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The Effect of Using Summarizing Strategy on Students' Achievement for Secondary Grade in English Writing Skill

A B S T R A C T

This research purposes on examining the impact of applying summarizing strategy on English as a foreign language secondary students' Achievement in writing skill. The sample of the study had been randomly chosen among Bhazani Preparatory School for Girls.

The sample consists of (60) students divided into two groups. The first group represented the experimental group that was taught by summarizing strategy, while the second group represented the control group that was taught by using the traditional method. The researchers chose the design of post-test equivalent groups as an experimental design. The researchers themselves depending on previous studies prepared research tool (writing test). The validity of the tool had been confirmed by presenting it to a number of experts. The reliability factor had been computed by using Kuder-Richardson's formula (20) for the writing test T-test had been used to analyze the results.

The findings show that there had been differences in test's marks between the experimental group and the control group in favor of the experimental group.

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1. Introduction:

Amount of information can be restated briefly in your own words, giving the document's overall meaning in a concise format. The total amount of information is reduced or condensed into a summary version of the same document. The summary will contain the essence of the original information and will include very important elements. The main ideas that characterize the entire document will be the focus of the summary. It also includes key details that support the main points. The summary should be brief, but it should be able to absorb all of the major points without fail. This is because the summary serves as a mirror for the entire document, and the reader should be able to scan the summary for the main ideas of the entire document.

Writing skill is a crucial language skill that enables the students to express their feelings and thoughts. It is employed to clarify thoughts, ideas to get convey information through written form. Therefore, writing is an attempt to express the writer's thoughts, feeling, and ideas this should be done clearly. The written form should be understood for their readers Nunan (2003:88).

Harmer (2004: 3) affirms that learning to write can give students knowledge of how to write effectively, how to convey ideas, how to communicate their thoughts with others through writing. writing allows the students connect between ideas, facts, inferences, knowledge and opinions it makes ones thinking visible palmer (1998:7). so writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language learners.

Usually, successful writing skills develop through intensive reading so a good reader is a good writer. In Iraq there are many elements effect on the students' writing therefore faced many difficulties to produce a piece of writing.

Summarizing strategy is an important strategy for developing writing it means identifying the main idea and most important facts the writing a brief overview that includes only those key ideas and details. In this strategy helps students to understand information, moving it is important to have a long memory because it will help you lead. them to read and understand and distinguish important ideas. It also helps them to express their information by using their own words Sememo (2001:569). it also helps the students to choose the information and focus on the main ideas and write about the topic clearly.

2. Significance of the Study:

The current research paper is expected to be important for the following reasons:

1. It is the first research that uses the summarizing strategy in teaching English as a foreign language secondary stage among Bhazani Preparatory School for Girls at General Directorate of Education in Nineveh Governate.

2. It may contribute to the presentation of steps which help in raising the level of writing skill.
3. The current research highlights the major importance of the summary strategy and its effectiveness on writing skill.
4. It also offers how to apply this strategy for helping primary teachers implement this strategy effectively through their teaching. Therefore, this It is expected that study will be conducted. important for students and teachers to achieve the intended learning outcome of writing.

3. Problem of the Research:

The researchers have found that the most students lose self-confidence when writing any paragraph .it seems this skill is a complicated process which involves a number of cognitive and metacognitive activities. writing a composition includes the ability to use correct vocabulary in a grammatical construction to generate meaningful phrases of different kinds. the students do many mistakes.

Understanding the information and remembering it when necessary are crucial for academic success summarization learning strategy that increases both understanding and memory.

4. Aims of the Research:

The current research purposes for

1. Examining the impact of applying summarizing strategy on EFL for secondary stage in foreign language writing skill.
2. introducing what is meant by summarizing strategy and how it is applied in teaching English language.

5. The Hypothesis:

The researchers attempt to test the following hypothesis:

No significant difference between the mean scores of the experimental group who trained by summarizing strategy then those of the switch group in their achievement test in writing skill.

6. Limits of the Research:

The main limitation of current research is confined to:

1. Secondary Stage.
2. Fourth stage during the first term of academic year 2020-2021 in Bhazani Preparatory School for Girls.

7. Definitions of Basic Terms:

7. 1. Summarizing Strategy:

• **According to Khoshima (2014: 135)** says that the strategy that emphasis about key opinions of the transcripts and gives the student a logical context in which to remember them understanding. It helps learner to concentrate about key words in addition assigned text idioms that are important and worth remembering.

• **Huan & Ngan (2017:51)** is a strategy that allows students to understand what is being read is therefore it helps them retain important ideas and information given in a particular text.

In the current research, the summarizing strategy is a task that the students can do naturally the students need to clean up the Entire text, from the most important to the least important ideas for creating a new text that contains the most important information from the original material (passage).

7. 2. Achievement:

Good (1973:7) defines achievements as acquired knowledge or skills developed in the subject area of education, typically defined by test scores or means earned by teaching.

In the current research, achievement is viewed as the result of what a student learns after learning English, measured by the scores that the student gets in achievement test.

7. 3. Writing:

- **Nunan (1999:273)** confirmed that writing is a dynamic, cognitive process requiring sustained mental effort over a substantial period of time.

In this research, writing is the process of using symbols (capital letters, punctuation marks, development, unity ...).

8. Theoretical Background:

9. Importance of Summarizing:

Summarizing is a strategy that improves student's understanding and writing as it involves reprocessing knowledge in a written text and demands the knowledge be conveyed in its own terms to create connotation condensed form of meaning Nia, Khoshsim (2014:266), As a result, summarize has a link to writing success. They also mentioned that summarizing can help with written performance comprehension accuracy.

The steps of Summarization:

Summarization is an effective strategy to help the pupils enhance understanding of what is read and write. This strategy helps a student see how deferent parts of a text relate to each other, how parts of a text fit with the tittle or main topic. So, this strategy involves from five steps, they:

1. Use direct explanation, teach why, when, and where to apply summarization strategy.
2. Model skills, talk through examples and show how the skill is applied.
3. Break down complicated parts into small steps.
4. Summarize short paragraphs before proceeding to longer passages.
5. Phase out teacher direction and phase in student use throughout instruction (Naglier, 2010:2).
6. Carefully read and comprehend the text.
7. Consider the writers' motivation for composing the text.
8. Choose the information that is important to you.
9. Identify the primary points.
10. Alter the text's structure Rephrase the main concept in full sentences.
11. Examine their work.

The Rules of Summarization Strategy:

Two tests of macro-rules for producing summaries, particularly written summaries, are mentioned by Brown and Day (1983:14). There were six laws in total, and they were as follows:

1. Deleting information that is unnecessary.
2. Deleting information that is redundant.
3. Composing a phrase that can be used to replace a list of words item.
4. Composing a term that can be used to replace the individual components of act.
5. Selecting a theme sentence.
6. Inventing if there is a subject sentence it stays not obtainable.

The Process of Summarization:

As a result, Kintsch and van Dijk (1978:363), as quoted in khathayut & karavi (2011:2) summarizing, have proposed fifteen rules for summary writing. Those are the ones.

1. Write a concise edition like retaining the knowledge summary, the writers' suggestions for the original texts specific written structure.
2. The most crucial information from the source text is attractive.
3. Knowledge which is irrelevant it should be excluded.
4. Will not replicate.
5. Start it by finding the summary 's main subject, the auther's main purpose then start selecting the content.
6. Read the text once to determine the main subject re-read it besides start emphasizing all of the crucial information.
7. Make use of the methods of planning to choose important details.
8. By deleting, merging and generalizing keep the text as short as possible
9. Do not rewrite sentences in the original text.
10. 15-20% of the time percent of sources text's total duration is recommended.
11. Using the only examples when they really need it.
12. Stop the views and personal statements.
13. Eliminate the supplementary to the text data.
14. Continue cohesiveness then continuity in summaries.
15. Combine provision. if the text is fully understood, it can understand the specific lexical, semantic, and grammatical choices.

The Relationship Between Writing and Summarizing Strategy:

Usually, writing is an important form of communication therefore, writing ability needs fluently and expressively in ELF. (Al-mansour & Al-Shorman, 2014:259). Therefore, any paragraph considers as a basic unit of organization wherever any paragraph consists of two kinds of sentences. they are a topic sentence and number of supporting statements that should be long enough and support the main idea (omisha and hougue, 2006:65). Thus, summarizing strategy includes reprocessing knowledge in a written text and demands that knowledge be conveyed in students' personal phrases to create context in a shortened version (Mokeddem & Houcine, 2016:1).

The Differences Between Summarizing Strategy and Note Taking:

Summarizing and note taking are two skills which critical to success in academic study. Both of them include capturing, organizing, and reflecting on important facts, concepts, ideas, and processes. While the differences between them in these points:

Summarizing strategy	Note taking strategy
It always involves figuring out what 's important	It focuses on the main ideas. the person picks out the most important parts
It is like a condensed version of the whole thing keeping the transitions from one idea to the next	It is not structured in a way
The students integrate the notes into bigger picture	The students deal with individual ideas, one at a time
The students use their own words	The students use the writers' words

10. Literature Review:

10. 1. Majid Pour-Mohammadi (2012):

Majid (2012) investigated the Three form one students' writing quality was affected by process writing practice. This research relies on observation. interview, students' drafts, writing, as well as examination scores as data collection sources the results show that their writing speed and quality was affected. The data analysis reveals that students are capable of attempting writing despite the difficulty of the task.

Hooshang Khoshima, Forouzan Rezaeian Tiyaar (2014):

They tried to examine the impact of a summarizing approach on Iranian intermediate English foreign language learners' reading comprehension 'The' sample of the study included sixty-one students. they were chosen randomly. They are separated into two groups, the controller group and investigational group. A TOEFL proficiency test was used to determine their skill level homogeneity. The experimental group was instructed using summarizing techniques. For ten weeks, follow the plan three times a week. The study's results revealed that the summarizing strategy has a major impact on students' reading comprehension.

10. 2. Serpil Ozdemir (2018):

Serpil (2018) investigated the effect of summarization strategies teaching on narrative text. this study was implemented on the teachers. the experimental design was including one group. the sample involved 35 Turkish teachers. The experimental time was 5 weeks ... the summarizing strategy pays attention to distinguish between the author and the summarizer in their style of the summary text .it also increase the level of reading comprehension. Therefore, it considers as a successful tool for developing reading comprehension.

11. The Experimental Design:

One of the most important choices that researchers must make is which research design to use. (Vandalen, 1979: 23). The researchers of this study has used the post-test and equivalent group design. In this design, only the experimental group has been exposed to the treatment or

independent variable and thus it has been taught by using the summarizing strategy, whereas No treatment was given to the control group. and was taught by using the traditional method for measuring its impact on the independent variable (achievement test) for the students in English.

Figure (1) below presents the experimental design of this research

Group	Independent variables	Dependent variables	Test
Experimental	Summarizing strategy	Achievement writing test	Post-test
Control	Traditional strategy	Achievement test	

11. 1. The Population:

The population of this research has been limited to female students among Bhazani Preparatory School for Girls at General Directorate of Education in Nineveh Governate during the academic year's first semester (2020-2021).

11.2. The Sample:

The researchers has randomly chosen section (B) from Bhazani Preparatory School for Girls at General Directorate of Education in Nineveh Governate to be the experimental group and section (A) to be the control group. The researchers excluded (15) repeaters from both groups to avoid their effect on the results of the research. Hence, the number of in the experimental group, there were 29 pupils, while in the control group, there were was (31) girls.

11. 3. Equivalence of the Groups:

The researchers made equivalence between the two groups as far as the variables are concerned.

11. 4. Tools of the Research:

To verify the hypothesis During the course of the study, the researchers computed the mean scores and benchmarks deviation both organizations in the terms of their achievement, and applied the T-test for two independent samples, as shown in table (9).

Table (9) T-Test Result for both Group in the Writing Test

Group	Number	Mean	S. D	T-Value	
				Calculated	Tabulated
Experimental	29	19.8621	5.10849	2.644	2.003
Control	31	16.2903	5.27379		

11. 5. Validity:

It refers to the degree of success with which other instrument measures what it claims to measure (Verma and Beard, 1981: 87). To measure final validity, face validity test A group of experts was given a copy of the study to review for validity. Only three items were left out by the experts. As a result, the total number of items is becoming (27).

11. 6. Reliability:

A reliable test is a test that is consistent and dependable (Brown, 1980: 211). To find out the reliability of the tool, the researchers applied it to a pilot sample consisting of (50) randomly chosen female students in secondary students' classes of the same society. The researchers applied Kuder-Richardsons' formula (20) and the reliability was (0.82) which is both good and acceptable. Thus, the test was approved in its final form.

12. Results and Discussion:

To verify the first null hypothesis the researchers calculated the mean scores and standard deviation for both groups at the end of the study. terms of their achievement, and applied the T-Test for independent samples, as shown in table (9).

Table (9) T-Test Result for both Group in the Writing Test

Group	Number	Mean	S. D	T-Value	
				Calculated	Tabulated
Experimental	29	19.8621	5.10849	2.644	2.003
Control	31	16.2903	5.27379		

This table (9) identify that the calculated T-value (2.644) is higher than the tabulated T-value which is statistically significant under (58) degrees of freedom. This indicates that there is a statistically significant difference between the two groups' means, with the experimental group winning. Thus, the alternative hypothesis is accepted after the first null hypothesis is rejected.

This result may be due to the mental images made through the visual images of familiar locations that enabled the students to construct English sentences free from any mistakes.

13. Conclusions:

The following conclusions are drawn based on the findings. are drawn:

1. Using summarizing strategy in teaching English writing skill to the
The secondary stage is quite possible.
2. The use of the summarizing strategy increases the achievement of the fourth students in English.
3. The summarizing strategy helps students use their knowledge of writing skills and other English activities such as writing composition.
4. Increasing students' academic achievement in English leads them to have a positive interest in English.

14. Recommendations:

Regarding current conclusions drawn, the following recommendations can be put forward:

1. Since it is has been proved to be effective, English teachers are advised to use the summarizing strategy in their teaching.
2. Since they have been proved to be good strategies in teaching English,
summarizing strategies should be introduced in methodology subjects.

3. Since interest plays a central role in bringing about success in learning

English, English language teachers should pay attention to students' interest. This can be achieved by using methods or strategies that help in increasing learners' achievement.

15. Suggestions for Further Studies:

The following suggestions for further studies can be put forward:

1. Conducting a similar study that deals with the knowledge level of Blooms' classification of educational objectives of writing skill.
2. Replicating a similar study with male students.

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Appendix 1:**A Model Daily Lesson Plan:****Topic:** Unit (1) Neighbors.**Class:** Second Students.**Time Allowed:** 40 Minutes.**Behavioral Objectives:** Female students will be able to:

1. Know names of places and things such as bed, factory, etc.
2. Know the meanings of these names and use them in sentences.
3. read paragraphs fluently and correctly.
4. Summarizing the main idea and discussion about the lesson.
5. Understand the uses of present simple.

Introduction:

The teacher may give a quick review of the material presented in the previous lesson by asking her students some questions such as: Who can answer the following question what your mother can do or cannot do?

Presentation:

The teacher reads the keywords and asks her students to use written words to find out their meanings. Then, she lets her girls listen to cassettes to help them understand the topic of the story these keywords in a correct way.

After choral and individual repetition, the teacher will ask a couple of girls to come to the front of the class to summarize the story about their school.

Then the teacher reads some paragraphs in the textbook that deals with the school and asks them to complete a table that includes many drills on the writing skill with the missing words or verbs in an affirmative form. Then, she tells her girls when the summarizing steps can be used.

Finally, the teacher lets them listen again and write the summary of the story.

Home work:

The teacher assigns exercise (5) on page 54 in the activity book as homework.

Dear students, after reading and listening to the story.

Appendix 2:**Summarization test (100 Marks):**

1. Write in your own words the main topic of the story?
2. Write in your own words the characters of the story?
3. Write in your own words the characters of the story?
4. Write your own story using your imagination?
5. Write what was school like for them after listening to the men who are talking about their school?
6. what do you do at school?
7. Describe the time and place of the story?
8. Write your opinion of the story?
9. What do you think about schools in your town?
10. write your steps in summarizing any topic?