UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: SUMMARIZING STRATEGY AND READING COMPREHENSION

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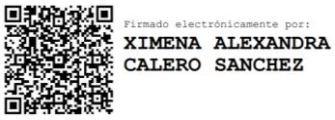
2021

TUTOR APPROVAL

I, Ximena Alexandra Calero Sánchez, holder of the I.D No.180288406-2, in my capacity as supervisor of the Research dissertation on the topic: **"SUMMARIZING STRATEGY AND READING COMPREHENSION"** investigated by María Belén Acosta Salazar with I.D No.1600524126, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



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SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled **"SUMMARIZING STRATEGY AND READING COMPREHENSION"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

…….

María Belén Acosta Salazar
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AUTHOR

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DEDICATION

To my parents, my sisters, and friends who always have supported me in this whole process.

Belén

ACKNOWLEDGEMENTS

To my lovely parents who were there supporting and motivating me in this journey as a student.

To my sister who is my best friend in the world and always is there cheering me up at any time.

Belén

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THEME: "SUMMARIZING STRATEGY AND READING COMPREHENSION"

AUTHOR: María Belén Acosta Salazar

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ABSTRACT

Reading comprehension is the ability to process a text by understanding its meaning. This ability to comprehend a written material is influenced by learners' skills which are decoding, literal comprehension, inferential comprehension, critical comprehension, vocabulary, and grammar. Thus, the current research work aims to determine how Summarizing strategy influences learners' reading comprehension. This research was applied to 27 students of the fifth semester in Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Moreover, the treatment was developed over 7 sessions. This research work had a qualitative and quantitative approach and experimental research. A pre-test and post-test were used to assess students' reading comprehension before and after implementing Summarizing Strategy. The reading section from the standardized Preliminary English Test (PET) was applied. In order to verify the hypothesis, the Student's t-test was the method to make the statistical analysis of the results. The findings demonstrated that there was a significant difference in the students' performance, and it was concluded that the implementation of Summarizing strategy influences students' reading comprehension.

Key Words: summarizing, strategies, reading comprehension.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: LA ESTRATEGIA DE RESUMEN Y LA COMPRENSIÓN LECTORA

AUTOR: María Belén Acosta Salazar

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RESUMEN

La comprensión lectora es la capacidad de procesar un texto entendiendo su significado. Esta capacidad para comprender un material escrito está influenciada por las habilidades de los alumnos las cuales son decodificación, comprensión literal, comprensión inferencial, comprensión crítica, vocabulario y gramática. Por lo tanto, el trabajo de investigación actual tiene como objetivo determinar cómo la estrategia de resumen influye en la comprensión lectora de los alumnos. Esta investigación se aplicó a 27 estudiantes del quinto semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Además, el tratamiento se desarrolló a lo largo de 7 sesiones. Este trabajo de investigación tuvo un enfoque cualitativo y cuantitativo e investigación experimental. Se utilizaron una prueba previa y una prueba posterior para evaluar la comprensión lectora de los estudiantes antes y después de implementar la estrategia de resumen. Se aplicó la sección de lectura del Preliminary English Test (PET) el cual es un examen estandarizado. Para verificar la hipótesis, la prueba t de Student fue el método para realizar el análisis estadístico de los resultados. Los hallazgos demostraron que hubo una diferencia significativa en el desempeño de los estudiantes y se concluyó que la implementación de la estrategia de resumen influye en la comprensión lectora de los estudiantes.

Palabras clave: Resumir, estrategias, comprensión lectora.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. Investigative Background

For the present work, previous investigations related to the Summarizing Strategy were taken into consideration, which were of great help since they served as the basis of this investigation. The aim is to establish the relationship between the Summarizing Strategy and Reading Comprehension in learners.

The study carried out by Maybodi & Maibodi (2017) investigated how the implementation of teaching summarization strategies has an effect on English as Foreign Language (EFL) students' reading comprehension. There were two groups of students from the science and humanities sections who participated in this study. Students were divided into 40 for each section. A pre-test and post-test were applied to evaluate students' reading comprehension. The data collected were analyzed using SPSS software. The results have shown that reading comprehension skills improved between the pre and post-test. However, the science group exceeds the humanity group since in the numerical findings reached from the paired sample t-test their scores were more significant. It was concluded that the summarization strategy can benefit to develop and improve the reading comprehension of EFL students from Iran.

There is also a research work carried out by Febriani, Mukhaiyar, & Ningsih (2019) aimed to analyze how summarizing strategy had a significant development on students' reading comprehension skills. The design of the study is experimental research. The population of the study was 96 students from three classes and the samples were selected ramdomly. The instrument for this research was a test to measure reading comprehension in descriptive texts. The data from students' results were

analyzed using a t-test formula with a level of significance at 0.05 (5%). The findings of the research demonstrated that students in which was applied summarizing strategy had improved their reading comprehension abilities on descriptive texts rather than those who had applied the Small Group Discussion technique.

Furthermore, Huan & Ngan (2017) in their article aimed to how learners recognized the effect of application of the summarizing strategy on EFL reading comprehension course. The methodology was a descriptive design and the instruments for this research were a survey and interviews. The subjects of this study were a group of students from law school in Vietnam. The results indicated that students identify the role of the summarizing strategy however they struggle in vocabulary and grammar while reading a text. Regarding the results, teachers may implement or improve effective techniques to enhance learners' reading comprehension capacity.

In addition, the article written by Wahyuningsih (2021) aimed to study students' performance in reading comprehension through applying summarizing strategy. The design applied was quasi-experimental for students from tenth grade in the tourist department. The participants for this research were 60 students divided into experimental and control groups. A pre-test was used to evaluate learners' reading. The investigation was accomplished during four sessions for the treatment and one session for the post-test. The post-test consisted of multiple-choice items to test students' achievement in reading. The findings were obtained comparing the results of post-tests from both experimental and control groups. The researcher used a t-test to analyze the results. It was concluded that summarizing strategy may an improvement on students to comprehend a text. The experimental group had shown significant results rather than the control group.

In the study carried out by Marzuki, Alim, & Wekke (2018) the aim was to solve students' reading comprehension problems through the employment of cognitive reading strategies in an EFL course. The design of the study was Classroom Action Research in a reading course from an Islamic University in Indonesia. The study was divided into two periods. Both periods consisted on planning, implementation, observation and reflection. To prove if students had an improvement in their reading comprehension the criteria were that most of the students or ≥75% of them must obtain a score of ≥75%. The findings had shown that during the second period when the plan was applied there was an increase in their scores. 83% of the students obtained scores of 86.7% during the reading class.

In the research carried out by Pertiwi (2019) which was focused on analyzing how the process of using summarizing strategy to students' reading performance in identifying the main idea. This work used experimental research. The group of the study was a total of 145 students from the second year of high school in SMK TAMAN SISWA in the 2019-2020 academic year. The design of the research was one group pre-test and post-test. 30 students of a class were the sample of the research. Summarizing strategy was taught to the experimental group. To collect the data was used a multiple-choice test with a total of 20 items. The pre and post-test were applied to the experimental group. The results determined that were positive results by implementing the summarizing strategy on students' reading performance since in the pre-test students obatained 57.5 while in the post-test they obtained 79.8.

Moreover, in the research work carried out by Hwang et all (2018) focused on the implementation of a concept mapping-based summarization strategy to improve learners' reading comprehension skills in a flipped classroom. The subjects of the research work were 45 students from two classes of an elementary school in Taiwan. To evaluate reading

comprehension a pre-test and post-test were applied. As well as questionnaires to assess students' motivation and self-efficacy. The findings have shown that learners improve their summarization capacity. However, the approach was not significant to students' reading comprehension. Furthermore, there was an effective correlation between reading comprehension and self-efficacy; likewise, it was correlated with intrinsic and extrinsic motivation. Therefore, the application of concept mapping with summarization strategy was extremely associated with learners' summarization skills, meanwhile, reading comprehension was not related.

It was found the article written by Ali & Razali (2019) which is about how using reading strategies such as predicting, analyzing, summarizing makes learners active participants in the reading process. The article had review 27 studies referring to teaching reading strategies to EFL and ESL students. It demonstrated that teachers have to change methodologies in order to fulfill students'needs, and also the knowlegde about using reading strategies. Moreover, the authors noticed some of the issues that do not allow learners to improve their reading comprehension. Besides authors concluded the article by making suggestions for teachers to apply reading strategies in the class to improve the use of reading strategies by ESL/EFL learners.

The study carried out by Alfian (2018) aimed to determine the influence of Summarizing Strategy in learners' reading comprehension. A quasi-experimental study was carried out from April to July of 2018. The study's participants were 110 first-grade students at SMK-IT Ma'arif NU Karangle. As the experimental and control groups, two classes were chosen randomly from each other. The data collection was throughout a multiple-choice test. Both the pre-test and post-test were applied. For the analysis of the results, a t-test formula was used to analyze the data. After the analysis, the t-test result was 4,47, and the t-table was 1.788 at the

significance level of 0.05 and the degree was 52. It demonstrated that t-test results were higher than t-table (4.47 > 1.788). The hypothesis was accepted based on the results. As a result, Summarizing Strategy has a positive impact on learners' reading comprehension.

Albert (2021) in his research, it was focused on applied Summary Strategies to have an important influence on students' reading comprehension in the first semester of the seventh grade at SMP Wiratama Mandala Ulubelu. This study was conducted using a quasi-experimental design. The participants were selected by cluster random sampling. The sample consisted of the experimental and control group. The treatment was developed on three sessions of 45 minutes each. Pre and post-test were used to determine the students' reading comprehension level. After the post-test, the researcher analyzed the data using independent sample testing. The findings were analyzed using the Mann-Whitney-U test, 0.000 because the data were not normally distributed. In other words, this research showed that students' reading comprehension can improve by using summarizing strategies. According to the findings, the summary strategy has a significant influence on students' reading comprehension.

Moreover, Yuspar (2017) aimed to find out the effectiveness of teaching reading comprehension by applying summarizing strategy to eleventh grade students at Palembang's State Senior High School. The participants were 35 students. The methos of this research were experimental method using the convenience non random sampling. In the data collection, a written test consisted of 24 questions: 4 essay, 10 multiple-choice, and 10 short-answer. It was applied a pre-test in order to know the students' performance, and a post-test was given after the treatment was applied. The matched t-test formula was used to examine the data. According to the findings, the pre-test average score was 6.44, whereas the post-test score was 7.52. By utilizing summarizing technique to teach reading comprehension to eleventh grade students at Palembang's State Senior

High School 1, the t-test result (12.00) was higher than the t-table. It was therefore decided to accept the alternative hypothesis. It was concluded that it was effective in teaching reading comprehension by using summarizing strategy to the eleventh grade students of the State Senior High School 1 of Palembang.

Nurhayati & Fitriana (2018) found out the students of MTsN Pucanglaban Tulungagung have poor reading comprehension, which is caused by (1) their inability to comprehend the content of the book; (2) their inability to read and spell it correctly, whether in oral or written form; and (3) their lack of vocabulary. This study used an experimental design that included a single group. Pre- and post-tests were used as the instruments in this design. The sample was taken from the VIIA class, which had 34 students in it. According to the results, the learners' mean score in teaching reading comprehension before they are taught using the summary technique was 84.37. While the students' mean score after they were taught using the summary technique was 90.34. By comparing the significant levels in the t-table at 0.05, it is known that the t-count is bigger than the t-table. In conclusion, to teach reading comprehension to JHS students, the summary technique might be used as an alternative.

The research works mentioned previously are of great significance because they had contributed, by some means, to identify the issues of students when comprehending a text, moreover, they have implemented the summarizing strategy to solve those issues. According to the findings of the studies, the learners were benefited from the implementation of summarizing when reading since they were able to comprehend a text.

1.2. Theoretical Framework

Independent variable

Strategies

Brown (2007) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". Strategies vary to each individual from different moments as problems and contexts change. According to Brown (2007) there are two categories of strategies which are learning and communicative strategies. However, as reading is a receptive skill, only learning strategies are considered. For reading, metacognitive and cognitive strategies are the most relevant. Metacognition is related to monitoring, or watching, and evaluating the success of the learning process. While cognitive is concerned with specific contexts and learning tasks.

Cognitive Reading Strategies

McEwan (2007) states cognitive strategies are "the mental processes used by skilled readers to extract and construct meaning from text and to create knowledge structures in long-term memory". Cognitive strategies are about how to learn, how to remember, and how to reflectively and analytically convey ideas. For people who have problems when reading, these strategies must be taught and modeled since they help to improve comprehension and retention. There are seven cognitive strategies which are: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. (McEwan, 2007)

Summarizing

According to Lanning (2008) “while summarizing, a reader reduces large selections of text to the most important information”. In this strategy learners represent, in their own words and few sentences, the most relevant ideas of a longer reading. One of the fundamental skills to support summarizing strategy is identifying the main idea. Summarizing is about identifying the main ideas and supporting facts of the written information. Summarizing while reading is an important tool for full comprehension since it teaches learners to improve their memory for what is read (Jones, 2018).

Jones (2018) suggested some activities to teach learners to summarize. The first one is writing shorter summaries, this activity could be effective as long students improve and reduce their written work until the most important and relevant information prevail. A summary could be from a half-page to a single sentence length.

Another activity is called writing headlines, it aims to make learners create a headline from headless newspapers' articles, or they can match the headlines with the stories.

The next activity is Sum it up which is about making learners writing as many of the main idea words as possible. They have to imagine each word costs money and they have a limit to spend. For instance, each word is worth 10 cents, and they only have $2,00 so they will "sum it up" in 20 words. The summary will be according to the length of the passage or reading text.

There is a process to follow in order to summarize a text or paragraph. First, the learner must identify important concepts in the paragraph by searching for keywords within the text. These words could be determined as the "main idea". The second step is searching for key details supporting the information. Instead of full sentences, it may be words or phrases. The next

step is to exclude the less relevant details. Some information in the text is valuable while others are irrelevant and distracting. Finally, the learner should construct a brief statement representing the summary (Guthrie & Taboada, 2004).

Summarizing must be part of students' learning, however; it is hard to select the most important information without providing too much detail. Besides this process, there are many other summarizing strategies that are helpful in order to choose the correct details from the reading text and write them briefly. One of these strategies is 5W's, 1H. It integrates six questions:"who, what, when, where, why, and how". It was designed to help learners find out the details of what they are reading. For instance, important details, and the main idea (Bales, 2020).

Dependent variable

Language Skills

Language includes four important skills which are Listening, Speaking, Reading, and Writing. Each of them is highly important when learning a language. Language skills are divided into receptive and productive skills. Receptive skills, listening and reading, are those when information is taken from the spoken or written discourse. Otherwise, productive skills, speaking and writing, refer to those in which learners develop language (Al-Jawi, 2010).

Receptive skills

Al-Jawi (2010) defines receptive skills as how people obtain the meaning of discourse they listen or read.. Receptive skills help learners to develop skills to understand and interpret the language either spoken or written. There is a relationship between receptive and productive skills since each supports another.

When learners use their receptive skills they are also making use of cognitive processes. There are two important activities in mind's learner while processing a discourse which is top-down and bottom-up (Rhalmi, 2019). It has been stated that during top-down processing the reader or listener receives a broad view of the reading or listening passage by, in a few ways, soaking up the general picture. It helps and allows the reader or listener to have an accurate expectation of what the passage is going to be about. On the other hand, bottom-up processing are focus on simple things such as words, phrases, and sentences and accomplish understanding to by joining these elements to form a whole. (Al-Jawi, 2010)

Reading

According to Spratt, Pulverness, & Williams (2011) reading is one of the major language English skills. It involves making sense of written material. It concerns using different reading skills. Reading skills are abilities that allow people's capacity to read, comprehend, interpret and decode written language. Moreover, there are five components that the reader must domain in order to comprehend in an independent way the intended message that is conveyed in the written text. These components are identified by the National Reading Panel which are phonemic awareness, phonics, fluency, vocabulary, comprehension, and spelling. (National Reading Panel, 2000)

Reading comprehension

The RAND Reading Study Group (2002) defined reading comprehension “as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. The reader, the text, and the purpose of reading are the elements of reading comprehension that are associated in the process of reading.

Furthermore, reading comprehension is the ability of the mind to understand the ideas, messages, and purpose of the author. In order to lead a real

comprehension, learners use a combination of six skills which are decoding, literal comprehension, inferential comprehension, critical comprehension, vocabulary and grammar. Decoding a text is referring to integrate visual, meaning, and semantic systems. Literal comprehension happens when learners are able to respond recall questions that are explicitly established in the text. Inferential comprehension relates to learners' ability to combine the information of the text with their knowledge of the world. Critical comprehension is about learners using the integrated information and the text to prove an understanding of the author's idea. Vocabulary, the learners identify known and unknown words. And grammar, learners are capable to recognize and use different structures of the language such as grammatical, mechanical, and syntactical (Flores, Moran, & Orzo, 2004).

There were identified ten strategies by Janzen & Stoller (1998) of reading comprehension which are "identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding and answer to the questions, connecting the text to prior knowledge, summarizing, connecting one part of the text to another, and recognizing text structure". It is important that teachers select strategies according to the complexity of the reading process of learners. Moreover, there are some components that allow teachers to identify which strategies are the most appropriate to apply in the classroom. These components are students' characteristics, demands of the text, and the goals of reading instruction.

1.3. Objectives

1.3.1. General Objective

- To determine how Summarizing strategy influences reading comprehension.

1.3.2. Specific Objectives

- To apply the Summarizing Strategy for the development of the reading comprehension.
- To assess the development of the reading comprehension skills of students.
- To analyze the effect of Summarizing Strategy in the improvement of reading comprehension.

1.4. Hypothesis

Null Hypothesis (Ho)

The Summarizing Strategy does not influence the improvement of the reading comprehension, in students from 5th semester "A" of PINE at Universidad Técnica de Ambato.

Alternative Hypothesis (HI)

The Summarizing Strategy influences the improvement of the reading comprehension, in students from 5th semester "A" of PINE at Universidad Técnica de Ambato.

CHAPTER II

2. METHODOLOGY

2.1. Resources

Technological

-Computer

-Internet connection

-Mobiles

-Online platforms (Zoom, Whatsapp, Wizer, etc)

Humans

-Students

-Researcher

-Tutor

2.2. Methods

2.2.1. Research Approach

This research work is primarily based on qualitative and quantitative approaches. Qualitative approach due to the fact it is used to understand the basic concepts. The effect of the implementation of the Summarizing Strategy on the development of reading comprehension was also analyzed. Besides the research is quantitative because it is established on real data which was analyzed using specific statistical techniques to accomplish this research work.

2.2.2. Research Modality

Field Research

Field research is the basic modality of this project since the data collection was more feasible to have from the students by observing, interacting, and understanding them.

Bibliographic research

Allen (2017) defined bibliographic research as any research that requires the collection of information from published documents. The materials included traditional resources as well as electronic media such as books, journals, and websites. Theoretical information were collected from the author's reviews to support this research and to acquire knowledge of the two variables.

2.2.3. Level or type of research

Exploratory

This work had exploratory research due to the researcher tried to be familiarized with an existing phenomenon and acquire new knowledge into it and have a better comprehension of the problem.

Correlational

The correlational research measures and assess the statistical relationship between both variables without control any of them. The aim of this research is to identify if the change of one variable generates some change in other.

2.3. Population and Sample

For this research, Universidad Técnica de Ambato is the field to collect the data and analyze it. The participants were 27 students from fifth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

Table 1

Population

Population	Number of Population	Percentage %
Students	27	100%
TOTAL	27	100%

Note: This table shown the number of population of this research project.

2.4. Instruments

Pre-test

It was applied a pre-test taken from PET (Preliminary English Test), which is a standardized test, in order to assess students reading comprehension level. The reading section consists of five parts but only parts two, three, and four were considered. Each part contained five questions, ten questions, and five questions respectively, given a total of twenty items.

Post-test

After putting in practice the summarizing strategy, the same parts of the PET were evaluated for the post-test in order to evaluate if the participants have an enhancement of their reading comprehension skills.

2.5. Procedure

The treatment was developed during seven sessions over the course of four weeks. First, it was important to plan based on the reading material. The material was five stories taken from the British Council page. They were chosen because help to improve learners' comprehension skills and they fit learners' level.

In the first session, the pre-test was applied, and the summarizing strategy was introduced. Then, in the next sessions, learners were able to practice the

strategy with activities that were designed to assess reading comprehension.

Also, worksheets were fundamental during the practice. The worksheets were designed in the Wizer.me platform where learners could develop them online.

After the application of the strategy the learners were evaluated through the post-test to determine if there was an improvement in learners' reading comprehension.

With the data obtained from the pre-test and post-test, the statistical analysis was done using the IBM SPSS statistical software. It helped to carried out the analysis and interpretation of results in order to verify the hypothesis of the research.

CHAPTER III

3. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter includes the presentation of the results gathered by the researcher. The data was obtained from the pre-test and post-test taken from the PET from Cambridge. The tests were applied to students of the fifth semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Universidad Técnica de Ambato.

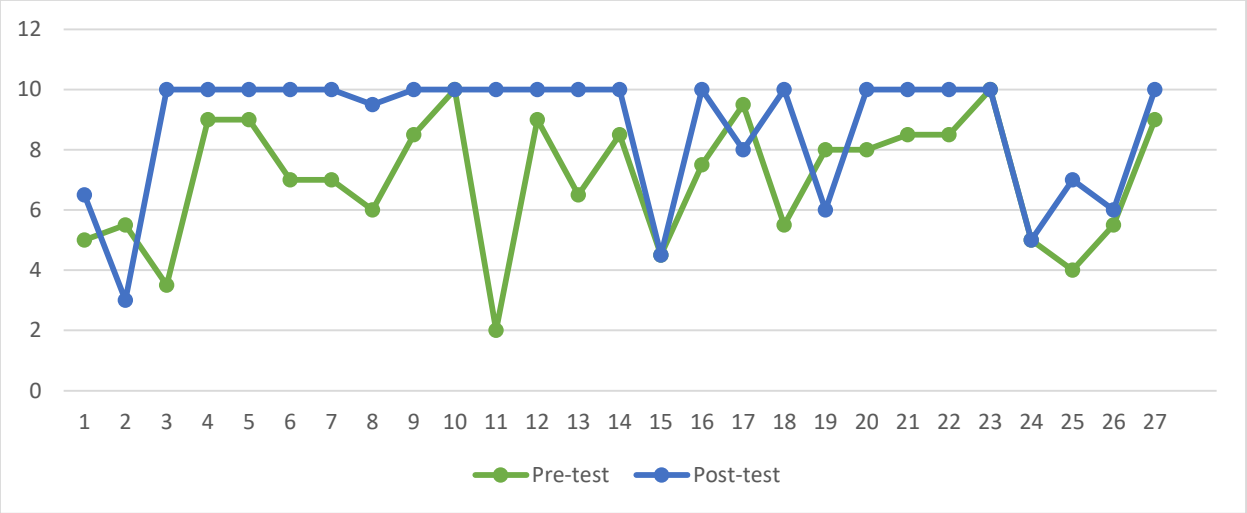
To perform the statistical analysis, the student's test was applied to verify the hypothesis.

3.2 Interpretation of Data

Individual representation of Students' Grades

Figure 1

Pre-test and Post-test Scores



Elaborated by: Acosta, M. (2021)
Source: Field research

According to figure 1, it can be observed the green line representing the grades of 27 students in the pre-test. Whilst, the blue line is the grades gathered from the post-test after the summary strategy has been implemented over seven sessions.

It exists a difference between both lines, which states that when the participants take the reading comprehension test, the strategy employed has an effect on their development. While some students experienced a major enhancement, some stayed on their level or there was no enhancement for them.

The Pre and Post-test results were examined in depth using a Student's t-test on related samples.

Global Representation of Students' Grades

Table 2

Ranks

Low:	1-4
Moderate:	5-6
High:	7-8
Very high:	9-10

Table 3

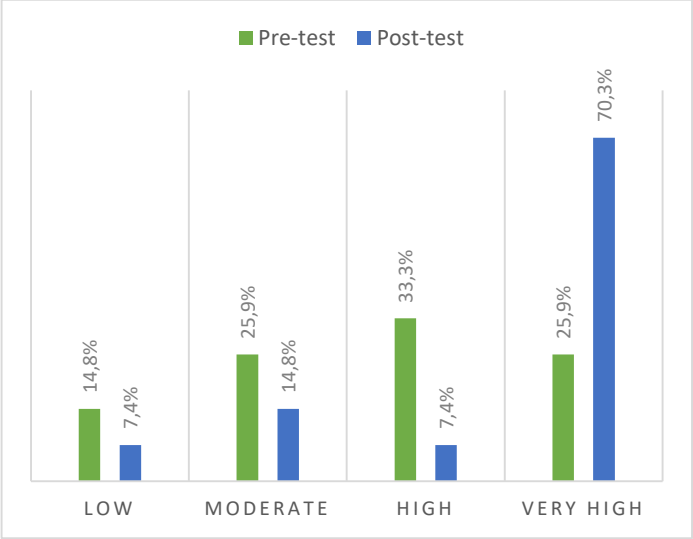
Classification of Results

RESULTS	LOW	MODERATE	HIGH	VERY HIGH	TOTAL
Pre-test	4	7	9	7	**27**
Post-test	2	4	2	19	**27**

Note: This table shown the classification of students' grades from the Pre-test and Post-test.

Figure 2

Classification of Results



Elaborated by: Acosta, M. (2021)
Source: Field research

After the Pre-test was applied, in order to assess their development, participants were distributed into four categories. The categories were: low, moderate, high, very high, each of them with a rank of 0-4, 5-6, 7-8 and 9-10 respectively. According to pre-tests, 4 students belong to the first category. That is 14,8%. In the second, there were 7 students representing 25,9%. 9 students in the third category representing 33,3%. And, in the last category 7 students showing 25,9%.

The outcomes changed when the participants stepped through the post-test, in the first category there were 2 students, addressing 7,4%; while in the second, 4 students that are 14,8%; in the third category, there were likewise 2 students which are similar to 7,4%, lastly, in the last category, there were 19 students, which is equivalent to 70,3%. This demonstrates that the practices developed throughout the sessions were effective.

Thereby, it is shown that the participants belonging to the regular and excellent groups were benefited in a better way. Within the moderate category, in which were 7 students initially, 3 students enhanced their grades while 4 did not indicate an improvement. As it can be seen in Figure 2, there was a decrease of the moderate group from 25,9% to 14,8%. Meanwhile, the Pre-test's results indicated that there were 7 students in the very high group, but this group demonstrated a positive evolution after taking the Post-test since it increased its number to 19 students. This indicates that the group had increased from 25,9% to 70,3%. The findings were reached due to the different activities carried out during the sessions using the Summarizing strategy.

Pre and Post-tests' Average

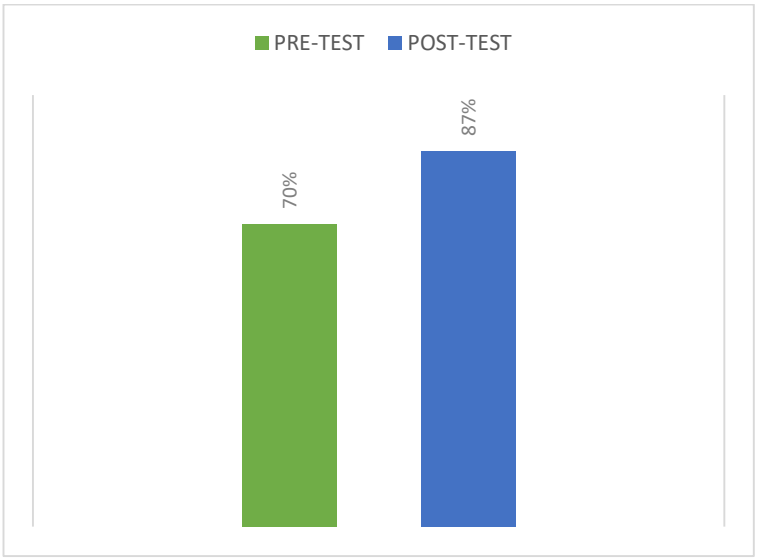
Table 4

Pre and Post-tests' Average

RESULTS	PRE-TEST	POST-TEST	DIFFERENCE
PERCENTAGE	70%	87%	17%

Figure 3

Percentage Difference



Note: This figure shown the percentage differences from Pre-test and Post-test average.

Analysis and Interpretation

In order to verify the effectiveness of the Summarizing strategy to improve reading comprehension the average of the pre-test and post-test were compared. In the pre-test, the average score of the group was 7 out of 10 which is equivalent to 70%. In contrast, the average post-test for the same group was 8.7 points out of 10 and 87%. The difference between the two means is 1.7. Hence, it can be concluded that the experimental group achieved a 17% improvement in its performance after the treatment of this strategy.

3.3 Verification of hypotheses

Independent variable:

Summarizing Strategy

Dependent variable:

Reading Comprehension

Student's T-Test with SPSS

Figure 4

Paired Sample Statistics

		Media	N	Desviación estándar	Media de error estándar
Par 1	Prettest	7,0370	27	2,14801	,41339
	Posttest	8,7222	27	2,12736	,40941

Note: This figure shown the means of the paired sample statistics generated in the SPSS software.

Analysis and Interpretation

According to the data generated in the IBM SPSS statistical software, it can be seen that there is considerable difference in the means of the two samples studied. The pre-test average value is 7,0370, and the value of the post-test was 8,7222. Then, the Student's T-test is used to know if the difference between the two tests is significant.

Student's T-Test Statistics

Figure 5

Paired Differences

		Media	Desviación estándar	Media de error estándar	95% de intervalo de confianza de la diferencia		t	gl	P de un factor	P de dos factores
					Inferior	Superior				
Par 1	Prettest - Posttest	-1,68519	2,31694	,44590	-2,60174	-,76863	-3,779	26	<,001	<,001

Note: This figure shown the null hypothesis is rejected because the significant value is less than 0.005.

Analysis and Interpretation

As presented in the previous table, it is showed that the significant difference between the two groups is <,001, which is lower than the 0.05 meaningful value. That indicates a rejection of the null hypothesis and an acceptance of the alternative hypothesis. Consequently, the Summarizing strategy does influence students' reading comprehension.

CHAPTER IV

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After carrying out this research work, the following conclusions have been reached:

- ✓ The Summarizing Strategy influences the reading comprehension of the students of the fifth semester from PINE. This could be verified due to the application of the Pre-test in which students got an average of 7,1 over 10. After applying the Summarizing strategy and carrying out the activities in which students practiced their reading comprehension skills, the results of the Post-test demonstrated the students increased their grades, with an average of 8,7 over 10, giving a significant difference of 1.7 in which the improvement was noticeable.
- ✓ In this research work, the students' reading comprehension skills were diagnosed using standardized tests and different activities accomplished throughout the implementation of the experiment. For the application of the Pre-test, it was taking parts 2, 3, and 4 of the reading section from the Preliminary English Test. During the application of the activities, it was observed that students were improving their comprehension skills. Finally, with the Post-test, the improvement of the skill was proved with the results of the test.
- ✓ The application of the Summarizing strategy enhances the reader's understanding of the text. It occurs because students take a large selection of information and make it shorter to the key points for a better understanding. Then, they determine important ideas and build up necessary details that support them.
- ✓ It is determined that the Summarizing strategy helped in the reading comprehension of students since after its application they shown a significant increment related to their comprehension skills. The findings demonstrated students are able to comprehend, identify the main points and

key ideas of a reading text in order to create a good summary without adding irrelevant information.

4.2 Recommendations

- ✓ It is recommended to apply the Summarizing Strategy to develop an effective comprehension of a text material since it helps learners to focus only on key information and relevant details in their own words. Moreover, for students who are struggling when reading, this strategy will be useful to understand the main idea.
- ✓ It is suggested that teacher trains their students with this strategy when they are learning the language since students will understand what a text wants to convey and not only reading words without interpreting their meaning. Also, they will be able to summarize the information with their own words and not putting words directly from the text.
- ✓ It is important that teachers consider teaching students the process to create a good summary due to students will know what steps to follow to do when understanding a text and extracting the relevant information.
- ✓ For applying the Summarizing strategy, it is essential that teachers choose appropriate reading material which must suit learners' level of proficiency, age and interests. Choosing appropriate material will keep students motivated by putting in practice this strategy.

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Annexes

Annex 1: University Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 03/05/2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza en mi calidad de Coordinadora de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Summarizing Strategy and Reading Comprehension" propuesto por el/la estudiante María Belén Acosta Salazar, portadora de la Cédula de Ciudadanía, 1600524126 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO

.....
Lcda. Mg. Sarah Iza Pazmiño
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0984060528
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Annex 2: Pre-test

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Part 2

Questions 6 – 10

The people below all enjoy music.
On the opposite page there are descriptions of eight places where people can have different musical experiences.
Decide which place would be the most suitable for the following people.
For questions **6 – 10**, mark the correct letter **(A – H)** on your answer sheet.

6

Joe's interested in classical music and wants to talk to professional musicians about their work. He'd like to find out more about classical instruments, and actually play some music.

7

Will wants to learn to play some of his favourite band's songs, and to know how his favourite singers create their own special sound. He'd like to try out some different instruments.

8

Jess loves watching spectacular concerts with fantastic dancers, and wants to feel some of the atmosphere of a big musical event. She'd like to see performances by famous people she's heard about.

9

James likes exploring the personal backgrounds of his favourite bands, and also the stories behind their well-known songs. He has his own band, and wants some advice about performing live on stage.

10

Zoe likes listening to all sorts of pop music, and wants a fun way to learn various dance styles. She'd like to bring something home to show her friends what she's learnt during her visit.

Musical experiences

A **The Core**
This is the place for musical history. You'll learn where your favourite singers and musicians grew up and discover the processes involved in writing famous songs and producing the videos. Find out about their journey to fame, and get some tips on what makes a good concert! There's all you ever wanted to know about famous musicians!

B **Rhythm-Studio**
Get your body moving in the studio and learn to move to rhythms and sounds from the past to now, including Soul and Disco. Learn your steps from our professional onscreen dance instructor, then watch your performance and become the star in your own video recording which you can take away!

C **WorldScene**
For one month only, experience the amazing sights and sounds of the WorldScene band, a large international group of traditional musicians and dancers. You'll experience music and dance styles never heard or seen before in this country. Book a ticket to meet the musicians, talk about their experiences and get some new ideas!

D **Universe of Sound**
Create your own musical experience - record yourself making music with a huge orchestra as they play on the video background screen – you can even download it to disc to take home! You can also learn about violins, flutes, trumpets and many more with our computer demonstrations, and meet real musicians who are present every day.

E **ArchivedImages**
Want to find out about a new band, or just want more information about an old favourite? Visit our collection to find out facts and figures, or see the actual possessions of famous bands and musicians you are interested in. You can actually get to touch things worn on stage at major rock and pop events, and there are plenty of other concert souvenirs.

F **Finale**
Imagine being in the crowd for amazing performances from the past. Enjoy 3D life-size videos from the stars of yesterday and today. You can experience the excitement of a massive rock stadium, and the sounds, movement and rhythms that created some of the most exciting music ever known.

G **Rave-on!**
How about learning new skills on the guitar, drums and keyboard by video? Follow the touch-screen instructions to find lessons on each instrument, or search for a song to practise playing along to. Try our Professional Selection, with video clips of band members who will explain the techniques that make their recordings so individual.

H **Show-in-a-day!**
Be a star singer or dancer for the day in a one-time-only special performance! Experts in international music and dance styles will train you, and costumes provided for the performance help create a really special, individual show. Get your friends and family to come and see you perform, as no videoing or photography is allowed.

Part 3

Questions 11 – 20

Look at the sentences below about two wildlife filmmakers.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

---

11 Richard and Sonia's most recent film compared lions' behaviour in different parts of Africa.

12 It was Richard and Sonia's idea to set up a special project to research the lions in Africa.

13 Meeting each other as students was the start of Sonia developing a new interest.

14 Sonia's parents encouraged her to discover the natural environment around her childhood home.

15 They agree that an uncomfortable working environment is the worst part of their job.

16 They have different ideas about what is the most enjoyable part of their job.

17 They found people with fewer opportunities to use technology have a better understanding of geography.

18 Richard advises students of wildlife to keep up to date with the most recent filmmaking techniques.

19 Sonia suggests that some modern technology can make the type of work they do harder.

20 The couple believe that people must act quickly to prevent wildlife from disappearing.

Wildlife Filmmakers

Richard and Sonia Muller make documentaries about wildlife, particularly dangerous animals, like the big cats found in Africa. Film-making for them is a way to bring the message of the importance of understanding wildlife to international audiences, with their last film, *Staying Alive*, exploring relationships between lions and other wildlife in one African region. When Richard and Sonia were invited to help with a special project run by a wildlife organisation that was providing information about the falling numbers of big cats, especially lions, they immediately agreed to take part.

Richard grew up near a wildlife park and as a child was keen on filming what he saw. The couple were introduced at university in Cape Town, and quickly realised how much they had in common. They were both curious about the natural world and Sonia soon discovered a similar talent for filmmaking. As a child in South Africa Sonia often ran off alone to explore the wild areas surrounding her home, despite her parents' fears.

When asked what they found hardest about their work, Sonia and Richard have the same answer - leaving an area and finishing a project. Sonia adds that the hours required can be hard, and things like the heat, dust, and bugs make it very tiring. The excitement of her work comes from not knowing what will happen, perhaps even discovering something new for science, while Richard takes most interest in spending time with individual animals, getting to know their character.

The pair visit schools around the world, and notice that students with access to lots of information don't always have as much understanding about geography as students in countries where access is limited. "Students without the internet constantly available actually look at maps, they want to find out where they are and often end up with a better idea of place," Richard says. A major part of their work is explaining to students the importance of a fuller understanding of various environments by studying the climate, animals and culture of a specific location.

If you'd like a similar career, Richard suggests studying various different areas of biology, rather than learning about the latest film-making technology, as an understanding of the natural world will last forever. The couple also give general advice for those wanting to help protect the environment. Sonia explains that it's important to allow yourself to concentrate. "Turning off personal electronic items gets you closer to the natural world," she says. "You can watch nature, instead of listening for your mobile phone." Most importantly they agree that if urgent action isn't taken, more animals might be lost. However, the fact that more teenagers are getting involved offers some hope for the future.

Part 4

Questions 21–25

Read the text and questions below.
For each question, mark the letter next to the correct answer **A**, **B**, **C** or **D** on your answer sheet.

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thanks us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

21 What is the writer trying to do in this text?

A describe how children make friends at a summer camp

B suggest how parents should choose a summer camp for children

C explain what it is like for children at a summer camp

D advise children how to behave at a summer camp

22 What does the writer say about rock climbing at the camp?

A Some children already know how to do it.

B Some children prefer to swim or play table-tennis.

C Some children refuse to take part.

D Some children find it more enjoyable than they expected to.

23 What surprises the writer about the children who stay at the camp?

A The youngest ones find it hard to be away from home.

B They complain if they cannot phone their parents.

C They miss meal times with their parents.

D They seem grateful for their experience here.

24 What does the writer think about some parents?

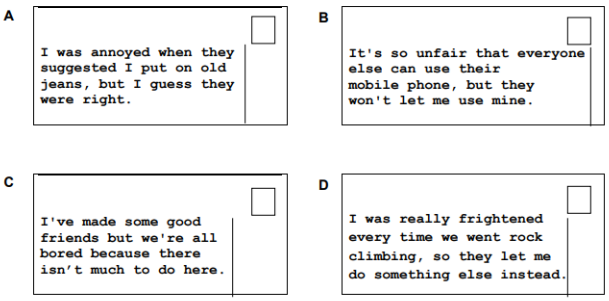
A They should visit their children instead of phoning them.

B They don't need to keep on phoning the camp.

C They shouldn't allow their children to bring phones to camp.

D They need to be reminded to phone their children.

25 Which postcard might a child at the camp send home?



Source: Cambridge English Language Assessment

Elaborated by: Acosta, M. (2021)

Annex 3: Post-test

Reading • Part 2

Questions 6 – 10

The teenagers below are all looking for a magazine to read.
On the opposite page there are descriptions of eight magazines for young people.
Decide which magazine would be the most suitable for the following teenagers.
For questions **6-10**, mark the correct letter **(A-H)** on your answer sheet.

6

Olaf would like to read stories that people his own age have written. He is also keen on music and would like some recommendations on the best bands to listen to.

7

Becca wants to know more about the lives of famous people who frequently appear in the news. She is also interested in clothes and would like recommendations on what to wear.

8

Hiro is interested in learning more about the latest international events. He is also keen on the cinema and would like to read different opinions on what to see.

9

Gina is interested in geography and the natural world. She would also like to read articles that tell her about the lives of people from other countries.

10

Chris enjoys going to concerts and wants to find out more about the people in his favourite bands. He is also keen to read articles written by other teenagers.

Teen Magazines

A **Youth World** is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.

B **Teens Now** is a successful music magazine for teenagers that lists who is playing, where and when and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included. It also gives its readers the chance to send in their own articles.

C **NS Teens** magazine is well-known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photo-journalism. There are also letters from readers as well as maps and fact sheets.

D Some leading journalists write for **Teen People**, a music magazine aimed at the teen market. There are interviews with new bands as well as the latest news on recordings, tours and festivals. A popular feature is the annual reader's vote for the best new band.

E **Top Teens** is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.

F The only environmental magazine written by teenagers for teenagers is **Young WB**. Readers are invited to send their articles and photographs to the magazine's offices and material is chosen for the next issue. As well as articles about the natural world, the magazine also has many special offers and competitions.

G **Teenplus** is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of reviews on recent books, films and music CDs.

H No journalists write for **Teen Voice**. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a comedy club for young people, called *Comedy Kids*.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

---

11 *Comedy Kids* operates a number of internationally-based clubs for young people.

12 *Comedy Kids* comedians have had as much experience working with children as with adults.

13 According to John Winterton, he is the first ever young people's stand-up comedian.

14 John looks like most people's idea of a typical entertainer for young people.

15 *Comedy Kids* will hold special parties at their clubs for young people if requested.

16 A lot of *Comedy Kids* comedians have the right qualities for performing at young people's parties.

17 Guests at *Comedy Kids* parties are invited to perform if they wish.

18 *Comedy Kids* have discovered lots of good young comedians who have not been trained.

19 In a year's time there'll be more classes available for young people wanting to be comedians.

20 *Comedy Kids* prefer it if the young people who join them are already quite confident.

Comedy Kids

Do you enjoy watching comedy? Do all your friends at school think you tell great jokes? Then why not come and see what's happening at *Comedy Kids*?

Comedy Kids own comedy clubs in several countries that are run just for young people aged 10-15. They're real clubs with real comedians, who are just as familiar with working in adult comedy clubs as they are working with children. But don't take our word for it – come and see for yourself!

The *Comedy Kids* company was set up by John Winterton, who says that no-one had thought of being a stand-up comedian for young people until he came along. In fact, his act quickly became so popular that he soon found lots of other comedians who wanted to join his company and perform for families and young people. And if you think, as many others do, that a young people's comedian leaps on stage in a brightly-coloured costume and big red nose – think again. John usually appears dressed in a cool black jacket and trousers – more like a Hollywood movie star than a circus clown!

If you're having a party at home *Comedy Kids* can come and perform for you there at your party – just ask! Of course, it's not the same as performing on stage, so we're always looking for comedians in the clubs who are good at working with small numbers of young people – and we've discovered there aren't many of them about! But the ones we have found are brilliant. Your very own comedian will also help you to tell your guests some jokes and silly stories – and they can join in too, if they want! It'll be fun – and very different from any party you've ever had before!

Here at *Comedy Kids*, it's not just about the adults telling the jokes. We also have very short 'open spots' where young people get the chance to perform. But we've yet to find someone who can do that without preparation, so we've set up the world's first 'Comedy Classes' to teach young people how to tell jokes on stage. At the moment our classes are only monthly, but we're planning to start a number of others over the coming year. So if you want to be a comedian but don't want to wait until you grow up, this is where you can do it. And if you're creative but feel you're lacking in the confidence to speak up, we can certainly help. We'll listen to what you want to do, and try to make it happen.

So what are you waiting for? Come and join *Comedy Kids*!

Reading • Part 4

Questions 21 – 25

Read the text and questions below.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Underwater research

Fourteen-year-old Miguel Diaz talks about an exciting science project

Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers, led by the scientist Dr. Matt Phillips, was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

However, the thing I enjoyed most was diving into the water. At first, I was quite frightened – mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 metres down.

I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it has made me think about my goals in life. The experience will definitely help me work harder to become a scientist.

21 What is Miguel Diaz doing in the text?

A describing the part he played in a science project
B explaining how to apply for a place on a science trip
C giving advice on understanding difficult areas of science
D persuading others to organise their own science projects

22 What does Miguel say about the ROV?

A It was difficult to operate.
B It could only go so far under water.
C It was an expensive piece of equipment.
D It recorded what was happening under water.

23 What was Miguel's attitude towards diving?

A His main worry was losing sight of the boat.
B He enjoyed it less than other parts of the trip.
C His feelings changed once he was in the water.
D He was quite disappointed by the variety of fish.

24 What effect has the trip had on Miguel?

A It has changed his opinion of science.
B It has improved the way he works in a team.
C It has made him a lot more interested in the sea.
D It has encouraged him to work towards his goals.

25 What might Miguel write in his diary about the trip?

A **It was very interesting working with Dr Phillips and his team but I wish someone else my age had been on the trip.**

B **Going to the Flower Gardens was great fun. I now know much more about science but I realise there's still a lot more to learn.**

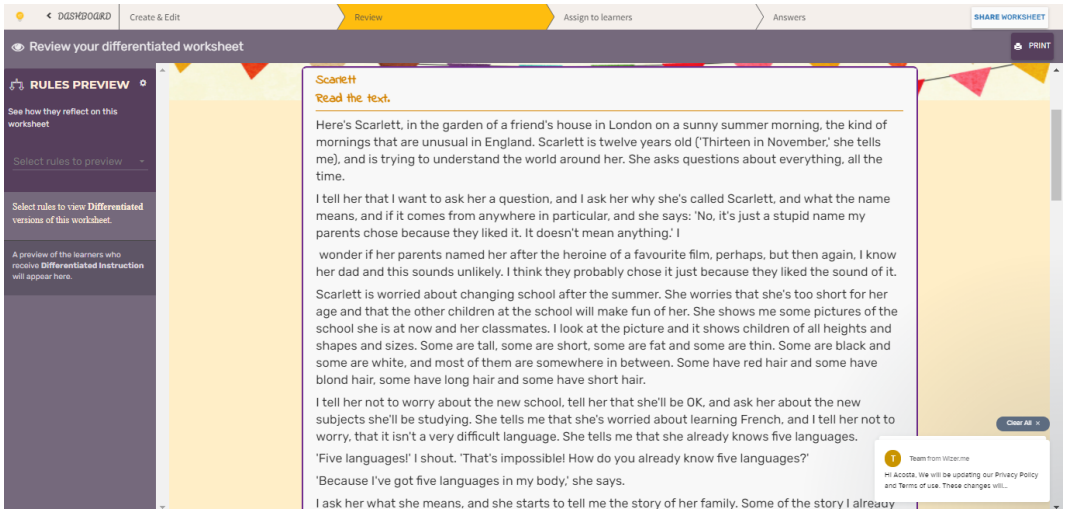
C **The trip was like a holiday and I saw some amazing fish. The only thing I disliked was collecting information about the sea.**

D **The Flower Gardens is a beautiful place but scientists are worried that pollution levels there will increase.**

Source: Cambridge English Language Assessment

Elaborated by: Acosta, M. (2021)

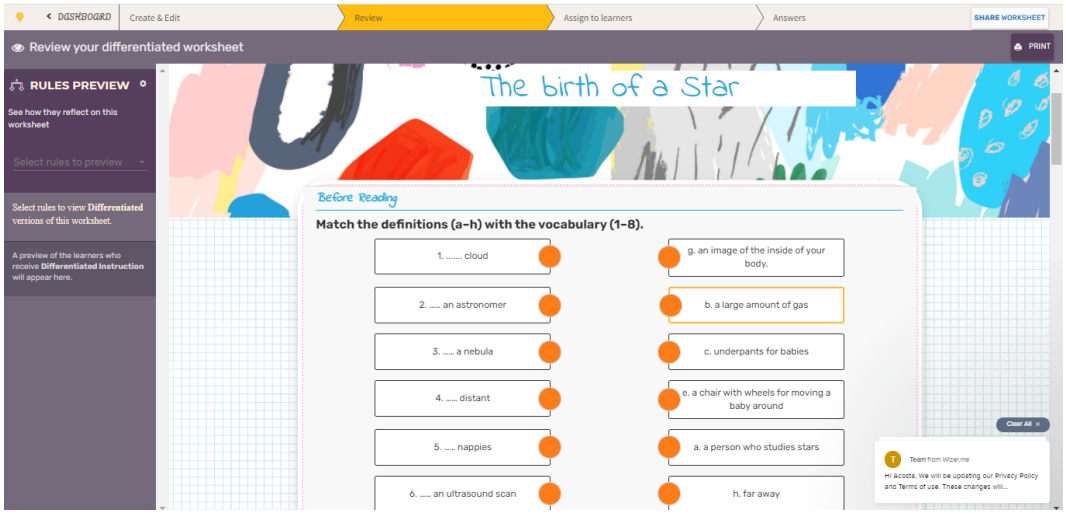
Annex 4: Worksheets



https://app.wizer.me/learn/GI8H55

Source: Field research

Elaborated by: Acosta, M. (2021)



https://app.wizer.me/learn/7003S4

Source: Field research

Elaborated by: Acosta, M. (2021)

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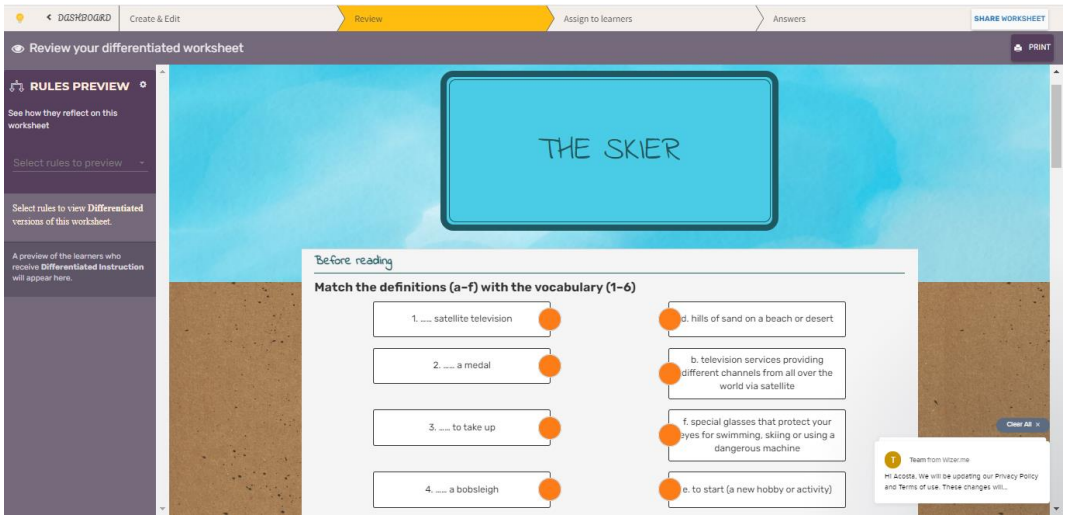

https://app.wizer.me/learn/LUYCWF

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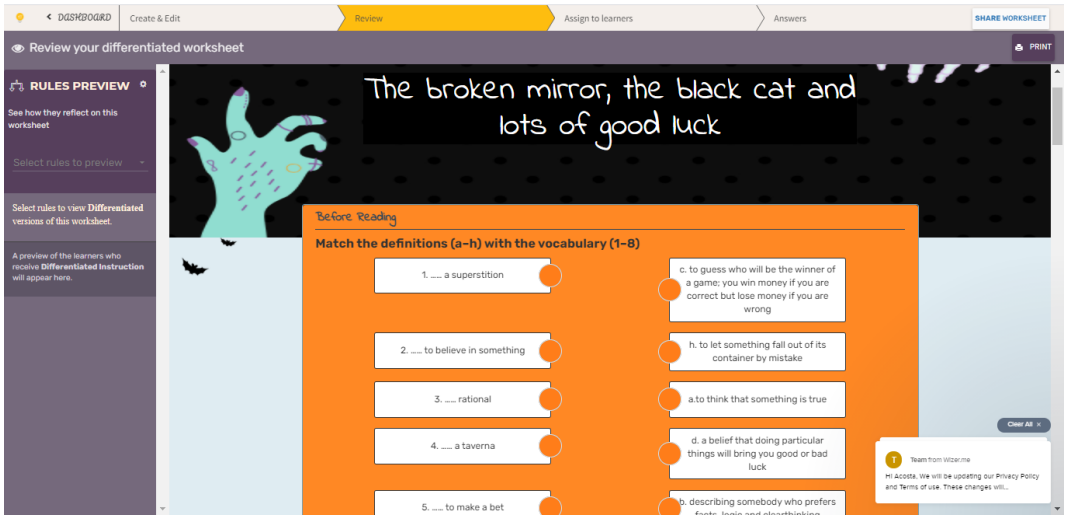

https://app.wizer.me/learn/5A4GIC

Source: Field research

Elaborated by: Acosta, M. (2021)

Annex 5: Urkund Analysis

URKUND

Urkund Analysis Result

Analysed Document: THESIS ACOSTA_URKUND.pdf (D111183024)
Submitted: 8/11/2021 8:53:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 8 %

Sources included in the report:

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