



Reading Comprehension through Summarization of Narrative Stories: An Action Research  
Study.

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Proyectos de Investigación

Certifico que Mayra Jacqueline Iguasnia Guala ha cumplido satisfactoriamente su investigación acción como pre-requisito de graduación de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés.

Su investigación es parte del proyecto Summarization to Improve Reading Comprehension cuyo objetivo general es mejorar la comprensión lectora a través de la aplicación de resúmenes.

El proyecto se implementa en diez contextos y niveles de eficiencia en inglés diferentes. En este proyecto, cada participante desarrolla la investigación-acción en un contexto educativo diferente. Las secciones de introducción, literatura y metodología (instrumentos y análisis de datos) son las mismas.

Particular que comunico para los fines consiguientes.

María Rossana Ramírez Avila

Coordinadora de Titulación

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### Abstract

This study focused on implementing summarization as a strategy to enhance reading comprehension of narrative stories. This innovation was implemented to improve students' reading comprehension. It involved 26 participants who had different English levels proficiency: 15 elementary, 7 pre-intermediate and 4 intermediate level. Taking into account the participants' English proficiency, they had to read and summarize seven stories implemented during a period of 25 pedagogical hours. In the group, there were 10 women and 16 men, and they were high school students. This action research study included the following quantitative instruments: a pre survey, a pre-post-test and a pre-post checklist; and a qualitative instrument named as "Time to reflect" template. The results showed that 13 of the participants improved the way they summarize. The participants were engaged from the beginning until the end of the innovation. This study is aimed at supporting authorities and teachers of English as a foreign language from other institutions, who will improve their reading comprehension results and motivate a skill that students often find difficult to work.

*Keywords:* summaries, reading comprehension, narrative stories, blogs.

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### Resumen

Este estudio se centró en implementar el resumen como una estrategia para mejorar la comprensión lectora de historias narrativas. Esta innovación se implementó para mejorar la comprensión lectora de los estudiantes. Involucró a 26 participantes que tenían diferentes niveles de inglés: 15 elemental, 7 pre-intermedio y 4 nivel intermedio. Teniendo en cuenta el dominio del inglés de los participantes, tuvieron que leer y resumir siete historias implementadas durante un período de 25 horas pedagógicas. En el grupo, había 10 mujeres y 16 hombres, y eran estudiantes de secundaria. La investigación-acción incluyó instrumentos cuantitativos que fueron pre-encuesta, pre-post-prueba y lista de verificación pre-post, mientras que el instrumento cualitativo fue la plantilla de “Es hora de reflexionar”.

Los resultados mostraron que 13 de los participantes mejoraron la forma en que resumían. Los participantes estuvieron muy animados desde el inicio hasta el final de la innovación. Este estudio está dirigido a las autoridades y profesores de inglés como lengua extranjera de otras instituciones, quienes mejorarán sus resultados de comprensión lectora y motivarán una habilidad que los estudiantes muchas veces encuentran difícil de trabajar.

*Palabras clave:* resúmenes, comprensión lectora, relatos narrativos, blogs.

### **Reading Comprehension through Summarization of Narrative Stories: An Action Research Study**

Reading practice enriches individuals since it allows them to know and learn. Besides, it stimulates the multiple cognitive skills in order to facilitate and develop different kinds of understandings, reflection, reasoning and argument capacities, critical thinking

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skills, personal identity acquisition, and autonomy (Jorge et al., 2006). According to Sullivan (2014), for young people, reading promotes the acquisition of new vocabulary and new ideas which are extremely beneficial for having a better comprehension and absorption of new information and concepts.

Likewise, reading helps people to show and develop great literacy competences (Krashen, 2016). Krashen (2016) also mentioned that children need to be surrounded by books to become engaged in reading; in turn, children read less due to the lack of access to books. When they are exposed to books around, they read more often, and they read better. In fact, the Organization for Cooperation and Economic Development (Organización para la Cooperación y el Desarrollo Económicos [OECD], 2011) pointed out that students who enjoy reading, unlike the ones that do not, have a high probability to be effective learners and to perform better at school. Due to that fact, learners should read more frequently and have spaces to express their feelings freely after reading (Harmer as cited in Ministerio de Educación, 2016).

However, the culture of reading does not form part of all the societies. Studies made by the Programme for International Student Assessment (PISA) have demonstrated that many countries that sometimes scored highly on reading have suffered a notorious decrease in reading for enjoyment (OECD, 2011). Likewise, results of a Latin America Survey of Cultural Habits and Practices in 2013 reported that Latin Americans read an average of 3.6 books per year (Organización de Estados Iberoamericanos [OEI], 2014). In Ecuador, according to the local statistics institution (Instituto Nacional de Estadísticas y Censos [INEC], 2012), 56% of people of six cities do not read because of the lack of interest.

The absence of implementation of reading strategies and lack of interest are the main reasons why students have problems to understand a text. According to Duke and Pearson

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(2009), the summarization strategy improves students' written summaries and promote reading comprehension. They mentioned that summarization strategy requires students to obtain main ideas from a text to write different kind of summaries.

Readers can write their summaries by paraphrasing in order to show reading comprehension. The lack of this strategy could be negatively influenced when students do not know how to implement summaries to improve the reading understanding, so summarization can help to follow some rules as the elimination of useless information, elimination of repeated information, replacing new words with synonyms and the selection or invention of topic sentences (Gilakjani & Sabouri, 2016).

Summarization implies a cognitive process that allow students to create new concepts, ideas, definitions, and knowledge, among others. The lack of this mental process with the subsequent absence of relevant information extracted from texts is the maximum problem to design precise summarization (Zopf et al., 2018).

In conclusion, the lack of implementation of reading strategies by students in the high school where the innovation was developed usually encounter reading comprehension problems due to several factors such as lack of interest, trouble sounding out words and recognizing words out of context, confusion between letters and the sounds they represent slow oral reading rate and poor reading comprehension. Poor comprehension is a problem student's have. The participants of this study have problems with a comprehension of texts because of the lack of vocabulary and difficulties identifying main ideas in a paragraph. Some students do not like to read long texts; they prefer to read short passages and with some graphics. Students have a limited vocabulary or attempts to read a text that is at too high of a level.

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For this reason, this action research study focused on summarization strategy to improve reading comprehension. A previous study showed that, it was expected that once students' performance improves in summaries their reading comprehension improves as well. Through summarizing, students demonstrate a complete understanding of a story, by including the most important events of a story, the character, and the setting (Fisher & Frey, 2014). Other study done by Wati et al (2017) determined there was a statistically significant improvement of students' reading comprehension ability. This research was a quantitative research. The subjects of this research were 25 junior high school students. The reading test was administrated as the instrument of this research. The result of this research indicates that summarizing activity can improve students' reading comprehension.

### **Literature Review**

Based on the researcher's goal, the topics described in this section are Reading comprehension, reading strategies, summarization strategy and its advantages, elements of summarization on narrative stories and blogs.

Standards of Common European Framework of Reference for Languages (CEFR) have set different English levels as: A1 for beginners, A2 for pre-intermediate, B1 for intermediate, B2 for an upper-intermediate, C1 for advanced and C2 for experts. In this regard, Castro and Lopez (2014) affirmed that teachers should identify the kind of learners they have to be inclusive into language teaching-learning processes and obtain efficient results. Werner (2018) reflected that despite its challenge, teaching mixed language levels implicates to have differentiated instruction which means to assign the same activities, material or tasks but in different versions. Additionally, since some learners tend to perceive materials, tasks, strategies, and topics, enjoyable and appealing, others could sense the opposites. Teachers should evaluate those differences and adapt the resources according

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to students' abilities (Kaur, 2010). These differentiations and considerations help select appropriately the resources in classes where there is a mix of English levels: elementary, pre-intermediate, and intermediate.

### **Reading Comprehension**

Gilakjani and Sabouri (2016) explained in their research that comprehension of texts is when readers find meanings of what they have read throughout their reading skills application. Examples of reading skills are word recognition, fluency, lexical knowledge, and previous knowledge. In other words, reading comprehension can be defined as the result of decoding and language comprehension (McCardle, 2016) in which, despite its complexity and time consumption, comprehension becomes satisfying and productive for readers (Duke & Pearson, 2009). Likewise, McCardle (2016) highlighted that the process of reading comprehension can vary depending on the readers' and text characteristics.

Gilakjani and Sabouri (2016) suggested EFL teachers to use appropriate and different kinds of texts and reading strategies. Hock et al. (2015) coincided that in order to turn learners into proficient readers, teachers need to research and be flawless on what reading strategies and comprehension activities are usable to engage students. This is because reading comprehension is not centered on knowledge but the interaction among text, reader and contextual factors (Hock et al., 2015).

### **Reading Strategies**

Due to reading is needed along the whole education stages and it progressively increases its complexity level, Blachowicz and Ogle (2017) announced learners must be taught to develop and learn strategies that allow them to deal with different types of texts from early ages. In honor of that, Duke and Pearson (2009) mentioned that an effective reading comprehension is reflected when readers receive instructions and enough time to



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read, write, and discuss the text. That is, effective reading strategies are reflected on when reading skills are fruitfully developed by readers, particularly when applying intensive reading. Unlike extensive reading where learners read for pleasure, intensive reading is the practice of specific “reading skills, language features and close linguistic study of text” which is frequently applied in a class (Erguvan, 2016, p. 137)

A second-language reading process is acquired by different reading models: the bottom-up model, the top-down model, and the interactive model (Gilakjani & Sabouri, 2016). Gamboa (2017) explained in detail more about these three models. Through the bottom-up model, readers limit on deciphering letters and words in order to comprehend clauses, sentences and paragraphs of texts. In turn, the top-down model focuses on previous students’ knowledge, assumptions and questions related to the text which means, readers firstly analyze those points before emerging in the reading texts. It enables them to confirm or disconfirm their expectations along the reading. Whereas interactive models are practically the combination of both bottom-up and top-down processes.

As it should be, there are multiple reading strategies; however, Gilakjani and Sabouri (2016) detailed seven of the most effective reading strategies: 1. Activating and Using Background Knowledge, 2. Generating and Asking Questions, 3. Making Inferences, 4. Predicting, 5. Summarizing, 6. Visualizing and 7. Comprehension Monitoring. According to Gilakjani and Sabouri (2016), there are a lot of activities that teachers can implement to apply reading strategies. For example, through visualization, readers develop images in their minds which assist them to ask questions and become good visualizers that in result, unlike the ones who do not imagine anything, it improves their reading comprehension (Gilakjani & Sabouri, 2016). Similarly, predictions address readers to guess or predict the events that will occur later during the reading. When predicting, readers can do activities to

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activate their prior knowledge, preview, and overview which facilitate them to have a better comprehension in front of new ideas found in the text (Duke & Pearson, 2009).

### **Summarization strategy**

According to Duke and Pearson (2009), the summarization strategy aids in improving students' written summaries as well as enhancing comprehension when taking reading tests. Similarly, Duke and Pearson mentioned that summarization strategy principally requires readers use main ideas to start writing their summaries which only demands practice to turn into good readers. As such, readers can write their summaries by using their own words in order to demonstrate what they have read about (Gilakjani & Sabouri, 2016).

Özdemir (2018) alleged that every reading level should include in their studies summarization strategy. This is because according to his research study done in Turkey with a sample of 35 candidates and 140 summary texts, the results demonstrated that in comparison with the pre-test model, the post-test model increased reading comprehension.

However, summarizing does not simply mean to say to students to write a summary after reading. On the contrary, it implies to teach students what and how to do it (Özdemir, 2018). In that sense, Gilakjani and Sabouri (2016) considered summarization can follow some rules as the elimination of useless information, elimination of repeated information, replacing new words with synonyms and the selection or invention of topic sentences. Bazerman (2010) coincided that the key of summarization is to focus on the most relevant sentences and delete the less important sentences of the readings. Bazerman recommended three techniques (selection and deletion, note taking, and miniaturizing). They can aid to produce a short, readable, and precise summary.

Equally, after summarizing and making generalizations from content, readers can relate them to the purpose of the text (Blachowicz & Ogle, 2017). Likewise, in order not to

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be bored when summarizing, Oczkus (2018) claimed there should be creativity at the summarizing stage for students to feel engaged; for instance, dramatization of a text and representation of certain scenes with drawings. In short, summarization is extremely important since it helps learners build up an entire understanding of a text, story, chapter, or article (Oczkus, 2018). In other words, through summarization, the reader tries to identify and write the principal or most relevant ideas into a coherent whole (Ness, 2016).

However, Hutchins (1987) said after reading long texts, general ideas are commonly retained and details are omitted. Likewise, Hutchins (1987) expressed summarization can become difficult to do since it demands advanced cognitive and writing skills.

### **Elements of summarization on narrative stories**

The absence of relevant information extracted from texts is the maximum problem to design precise summarization (Zopf et al., 2018). However, when the important elements: the action, the subject and object, the time, and the environment are extracted from a text, redundant information is omitted and summarization is automatically generated (Liao et al., 2016). Similarly, Mwinyi et al. (2017) expressed important elements of texts are helpful for understanding stories. According to Liao et al. (2016) in their experimentation paper, they encountered these elements of summarization (the action, the subject and object, the time, and the environment) are applicable only for narrative stories. Herrera (2013) mentioned that these elements allow students not only to analyze what and how their stories should be well structured but also to enhance their writing skills. Finally, elements of summarization on narrative stories will help learners visualize and identify the most important aspect in a text.

### **Blogs**

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Blogs have been highly used in different educational purposes as humanities, management, communication, and teacher education with the intention of keeping an active, engaging and rich interaction among learners and instructors (Lee & Bonk, 2016). For instance, in an experimental study done by Churchill (2009), multiple activities were done in blogs during a whole semester such as posting reflections and learning tasks, contributing and commenting to peers' tasks. This experimentation had acceptance of students since blogs facilitated and contributed to their learning. It made all involved, especially when seeing and commenting peers' tasks (Churchill, 2009). According to the participants' perspectives, blogs offer many benefits in learning. It promotes autonomous learning by providing opportunities for students to take more control of their learning, motivates students to become better readers and writers, promotes discussion among students and encourages the use of the internet and the web among students and teachers.

To contrast the advantage of blogs, Riesch and Mendel (2013) considered blogs brings some limitations for users. These blogs are not professional sites, therefore, they limit writers to enhance writing abilities. Findings of Riesch and Mendel (2013) explained that blogs are commonly used by informal people who just pretend to keep connection with others for fun and do not focus on improving cognitive skills.

### **Innovation**

The innovation was carried out during 5 weeks. The teacher started with 27 participants but one changed school. Twenty-six participants accepted to be part of the innovation. I started on day 1 with a demographic survey in order to collect data and information from them. There was a short explanation before starting this innovation. They showed great interest and encouragement to participate in this study, the following activities were developed:

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- The students listened to the activities we were going to carry out in the class in the next five weeks.
- The students were very familiar with the topics to be discussed. Most of them said that summaries were difficult for them, and some said that they could, but they described it as a quick and straightforward process.
- The researcher conducted the pretest and explained about the use of blogs. It was important to show an example in class because students had never used blogs before.
- The students had to read a story and observe images to predict what the story was about so it can make them begin to activate their prior knowledge. This activity was carried out in pairs. They had to write a summary of these stories, and then at home, they had to make their first draft of their summaries to publish it on their blogs. The next day this was reviewed with each of the couples. The corresponding feedback was done in the class. Then, the students used the “time to reflect” where they wrote their reflection on the experience of summarizing, and have to write them on their blogs.
- The researcher taught students how a summary was made and how it should be done after reading. By pointing out the students with a story and how using connectors and words or sequence words to have a more significant organization in writing, and using graphic organizers. It was explained giving some examples.
- The students read another story, but this time they used the graphic organizer to identify the elements of the story. They also had to use the sequence words or connectors to write their second summary. They had to verify if their summaries

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had been posted on their blogs. Especially in this part students enjoyed a lot graphic organizers.

- The students began to make their graphic organizers to identify elements of a text. This way, they realized if the summaries fulfilled the requirements. Once reviewed among colleagues, they published on blogs.
- Students presented their stories to the class. Then other colleagues took some notes about each participation, and posted them on their blogs. Finally, each made a brief comment on a colleague's blog. On this stage, they felt a little nervous and afraid to comment on the blogs of their other colleagues. In the end, they were able to do it under my guidance and checked that they did correct summaries.
- At the end of the activity, they had to write their summaries on the blogs but with a different ending than the story of their peers. Then students filled out the template to reflect.
- They worked in groups and I combined them so that they varied their ideas between them. They were very excited as they had the freedom to put together their stories according to their imagination. The researcher gave feedback to the 26 participants.

Finally, the students set up an online open house to present their new stories based on ideas from their classmates. The small open house was incredible because they used a lot of technological tools, some of them put music, others videos or audios. It was nice to see and listen. One group wore some disguises in order to present the stories. Students wrote their summaries on their blog, read and add more information (what would happen after the ending) of other classmates' summaries. They wrote some incredible endings using a lot of creativity.

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### **Methodology**

This was an action research with analysis of quantitative and qualitative data. A quantitative method which pursues to analyze collected data in a numerical and statistical way of test and surveys; and, a qualitative method that focuses on the students' perspectives in summarization as a reading strategy. Those are the research questions: To what extent does summarization improve reading comprehension? And what are students' perspectives about summarization to improve reading comprehension? The quantitative instruments were a reading survey, pre and post reading tests and a checklist while the instruments for qualitative methods were learning logs. Before running the implementation of the innovation, students took an English placement test to report their English level.

### **Instruments**

In order to answer question one: To what extent does summarization improve reading comprehension? Pre and post tests were applied. They tested reading comprehension of A1, and A 2 level. The first part of the test consisted of 8 choice questions where students had to choose the word or phrase that best matches the question.

Part two of the pre-test consisted of reading announcements and emails students had to infer the purpose of the message. The next part consisted of reading three passages and choosing the best answer for each question. The last part consisted of reading an article and choose the best answer that each person says. Thus, students were expected to get the 50% of the grade, and after the implementation are expected to improve the score up to 70% or more. A rubric was applied to grade and provide feedback to the students about the elements of summarization at the end of the innovation. The rubric's criteria were divided

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in 5 categories: conflict, events, resolution, characters and setting. A checklist was used to verify if some steps and elements when summarizing were applied by the students. During the innovation, students used it to remember the elements and the structure they included or not in their summaries.

In order to answer question two: What are students' perspectives about summarization to improve reading comprehension? A pre survey and learning logs were applied in order to know the students' perspectives of summaries of narrative stories.

### **Data Analysis**

Data from the innovation were analyzed related to two search questions explained below: RQ#1: To what extent does summarization improve reading comprehension? The pre and posttest were graded to evidence the students reading comprehension levels at the beginning and at the end of the application of the innovation. The information was registered in an excel sheet and then exported to the SPSS program in order to obtain the descriptive data like mean, standard deviation and effect size. RQ#2: What are students' perspectives when using summarization to evidence reading comprehension? A survey was implemented before the innovation, so students answered the questions in Google Forms and collected data was exported to an excel sheet in order to get statistical data of each question. Three learning logs were developed with the students in order to know that summarization process is easy or if summarization process help to improve reading comprehension and to highlight the most important idea when summarize. Checklists were developed as activities students did at home. Checklists were tools used to better organize



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their assignments and to verify, easily, the most important tasks, and a rubric was developed in order to know the advance of students in this innovation process.

### **Ethical Standards**

To avoid possible issues, parents, authorities, and the students were deeply explained about the purpose of this study and its benefits. Authorities signed up a commitment letter that evidenced their support from the beginning until the end of the study. Students were minor so parents signed a permission letter. The researcher covered up all the expenses that were made during the innovation in order to avoid any participants' budget. Correspondingly, the researcher behaved extremely respectful with all the participants' performance during the entire process of the innovation with the intention of eluding bias among them. The researcher guided the students in the innovation process and ensured the confidentiality of the information provided and obtained. The results and participation in this research study did not affect the student's final grade in the current course.

### **Description of Participants**

Twenty-seven students initially participated in this study. All the students are Ecuadorian, they speak as a native language Spanish and they learn English as a subject in high school. One quit the class due to changing school. The participants belonged to the 1st year of BGU at a high school in Riobamba city. When students took the placement test, it determined that the level of the class was an A2 level. Some of them had taken some English courses once in their life and other students just in English classes since school. In

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other words, the complexity level of stories was delivered to students according to their English proficiency.

### Results

The present research action was conducted to enhance reading comprehension of narrative stories. Through the utilization of quantitative and qualitative instruments, the two research questions were answered. Significant findings were discovered from the beginning to the end of the innovation that lasted five weeks with a population of N=26 participants.

First research question, *to what extent does summarization improve reading comprehension?* In general terms, the majority of participants improved their reading comprehension from pre-test to post-tests significantly. There was a significant difference in the results of reading test between the pre-test and post-test. The first results of the pre-test showed that the participants had some weaknesses in summarizing, and getting main ideas. The post-test showed that students improved their reading comprehension of texts as shown in table 1.

Table 1.

*Pre-post-tests and post-tests results.*

	N	Minimum	Maximum	Mean	Std. Deviation	Effect size
Pre_Test	26	4.75	8.75	6.77	1.1921619	0.98
Post_Test	26	5.25	9.75	7.92	1.152130134	

Note: N= Sample. M= Mean. SD= Standard Deviation. d=effect size

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According to the results obtained in Table 2 students improved throughout the pre and posttest.  $p=0.000$  means that the results were statistically significant due to the innovation. This means that students' reading comprehension improved at the end of the innovation.

In order to evidence reading comprehension, students self-evaluated their understanding completing a checklist before making the last summary and published it in their blogs. The results showed that students improved their reading comprehension at the end of the innovation as shown in table 2.

Table 2.

*Checklist to self-evaluate reading comprehension.*

PURPOSE	N	YES	NO
I stop and hesitate at an unknown word constantly.	26	15	11
I stop an unknown word and appeal for help.	26	5	21
I reread to confirm reading.	26	12	14
I read and choose essential sentences easily.	26	18	8
I read and eliminate unnecessary information easily.	26	10	16
I request help after making several attempts when summarizing.	26	12	14
I read and find the elements of the stories (characters, setting, conflict, resolution, and ending) easily.	26	19	7
I reread to search for more details, information, characters, and plot.	26	17	9

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I reread to gather information to clarify confusions.	26	9	17
I appropriately use adverbs of manner or sequence words to connect the elements of the stories when summarizing.	26	15	11

According to the results showed in Table 2, the majority of students are able to apply some reading techniques in order to understand a reading, making summaries and identifying the characters, setting, conflict, resolution and ending as elements of a story which allow them to focus on the most important information of a narration before making the summary.

Some students' answers for the question: I stop and hesitate at an unknown word constantly, "Sometimes when I am confused with the meaning of the word". "No, just when I read fast". For the question: I stop an unknown word and appeal for help, students said: "No, I try to know the meaning by myself", "I like to ask the teacher". For question: I read and choose essential sentences easily, most of the students said: "Yes, to understand better" "I like to underline the essential sentences". For the question: I read to confirm reading, students said: "Yes, to have a clear message". For the question: I read and eliminate unnecessary information easily, most of the students said: "No, I like to have the whole information". For the question: I request for help after making several attempts when summarizing, most of the students said: "No, I don't request for help" "I like to do my best". For the question: I read and find the elements of the stories easily, some of the students said, "Yes, I do it". For the question: "I reread to search for more details, information, characters and plot, most of the students said: "Yes, it is important to reread to

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have a better understanding”. For the question: I reread to gather information to clarify confusions, most of the students said: “Yes, to learn new words and understand a reading in a better way”. For the question: I appropriately, use adverbs of manner or sequence words to connect the elements of the stories when summarizing, most of the students said: “I can use adverbs of manner”.

Second research question, *what are students’ perspectives when using summarization to evidence reading comprehension?* A survey was conducted in order to know the perspectives of the students regarding to summarization to evidence reading comprehension, 15 questions were answered but only 7 questions were taken into account for this analysis. These items are showed in Table 3.

Table 3.

*Survey about students’ perspectives in summarization to evidence reading comprehension.*

<b>Question</b>	<b>N</b>	<b>Mean</b>	<b>Reasons</b>
I can understand a long, complex text.	26	3.0	Students said “I like short texts” “ It is difficult for me understand” “When I have to read long texts I am bored”
I understand single phrases at a time.	26	3.62	“I like to read separately” “I understand new vocabulary” “Some phrases are easy”

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I understand a long text with the first reading.	26	2.46	“I don’t understand” “I like to read more than 2 times to understand” “I need to read many times to understand and have some ideas in mind”
I understand a long text by rereading it.	26	3.19	“I have to read more times for understanding” “I need to reread because I need to know main ideas” “I have to reread because long texts have many ideas and new vocabulary”
I can skim.	26	3.54	“I like to skim” “I prefer to skim a reading”
I can scan.	26	2.92	“I usually scan a reading” “I like to scan a reading with my partners”
I know the elements of a summary.	26	3.5	“In classes I learn to know the elements” “It is easy for me now” “At the beginning I didn’t know the elements now I know”

According to the results, all of the students can understand single phrases at a time, and the mean obtained was 3.62, which means that learners agreed with that question. Moreover, most of the students know the elements of the summary and the mean obtained was 3.5. Students can skim and the mean obtained was 3.54. On the other hand, some students cannot understand a long text with the first reading, the mean obtained was 2.46, some students can scan when they read and the mean obtained was 2.92 which means that just a few students accomplished this question.

Thus, at the end of the innovation, fifteen students considered that summarization process will help them to improve the reading comprehension, eight students said that the

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summarization is easy and three students that they highlight the most important information or idea when summarize.

Regarding to the questions of learning log 1 such as: when you read, do you highlight the most important information? Why? 15 students said “Yes, because I understand the main points”, other 11 students answers were: “No, because I don’t know English”. For the question: Is summarization easy for you? Why? 18 Students said “No, because I sometimes need to reread in order to understand a text” other answer was: “No because I don’t know the meaning of some words.” “It is not easy for me because I don’t like English”. For the question: Do you consider summarization can help you improve reading comprehension? Why? 17 Students said: “Yes, but short readings” other answer was: “Yes, because I search for main ideas.” Yes, because when I summarize I understand better”. Regarding to the question: How do you feel when summarizing? 19 Students said: “I feel anxious because new words and teachers don’t give much time” other answer was: “I feel happy because teacher makes groups in class.” On the other hand, in learning log 2 and 3 students improved their perspectives regarding to the process of summarization since most of the students can highlight the most important idea and consider that the summarization is easy and help to improve reading comprehension as well as they feel more confident making summaries, so they said “I feel more relaxed because I can identify the characters, settings and events of the story.” “I feel happy because it is not difficult to know new words” Yes, because summarization helps me to focus my attention only in main ideas.” “Yes, because summarize makes easier to understand a text”. “Yes, because when I understand the ideas from the text, I know what the story is about” A summary of the answers is shown on Table 4.

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**Table 4.**

*Time to Reflect to evidence reading comprehension.*

<b>Questions</b>	<b>N</b>	<b>Learning Log1 yes answers</b>	<b>Learning Log2 yes answers</b>	<b>Learning Log3 yes answers</b>	<b>Reasons students answered NO to that questions</b>
Summarization process is easy.	26	4	16	19	Unknown vocabulary Ideas are not clear Identify the main ideas are difficult Summarization is difficult Give some examples
Summarization process help to improve reading comprehension.	26	15	18	24	It is not benefit It will be better to know vocabulary before doing summarization. Short readings will be better.
To highlight the most important idea when summarize.	26	17	15	22	All ideas are important. Know the characters is important.



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According to the results from table 4. It is clearly noticeable that students' perception making summaries and using blogs improve from first week until the fifth week of the innovation.

Moreover, a rubric for grading reading comprehension of narrative texts was applied at the end of the innovation which graded the elements of a story with a scale of proficient, developing, emerging and beginning. Eighteen of the students were able to retell the story and understand the problem presented as well as retold the important events that lead to the resolution which is equivalent to proficient, only eight students retold the story and understands most of the problem presented in the story that is equivalent to developing within the scale of grading. Nineteen students were able to retell the important events that lead to the resolution and seven students retells most of the important events that lead to the resolution.

Regarding to the category "resolution", eighteen students understand and explained the problem of a story while eight students have a decent understanding of how the problem is solved. Regarding to the scale characters, twenty students retold the characters and only six students mostly retold about the characters and have an idea of what they are like. Finally, five students help others get a clear idea of when and where the story took place, students liked to work in groups because they helped each other in understanding vocabulary or main ideas but ten students mostly help others get an idea in their head of when and where the story took place.

## **Discussion**

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In this study, the results of using summaries to improve reading comprehension were positive. Students demonstrated a meaningful improvement when writing their summaries.

Regarding to the first research question; to what extent does summarization improve reading comprehension? Table 1 evidences students' reading comprehension improved because the *p-value* is less than 0.05 ( $p=0.000$ ). This means that students are able to comprehend a text better at the end of the innovation. These results agree with Duke and Person (2009) who said that summarization strategy enhance reading comprehension when taking reading tests.

According to results obtained in Table 2 students were able to write summaries and identify the characters, setting, conflict, resolution and ending as elements of a story which allow them to focus on only the most important information of a narration before making the summary. The story elements that students included the most in their summaries were: characters, problem, setting, and solution, among others. The summaries also included the sequencing words (first, then, next, and last) with the events in order. Moreover, this data is supported by Liao et al. (2016) who pointed out when the important elements: the action, the subject and object, the time, and the environment are extracted from a text, redundant information is omitted and summarization is automatically as well as Herrera (2013) who claimed that elements allow students not only to analyze what and how their stories should be well structured but also to enhance their writing skills

Regarding to Table 3, students answer 7 questions from the reading survey whose results showed that most of the students understand single phrases at a time, some students

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skim the information and other students know the elements of a summary which results are supported by McCardle (2016) who pointed out that reading is a process that involves the management of different skills.

In order to know the students' perspectives regarding to summarization students answered some questions of a learning log (Time to reflect) during the innovation. Thus, most of the students considered summarization process will help them to improve their reading comprehension as well as summarization is easy and they highlighted the most important ideas when summarize. These perceptions coincide with Duke and Pearson (2009) who explained that summarization strategy principally requires readers use main ideas to start writing their summaries. Otherwise, most of the students felt nervous and got confused at the beginning of the innovation but these perspectives were changing during the innovation until the end. Likewise, creativity is relevant when summarizing (Oczkus, 2018) so participants were engaged of the idea of publishing their summaries in the blogs.

It is important to highlight that this innovation involved the execution of different reading strategies that supported the students reading comprehension before writing summaries such as: comprehension of vocabulary in order to activate prior knowledge showing some pictures of important events of the story which also assisted students to predict events of the story which also arise the formulation of questions. These reading strategies applied during this innovation agree with Gilakjani and Sabouri (2016) who claimed that there are a lot of activities that teachers can implement to apply reading strategies. For example, through visualization, readers develop images in their minds which assist them to ask questions and become good visualizers which improve their reading comprehension.

## SUMMARIES OF NARRATIVE STORIES

Lastly, Duke and Pearson (2009) mentioned effective reading comprehension needs time to read, write and discuss the text. This online resource (blog) was an advantage for students since they had the time to read, write and when they read their peer's summaries, they did not discuss but learn in another way. In the regard, Hock et al. (2015) pointed out when there is the interaction among text, reader and contextual factors, reading comprehension comes up. Therefore, it can be deduced blogs were just the venue as students interacted with the text when they have to write.

### **Conclusion**

Once the innovation period was concluded, the results of the pre-test, post-test, and the summarizing rubric demonstrated that the students who had an efficient reading comprehension were also efficient in summarizing. This study concluded that the use of summaries improved reading comprehension of narrative texts. When students apply strategies to write summaries, they become conscious of the process implied to understand texts better.

Moreover, the perspectives of the students regarding to the summarization strategy positively changed at the end of the innovation because the text they read are chosen regarding to their English level. Finally, the use of blogs to make summaries allowed students to extend their vocabulary, students always feel motivated to attend class when learning using blogs is introduced; they also agree that class environment has become more active. Therefore, it is important that teachers consider to practice summarization through the use of blogs in order to promote autonomous learning by providing opportunities for

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students to take more control of their learning, in that way students will improve their reading comprehension doing some summaries and posting on their blogs or other websites.

Field notes were taken day by day during the innovation took place. At the beginning students were nervous and confused about the activities they will do during the project. The teacher explained with details all the activities and the process. At the end of completing field notes the conclusion was that students like to work writing summaries and interact with partners through blogs.

### **Limitations**

Despite the positive results with the application of the innovation, some limitations during this process appeared as consequence of different factors: For instance: some students did not have internet at the beginning of the scholar year. The high school is working with Teams platform. Some students did not have their users or passwords, therefore the application of the innovation had to be postponed until everyone could enter classes and from there start with the lesson plan developed for the five weeks.

Another limitation was that since the classes took place over the internet there was not much interaction or face-to-face communication among the students. Hence it was observed that there was a loss of social and emotional skills in the student. Schools and teachers have done their best to shift instruction from the classroom to online platforms, such as Teams. Since not all students have computers, others students were working just with cellphones or parent's phones, some especially those in rural areas often lack internet access. Other students were working just with megabytes of the recharges that were made daily.

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Other limitation was the difficulty to evidence student's work because the teacher could not monitor that all of the students performed every single part of the lesson plan without cheating (copying and pasting their classmates' work or getting support from a member of their family).

### **Recommendations**

This research was a challenge to the researcher and students because Pre- and Post-test were applied in a virtual teaching modality. First, to ensure that the data collected from these tests are reliable is important that students take tests with different questions and answer choices. Second, to include more questions to the test since they will allow to get relevant information for collecting enough data that supports the research. Finally, reading is a skill. It must be practiced on a constant basis. The time for the study must be more than 40 hours. The process of reading and writing requires more practice, individual monitoring and feedback

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### **Appendix A**

#### **Lesson Plan**

Available upon request.

### **Appendix B**

#### **Students' Demographics**

Available upon request.

### **Appendix C**

#### **Students' Experience with Reading**

Available upon request.

### **Appendix D**

#### **Rubric for Grading Reading Comprehension of narrative texts.**

Available upon request.

### **Appendix E**

#### **Learning logs**

Available upon request.

### **Appendix L**

Available upon request.

### **Appendix G**

#### **FIELD NOTES**

Available upon request.

SUMMARIES OF NARRATIVE STORIES

**Appendix M**

**Graphic Organizer - Elements of a Summary**

**Topic:-----**

Available upon request.

**Appendix N**

**Checklist for Students to Evaluate their Reading Comprehension.**

Available upon request.