The Impact of Using Summarizing Strategy on Secondary Student's Reading Comprehension Skills

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Abstract:

This study investigates the impact of utilizing summarizing strategies on reading comprehension skills among secondary school students. Through a quasi-experimental design, forty second-year high school students were selected as the treatment group at Al-Fatima Al-Zahraa Secondary School for Girls during the academic year 2022/2023. The study objectives encompassed assessing the effectiveness of the summarizing strategy, identifying its influence on information condensation and main idea extraction, and exploring its benefits and challenges in an educational setting. Following 11 training sessions on summarization strategies, significant improvements were observed in students' ability to simplify texts, understand complex materials, and extract main ideas. Moreover, the summarizing strategy intervention demonstrated a large effect size ($\eta^2 = 0.852$), significantly enhancing students' reading comprehension abilities. Subsequent to the intervention, participants also reported improvements in expressing ideas clearly and confidently comprehending information, indicating the intervention's substantial impact on enhancing reading comprehension skills.

Key words: Using Summarizing Strategy, Secondary Student's, Reading Comprehension Skills.

1- Introduction

Reading is a fundamental skill that students must acquire, particularly in English, as it is crucial for comprehension. Students need to develop the ability to understand the content of what they read in order to acquire knowledge and information effectively. Mastering reading involves the cognitive process of deciphering printed text to derive meaning and establish a connection between the author's message and the reader. Actively engaging in reading requires the reader to draw upon their background knowledge, empathy, and experiences to interpret and understand the text's meaning.

Based on the insights from Perfetti and Roth (2017), reading is a vital ability that involves interpreting and deriving meaning from written material. Readers who successfully grasp vocabulary, grammar, and text structures gain valuable understanding from their reading. Teaching reading explicitly at a student's appropriate level helps them learn how skilled readers process texts. Achieving proficiency in reading is essential among language skills and involves stages like word recognition, comprehension, response, and integration. These stages collectively enable students to grasp meaningful texts effectively. Furthermore, Stoller (2013) highlights that while reading is critical for enhancing earning potential and life quality, it is just one of the four key language skills, alongside listening, speaking, and writing. In reading comprehension, individuals examine the structure of language within the text.

Studying reading comprehension involves more than just processing texts; it requires students to develop critical thinking skills. They're expected to not only explain specific passages but also extract and comprehend the information conveyed within the text's context (Drew, 2018). Therefore, the goal of reading comprehension is to enhance reading skills, which involves understanding the text, paying close attention to words and spelling, systematically following the text, and extracting essential information (Prasetyo, 2019).

Proficiency in reading comprehension is crucial for learning English effectively. When students excel in reading, they can understand the content of a text. However, many students encounter difficulties in reading (Agustin, 2018). These challenges arise due to their lack of enthusiasm, limited vocabulary, and weak reading skills. Moreover, their inadequate grasp of grammar impedes their ability to understand

sentence structures and fully comprehend the text's content (Drew, 2018). Consequently, they struggle to comprehend the reading material.

The initial research conducted by the author at MTs Al-Kifayah Riau revealed that students faced challenges in comprehending the texts they read. Many required assistance to grasp the reading materials fully, making it difficult for them to complete assigned tasks. Moreover, their level of reading comprehension fell significantly below the curriculum standards. These difficulties stem from several factors, including the inability to identify main concepts and supporting ideas, limited vocabulary knowledge, lack of interest in reading, and uninspiring teaching methods employed by instructors. Consequently, students are in need of solutions to address these issues (Cuff-Williamson & Nelson, 2015), and educators must devise strategies to enhance students' reading comprehension (Agustin, 2018).

An effective approach to teaching reading comprehension is the use of the GRASP method. GRASP, which stands for Guide, Reading, and Summarize Procedure, encourages active discussions, interactive reading sessions, and in-depth text analysis between teachers and students. Additionally, Macceca (2018) further elaborates on GRASP as a tool for condensing multiple ideas into a concise summary, aiming to enhance students' comprehension skills and facilitate better retention of information through organized material. The main goal of integrating the GRASP method in the classroom is to enable students to independently summarize the texts they read, thereby enhancing their comprehension (Virgoani & Panjaitan, 2021).

Based on the initial observations of the researcher, it was noted that students were not effectively engaging in the reading learning process, leading to difficulties in comprehensively understanding texts. Some students encountered challenges and obstacles in developing their reading skills, which did not align with the expected level of reading comprehension outlined in the curriculum. Despite having received instruction over an extended period, many students struggled to grasp the content. This study will specifically address reading comprehension of descriptive texts. Proficiency in this area requires students to comprehend the meaning of descriptive passages and simple essays related to everyday life and scientific concepts. Common assessment methods for evaluating students' reading comprehension include true or

false questions, multiple-choice questions, essay responses, and fill-in-the-blank exercises.

Combining GRASP with other strategies or modifying it can further improve reading comprehension. These activities include exercises that encourage student interaction and the understanding of informational texts (Manset-Williamson & Nelson, 2015). Additionally, the approach focuses on comprehending informational reading and provides students with chances to revisit and clarify misunderstandings or overlooked details (Winarti et al., 2020). Furthermore, the Guide Reading and Summarize Procedure trains students to read critically and thoughtfully, encouraging them to understand the text not just at the surface level, but also to infer deeper meanings and broader implications. Thus, integrating GRASP into reading instruction can significantly boost students' reading comprehension skills.

2- Literature Review:

2.1. Summarizing Strategy

Definition of Summarization: It aims to provide an overview of the original content in a concise and brief manner. Applying this strategy involves extracting the main ideas and essential information from the original text, focusing on key points without unnecessary details. Individuals learn during this process how to distinguish between primary and supporting information and how to rephrase the text in a summarized and understandable way. In this manner, the summarizing strategy can contribute to simplifying the content and providing a deeper and more comprehensive understanding for readers and beneficiaries
 (Budianto, 2019).

Definition of Summarization: Summarization is a conscious and flexible action plan used by learners to condense a given text and reconstruct it into a new text that closely matches the original. Through summarization, students test their ability to focus on the main ideas of a topic. They ask themselves whether they have successfully rephrased all the important and essential points concisely and clearly.

Implementing The Summarizing Strategy in The Classroom:

Implementing the **summarizing strategy** in the classroom can significantly enhance students' reading comprehension skills and their ability to distill and articulate the main ideas and key points of a text. Here are some practical ways to introduce and reinforce summarization techniques.

❖ **Structured Routines for Less-Experienced Students**:
o **Beginning, Middle, and End**: Transition from structured routines for teaching story sequence (such as "Beginning, Middle, and End" or "First, Next, Then, Last") to summarizing routines.
o **Someone Wanted but So Then (SWBST)**: This scaffold prompts students to think beyond the sequence of events. They identify the main character's goal, obstacles, and resolution.
o **Five-Finger (5Ws) Summarizing**: Students summarize by focusing on the essential elements: Who, What, When, Where, and Why.

❖ **Open-Ended Approaches for More-Experienced Students**:
o **Sum It Up for $2.00**: Assign a monetary value to each word (e.g., 10 cents per word). Students write a concise $2 summary of the learning, including specific keywords.
o **Gist Summaries**: Provide a grid of blanks. Students fill in each blank with a word or phrase that captures the "gist" of the content.
o **Headline Summaries**: Similar to $2 summaries, students create newspaper-style headlines that convey the main points.

❖ **Reflective Strategies**:
o **3-2-1**: Students list 3 main points, 2 controversial ideas, and 1 question related to the key concept or learning.
o **Ticket Out the Door/Exit Ticket**: Students answer questions like "What do I want to remember?" or "What was I supposed to learn?"
o **The Important Thing**: Students identify three important ideas from the lesson and highlight the most crucial point they learned.

❖ **Interactive Activities**:
o **Carousel Brainstorming**: Students respond to a question or statement on chart paper, then move to another topic and build upon existing performance.
o **Acrostics**: Assign a key word or concept; students write a detail or descriptor for each letter of the word.

o **Journals**: Use summarization as a journal entry, providing prompts to guide students.

❖ **Meta-Cognitive Modeling**:

o **Teacher Think-Aloud**: Model how to determine what to summarize. Let students "hear" your thought process as you decide which information is essential.

Steps to Identify the Experts' Summarizing Strategies

Since the creation of the summary depends on the existing text, the summary sentence analysis method was employed in this investigation to ascertain whether sentences were generated from the original text and how they were formed. The process for determining the summary techniques employed by professionals is depicted in Figure 1.
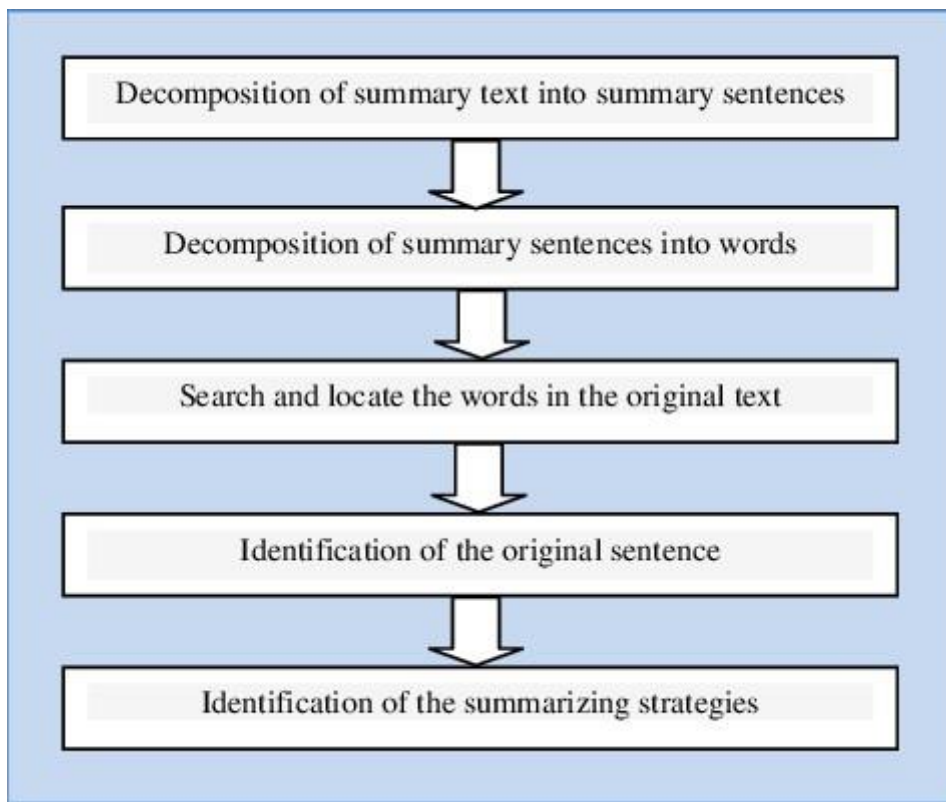
Decomposition of summary text into summary sentences

↓

Decomposition of summary sentences into words

↓

Search and locate the words in the original text

↓

Identification of the original sentence

↓

Identification of the summarizing strategies

Figure No. (1)
Steps to identify the experts' summarizing strategies
Source (Idris et al., 2011)

Initially, summary sentences were derived from the experts' condensed text. These phrases were then segmented into individual words, as depicted in Figure 1's second phase. Subsequently, we cross-referenced these terms with the original text and noted their respective locations. By examining the word placements in the original text, we identified the corresponding original sentence for each summary sentence. To ascertain the summarization techniques employed by the experts, we analyzed the relationship between each summary phrase and its corresponding original sentence. In doing so, we established the following guidelines based on fundamental summarizing principles:

- Deletion: If the shortened sentence is shorter than the corresponding original sentence, it is omitted.
- Sentence Structure: When multiple matching original sentences are utilized to construct the summary sentence.
- Generalization: Whenever a term or phrase in the summary sentence references or replaces a list of elements in the related original sentence.
- Paraphrasing: If a word in the summary sentence matches a word in the corresponding original sentence, it is rephrased.
- Selection of a Topic Sentence: If the summary sentence or its essence from the original text appears at the beginning or end of a paragraph.
- Invention: If the meaning of the original text is preserved even though more than 75% of the summary sentence comprises terms absent from the original text.

Automatically Evaluate the Summarization Strategy:
Table No. (1) :Differences between tools in summarization assessment

System	Method used	Assessment Criteria	Feedback
Summary Street	Latent Semantic Analysis (LSA)	Content	Content coverage, length, redundancy, relevancy and plagiarism.
LEA	Latent Semantic Analysis (LSA).	Content / style	Coherence, content coverage, cohesion,

	NLP tools (lemmatized, spell checker)		language and adequacy.
Summary Assessment System	Ensemble approach using LSA and n-gram	Content	Content coverage.

It is clear from the previous table that various tools for summarization assessment employ distinct methods and criteria. Summary Street relies on Latent Semantic Analysis (LSA) to primarily evaluate content, focusing on aspects such as content coverage, length, redundancy, relevancy, and plagiarism detection. On the other hand, LEA incorporates LSA along with Natural Language Processing (NLP) tools to assess both content and style, considering factors like coherence, cohesion, language quality, and adequacy in addition to content coverage. Meanwhile, the Summary Assessment System adopts an ensemble approach using LSA and n-gram, primarily emphasizing content coverage as a key assessment criterion. These diverse approaches offer comprehensive evaluations of summarization quality, encompassing various dimensions such as information retention, coherence, and language proficiency.

- The Relation Studies Which Deal with Summarizing Strategy.

Several studies have investigated the effectiveness of summarizing strategies in enhancing students' reading and writing abilities. The study by **Noviana et al. (2022)** aimed to determine the impact of summarizing strategies on the reading ability of eleventh-grade students at SMKN 2 Kediri during the academic year 2021/2022. Using a quasi-experimental design with a pre-test and post-test, the study involved 36 students from the XI Accounting 3 class. Results indicated a significant improvement in students' reading scores, with the mean post-test score rising to 81.66 from a pre-test score of 63.47. This improvement was most notable in the students' ability to identify topic sentences, though difficulties in guessing word meanings persisted. The t-test analysis confirmed the significant influence of summarizing strategies on reading comprehension.

Similarly, **Lutfia and Susanti (2022)** explored the effectiveness of various strategies, including summarizing, in improving students'

understanding of informational texts. Their study also utilized a pre-test and post-test design with a sample of 36 eleventh-grade students, showing that these strategies significantly enhanced reading comprehension. **Budianto (2019)** conducted a quasi-experimental study to assess the effect of summarizing strategies on writing argumentative texts among eleventh graders at SMA Budi Mulia Ciledug. The findings revealed that the strategy significantly improved writing skills, as indicated by a higher t-test value (4.738) compared to the t-table value (1.713), with a large effect size (Cohen's d = 1.58).

Özdemir (2018) examined the impact of teaching summarization strategies on narrative text summarization success among 35 Turkish teacher candidates. The study, which used a pre-test and post-test model without a control group, found significant improvements in the use of summarization strategies and summarization success. The most notable improvements were in identifying the main idea and maintaining temporal consistency. These studies collectively highlight the importance of teaching summarization strategies as a means to enhance both reading comprehension and writing skills at various educational levels.

2.2- Reading Comprehension Skills

Reading Comprehension: Reading comprehension refers to the ability to extract or derive meanings from a given text, it involves understanding the relationships between words within a single sentence, as well as reading in meaningful units or phrases. To achieve accurate understanding, learners rely on their comprehension of the constituent sentences and the connections between them. Additionally, they consider the relationship of each individual sentence to the entire paragraph (Kočiský et al., 2018).

In the current research context, procedural reading comprehension involves extracting the appropriate meaning from the vocabulary, sentences, and paragraphs of the read text. This process facilitates clarifying relationships between sentences, selecting an appropriate topic title, inferring main ideas, expressing the author's purpose, and distinguishing between content relevant to the topic and content that is not relevant. This approach is particularly useful for students with learning difficulties in the second secondary grade

Importance of Reading Comprehension Skills

Creative reading comprehension skills are essential for several reasons

❖ **Enhancing Teaching Methods**

Teachers can improve reading comprehension by becoming more aware of the procedures and processes that contribute to good text comprehension. They need to learn how to interact with students during reading to teach them reading comprehension strategies effectively. This includes providing specific guidance on how to analyze texts, using critical thinking techniques, and asking effective questions. By enhancing these skills, teachers can support students in developing their abilities to comprehend written materials more deeply and comprehensively (Chválová & Stranovská, 2019).

❖ **Developing Proficiency**

Reading strategies help learners become proficient readers. Decoding is a foundational skill where learners should recognize the relationship between written and spoken words. Teaching proven decoding strategies provides a strong foundation for reading success. Through these strategies, learners can improve their ability to recognize words and understand texts more easily, contributing to overall language proficiency (Yu & Wu, 2020).

❖ **Strategy Instruction**

Creative reading, or intensive reading, involves using strategies like summarizing and generating questions to improve comprehension. Research shows that these strategies can be taught and can significantly build a learner's reading comprehension. By teaching these strategies, teachers can equip students with the tools necessary to analyze texts more deeply and understand the content better, leading to improved academic performance and increased confidence in reading skills (Rohm et al., 2019)

❖ **Improving Writing Skills**

Exposure to different writing styles and ideas in various genres through reading comprehension can build vocabulary and develop one's writing style and communication skills. When students read a variety of texts, they are exposed to a wide range of vocabulary and linguistic structures, helping them enhance their writing and expression skills. This, in turn, contributes to improving their ability to communicate effectively in various contexts (Baresh, 2022).

❖ **Active Participation**

Engaging in creative reading entails exploring suggested and inferred meanings, fostering appreciative reactions, and conducting critical evaluations. This active involvement enables readers to contribute as participants in the generation of novel ideas. Through this active participation, the reader learns how to analyze texts critically and derive ideas from context, enhancing their ability to think creatively and innovate in various fields (Iris Reading, 2023).

In summary, enhancing teaching methods, developing proficiency, strategy instruction, improving writing skills, and active participation are all vital elements for enhancing creative reading comprehension skills. These elements contribute to developing students' abilities to think critically, analyze texts more deeply, and express their ideas clearly and accurately.

The Improvement of Reading in View of the Modern Trends

Improving reading skills in light of modern trends involves integrating technology into literacy education. Here are some key trends and strategies:

❖ **Digital Literacy:**

Incorporating digital tools and resources into reading education is crucial in the modern age, where interaction with technology and digital media is increasing. These tools include e-books, interactive apps, and online platforms that enhance the reading experience, making it more interactive and engaging. Thanks to these technologies, learners can benefit from diverse and interesting content that allows them to interact with texts in new and innovative ways, enhancing their understanding and learning. (Roskos & Neuman, 2021)

❖ **Explicit Instruction in Vocabulary:**

Vocabulary skills are essential for understanding and effectively analyzing texts. By explicitly teaching vocabulary, students' ability to comprehend meanings and interpret texts accurately is enhanced. This is often done through the use of direct teaching strategies that focus on learning words directly and effectively, with technology and digital books being integrated to enhance this educational process

(Bowne et al., 2017).

❖ **Science of Reading:**

The science of reading aims to understand the processes of reading and the factors that influence them scientifically and accurately. By focusing on phonics and other foundational skills such as grammar rules, sentence structure, and linguistic interaction, learners can improve their understanding of texts and increase their reading and analytical skills. Reading science relies on research and scientific evidence to identify the best practices in reading education and improve them. (D'Souza, 2022)

❖ **Teacher Training:**

Improving reading outcomes begins with well-training teachers. This relies on the continuous approach to developing educators by leveraging the latest research and knowledge in education and reading. Teachers must regularly access scientific evidence and modern educational curricula and adopt them in their teaching practices. In addition, improving reading outcomes also requires providing continuous support and guidance for teachers, including training opportunities and workshops that enhance their skills and professional development in reading education. (International Literacy Association, 2020)

❖ **Social Justice in Reading:**

Social justice in reading education is a fundamental principle aimed at ensuring that all students have equal access to quality reading education and relevant educational resources. This perspective recognizes the importance of providing support and resources to students from all backgrounds, social, and economic conditions, striving to reduce educational gaps and achieve equality in access to education. This includes providing appropriate educational programs, training in reading skills, and individual motivation and support for each student to maximize their reading experience. (Yulianti et al., 2024)

❖ **Structured Reading Programs:**

Structured reading programs are one of the effective methods to improve students' reading skills. These programs feature sequential and methodical guidance that focuses on developing all aspects of reading, from basic skills such as phonics and phonemic awareness to comprehension and textual analysis skills. These programs provide the necessary training for students to effectively learn reading and provide the support needed for self-learning and academic success. These programs adopt comprehensive and diagnostic assessment methods to measure student progress and identify individual needs, helping to

achieve positive outcomes in improving students' reading levels (Schrauben & Witmer, 2020).

- The Relation Studies Which Deal with Reading Comprehension Skills

The study by Yapp et al. (2024) explored the academic reading proficiency in a second language (L2) among higher education students, particularly those transitioning from vocational programs to Dutch colleges where English is increasingly used for instruction. The study highlighted that L2 readers might struggle as reading strategies learned in their first language (L1) may not transfer to L2 contexts. Through a meta-analysis of L2 reading strategy studies involving 801 first-year polytechnic students, the researchers identified seven effective reading strategies taught over a seven-week intervention. Using a discontinuous regression methodology, reading abilities were assessed at three points during the school year, showing significant improvements in reading comprehension scores post-intervention. Prior educational attainment was noted as a partial mediating factor, suggesting the need for further research on L2 reading strategy interventions for students from vocational backgrounds. **Mogea (2023)** examined the effectiveness of the group discussion technique in improving reading comprehension among first-year students at SMA Negeri 1, Ratahan Timur. The pre-experimental study with 25 participants demonstrated higher post-test scores, indicating the technique's efficacy.

Aktaş (2023) investigated the impact of online reciprocal teaching on reading motivation and comprehension among fourth graders. While intrinsic motivation did not significantly change, extrinsic motivation and reading comprehension improved, with students noting better vocabulary and text understanding.

Rusgandi (2023) reviewed the impact of modern technology on reading habits and skills, finding that the use of reading strategies positively influences students' reading comprehension despite the negative effects of informal language on social media. Finally.

Van Ammel et al. (2021) studied the relationships between ninth-grade students' behavioral and motivational characteristics and their reading comprehension across different educational pathways. The findings indicated that behavioral traits moderated the relationship between motivational traits and reading comprehension, with variations observed across academic, technical, and vocational paths. Collectively,

these studies underscore the importance of explicit reading strategy instruction to enhance reading comprehension in various educational contexts.

2.3- Impact of Using Summarization Strategy on Reading Comprehension Skills:

The summarization strategy is considered an effective tool in enhancing the reading comprehension skills of secondary school students. Summarization reinforces students' understanding of texts by analyzing main ideas and important details. It requires students to engage in critical and analytical thinking to identify core concepts while disregarding secondary aspects, thereby improving their ability to focus and comprehend information more deeply. Additionally, summarization enhances students' skills in distinguishing between essential information and secondary details, making their reading process more efficient and saving them time and effort. Through summarizing texts, students learn how to organize ideas logically and systematically, enhancing their abilities to develop effective reading plans. Furthermore, the summarization strategy can help students develop their skills in expressing ideas clearly and concisely, thus enhancing their ability to communicate effectively. In conclusion, focusing on the use of the summarization strategy leads to improvement in the reading comprehension skills of secondary school students and empowers them to achieve success in both academic studies and daily life.

In educational contexts, particularly in the realm of second or foreign language acquisition, (Chew et al., 2019) reading is universally regarded as the cornerstone skill for success. Numerous studies have underscored the pivotal role of reading comprehension in students' overall progress, emphasizing its essential nature for advancing their comprehension abilities. Specifically, within EFL settings such as Iran, reading stands out as the most crucial and enduring among the four language skills.

Numerous research endeavors have explored the influence of summarization strategies on reading comprehension. A concise overview of its impacts is necessary to fortify the justification for undertaking the current study. For instance, in 2006, several studies examined the effects of direct instruction in main idea summarization programs and self-monitoring techniques on the reading comprehension of sixth-grade students with learning disabilities. The results demonstrated that the main idea instructional program led to enhancements in identifying and

generating main ideas, with even more significant improvements observed following self-monitoring instruction (Chew et al., 2020).

Within the realm of English reading, the summarizing technique proves invaluable for students, aiding them in comprehension, recall, and organization of textual information. Challenges in reading comprehension often stem from various factors, including a lack of suitable reading strategies, insufficient background knowledge pertinent to the passage's topic, or a deficiency in reading engagement. Additionally, many educators may not be well-versed in contemporary strategies that could offer effective learning opportunities for their students (Suwanarak, 2019).

Observing the prevalent practices in most EFL classrooms, it becomes evident that the summarizing strategy is frequently employed by both teachers and students. Despite notable advancements in reading comprehension strategies, there remains a necessity to integrate traditional methods alongside modern approaches to foster further improvements in this domain.

Another study delved into the effectiveness of language learning strategy utilization, revealing that intermediate-level students reported a higher usage of learning strategies compared to beginners and advanced learners. Moreover, it was found that learners who employed more strategic language learning methods progressed more rapidly along the proficiency continuum than those who were less strategic

 (Juyandegan, 2016).

Research has also shown that proficient readers use more complex reading techniques compared to less proficient readers. It was found that skilled readers use strategies such as inference, summarization, and synthesis during and after reading, while less skilled readers rely on making inferences, paraphrasing, and repetition. This suggests that highly proficient readers use a wide range of strategies when comprehending text.

A cursory examination of the literature review reveals that there is still a need for additional research in the realm of reading comprehension strategy instruction, particularly within an English as a Foreign Language (EFL) context like Egypt.

- The Relation Studies Which Deal with impact of using Summarizing strategy on secondary Student's Reading Comprehension Skills

The study by **Ningsih (2023)** aimed to evaluate whether the GRASP curriculum could enhance the reading comprehension of eighth graders at Kifaya Riau Middle School using Classroom Action Research (CAR) methodology. Conducted over two sessions with four meetings each, 33 eighth-grade students participated in the study, which used to read assessments as research instruments. Findings indicated that the Guided Reading Strategy and Summarization Procedure (GRASP) significantly improved students' reading comprehension, particularly after the second session.

Taqiyuddin (2023) investigated the impact of summarizing strategies on reading comprehension among tenth graders at Man Batam using a quasi-experimental design with 60 students divided into experimental and control groups. Analysis with SPSS revealed a significant difference in reading comprehension favoring the summarizing strategy group. Al-Zyout and Al-Jamal (2023) examined the effect of the POSSE strategy on the reading comprehension of 40 tenth-grade EFL students in Jordan, showing that the experimental group using the POSSE strategy outperformed the control group.

Aghazadeh et al. (2022) studied the impact of oral and written summarizing strategies on long-term reading comprehension among 120 Iranian EFL learners. Results indicated that oral summarization and peer-mediated conditions significantly improved reading skills.

Triana (2021) investigated the effects of Paired Reading and Paired Summarizing on reading comprehension and motivation among tenth graders at SMK Abdurrab Pekanbaru. Using a quasi-experimental design, results showed significant improvement in the experimental group compared to the control group. Finally.

Pourhosseini et al., (2017) explored the impact of summarization strategies on reading comprehension among high school EFL students, finding significant improvements, particularly among science students compared to humanities students. These studies collectively underscore the effectiveness of summarization strategies in enhancing reading comprehension across various educational levels and contexts.

3- Statement of the problem.

Many high schools struggle with the issue of weak reading comprehension among students, a problem that is both complex and multifaceted. This issue can be attributed to several interrelated causes, including a lack of basic reading skills such as poor vocabulary and

phonemic awareness, and an inability to master effective reading strategies. As confirmed by the study **(Kočiský et al, 2018).**

Additionally, a lack of regular exposure to reading outside the school environment exacerbates this problem, as students tend to spend extended periods on electronic devices and social media instead of reading books and lengthy articles. Furthermore, schools may lack sufficient academic support programs for students who face reading difficulties, As emphasized by the study

(**Chválová & Stranovská, 2019**).

making it challenging for them to improve their skills effectively. The traditional educational environment, which often lacks diversity in reading materials and relies on outdated teaching methods, further hinders the development of reading comprehension skills. Psychological and social factors, such as a lack of motivation to read and anxiety about academic performance, also play a significant role in diminishing students' ability to concentrate and understand what they read.   As stated in the study by **(Yu & Wu, 2020).**

The summarizing strategy is a powerful tool in the reading learning process, helping students grasp the main content of texts and extract key information. Reading comprehension, which entails understanding and properly comprehending texts, is a fundamental basis for academic success in various subjects and disciplines. Therefore, the question arises about the impact of using the summarizing strategy on students' reading comprehension skills in secondary school.

Many secondary school students face challenges in understanding texts sufficiently and comprehensively, which may adversely affect their academic achievement. While using the summarizing strategy is considered an effective means of improving reading comprehension, its actual impact on students' reading comprehension skills in secondary school remains a subject of research and study.

One of the main challenges facing researchers and educators understands the extent to which using the summarizing strategy improves students' reading comprehension skills in secondary school. Questions also arise regarding how to effectively implement this strategy in the classroom environment and its impact on motivating students to develop their reading skills. Understanding these aspects is essential for determining the effectiveness of using the summarizing strategy and

developing instructional methods that enhance students' reading skills in secondary school.

4- Questions

The following questions are raised:

1. Is the summarization strategy used in the secondary stage?
2. What is the extent of students' reading comprehension?
3. How does using a summarization strategy affect reading?

5- Objectives:

The purpose of the present study is threefold:

1. Provide a comprehensive assessment of the impact of summarizing strategy on reading comprehension skills among secondary school students.
2. Identify the extent to which the summarizing strategy influences students' ability to extract key information and understand the main content of texts.
3. Investigate the potential benefits and challenges associated with implementing the summarizing strategy in a secondary school educational environment.
4. Study the effect of using the summarizing strategy on the reading comprehension skills of secondary school students.

6- Study Hypotheses:

The present study tested the following three hypotheses:

1. H1: A notable statistical contrast exists between the averages of the experimental group students' scores on the Summarizing strategy test before and after its administration for secondary school students, favoring the post-administration results
2. H2: A significant statistical difference is evident between the averages of the experimental group students' scores on the Reading Comprehension Skills test before and after its administration for secondary school students studying a foreign language, favoring the post-administration outcomes

7- Study Significance:

The significance of the study might lie in the following points:

1. Using the summarizing strategy is fundamental in developing reading comprehension skills for secondary school students, as it enables them to condense texts and extract key information effectively.

2. Summarizing strategy can help students enhance their understanding of academic texts to a greater extent by analyzing the content and extracting main ideas within the context of reading.

3. Thanks to the summarizing strategy, students acquire the necessary skills to summarize texts effectively and rephrase them in a simplified and understandable manner, enhancing their ability to express ideas and concepts clearly.

4. Summarizing strategy is considered a valuable tool in stimulating critical thinking and developing comprehension skills in students, as they learn how to analyze texts and evaluate important information.

5. The strategy can contribute to boosting students' confidence and independence in their ability to comprehend texts better, thereby enhancing their reading performance and improving their academic results.

6. Through the application of the summarizing strategy, students can develop their reading skills and enhance their ability to understand study materials more deeply and analytically, contributing to their overall academic success.

8- Method Of Study:

In employing the quasi-experimental method to investigate the effects of implementing the summarizing strategy on reading comprehension skills among secondary school students, the One-Group Pretest-Posttest Design was selected. This choice was made because the study comprised solely one treatment group.

9- Design and Participants

The participants of the present study, totaling 40 students, representing the treatment group, were selected as an intact class of second-year high school students in the English subject at Al-Fatima Al-Zahraa Secondary School for Girls during the first semester of the academic year 2022/2023.

10- Procedures

Prior to administering the treatment program, the oral performance pretest was given to the experimental group students, having been instructed on how to respond to the test items and the statements of the EFL reading comprehension skills scale. Second-year high school students at Al-Fatima Al-Zahraa Secondary School for Girls represented the treatment group. Using Microsoft Teams, they received 11 sessions of training on summarization strategies, including the pre- and posttest sessions; each session took 2 hours during the first semester of the academic year 2022-2023. Before starting, an orientation session was held to familiarize the participants with the objectives, importance, and characteristics of the program. Following the warm-up session, the main steps of the program were fully explained to the participants. Particular emphasis was placed on the objectives of the program, activities, and instructional procedures. Upon finishing the treatment, the oral performance posttest and the reading comprehension skills scale were administered to the participants. The Statistical Package for Social Science (SPSS) was used for handling and analyzing the results of the study.

1/10 Reading Comprehension Pretest

To conduct the study, a reading comprehension test as pretest was administered to subjects of group to make sure that they were homogeneous EFL readers before the initiation of the treatment. The pretest involved a total of 20 multiple choice items on four passages. All passages that were used in the reading comprehension pretest were selected from Curriculum for the second year of secondary school.

2/10 Summarizing Pretest

Prior to starting the treatment, a standardized Summarizing test which was chosen from Meenu Saini,2023 Preparation, their homogeneity was ensured based on their performance on the Summarizing test.

3/10 Reading Comprehension Posttest

Students were assigned with several reading comprehension passages and tasks during the course. Ten reading comprehension tests were used as an immediate posttest to ensure of students' reading comprehension achievements after each two-week separate instruction of summarizing and presentation strategies. Each posttest involved five passages with 20 multiple choice items.

3/10 Summarizing Posttest

A reading Summarizing test similar to pretest was utilized as a posttest. It was used to check the potential differences in Summarizing performance of the subjects over time at the end of the treatment. The posttest contained four passages with the same readability level and was the same as the passages chosen for the pretest.

4/10 Questionnaire Development

In addition, a survey was given at the end of the innovation with 20 questions to gather quantitative data. These questions analyzed students' perspectives towards elements of narrative texts or stories, summary structure, and summary strategies. As the participants were students, the options had faced each question so students could understand before selecting the option.

The survey had categories of totally disagree, disagree, neutral, agree, and totally agree. Cronbach's Alpha was run to know the reliability of the study.

The questionnaire was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS)&was used to perform the required analysis.

11- Validity and Reliability

To make sure that the degree of reliability and validity of the test used in the study of The Impact of Using Summarizing Strategy on Secondary Student's Reading Comprehension Skills, the researcher used the method factor (alpha Cronbach) to measure the reliability and validity tool used in the study is as follows.

11/1- Reliability of Reading Comprehension & Summarizing test

It is possible to regard a test valid if it measures what it is expected to measure in an efficient way. The most common evidences of validity are 'face', 'content', 'criterion', 'construct' and 'discriminative' and 'generalizability.

Face validity compares the test with what it is supposed to be assessing in terms of its facet whereas content validity questions the content of the test and compares its appropriateness with the instructional objectives. Moreover, criterion validity investigates the scores of the test and compares them to that of an external criterion while construct validity aims to match a theoretical concept with the test by following these three steps of specifying theoretical relations, examining empirical relations, and then interpreting them. Discriminate validity ensures that the test is not related with other instruments excessively and the validity of generalizability indicates how appropriate the test is to test-takers in a variety of settings, The following shows the results of Reliability of Reading Comprehension & Summarizing test.

Table No. (2): Results of Reliability of Reading Comprehension & Summarizing test

Test	Questions	Alpha	Spearman-Brown Coefficient
Summarizing Strategy	7	0.891	0.901
Reading Comprehension Skills	20	0.887	0.899
Total	17	0.889	0.909

11.2 Discrimination coefficient calculation

The discrimination coefficient determines the extent to which the question separates the top and bottom groups. The following formula is used to calculate the discrimination coefficient of a question Discrimination coefficient=(Correct choices of the top group-Correct choices of the bottom group)/ Number of people in a group (Up or down) The larger the discrimination coefficient (Closer to one) is, the greater the discrimination coefficient of the question would be and the smaller value (Closer to zero) corresponds to lower discrimination power. A discrimination coefficient of less than 20% is considered low, 20% to 34% is considered medium and above 35% is considered high.

Table (3) Frequency distribution of difficulty coefficient and discrimination coefficient of all questions

Test	Percentage	Number	Definition	Difficulty coefficient
Summarizing Strategy	15.6	6	Difficult	30>
	53.7	22	Medium	30-70
	30.7	12	Easy	70<
	Percentage	**Number**	**Definition**	**Discrimination coefficient**
	47.4	19	Low	20>
	17.3	7	Medium	20-34
	35.3	14	High	34<
Reading Comprehension Skills	**Percentage**	**Number**	**Definition**	**Difficulty coefficient**
	13.9	5	Difficult	30>
	54.2	21	Medium	30-70
	31.9	14	Easy	70<
	Percentage	**Number**	**Definition**	**Discrimination coefficient**
	42.01	17	Low	20>
	17.6	7	Medium	20-34
	40.39	16	High	34<

Summarizing Strategy:

Forty students participated in the study, The mean discrimination coefficient of all questions was 58.39 ± 4.69, of which 53.7% had a medium difficulty coefficient. Also, the mean discrimination coefficient of the questions was 23.3 ± 6.00, of which 17.3% had a medium discrimination coefficient, and 35.3% had a high discrimination coefficient.

Reading Comprehension Skills:

The mean discrimination coefficient of all questions was 59.28 ± 5.08, of which 54.2% had a medium difficulty coefficient. Also, the mean discrimination coefficient of the questions was 24.59 ± 7.29, of which 17.6% had a medium discrimination coefficient, and 40.39% had a high discrimination coefficient.

11/3- Validity and Reliability of Questionnaire

The validity of the internal consistency was calculated, and it gives an image of the extent of consistency between the expressions within the same axis, by calculating the correlation coefficient between the degree of each phrase and the overall degree of the axis to which it belongs.

Table No. (٤): Results of Validity of Summarizing Strategy

Dimensions	Statement	Internal consistency	Sig
Summarizing Strategy	I find that using the summarizing strategy can simplify texts and make them clearer.	0.729	**0.000***
	I use the summarizing strategy to help me understand difficult or complex materials.	0.597	**0.000***
	I find that using the summarizing strategy enhances my ability to effectively condense information.	0.748	**0.000***
	I find that the summarizing strategy helps me extract the main ideas from texts.	0.440	**0.000***
	I use the summarizing strategy as a tool to improve my reading and comprehension skills.	0.612	**0.000***
	I feel that using the summarizing strategy contributes to increasing my confidence in understanding reading materials.	0.347	**0.000***
	When I use the summarizing strategy, I find it easy to express ideas concisely.	0.384	**0.000***
	I find that using the summarizing strategy makes the reading process more enjoyable and effective for me.	0.625	**0.000***
	I regularly use the summarizing strategy in my studies or work.	0.413	**0.000***
	I find that using the summarizing strategy makes the reading process more enjoyable and effective for me.	0.496	**0.000***

** Statistical significance at the level (0.01).

* Statistical significance at the level (0.05).

From the previous table, the following is evident:

- Validity of all items on the level of the dimension of the test, where the internal consistency factor came at a significant level (0.01), and these transactions ranged between (0.347) to (0.748), which reflects the strength of the dimension values and how close they are to the correct one , Which reflects the relationship between the different dimensions and the extent to which they represent the Summarizing

Strategy and this is largely reflected in the degree of credibility of these dimension

Table No. (٥): Results of Validity of Reading Comprehension Skills

Dimensions	Statement	Internal consistency	Sig
Reading Comprehension Skills	I find that my ability to understand study texts has significantly increased.	0.710	**0.000***
	I feel that summarizing strategy enhances my ability to express ideas accurately and clearly.	0.581	**0.000***
	I have greater confidence in my ability to comprehend information after implementing instructional strategies.	0.742	**0.000***
	I find that using interactive exercises helps me develop my reading and comprehension skills.	0.420	**0.000***
	I have noticed an improvement in my ability to express ideas and opinions after engaging in reading exercises.	0.587	**0.000***
	My reading comprehension skills have noticeably improved since the beginning of the study.	0.353	**0.000***
	I have benefited greatly from reading exercises focused on developing reading comprehension skills.	0.372	**0.000***
	I use reading comprehension skills more effectively in various study areas.	0.685	**0.000***
	I systematically and systematically use reading comprehension skills to understand study materials.	0.439	**0.000***
	I find that the summarizing strategy makes my reading process more efficient and straightforward	0.496	**0.000***

** Statistical significance at the level (0.01).

* Statistical significance at the level (0.05).

From the previous table, the following is evident:

- Validity of all items on the level of the dimension of the test, where the internal consistency factor came at a significant level (0.01), and these transactions ranged between (0.353) to (0.742), which reflects the strength of the dimension values and how close they are to the correct one , Which reflects the relationship between the different dimensions and the extent to which they represent the Reading Comprehension Skills and this is largely reflected in the degree of credibility of these dimension

Table No. (٦): Results of Reliability of Reading Comprehension Skills& Summarizing Strategy

Dimensions	Item	Alpha	Spearman-Brown Coefficient
Summarizing Strategy	10	0.701	0.764
Reading Comprehension Skills	10	0.703	0.778
Total	**20**	**0.713**	**0.862**

The values of the Alpha Cronbach parameter confirmed the reliability of these dimensions significantly, where the values of the stability factor ranged between (0.701) to (0.703), and that the value of the Alpha Cronbach parameter is (0.713), for two dimensions and twenty Statement, which reflects a high degree of stability of the tool Used to express the Summarizing Strategy& Reading Comprehension Skills.

12- Data Analysis

Prior to administering the treatment program, test was distributed to second year secondary school female students, to measure their degree of understanding of the summarization strategy and reading comprehension skills, upon finishing the treatment The test was distributed again to the study sample.

12/1 H1: A notable statistical contrast exists between the averages of the experimental group students' scores on the Summarizing strategy test before and after its administration for secondary school students, favoring the post-administration results.

The Summarizing strategy pre-test was administered to all learners, ensuring their participation and establishing a baseline for measuring differences in performance on the post-test. A paired sample t-test was

conducted to determine if there were significant differences in the group's performance on the Summarizing strategy pre-test.

Following 11 training sessions, all students in the group underwent the Summarizing strategy post-test, identical to the pre-test. The purpose was to assess whether the treatment procedure implemented in the experimental group had any significant effect. The statistical results of the Summarizing strategy post-test are summarized in the table below.

Table No. (٧): Pre-test and post-test (Summarizing).

Test	N	Min	Max	Mean	Std	T -Test	p- value
Pre –Test	40	13.5	37	23.66	5.979	6.367**	0.000
Post –Test	40	16	40	28.73	6.040		
Average	40	19.75	38.5	26.195	6.009		
Difference	-	-3.5	-3	5.075	5.042		

** Statistical significance at the level (0.01).

* Statistical significance at the level (0.05).

The results obtained from the pretest and post-tests showed a meaningful difference in summarization, Table 6 demonstrates the minimum, maximum, means, and standard deviation obtained from the pretest and post-test. The mean from the pretest (23.66) showed a notable improvement in the post-test (28.73). Additionally the Results of data analyses (T-test) in the Table indicate that there is a statistically significant difference between students in Summarizing performance before treatment (pretest) and after the instruction (posttest) (t= 8.923;p< 0.01).

the results point out a Cohen's d (Mean of pretest, mean of post-test/ pooled Standard Deviation) = 5.075, which means a large effect size, this suggests that the Summarizing strategy instruction had a notable impact on the summarizing abilities of female students in the second year of secondary school.

12.2- Effect size (Summarizing strategy)

To calculate the effect size, the Tau-U and the Eta square method were used to measure the effect size. The Eta test indicates the interpretation of the change in the dependent variable in relation to the independent variable, and the Eta square can be divided according to the periods. The effect size (0-0.20) is small, and (0.2-0.5) is medium., and (0.5 to 0.80) is large, and the following table shows the results obtained.

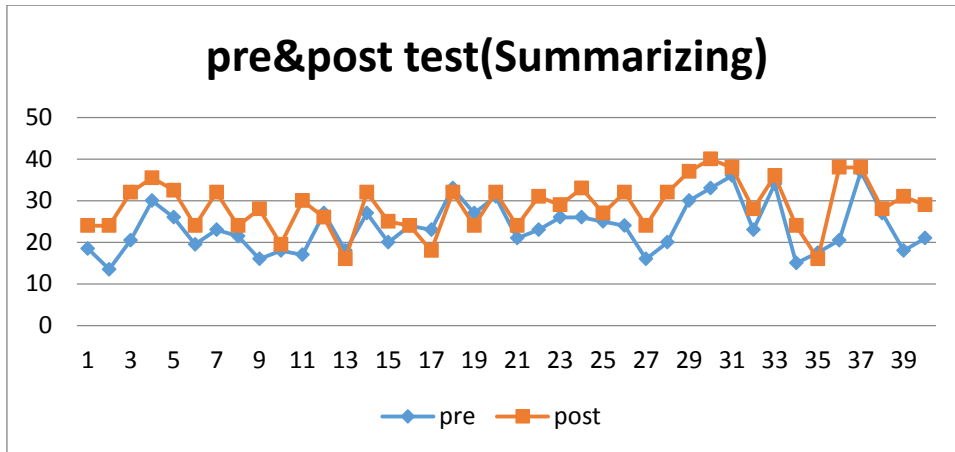Figure (1): Difference between pre&post test(Summarizing)

Table No. (٨): Effect Size Analysis of Summarizing Strategy Intervention.

(η2)	Tau –u	p- value	Effect size
0.596	0.486	0.000*	Large

The previous table shows that the Eta coefficient is 0.596, meaning that the variance in relation to the positive change for female students in the summarization strategy test It can be attributed to the training intervention and 59.6% of the change in the students' performance of the summarization strategy, and when calculating the size of the effect using (Tau-U), the result was (p-value = 0.000, CI = 0.95%, {0.486}), which indicates that the size of the training effect High in improving the student's performance in using the summarization strategy.

12/3 H2: A significant statistical difference is evident between the averages of the experimental group students' scores on the Reading Comprehension Skills test before and after its administration for secondary school students studying a foreign language, favoring the post-administration outcomes.

Table No. (٩): Pre-test and post-test for Reading Comprehension Skills.

| Test	N	Min	Max	Mean	Std	T -Test	p- value
Pre –Test	40	8	36	19.70	8.03	8.923**	0.000
Post -Test	40	10	40	26.7	8.03		
Average	40	9	38	23.2	8.03		
Difference	-	-2	-4	7.00	4.962		

** Statistical significance at the level (0.01).

* Statistical significance at the level (0.05).

Table ٩ demonstrates the minimum, maximum, means, and standard deviation obtained from the pretest and post-test. The mean from the pretest (19.70) showed a notable improvement in the post-test (26.7). Additionally the Results of data analyses (T-test) in the Table indicate that there is a statistically significant difference between students in Reading Comprehension Skills performance before treatment (pretest) and after the instruction (posttest) (t= 8.923;p< 0.01).

the results point out a Cohen's d (Mean of pretest, mean of post-test/ pooled Standard Deviation) = 4.962, which means a large effect size, This suggests that the Summarizing strategy instruction had a notable impact on Reading Comprehension Skills abilities of female students in the second year of secondary school.

Figure (2): Difference between pre& posttest (Reading Comprehension Skills)
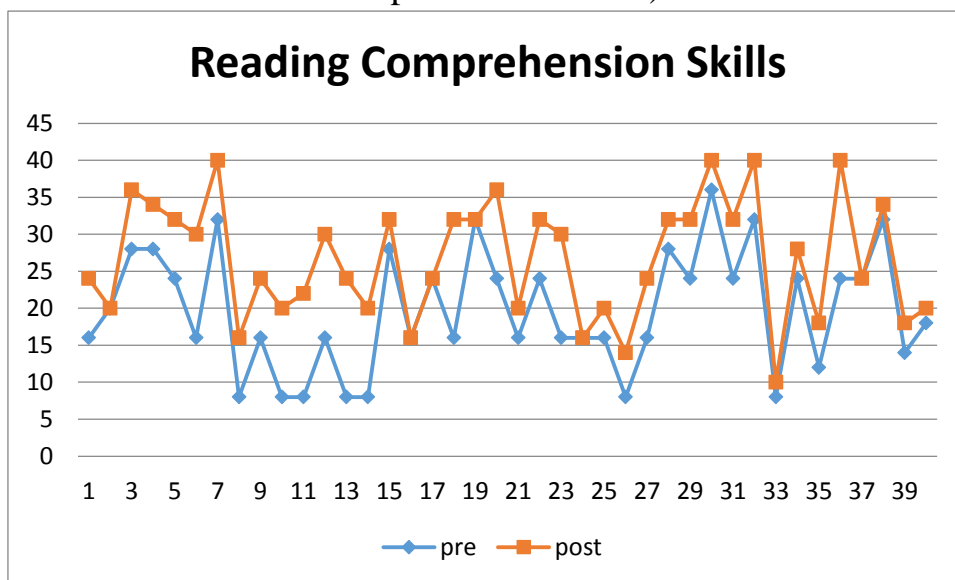
12.4- Effect size(Reading Comprehension Skills)

Table No. (١٠): Effect Size Analysis of Reading Comprehension Skills.

(η2)	Tau –u	p- value	Effect size
0.761	0.683	0.000*	Large

The previous table shows that the Eta coefficient is 0.761, meaning that the variance in relation to the positive change for female students in Reading Comprehension Skills test It can be attributed to the training intervention and 76.1% of the change in the students' performance of Reading Comprehension Skills , and when calculating the size of the

effect using (Tau-U), the result was (p-value = 0.000, CI = 0.95%, {0.683}), which indicates that the size of the training effect High in improving the student's performance in using Reading Comprehension Skills.

12.5 Evaluate the summarization strategy

To evaluate the treatment program regarding students' summarization strategies, the arithmetic mean and standard deviation were used for the responses to the questionnaire that was prepared to evaluate the program.

Table (11): Descriptive Statistics to summarization strategy.

N	Statement	Mean	agreement rate	Std deviation	Arrang.
1-	I find that using the summarizing strategy can simplify texts and make them clearer.	4.45	89.00%	0.64	4
2-	I use the summarizing strategy to help me understand difficult or complex materials.	4.45	89.00%	0.64	5
3-	I find that using the summarizing strategy enhances my ability to effectively condense information.	4.28	85.50%	0.72	9
4-	I find that the summarizing strategy helps me extract the main ideas from texts.	4.35	87.00%	0.74	6
5-	I use the summarizing strategy as a tool to improve my reading and comprehension skills.	4.30	86.00%	0.61	8
6-	I feel that using the summarizing strategy contributes to increasing my confidence in understanding reading materials.	4.58	91.50%	0.50	2
7-	When I use the summarizing strategy, I find it easy to express ideas concisely.	4.50	90.00%	0.51	3
8-	I find that using the summarizing strategy makes the reading process more enjoyable and effective for me.	4.35	87.00%	0.77	7

N	Statement	Mean	agreement rate	Std deviation	Arrang.
9-	I regularly use the summarizing strategy in my studies or work.	4.13	82.50%	0.88	10
10-	I find that using the summarizing strategy makes the reading process more enjoyable and effective for me.	4.65	93.00%	0.48	1
	Total	**4.40**	**88.05%**	**0.38**	

From the previous table No. (11), we find that the total average dimension of () is (4.40) and with an agreement rate of (88.05%), and this indicates that the summarization strategy was an agreement high degree, and that opinions tend towards agree on the expressions of this dimension, where It turned out that the most available Statements in measuring after (summarization strategy) came first in a response indicating agreement, Statement: (I find that using the summarizing strategy makes the reading process more enjoyable and effective for me) with Mean of (4.65), and that the second statement with a response indicating agreement Statement: (I feel that using the summarizing strategy contributes to increasing my confidence in understanding reading materials) With Mean of (4.58).

13.1 Evaluate the Reading Comprehension Skills

Table (12): Descriptive Statistics to Reading Comprehension Skills.

N	Statement	Mean	agreement rate	Std deviation	Arrang.
1-	I find that my ability to understand study texts has significantly increased.	4.48	89.50%	0.60	3
2-	I feel that summarizing strategy enhances my ability to express ideas accurately and clearly.	4.48	89.50%	0.60	4
3-	I have greater confidence in my ability to comprehend information after implementing instructional strategies.	4.35	87.00%	0.66	6
4-	I find that using interactive exercises helps me develop my reading and comprehension skills.	4.35	87.00%	0.74	7
5-	I have noticed an improvement	4.28	85.50%	0.60	8

N	Statement	Mean	agreement rate	Std deviation	Arrang.
	in my ability to express ideas and opinions after engaging in reading exercises.				
6-	My reading comprehension skills have noticeably improved since the beginning of the study.	4.55	91.00%	0.50	2
7-	I have benefited greatly from reading exercises focused on developing reading comprehension skills.	4.48	89.50%	0.51	5
8-	I use reading comprehension skills more effectively in various study areas.	4.25	85.00%	0.81	9
9-	I systematically and systematically use reading comprehension skills to understand study materials.	4.08	81.50%	0.89	10
10-	I find that the summarizing strategy makes my reading process more efficient and straightforward	4.68	93.50%	0.47	1
	Total	**4.40**	**87.90%**	**0.38**	

From the previous table No. (١٢), we find that the total average dimension of () is (4.40) and with an agreement rate of (87.90%), and this indicates that the Reading Comprehension Skills was an agreement high degree, and that opinions tend towards agree on the expressions of this dimension, where It turned out that the most available Statements in measuring after (Reading Comprehension Skills) came first in a response indicating agreement, Statement: (I find that the summarizing strategy makes my reading process more efficient and straightforward) with Mean of (4.68), and that the second statement with a response indicating agreement Statement: (My reading comprehension skills have noticeably improved since the beginning of the study) With Mean of (4.55).

14- Results and Conclusions Study.

The researcher has categorized the results of the field study according to the variables set by the study in examining the impact of Using Summarizing Strategy on Reading Comprehension Skills, so that the benefit is clearer, especially when formulating appropriate and applicable recommendations for each variable, as follows:

14.1- Results related to Using Summarizing Strategy:

The study found significant improvements in students' perceptions and utilization of the summarizing strategy following 11 sessions of training. Across various statements, participants reported notable increases in mean scores from pre-test to post-test, indicating enhanced abilities in simplifying texts, understanding complex materials, condensing information effectively, extracting main ideas, improving reading and comprehension skills, increasing confidence in understanding reading materials, and expressing ideas concisely. Moreover, participants reported finding the reading process more enjoyable and effective when employing the summarizing strategy.

14.2- Results related to Reading Comprehension Skills:

The study revealed significant improvements in participants' reading comprehension skills following the implementation of instructional strategies and engaging in reading exercises. Across various statements, participants reported notable increases in mean scores from pre-test to post-test, indicating enhanced abilities in understanding study texts, expressing ideas accurately and clearly, comprehending information with greater confidence, and effectively utilizing reading comprehension skills in various study areas. Additionally, participants noted improvements in their ability to express ideas and opinions, as well as in their overall reading comprehension proficiency.

14.3- Results related to impact Using Summarizing Strategy on Reading Comprehension Skills:

The results indicated a significant improvement in summarizing abilities among the students. The mean score on the pre-test was notably lower (23.66) compared to the post-test (28.73), showing an increase in performance after the instruction. Statistical analysis (paired sample t-test) confirmed a significant difference between pre-test and post-test scores (t=8.923, p<0.01), suggesting that the Summarizing strategy instruction had a substantial impact. Moreover, the effect size (Cohen's d = 5.075) was large, indicating a strong effect of the instructional

intervention on the students' summarizing skills. These findings suggest that the Summarizing strategy is effective in enhancing the summarizing abilities of female secondary school students. This interpretation highlights the meaningful contrast in performance before and after the instructional intervention, supporting the efficacy of the Summarizing strategy in educational settings.

The results indicated a significant improvement in reading comprehension abilities among the students. The mean score on the pre-test was notably lower (19.70) compared to the post-test (26.7), showing a considerable increase in performance after the instructional intervention. Statistical analysis (paired sample t-test) confirmed a significant difference between pre-test and post-test scores (t=8.923, p<0.01), indicating that the instructional intervention had a substantial impact. Furthermore, the effect size (Cohen's d = 4.962) was large, suggesting a strong effect of the instructional intervention on the students' reading comprehension skills. These findings support the effectiveness of the instructional approach in enhancing reading comprehension abilities among female secondary school students studying a foreign language. This interpretation emphasizes the meaningful statistical difference in performance before and after the instructional intervention, highlighting the positive outcomes of the Reading Comprehension Skills instructional program.

15. Discussion:

In comparing the findings of the current study with previous research, both agreement and differences emerge regarding the effectiveness of summarizing strategies on enhancing reading comprehension skills among students. The current study aligns with Noviana et al. (2022) and Budianto (2019), indicating a significant improvement in students' reading comprehension following the implementation of summarizing strategies. Similarly, Ningsih (2023) and Taqiyuddin (2023) also reported positive outcomes, emphasizing the effectiveness of specific summarizing approaches in enhancing comprehension abilities among students. These findings collectively underscore the importance of incorporating summarizing strategies into educational practices to bolster students' reading comprehension skills. However, some discrepancies arise when comparing with studies such as Yapp et al. (2024), which focused on second language (L2) academic reading ability among higher education students. While Yapp et al. emphasized the need for clear

instructions on reading strategies, the current study primarily focused on summarizing strategies among secondary school students. Additionally, Aktaş (2023) found minimal impact on intrinsic motivation despite improvements in reading skills, contrasting with the overall positive outcomes observed in the current study and other similar research. These variations highlight the importance of considering contextual factors and diverse student populations when interpreting the effectiveness of summarizing strategies on reading comprehension skills.

16- Study Recommendations:

From the findings point of views in the study. The researcher proposed the following action plan to Al-Fatima Al-Zahraa Secondary School for Girls:

- Conduct regular workshops or training sessions to enhance students' understanding and application of the summarizing strategy.
- Develop supplementary materials and resources to support students in practicing and mastering summarization techniques.
- Encourage collaborative learning activities that incorporate the use of summarizing strategies, fostering peer-to-peer support and feedback.
- Implement formative assessment techniques to monitor students' progress in utilizing summarization skills and provide timely feedback for improvement.
- Integrate technology-based tools and platforms to facilitate the implementation and practice of summarizing strategies, catering to diverse learning preferences.
- Design differentiated instruction strategies to accommodate varying levels of reading comprehension proficiency among students.
- Foster a culture of independent reading and exploration, providing ample opportunities for students to engage with diverse texts and genres.
- Implement explicit instruction on metacognitive strategies, empowering students to monitor and regulate their comprehension processes effectively.
- Foster a collaborative learning environment where students engage in discussions, debates, and projects that require critical analysis and interpretation of texts.

- Provide targeted support for struggling readers through interventions such as small-group instruction, one-on-one tutoring, or personalized learning plans.
- Establish a school-wide framework for the systematic integration of summarizing strategies across all subjects and grade levels.
- Foster interdisciplinary collaboration among teachers to align curriculum goals and instructional practices for reinforcing summarization skills.
- Provide ongoing professional development opportunities for educators to deepen their understanding of effective summarizing instruction and assessment practices.
- Create a data-driven approach to monitor the impact of summarizing strategies on reading comprehension skills, using assessment data to inform instructional decisions.
- Foster a culture of reflective practice among educators, encouraging them to continually evaluate and refine their implementation of summarizing strategies based on student outcomes and feedback.

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