

Using *Summary with Illustrations*: How is it for *Frustration* Readers?

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ABSTRACT

Utilizing the mixed method, the study investigates the effectiveness of the paraphrasing strategy associated with dual-coding theory on the development of reading comprehension among *frustration* readers. Results revealed that 20 out of 34 participants improved their scores during guided practice while there were only ten during the independent examination. Through paired t-test, the figures show that the participants' mean scores showed no significant difference. However, the technique showed evidence in the text recall after a week. This means that integrating the strategy can enhance students' comprehension skills and lifelong learning. Thus, this suggests future researchers expand the study in the long-range to gain a deeper understanding of the strategy.

Keywords

Reading comprehension, Dual-Coding Theory, Paraphrasing, Summarizing with Drawing strategy, *Frustration* readers

Introduction

One's journey in this world is full of *what's* and *why's*, and one way of overcoming these quests is through extensive reading. As one component of literacy, reading comprehension is a vital interdisciplinary skill that serves as the base of all other subject areas (Venida, 2021). Comprehensive reading offers all the benefits we need in almost all aspects of our lives. It helps us function daily smoothly, morally live in our society, find a good job, discover new things, explore different places, and understand other cultures. It is where we can acquire learning no one can bargain: we can evaluate the right solution to a problem, and it teaches us the idea of dreaming far beyond the horizon. Beers (2003) claimed that those who do not possess the ability to understand what they are reading would be at a disadvantage in academic and personal situations on, especially in critical circumstances.

Yet, fluency in reading comprehension is not as easy as ABC. According to Reis and Fogarty (2006), it is essential to understand the meaning of the words and analyze the authors' opinions to have a solid scaffolding in reading comprehension. Comprehension needs a focused understanding of the meaning of written materials and the incorporation of systematic techniques leading to understanding (Yamat et.al., 2021).

In recent years, PISA 2018 results revealed that Filipino learners were the poorest in terms of English reading comprehension among the 79 countries (OECD, 2018). This alarming result buds

many researchers to study the science behind the results and apply different strategic interventions to tailor the dilemma. But, then the pandemic struck with no warning, causing a global crisis in education, leading all teachers to teach in a remote delivery way, undeniably creating a stressful and demanding context for teachers (Boholano, et.al.,2021). Specifically, implementing the modular approach in schools has affected students in self-studying (Dangle & Sumaoang, 2020).

To address the said issue, the "Using Summary with Illustration" strategy has been chosen as a way to assess how "frustration" readers are performing. Mayer et. al (1995) cited that using the technique enables students to summarize a particular lesson or experience by linking visuals with text. It provides the opportunity for students to put information systematically through visuals and written words (Bouchard, 2005). The strategy can be associated with Dual Coding Theory wherein learners can more easily retrieve knowledge from their long-term memory when they encode information in visual and verbal forms.

Since the pandemic has begun, in modular instruction, teachers can only handle students during remediation dates as stipulated in the school calendar. One of the significant problems that the students face in the research environment is the sudden downfall of their reading competence, especially reading comprehension. Yet, language teachers most likely preferred quiz bowls and reading review methods in intervening *frustration* readers. This seemed to be not that effective due to

the current situation. Thus, with the mentioned strategy's positive effect, regardless of the student's learning styles and interests, the researcher aims to explore how "frustration" readers perform after the teachers have taught the strategy as well as how they perceive the strategy after learning.

Theoretical Background

Choosing the right strategy to tailor the reading comprehension of students is not easy since students have different learning styles and environment, especially during this time of the pandemic. Yet, theories specific to reading must eventually conform with broader theories of general cognition for scientific progress to advance. But the least effective strategy is anchoring dual coding theory as a vehicle for that advancement (Sadoski, M. & Paivio, A. (2004).

Dual Coding theory is a theory of cognition wherein verbal and non-verbal systems are involved. People learn more deeply from words and images than from words or images alone. Using visuals accompanied by text materials gives a seasoning effect that supports the recalling of information (Hayikaleng, 2019). Hence, words and images should be combined together to achieve a desirable reading comprehension result. Wooley (2010) found out that students' reading

comprehension performance can be improved when the teacher incorporates pictures in teaching reading. As a consequence, learners may also learn how to use the strategy alone when dealing with future challenges without the teacher by his side.

The theory also infers that when approaching abstract texts, readers have relatively few mental pictures to support the language. In addition, graphics or illustrations foster learners to store information in two forms: visual and verbal which lessens cognitive function, but aids memory by having two pathways to the same information. For instance, if a student is taught about verbs with action pictures, if quizzed a week later, may tend to forget the description but be able to visualize the image.

The discovery of the positive effect of using summary with illustration strategy will serve as a door to improve the teacher's pedagogy in handling "frustration" readers as well as a critical strategy for the learners to improve their reading comprehension in whatever genres they may encounter. As a consequence, it would help them respond and conquer real-world challenges.

Theoretical Framework

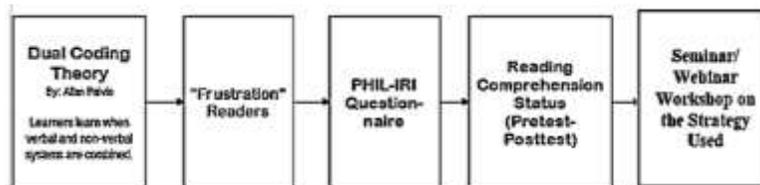


Figure 1: Theoretical Framework of the Study

Statement of the Problem

This study aims to identify the reading comprehension status of the

frustration readers after being taught with the "Using Summary with Illustrations" strategy. Specifically, this study aims to answer the following questions:

1. Using the strategy, how are the *frustration* reader's comprehension scores from pretest to post-test?
2. Is there a significant difference in the mean scores between the pre-test and post-test?
3. How do the students perceive the strategy when applied to their reading tests?
4. To what extent do they recall what they have read?
5. What recommendations can be made based on the findings of the study?

Review of Related Literature

Reading comprehension is a multidimensional interaction between reader, text, activity, and context. It needs a supportive classroom environment in order to foster strategic reading (Aferbach, Pearson, & Paris, 2017; Brevik, 2015; Brown, 2017; Kamil, Aferbach, Pearson, & Moje, 2011). Strategic reading contributes opportunities for both teachers and students to evaluate the degree of students' comprehension. Henceforth, understanding various instructional pathways in classrooms is key to understanding how students develop as strategic readers, attending to how the teaching of strategies fits naturally with other components of reading comprehension instruction (Brown, 2017; Israeli, 2017). There are a plethora of strategies that have been on the ground but there is no such thing as the most effective without the teacher's great manifestation.

Few existing reading strategies reviewed by the report of the National Reading Panel (2000) include summarizing, creating questions, responding to questions and elaborative interrogations, activating

schema, monitoring comprehension, using text structure awareness, using visual graphics and graphic organizers, and inferencing (Grabe, 2009). Yet, data from intervention studies have found a set of strategies worth teaching to improve comprehension such as the reciprocal teaching strategies (i.e., predicting, summarizing, clarifying, and questioning (Brevik, 2019; Afflerbach, 2020) setting purposes, previewing and predicting, monitoring, clarifying, and fixing, visualizing, and drawing inferences Duke, Pearson, Strachan, & Billman, 2011; Grabe, 2009) and strategies identified by the US National Reading Panel (i.e., comprehension monitoring, cooperative learning, graphic organizers, and story structure) (Brevik, 2019). Moreover, the one repeated strategy identified across high- and low-frequency classrooms were the combination of predicting and activation of prior knowledge, (Cho, & Aferbach, 2017; Duke et al., 2011; Brevik, 2014, 2017; Brevik, & Hellekjær, 2018; Grabe, 2009; NICHD, 2000).

One of the above-mentioned strategies proven effective to be taught and learned is summarization and visualization. Summarizing strategy is regarded as a teachable learning strategy that enables students to comprehend passages and solve their problems. In most Iranian teaching situations, Iranian teachers and students most commonly used summarizing strategy. Several studies have shown that the use of summarizing strategy is an effective tool in helping students' comprehension and retention of materials. Soleimani and Nabizadeh (2012) revealed the efficacy along with concept mapping as a strategy for reading comprehension skills. Moreover, in another study, Chang, Sung, and Chen (2002) cited ways of strategizing

summarization through map correction, scaffold fading, and map generation. Yet, the findings revealed that the map correction method improved reading comprehension and summarization-and the scaffold-fading method facilitated summarization (Chang, Sung, & Chen, 2002).

Summarizing and drawing strategy have contributed to the learner's success in reading comprehension. Summarization and drawing are a few of the eight generative learning strategies wherein learners can apply what they have learned to new situations (Fiorella & Mayer, 2016). It had a significant effect on promoting the reading comprehension of intermediate EFL learners along with presentation strategy (Khoshshima & Tiyar, 2014). Explicit summarizing strategy instruction itself, can be used effectively for Iranian language teaching and learning especially for the improvement of their writing proficiency and improving the strategy use (Khoshshima & Nia 2014); it can also be an effective post-reading cognitive strategy to improve the learner's comprehension skill (Marzuki, 2018) while drawing activity favors science text comprehension (Leopold & Leutner, 2012). In addition, generating organizational drawings improves reading comprehension since drawing involves cue utilization which can help students develop their metacomprehension accuracy (Thiede, et.al., 2022) However, summarization and drawings also have their downsides as proven in some research in another context. In a science text, Leopold & Leutner (2012) found the negative effect of the text-focused strategy instructions such as main idea selection and summarizing.

On the other hand, in tailoring frustration readers, few researchers have found the strategy. Computer-Assisted Reading Intervention had a significant effect

on the reading ability of the pupils. With the respondent's limited time to explore the strategy, Computer-Assisted Reading Intervention still had a significant effect in improving the respondents reading ability from frustration to instructional level, yet only a few improved from frustration to an independent level which was the main goal of the research (Alarca, et.al., 2019). Other than that, performance activities, such as Readers Theatre have also provided authentic reasons to read and reread selections focusing on fluency as well as text understanding, and interpretation (Worthy & Broaddus, 2001/2002). Other studies have also supported the use of Readers Theatre as the gateway to enhance both the fluency and the comprehension development of students, particularly those struggling with fluency and comprehension (Mraz, et.al 2013).

Concerning the factors affecting the learner's comprehension level, several studies have found some. One of them is the learners' absence. Learners' absences have a severe impact frustration readers and have a greater impact on their performance in school. The parent's involvement in school has a greater part on the learners to encourage and motivate them in their studies and in going to school regularly (Olmeda, 2019). Other findings also revealed that factors affecting love and interest in reading are attitude, reading skills,s and other external factors such as malnutrition, lack of parents' support, time management, environment, and fondness for modern gadgets (Cabello, 2019). Nonetheless, Sheela and Ravikumar (2016) detailed that English fluency is determined by the amount of exposure to the target language. This finding is supported by Bedore et al. (2016) suggesting that students who have more exposure to the language have higher

achievement than those who have stayed shorter.

Various strategies have been found to be effective including the summarization strategy to improve one's comprehension skills. However, there is no single strategy that fits all. There are still question marks on everybody's heads regarding the effectiveness of teaching single or multiple strategies readers can select, depending on the text and their comprehension problem (Wilkinson, & Son, 2011), and researchers have asserted this concern is more critical than which strategies to teach, considering the relative ease of explicitly teaching a strategy versus promoting flexible and independent daily use of strategies (Pearson, & Cervetti, 2017). Several studies have been processed, yet. For an instance, a certain study has suggested explicit learning *as* a reading comprehension strategy yet, it indicated that will not easily thrust the student forward, but *using* it as part of the student's everyday reading practices, to expand their learning capability that might promote and repair reading comprehension (Brevik, 2015, 2017, 2019).

Furthermore, a recent study cited the significance of the need for supportive teaching to alleviate students' reading achievement in any context. Results highlighted that need supportive teaching significantly predicted reading achievement. However, the results did not hold for several alternative explanations such as gender, individual SES, and school-level SES (Haw, JY, King, RB, & Trinidad, JER, 2021). This implied the value of explaining and modeling strategies by the teacher to facilitate scaffolding leading to students' independent practice (McVee et al., 2018). This also concurs to Velmurugan (2021) study which details about the essence of mental model theory wherein students

manifest a clear understanding from the text. Beyond the horizon, more insights are still needed concerning how to sustain strategies instruction beyond initial explaining, modeling, and scaffolding, so that students maintain and transfer what they have learned across contexts and languages (Aukerman, Brown, Mokthari, Valencia, & Palincsar, 2015; Grabe, 2009; Koda, 2007).

Research Methodology

The study utilized both quantitative and qualitative methods. The former aims to identify the significant difference in the student's mean scores from pretest to post-test while the latter method aims to describe the reading comprehension status of learners after applying the strategy and their perceived challenges. The use of mixed methods tends to fit more closely with qualitative worldviews (Teddlie & Tashakkori, 2003), with the belief that there are multiple realities dependent upon the individual, but they answer questions by combining qualitative and quantitative methods in various ways, in parallel, concurrent, or sequential order". The use of a combination of qualitative and quantitative methodology can build on the strengths and neutralize the limitations of either methodology used alone and provide for stronger inferences because the data are looked at from multiple perspectives (Pole, 2007).

The study takes place in the classroom with the school head's approval. It was done face-to-face to ensure the credibility of the result following the safety protocol. There were 34 participants who were all vaccinated "frustration" readers who attended the study.

The instrument used was the PHIL-IRI questionnaire, an established tool from

DepEd, as the main data gathering tool. Phil-IRI was created to provide classroom teachers with a tool for measuring and describing reading performance. It is an assessment tool composed of graded passages designed to determine a student's reading level (Pado, 2018). The tool is used to compare the scores specifically on the comprehension scores of the "frustration" readers from pre-test to post-test.

Another chosen instrument was the focus group interview. This was used to gain insights from the group's understanding and perception of how the strategy is, when applied to the PHIL-IRI Reading Test. Group members' interactions can yield interesting emerged data (Manion & Marrison, 2000). Instead of asking questions to individual students, the respondents are encouraged to exchange ideas and give feedback on their experiences and opinions.

Using the PHIL-IRI questionnaire, the flow of the test-taking starts from conducting the General Pre-test to Strategy Instruction with scaffolded practice on

summarizing with illustrations based on a certain text which is also a PHIL-IRI material but of a different level lower than their present level. The period of taking the general pre-test was 30-minutes while the general post-test was one hour in order to give ample time for students to translate their understanding into texts and illustrations. The strategy instruction and guided practice last in half-a-day having 8 to 10 students inside the classroom.

After taking the tests, a focus group interview was conducted in order to identify the group understanding and perception of how the strategy is, when applied to the PHIL-IRI Reading Test. After a week, they were asked to recall the text that they have remembered and how were they able to remember them.

Finally, the scores gathered were statistically treated through a paired t-test using the Microsoft Excel 2013 to identify the significant difference of the mean scores from pre-test to post-test. The results of the data was the researcher's basis to propose an intervention material.

Presentation, Analysis and Interpretation of Data

Table 1: Percentage of Students' Scores during Guided Practice

Score Remarks	No. of Respondents	%
Improved	20	58.82
Remains the Same	8	23.53
Decreased	6	17.75

The results portrayed that the student's mean score for post-test is higher than the pre-test and the percentage of students who have improved their scores is higher and closer to 60% of the entire sample. These results were yielded during the strategy orientation and student's workshop wherein students are allowed to

ask the teacher all their queries including difficult vocabulary, semantic translation and even grammatical explanation. By raising all their concerns about the material, they can gain enough information and further understanding of how the story goes and what a certain question means. This is in line with Brevik and Sholeh, et.al (2019)

findings that for students to develop successful strategic reading, they need scaffolding. In his studies, teachers offered modelling and guided practice when students showed less than independent control related to close reading practices, to develop their comprehension. Yet, scaffolding demands individualization as

what Brevik (2019) seconded that teachers varied their scaffolding time between students during and after reading such as prompting the use of graphic organizer or glossary to students who struggled with unknown words in the texts, etc. just to suffice the need of the students.

Table 2: Paired T for Posttest – Pretest during Guided Practice

	No. of Respondents	Mean	St. Dev.	SE Mean
<i>Pretest Scores</i>	34	6.24	2.23	0.38
<i>Posttest Scores</i>	34	6.82	3.02	0.52
<i>Difference</i>	34	0.35	1.79	0.31

95% CI for mean difference: (-0.126, 1.032)

T-Test of mean difference = 0 (vs not = 0): T-Value = 1.68 P-Value = 0.103

The findings implied no significant difference in the mean score between the pre-test and post-test. This means that the strategy used and the student's scores have no relationship with each other even though the teacher is on the side. Yet, the given time of extensively studying the strategy is not more than half a day and is insufficient to the learner's learning capability to digest and reflect on its importance as well as unable to repeatedly exercise the process of the strategy. Hence, the students do not have enough time to gain a deeper understanding and critical thinking because of the time limit given. Moreover, they have been culture shocked by how the strategy goes since they have met it for the first time. This

defeats the Law of Readiness by Thorndike which states that learning effectively takes place when students have the necessary background of what they are going to do and in the Law of Exercise which states the effectiveness of learning if learned things are constantly practiced. Sheela and Ravikumar (2016) claimed the importance of more exposure in order to attain English fluency. In order to learn English more, teachers should give sufficient time teaching the students in order for them to improve in the target skill. Students who have more exposure to the language have higher achievement than those who have stayed shorter.

Table 3: Percentage of Students' Scores in Independent Examination

Score Remarks	No. of Respondents	%
Improved	10	29.41
Remains the Same	13	38.24
Decreased	11	32.35

The results showed that the student's mean score for post-test is higher than the pre-test and the percentage of students who have improved their scores is the least and far from the 60% of the entire sample. This happened right after the strategy orientation and workshop wherein teachers become the sage on the stage and students are left to answer on their own. Doing so, students'

understanding in a short span of time was tested. This is equivalent to Cenizal (2019) findings that improvement in the student's scores are evident but with technical challenges (such as word recognition, pronunciation, enunciation, phrasing and substitution) of the intervention program for all the Grade III learners of frustration level.

Table 4: Paired T for Posttest – Pretest in Independent Examination

	No. of Respondents	Mean	St. Dev.	SE Mean
Pretest Scores	34	7.32	2.14	0.37
Posttest Scores	34	7.68	2.38	0.41
Difference	34	0.35	1.79	0.31

95% CI for mean difference: (-0.272, 0.978)

T-Test of mean difference = 0 (vs not = 0): T-Value = 1.15 P-Value = 0.259

The findings inferred no significant difference in the mean score between the pre-test and post-test. This means that the strategy and the student's scores have no significant relationship with each other, more because the teacher is not already at the student's side. Aside from the short span of studying the strategy, the teacher's answers are not available as well. In the context of summative assessment of learning, the teacher only administers the performance within a period of time, not focusing on the educational enrichment and development of student's skills. Thus, the respondents were having a hard time composing themselves trying to survive the situation they are in, knowing that they are directly evaluated after a little time of practice. It is really true that the students' **Student's Perception of the Strategy Used**

The researcher conducted an unstructured interview with the students after learning the strategy and taking the exam. The following themes emerged:

reading abilities could only be enhanced if they are provided with reading materials within their level of intelligence to help them enjoy what they are doing, as to gradually improve their level of thinking and comprehension. Instructional strategies employed by the teachers play a vital role in enhancing the pupils' learning ability in reading. Making use of modern technologies to improve their skill both in oral and silent reading, and integrating of enjoyable experiences through games should be considered to support them in the advocacy of yearning towards every child, a total reader (Cabello, 2019). Yet, challenging texts can be made accessible to students by increasing the level of instructional scaffolding by teachers (Stahl, 2012)

Theme 1: Challenging strategy

In Bloom's Taxonomy of Cognitive Domain, summarizing belongs to the higher level. This means that it already requires

critical thinking among students in order to make it. Summarizing strategy is one of the most challenging strategies for students to manifest-it has to be repeatedly modeled by teachers so that students have ample time to practice (Kimmel, 2018). Consequently, the process of writing requires well-planned scaffolding by the teacher. But, it is also a powerful reading strategy because it increases comprehension and retention of information. Here are some of the student's reactions:

"It involves a lot of brain cells. The text needs to be read intensively so that I can summarize well."

"The strategy is better because it involves the application of what has been read right away but it is hard to handle if I cannot understand what I am reading."

"Explanation on what the text is about is not that easy because the words and the grammar are difficult to understand."

"The strategy is a hassle but has a good effect if the teacher is on my side."

"Nice but difficult compared to merely answering multiple-choice tests and answering questions."

"Summary can make me understand the text better but it is difficult to do without the teacher's guidance."

"Challenging because I met the strategy for the first time and the translation of meaning into my own words is extremely difficult."

"Summarizing in words is okay for me but drawing is difficult."

"Illustrating what I've read is better than writing it down."

From the responses, it can be perceived that the students find the strategy challenging in both ways-positively and negatively. They find it exhausting as it requires more brain cells to function but also offers a bitter-sweet result, which is learning. Though summarizing is a great tool to help students understand and remember what they have read, putting important information into their own words is the toughest. They also differ in learning styles. Word smart learners find writing easier than drawing while picture smart ones find drawing easier. But, still, their summarizing outputs can be hampered by their learning capabilities concerning grammatical and vocabulary background issues.

Urbano, et.al (2021) also found out that one of the student's perceived difficulties when reading texts is the existence of unfamiliar words impeding them to comprehend. He added that the main concerns of students in his study are evaluating the coherence, organization, grammar, and mechanics of a text, having poor vocabulary knowledge; and distinguishing techniques in selecting and organizing information (e.g. graphic organizer, brainstorming list, topic outline, and sentence outline). These findings explain why they are reluctant to read long texts, especially those that were written in the context of foreign countries since they cannot understand and make any connections from it. In short, students fail to grasp important concepts when reading because they lack these skills.

Moreover, the teacher's presence at the side gives an additional impact on

students' performance. This is supported by Lev Vygotsky's theory of learning which highlights the significance of scaffolding in the student's learning.

Theme 2: Relaxed vs. Pressuring Environment

According to Ghahraki & Sharifian, 2005; Nasrollahi 2007; Arju 2010; etc., a lot of research has been done on the relationship between critical reading strategies and reading comprehension, confirming the effect of summarization on reading comprehension. Though several pieces of research have found its positive implications, it does not fully work with frustration readers. With the given limited time and insufficient learning process, students felt both pressure and lax or any of these. Here are the student's responses:

"I felt excited upon knowing the strategy but then, that excitement turns into pressure since there is a given time frame."

"I felt nothing because in the first place, everything is difficult and I do not know how to express my understanding."

This finding tells us that we need to pay attention and give sufficient time to our learners that are intellectually challenged. Any counted, undetailed, and unsystematic reading instruction may put pressure on them or uninterested them because they feel squared in the box or the other way around. Yet, students who have been learning stagnantly are the largest concern needed to be given with ample time. Thus, these intellectually challenged students should be given alternative strategies such as quick

reviews on the basics so that they may not feel pressured or relaxed.

Struggling with word identification can be a hindrance to constructing meaning. Many struggling readers have difficulty moving to a level of fluency that allows them to easily comprehend what they are reading. If students cannot recognize a substantial number of words encountered while reading texts, then their reading becomes laborious and slow; the comprehension of the text declines (Levine, 2002; National Reading Panel, 2000). In fact, mild difficulties in word identification can draw a student's focus away from the underlying meaning, reduce the reading speed rate, create the need to reread selections in order to grasp meaning, and decrease the overall enjoyment of the experience (Mraz, et. al., 2013, Sidek and Rahim, 2015).

Student's Recalling Status

After a week from the examination day, students were again called and asked about the stories that they recalled. The results revealed 65 % of the students have recalled the stories that they have understood and perceived during the guided practice and independent examination respectively. This gives a positive result pertaining to the effectiveness of the strategy when it comes to its remembering effect, because it develops text valuing and meaning-making that offers a memory impact to a student's life. This is where the concept of Dual Coding theory (DCT) comes in. The strategy has language concreteness wherein it involves real-time cognitive strategy that paves the learner a way to give his best in paraphrasing a story.

Concrete language yields activation of mental images consequently activating

mental language, whereas abstract ideas have relatively less access to the imagery code. Hence, concrete language such as *a picture of a person laughing* should be easier to understand than the abstract one. This implies that concrete language can be dually encoded. In DCT, the two codes are assumed to be independent and additive in their effects, predicting that concrete language should be nearly twice as comprehensible and memorable as abstract language, other factors being equal. The empirical record over the last 30 years has shown just this. Concrete words, phrases, sentences, paragraphs, and longer texts have been consistently shown to be more than twice as comprehensible and memorable as abstract language units matched for readability, familiarity, and other variables (Sadoski & Paivio, 2001).

Conclusions and Recommendations

Based on the findings of the study, the mean scores of twenty *frustration* readers from pretest to posttest improved when the teacher was on their side. This suggests that the students have only limited knowledge of understanding a certain text if they do not know any strategy to apply in addressing their comprehension difficulty. In contrast, the number of readers with improved scores lowered down to ten when their teacher left them unguided during the independent examination.

This situation signifies the importance of More Knowledgeable Others (MKO) in giving assistance to the learner's needs and monitoring their progress. This affirms to the Sociocultural Theory of Lev Vygotsky the value of scaffolding from any people who have higher capability to assist someone who is in need of. It also conforms

with findings of a study that the need of supportive teaching can help progress the student's reading achievement in any context. Yet, supportive teaching significantly predicted reading achievement (Haw, JY, King, RB, & Trinidad, JER, 2021). This reveals the value of explaining and modeling strategies by the teacher to facilitate scaffolding leading to student's independent practice (McVee et al., 2018).

Overall, the mean scores of the students from pretest to posttest have no significant difference but figuratively increases a little. This entails an improvement- a little improvement of the student's comprehension ability applying the strategy and even not applying it. Though the readers have not improved their level from *frustration* to *instructional*, but still a little evident can be seen. On the other hand, applying the strategy supports the recalling status of the students after a week. Sixty-five percent of the students were able to recall the texts they have battled.

Finally, this study indicates that the integration of the strategy is challenging for *frustration* readers considering the time frame they studied, the new encounter of the strategy and the level of the text difficulty. Otherwise, the strategy can be associated with the Dual Coding Theory, yielding a positive impact to the student's memory. As Wooley (2010) found that students' reading comprehension performance can be improved when the teacher incorporates pictures in teaching reading. As a consequence, learners may also learn how to use the strategy alone when dealing with future challenges without the teacher by his side.

In sum, this study provides teachers with sufficient information on how summarizing with drawing strategy has been to *frustration* readers. With the limitations

considered, recommendations for further studies would be using the same strategy but for a longer period of time. English language practitioners should be implementing the said strategy in their regular classes to enhance students' comprehension abilities and skills in order to get a deeper understanding of the strategy application.

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