



A Student-Focused Study: Strategy of Text Summary Writing and Assessment Rubric

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Abstract

Summary writing helps students to determine the main idea, make generalizations, eliminate trivial details, restate the ideas entirely and enables students to remember any information. In the present study, a mixed method is used. In the scope of the research, a strategy of text summary writing is developed. In order to develop text summary writing strategy, four-weeks implementation is applied to 43 students studying at the university 3rd grade by the researchers. The strategy developed in these implementations have been updated in the education period with students' feedback and finalized with student-focused changes. At the end of the study, it is stated that the students who have taken text summary writing strategy education, able to summarize without taking direct quotations from the main text, use less time while writing the summary, write shorter summaries and nearly all of the students agreed that summary writing education is useful. It is concluded that conducting a systematic and planned text summary writing education helps students to improve written expression skill.

Keywords

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Introduction

Summary is a shortened form of a text giving main points from the original text and isolated from trivial details. Cranganu-Cretu, Chen, Uchimoto, and Miya (2001) defines that summarizing is shortening the length and reducing the complexity of a text and retaining as much as possible information from content of the original text. While retaining required information from the original text, Dilidüzgün and Genç (2014) also emphasize that the meaning of the original text should not be digressed. While writing a summary, it is important to determine what should be mentioned, eliminate trivial details and reorganize the text again. In this procedure, individuals receive, analyze and reorganize information, and restate the main points with their own words. (Hill 1991; Davis & Hult 1997). "The key to writing an effective summary is combining the material you choose to include into concise, coherent sentences and paragraphs. If your sentences are carelessly formed, not only will the summary be unreadable, you will also lose the connection among the pieces of information in the summary" (Bazerman, 2010). Williams (2012) also points that comprehension should take place to

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determine what is important and not so important in a text to write a summary. Karatay and Okur (2012) on the other hand, defines summarization as an indicator of reading comprehension, a skill of eliminating main points from details, and restating them. Since summarization is accepted as a good way of learning, it is used in Turkish language lessons to determine whether the reading text is comprehended or not, and also to ensure retention of reading (Eyüp, Stebler, & Uzuner Yurt, 2012). According to Friend (2001) summarization is difficult to learn, because the summary should be short, include the most important ideas of the writer, should be written with writers' own words and include required information for students (as cited in Kırmızı & Akkaya, 2011). Therefore, it is important for teachers to teach students how to summarize.

Summary is useful for both summary writer and the reader. For the summary writer, it provides reading the text purposefully and comprehending much better, for the reader, instead of reading a long text, by reading a short text, provides getting information easily but maybe with a less literary influence (Thiede & Anderson, 2003). However, after a long period, if you reread the summary, it also helps to remember and refresh the given information. Erdem (2012) points that summarizing texts, improves comprehension and helps to learn studying individually, and also, it improves scientific thinking skills. Baleghizadeh and Babapour (2011), on the other hand, emphasize that summarization not also helps students to comprehend and remember the text, but also interpretation. Summary writing, since related with reading and writing skills, is important with native language lessons and for other lessons (Ko, 2009); because the students who have problems with reading and writing may not summarize the text they read. Summarizing not only improves reading skills but also provides better comprehension, remembering, development of critical thinking. In this context, Dollins (2012) remarks that summarizing improves comprehension skills, provides determining main and supporting ideas, helps to be familiar with prose texts, becomes a supporter for future reading and writing success.

Nearly, in all periods of the education, teachers may ask students to summarize an article or a literary text. Moreover, students frequently need to summarize a text while studying for exams. On account of these reasons, according to some researchers, summary writing can be accepted as a basic skill which needs to be learned (Williams, 2012; Kitchakarn, 2012; Bulut & Akyol, 2014). In the Turkish language (6, 7, 8. grades) curriculum guide for primary school (MEB, 2006) there are two acquisitions for summary writing skill. These are: "Students summarize listened/watched materials in a chronological and logical order.", "Students summarize the materials they read in a chronological and logical order with their own words.". These acquisitions are related with "while-summary writing stage".

In the literature review, it can be seen that summary writing subject is analyzed without any discrimination. However, teachers ask students to summarize either a text in the coursebook or a book. When literature review has been made, it is thought that some information found in the literature review is convenient for text summary writing and some of them are for book summary writing. For instance, Eggen and Kauchak's (1992) article, without any classification, remark "determining the main idea of every paragraph and rewrite" about summary writing stages and Brown, Day and Jones' (1983) emphasize "selecting main ideas in the paragraphs" (as cited in Yang, 2014). Both writers' rules are right and relevant but these rules are not convenient for a book summary. In the book summary, there are main character(s), plot and main conflicts facing them (Lake, 2005). Though, text summaries are short in length, book summaries may be longer depending on the extent of the original book. Furthermore, although, in text summary, there is a gist for a text but in a book including many chapters, there may be many gists. Elements like a number of characters and plot may be further in books. In the present study with this discrimination, text summary is examined. The texts in the present study take place in 8th-grade Turkish language coursebook. While selecting these texts, text type is ignored.

Summary writing education is important for students in many ways. Ko (2009) makes a survey to students in his study and asks them to write why summary writing is important for them. Students state that this skill is necessary for their many daily works and useful for writing reports, preparing for exams, and comprehending the reading material. On the other hand, Kaur (1997) emphasizes that teaching summary writing to students carefully, effects students' quality of summaries and use of summarization strategies (as cited in Eyüp et al., 2012). In this context, summarizing is a strategy that needs to be taught and learned. The cause of implementing this study on pre-service teachers is that in many studies (Yazıcı Okuyan & Gedikoğlu, 2011; Eyüp et al., 2012; Karatay & Okur, 2012; Bulut & Akyol, 2014; Görgeç, 2015) summaries of teachers and students are weak. Teachers who are expected to teach summary writing to students should take education in this field. Therefore, the findings of this study will provide a source for teaching summary writing and assessing the written summaries of the students. To this end, the aim of this study is developing a text summary writing strategy, constitute a rubric to evaluate students' summaries, giving text summary writing strategy education to students, and determining the students' opinions on the education period. With these aims, the questions below are tried to be answered:

1. Which strategies are being used in the text summary writing education?
2. Which features are handled in the evaluation of the summaries in the rubric?
3. What are the opinions of pre-service Turkish language teachers about the strategy of text summary writing?

Method

Model of the Study

In the study, a mixed method is used to find answers to research questions. This selection occurs during the implementation process. Creswell and Clark (2014) explain that mixed method designs, coming to light in the process, is used in cases for insufficiency of a single method and requirement of adding a second method. Quantitative methods are used to see the effect of strategy of text summary writing (STSW) training on students' summary writing skills. But qualitative methods are included in research to receive opinions of students in the educational process and reflect research observation in the educational process. Creswell and Clark (2014) states that mixed method reveals more evidence than quantitative or qualitative approaches singly without limiting the research with types of qualitative and quantitative data collection. In addition to these reasons, the mixed method is preferred because of the appropriateness of the data collection instruments, improving the reliability of the research, looking at the event from different perspectives for collecting rich and detailed data, completing qualitative data with quantitative data. The study method is designed as completely mixed simultaneous the dominant status. According to Gökçek (2014) in this design qualitative and quantitative phase take place in the entire study but only one of them is forefront according to another. Although in this research the focus is on mainly quantitative data, it is supported and completed by the qualitative data.

In this research quasi-experimental design, one-sample periodic time series design is used for quantitative data. Creswell (2012) emphasize that in the periodic time series design, in pre and post experimental operation, one group is measured at certain intervals. According to Özmen (2014) this model is used on one group when research based on a long time and it contains multiple pre-tests, experimental operations, and multiple posttests. Besides a number of qualitative data collection instruments, an interview is used for qualitative research data. If the researcher is dealing with students' in-class experiences and their inferences from these experiences, in other words, if they need detailed information on the research using interview is the best preference (Cansız Aktaş, 2014).

Study Group

The study was implemented to students studying in Turkish language teaching department (3rd-grade) at a university in İstanbul province. The study was conducted with 80 students but 14 male, 29 female, totally 43 students' data was assessed for the reliability because they all attended four weeks implementation. The interview was conducted with 4 girls and 3 boys, 7 third grade students that randomly determined. The reason underlying studying with 3rd grade students is that the research subject is related with the lesson in the third grades: Comprehension Techniques.

Data Collection Instruments

To collect data, 172 summaries written by students, original text copies (to see underlined phrase, taken notes, marked keywords), researchers' observation notes and the interview recordings are used as instruments. Open-ended questions are used to not limit the participants in the interviews. According to Balcı (2013) the observation is a preferable data collection technique to investigate the detailed behavior that occurs in a certain environment. Observations in the natural environment provides researchers the opportunity to collect in-depth data collection in first hand.

Collecting Data

The implementation of the study has lasted for four weeks. The texts in the study are selected from the 8th-grade middle school coursebook (Turkish Ministry of Education publishing). The reason for choosing the texts from the 8th grade course book is that the students will be Turkish language teachers at secondary schools and the texts' level is appropriate for adults. Another reason for selecting texts from the 8th grade coursebook for the university students between 18-22, is providing students to focus on STSW education without having difficulty in comprehension. The texts used for this study are written by the writers who have a long authorship career and writes for the general audience. For these reasons it is assumed that the selected text is read according to the level of adults. The texts in Turkish 8th grade textbooks were selected without any discrimination about text type except poetry.

In the second and fourth weeks, the same text was used to minimize the effect of the text type differences. While writing a summary, text familiarity isn't about the summary writing skill rather it is about reading comprehension. For all that in this study, the aim is to improve the summary writing skill, not to measure comprehension or readability. Words, lines, sentences, the average length of the t-units (average length of the sentences) and writer informations about the texts are as the followings:

Table 1. Information About Texts Used in the Implementations

The Texts	How my Reading Adventure has started? (MEB, 2014)	Cloves and Tomato Juice (MEB, 2014)	To Win or to Lose Time (MEB, 2014)
Implementation	The first week of the implementation	The second and fourth week of the implementation	The third week of the implementation
The length of the text (number of words)	939	831	432
Number of sentences	76	80	56
Number of paragraphs	8	14	6
the average length of the t-units (average length of the sentences)	12,35	10,38	7,71
Number of lines	80	69	51
Author	Rasim Özdenören	Saik Faik Abasıyanık	Şevket Rado

Four weeks' implementation process is as followings:

1st Week: Without giving any education about text summary writing Okuma Serüvenim Nasıl Başladı (How my Reading Adventure has started?) text was given students to summarize. Four researchers also participated in training and made an observation. Through observations, underlined phrases, taken notes, marked keywords, the frequency of rereading the text, summary drafts were seen. It was also calculated how much time they have used for summarizing. At the end, they were asked "while summarizing what did they pay attention and did they have a plan for summarizing or not". Answers were noted by researchers.

2nd Week: A researcher participated in the implementation as instructor, three researchers participated in the implementation as observers and assisters. Before starting the education, the previous week's summary texts were distributed to the students. The summary texts were evaluated by STSW criterias. Incomplete and faulty points determined in accordance with STSW in texts (re-creating the text with a different sentence, giving too much details, inability to pick out important information and main points etc.) were transferred to the student. STSW education was given to them later. The education contained before, during and after summarizing strategies and their arrangement (see Table 6). All of the STSW education was shared holistically with students. While students had their summary text in their hands, STSW criteria discussed one by one with them. They had been tried to find concretely whether their functioning at the summary text and the process of writing the text. Later, in class discussions and brainstorming activities about STSW has been made with students. After discussions, dysfunctional criterias had been identified. The issue of why they are dysfunctional have also been discussed. Some of the criterias have been amended and some new criterias have been added. All of the criterias were made the subject of debate in the classroom. Many of the criterias have been determined concretely, in summary texts. In the meetings conducted by researchers, after the implementation, updates were made on STSW. Then, Karanfiller ve Domates Suyu (Cloves and Tomato Juice) text was given students and they are asked to summarize.

3rd Week: Students have been given feedback about their summaries they wrote a week ago. Students' weak points in accordance with STSW, namely the needed parts of the training criteria were repeated. Practical education was made concretely on summary texts. Discussion has been made within the class again about criterias showing weaknesses. After that Zamanı Kazanmak veya Kaybetmek (To Win or to Lose Time) text was given students and they are asked to summarize. In the meetings conducted by researchers, after the implementation, updates were made on STSW.

4th Week: Students' summaries written in previous weeks were evaluated and problems and mistakes are re-discussed. After classroom discussions strategy of text summary writing (STSW) was finalized. Students were asked to summarize second weeks' text again. At the end, 172 summary text had been collected from students.

At the end of four weeks, the interview was performed with the students. Questions in this interview were improved during STSW education to observe students' views about the process about STSW. The interviews were recorded by researchers.

Analysis of Data

A rubric was prepared by researchers to evaluate 172 text summaries of students who regularly attended all practices during four weeks. When preparing rubric, literature review about writing text summary was made and criterias were determined. New criterias were proposed on the issue by researchers and then item pool was created. A list was prepared with the appropriate substances in the pool. Moving from this list, STSW, and scoring rubric¹ was created simultaneously. In the implementation process, development oriented changes were made on STSW and rubric in accordance with students' opinions, researchers observations, and notes collected weekly. Thus, throughout the process; dysfunctional items were improved, the items that can not be improved were removed, the functioning least items were developed, the useful items were kept constant. After this improvement activity, the criteria were made in a logical sequence and inter-criteria harmony were made. For the validity of the rubric, opinions of four experts and two Turkish language teachers were used. For its reliability, consistency between researchers rating results were calculated formula of concordance percentage [$P = \frac{Na}{(Na + Nd)} \times 100$] "concordance percentage = quantitative of concordance: (quantitative of concordance + quantitative of discord) x 100" (Türnüklü, 2000).

Randomly selected five summary texts were copied and assessed by three independent researchers. Average of all articles' concordance is p=90. This value shows that rubric can be considered as reliable. Student-centered rubric has three dimensions (shape, style, content) and three performance level to evaluate the summary texts. It was prepared as an analytic rubric. Sezer (2005) says that rubrics can be prepared in two different types as holistic and analytic. For analytic rubric, performance-forming properties are separated the lower size and different definitions are made for performance levels.

Students' summary texts rubric scores are quantitative data of this research. 43 text summary rubric scores in the first implementation are pre-test scores. 129 text summary rubric scores in next three implementations are multiple post-test scores. The scores obtained from the assessment represent the change in students' summarizing skills. Changes in summarizing skills of the students were analyzed and compared week by week through graphic analysis. All the changes of articles in the rubric were compared and interpreted weekly.

Researchers observation notes were combined at the end of the process. Important ones were identified and categorized by theme. Main texts collected from students and were analyzed to see underlined phrase, taken notes, marked keywords.

Students were asked seven questions within the scope of the interviews. Content analysis was applied to audio recordings. Audio recordings were converted into typed text. After that, questions are coded as " Q1, Q2, Q3, Q4, Q5, Q6, Q7", participants are coded as " S1, S2, S3, S4, S5, S6, S7". During the content analysis, similar data from the referenced participants were edited to combine thematically (changing of used approach, gains for the future, benefits for the current educational process, using time effectively) and interpreted.

¹ When creating rubric, the instructions are utilized in the source of "Glencoe, Literature Reading With Purpose, Rubrics For Assessing Student Writing, Listening And Speaking"

Findings

Depending on the research questions, firstly, text summary writing skills of students of Turkish language department is tried to be described. Secondly, students' level of summarizing skill competence according to rubric is determined and thirdly, the findings obtained from student interviews are handled.

1. Which strategies are being used in the text summary writing education?
2. Which features are handled in the evaluation of the summaries in the rubric?
3. What are the opinions of pre-service Turkish language teachers about the strategy of text summary writing?

1. Findings on Text Summary Writing Skill

For the research question "Which strategies are being used in the text summary writing education?" four weeks' observation has been made. Each article given below is used to develop the strategy.

Observations of the 67 students who participated in the first week are as follows:

- 29 students summarized text by reviewing the text when they need.
- 12 students summarized texts highlighting the important points in the text
- 12 students summarized the text with their own plan.
- 5 students write a draft summary text and they resummarized their summary text again.
- 5 students read the text and wrote summaries simultaneously.
- 2 students firstly read the main text and then summarized the text without rereading the main text.
- 2 students, while reading the main text they take notes from each paragraph in the text and then summarized.
- Nearly all of the students' summary texts are as long as the main text.

Second week STSW is explained to students through their written summaries of the previous week. The most difficult issues according to students are as the followings:

- Writing summaries too long, being unable to appropriate shortness
- Using 'yazar (author)' and 'anlatıcı (narrator)' words unnecessarily
- Inconsistency in the use of time suffix
- Having difficulty in separation of important points and trivial details
- Using author's sentences from the main text directly in summaries
- Using irrelevant interpretations in summaries,

The most difficult issues according to students in the third week are as the followings:

- Creating too many paragraphs
- Summarizing as if the text is their own work, disusing third person singular
- Making subjective interpretation
- To write an introductory sentence for summary text

Students have made very few errors in the fourth week. Although peer review takes part in the STSW education, students didn't make peer review in three previous implementations. Therefore, students are obligated to make peer review at the end of the summarizing activity in the fourth week.

2. Findings on the Development of Text Summary Writing Skill of Students

2.1. Weekly Rubric Findings

For the research question “Which features are handled in the evaluation of the summaries in the rubric?”, findings obtained from rubric have been given in two parts. In the first part, without comparison, rubric items describing the present situation regarding the related implementation. In the second part, development of rubric articles for four weeks’ implementation process have been given. Students’ summaries are evaluated in terms of form, content and style. Form part includes page order, number of paragraphs, grammar and punctuation. Content part includes content integrity, availability of introductory sentence, quality of introductory sentence, ranking of issues and events, availability of supporting idea, using irrelevant information and trivial details, availability of keywords, availability of main idea. Style part comprise compatible using of time suffix, number of directly quotations from the main text, number of imitating sentences from the main text. Improvements in all articles are shown in tables below.

Table 2. First Week Rubric Assessment Findings

	Inadequate (%)	Should be Developed (%)	Successful (%)
Page order	58,13	32,55	9,30
Number of paragraphs	30,23	48,83	20,93
Grammar, punctuation, spelling mistakes	11,62	34,88	53,48
Content integrity	30,23	51,16	18,60
Topic sentence	51,16	23,25	25,58
The plot	25,58	25,58	48,83
Supporting ideas	41,86	37,20	20,93
The details	76,74	18,60	4,65
The use of Keywords	79,06	16,27	4,65
Main idea	4,65	81,39	11,62
Compatible use of time suffix	48,83	25,58	25,58
Direct quotations or imitation	67,44	18,60	13,95

The majority of students are found to be insufficient in the use of keywords (79. 06 %) and noticing the details (76. 74) according to Table 2. The scope of achievement levels, students are successful in grammar, punctuation and writing.

Table 3. Second Week Rubric Assessment Findings

	Inadequate (%)	Should be Developed (%)	Successful (%)
Page order	27, 90	55, 81	16, 27
Number of paragraphs	32, 55	48, 83	18, 60
Grammar, punctuation, spelling mistakes	16, 27	39, 53	44, 18
Content integrity	27, 90	46, 51	25, 58
Topic sentence	60, 46	30, 23	9, 30
The plot	16, 27	18, 60	65, 11
Supporting ideas	18, 60	48, 83	32, 55
The details	53, 48	37, 20	9, 30
The use of Keywords	0	74, 41	25, 58
Main idea	34, 88	48, 83	16, 27
Compatible use of time suffix	23, 25	44, 18	32, 55
Direct quotations or imitation	13, 95	74, 41	11, 62

As shown in Table 3, the vast majority of students' summary writing skills change from inadequate to adequate. Especially it is possible to see this development in page order, main idea, details, direct quotations or imitation. Nevertheless, inadequacy of introductory sentence qualification is observed.

Table 4. Third Week Rubric Assessment Findings

	Inadequate (%)	Should be Developed (%)	Successful (%)
Page order	6, 97	58, 13	34, 88
Number of paragraphs	2, 32	32, 55	65, 11
Grammar, punctuation, spelling mistakes	0, 00	13, 95	86, 04
Content integrity	6, 97	37, 20	55, 81
Topic sentence	20, 93	34, 88	44, 18
The plot	4, 65	18, 60	76, 74
Supporting ideas	6, 97	30, 23	62, 79
The details	4, 65	37, 20	58, 13
The use of Keywords	0	34, 88	65, 11
Main idea	0	37, 20	62, 79
Compatible use of time suffix	4, 65	34, 88	60, 46
Direct quotations or imitation	0	9, 30	90, 69

As shown in Table 4, when compared to the first two weeks, significant rise is observed in the average success of students. Besides decline in the general level of inadequacy, it is observed that no student is inadequate in grammar, punctuation, spelling, the use of keywords, main idea, direct quotations or imitation.

Table 5. Fourth Week Rubric Assessment Findings

	Inadequate (%)	Should be Developed (%)	Successful (%)
Page order	9, 30	62, 79	27, 90
Number of paragraphs	0, 00	4, 65	95, 34
Grammar, punctuation, spelling mistakes	0, 00	25, 58	74, 41
Content integrity	0, 00	9, 30	90, 60
Topic sentence	11, 62	32, 55	55, 81
The plot	0	6, 97	93, 02
Supporting ideas	0	41, 86	58, 13
The details	2, 32	16, 27	81, 39
The use of Keywords	0	18, 60	81, 39
Main idea	2, 32	27, 90	69, 76
Compatible use of time suffix	0	13, 95	86, 04
Direct quotations or imitation	0	4, 65	93, 34

According to the Table 5, students are found to have any inefficiencies at 8 items of rubric. After four weeks, although there is a great reduction in insufficiency level of students, it is also observed that students have difficulty in providing introductory sentence at 11. 60 % and 9. 30 % in page order.

2.2. Weekly Comparative Rubric Findings

In this section, development of each of the rubric item compared weekly and evaluated. Level of insufficient dependent on result of rubric evaluation in range of the survey's second another problem and paper order in writing summary is 58, 13 % in the first week. In the second week it declines 9, 30 %. In addition, level of success increases from 9,30 % to 27,90 %. According to that in page order there can not be observed a certain change.

In students' summaries, level of success under the title of paragraph number is so low in the first week but in the last week it increases 95, 34 %. So many students learn to write summary by using less paragraph in the following weeks.

In summary in subject of paying attention to meaning integrity a clear development is observed. According to this meaning success level is 25, 28% in second week but in last week it increases to 90%. This matter's success level is 18,60% in the first week. A regular development to students comprehend and practice meaning integrity is observed.

As to success level in writing introduction paragraph, in second week rate is 9,30% but in fourth week it increases to 55,81%. Insufficient level is 60,46 % in the second week. In the last week it also decreases 11,62 % in both level there is no regular increase. But the rate between second and fourth week in success level is important. So although many students have difficulty in writing introduction sentence of the text in the beginning or although they don't write an introduction sentence. In the last week they have ability to write an introduction sentence.

In matter of plot even though insufficiency level decreases regularly, success level increases. Success level of the same text's summary in the second and fourth week increases from 65,11 % to 93,02 %. In fourth week anything relating to insufficiency level is not found.

In writing supporting ideas insufficiency level decreases orderly. In success level much development (62,79 %) is observed in the third week. This rate is 20,93 % in the first week. In the fourth week there are no students to write subsidiary thoughts.

Another matter is the use of key words. In that a clear subject is that insufficiency level is 79, 06 % in the first week. But in other weeks this rate is 0%. Although most of the students do not use key words in the first week, in other weeks all students use keywords. In addition, most of the students use some key words (74,41 %) in the second week but in the last week they use all the keywords. This clear and regular development in the use of keywords shows that text summary writing education is useful for students.

In the students' summaries, another subtitle is to find a main idea. In this title an irregular development is observed. According to that insufficiency level is 4,65 % in the first week. In the second week it is 34, 88 %, in the third week it is 0 % and in the fourth week it is 2 %. In the first week same students have not mentioned the main idea. This rate increases in the second week and in the third week. There are no students who did not mention the main idea. In the last week some students do not write main idea, again. When the success level is seen that is different. Even though in the second week in which same text is given some students find main idea in addition most of them mention main idea partially.

When we look at the development of time suffix according to weeks' insufficiency is 48, 83 % in the first week. In the last week it is observed as 0 %. In that situation in the last week, there are no students to use time suffix wrongly. Success level develops regularly and this rate is stated as 25, 58 % in the first week, in the last week it is stated as 86, 04 %.

As to last item of summary evaluation findings, insufficiency in direct quotation is 67,44 %. In the first week but in the third and fourth week this rate is 0 %. So there are no students to write directly or by copying main text. Also, this clear difference between first week and other weeks is worth to pay attention. In success level the clearest development is observed in the second and fourth week in which same text is given. This rate is 11,62 % in the first week; in the last week it is 33,34 %.

3. Findings on Student Interviews

In the scope of the question "What are the students' opinions on the strategy education?" interviews including seven questions are conducted with randomly selected seven students to learn about the opinions of the students regarding the summary writing activities. Four themes are identified in this interviews.

3.1. Change of Used Approach

All of the students said that STSW is useful and their approach of summary writing have changed after STSW education.

Opinions of student 1 (S1), S2 and S2 who have stated that summary writing education is useful for themselves are as the followings:

S1: STSW is useful for me. Previously I had never made summarizing activity seriously like this. I wrote summary at the last secondary school and here I write. I learned that writing of summary have the fine details here. I learned the rules of summary writing well here. I saw my own shortcomings.

S3: Summary writing education has been really useful for me. I have been never faced with any instruction on summary writing along my education life. I always summarized with my inferences. I had no guidance that in what way and how we will summarize a text. Learning this subject will be useful both for me as a teacher candidate and for my future students.

S6: Summary writing education has become useful for me. Because we were trying to summarize with the limited knowledge we acquired when we were at primary school. I have been informed about writing the important points in a text shortly rather than rewriting the full text.

3.2. Acquisitions for the Future

Although two students indicate that some points are unnecessary in STSW education, five of them have said that they will use what they have learned in the future. Opinions of students are as the followings, S4 who has stated that there are some unnecessary points and S5 who stated that there is no unnecessary points:

S4: I think that writing an introduction sentence in the summary about the subject of the text is unnecessary because it is difficult for me.

S5: I think that there is no unnecessary points. I liked to be given feedback in the education very much.

One of the students who stated that he/she will not use the information he/she learned is as the following:

S4: I don't know what the future brings but when I become a teacher, I think that I will not use the strategies I have learnt because I don't like writing.

One of the students who stated that he/she will use the information he/she learnt is as the following:

S7: I have never faced with summary writing strategies during my education life. I always write summary with my own inference. I have not encountered any directions about 'how to summarize'. I am a teacher candidate so STSW education will provide benefits for me and my future students as well.

3.3. Benefits of the Current Educational Process

All the students have found the STSW education useful for the education process. They have learned a lot of information which they have not previously encountered. Through this education they write summary easier.

S3, S5 and S6 who have found the education useful have the following opinions:

S3: Because I am a student in Turkish language teaching department this education is very useful for me. Thanks to STSW education I learned a lot about 'how should I write summary', 'what should I pay attention while summarizing', 'where I made mistakes' and 'how should I fix them'.

S5: Thanks to the implementation I understand how to state a subject in a sentence. Anymore I am able to state the general ideas in a few sentences.

S6: There are so many things that have changed. Because while summarizing I was writing trivial details. In fact, I was not summarizing, I was rewriting the text.

3.4. The Effect of STSW Education on Using Time Efficiently

The most difficult points in writing a summary for students are writing an introductory sentence (3 students) and compatible using of time suffix (4 students). On the other hand, after the education they begin to use time efficiently and they say that this case is useful for them.

S7 who has difficulty in writing an introduction sentence and use of time suffix has the following opinions:

S7: I have difficulty in writing an introduction sentence referring all the text and the use of time suffix.

S5 and S1 who think that STSW education is useful for using time efficiently have the following opinions:

S5: Previously I don't have any directions on how to write a summary so I write firstly summary then delete and change it constantly. Because of this, writing of summary takes a long time for me. With successive implementations and feedbacks, I well understood how to summarize and this helped me to write a summary in a shorter time.

S1: I wrote my first summary nearly in an hour. Firstly, I read, then I write summary like a draft and finally I rewrite. Now using the instructions I learned, highlighting some points in the text, determining the keywords helped me so much while summarizing. I wrote my last summary in 20 minutes.

Discussion, Conclusion and Recommendations

In this study, text summary writing skills of university students is tried to be determined and accordingly, a strategy and an assessment tool is developed by the researchers to improve summary writing skills of the students. In the literature review, there is no discrimination about information on summary writing and information on summary writing is intertwined. It is observed that a text summary which is the subject of this study; in other words, information on short text summary is intertwined with information on book summary writing. In the present study, to overcome this complexity, information obtained from the literature review is handled with a discrimination of short and long text summaries. However, with an advantage of using student-focused study, the strategy which is thought to be prepared for four weeks process, is reorganized and finalized in the process. In this process, researchers have also written summaries with students simultaneously, and they tested the usability of the strategy. To provide the strategy as acceptable, a few assessment tools are used: student notes, in-class observations, questions of in-class discussions and student interviews.

In the literature review, there can be seen various strategies on summary writing. According to McNail and Donant's (1982) rule based approach, in summary writing there are six rules. These are; omitting unnecessary information and items, omitting important but much informative sentences, writing a general title for different items, writing a general title for components of an action, selecting a topic sentence, if it doesn't have a topic sentence you write a topic sentence by yourself. (as cited in Been & Steenwyk, 1984). Marzano (2010) emphasized that there are five effective strategies in writing a summary. These are; clarifying what is important, familiarizing students to different types of texts, helping students to recognize layers, supporting to show graphics, reviewing essential terminology. According to Gupta and Lehal (2010) there are two types of summary. These are extractive summary and abstracting summary. Extractive summary expresses the most important sentences and paragraphs and connecting concisely them each other. In this strategy there are two stages; stage before process and stage process. Abstracting summary is based on expressing main concepts in a text more clearly again determining them.

In the scope of the study, the strategy of text summary writing developed by the researchers is in Table 6.

Table 6. Text Summary Writing Strategy

Things to do in pre-summarizing	1. The text should be read carefully.	2. Keywords in each paragraph should be underlined.	3. Supporting ideas which also supports the main idea should be determined.	4. Short information notes should be written to summarize.	5. The main idea should be determined.
Things to do in while-summarizing	1. First, a title of the summary should be written.	2. The first sentence could be a topic sentence expressing the topic of the main text.	3. Each short note which was underlined should be summarized with one-two sentences.	4. Summary should be formed according to order of the topic or events and tense agreement.	5. Main idea of the text can be given in the last sentence of the summary.
Things to do in post-summarizing	1. Summary should be read once and it should have harmony with idea and events in the text.	2. If there are many trivial details and out-of-text inferences, they should be omitted and if there are sentences lacking of meaning in the text they should be added.	3. In the style of the summary the distinction between writer and summary writer should be clear.	4. Grammar and punctuation marks in the summary should be checked and if necessary they should be corrected.	5. If possible summary should be controlled by a different person and it should be evaluated by himself-herself.

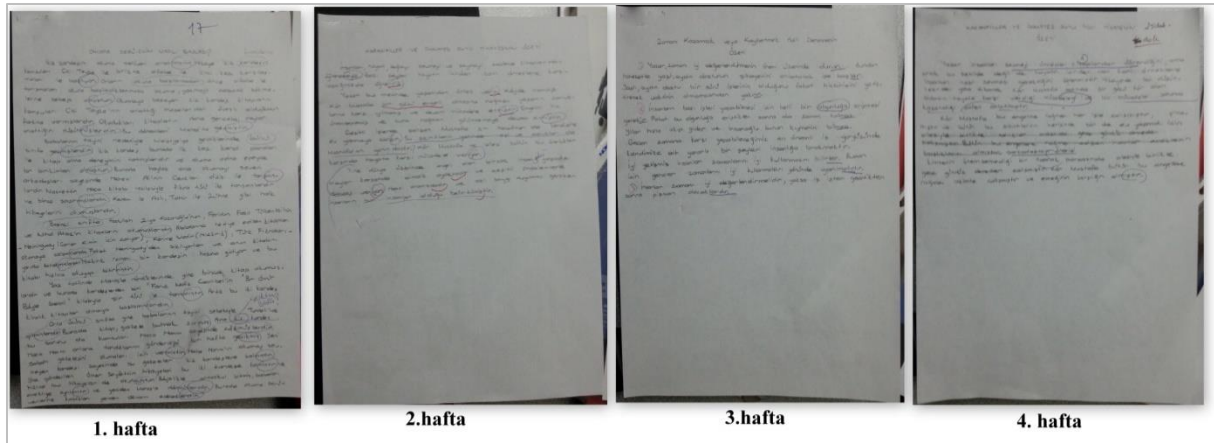
While developing the text summary writing strategy above, 2nd, 3rd and 4th items in the pre-summarizing stage are seen as original and as an element that can develop summary writing skills, by the students. In the while-summarizing stage, a majority of students, have a lacking information in writing a title to the summary and they have written the original title of the source text to their summaries. After education process, it is observed that all the students in their summaries have written the title of source text with adding 'summary' word. Secondly, students have a controversy about how to start to summary writing, and then with in-class discussions, they agreed to start with a sentence representing the subject of the text. Also, a good summary should be appropriate to the source texts' plot. It is seen that in the students' summaries this point is ignored. In the post-summarizing stage, unnecessary information is omitted according to the rule "If there is no incomprehensibility when you omit a sentence, omit it". While developing the strategy, another controversial issue is tense use. Initially, students are told that they can use present tense depending on the literature review (Güneş, 2013; Lake, 2005; "How to Write a Summary," n.d.). After then, it is observed that students have indecision on this issue. In this context they are said to use tenses coherently.

After literature review the item added to strategy is "writing main idea of each paragraph" (Ballhatchet, n.d.; "Writing for College," n.d.; "Rockowitz Writing Center," n.d.) but students wrote as long sentences as the source text. Secondly, students wrote many paragraphs in their summaries and this caused to incoherence. Finally, it could not be probable to find a main idea in each paragraph for Turkish. Therefore, a new article is added to strategy to make it more comprehensible: "each supporting ideas including in the paragraphs, should be given as supporting the main idea." There has been seen a tendency in the literature about main idea that it should take place in the first sentence of the summary; but with data gained from the in-class discussions, observation notes of the researchers, it is agreed that main idea should be given in the last sentence of the summary. For the 2nd item in the post-summarizing stage, students are given an instruction depending on the literature review 'don't include trivial details in the summary' but it is observed that students are writing their own inferences (i.e. in the 2nd week, they have interpreted the main character as lame but in fact he was not lame). This item is added to strategy as "out-of-text inference and trivial details".

In the study, the implementation has been made for 4 weeks. In this 4 weeks' process, a student-focused text summary writing strategy and an agreeable assessment tool is developed. This analytical rubric is prepared for four weeks' process and finalized in the 4th week. Items in the rubric are collected in 3 groups. In the literature review, it is seen that rubrics are not collected in themes and given with criteria directly (Dilidüzgün & Genç, 2014; Frey, Fisher, & Hernandez, 2003; "Writing a Summary Rubric," n.d.; "Berryessa Union School District Summary Writing Rubric 4th-5th Grade," n.d.); but in the present study, the rubric includes both theme and criteria.

In the second research problem of the study, there are conclusions obtained from the rubric. These conclusions are as followings:

It is observed that students have mostly difficulty in differentiating important knowledge and detailed knowledge in the main text and the length of summary decrease. Following pictures which belong to same students are four weeks' observation. This development is observed in all students.

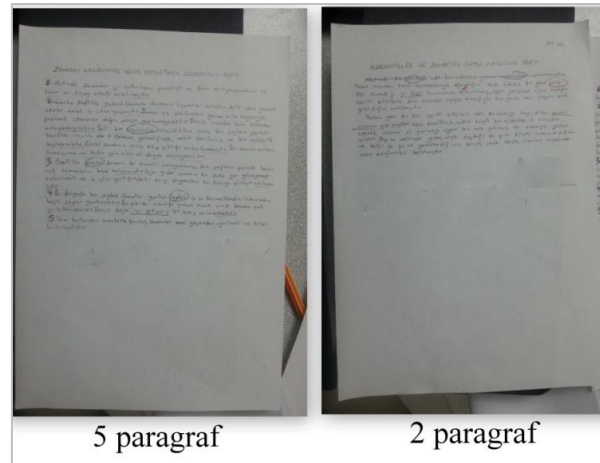


Picture 1. Examples for length of summary

Sheakoski (2008) also determines a different method to teach young learners to write a summary. In this method students are given coins and they are given an amount of coins for each words. They are given money for the words they use until they finish the story. For instance; they have to use ten words for ten coins. So students have to use words as few as possible. This method decreases length of summary and it also prevents students giving detailed information. (as cited in Baleghizadeh & Babapour, 2011, p. 45). In the present study, to shorten the summaries of the students, some instructions are given them as not to use trivial details and examples in the summary, focusing the important ideas in the text, giving the subject of the text with few sentences. By using these instructions students are able to write shorter summaries.

Secondly, it is observed that students spend their time more productively by the help of this writing summary method. In first week, all students complete their summaries in 62 minutes. In second week the minutes students finish their summaries is 55. In third week the minute is 35. In fourth week all students complete their summaries in 40 minutes (this period also includes peer evaluation). In the literature review, a majority of the sources (Leopold, Sumfleth, & Leutner, 2013; Erdem, 2012; Dollins, 2012; Wichadee, 2013; Susar Kırmızı ve Akkaya, 2011; Frey et al., 2003; Gupta, Pendluri, & Vats, 2011; Deneme, 2009) there is no finding on time-usage while summarizing. In this context, findings on time usage is an original point of this study.

Thirdly subjective evaluation replaces objective evaluation. In summaries, paragraphs with a lot of single clauses replace paragraphs with more meaningful clauses. This position and development is observed in all students. These developments support the results of rubric evaluation of students' summaries. In the summaries of the students, while the success is low in the number of paragraphs (18,60 %), in the last week, it is 95,34 %. In this context students are able to write summary by using a less number of paragraphs. In the literature review, there could not be seen any sources on the number of paragraphs (Erdem, 2012; Dollins, 2012; Wichadee, 2013; Susar Kırmızı & Akkaya, 2011; Frey et al., 2003; Gupta et al., 2011; Deneme, 2009; Dilidüzgün & Genç, 2014).



Picture 2. Example for Number of Paragraphs

In summary a clear difference between both insufficiency level and success level to give detailed is observed (62,79 %). Thus, in the first week, success level is 4,65 %. In the last week it increases to 81,39 %. As to second and third week which is given same text in insufficiency level decreases from 53,48 % to 2,32 %. Success level increases from 9,30 % to 81,39 %, in same weeks. So although students give detailed and irrelevant information in the beginning after training students have ability in writing not detailed and irrelevant information. Students are need to differentiate important ideas form the less important ideas in their summaries. Doğan and Özçakmak (2014) in their studies on summarizing handles “selecting important ideas” and “deleting less important ideas” as two important summarizing strategy. In their studies, they found students unsuccessful on deleting less important ideas. According to this study it is determined the success of deleting less important ideas in informative texts 31,8 %; in narrative texts 21,9 %; in discussion texts 34.0 %. In the present study, the effect of text type on summarizing is not handled; but it is confirmed that deleting less important ideas is a practical summarizing strategy that can be taught with summary writing education. In the study interview is made with students. The result of the this interview is similar to result of the rubric evaluation. In both result of interview and fourth week’s result of rubric evaluation students have mostly difficulty in writing introduction sentence and using time suffixes. As writing introduction sentence is a new knowledge students learn; in time suffixes usage when the survey about the field is searched many time suffixes with foreign roots are observed. According to this information, when students make a summary, they have to use ‘-ar, -er’ suffixes which is present time suffix in second week which students is taught writing summary strategy. Students are transferred the knowledge that students can use Turkish present time suffixes. This new knowledge confusing students’ mind is noticed by the help of both observation and interviews. In later weeks the knowledge that students can use time suffixes they want is given. As a result of that it is observed that although students use time suffixes -maktadır, -mektedir, in third week ‘s summaries and in fourth week’s summaries they use mostly only time suffix is -miştir.

At the end of the study, it is determined that students who have taken text summary writing education have development in their summarizing skills. When 4th week summaries of the students compared with the 1st week, it can be observed that 4th week summaries are shorter, (%95,34); students are successful in omitting trivial details (%81,39); they can use time suffixes coherently (%86,04); they can write shorter summaries; (total summary writing time is 62 minutes in the 1st week, 40 minutes in the last week). Interviews with students also support these conclusions.

Recommendations

Secondary school students should have summary writing skills to comprehend the reading materials and to express their comprehension correctly. Therefore, it becomes important for teachers and teacher candidates to obtain this skill in the pre-service or in-service education. In this context, to improve summary writing skills of students, it is recommended that this text summary writing strategy should be used. However, it is also considered that to evaluate students' summaries, teachers can use summary assessment rubric, developed in this study.

Considering this study, some activities can be developed like diagrams, analyzing the content, finding keyword.

In the present study, text types are not handled. In different studies, summarizing strategy can be developed depending on text types.

If summary writing is considered as a mental activity, it can be used for retention of various information not only for Turkish language lessons, but also for Science, Maths lessons etc.

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Appendix 1. Rubric

Theme	Criteria	Insufficient	Should be developed	Successful
FORM	Page Order	Page order is not adjusted.	Page order is not paid attention.	Page order is suitable and text suits with the page.
	Paragraph Number	Summary text has 7 or more paragraphs.	Summary text has 4-6 paragraphs.	Summary text has 1-3 paragraphs.
	Grammar, punctuation and spelling mistakes	6 or more grammars, punctuation and spelling mistakes are made.	3-5 grammar, punctuation and spelling mistakes are made.	1-2 grammar, punctuation and spelling mistakes are made.
CONTENT	Content Integrity	Content integrity is adjusted.	Content integrity is not paid attention enough.	Content integrity is used correctly.
	Introduction Sentence	There is no an introductory sentence.	Introductory sentence is insufficient.	Introductory sentence gives main topic of the text.
	Plot	In summary plot is not paid attention.	In summary plot is mixed.	In summary plot is given truly.
	Supporting ideas	Sub ideas are not written.	Sub ideas are written incompletely.	Sub ideas are written.
	The details	Unnecessary and irrelevant information with the topic are written.	Unnecessary and irrelevant information with the topic are used.	Detailed and irrelevant information with the topic is not written.
	Use of keywords	Key words are not mentioned.	Some key words are mentioned.	All key words are mentioned.
STYLE	Main idea	Main idea is not emphasized.	Main idea is emphasized partially.	Main idea is determined.
	Usage of time suffixes	Time suffixes are used discordantly.	Some time suffixes are inharmonious.	Time suffixes are used compatibly.
	Directive quotation and imitation	Sentences are taken directly or they are copied from main text.	Less sentences are taken directly and they are copied less.	Reader writes his/her own expression.