



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

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Proyectos de Investigación

Certifico que Lizbeth Nataly Sánchez Lunavictoria 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

SUMMARIES OF NARRATIVE STORIES

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 12 participants who had different English levels proficiency: 4 elementary, 2 pre-intermediate and 6 intermediate level. Taking into account the participants' English proficiency, they had to read and summarize different stories implemented during a period of 25 pedagogical hours. To help students of the Reading and Writing course to improve these aspects, summaries of narratives texts were implemented. The action research included quantitative instruments that were pre survey, pre post-test and pre checklist while qualitative instruments were learning logs developed in a template called "Time to reflect". Participants completed two different quantitative instruments: pre and posttests, pre survey of the innovation. The participants were very animated from the beginning until the end of the innovation. This study is aimed at the authorities and teachers of English as a foreign language from other institutions who are interested in improving their reading comprehension results and motivate a skill that students often find difficult to work.

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

SUMMARIES OF NARRATIVE STORIES

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 12 participantes que tenían diferentes niveles de Suficiencia de Inglés: 4 elemental, 2 pre-intermedio y 6 nivel intermedio.

Teniendo en cuenta el dominio del inglés de los participantes, estos tuvieron que leer y resumir diferentes historias implementadas durante un período de 25 horas pedagógicas.

Para ayudar a los alumnos del curso de Lectura y Escritura a mejorar estos aspectos, se implementaron resúmenes de textos narrativos. La investigación-acción incluyó instrumentos cuantitativos que fueron una encuesta, una prueba aplicada antes y después de la innovación y una lista de cotejo, mientras que los instrumentos cualitativos fueron registros de aprendizaje desarrollados en una plantilla llamada “Tiempo para reflexionar”.

Los participantes tomaron dos instrumentos cuantitativos diferentes: la encuesta y las pruebas de lectura. 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, que estén interesados en mejorar los resultados de comprensión lectora y deseen motivar una habilidad que los estudiantes a menudo encuentran difícil de trabajar.

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

SUMMARIES OF NARRATIVE STORIES

Reading Comprehension through Summarization on 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 skills, personal identity acquisition, and autonomy (Jorge et al., 2006). For young people, according to Sullivan (2014), 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 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 who 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

SUMMARIES OF NARRATIVE STORIES

Cultural Habits and Practices in 2013 reported that Latin American 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.

Besides, absence of implementation of reading strategies and lack of interest is the main reason why students have problems to understand a text. According to Duke and Pearson (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.

Moreover, readers can write their summaries by paraphrasing in order to show reading comprehension. On the other hand, 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, as cited by León,020).

Otherwise, summarization implies a cognitive process that allow students to produce mental process to creation of new concepts, ideas, definitions, knowledge, among others. On the other hand, 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, as cited in León, 2020).

SUMMARIES OF NARRATIVE STORIES

In conclusion, the lack of implementation of reading strategies students of schools in Ecuador usually encounter reading comprehension problems due to several factors such as lack of interest and poor reading comprehension. Poor comprehension is a problem student's have. There is a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level. Other problem students have is speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. 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 was to find out whether there was a statistically significant improvement of students' reading comprehension ability. This research was quantitative research. The subjects of this research were 12 high school students. The reading test was administrated as the instrument of this research. The result

SUMMARIES OF NARRATIVE STORIES

showed that there was a statistically significant improvement of the students' reading comprehension ability with the significant level $0.00 \leq 0.05$. 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 primordial teachers identify the kind of learners they count with in order 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, topics, among others enjoyable and appealing and others could sense the opposite, teachers necessarily should evaluate those differences and adapt the resources according 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, intermediate, etc. proficiency.

SUMMARIES OF NARRATIVE STORIES

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. Some students in this project think that the act of reading as a straightforward task that's easy to master. In reality, reading is a complex process that draws on many different skills. Together, these skills lead to the ultimate goal of reading: reading comprehension, or understanding what's been read. Reading comprehension can be challenging for lots of reasons. Whatever the cause, knowing the skills involved, and which ones your child struggles with, can help you get the right support. To understand what you are reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

Gilakjani and Sabouri (2016) suggested EFL teachers to use appropriate and different kinds of texts and reading strategies. Hock et al. (2015) also coincided that in order to turn learners into proficient comprehenders, teachers need to research and be flawless on what reading strategies and comprehension activities are usable to engage students. This is

SUMMARIES OF NARRATIVE STORIES

because reading comprehension is not centered on knowledge but the interaction among text, reader and contextual factors (Hock, Brasseur-Hock & Deshler, 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 effective instructions and enough time to 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. Participants of this project said that understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called cohesion. But these skills are important for reading comprehension as well. Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing. 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

SUMMARIES OF NARRATIVE STORIES

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 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

SUMMARIES OF NARRATIVE STORIES

order to demonstrate what they have read about (Gilakjani & Sabouri, 2016). The participants of this project mentioned that summarizing has to be repeatedly modeled, the process of writing summaries requires well-planned scaffolding and students need a lot of time and opportunity to practice. Students need to summarize across content areas, but it's a formidable challenge to teach students how to write and how to recognize the "best" summary when given multiple options. The importance of students being provided with a repertoire of strategies for comprehending text. The same is true when equipping students to write and recognize summaries. Students need to be presented with strategy options so that when they work independently they'll be comfortable choosing the strategy that works best for them.

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.

SUMMARIES OF NARRATIVE STORIES

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 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, Botschen, Falke, Heinzerling, Marasovic, Mihaylov, & Frank, 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. These elements allow students not only to analyze what and how their stories should be well structured but also to enhance

SUMMARIES OF NARRATIVE STORIES

their writing skills (Herrera, 2013). Finally, elements of summarization on narrative stories will help learners visualize and identify the most important aspect in a text.

Blogs

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 a big 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 participant's perspectives, blogs offer many benefits in learning. 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 (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 (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.

SUMMARIES OF NARRATIVE STORIES

Innovation

The innovation was carried out during 5 weeks. The activities that were developed during the innovation were:

The teacher presented a story according to the English level of the students as well as their interest, so his/ her role was to facilitate and activate the students' prior knowledge showing some pictures of important events of the story, so students felt more confident and encouraged to understand the text as well the vocabulary that they had to know. The teacher implemented other useful techniques that help students to understand a text better. For instance: The teacher and students read at the same time and teacher formulated some questions such as: What do you think will happen next? It means that the teacher is constantly monitoring the students' comprehension through questions that help students to use context clues to understand the story.

Moreover, students created their own blogs in order to write their first summaries. During this step, students formulated questions such as: "how long is the summary?" "when do we have to present it? and so on. The researcher provided feedback and showed how a summary should be done using Adverbs of Sequence. At the end of the first stage, the teacher presented a graphic organizer with the elements of a story which was filled out by the students with the guidance of the teacher before writing their second summary. Finally, students were encouraged to reflect about their first experience making summaries answering the questions of the first learning log.

The second stage of the innovation consisted in reading other story trying to maintain the curiosity of students through videos and audios that were related or took part from the story. Students filled out the elements of a summary with the events, characters of the second story following the model provided by the teacher before writing their summary in their blogs. At the end of this stage, students took the second learning log in order to know their perspective about summaries.

SUMMARIES OF NARRATIVE STORIES

The next stage, the teacher presented different stories, so students could choose a story regarding to their preference. Besides, the teacher encouraged them to record a part of their story using the cellphones in order to present the summaries to the class. This step allowed students to share their stories in order to create a new story with different events, beginnings and endings. However, some facts of these stories were misunderstanding and mislead even some of them did not have coherence. Thus, the teacher allowed students to improve these summaries through the work in groups, so they shared the information of their stories with the members of the groups in order to get feedback and support from their classmates to the development of the new story before they are published in the blogs.

The last part of the innovation consisted in reading other story, so students had to apply the same techniques and follow the same process to comprehend a text and make a summary. During this stage student filled out the checklist in order to evidence reading comprehension of the new story before writing summaries in their blogs. Moreover, they answered the questions of third learning log in order to know their perspectives about the development of the last summary. Otherwise, students did a compilation of their favorite stories which were saved and published in their blogs where each student could comment the stories of the classmates. Finally, students developed an oral presentation of the story they liked the most.

Methodology

This innovation was conducted by two methods: Quantitative and Qualitative.

A quantitative method which pursues to analyze collected data in a numerical and statistical way of test and surveys and a qualitative method that focus on the students' perspectives in summarization as a reading strategy. The quantitative instruments were a reading survey, pre and

SUMMARIES OF NARRATIVE STORIES

post reading tests and a checklist while the instruments for qualitative methods were learning logs.

Moreover, 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, A2 and B1 level. The first part of the test consisted of 8 choice questions where students had to choose the word or phrase that best match the question. Moreover, part two of the pre-test consisted of reading announcements and emails and infer the purpose of the message. The next part consisted of reading three passages and choosing the best answer for each question. Finally, 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 scale, and after the implementation are expected to improve the score up to 70% or more. Otherwise, a rubric was applied to grade and provide feedback to the students about their reading comprehension at the end of the innovation. The rubric's criteria to evaluate reading comprehension was divided in 5 categories: conflict, events, resolution, characters and setting.

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

SUMMARIES OF NARRATIVE STORIES

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.

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. Finishing the innovation in the course period, the participants proceeded to present their last summary of the story using slides. The results and participation in this research study did not affect the student's final grade in the current course.

Description of Participants

There were 12 students who participated in this study, 6 males and 6 females between 16 and 17 years old. The participants belonged to the 2nd year of BGU. When students took the placement test, it determined that the class was of mixed English level. There were 4 elementary, 2 pre-

SUMMARIES OF NARRATIVE STORIES

intermediate 6 intermediate students. Due to this factor, the passages did not have the same text complexity for everybody. In other words, the complexity level of stories was delivered to students according to their English proficiency.

Results

The present study was conducted to analyze the importance of summaries as a reading strategy to improve reading comprehension of narrative stories.

The application of the pre –test and post-test evidenced the students reading comprehension level and supported the collection of data at the beginning and the end of the innovation in order to know the impact of summaries for reading comprehension.

First research question, *to what extent does summarization improve reading comprehension?*

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 in a reading. 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	12	3.0	8.00	5.233	1.501	1.71
Post_Test	12	5.5	9.25	7.433	1.032	

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

SUMMARIES OF NARRATIVE STORIES

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

In order to evidence reading comprehension, students self-evaluated their understanding taking 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.	12	4	8
I stop an unknown word and appeal for help.	12	5	7
I reread to confirm reading.	12	8	4
I read and choose essential sentences easily.	12	6	6
I read and eliminate unnecessary information easily.	12	5	7
I request help after making several attempts when summarizing.	12	3	9
I read and find the elements of the stories (characters, setting, conflict, resolution, and ending) easily.	12	9	3
I reread to search for more details, information, characters, and plot.	12	8	4
I reread to gather information to clarify confusions.	12	7	5

SUMMARIES OF NARRATIVE STORIES

I appropriately use adverbs of manner or sequence words to connect the elements of the stories when summarizing.	12	10	2
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According to the results showed in Table 2, most of the students are able to apply some reading techniques in order to understand a text, making summaries and identifying 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.

Some students' answers for the question: I stop and hesitate at an unknown word constantly, "Sometimes when I don't understand a word". "No, most of the time". For the question: I stop an unknown word and appeal for help, students said: "No, I don't ask for help", "Sometimes". For question: I read and choose essential sentences easily, most of the students said: "Yes, to understand better". For the question: I read to confirm reading, students said: "Yes, to understand better. For the question: I read and eliminate unnecessary information easily, most of the students said: "No, because that is not easy". 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 because it is easy for me". For the question: I read and find the elements of the stories easily, most of the students said, "Yes, I can identify them". For the question: "I reread to search for more details, information, characters and plot, most of the students said: "Yes, to comprehend better". For the question: I reread to gather information to clarify confusions, most of the students said: "Yes, to learn new vocabulary and understand a story better". 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 answered positively.

SUMMARIES OF NARRATIVE STORIES

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.

Question	N	Mean
I can understand a long, complex text.	12	2.67
I understand single phrases at a time.	12	3.83
I understand a long text with the first reading.	12	2.42
I understand a long text by rereading it.	12	3.08
I can skim.	12	2.58
I can scan.	12	2.33
I know the elements of a summary.	12	2.67

According to the results, all of the students can understand single phrases at a time, and the mean obtained was 3.83, which means that learners agreed with that question. Moreover, most of the students understand a long text by rereading it and the mean obtained is 3.08. Most of the students observe the punctuation pauses when they read which means they agreed with this item. On the other hand, students can not scan when they read and the mean obtained is 2.33 which means that just a few students accomplished this question.

SUMMARIES OF NARRATIVE STORIES

Thus, at the end of the innovation, twelve students considered that summarization process will help them to improve the reading comprehension, 9 students said that the summarization is easy and 8 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? Students said “No, because I can’t identify the main idea from the text”, other answer was: “No, because I don’t know English”. For the question: Is summarization easy for you? Why? 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 have a good English level”. For the question: Do you consider summarization can help you improve reading comprehension? Why? Students said: “Yes, but I need to understand the meaning of words first” other answer was: “Yes, because summarization helps me to focus my attention only in main ideas.” Yes, because summarize makes easier to understand a text”. Regarding to the question: How do you feel when summarizing? Students said: “I feel anxious because I don’t know the majority of words in English” other answer was: “I feel frustrated because I don’t know some words in English.” 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 comfortable and relaxed because I can identify the characters, settings and events of the story.” “I feel happy because it is not so difficult to write a summary” 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 is the story about.” as shown on Table 4.

SUMMARIES OF NARRATIVE STORIES

Table 4.

Time to Reflect to evidence reading comprehension.

Questions	N	Learning Log1	Learning Log2	Learning Log3
Summarization process is easy.	12	1	6	9
Summarization process help to improve reading comprehension.	12	7	10	12
To highlight the most important idea when summarize.	12	3	5	8

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

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. Thus, 8 of the students were able to retell the story and understand the problem presented as well as retells the important events that lead to the resolution which is equivalent to proficient, only 4 students retell the story and understands most of the problem presented in the story that is equivalent to developing within the scale of grading. Otherwise, 6 students were able to retell the important events that lead to the resolution and 6 students retells most of the important events that lead to the resolution. Regarding to the category "resolution", 9 students understand and explains the problem of a story while 3 students have a decent understanding of how the problem is solved. Regarding to the scale characters, 10 students retells the characters and only 2 students mostly retells about the characters and have an idea of what they are like. Finally, 7

SUMMARIES OF NARRATIVE STORIES

students help others get a clear idea in their head of when and where the story took place but 5 students mostly help others get an idea in their head of when and where the story took place.

Discussion

This project assisted with relevant information about the use of summarization to improve reading comprehension. These assumptions were evidenced with the results obtained at the end of the innovation which showed a positive impact in the students' reading comprehension.

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 make 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 whose results coincide with Bazerman (2010) who stated that the key of summarization is to focus on the most relevant sentences and delete the less important sentences of the readings. 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

SUMMARIES OF NARRATIVE STORIES

Regarding to Table 3, students answers 7 questions from the reading survey whose results showed that most of the students understand a long text by rereading it and scan when they read 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 reading comprehension as well as summarization is easy and they highlighted the most important information when summarize whose 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 anxious and got confused at the beginning of the innovation but these perspectives were changing during the innovation until its end.

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

Finally, using blogs for writing summaries supported students to get feedback through classmates' comments, this information agrees with Churchill (2009) who also pointed out multiple activities were done in blogs during a whole semester such as posting reflections and learning tasks, contributing and commenting to peers' tasks and facilitating their learning as well as 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.

Conclusion

The present action research study was conducted to find how summarization increases students' reading comprehension on narrative stories. Regarding to the results obtained throughout this study, the researcher found that students could write summaries, identify characters and important events of a story. This improvement was evidenced with the application of the post-test and learning logs (Time to Reflect) because the students obtained better scores in this test.

Moreover, the perspectives of the students regarding to the summarization strategy positively changed at the end of the innovation because the test they read are chosen regarding to their English level. Finally, the use and application of blogs to make summaries allowed students to extend their vocabulary, avoid get boring, express their ideas and learn from the classmates because they could read the summaries of the peers and make some comments which allowed learners receive feedback from teacher and classmates. Therefore, it is important that teachers consider the use of blogs in order to share ideas, learn from their classmates and improve reading comprehension.

SUMMARIES OF NARRATIVE STORIES

Limitations

Despite of getting positive results with the application of the innovation, some limitations during this process appeared as consequence of different factors: For instance: some elementary and pre-intermediate students used the dictionary to look for the meaning into Spanish of certain unknown words for them even though researcher taught new vocabulary through the analysis of speech patterns among other activities such as: videos related to the story, pictures of certain events of the story and so on.

Another limitation is that despite the fact that most of the activities were carried out with the guidance of the teacher, it was not possible to control totally whether the students developed the activities from the lesson regarding to the teacher's instructions as well as the certainty that students took the tests without support from other people. Finally, teacher was not sure if the students paid attention to her explanation for the development of the different activities that are related to the process of summarization and are going to help students to make a summary correctly even when the teacher checked the students' comprehension through questions related to the development of activities because some students participated and answered all of the questions volunteering and other ones did not say anything. It means that the process and performance of the innovation through different tasks were difficult to evidence because teacher could not monitor that all of the students performed every single part of the lesson plan without copy from the classmates or support from a member of their family.

Recommendations

To conduct this research was a challenge to the researcher and students because Pre- and Post-test were applied in a teaching virtual modality. First, to ensure that the data collected from

SUMMARIES OF NARRATIVE STORIES

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, to create questions that have certain grade of difficulty to allow students argue a content. Otherwise, it is important that researcher monitor the performance of the students while they are taking the test because this help them to get more confidence themselves when they are being evaluated.

SUMMARIES OF NARRATIVE STORIES

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SUMMARIES OF NARRATIVE STORIES

Appendix A

Lesson Plan

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.

Appendix M

Graphic Organizer - Elements of a Summary

Topic:-----

Available upon request.

SUMMARIES OF NARRATIVE STORIES

SUMMARIES OF NARRATIVE STORIES