population of 36 students. The data of this study were obtained through an online meeting due to Covid-19 with a duration of 2 hours during the teaching and learning processes in the text reading explanation in order to know the results in the reading comprehension of the students after applying the GIST strategy. The results showed that the implementation of the GIST strategy in improving reading

comprehension helps students to better understand a text reading and can get their own ideas. In conclusion, the application of the GIST strategy was beneficial for students in reading comprehension, thus giving them the ability to write their own summary in their own words.

Nirmaulana et al. (2020) conducted a study to find out if the implementation of the GIST strategy can improve the reading comprehension of 10th grade students of SMAN 16 Makassar. The research had a pre-experimental method in which a group of students participated. The sample was composed of 40 tenth grade students using a purposive sampling technique. The instrument of this research was the reading comprehension test which contained 20 multiple choice items. The data was collected in pretest and posttest and analyzed using SPSS. The result of the data analysis showed that the average score for the pretest was 42.00 and for the posttest it was 78.62. The research indicates that there was improvement between those average scores. Therefore, it was concluded that the implementation of the GIST strategy improved the reading comprehension of tenth grade students in SMAN 16 Makassar.

Noviyanti et al. (2020) carried out research that aims to know if there is any significant effect with the application of the GIST strategy in teaching reading comprehension of narrative texts. This research used the experimental method with pre-experimental design by using a one group pre-test and post-test design. The population of this research was all tenth grade students of SMA Negeri 1 Padangbolak, which consisted of 172 students. When collecting the data, the researchers used observation sheets and tests as an instrument. The result of this research: 1) the application of the GIST strategy was 3.5, categorized as "Very Good". 2) The average score of reading comprehension of narrative texts of the students before and after using the GIST strategy was 43 and was classified as "failed" and after it was 75, it was categorized as "good". Therefore, the hypothesis was accepted. It was concluded that there is a significant effect of the GIST strategy on the reading comprehension of narrative texts.

Octavia and Wilany (2018) conducted a study to find out if there was any significant effect of the Generating Interactions between Schemata and Text (GIST) strategy on students' reading comprehension in order to understand the implicit and explicit meaning of a text. The research was carried out by using an experimental

design with a quantitative approach. The instrument for evaluating the students' reading comprehension was a reading test that was distributed in the experimental and control groups in two classes of 72 students. With the application of the instrument, a significant effect of the GIST strategy on the students' reading comprehension was obtained.

Salsabila (2022) proposed research that aims to discover the effectiveness of the GIST strategy to teach students reading comprehension of narrative texts. This research has a pre-experimental design. The population of this research has 50 participants, 25 students were in the experimental class and 25 students were in the control class. The researcher used cluster random sampling to determine a sample. A multiple-choice pre-test and post-test were used to collect the data. The evaluation of the test result focused on the students' reading comprehension of narrative texts. Furthermore, the data was analyzed using statistical analysis technique and the hypothesis used t-test. According to the result calculation, the average pre-test score of the experimental class was 65.5 and the control class was 57.72. Meanwhile, the average post-test score in the experimental class was 80.2 and that of the control class was 72.2. Then, it can be concluded that based on the result, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. Therefore, it means that there was a significant increase after applying the GIST strategy in teaching reading comprehension of narrative texts to students.

Chamidah (2021) carried out a study to understand and explain the improvement in students' scores in understanding explanatory texts after using the GIST (Generating Interaction between Schemata and Text) strategy. This study used the quantitative method to find out the improvement in students' scores. Furthermore, she also used a qualitative method to explain the implementation of the GIST strategy and the students' responses. The population of this study consisted of 22 students of XI IPA 1. The researcher used tests, observation, and interviews to collect the data. The data were analyzed using SPSS to find out the improvement in the students' scores. The result of this research showed that there was a significant improvement with the implementation of the GIST strategy in reading comprehension. From the t-test value, it can be seen that the students' scores were higher than those in the t-table (5.524>2.074). Furthermore, the mean score of the pretest, which was 72.27, improved

to 89.77 in the posttest. Therefore, it can be stated that the GIST strategy provides a significant improvement in students' reading comprehension in understanding the explanatory text.

Pebriani et al. (2022) designed research that aims to know the significant effect on students' reading comprehension after applying the GIST strategy (Generation of interactions between schemes and text). This research used a quasi-experimental design. The population of this research was made up of 60 students who belonged to two courses, which is 30 students as an experimental class and 30 students as a control class. A test instrument (pre-test and post-test) with multiple choice questions was used. The hypothesis was calculated by t-test in which the analysis result obtained tcount = 4.33 > ttable = 2.00 with α = 0.05. From the results obtained, it can be concluded that the GIST strategy can improve students' reading comprehension in narrative texts.

Sitorus et al. (2022) carried out research to determine the types and functions using the GIST strategy to improve the reading comprehension of first-year students in SMAN 1 Beringin. This research used experimental quantitative methods to analyze data using the GIST strategy. The study used random sampling with two classes as samples: X1 was the experimental group, with 15 students, and X6 was the control group, with 15 students, for a total of 30 samples from two classes. To analyze the data, the research conducted a manual paired t-test formula. After analyzing the data, the research found the percentage scores of the students. As a result, Ha is supported while Ho is denied. Therefore, it can be concluded that the use of the GIST strategy improved the reading comprehension of first-year students in SMAN 1 Beringin.

Rahmawati et al. (2020) carried out a pre-experimental investigation using one in the form of a pre-posttest design. The population of this research was conducted in a secondary school in West Borneo consisting of 31 students and was examined using a cluster random sampling technique. The data collection technique applied in this research was the measurement technique. The data was collected through multiple choice test. Pre- and post-tests were conducted to collect data from the students. The data were analyzed using descriptive statistics. The research finding showed that the GIST strategy was effective in reading comprehension. Furthermore, it was demonstrated by the mean score during the pre-test and post-test, which meant that

there were differences before and after the treatment. Finally, it was shown by the t-test value that the sig value was less than α (0.00 < 0.05), which meant that Ha was accepted. Using the GIST strategy had a moderate effect in increasing students' reading comprehension.

1.2 Theoretical Framework

Independent Variable

Learning strategies

Learning strategies focus on strategies that facilitate the active learning process by teaching students how to learn and how to use what they have learned to solve problems (Schumaker & Deshler, 1992). Learning strategies comprise a variety of learning behaviors of students, for example, organizing information, scheduling time, ability to concentrate, taking notes, memorizing information and self-motivation. Students will make use of different learning strategies in their studies to achieve a certain level of academic performance (Yip, 2021).

Moreover, Erdamar (2011) showed that high-achieving students use a wider variety of learning strategies than low-achieving students. It also mentions that there are two types of basic and advanced learning strategies.

Basic Learning Strategies: lower level cognitive skills are generally used by younger children in school, rote memorization, and simple elaboration.

Advanced learning strategies: these advanced learning strategies include organization and evaluation of information, use of external study aids, etc. Those advanced learning strategies developed and used by adolescent students can be described by the concept of metacognition.

According to O'Malley and Chamot (1990), learning strategies are techniques, approaches, or reflective actions that students take to learn and remember linguistic information. In other words, strategies are ways or actions that students take to learn. Learning strategies are another factor that can make students improve their learning skills. The implementation of learning strategies could facilitate linguistic performance, since students engage in an active learning process in which, through the use of mental processing, they engage with the objectives of achieving specific goals. Learning strategies are also known as a learning activity that must be carried out by students so that learning objectives can be achieved effectively and efficiently (Chuin & Kaur, 2015).

Text understanding

Text understanding models describe and explain the processes involved in understanding and remembering verbal information. Gibbs (2001) mentioned the idea that texts serve for communication between authors and readers. However, they went so far as to assert that texts should be considered artifacts, regardless of the processes and conditions under which they were created. Furthermore, text comprehension refers to the process of understanding and extracting meaning from written or textual information. Norvig (1987), text understanding consists of reading texts that are formed in natural languages, with an explicit or implicit meaning of each element such as the use of words, phrases, sentences, and paragraphs, and making inferences about the implicit or explicit properties of these texts.

Text comprehension consists of three groups of variables: the characteristics of the text itself; prior knowledge, working memory and reader interest (Kintsch, 1998). Therefore, Collobert et al. (2011) mentioned the importance of structured prediction tasks, such as part-of-speech labeling and named entity recognition, as well as for text comprehension tasks, such as sentiment analysis and sentence classification. Text understanding can be handled by a deep learning system without artificially incorporating knowledge about words, phrases, sentences or any other syntactic or semantic structure associated with a language.

Text understanding is the ability to read text, process it, and understand its meaning. It is based on two skills, the first on word reading (being able to decode the symbols on the page) and the second on language comprehension (being able to understand the meaning of words and sentences). When the reader makes sense of a text, he will not only remember the exact words and phrases he reads. Rather, it forms a mental model of what the text describes by integrating the meaning of the words and sentences into a meaningful whole (Routledge, 2014). Routledge (2014) mentioned that language features can improve texts and the structure or design and organization of texts. Therefore, the characteristics or features of the texts must have an order or sequence for the reader has the ability to visualize the characteristics of a type of text and identify the meaning when reading.

Summarizing

The summary is the abbreviation of a text based on the main and secondary ideas and their reconstruction by the reader. Summarizing is known as the ability to try to understand and rephrase the content, feelings, thoughts, and designs of another author. Summary strategies require complex cognitive processes such as finding the main idea, associating, and relating secondary ideas to the main idea, omitting unnecessary details, and organizing main and secondary ideas depending on the main text to arrive at a meaningful summary of the article. text. Therefore, reading comprehension is the basic element in writing summaries. Summarization provides a significant contribution to students in understanding information in a text by helping to transfer it to long-term memory, as well as improving memory and comprehension by ensuring effective use of mental skills (Özdemir, 2018). Buckley (2004) defined summarizing as reducing the text, clearly articulating the author's meaning, and retaining main and supporting ideas so that you get a better idea of where the author's writing is going, what parts need elaboration, and whether you have understood the information that was given. has collected.

The reading strategy of summarizing is very important in the teaching and learning process of students. The definition of summarizing is when we take large selections of text and boil them down, making sure to include the main points and general idea of the text or passage. The purpose of this strategy is to extract the main ideas of the passage and focus on the key details. An example of where this strategy could be found would be in a textbook. Another example of a summary strategy would be if you read a story aloud and halfway through the story ask what has happened so far in the book. Therefore, the student is summarizing it verbally and giving her an idea of what she has learned so far (Jones, 2012). Hacker (2008), the purpose of using summary strategies is to briefly present the key points of a theory or work to support an argument, write literature reviews, and annotate a bibliography, provide context for the thesis of an article. The benefit of summarizing lies in showing a meaningful overview, allowing the reader to contextualize what he is saying.

The summary strategy is a reading comprehension strategy that consists of four important steps: reviewing the passage, evaluating the paragraph, responding with a paraphrase, and determining a summary of the passage (Wormeli, 2005). Friend (2000), summary instruction improves memory of what has been read, both in terms of free recall and being able to answer questions posed. Readers who received summary instruction, either using intuitive or rule-governed summary techniques or strategies, were found to perform better than those who were asked to find the main ideas of a text but who did not receive explicit instruction.

Summarization should be incorporated into students' learning experiences. Nevertheless, it can be challenging to strike the right balance between selecting the most crucial information and avoiding excessive detail. In addition to this approach, there are several other effective summarization strategies that aid in the identification and concise presentation of key details from the reading material. One of these strategies is the '5W's, 1H,' which encompasses six questions: 'who, what, when, where, why, and how.' This method is designed to assist learners in uncovering important details and grasping the main idea of the text (Bales, 2020).

Generating Interactions between Schemata and Text (GIST) strategy

Definition of GIST

Generating interactions between schemata and text is a summarization strategy that helps students find important information, eliminate unimportant information, eliminate redundancies, and design writing in short summaries in 20 words or less (Brassel and Rasinski, 2008). Moreover, Wright (2011) noted that the word GIST is defined as the main or essential part of a text. This strategy helps students get the meaning into a clear and precise summary. GIST was used in reading instruction because GIST was a good strategy for readers of any level and students developed skills in identifying main ideas and key concepts in text. This strategy was a technique to teach reading and summarizing the content of the text. The teacher supported the students to enjoy reading a text by applying the Gist strategy in the process of teaching activity in the class. By applying this reading teaching strategy, the teacher could motivate the students who were lazy to read.

According to Sofyan et al. (2017) GIST strategy in teaching reading comprehension is an effective strategy. For students to understand the content of a text, there are several activities so that they can summarize the paragraphs and find critical information. Octavia and Wilany (2018) expressed that the GIST strategy encouraged students to be more motivated and active during the reading teaching process, with the use of narrative texts. It further assumes that the GIST strategy could be implemented for middle school or high school students with various functional texts that have been used as research materials.

The GIST strategy is one of the effective strategies to teach reading comprehension, since it not only improves students' ability to summarize texts but also their general understanding of the content of the text. In addition, this strategy has techniques that can help improve comprehension. effectively. The GIST strategy has been found to generate interaction between outlines and text, effectively improving students' reading comprehension (Horton, 2009). GIST is a strategy for summarizing text during the learning process, its main objective is to understand the content of texts more easily as outlines before students read and understand the entire text. Teaching students to summarize what they read is another way to improve their overall understanding of text (Duke & Pearson 2021).

Purpose of the GIST strategy

The purpose of the GIST strategy is to determine the most important ideas about what is read. It means that once students understand the text, they can make a summary in their own words (Klinger, 2012). Zainotalia (2012) argued that obtaining the GIST strategy can improve students' understanding and memory of what they have learned so that they can grasp the most important point or main idea of the passage.

Generating interactions between schemata and text is a summary approach. An effective summary that leads to a progressive improvement of the student's knowledge. Students should be able to recognize key ideas in the text content and determine points without omitting idea points. The purpose of the GIST method is to get students to discard meaningless and irrelevant information and write a text in an organized manner (Walugianah, 2017). Furthermore, the GIST strategy can be useful for students to understand the entire content of the text easily and improve their understanding by

summarizing what they have read so that students will be able to recognize important vocabulary and important ideas in summary (Rahmawati et al., 2020).

Procedure of GIST strategy

The GIST strategy provides an opportunity for students to identify important vocabulary and synthesize important parts of information from a text into summarized words to show the essence of the reading. By using this strategy, students expected it to be easier to understand the text they read, especially narrative text (Bouchard, 2005).

The procedures of the GIST strategy according to Bouchard (2005) are as follows:

1) Prepare a transparency of a part of a text to be read.

2) Reading aloud can be more effective.

3) Choose the most important concepts or words from the text.

4) Using the most important words and concepts, write a summary paragraph that consists of one or two sentences.

5) Next, each student writes the complete summary statement.

6) Repeat the procedure using the following sections of the text.

7) Finally, students use the summary statements to create a summary paragraph.

This strategy comes from the analysis of a text between the words that are written and how the reader can trigger the knowledge of the text (Lombu & Prayuda, 2021). The GIST strategy is a type of reading instruction that activates students' schemas to better understand the content of the text (Yousif, 2018).

Furthermore, Noviarini (2021) identified that the reading strategy has a significant effect within students' reading comprehension skills. This strategy is considered very useful to improve students' reading order to obtain great results. Frey et al. (2003), the GIST strategy procedure consists of 5 steps, which are as follows:

(1) Distribute a short fragment of text that is divided into four or five sections.

(2) Read the text and write a summary statement for each paragraph or section.

(3) Present the text by connecting all the main ideas and key vocabulary words.

(4) Read the passage and identify the 5 Ws and one H and write on the GIST template.

(5) Use the 5 Ws and one H so that students can write a brief summary in their own words.

GIST strategy techniques

Sari (2018) described that the use of techniques to develop the GIST strategy (Generating interactions between schemata and text) tend to be useful to improve student learning.

Schema activation

According to Moreillon (2007), schema represents a mental configuration in which students save and organize all the data. If students lack a schema regarding a specific topic, their initiation into learning that topic results in an immediate decline in understanding. Davidson and Patnaik (2018) mentioned that the application of schema activation not only boosts text comprehension, but also increases students' reading ability. Therefore, implies the process of activating relevant schemas before reading or processing a text. It is a fundamental cognitive process that helps make sense of a text by using mental frameworks to interpret and organize information. These schemas guide thoughts, perceptions, and actions in various contexts.

Schema integration

Schema integration involves merging or incorporating new information into existing mental frameworks or schemas. It's about connecting new content to what people already know, allowing for a more complete understanding and retention of the material. By integrating new information into their existing schemas, individuals can create a more coherent and organized mental structure, facilitating more effective summary, and understanding within the system (Sari, 2018).

Ningsih (2018) noted that there are several techniques for the GIST strategy that are used as the reader progresses through the text.

Abstraction

The purpose of abstract text summarization is to reduce long documents to a format that is easier for people to read while maintaining the key points of the original

document. Despite this, current methods have a limited level of abstraction, reflected in the scarcity of novel phrases that are not present in the original text. By summarizing text in a sentence or phrase, readers develop abstraction skills, which can be valuable in understanding complex texts (Socher, 2018).

Analogical reasoning

Analogical reasoning as a generalized cognitive process that seeks to compare familiar with unfamiliar information. Establishing analogies between the text and situations or concepts within your schemas can be a powerful strategy for comprehension. It involves finding similarities between what you are reading and what you already know (White & Alexander 2010). Bartha (2019) mentioned that analogical reasoning could be useful when relating the main idea to concepts or previously known information. In the GIST strategy, finding similarities or connections between what we already know and what is new helps us better understand and remember information, facilitating more effective summaries and a more complete understanding of the text.

Metacognition

Metacognition is thinking process and actively monitoring text comprehension can help you adjust outline interactions as needed. Metacognition refers to the awareness and understanding that individuals have of their own thought processes while using the GIST method. This involves not only understanding the content, but also being aware of how the information is understood, summarized, and connected. It involves monitoring and controlling the effectiveness of cognitive processes within the GIST strategy, which can lead to more efficient summary and understanding (Trolldenier et al., 2010).

Contextualization

Contextualization involves placing new information within a relevant context or framework of existing knowledge. It is about establishing connections between what is being learned and what is already known, which helps with better understanding and retention of the material. By relating new content to familiar concepts or experiences, contextualization improves the effectiveness of summary and understanding.

Contextualization can be achieved by designing reading lessons and activities that focus on the students' field of interests and environment (Bonganciso, 2016).

Questioning and critical thinking

questioning and critical thinking involve asking active questions while reading a text, such as asking clarifying questions or evaluating the credibility of the text, can help generate interactions between schemas and texts. By questioning the material, people engage more deeply with the content, identifying key points and potential areas of importance for the summary. Critical thinking allows for a more thorough analysis of the text, discerning the credibility of information and recognizing underlying themes or implications, which contributes significantly to a summary (Rashid and Qaisar, 2016).

GIST strategy activities

Yell (2011) pointed out that there are different types of GIST strategy activities that are developed or used as the reader progresses through the text:

Previewing Text

According to Yunus (2015), previewing text is an essential activity that involves an initial scan or overview of the material before delving into a detailed reading. This process includes examining titles, subtitles, headings, and any visual aids (such as graphics or illustrations). Preview helps form a preliminary understanding of the structure, main themes, and organization of the text. It helps people create a mental map or framework to better absorb and summarize information when they proceed with a more complete reading.

Questioning

Questioning involves generating questions based on the content of the text, encouraging critical thinking and deeper understanding. As you question the material, the student becomes more actively engaged with the text. Effective questions within the GIST strategy help readers extract meaningful information, encouraging critical thinking and assisting in the creation of concise and accurate summaries (Saepudin, 2019).

Making predictions

Predictions encourage active reading and help in forming connections between the current text and existing knowledge, fostering a deeper understanding that aids in summarization and comprehension within the GIST strategy. Refers to making predictions about what will happen next in the text. This activity stimulates critical thinking and encourages learners to actively anticipate and process information (Kendari & Jufri, 2018).

Connecting ideas

Making connections between ideas, learners can create a more cohesive and complete summary or representation of the central concepts of the text. This process often involves recognizing relationships, patterns, or parallels between different pieces of information to form a more integrated understanding. Therefore, connecting ideas establishes the connection of ideas within the text, relating new information to previous knowledge. This helps develop a richer understanding of the content (Speiser, 2001).

Note-taking

Note-taking is a cognitive activity that helps students focus on important aspects, remember information, and retain it. It also facilitates the codification, integration, and synthesis of knowledge, transforming the information received into a meaningful understanding. These notes act as reference points for future revisions and revisions, facilitating stimulation and recall of the information learned. Encouraging learners to take notes as they read helps them record key details, which they can then use to review and reinforce their understanding of the text (Olivera, 2021).

Discussion and peer collaboration

Discussion and collaboration are valuable components that involve the exchange of ideas, interpretations, and summaries between individuals. Through discussions, participants can clarify their understanding, explore diverse perspectives, and fill gaps in their understanding. Chan (2001), collaborating with colleagues allows the exchange of different points of view and summary strategies, improving everyone's ability to capture and summarize material effectively. Additionally, discussing and

collaborating with others can reinforce learning and help solidify understanding of the content (Littleton et al., 2010).

Dependent Variable

Language skills

According to Husain (2015), language primarily represents a skill. Its purpose lies in transmitting information and nurturing knowledge in the human mind. Being a skill, language implies the ability to perform something competently, a set of skills that people perform once acquired. Understanding these aspects constitutes an intellectual exercise of cognition, while their use represents an action of skill. Language is presented as a complex skill that encompasses four sub-skills: reading, writing, speaking, and listening. Brown and Lee (2015) stated that these four language skills are interrelated and together contribute to the ability to communicate effectively. However, each one has particular characteristics, which underlines the importance of developing the four skills to achieve mastery in communication.

Language skills encompass a variety of skills that facilitate effective communication. Listening involves understanding spoken language by deciphering sounds, words, and intonation patterns, thereby grasping the content and context of the message. Speaking involves the production of oral language, including pronunciation, grammar, and vocabulary, enabling efficient and appropriate communication in different contexts. Reading involves the interpretation of written language, involving the recognition of words, phrases, and sentence structures, while understanding the content and context of the written message. In contrast, writing involves the composition of written language, which includes skills such as spelling, grammar, and vocabulary, thus allowing effective and appropriate communication through different written formats (Frontmatter, 2006).

The communicative approach uses all language skills from the beginning and the part of language that is usually trained in schools is what is called language arts. It defines language arts as those things that are fundamental to most teaching (Markstrom, 2019). Guarneros and Vega (2014) mentioned oral language is the natural way to learn the mother tongue. It allows the comprehension and expression of

messages, elaborate ideas, have communicative interaction with others, reflect and solve problems.

Reading

Reading is one of the language skills (listening, reading, writing, and speaking that is important for everyone to learn and master individually. Reading involves observing a written text and beginning to compare the information of the linguistic message expressed in it. To perceive a written text in order to understand its content, silent reading can be developed (Smit, 1999). William (2018) defined reading as a process through which what has been written is looked at and understood. Furthermore, reading comprehension is something related to the activity of acquiring information and is done either silently or out loud.

The novice reader needs to acquire a set of ordered skills that consecutively contribute to the ability to understand. Students have the ability to understand texts to make sense of words within the context of the sentence (Dole et al., 1991). Nunan (2019), reading is an activity that consists of interpreting and deciphering, through sight, the phonic value of a series of written signs. It is also a fundamental part of learning, since it is mandatory for the efficient development of knowledge.

Moreover, Alex-Nmecha (2019), the most important form of learning is reading. But if we do not understand what we read, we cannot learn or remember it. Therefore, comprehension is an important concern for all teachers who use print materials in their classrooms. Furthermore, reading plays a crucial role in the second language learning process, significant effort is put into strengthening reading skills.

Reading process

Reading processes is a way of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between text and reader which is formed by a previous reader knowledge, experience, attitude, and language community which is culturally and socially situated (Sangia, 2014). Reading processes are a powerful skill that you must learn to do well so that you can be successful not only in college but also in life. Reading well takes practice, practice, and more practice. It also requires active reading versus passive reading (Stewart, 2022).

According to Alvarado (2003), reading process is the steps that most children follow while reading, which are known as pre-reading, during reading, and post reading. It is also a process of constructing meaning from written texts. It is the complex skill that requires critical and creative thought processes to design a number of interrelated sources of information. Therefore, it is an easier way to define the reading process. Ferreiro and Gòmez (2002) mentioned that in some situations, it can be seen that reading processes can be handled as if they were too unnecessary to give importance compared to writing and grammar activities. However, teaching reading requires its own specialization and not It is an easy task, therefore it is important to know the phases or steps of the reading process and the special activities of each phase and also apply them in the classroom.

Reading Comprehension

The effective reading strategies are considered important skills that have received special attention in students' reading comprehension competence in order to improve their comprehension during the reading teaching and learning process (Gilakjani, 2022). Reading comprehension is defined as a complex activity that involves several variables that are useful for improving reading. Reading strategies and how they relate to reading comprehension are discussed (McKee, 2019).

According to Elleman and Oslund (2019), reading comprehension is a complex cognitive task that requires students to decode and interpret messages. Additionally, students must understand the different scenarios presented. Reading comprehension is also the process by which the student extracts content from the text and integrates it into one's own knowledge, which makes this process simple, but allows the student to interact with the purpose of the text and the authors. Working memory, inference, monitoring comprehension, vocabulary, and prior knowledge are just some of the linguistic and cognitive processes that must be aligned in reading comprehension. However, the development of any human ability requires a process, and this is no exception (Abbasi, 2021).

Reading is a language skill that students need to learn. By reading, students can gain new information and become familiar with new grammar, as well as expand their vocabulary. Therefore, an interactive process that occurs between the reader and the

text. It is an important reading skill for students to be successful not only in their process of learning English but also in learning other subjects where reading is required (Grabe, 2009). Readers must use the information already acquired to establish relationships, interpret, filter, and organize new incoming information on the page. Snow (2002) defined that reading comprehension as the process of extracting and constructing meaning through interaction and participation with written language. For the reader to understand a text, she must be able to identify words quickly, know the meaning of almost all the words and be able to combine the meaning to obtain a coherent message.

Reading comprehension involves attributing meaning to the content of a piece of writing. This process involves the ability to extract as much information as possible from a written text and apply it in a way that demonstrates understanding and knowledge. Reading comprehension is recognized as a complex activity so that the reader can grasp the meaning of the words. To teach this skill, it is essential that the teacher uses teaching strategies that are effective and promote active and creative learning of English. Reading is considered the most direct method to acquire knowledge, since it allows you to understand everything from elementary to the most advanced information (Woolley, 2011). Mastering reading is not an easy task, although there are other skills in English, reading comprehension is at the very center of the process. Furthermore, it implies the ability to understand what is read in a text. However, for students, understanding a text is not always so obvious. Sometimes, it is difficult for them to understand the realities that are presented when reading the content of the text (Westhisi, 2019).

The ability to understand what is read is crucial to students' academic progress. According to Hasibuan (2013), a high level of reading comprehension is essential to be successful in studies, since a deficiency in this area can hinder learning and even lead to failure. On the other hand, Pasaribu (2021) points out the importance of acquiring knowledge about various types of texts to improve this ability. In summary, reading is revealed to be a vital skill, since it requires concentration, the ability to extract information and understand the text, fundamental aspects for readers according to this research.

Reading comprehension strategies

Prediction

The core of this strategy is to first make predictions based on a graphic, a text or a personal experience and then read to see what happened. Prediction encourages students to activate their prior and existing knowledge to facilitate their understanding of the new ideas in the text. Students' predictions are influenced by their attitudes, experiences, text types and language (Pearson & Johnson, 2002). Children's engagement in visual and verbal processes enables them to successfully activate their prior knowledge (Woolley, 2010).

Summarizing

According to Richardson et al. (2012), the act of summarizing involves the extraction of critical information while leaving out less pertinent or repetitive details. By employing this approach, readers enhance their comprehension of the text and improve their retention of information. The utilization of techniques like summarization after each paragraph has proven to be efficient in enhancing student comprehension. Nurhayati et al. (2018), Summarizing has many advantages in reading comprehension. Students will be more creative in summarizing the text with their own language and they will be motivated to study and read the material well.

Making a conclusion

When readers draw conclusions, they summarize the essential elements of the text and make inferences about the author's intended message. This method improves comprehension and helps you retain the material better. Informally, this is often called "reading between the lines." The goal is to establish meaningful conclusions by connecting various elements of the text that are not explicitly connected to each other. The reader, in a sense, makes educated guesses to discern the content and message of the text (Duke & Pearson, 2004).

Asking questions

The use of questions is an effective strategy for improving comprehension by encouraging a deeper and more engaged connection with the text. When readers generate questions as they read, they become fully immersed in the material and reflect on its meaning. This active participation not only facilitates deeper understanding, but also strengthens memory retention. By asking and addressing these questions, individuals interact with the content, revealing additional levels of understanding and establishing a more meaningful connection with the text. Through this process, readers can access crucial knowledge and achieve a more complete understanding of the material they are reading (Pressley and Afflerbach, 1995).

Block and Pressley (2002) identified three types of questions that are effective in improving reading comprehension:

Questions about facts: They ask readers to remember explicit information present in the text.

Inference questions: They require readers to make inferences about what is implied in the text, even if it is not directly stated.

Application questions: They invite readers to apply what they learn from the text to real-world situations.

Making connections

To better understand the context of the text, a connection is sought with personal experiences, previously read texts, or to extract meaning that is not directly linked to the topic of the text in question. This practice helps strengthen retention, allowing students to better remember and retain the information read. Additionally, making connections supports comprehension by fostering a deeper understanding of the text and its relevance in relation to students' prior experiences and knowledge (Learning At The Primary Pond, 2022).

According to Shanahan (2012), there are three types of connections that students can make while reading:

Personal Connections: Students connect the text they are reading to their personal experiences, beliefs, and emotions, allowing them to understand the meaning of the text on a deeper level in relation to their lives.

Intertextual Connections: Students made connections between current texts and those they have read previously. This practice helps you recognize similarities, differences, and recurring themes between different texts, improving understanding and expanding your knowledge.

Real-world connections: Students relate texts to their environment, allowing them to understand the relevance of the text to their lives and its application in broader social contexts. This makes it easier to understand how it relates to real-world problems and situations.

Visualization

According to Fletcher (1996), when readers engage in visualization, they mentally construct images of the text's setting, characters, and events. This practice enhances their comprehension and aids in retaining the information they have read. You can practice visualization by imagining "seeing, hearing, smelling, tasting, and feeling." They can share the visualization and see the level of detail against the illustration. Cary (2004) noted that visualization can show learners authentic language at all stages of acquisition. It is suggested that visual representations that present a variety of complete discourses are genuine resources suitable for understanding language. In this way, students have the opportunity to learn various aspects of language, such as structure, vocabulary, and examples of perspectives.

1.3 Objectives

General Objective

To analyze students' perspective on Generating interactions between schemata and text (GIST) strategy in reading comprehension.

Specific Objectives

1. Identify the techniques developed in the GIST strategy.

2. To recognize the types of reading strategies learners use for reading comprehension.

3. To explore the GIST activities that students use the most to learn reading comprehension.

1.4 Fulfillment of objectives

The main objective and the specific objectives were achieved considering the results obtained through the application of the survey, as well as the research questions posed.

It was mandatory to explain to the students the different techniques that are developed in the GIST strategy. To do this, they were familiarized with the key concepts of each technique. Thanks to the use of the survey, the students were able to identify the benefits of this strategy.

Therefore, the use of the survey facilitated the analysis of the reading comprehension strategies employed by the students to identify the strategies most used to comprehend the content of the texts. In particular, the use of visualization and summarizing to organize information emerged as one of the most employed strategies.

Finally, it was important to explore the various activities of the GIST strategy in teaching reading comprehension and how to use them in class. Many of the activities are easy to use in class. In general, these activities are interactive and good for improving comprehension of the content of a text.

CHAPTER II

METHODOLOGY

2.1 Materials

To carry out this research, the use of technological and human resources was essential. Many technological resources such as laptops and cell phones were used to answer the survey. Finally, Google Forms was used to collect data, while SPSS (Statistical Package for Social Science) software was used for subsequent analysis.

2.2 Methods

Research approach

Mixed approach

In this research, a qualitative and quantitative approach was applied. This research was qualitative because options, experiences and behaviors were considered through an interview, and quantitative because the numerical results of the survey had to be processed.

Descriptive qualitative research focuses on understanding a social phenomenon from the human perspective, immersed in its natural environment. Qualitative data includes images, videos, or other behavioral records, where language, oral or written, constitutes the main source of information in this type of inquiry. The most common methods for collecting qualitative data include interviews, focus groups, surveys, and observation. By interacting directly with the subjects, the purpose of this research lies in understanding their perspectives. It is important to emphasize that, although the survey data are processed numerically, as mentioned above, the application of a qualitative approach remains an essential component (Haven and Grootel, 2019).

Quantitative research focuses on achieving objectivity, control, and precise measurement. This approach is based on deductive designs aimed at collecting or generating evidence from specific theories and hypotheses. Therefore, the quantitative approach generates real information for later use (Leavy, 2022).

2.3 Modality

Bibliographic

The research was bibliographic because the information was collected from previous research, for example, scientific articles, and books. Therefore, all this information will be related to the two variables (GIST strategy and Reading Comprehension). Sharma and Pant (2018), bibliographic research involves specifying each referred work, while putting together or preparing a research work, such as an academic work, an article, a note, among others. The various resources consulted are organized according to the author's name. Bibliography typically encompasses dictionaries, encyclopedias, journals, compilations, laws and acts, legal committee reports, and judicial precedents.

2.4 Type of research/Research design

Descriptive research

The research adopted a descriptive research method with the purpose of analyzing and presenting data and results to evaluate the accuracy and perspective of the students. The research was carried out in a real classroom environment. To obtain data, a methodology was implemented that consisted of the administration of the application of a survey and a thorough interpretation of the responses, based on the particular experiences and knowledge of the students. This descriptive approach allowed for a deeper understanding of students' opinions and provided more accurate information about their ideas and perceptions.

Manjunatha (2019) explained that descriptive research involves the presentation of circumstances as they exist in the present, without the researcher being able to manipulate the variables involved. To carry out this research, researchers have various techniques such as questionnaires, interviews, surveys, among others. Descriptive studies focus on determining, exposing, or identifying situations. Consequently, descriptive research uses a data collection process that allows for a more detailed description of the situation compared to approaches that do not use this method.

2.5 Techniques/tools

The research was conducting using a survey validated by experts (Annex 4) to 67 students at level B1. The survey (Annex 3) was divided into three main sections that correspond to the research questions: What are the techniques developed in the GIST strategy? 2. What are the types of reading strategies learners use for reading comprehension? 3. What are the GIST activities that students use the most to learn reading comprehension?

The survey was divided into three sections, each section is aligned to the research questions. The first section was related to the techniques of the GIST strategy in learning. It contained 6 items and one open question. The second section contained 7 items with an open question corresponding to the types of reading strategies in reading comprehension. The last section was about the different teaching activities of the GIST strategy in reading comprehension. "Surveys are valuable tools thanks to their ability to provide a broad scope, allowing precise samples to be obtained to collect specific information, thus facilitating the making of crucial decisions and the formulation of relevant conclusions (Finchman & Draugalis, 2013)."

2.6 Population

The population of this research was 63 students of the B1 level of the "Centro de Idiomas" at Universidad Técnica de Ambato. There were 38 females and 25 males. The majority identified themselves as mestizos, and Spanish was their native language. The ages of the participants ranged from 18 to 31. It is important to mention that all participants completed the survey voluntarily.

Table 1

Population

Population	Participants	Percentage
Females	38	60,3%
Males	25	39,7%
Total	63	100%

Note: Data taken from the students surveyed

2.7 Procedure

To carry out this research, the following procedure was implemented; previous scientific contributions from several authors were analyzed using the GIST strategy to improve reading comprehension. A variety of reliable sources were used to collect information, including books, articles, and academic databases such as Google Scholar, Redalyc, Research Gate, etc.

Subsequently, the general objective and specific objectives were established according to the needs of our research and based on the specific objectives, three research questions were formulated. The research continued with the development of a survey composed of 21 items rated on a Likert scale, along with 3 open questions. Then the operationalization of variables (Annex 1) was carried out, for the independent variable, the following dimension was considered: concepts of the GIST strategy for reading comprehension. While for the dependent variable dimensions such as types of GIST activities were considered, it was necessary to examine linguistic skills, receptive skills, reading, reading comprehension and strategies for reading comprehension. Subsequently, the survey was analyzed and reviewed by an expert and the pertinent corrections were made, then the survey was administered to the students. Finally, data analysis was carried out using SPSS software (Annex 2).

Research questions

1. What are the techniques developed in the GIST strategy?

2. What are the types of reading strategies learners use for reading comprehension?

3. What are the GIST activities that students use the most to learn reading comprehension?

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows de data collected by the survey in order to answer the three research questions based on the objectives. The data was collected through SPSS

1. What are the techniques developed in the GIST strategy?

2. What are the types of reading strategies learners use for reading comprehension?

3. What are the GIST activities that students use the most to learn reading comprehension?

The analysis conducted in this study compares the data gathered with the studies conducted by other authors.

Table 2

Techniques of the GIST strategy

Item	Mean
My teacher brainstorms to organize the information on the topic.	3.68
I feel more confident when my teacher relates information of the reading text with my personal information.	3.54
After reading, I summarize the information in a text to better understanding.	**3.62**
When I read, I find similarities between the information I am reading and situations that I know.	3.65
While reading, my teacher pauses to make sure I am understanding the text.	3.24
After reading, my teacher looks for additional information about the author or source of a text.	3.19

Note: The mean values were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number one: *What are the techniques developed in the GIST strategy?*

The results of the study according to the students' criteria indicated that teachers mainly used schema activation, which allows them to effectively summarize and identify the information in the texts. Activating schemas during reading improves students' comprehension and helps them understand what they read, by doing so, teachers are not only helping students understand the text, but also activating students' prior knowledge, thus schema activation was rated with a mean score of 3.68. In addition, students indicated that analogical reasoning helps them find similarities between the information they are reading with situations they are familiar with a mean score of 3.65. Abstraction was also considered by the students since in order to better understand they extract the most important information from the text, this is how it is demonstrated with a score of 3.62. Likewise, contextualization is the least chosen by the students with a mean score of 3.19. Based on the results it can be deduced that the majority of students consider the use of schema activation as a key component of the GIST strategy to be important, while contextualization is less used by teachers.

Table 3

Strategies for reading comprehension

Item	Mean
When I read, I imagine the text setting, the characters, or events.	4.19
When I read, I summarize the most important information to avoid unnecessary information.	3.92
While reading, I can anticipate what will happen at the end of the text.	3.15
When I read something, I make conclusions to understand better what the author means.	3.40
After reading, the teacher asks us questions about the text to assess our understanding.	3.54
When I read, I create personal connections with something that I read (for example: experiences, or emotions)	3.44

When I read something relevant, I connect what I read with something happening in society or the real world.	**3.57**

Note: The mean values were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number two, *What are the types of reading strategies learners use for reading comprehension?*

The study demonstrated the strategies most used by students for reading comprehension. First, according to the analysis one of the strategies most employed by the students is the visualization of text setting, characters, or events with an average of 4.14 points. In addition, summarizing is also used by students, as this helps them to summarize the most important information and avoid unnecessary information, therefore, it had a mean of 3.92 points. Interestingly, the strategy of connections to the real world usually taught by teachers received a mean of 3.57 points. Contrary to personal connections that have to do with experiences or emotions is how this strategy received an average of 3.44 points. Finally, predicting, which is a strategy known and most used by teachers, received an average of 3.15 points, suggesting that students do not use it frequently.

Table 4

Activities of GIST strategy

Item	Mean
Before reading, I pay attention to the titles, subtitles, keywords, and images to get the main ideas.	4.25
While reading, I ask myself questions to retain and better understand the content.	3.62
While reading, I can anticipate what arguments the author will present as you progress through the text.	**3.43**
When I read, I connect ideas by relating new information to what I already know.	3.59
While reading, I take notes to summarize the content of the main ideas of each section or paragraph.	3.84

	3.48
After reading, I exchange my ideas with other people in order to clear up doubts.	

Note: The mean values were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number three: *What are the GIST activities that students use the most to learn reading comprehension?*

The results indicated that students actively consider the different phases of reading (pre-reading, during reading, and post-reading) to construct meaningful knowledge during their reading exercises. Most students agreed that previewing text helps them pay attention to titles, subtitles, keywords, and images to grasp the main ideas, as an average of 4.25 points. This approach allows students to better understand the text and extract more information. In addition, note-taking to summarize the content of the main ideas of each section or paragraph had a mean of 3.84. This suggests that teachers not only assign tasks to students, but also actively participate in them. In addition, asking questions is useful for retaining and understanding the content of the text better, for which it obtained a mean of 3.62. On the other hand, making predictions is a little known GIST activity so students have not taken it much into account thus achieving a mean of 3.43 points.

Table 5

Open-ended questions

Question 1	Answer	Total
What GIST strategy techniques does your teacher use to improve your reading skill? (For example: Schema activation, contextualization, abstraction, other).	Schema activation	21
	Abstraction	11
	Analogical reasoning	20
	Metacognition	4
	Schema integration	1
	Contextualization	1
	Other Answer	5
	Total	63
Question 2	**Answer**	**Total**

	Summarizing	27
	Visualization	15
	Predicting	5
What type of reading comprehension strategies do you use to improve your reading skills? (For example: visualization, making connections, predicting, summarizing, others)	Making connections	6
	Real-world connections	2
	Asking questions	2
	Inferring	1
	Other answer	5
	Total	63
Question 3	**Answer**	**Total**
	Connecting ideas	12
	Note-taking	28
What types of GIST activities do you use to improve your reading comprehension? (For example: note-taking, discussion and peer collaboration, connecting ideas, questioning, others.)	Previewing text	5
	Discussion and peer collaboration	10
	Making predictions	1
	Questioning	2
	Other answer	5
	Total	63

Note: Qualitative results were obtained from the open-ended questions.

Analysis and Interpretation

Table number 5 contains the answers to the open-ended questions that helped reinforce the research questions.

The first open-question, *what are the techniques developed in the GIST strategy?*

The participants were surveyed regarding their favored reading strategies, and the findings reveal various preferences among the students. The dominant strategy appears to be schema activation, with 21 students indicating a preference for this GIST activity. Analogical reason was favored by 20 students, while abstraction was the preferred strategy for 11 students. Additionally, 4 students reported utilizing metacognition

specific reading strategies, whereas only 1 student mentioned schema integration and analogical reason 5 students chose other components of the GIST strategy.

The second open-question, *What are the types of reading strategies learners use for reading comprehension?* The study findings highlight the diverse range of reading strategies employed by the participants. Notably, summarizing emerged as the most commonly preferred approach, with 27 students acknowledging its significance in their reading process. The effectiveness of visualization in organizing and connecting information was highlighted by 15 students. Making connections as emphasized by 6 students, underscored the importance of comprehending how texts are organized. Additionally, 5 students emphasized the significance of predicting. A smaller portion of students, namely 4 each, expressed a preference for real-world connections and asking question. Inferring was mentioned by 1 student as a relevant reading strategy. Moreover, 5 students chose other reading strategies to improve their reading comprehension.

The third open-question, *What are the GIST activities that students use the most to learn reading comprehension?* The results of the research allow us to understand what other aspects teachers should consider promoting reading comprehension. 28 students shared their views on reading strategies and how most popular for students is note taking. In addition, 12 students expressed a great interest in connecting ideas, while 5 students highlighted the importance of questioning. Predicting was rated by 1 student. Moreover, 5 students chose other activities of the GIST strategy.

Discussion

The three research questions presented below were designed to analyze students' perspectives on the Generating Interactions between Schemata and Text (GIST) strategy in reading comprehension.

Question 1: *What are the components of the GIST strategy that are developed in the EFL classrooms?*

Upon analysis, it was observed that most students use schema activation and analogical reasoning as two key techniques of the GIST strategy.

Davidson and Patnaik (2018) mentioned that the application of schema activation not only promotes text content comprehension, but also improves students' reading efficiency. While students activate the schema, the teacher not only helps to decode the text content, but also activates the schemas stored in students' brains and guides them to comprehend the discourse and actively construct new schemas. According to Moreillon (2007), a schema is a mental structure in which learners store all the information they know about places, objects, people, or activities. If students do not have a schema for a particular topic, they begin that encounter with an immediate loss of understanding. Therefore, the results of the research indicated that students use schema activation with the help of their teacher.

White and Alexander (2010) interpreted that analogical reasoning as a generalized cognitive process that seeks to compare familiar with unfamiliar information. Bartha (2019) mentioned that analogical reasoning could be useful when relating the main idea to concepts or previously known information. By making connections between what is new and what is known, it is easier to understand and retain the material, allowing for more effective summaries and a better understanding of the text. Therefore, analogical reasoning in the GIST strategy involves finding similarities or connections between new content and existing knowledge.

Question 2: *What are the types of reading strategies learners use for reading comprehension?*

Upon analysis, it was observed that the majority of students use visualization and summarizing to develop their reading skills.

Richardson et al. (2012) discovered that the act of summarizing involves the extraction of critical information, leaving aside less relevant or repetitive details in order to understand the reading of the text more easily. Moreover, Nurhayati et al. (2018), Summarizing has many advantages in reading comprehension. Students will be more creative in summarizing the text with their own language and they will be motivated to study and read the material well. Using components such as summarizing after each paragraph has proven to be effective in improving student understanding.

According to Fletcher (1996), when readers engage in visualization, they mentally construct images of the setting, characters, and events in the text. This

practice improves their comprehension and helps them retain the information they have read. Cary (2004) noted that visualization can show learners authentic language at all stages of acquisition. It is suggested that visual representations that present a variety of complete discourses are genuine resources suitable for understanding language. In this way, students have the opportunity to learn various aspects of language, such as structure, vocabulary, and examples of perspectives.

Question 3: *What are the GIST activities that students use the most to learn reading comprehension?*

Previous results showed that the main activities of the GIST strategy used by students are previewing text and note-taking because students tend to carry out previous activities to organize and categorize their ideas when preparing to read.

Yunus (2015), previewing text involves taking an overview of the material before delving into reading. This process includes reviewing titles, subtitles, headings, and any type of preview, such as graphics or illustrations. This initial review helps form a basic understanding of the structure, main themes, and layout of the text. It makes it easier for students to create a schema or mental structure to better absorb and summarize information as they continue with more detailed reading.

Olivera (2021), note-taking is a cognitive activity that helps students focus on important aspects, remember information, and retain it. It also facilitates the codification, integration, and synthesis of knowledge, transforming the information received into a meaningful understanding. These notes act as reference points for future revisions and revisions, facilitating stimulation and recall of the information learned. Encouraging learners to take notes as they read helps them record key details, which they can then use to review and reinforce their understanding of the text.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and processing the survey results, the following conclusions were reached:

Based on the results, it can be concluded that students mainly use schema activation and analogical reasoning as two preferred components within the GIST strategy to better understand a text. However, a minimal number of students do not use these components due to lack of knowledge of the GIST strategy. Generally, understanding the components of the GIST strategy was not very complicated for students, therefore, students can improve their reading comprehension through this strategy and have effective learning.

The study has identified a variety of effective reading strategies that students use for reading comprehension. These strategies include summarizing, instructive conversations, considering factors from the text, visualization, drawing conclusions, asking questions, synthesizing information, and making connections. Among them, summarizing and visualization were the most used strategies in the survey carried out among students. These strategies are effective in facilitating deeper engagement with the text and improving comprehension. However, it is worth noting that inferring was reported as the least used strategy by students. This may be attributed to teachers' limited involvement in actively facilitating discussions and guiding students through the reading process. Overall, the findings highlight the importance of employing diverse reading strategies for comprehension, with summarizing and visualization being particularly effective in promoting deeper understanding.

The GIST strategy is widely researched and has been shown to significantly improve reading comprehension to a large extent. It offers numerous benefits, including increased confidence, active reading, better comprehension, efficient identification of the main idea and better retention of information through activities that it provides. This is how the connection of ideas and taking notes were considered the most used activities within the educational field. Although the GIST strategy is little known, it has different advantages, which gives greater confidence through its

implementation. Therefore, the GIST strategy is presented as a valuable tool to improve reading comprehension, providing readers with a structured approach to optimize their participation and understanding of the text.

4.1 Recommendations

It is recommended that experimental research be performed with a sufficiently large sample size to truly determine the components of the GIST strategy. Additionally, in this type of research, the author can administer evaluations prior to the test, which is known as a pre-test, to measure their initial levels of reading comprehension. After the intervention of using the GIST strategy, the author can perform post-test evaluations to measure changes in reading comprehension.

It is recommended to design reading comprehension tasks that vary in complexity and content. You can use activities that are outside the educational curriculum since it would be more productive for the teaching and learning process. This will allow the author to observe how students adapt their reading strategies based on different texts and levels of difficulty.

It is highly recommended to explore more activities of the GIST strategy in order to compare the effectiveness of the strategy in reading comprehension or traditional reading approaches. All the activities of the GIST strategy go hand in hand with reading since each of the activities are useful for readers' comprehension.

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ANNEXES

Annex 1

OPERACIONALIZATION OF VARIABLES

Objective: To analyze students' perspective on Generating Interactions between Schemata and Text (GIST) strategy in reading comprehension.

Instructions: For the following statements, select one of the options:

5. Always   4. Often   3. Sometimes   2. Rarely   1. Never

Operationalization of variables

Independent Variable

Generating Interactions between Schemata and Text (GIST) strategy	Dimensions	Indicators	Questions
Generating Interactions between Schemata and Text encompasses several techniques and activities that are beneficial for teaching reading. In addition, it makes it an excellent strategy for readers of all levels. Through GIST, students can develop essential skills for understanding the main ideas and key concepts within texts, fostering a deeper understanding of the material. This approach significantly strengthens students' reading comprehension skills, enabling them to engage more effectively with the content they encounter (Wright, 2011).	Techniques of the GIST strategy	Schema activation	1
		Schema Integration	2
		Abstraction	3
		Analogical reasoning	4
		Metacognition	5
		Contextualization	6
	GIST activities	Previewing text	16
		Questioning	17
		Making predictions	18
		Connecting ideas	19
		Note-taking	20
		Discussion and Peer Collaboration	21

Source: Theoretical framework
Elaborated by: Sopa, W (2023).

Operationalization of variables:

Dependent Variable

Reading Comprehension	Dimensions	Indicators	Items
Reading comprehension encompasses several types, reflecting the various ways in which individuals relate to and understand text. Each type of reading strategies allows individuals to explore, interpret, and interact with written material at various levels of depth and complexity. (Abbasi, 2021).	Types of reading strategies	Visualization Summarizing Predicting Making a conclusion Asking questions Personal connections Real-world connections	8 9 10 11 12 13 14

Source: Theoretical framework
Elaborated by: Sopa, W (2023).

Annex 2

➡ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	5	100,0
	Excluded^a	0	,0
	Total	5	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,951	19

Note: Reliability statistics with Cronbach's Alpha of the 19 questions with Likert scale.

Item Statistics

	Mean	Std. Deviation	N
My teacher brainstorms to organize the information on the topic.	3,000	1,5811	5
I feel more confident when my teacher relates information of the reading text with my personal information.	3,000	1,5811	5
After reading, I summarize the information in a text to better understand it.	3,000	1,5811	5
When I read, I find similarities between the information I am reading and situations that I know.	3,000	1,5811	5
While reading, my teacher pauses to make sure I am understanding the text.	3,000	1,5811	5
After reading, my teacher looks for additional information about the author or source of a text.	3,000	1,5811	5
When I read, I imagine the text setting, the characters, or events.	3,000	1,5811	5
When I read, I summarize the most important information to avoid unnecessary information	3,000	1,5811	5
While reading, I can anticipate what will happen at the end of the text.	3,000	1,5811	5
When I read something, I make conclusions to understand better what the author means.	3,000	1,5811	5
After reading, the teacher ask us questions about the text to assess our understanding.	3,000	1,5811	5
When I read, I create personal connections with something that I read (for example: experiences, or emotions)	3,000	1,5811	5
When I read something relevant, I connect what I read with something happening in society or the real world.	3,000	1,5811	5
Before reading, I pay attention to the titles, subtitles, keywords, and images to get the main ideas.	3,000	1,5811	5
While reading, I ask myself questions to retain and better understand the content.	3,000	1,5811	5
While reading, I can anticipate what arguments the author will present as you progress through the text.	3,000	1,5811	5
When I read, I connect ideas by relating new information to what I already know.	3,000	1,5811	5
While reading, I take notes to summarize the content of the main ideas of each section or paragraph.	3,000	1,5811	5
After reading, I exchange my ideas with other people in order to clear up doubts.	3,000	1,5811	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My teacher brainstorms to organize the information on the topic.	54,000	419,500	,872	,945
I feel more confident when my teacher relates information of the reading text with my personal information.	54,000	419,500	,872	,945
After reading, I summarize the information in a text to better understand it.	54,000	419,500	,872	,945
When I read, I find similarities between the information I am reading and situations that I know.	54,000	419,500	,872	,945
While reading, my teacher pauses to make sure I am understanding the text.	54,000	430,000	,701	,948
After reading, my teacher looks for additional information about the author or source of a text.	54,000	502,000	-,367	,964
When I read, I imagine the text setting, the characters, or events.	54,000	419,500	,872	,945
When I read, I summarize the most important information to avoid unnecessary information	54,000	419,500	,872	,945

While reading, I can anticipate what will happen at the end of the text.	54,000	458,500	,258	,955
When I read something, I make conclusions to understand better what the author means.	54,000	418,000	,897	,945
After reading, the teacher ask us questions about the text to assess our understanding.	54,000	419,500	,872	,945
When I read, I create personal connections with something that I read (for example: experiences, or emotions)	54,000	419,500	,872	,945
When I read something relevant, I connect what I read with something happening in society or the real world.	54,000	421,000	,848	,946
Before reading, I pay attention to the titles, subtitles, keywords, and images to get the main ideas.	54,000	418,000	,897	,945
While reading, I ask myself questions to retain and better understand the content.	54,000	458,500	,258	,955
While reading, I can anticipate what arguments the author will present as you progress through the text.	54,000	460,000	,236	,955

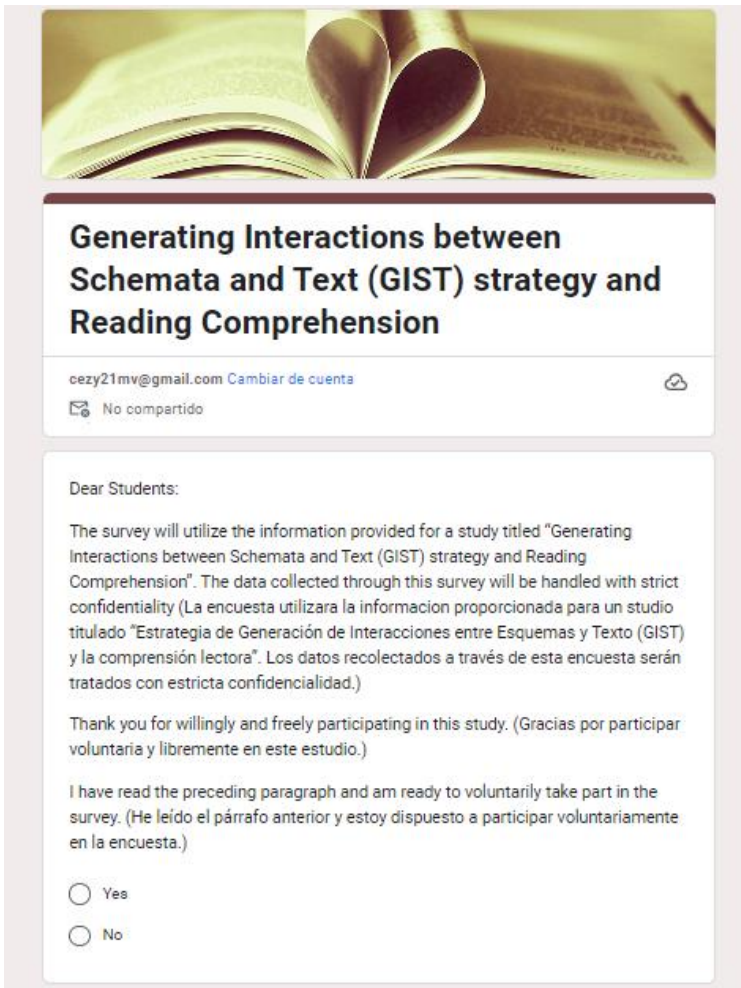|				
When I read, I connect ideas by relating new information to what I already know.	54,000	419,500	,872	,945
While reading, I take notes to summarize the content of the main ideas of each section or paragraph.	54,000	419,500	,872	,945
After reading, I exchange my ideas with other people in order to clear up doubts.	54,000	421,000	,848	,946

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
57,000	478,500	21,8746	19

Annex 3

Link: https://docs.google.com/forms/d/e/1FAIpQLSeyXD-FqITU0k1B20L0at83sR07jNjkdPOA43QIpPwdNnmANQ/viewform?usp=sf_link

Generating Interactions between Schemata and Text (GIST) strategy and Reading Comprehension

cezy21mv@gmail.com Cambiar de cuenta

No compartido

Dear Students:

The survey will utilize the information provided for a study titled "Generating Interactions between Schemata and Text (GIST) strategy and Reading Comprehension". The data collected through this survey will be handled with strict confidentiality (La encuesta utilizara la informacion proporcionada para un studio titulado "Estrategia de Generación de Interacciones entre Esquemas y Texto (GIST) y la comprensión lectora". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for willingly and freely participating in this study. (Gracias por participar voluntaria y libremente en este estudio.)

I have read the preceding paragraph and am ready to voluntarily take part in the survey. (He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

○ Yes

○ No

SECTION 1: Personal Information

(SECCIÓN 1: Información personal)

Gender (Género)

○ Male (Masculino)

○ Female (Femenino)

○ Prefer not to say (Prefiero no decirlo)

Nationality (Nacionalidad)

○ Ecuadorian (Ecuatoriano)

○ Other (Otro)

Age (Edad)

○ 18 - 20

○ 21 - 25

○ 26 - 30

○ 31 and more

Ethnicity (Etnia)

○ Mestizo (Mestizo)

○ White (Blanco)

○ Afro-Ecuadorian (Afroecuatoriano)

○ Indigenous (Indígena)

○ Other (Otro)

Siguiente   Borrar formulario

For the following statements, select one of the options:

(Para las siguientes afirmaciones, seleccione una de las opciones:)

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

1. My teacher brainstorms to organize the information on the topic. *[Schema activation]*
(Mi maestro hace una lluvia de ideas para organizar la información sobre el tema.) *[Activación de esquema]*

○ 5. Always (Siempre)

◉ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

Borrar selección

2. I feel more confident when my teacher relates information of the reading text with my personal information. *[Schema integration]*
(Me siento más seguro cuando mi profesor relaciona información del texto leído con mi información personal.) *[Integración de esquema]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

3. After reading, I summarize the information in a text to better understand it. *[Abstraction]*
(Después de leer, resumo la información de un texto para comprenderlo mejor.) *[Abstracción]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

4. When I read, I find similarities between the information I am reading and situations that I know. *[Analogical reasoning]*
(Cuando leo, encuentro similitudes entre la información que estoy leyendo y situaciones o conceptos que ya conozco.) *[Razonamiento analógico]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

5. While reading, my teacher pauses to make sure I am understanding the text. *[Metacognition]*
(Durante la lectura, mi profesor hace pausas para asegurarse de que estoy entendiendo el texto.) *[Metacognición]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

6. After reading, my teacher looks for additional information about the author or source of a text. *[Contextualization]* *
(Después de la lectura, mi profesor busca información adicional sobre el autor o la fuente de un texto.) *[Contextualización]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

7. (What GIST strategy techniques does your teacher use to improve your reading skill? (For example: Schema activation, contextualization, abstraction, other).) *
(¿Qué técnicas de la estrategia GIST tu profesor usa para mejorar tu habilidad de lectura? (Por ejemplo: Activación de esquema, contextualización, abstracción, otro).)

Tu respuesta

For the following statements, select one of the options:

(Para las siguientes afirmaciones, seleccione una de las opciones:)

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

8. When I read, I imagine the text setting, the characters, or events. *[Visualization]*
(Cuando leo, yo me imagino el entorno del texto, los caracteres o eventos.) *[Visualización]*

○ 5. Always (Siempre)
○ 4. Often (A menudo)
○ 3. Sometimes (A veces)
○ 2. Rarely (Rara vez)
○ 1. Never (Nunca)

9. When I read, I summarize the most important information to avoid unnecessary information. *[Summarizing]*
(Cuando leo, resumo la información más importante para evitar información innecesaria.) *[Resumir]*

○ 5. Always (Siempre)
○ 4. Often (A menudo)
○ 3. Sometimes (A veces)
○ 2. Rarely (Rara vez)
○ 1. Never (Nunca)

10. While reading, I can anticipate what will happen at the end of the text. *[Predicting]*
(Durante la lectura, puedo anticipar que pasara al final del texto.) *[Predecir]*

○ 5. Always (Siempre)
○ 4. Often (A menudo)
○ 3. Sometimes (A veces)
○ 2. Rarely (Rara vez)
○ 1. Never (Nunca)

11. When I read something, I make conclusions to understand better what the author means. *[Making a conclusion]*
(Cuando leo algo, saco conclusiones para entender mejor lo que quiere decir el autor.) *[Hacer una conclusión]*

○ 5. Always (Siempre)
○ 4. Often (A menudo)
○ 3. Sometimes (A veces)
○ 2. Rarely (Rara vez)
○ 1. Never (Nunca)

12. After reading, the teacher ask us questions about the text to assess our understanding. *[Asking questions]*
(Después de leer, el profesor nos hace preguntas sobre el texto para evaluar nuestra comprensión.) *[Hacer preguntas]*

○ 5. Always (Siempre)
○ 4. Often (A menudo)
○ 3. Sometimes (A veces)
○ 2. Rarely (Rara vez)
○ 1. Never (Nunca)

13. When I read, I create personal connections with something that I read (for example: experiences, or emotions) *[Making connections]*
(Cuando leo, creo conexiones personales con algo que leo (por ejemplo: experiencias o emociones).) *[Haciendo conexiones]*

○ 5. Always (Siempre)
○ 4. Often (A menudo)
○ 3. Sometimes (A veces)
○ 2. Rarely (Rara vez)
○ 1. Never (Nunca)

14. When I read something relevant, I connect what I read with something happening in society or the real world. *[Real-world connections]*
(Cuando leo algo relevante, conecto lo que leí con algo que está sucediendo en la sociedad o el mundo real) *[Conexiones con mundo real]*

○ 5. Always (Siempre)
○ 4. Often (A menudo)
○ 3. Sometimes (A veces)
○ 2. Rarely (Rara vez)
○ 1. Never (Nunca)

15. What type of reading comprehension strategies do you use to improve your reading skills? (For example: visualization, making connections, predicting, summarizing, others)

(¿Qué tipo de estrategias de comprensión lectora utilizas para mejorar tus habilidades de lectura? (Por ejemplo: visualización, hacer conexiones, predecir, resumir, otros)

Tu respuesta

Atrás   Siguiente   Borrar formulario

For the following statements, select one of the options:

(Para las siguientes afirmaciones, seleccione una de las opciones:)

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

16. Before reading, I pay attention to the titles, subtitles, keywords, and images to get the main ideas. *[Previewing text]*
(Antes de leer, presto atención a los títulos, subtítulos, palabras clave e imágenes para captar las ideas principales.) *[Vista previa del texto]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

17. While reading, I ask myself questions to retain and better understand the content. *[Questioning]*
(Durante la lectura, me hago preguntas para retener y comprender mejor el contenido) *[Interrogatorio]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

18. While reading, I can anticipate what arguments the author will present as you progress through the text. *[Making predictions]*
(Durante la lectura, puedo anticipar cuáles serán los argumentos que el autor presentará a medida que avances en el texto.) *[Hacer predicciones]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

19. When I read, I connect ideas by relating new information to what I already know. *[Connecting ideas]*
(Cuando leo, conecto ideas relacionando información nueva con la que ya conozco.) *[Conectar ideas]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

20. While reading, I take notes to summarize the content of the main ideas of each section or paragraph. *[Note-taking]*
(Mientras leo, tomo notas para resumir el contenido de las ideas principales de cada sección o párrafo.) *[Tomar notas]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

21. After reading, I exchange my ideas with other people in order to clear up doubts. *[Discussion and peer collaboration]*
(Después de leer, intercambio mis ideas con otras personas para aclarar dudas.) *[Discusión y colaboración entre pares]*

○ 5. Always (Siempre)

○ 4. Often (A menudo)

○ 3. Sometimes (A veces)

○ 2. Rarely (Rara vez)

○ 1. Never (Nunca)

22. What types of GIST activities do you use to improve your reading comprehension? (For example: note-taking, discussion and peer collaboration, connecting ideas, questioning, others.)

(¿Que tipos de actividades GIST utilizas para mejorar tu comprensión lectora? (Por ejemplo: tomar notas, discusión y colaboración entre pares, conectar ideas, cuestionar, otros).)

Texto de respuesta larga
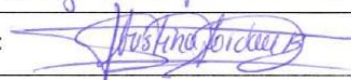
Annex 4

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		Observations
	CRITERIA TO EVALUATE										
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		
22	✓		✓			✓	✓				

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE		NOT APPLICABLE	
Validated by:		ID: 1802147548	Date: 10-11-2023
Signature:		Email: manuelxsulcag@uta.edu.ec	
Place of work:		Academic degree; Magister.	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		
22	✓		✓			✓	✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	
Validated by: Mg. Edgar Encalada T.		ID: 0501824171	Date: 16/11/2023
Signature:		Email: ep.encalada@uta.edu.ec	
Place of work: UTA-FCHE-PINE		Academic degree; MAGISTER.	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
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14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		
22	✓		✓			✓	✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: Mg. Cristina Jordán Buenaño   ID: 1804010500   Date: 23/11/2023

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Email: cristinadjordanb@uta.edu.ec

Place of work: U.T.A

Academic degree; Master

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

Annex 5

Turnitin Report

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Título de la entrega:	Tesis Wilma Cecilia Sopa Chillagana
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Tamaño del archivo:	181.02K
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Total de palabras:	8,251
Total de caracteres:	46,156
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