

BARRY: Building Achievement in Reading Through Repeated Summarization Techniques

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Abstract. Persistent deficiencies in reading comprehension among Filipino secondary learners, particularly in identifying main ideas, organizing textual information, and constructing meaning, highlight the need for explicit, strategy-based literacy interventions. Despite evidence supporting summarization as a metacognitive reading strategy, its structured and repeated use in junior high school contexts remains underexamined, especially in authentic classroom settings within developing educational environments. This study investigated the effectiveness of repeated summarization techniques in improving the reading comprehension of Grade 8 learners at Gama Integrated School. The study employed a one-group pretest–posttest experimental design involving 30 learners. Structured repeated summarization tasks were implemented over several weeks using guided practice-set exercises designed to help learners identify key ideas, organize details, and paraphrase information from texts. Outcomes were measured using a validated reading comprehension test, and data were analyzed through descriptive statistics, a dependent t-test, and thematic analysis. Reading comprehension improved markedly, with mean scores increasing from 17.47 to 43.77, reflecting a gain of 26.30 points. The difference between pretest and posttest scores was statistically significant, indicating a strong positive effect of the intervention. Qualitative findings further revealed that learners became more confident in identifying themes, connecting ideas, and expressing understanding using their own words. These results demonstrate that repeated summarization effectively addresses key comprehension gaps by promoting active meaning construction and structured text processing. The findings support the integration of repeated summarization into classroom instruction and literacy intervention programs, although generalization should be approached cautiously due to the study's single-group design.

Introduction

Reading comprehension is a foundational competency in language education, underpinning learners' ability to access, interpret, and apply information across academic disciplines and real-world contexts. In contemporary educational settings, proficiency in comprehending texts is essential not only for academic success but also for the development of critical thinking and lifelong learning skills.

Extant research consistently characterizes reading comprehension as a multidimensional construct shaped by cognitive, metacognitive, and contextual factors, including vocabulary knowledge, background knowledge, reading fluency, and strategic processing (Kartika et al., 2023; Boonmoh & Tuaynak, 2023; Manihuruk, 2020). Across studies, there is strong agreement that explicit, strategy-based instruction enhances learners' comprehension by promoting active engagement with texts and improving their ability to monitor and regulate understanding (Zhang & Zhang, 2020; Li & Wang, 2023). A recurring pattern in the literature highlights summarization as a particularly effective metacognitive strategy, as it requires learners to identify central ideas, organize information, and restate meaning in their own words, thereby facilitating deeper cognitive processing (Diana et al., 2023; Duncan et al., 2021). Furthermore, multiple empirical investigations converge on the finding that structured and repeated summarization activities lead to measurable improvements in comprehension

performance, particularly in identifying main ideas and synthesizing information across texts (Kartikasari & Nuryasana, 2022; Hukom & Ferdinandus, 2024).

However, not all findings are unequivocal, and several methodological limitations temper these conclusions. Some studies rely on short-term interventions or isolated strategy instruction, which may limit the sustainability of observed gains and obscure the cumulative effects of repeated practice (Duncan et al., 2021; Diana et al., 2023). In addition, variations in instructional implementation and assessment measures create inconsistencies in reported outcomes, making it difficult to determine the extent to which improvements can be attributed specifically to summarization rather than to broader instructional contexts (Li & Wang, 2023). Moreover, much of the existing research has been conducted in controlled or non-localized settings, raising concerns about ecological validity and the applicability of findings to diverse classroom environments, particularly in under-resourced or developing educational contexts (Hukom & Ferdinandus, 2024).

Despite these advances, a critical gap remains in understanding how systematically implemented repeated summarization techniques function as a sustained classroom-based intervention in authentic secondary school settings, particularly within the Philippine context. This gap carries important implications across multiple domains. Theoretically, it limits the empirical validation of schema-based and metacognitive frameworks that posit repeated meaning construction and information restructuring as central to the development of comprehension. Practically, it constrains teachers' ability to adopt evidence-based strategies that extend beyond short-term or isolated instructional activities. At the policy level, the absence of localized and context-sensitive evidence restricts the development of effective literacy programs and interventions aligned with national learning priorities. The urgency of addressing this gap is further underscored by persistent reports of low reading performance among learners and the increasing demand for higher-order literacy skills in contemporary curricula, which require learners to process, synthesize, and critically engage with texts (Kartika et al., 2023; Boonmoh & Tuaynak, 2023).

To address this gap, the present study investigates the following questions:

1. What is the level of learners' text comprehension before the implementation of repeated summarization techniques?
2. What is the level of learners' text comprehension after the implementation of repeated summarization techniques?
3. Is there a significant difference between pre-intervention and post-intervention comprehension outcomes?
4. How do learners experience the use of repeated summarization techniques before, during, and after the intervention?
5. In what ways do repeated summarization techniques influence learners' ability to process and construct meaning from texts?

Guided by these questions, the study aims to examine the effectiveness of repeated summarization techniques in improving learners' comprehension outcomes. Specifically, it seeks to compare pre-intervention and post-intervention performance, test the significance of observed differences, and analyze learners' experiences and meaning-making processes during the intervention. These objectives collectively position the study to generate empirical evidence on the instructional value of repeated summarization in authentic classroom contexts.

The remainder of this paper is organized as follows: the Methods section describes the research design, participants, instruments, and procedures; the Results section presents the quantitative and qualitative findings; and the Discussion section interprets the results in relation to existing literature, theoretical frameworks, and instructional implications.

Figure 1 illustrates the research paradigm of the study, showing the sequence of the pretest, the implementation of repeated summarization techniques as the intervention, and the posttest used to measure changes in learners' reading comprehension. The directional flow represents the effect of the intervention on learners' comprehension outcomes over time.

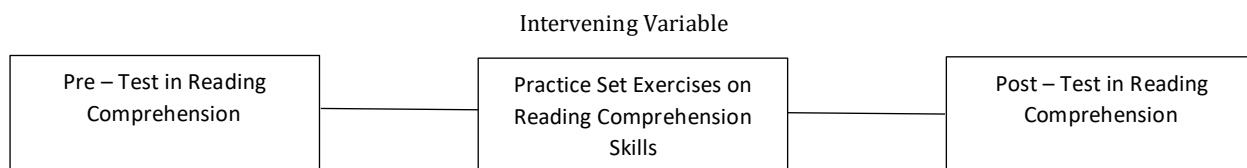


Figure 1. The Research Paradigm showing the relationship among the variables

Methodology

Purpose of the Study and Research Design

The study employed a quantitative experimental design, specifically a one-group pretest–posttest design, to examine changes in learners’ reading comprehension following the intervention. This design was selected because it enables the measurement of cause-and-effect relationships by comparing participants’ performance before and after exposure to the treatment within a natural classroom setting (Creswell & Creswell, 2018). It is particularly appropriate in educational research where random assignment is not feasible but systematic evaluation of instructional impact is required (Fraenkel et al., 2021).

Participants

The participants consisted of 30 Grade 8 learners ($n = 30$) from Gama Integrated School during the School Year 2025–2026. Participants were selected through purposive sampling to ensure relevance to the study’s focus on learners transitioning to higher-level reading demands (Cohen et al., 2018).

Inclusion criteria included: (a) enrollment in the Grade 8 class where the intervention was implemented, (b) regular attendance during the study period, and (c) completion of both pretest and posttest assessments.

Exclusion criteria included: (a) prolonged absence during the intervention period and (b) incomplete assessment data.

Table 1 presents the respondents' profiles used in the study. The entire sample population of respondents was thirty (30) participants, which made 100% of the total group of 30 respondents. This means that all identified participants were able to follow the data collection procedure.

Category	Frequency	Percentage
Entire Group	30	100.00
Male	17	56.67
Female	13	43.33

Table 1. Profile of the Respondents

Research Setting

The study was conducted at Gama Integrated School, a public secondary school where reading comprehension difficulties had been observed. Conducting the study in an authentic classroom environment enhanced ecological validity and ensured that findings reflected actual instructional conditions (Fraenkel et al., 2021).

Instruments

The primary instrument was a researcher-developed reading comprehension test administered as both pretest and posttest. The test consisted of passages with corresponding items measuring learners’ ability to identify main ideas, recognize supporting details, and interpret meaning.

To establish content validity, the instrument was reviewed by expert validators who evaluated the alignment of test items with targeted comprehension skills. The instrument was also subjected to pilot testing with a comparable group of learners to assess clarity, difficulty level, and item suitability prior to full implementation.

Reliability analysis using Cronbach’s alpha yielded a coefficient of $\alpha = 0.918$, indicating high internal consistency and confirming that the instrument reliably measured reading comprehension (Fraenkel et al., 2021). Feedback from pilot testing and validation was used to refine the instrument, ensuring both validity and reliability for the target population.

Intervention Materials

The intervention consisted of structured practice set exercises incorporating repeated summarization techniques. These materials guided learners in identifying key ideas, organizing information, and paraphrasing content. Structured materials were used to ensure consistency and support strategy-based instruction, which is known to improve comprehension (Diana et al., 2023).

Procedure

The study followed a three-phase procedure over seven weeks. A pretest established baseline comprehension levels, followed by the implementation of repeated summarization activities during the intervention phase. A posttest was administered to measure changes in performance. This sequence allowed systematic evaluation of instructional impact over time (Creswell & Creswell, 2018).

Data Analysis

Quantitative data were analyzed using mean and standard deviation to describe comprehension levels, and a dependent samples t-test to determine the significance of differences between pretest and posttest scores. The dependent t-test was appropriate for comparing two related measures from the same group (Fraenkel et al., 2021). All statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS), version 27. Qualitative data from interviews were analyzed using thematic analysis to identify patterns in learners' experiences (Braun & Clarke, 2006). All inferential statistical tests were conducted at a 0.05 level of significance ($p < .05$) using a two-tailed test.

Ethical Considerations

Ethical approval to conduct the study was obtained from the school administration prior to data collection. Informed consent was secured from all participants, and participation was voluntary. Confidentiality and anonymity were strictly maintained, with no identifying information included in the reporting of results. All data were handled in accordance with ethical standards for educational research (Cohen et al., 2018).

Results and Discussion

This section presents the findings of the study in relation to the research questions, followed by an integrated discussion grounded in relevant literature.

Descriptive Data Analysis

The Reading Comprehension of the Respondents Before the Implementation of the Summarization Techniques

Table 2 shows the respondents' reading comprehension before the implementation of the summarization techniques. The pre-test mean score was 17.47 (SD = 2.76), which was classified as 'low' based on the adopted scale. It was construed that, before the intervention, many learners were still struggling with essential comprehension skills such as identifying main ideas, organizing details, and sustaining meaning across a text.

Category	Mean	Description	SD
Pre-Test	17.47	Low	2.76

Note: Mean score ranges: 48.01-60.00 (Very High), 36.01-48.00 (High), 24.01-36.00 (Average), 12.01-24.00 (Low), and 0.00-12.00 (Very Low).

Table 2. The Level of Reading Comprehension of the Respondents Before the Implementation of the Summarization Techniques

The Reading Comprehension of the Respondents After the Implementation of the Summarization Techniques

Table 3 presents the respondents' reading comprehension scores after implementing the summarization techniques. The post-test mean score increased to 43.77 (SD = 3.27), which is considered 'high'. The results suggest that repeated summarizing helped learners move past surface-level reading and gain a clearer grasp of main ideas and supporting details.

Category	Mean	Description	SD
Post-Test	43.77	High	3.27

Note: Mean score ranges: 48.01-60.00 (Very High), 36.01-48.00 (High), 24.01-36.00 (Average), 12.01-24.00 (Low), and 0.00-12.00 (Very Low).

Table 3. The Level of Reading Comprehension of the Respondents After the Implementation of the Summarization Techniques

Inferential Data Analysis

The Difference Between the Pre- and Post-Intervention Scores of the Respondents on Reading Comprehension

Table 4 presents the results of the dependent t-test comparing respondents' pre-test and post-test scores. The computed value, $t(29) = 31.147$, $p = .000$, the p-value is less than .05.

Since the computed p-value is less than .05, the null hypothesis stating that there is no significant difference between the pretest and posttest scores is rejected. This indicates that the BARRY intervention, implemented through repeated summary techniques and practice-set exercises, was associated with a clear improvement in learners' reading comprehension.

Paired Variables	Mean	Mean Difference	t	df	Sig.
Group		26.30	31.147***	29	.000
Pre-Test	17.47				
Post-Test	43.77				

*** $p < .001$

Table 4. Dependent t- Test Result for the Significance of the Differences between the Pre and Post Intervention Scores of the Respondents on Reading Comprehension

Learners' Experiences Before the Implementation of the Summarization Techniques

Table 5 presents the learners' experiences before the implementation of the summarization techniques. The results indicate that learners encountered several difficulties in reading comprehension before the intervention.

Themes	Frequency	Percentage	Excerpts
Difficulty Identifying Main Ideas and Important Details	2	33%	"I found it difficult to understand the passages because there were many details." (R1); "I understood some parts of the story, but connecting the ideas was difficult." (R6)
Confusion in Understanding the Meaning of the Text	1	17%	"Reading the stories was confusing for me. I could read the text, but I did not always understand the deeper meaning." (R2)
Reliance on Memorization Instead of Comprehension	1	17%	"I usually tried to answer questions by remembering sentences instead of really understanding the story." (R3)
Difficulty in Summarizing the Text	1	17%	"I felt unsure when summarizing because I did not know how to shorten the text properly." (R4)
Need for Repeated Reading to Understand the Passage	1	17%	"Sometimes I had to read the passage many times before I understood what it meant." (R5)

Table 5. Learners' Experiences Before the Implementation of the Summarization Techniques

Learners' Experiences During the Implementation of the Summarization Techniques

Table 6 presents the learners' experiences during the implementation of the summarization techniques. The findings reveal that the strategy supported learners in developing better comprehension and engagement with the reading material.

Themes	Frequency	Percentage	Excerpts
Improved Focus on Main Ideas	2	33%	"The summarization activities helped me focus on the main ideas instead of all the details." (R1); "I started to notice the key points in the passage more clearly." (R2)
Better Organization of Ideas	1	17%	"The strategy helped me organize the events of the story in my mind." (R3)
Increased Engagement in Reading Activities	1	17%	"I felt more engaged because the activity guided me on how to understand the text." (R4)
Easier Understanding Through Breaking Information into Parts	1	17%	"Summarizing made reading easier because I could break the story into important parts." (R5)
Increased Confidence in Identifying Themes and Details	1	17%	"I became more confident in identifying themes and important details." (R6)

Table 6. Learners' Experiences During the Implementation of the Summarization Techniques

Learners' Experiences After the Implementation of the Summarization Techniques

Table 7 presents the learners' experiences after the implementation of the summarization techniques. The findings demonstrate that learners perceived noticeable improvements in their reading comprehension skills.

Themes	Frequency	Percentage	Excerpts
Improved Ability to Identify the Main Idea	1	17%	"After practicing summarization, I can now identify the main idea of the passage more quickly." (R1)
Increased Confidence in Answering Comprehension Questions	1	17%	"I feel more confident answering comprehension questions because I understand the story better." (R2)
Ability to Summarize Using Own Words	1	17%	"I can now summarize the text using my own words without copying sentences." (R3)
Better Connection of Ideas in the Text	1	17%	"The strategy helped me connect different parts of the story." (R4)
Improved Ability to Analyze Meaning	1	17%	"I can analyze the meaning of the passage more clearly now." (R5)
Easier Reading Through Focus on Key Ideas	1	17%	"My reading became easier because I focused on the most important ideas." (R6)

Table 7. Learners' Experiences After the Implementation of the Summarization Techniques

Influence of Summarization Techniques on Reading Comprehension

Table 8 presents the influence of the summarization techniques on the reading comprehension of the respondents. The results indicate that the strategy contributed to several improvements in learners' comprehension and interpretation of texts.

Themes	Frequency	Percentage	Excerpts
Clearer Identification of the Main Idea	1	17%	"The summarization technique helped me understand the main idea more clearly." (R1)
Improved Ability to Analyze Meaning	1	17%	"I can now analyze the meaning of the passage instead of just remembering details." (R2)
Better Organization of Ideas When Answering Questions	1	17%	"My answers became clearer because I organized the ideas before responding." (R3)
Ability to Connect Events to the Message of the Story	1	17%	"I learned to connect events in the story to its message." (R4)
Improved Comprehension Through Focus on Important Information	1	17%	"My comprehension improved because summarizing helped me focus on important information." (R5)
Increased Confidence in Interpreting Text	1	17%	"I feel more confident interpreting the text after practicing the strategy." (R6)

Table 8. Influence of the Summarization Techniques on the Reading Comprehension of the Respondents

Discussion

Before interpreting the findings, it is important to acknowledge key methodological constraints that shape their scope. The use of a one-group pretest-posttest experimental design without a control group limits the ability to attribute observed improvements solely to the intervention, as potential confounding variables cannot be fully controlled (Creswell & Creswell, 2018; Fraenkel et al., 2021). In addition, the relatively small sample size and its restriction to a single classroom context constrain the generalizability of the results. These factors represent study-specific limitations that should be considered when interpreting the strength and transferability of the findings.

At the same time, certain boundary conditions should be noted. The effectiveness of repeated summarization may depend on contextual factors such as instructional consistency, learner engagement, and the nature of reading materials used. Variations in these conditions across different educational settings may influence the extent to which similar outcomes can be achieved, suggesting that the findings are most applicable to comparable classroom environments rather than universally generalizable contexts.

Within these constraints, the findings demonstrate a clear improvement in learners' reading comprehension following the implementation of repeated summarization techniques. These results suggest that structured and sustained engagement with summarization activities enhances learners' ability to process and construct meaning from texts. Rather than relying on surface-level recall, learners appeared to develop deeper comprehension skills, particularly in identifying central ideas, organizing information, and articulating meaning in their own words.

These results are consistent with prior research emphasizing the effectiveness of strategy-based instruction in improving reading outcomes. Studies have shown that explicit instruction in summarization supports learners' ability to extract key ideas and synthesize information, leading to improved comprehension performance (Diana et al., 2023; Duncan et al., 2021). Similarly, findings by Kartikasari and Nuryasana (2022) and Hukom and Ferdinandus (2024) indicate that structured summarization activities contribute to measurable gains in reading comprehension. The present study confirms

these patterns and extends them by demonstrating that repeated and sustained application of summarization strategies within a classroom setting can produce consistent improvements across learners.

At the same time, the findings offer a nuanced contribution to the literature. While previous studies often examined summarization as a discrete or short-term instructional strategy (Duncan et al., 2021; Diana et al., 2023), the present results suggest that iterative and prolonged exposure to summarization tasks may yield stronger and more stable learning outcomes. This may help explain variations in effect sizes reported across earlier studies, where shorter intervention durations or less structured implementation may have limited the magnitude of observed gains. In contrast, the structured and repeated nature of the intervention in this study appears to have supported cumulative learning, allowing learners to refine their comprehension strategies over time.

The findings also contribute to theoretical advancement by reinforcing metacognitive and schema-based perspectives of reading comprehension. These results suggest that repeated summarization facilitates active engagement with text by encouraging learners to integrate new information with prior knowledge, thereby strengthening cognitive structures associated with comprehension. This supports theoretical claims that comprehension develops through iterative processes of meaning construction rather than passive text exposure.

From a practical standpoint, these data support the integration of structured, repeated summarization activities into classroom instruction as a means of improving learners' comprehension skills. Teachers may benefit from adopting scaffolded summarization routines that guide learners through identifying key ideas, organizing information, and paraphrasing content. These findings suggest that instructional practices emphasizing sustained strategy use, rather than isolated activities, are more likely to produce meaningful learning gains.

At the policy level, the results underscore the need for literacy programs that prioritize strategy-based instruction and provide teachers with training on effective comprehension techniques. These data support interventions targeting the development of higher-order reading skills, particularly in educational contexts where learners demonstrate persistent comprehension difficulties. Incorporating repeated summarization into curriculum frameworks may contribute to addressing broader literacy challenges and improving overall academic performance.

However, some differences from prior research warrant consideration. Unlike studies conducted in more controlled or experimental settings (Li & Wang, 2023), the present study was implemented in a natural classroom environment, which may have introduced variability in instructional conditions. While this limits strict causal inference, it enhances ecological validity and suggests that the observed improvements are applicable to real-world educational contexts. Furthermore, variations in assessment tools and instructional materials across studies may account for differences in reported outcomes, highlighting the importance of context-sensitive implementation.

Building on these findings, several directions for future research are warranted. Longitudinal studies could examine whether gains in reading comprehension are sustained over time and whether repeated summarization leads to lasting changes in learners' cognitive and metacognitive processes. Experimental studies incorporating control groups could provide stronger causal evidence by isolating the specific effects of repeated summarization from other instructional variables. Additionally, comparative studies across grade levels or subject areas could explore whether the effectiveness of repeated summarization varies depending on learners' developmental stages or disciplinary contexts. Finally, mixed-methods investigations could further examine how learners internalize summarization strategies and how these processes influence comprehension across diverse learning environments.

Overall, the study contributes to the growing body of evidence supporting summarization as an effective instructional strategy, while offering new insight into the importance of frequency, structure, and sustained practice in maximizing its impact. These findings suggest that continued investigation into structured, strategy-based interventions will further advance both theory and practice in reading comprehension research.

Conclusion and Recommendations

The present study examined the effectiveness of repeated summarization techniques in improving the reading comprehension of Grade 8 learners within a classroom-based intervention. The findings indicate that learners' comprehension improved following the implementation of structured summarization activities, addressing the study's core questions on baseline performance, post-intervention outcomes, and the significance of observed changes. Learners also demonstrated more strategic engagement with texts, particularly in identifying key ideas, organizing information, and constructing meaning.

From a theoretical standpoint, the study advances metacognitive and schema-based perspectives of reading comprehension by demonstrating that repeated and sustained application of summarization techniques strengthens learners' capacity for iterative meaning construction. While previous studies have established summarization as an effective comprehension strategy, the present findings extend this understanding by highlighting the role of frequency and structured practice in enhancing cognitive engagement and comprehension development.

The study offers several practical implications for key stakeholders. For teachers, the findings support the integration of structured summarization routines into daily instruction, emphasizing guided practice in identifying main ideas, organizing information, and paraphrasing content. For school administrators, the results highlight the importance of supporting instructional programs that prioritize strategy-based literacy interventions and providing professional development focused on effective comprehension strategies. For curriculum developers, the findings suggest the need to embed repeated summarization tasks within reading curricula to ensure sustained and scaffolded learner engagement.

At the policy level, the results underscore the importance of designing literacy initiatives that move beyond basic reading skills and explicitly target higher-order comprehension processes. Educational policymakers may consider incorporating evidence-based strategies such as repeated summarization into national or school-level literacy frameworks, particularly in contexts where learners demonstrate persistent comprehension difficulties. These findings support interventions that emphasize structured, strategy-driven instruction as a means of improving overall reading performance.

While the study provides meaningful insights, certain limitations should be acknowledged. The use of a single-group design and a relatively small, context-specific sample may limit the generalizability of the findings. However, these limitations also present opportunities for refinement in future research. Expanding the study to include larger and more diverse samples, as well as incorporating control or comparison groups, would strengthen causal inference and enhance the robustness of findings. Additionally, extending the duration of the intervention or examining its long-term effects could provide deeper insight into the sustainability of learning gains.

Building on these considerations, future research may pursue several specific directions. Longitudinal studies could test the hypothesis that learners exposed to repeated summarization over extended periods will demonstrate sustained improvements in comprehension and retention compared to those receiving conventional instruction. Controlled experimental studies may examine whether learners in a repeated summarization condition outperform those in alternative strategy-based interventions, thereby isolating the unique contribution of summarization. Comparative studies across grade levels or subject areas could test whether the effectiveness of repeated summarization varies as a function of learner development or disciplinary text complexity. In addition, mixed-methods investigations may explore how learners internalize summarization strategies and how these processes mediate comprehension outcomes across different instructional contexts.

Overall, the study provides empirical support for repeated summarization as an effective instructional approach and highlights its potential to enhance reading comprehension through sustained and structured practice. The results offer both theoretical and practical contributions that can inform classroom instruction, curriculum design, and literacy policy development.

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Competing Interests Statement

The authors declare no competing interests.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Readers may contact the corresponding author at barry.cantelero@wvsu.edu.ph for access. Requests will be reviewed within 30 days in accordance with the journal's data policy.

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Appendices

No appendices are attached to this study.