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The Use of 5 Step Technique (QSCCS) in Developing Grade 9 Students' Summary Writing Skills

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Abstract

The purposes of the study were to investigate the effectiveness of the QSCCS technique on the development of grade 9 students' summary writing and 2) to study the students' satisfaction with learning to write a summary with the QSCCS technique. The study was conducted in a quasi-experimental design using a single group of participants. The participants were 44 students in the Thai context. They were chosen using the purposive random sampling technique. The instruments were a learning management plan designed using the QSCCS technique, a pre-post-test, and a questionnaire. The students' scores before and after the treatment were compared using a paired-sample test. The effectiveness of the learning management was analyzed considering the students' performances during the learning process (E_1) and the students' post-test scores (E_2). Mean scores and standard deviations were also used to analyze students' questionnaire answers. The result of the study indicates the benefits of the QSCCS technique in developing grade 9 students' summary writing skills. In addition, it was discovered that the participants were satisfied with learning to write a summary with the QSCCS technique. The results of the study provide an alternative instructional method for teaching summary writing.

Keywords: QSCCS technique, summary writing, thinking development

1. Introduction

Writing to summarize is an essential skill for learners in various situations of learning. The competencies are essential as a standalone learning process to demonstrate that they have grasped the concepts being covered. It also assists them in retaining the input and provides an overview of the work that has been done by other researchers in a literature review (Corbeil, 2000). Therefore, in practicing summary writing, learners are encouraged to create written output as well as practice thinking processes. A good summary writer can draw an illustration of the connection between text components and use it for his/her benefit. The opportunity to create output is also crucial in the process of language acquisition (Swain, 1995).

In detail, the benefits of summary writing are also related to how it develops learners' learning skills which are as important as content knowledge in class. To illustrate, not only does summarizing provide practice in writing experiences, but it also allows learners to develop important study skills, such as recognizing important material and differentiating between main ideas and details. Lack of summary skill could affect the process of learning as those who cannot summarize learning material might have to highlight everything in a text. This is especially true in situations in which students are interacting with information that is completely foreign to them. Moreover, to select the information that is pertinent to the purpose of your summary, learners need to engage in even more in-depth thinking and analysis (Hidi & Anderson, 1986). By summarizing, students can learn to comprehend complex information and explain it to others in an understandable manner. When students summarize a topic, they comprehend it significantly better than when they simply read about it. Students appear to retain significantly more information for longer periods if they have summarized it, and when discussing these topics in class, they demonstrate ownership by providing detailed and well-developed ideas (Kirkland & Saunders, 1991).

In addition, synthesizing data in comprehensible and brief manners also helps learners realize how important it is to learn a method of summarizing that goes beyond simply adding and omitting words, phrases, and sentences.

This understanding is a good starting point for teaching students advanced strategies, such as how to rewrite text by combining multiple ideas into a single sentence and generalizing across details (Kintsch et al., 2000). Compared to selecting a response from a multiple-choice recognition test or even writing brief responses to isolated questions, summarizing requires a significant increase in the amount of active meaning construction that is performed by the student. Writing a summary is therefore not only an effective method for building and integrating new knowledge, but it is also a method that is more authentic than traditional comprehension tests for determining what students understand and do not understand (Newfields, 2001).

It could be implied that developing learners' summary writing skills need the practice of both written output production and thinking processes. Therefore, the instructional method applied in the class should prioritize both qualities using the scientific methods as it could familiarize learners to apply the procedures in scientific experiments in the process of their learning. In this case, the 5-step technique of (SQCCS) was introduced in language classrooms to encourage learners to develop thinking processes while learning language skills. Sittiwong & Wongnam (2015), the technique aims to develop and utilize learners' research skills in learning. Therefore, language skills, critical thinking, communicative skills, and cooperative skills are involved in the process. The technique is similar to the 5Es inquiry-based techniques used in science classes. According to Bybee (2009), the scientific experiment processes instructed in the method could help learners to think scientifically in learning class concepts. The comparison between the two methods could be seen in Table 1. Therefore, learners can gain benefits from information processing, attention, problem-solving, and thinking along with the cognitive psychology principle as well as learning in a learning community in the constructivism theory.

Table 1. The comparison between 5Es of inquiry-based learning and the 5-step technique of (SQCCS)

5Es of inquiry-based learning	The 5-step technique of (SQCCS)
Engagement (E1)	Learning to Question
Exploration (E2)	Learning to Search
Explain (E3)	Learning to Construct
-	Learning to Communicate
Elaborate (E4)	Learning to Service
Evaluate (E5)	-

The detail of each step in the 5-step technique of (SQCCS) can be seen below.

Learning to Question

In the learning to question step, the process of thinking is stimulated. Sets of questions can be asked to draw learners' attention to the class topics. Learners might be allowed to discuss with a partner or in a group. Learners are then encouraged to ask questions related to the topics. Teachers might provide feedback to make students' questions relevant to the topics.

Learning to Search

In this stage, students could be instructed to effectively search for important information that could help them to write a summary of the text. Reading comprehension techniques are important in this step as it helps learners to grasp important information such as main ideas, major supporting detail, and conclusion to draw a summary of the text. The outline of the text and the summary could be developed at this stage as it helps learners to practice input processing and draw a connection of text components.

Learning to construct

Summary writing tasks are assigned in this step. Plans and ideas are used in the execution. Learners would gain benefits from the opportunity to create output, and the ideas as a result of thinking practice are transformed into a concrete piece of summary writing.

Learning to communicate

The writing is presented to the class. Class discussion is stimulated to let learners share and clarify the ideas summarized from the text. In this stage, learners gain benefits from the constructivist point of view. Knowledge gained from summarizing each text can be shared in the class. In this case, the dynamic and flow of experience exchanges play a great role in students' skill development.

Learning to service

The technique comes to its conclusion with the publication of the summary across a variety of platforms, including bulletin boards, websites, social networking sites, etc. Learners should be encouraged to have a positive attitude toward the knowledge they have constructed for themselves and to feel proud of the contribution they have made to the sharing of information in society.

It can be seen that throughout the processes of the 5-step technique of QSCCS, learners are encouraged to develop both language skills and thinking processes. Studies have evidenced its benefits on student development in various areas of skills (e.g., Manyum & Sittiwong, 2013; Pia, 2021; Kratoknok et al, 2019; Sengsri & Panna, 2018; Sittiwong & Wongnam, 2015). What could be synthesized from the results of the previous study is that the process of the QSCCS technique prioritizes learning techniques rather than specific skill development. For example, Sittiwong & Wongnam (2015) found that the participants could develop their self-learning competency, which results in the development of skills. Therefore, the technique should be effective in such a language skill as summary writing since it requires learning strategies in reading, writing, and presenting ideas. Therefore, the current study employed the QSCCS technique to improve the summary writing skills of grade 9 students. The purposes of the study were 1) to investigate the effectiveness of the QSCCS technique on the development of grade 9 students' summary writing and 2) to study the students' satisfaction with learning to write a summary with the QSCCS technique.

2. Methodology

2.1 Research Design

The study was conducted in a quasi-experimental design using a single group of participants. The participants' performances before, during, and after learning to write a summary with the QSCCS technique were taken into consideration of identifying the effectiveness of the technique. Students' satisfaction with the technique was also studied. The extraneous variables were controlled by the class environment.

2.2 Participants

The participants were 44 students in the Thai context. The country is in southeast Asia and has its own language. They were chosen using the purposive random sampling technique. The participants were in grade 9 while the data collection was carried out. The samples were selected considering their educational path, experience abroad, and experience with writing. They were treated considering ethical issues and their data were kept confidential.

2.3 Instruments

The instruments were a learning management plan designed using the QSCCS technique, a pre-post-test, and a questionnaire. The learning management was designed to develop students' summary skills. 5 lesson plans were included in the learning management. Each plan consisted of activities designed with the QSCCS technique. Students passed through the stages of question, search, construct, communicate, and service in each lesson plan. The learning management plan was verified with 0.6-1.0 IOC rated by experts. The plan was also tested in a trial study and adjusted before implementing it in the data collection process. The test consisted of 30 items of summary writing. The validity (IOC =0.6-1.0), difficulty (p=0.2-1.0), discrimination (r=0.2-1.0), and reliability (α = 0.92) were at an appropriate level. The questionnaire consisted of 15 items on 3 aspects of the class environment, learning activities, and usefulness of the learning management. The questionnaire development indicates validity (0.6-1.0) and discrimination (r=0.2-1.0) while the questionnaire reliability was at 0.94.

2.4 Data Collection

The students took a pre-test before the treatment. The learning management took 10 hours (an hour each week) in a semester. The students' performance learning in 5 lesson plans was recorded. The students took a post-test after the learning session ended and complete the questionnaire.

2.5 Data Analysis

The students' scores before and after the treatment were compared using a paired-sample test. The effectiveness of the learning management was analyzed considering the students' performances during the learning process (E_1) and the students' post-test scores (E_2). Mean scores and standard deviations were also used to analyze students' questionnaire answers.

3. Results

Table 2. The effectiveness of the QSCCS on students' summary writing performance

Performance	Fullmark	$\bar{x}$	S.D.	Percentage
In-process performance (E_1)	1941	44.11 (1712.35)	3.26	88.22
Post-process performance (E_2)	30	24.05	2.55	80.17
Effectiveness index (E_1/E_2) = 88.22/80.22				

The results of the study indicate the effectiveness of the QSCCS on students' summary writing performance in both in-process and post-process. In detail, students' total score in doing activities during the processes of the learning management was 1712.35 ($\bar{x}$=44.11) out of the maximum point of 1941 which accounts for 88.22%. Meanwhile, students' average score in post-test was 24.05 which accounts for 80.17% of the maximum point of 30. Therefore, the effectiveness of the learning management was 88.22/80.22 reaching the determining criteria of 80/80. It could be interpreted that the QSCCS technique as the main principle in the design of a learning management plan was beneficial in the development of students' summary writing skills.

Table 3. The comparison between students' pre and post-test scores

Performance	$\bar{x}$	S.D.	$\bar{D}$	S.D.	t	Sig.(1 – tailed)
Pretest	13.48	3.27	4.64	5.44	5.65*	0.0000
Posttest	18.11	4.43				

Note. *p<0.5.

The results of the study also indicate the difference between students' pre and post-test scores. A paired t-test indicates that participants' average score after learning the management plan ($\bar{x}$ = 18.11, S.D =4.43) was significantly higher than the average score in the pre-test ($\bar{x}$ = 13.48, S.D =3.27), t= 5.56, p=0.00. Therefore, it could be interpreted that participants' performances in writing a summary were improved after the implementation of the learning management plan.

Table 4. Participants' satisfaction with the learning management plan

Items	$\bar{x}$	S.D.
Class environment		
1. Class environment encouraged class participation.	4.89	0.32
2. Class environment encouraged class responsibly	4.68	0.47
3. Class environment encouraged eagerness to learn.	4.73	0.54
4. Class environment empowered students in doing activities.	4.57	0.59
5. Class environment supported learning discussion.	4.52	0.51
Learning activities		
6. The activities were relevant to the class concept.	4.73	0.45
7. The activities supported collaborative learning.	4.61	0.49
8. The activities encouraged practicing decision-making.	4.84	0.37
9. The activities boosted students' confidence in class.	4.57	0.50
10. The activities encouraged students to share their ideas.	4.75	0.44
Usefulness		
11. Learning management helped me comprehend the class concept.	4.80	0.41
12. Learning management helped me retain the knowledge learned in class	4.64	0.49
13. Learning management helped me construct the knowledge myself.	4.77	0.42
14. I can use learning techniques learned in learning management in learning other subjects.	4.77	0.42
15. Learning management helped me develop analytical thinking.	4.66	0.48
Overall	4.70	0.11

The results of the study indicate positive attitudes toward the learning management plan with the QSCCS technique. The satisfaction survey after the process of the plan ended indicates a very high level of students' satisfaction ($\bar{x}$ = 4.70, S.D =0.11). In detail, the participants perceived the learning management plan as an instructional method that could contribute to a learnable class environment. It was also reported that learning

activities were preferable to the participants, and the whole process of learning was considered beneficial in developing their summary writing skills.

4. Discussion

The result of the study indicates the benefits of the QSCCS technique in developing grade 9 students' summary writing skills. It joins the previous studies (e.g., Manyum & Sittiwong, 2013; Pia, 2021; Kratoknok, 2019; Sengsri & Panna, 2018; Sittiwong & Wongnam, 2015) that also pointed out the usefulness of the technique in education. What could be noted from the results of the study is that students were encouraged to develop their thinking skills throughout the process of learning, and it led to the improvement of their skills. According to Murawski (2014), high-order thinking such as analytical and critical thinking skills are crucial for skill development as they help learners to think systematically about the cause and effect of learning components. This would allow them to make the connection between things and develop their skills. Moreover, learning strategies were also instructed in the instructional technique. This learning knowledge helped the students to process input more effectively and created a fine piece of summary writing. This is relevant to Oxford (1990) who urged that students with a good command of learning strategies could develop their language skills.

In addition, the research findings indicate a preferable learning environment of the QSCCS, which may encourage students to develop their thinking process and summary writing skills. According to Dornyei (1998), an instructional method that demonstrates the relevance of the learning content to the learners' lives and education is likely to motivate students to learn effectively. Therefore, the implementation of instructional strategies that are persuasive to learners could be one of the potential solutions to the problem in the language classroom.

5. Conclusion

The purpose of the research was to determine whether or not using the QSCCS technique as the guiding principle in the development of learning activities to improve students' summary writing was effective. The results of the study indicate that the QSCCS technique is beneficial to both the in-process and the end product outcomes. To further explain, students had the opportunity to improve their summary writing skills both during and after the completion of the learning activities provided by the learning management. In addition, it was discovered that the participants' levels of contentment with the procedures made available by the learning management system were very high. Within the context of the study, components that contribute to the ideal learning environment include the class environment, activities, and usefulness of the learning management.

The findings of the study might have applications in the field of education; for example, instructors might use the QSCCS technique to cultivate students' linguistic abilities based on the principles outlined in the study. However, it is important to note that the objective of employing the QSCCS technique is to develop students' thinking skills as well as language skills. Therefore, instructors should make sure that students participated in all processes of the techniques and learning strategies acquired.

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