ชนิดงานเขียนและระดับความสามารถทางภาษาอังกฤษที่มีผลต่อการเขียนย่อความของนักเรียนไทยระดับมัธยมศึกษา

Effects of Text Types and English Language Ability Levels on Summary Writing Performance of Thai High School Students

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บทคัดย่อ

งานวิจัยนี้ มีจุดมุ่งหมายในการศึกษาชนิดงานเขียนและระดับความสามารถทางภาษาอังกฤษที่มีผลต่อการเขียนย่อความของนักเรียนไทยระดับมัธยมศึกษา กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 90 คนที่ได้มาจากการสุ่มแบบแบ่งชั้น จัดเป็นนักเรียนกลุ่มเก่ง กลางและอ่อน นักเรียนแต่ละคนเขียนย่อความจากการอ่านบทอ่าน 2 ประเภท คือแบบพรรณนาโวหารและ แบบที่กล่าวถึงปัญหาและแนวทางแก้ไข เครื่องมือวิจัยประกอบด้วย บทอ่าน 2 บทอ่านและเกณฑ์การให้คะแนนที่ผู้วิจัยสร้างขึ้นในการตรวจการย่อความ 4 ด้าน 1.ด้านความสมบูรณ์ของใจความ 2.ความถูกต้องของใจความ 3.การถอดความด้วยคำพูดของตนเอง 4.คุณภาพโดยรวมของข้อความที่ย่อมา สถิติที่ใช้คือ การวิเคราะห์ความแปรปรวนสองทาง ผลการวิจัยพบว่า 1. ไม่มีความแตกต่างอย่างมีนัยสำคัญของประเภทบทอ่านที่มีต่อคุณภาพของการย่อความ 2. นักเรียนกลุ่มเก่งมีทักษะในการย่อความมากกว่านักเรียนกลุ่มกลาง และนักเรียนกลุ่มกลางมีทักษะในการย่อความมากกว่านักเรียนกลุ่มอ่อน 3. ไม่มีความสัมพันธ์ของปัจจัยประเภทบทความและปัจจัยความสามารถทางภาษาอังกฤษของนักเรียน 4. การย่อความของนักเรียนกลุ่มเก่งดีกว่ากลุ่มกลางและกลุ่มอ่อน กลุ่มเก่งเขียนย่อความได้ใจความสำคัญมากกว่า แต่ยังมีทักษะในการถอดความโดยใช้ภาษาตนเองไม่เพียงพอ กลุ่มกลางมักเขียนย่อความด้วยข้อความที่ไม่สมบูรณ์หรือเขียนใจความที่ไม่ถูกต้องและเขียนรายละเอียดปลีกย่อย ส่วนกลุ่มอ่อนขาดทักษะการย่อความ ควรได้รับการฝึกอ่านจับใจความสำคัญ การหาใจความหลักและใจความรอง รวมวิธีเขียนข้อความตามโครงสร้างที่เหมาะสม ผลของงานวิจัยครั้งนี้พบว่า มีความจำเป็นในการสอนอ่านจับใจความสำคัญของบทอ่าน เพื่อเพิ่มทักษะการย่อความให้กับนักเรียนไทย ซึ่งจะช่วยเพิ่มความสามารถในการอ่านและการเขียนภาษาอังกฤษเชิงวิชาการในอนาคตต่อไป

คำสำคัญ : ชนิดงานเขียน ระดับความสามารถทางภาษาอังกฤษ การเขียนย่อความ นักเรียนไทยระดับมัธยมศึกษา

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Abstract

The purpose of this study was to investigate Thai high school summary writing performance. The researcher investigated the effects of reading text types and the students' English language ability on their summary writing performance. The subjects were 90 Thai grade 12th students who were divided into three different levels of English language ability: High, Average and Low. Each student was asked to write two summaries of texts in different text types: description and problem-solution. The research instruments included two reading passages and a rubric scoring scheme for evaluating summary writing performance. The rubric criteria were based on (1) completeness of idea units (2) accuracy of idea units (3) paraphrasing skills and (4) total quality of the summary. The research data were analyzed by using Two-Way ANOVA. The findings of the study were as follows. First, it revealed that there was no significant difference between students' writing summary performance in terms of text types. Second, the mean score of the students with low ability was different from the mean score of those with average and high ability. Obviously, it was revealed that the students in high language ability level possessed more effective summary skills than those in the average and the low groups. Third, there was no significant interaction effect between text types and language ability levels. Lastly, the students' summary writing performance was analyzed in detail. The high ability students could write better summaries than the other two groups. However, they still lacked paraphrasing skills. As for the average ability group, most of their summaries comprised some distorted or inaccurate main ideas with some unimportant details. As for the low ability groups, they lacked summary skills and needed to be taught how to read for global comprehension, to find main ideas and important details, and then to write a well-organized paragraph. The implications of the findings were discussed to support the need of instructional practice for summarizing skills which would enhance students' reading and writing abilities in their academic future.

Keywords: Text Type; English Language Ability Levels; Summary Writing; Thai High School Students

Introduction

The ability to summarize has been identified as one of the essential skills required in academic studies such as in reading and writing academic texts. It has been contended to be the 'hub in the wheel of reading comprehension' (Axelrod, 1975 as cited in Yu, 2008: 522). Students who had strong summarizing skills could comprehend what they read by reading for global comprehension which was referred to the understanding of propositions beyond the level of microstructure - main ideas and important details (Wier et al, 2000).

A summary task was usually used as an aspect of formal classroom assessment. It aimed to test examinees' ability to communicate the main idea of one's reading (Koda, 2005). Cohen (1994) confirmed that "Summarizing tasks on reading comprehension tests has a natural appeal as authentic tests in the era of communicative language testing". The response formats of summary could be extended-response or selected-response tasks. Researchers i.e., Kobayashi (2002) and Sawaki (2005) used the summary writing format; whereas, Huhta and Randell (1995) utilized the multiple-choice summary format in their studies. Both formats had pros and cons of their utilization.

Cohen and Upton (2006) stated that in the new TOEFL iBT reading test, there was one type of questions for reading comprehension in the form of 'multiple-selection multiple choices' summary task called "The Reading to Learn-Prose Summary". The test takers were called on to read through the entire text and then selected three out of sistatements that represented the major ideas in the text. It was clear that one of the outstanding advantages of the multiple-choice summary task was that this format was not a muddied test for writing and reading abilities. On the contrary, the summary writing test was a muddied one. Alderson (2002) pointed out that in the summary writing, test takers might understand the text but were unable to express their ideas in their writing adequately. Moreover, the summary writing scoring was another subjective issue.

In spite of the fact that the summary writing had some disadvantages in evaluating reading and writing abilities, it was still a useful format which reflected a real-world task (Cohen, 1994). Johns (1985: 79) insisted that "In studying a foreign language, there seems to be no escape from the acquisition and development of summarizing skill". Thus, research studies on the summary skill were still of immense value. It was worth investigating students' summary writing ability which was a required skill in the academic world. Particularly, it was a challenge of developing a proper summary scoring scheme, then brought into attention for writing instruction.

According to literature review, there were a number of studies involving in terms of text types. Kobayashi (2002) utilized four types of texts in her research study: 'association', 'description', 'causation', and 'problem-solution'. These types of rhetorical

organization represented the degree of interconnectedness of ideas from loosely-organized to tightly-organized. Similarly, Urquhart and Weir (1998) proposed that 'problem-solution' texts lent themselves better to test reading carefully for main idea comprehension than descriptive texts with lots of detailed information. Besides, Yamada (2002) confirmed that text types mattered on summary writing performance. 'Problem-solution' was easier to be summarized than 'description' because of the clause-relational features of the texts.

Regarding the research studies on language ability, there were findings of the positive relationship between language proficiency and summary writing skills. Language proficiency or language ability did matter on summarizing products. Johns (1985) as well as Johns and Mayes (1990) pointed out that the summaries written by students with different language proficiency levels were distinguishable on the basis of the differences in inclusions, replications and distortions of idea units of reading texts. Moreover, Shi (2004) contended that students with higher language ability possessed more effective summary expertise than those with lower English language ability. It was said that in their writing summaries, students with lower language ability did more direct copying, made more distortions of idea units, and had less syntactic reformulation. In addition, Kobayashi (2002: 193) studied these two factors and revealed that "When texts were clearly structured, the more proficient students achieved better results in their summary writing. By contrast the structure of the text made little difference to the performance of the less proficient students".

To sum up, the researcher of this study was interested in investigating the effects of text types and language ability levels on Thai high school students' summary writing performance. The results would pave the way for more efficient reading and writing instruction in Thai context. The marking scheme for summary writing as well as the selection of text types would be examples for further research studies and implications in the future.

Hypotheses

1. The mean score obtained from summary writing of description text type was significantly different from that obtained from summary writing of problem-solution text type at the significant level of .05.

2. The mean score obtained from students' summary writing in high ability group was significantly different from that obtained from students' summary writing in average ability group, and significantly different from that obtained from students' summary writing in low ability group.

3. There was a significant interaction effect between text types and students' levels of English language ability on summary writing scores at the significant level of .05.

4. Summary writing performance of students in high language ability group differed from that of average language ability group and that of low language ability group.

Research questions

1. Did text types (problem-solution and description) have a significant effect on summary writing performance?

2. Did students' levels of English language ability have a significant effect on summary writing performance?

3. Was there a significant interaction effect between text types and students' levels of English language ability on summary writing performance?

4. To what extent did summary writing performance of students in the high language ability group differ from that of the average and the low language ability groups?

Methodology

The research design in this study was "a Factorial Design". There were two independent variables: Text Types and English Language Ability Levels. There were two levels for the former independent variable: Description (D) and Problem-Solution(P) and three levels for the latter independent variable: High(H), Average(A) and Low(L) as shown in Table 1 below.

Table 1: 2 3 Factorial Design for the study

Text Types	English Language Ability Levels		
	High(H)	**Average (A)**	**Low(L)**
Description(D)	D(H)	D(A)	D(L)
Problem Solution	P(H)	P(A)	P(L)

Subjects

The subjects in this study were stratified randomly selected from the population of 196 Thai grade 12th students. There were altogether 90 subjects in three levels of language ability: High, Average and Low. 30 subjects from each language ability group were assigned to do two writing summaries of two texts: Description and Problem-Solution.

Instruments: Texts & Scoring Scheme

The research instruments were two reading texts and a rubric scoring scheme.

The two reading texts were well-structure text types named description and problem-solution. Kobayashi (2002) specified that these two text types were tightly-organized so that they lent themselves to test reading for main ideas. Moreover, these two text types were selected because they were mentioned as important expository text structures in content area literacy (teacherthrive.com, n.d.). In addition, Akhondi et al. (2011) confirmed that well-structure texts could facilitate reading comprehension.

The first reading text was a description entitled "An Exciting Way to Visit the Wilderness" (Comprehension Skills, n.d.) and the second one was a problem-solution entitled "Recycling Can Reduce Pollution" (Jamestown Education, 2002). (see AppendiA) Table 2 showed types of the texts and the readability scores calculated by the Automated Readability Inde(ARI) (Tests Document Readability, n.d.). It was seen that both texts were in the similar level of difficulty with the inde6.32 and 6.82 respectively.

Table 2: Reading texts

Title	Text Type	Readability
1.An Exciting Way to Visit The Wilderness	Description	6.32
2. Recycling Can Reduce Pollution	Problem - Solution	6.82

Regarding the rubric scoring scheme, three experts were invited to write summaries of the two texts and then the rubric scoring scheme was developed. The agreed main ideas and important details were counted as the idea units (Alderson, 2002). The rubric scoring criteria were (1) completeness of idea units counted by the number of idea units (2) accuracy of idea units (3) paraphrasing skills (4) total quality of the summary (see AppendiB). The researcher was the only one rater checking all the summary writing.

Results and Discussion

The results of this study were the findings of data from the analysis of summary writing scores and writing performance. The scores of the summaries were analyzed through Two Factors Independent Measures (Two-Way ANOVA); whereas, the summary writing performance was analyzed in detail and presented in percentages.

Findings of the data from the analysis of summary writing scores: Descriptive statistics, Tests of two main effects and interaction effect between the two IVs

The data from this research study were analyzed through Two Factors Independent Measures (Two-Way ANOVA) by the SPSS software.

Descriptive Statistics

The output of SPSS containing the important information of the descriptive statistics could be seen from the Descriptive Statistics Table (Table 3). It displayed the mean scores of the summaries of the two different text types: description and problem-solution. They were written by test takers with high, average and low language ability levels.

Table 3: Descriptive statistics of the three groups

GROUP	TEXT TYPE	Mean	Std. Deviation	N
High	description	12.63	1.80	30
	problem-solution	12.80	1.95	30
	Total	**12.71**	**1.86**	**60**
Average	description	8.60	1.69	30
	problem-solution	9.10	2.04	30
	Total	**8.85**	**1.87**	**60**
Low	description	4.46	1.85	30
	problem-solution	4.53	1.69	30
	Total	**4.50**	**1.76**	**60**
Total	description	8.56	3.78	90
	problem-solution	8.81	3.88	90
	Total	**8.68**	**3.82**	**180**

From the table, when the factor of "GROUP" was considered, it could be seen from the Total rows that the mean score obtained from the test takers with high ability (12.71) was more than that of average ability (8.85), and more than that of low ability (4.50). Meanwhile, when the factor of "TEXT TYPE" was considered, the mean score obtained from the high group's summary of description text type (12.63) was slightly lower than that obtained from the summary of problem-solution text type (12.80). The mean score obtained from the average group's summary of description text type (8.60) was also lower than that obtained from the summary of problem-solution text type (9.10). Similarly, the mean score obtained from the low group's summary of description text type (4.46) was lower than that obtained from the summary of problem-solution text type (4.53). To conclude, by observing the Total in the bottom row, it could be seen that the overall mean scores obtained by "TEXT TYPE" did not show much difference, no matter whether the test takers had high, average or low ability level. In short, the mean score of the test takers' summary of description text type (8.56) was only a bit lower than that of the test takers' summary of problem-solution text type (8.81).

Tests of two main effects and interaction effect between the two IVs

There were four hypotheses in this research study. To test the first hypothesis, the output of SPSS was presented by Tests of Between-Subjects Effects Table (Table 4).

Table 4: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2031.978(a)	5	406.396	119.326	.000	.774
Intercept	13589.422	1	13589.422	3990.144	.000	.958
GROUP	2027.744	2	1013.872	297.695	.000	.774
TEXT TYPE	2.689	1	2.689	.790	.375	.005
GROUP*TEXT TYPE	1.544	2	.722	.227	.797	.003
Error	592.600	174	3.406			

$P < .05$

Hypothesis 1

From Table 4 for the factor "TEXT TYPE", there was not a significant main effect, $F(1,174) = .790$, $p < .05$. The result showed that there was not a significant difference between the two different reading text types. The value of "Partial Eta Squared" was .005 which represented a small effect size. There was less variance in reading scores among the two reading text types.

This finding was inconsistent with those of previous studies, e.g. Urquhart & Weir (1998); Yamada (2002); and Kobayashi (2002). Urquhart & Weir (1998) stated that problem-solution lent itself better to test reading for main ideas than description. Kobayashi (2002: 203) found that in summary writing, scores were significantly different depending on text types: tightly-organized texts (causation and problem-solution texts) produced higher mean scores in summary writing than loosely-organized texts (association and description texts).

However, the result of this present study could be supported by Alderson's claim (2002: 236). The summary writing risked testing both reading and writing skills. In the summary task, the students might understand the text, but were unable to express their ideas in writing adequately, especially within the time available for the task. Thus, this inconsistency might be caused by the response task. Students might comprehend problem-solution text better than description text. However, they could not write better summaries. Consequently, mean scores in summary writing of each level of language ability of both text types were not significantly different.

Hypothesis 2

As for the factor "GROUP", the finding revealed that there was a significant main effect, F (2,174) = 297.695, p< .05. In other words, there was a significant difference among the groups of high, average and low ability. The value of "Partial Eta Squared" for the factor "GROUP" was .774 representing a large effect size. Thus, there was a lot of variance in the scores among the three language ability groups.

The differences among the three levels of the factor "GROUP" could be seen from the Multiple Comparison Table (Table 5) as follows:

Table 5 : Multiple Comparisons

(I)GROUP	(J)GROUP	Mean Difference(I-J)	Std.Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
high	average	**3.86***	.33	.000	3.07	4.66
	low	**8.21***	.33	.000	7.42	9.01
average	high	-3.86*	.33	.000	-4.66	-3.07
	low	**4.35***	.33	.000	3.55	5.14
low	high	-8.21*	.33	.000	-9.01	-7.42
	average	-4.35*	.33	.000	-5.14	-3.55

From Table 5, in the column "Mean Difference", it could be seen that the difference in mean scores between the high group and the average group was 3.86. The difference in mean scores between the high group and the low group was 8.21. The difference in mean scores between the average group and the low group was 4.35. All the p-values were highly significant at the .05 level. Therefore, all the three ability groups differed from one another.

The differences among the three levels of the factor "GROUP" could also be illustrated from the Homogeneous Subsets Table (Table 6) as follows:

Table 6: Homogeneous Subsets

Tukey HS

GROUP	N	Subset		
		Low	Average	High
low	60	4.50*		
average	60		8.85*	
high	60			12.71*

$\bar{x}$ H > $\bar{x}$ A > $\bar{x}$ L p ≤ .05

From Table 6, it could be seen that the mean score for the test takers with low ability was 4.50, for those with average ability was 8.85, and for those with high ability was 12.71. Therefore, it could be concluded that the mean scores obtained from

the three groups of test takers with high language ability, average language ability and low language ability were significantly different.

This finding was consistent with the previous research studies which revealed that 'language ability' affected reading ability as well as writing ability (Johns, 1985; Johns and Mayes, 1990; Devine, 1993; Wolf, 1993; Riley and Lee, 1996; Shi, 2004). Obviously, Shi (2004) discovered that the students with higher language ability possessed more effective summary skills than those with lower language ability. Similarly, Kobayashi's study (2002: 208) confirmed that "the difference between proficiency groups became greatest in summary writing". Cohen (1994) and Corbeil (2000) also revealed that language ability did matter on summarizing products.

Hypothesis 3 : Interaction effect

Table 4 presented that there was not a significant interaction effect between the two factors "GROUP*TEXT TYPE", $F(2,174) = .227$, $p < .05$. In other words, the interaction effect between the two variables was not evident. This was supported by Hinton et al.'s study (2004: 221). In addition, the value of "Partial Eta Squared" was only .003 which indicated a very small effect size (Muijs, 2004).

In order to see the interaction effect clearly, a graph was plotted (Figure 1) as shown below:

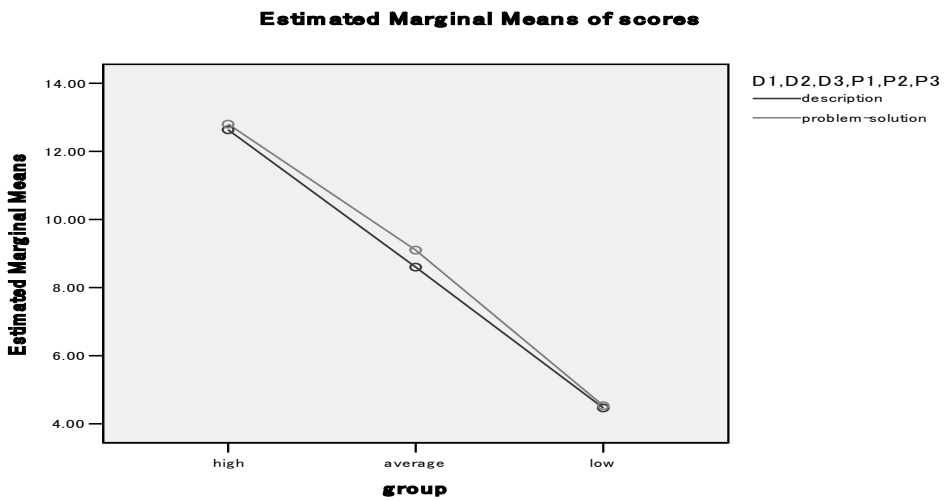

Figure 1: Estimated marginal means of scores

From Figure 1, the graph showed the two main factors and the interaction effect that were identified as part of the ANOVA analysis. The plot indicated that there were significant differences among the mean scores of the three language ability groups.

However, there were no significant differences between the mean scores of the two text types: description and problem-solution. In other words, there was no significant interaction effect between text types and language abilities because the effect of text types was almost the same for the students in high, average and low ability groups.

The plot presented that the two lines were almost parallel. The mean score obtained from the low group of problem-solution text type (4.53) was a bit higher than that obtained from the low group of description text type (4.46). The mean score obtained from the average group of problem-solution text type (9.10) was also a bit higher than that obtained from the average group of description text type (8.60). In addition, the mean score obtained from the high group of problem-solution text type (12.80) was a bit higher than that obtained from the high group of description text type (12.63). In short, the mean scores of the three language ability groups of problem-solution text type were only a bit higher than those of the three language ability groups of description text type.

Moreover, the plot also showed that the difference of the mean scores of the low ability groups between two text types (4.53-4.46 = 0.07) was not as much as that of the high ability groups between two text types (12.80-12.63 = 0.17), and that of the average ability groups between two text types (9.10-8.60 = 0.50).

The result shown by the plot could be firstly discussed in terms of types of text. The mean scores of all the three language ability groups for problem-solution text type were a bit higher than those for description text type. This result was evidenced in Kobayashi's study. She claimed that, "When texts were clearly structured, the more proficient students achieved better results in summary writing" (Kobayashi, 2002, abstract).

Secondly, in the aspect of the interaction between language abilities and text types, it revealed that the effect of text types was almost the same for the students with high, average and low ability groups. This result was supported by Chinnawongs' study (2000). She stated in her study that language proficiency levels affected the kind and the number of writing errors. Thus, it could be assumed that no matter which text types they read, it was likely that students with the same language ability level made the same amount and kind of errors in their writing summaries. Thus, there were no significant differences between the mean scores of the two text types when the students were in the same language ability level.

However, the difference of the mean scores of the low groups between two text types was not as much as those of the high and average ability groups. This result was also confirmed by Kobayashi's study (2002: 193). She contended that, "The structure of the text made little difference to the performance of the less proficient students". In addition, she stated that, "It does not matter for learners of lower language

proficiency what kind of text structure is involved in the passages that are used as input for summary writing" (Kobayashi, 2002, pp. 193).

Hypothesis 4 : Summary writing performance

Findings of the data from the analysis of summary writing performance

The data of summary writing performance were analyzed in order to see the differences of summary writing performance of the three different language ability groups: High, Average and Low. The analysis criteria of both text types: description and problem-solution were (1) completeness of idea units (2) accuracy of main ideas and important supporting details (3) paraphrasing skills (4) total quality of summary. The result of the analysis was presented in Table 7 and Table 8.

Table 7: Analysis of Summary Writing Performance (Description)

	High Ability Group (30)	Average Ability Group (30)	Low Ability Group (30)
(1)completeness of idea units			
4 idea units (4)	**60%(18)**	26.66%(8)	
3 idea units (3)	40%(12)	**53.33%(16)**	16.66%(5)
2 idea units (2)		20%(6)	36.66%(11)
1 idea unit (1)			**46.66%(14)**
0 idea unit (0)			
(2)accuracy of main ideas and important supporting details			
completely accurate (4)	**53.33%(16)**	30%(9)	
fairly accurate, a few distorted (3)	40%(12)	**70%(21)**	
some inaccurate; some distorted (2)	6.66%(2)		33.33%(10)
mostly distorted (1)			**60%(18)**
Extremely distorted (0)			6.66%(2)
(3)paraphrasing skills			
paraphrased &qualified(4)	16.66%(5)		
copied/ some paraphrased & qualified(3)	**73.33%(22)**	6.66%(2)	
copied / modified but not qualified(2)	10%(3)	**86.66%(26)**	30%(9)
copied unimportant details(1)		6.66%(2)	**66.66%(20)**
copied unimportant details & extremely unqualified (0)			3.33%(1)

	High Ability Group (30)	Average Ability Group (30)	Low Ability Group (30)
(4)total quality of summary			
well-organized paragraph. correct grammar (4)	3.33%(1)		
fairly well-organized paragraph, a few grammar mistakes(3)	43.33%(13)	3.33%(1)	
moderate well-organized paragraph, some disconnected sentences, some grammar mistakes (2)	**50%(15)**	30%(9)	
poor-organized paragraph, lots of grammar mistakes(1)	3.33%(1)	**56.66%(17)**	20%(6)
very poor summary, lots of grammar mistakes(0)		10%(3)	**80%(24)**

The data of summary writing performance as shown in Table 7 were presented in percentages. The bold numbers represented the highest proportions.

As for the aspect of the completeness of idea units, most of the high ability students (**60%**) included complete idea units (4 idea units) in their summaries; whereas, only 26.66% of the average ability students and none of the low ability students did it. Fifty-three point three three percent (**53.33%**) of the average ability students included 3 idea units and **46.66%** of the low ability students included only 1 idea unit.

For the accuracy of main ideas and important supporting details, **53.33%** of high ability students wrote completely accurate main ideas and important supporting details, but only 30% of the average ability students and none of the low ability students did it. Seventy percent (**70%**) of the average ability students wrote a few distorted main ideas and some unimportant details. Sixty percent (**60%**) of the low ability students wrote mostly distorted main ideas with lots of unimportant details.

The ability to paraphrase effectively varied widely among the students. Only 16.66% of the high ability students possessed paraphrasing skills. Most of them (**73.33%**) copied main ideas and important details from the texts with some modified phrases that were all qualified. Only 6.66 % of the average ability students possessed paraphrasing skills; while, none of the low ability students were able to complete the task. Eighty-sipoint sisipercent (**86.66%**) of the average ability students copied and modified some phrases but not all of them were qualified. Sixty-sipoint sisipercent (**66.66%**) of the low ability students copied unimportant details.

As for the total quality of summary, **50 %** of the high ability students wrote a moderately well-organized paragraph with some disconnected sentences and some

grammar mistakes. Forty-three point three three percent (43.33 %) of them wrote a fairly well-organized paragraph with a few grammar mistakes. Fifty-sipoint sisipercent (**56.66%)** of the average ability students wrote poor summaries with lots of grammar mistakes. Thirty percent (30 %) of the average ability group wrote a moderately well-organized paragraph with some disconnected sentences and some grammar mistakes. Obviously, **80%** of the low ability students wrote very poor summaries with lots of grammar mistakes.

Similarly, Table 8 provided the data of the analysis of summary writing performance of problem-solution text type as follows:

Table 8: Analysis of Summary Writing Performance (Problem-solution)

	High Ability Group(30)	Average Ability Group(30)	Low Ability Group (30)
(1)completeness of idea units			
4 idea units (4)	**60%(18)**	36.66%(11)	
3 idea units (3)	36.66%(11)	23.33%(7)	6.66%(2)
2 idea units (2)	3.33%(1)	**40%(12)**	**50%(15)**
1 idea unit (1)			43.33%(13)
0 idea unit (0)			
(2)accuracy of main ideas and important supporting details			
completely accurate (4)	43.33%(13)		
fairly accurate, a few distorted (3)	**53.33%(16)**	40%(12)	
some inaccurate; some distorted (2)	3.33%(1)	**56.66%(17)**	33.33%(10)
mostly distorted (1)			**63.33%(19)**
Extremely distorted (0)			3.33%(1)
(3)paraphrasing skills			
paraphrased &qualified(4)	26.66%(8)		
copied/ some paraphrased & qualified(3)	**66.66%(20)**	13.33%(4)	
copied / modified but not qualified(2)	6.66%(2)	**73.33%(22)**	10%(3)
copied unimportant details(1)		13.33%(4)	**83.33%(25)**
copied unimportant details & extremely unqualified (0)			6.66%(2)
(4)total quality of summary			
well-organized paragraph. correct grammar (4)	10%(3)		

	High Ability Group(30)	Average Ability Group(30)	Low Ability Group (30)
fairly well-organized paragraph, a few grammar mistakes(3)	43.33%(13)	3.33%(1)	
moderate well-organized paragraph, some disconnected sentences, some grammar mistakes (2)	**46.66%(14)**	**70%(21)**	
poor-organized paragraph, lots of grammar mistakes(1)		26.66%(8)	**56.66%(17)**
very poor summary, lots of grammar mistakes(0)			43.33%(13)

The data of summary writing performance as shown in Table 8 were presented in percentages. The bold numbers represented the highest proportions.

As for the aspect of the completeness of idea units, most of the high ability students (**60%**) included complete idea units (4 idea units) in their summaries; whereas, only 36.66% of the average ability students, and none of the low ability students did it. For the average ability students, 23.33% of them included 3 idea units and **40%** of them included 2 idea units. For the low ability students, **50%** of them included 2 idea units, and 43.33% included only 1 idea unit.

For the accuracy of main ideas and important supporting details, 43.33% of high ability students wrote completely accurate main ideas and important supporting details, but none of the average and the low ability students did it. Fifty-three point three three percent (**53.33 %)** of the high ability students wrote a few distorted main ideas and some unimportant details; whereas, 40% of the average ability students did it. Fifty-sipoint sisipercent (**56.66%**) of the average ability students wrote some inaccurate main ideas and supporting details with some unimportant details. Sixty-three point three three percent (**63.33%**) of the low ability students wrote many distorted main ideas with lots of unimportant details.

In terms of paraphrasing, only 26.66% of the high ability students possessed the skills necessary to complete the summary task. Most of them (**66.66%**) copied main ideas and important details from the texts with some modified phrases that were all qualified; whereas, 13.33 % of the average ability students and none of low ability students did it. Seventy-three point three three percent (**73.33%**) of the average ability students copied and modified some phrases but not all of them were qualified. Eighty-three point three three percent (**83.33%**) of the low ability students copied unimportant details.

As for the total quality of summary, less than half of the high ability students (43.33%) wrote a fairly well-organized paragraph with a few grammar mistakes, but **46.66 %** of them wrote a moderately well-organized paragraph with some disconnected sentences and some grammar mistakes. For the average ability students, more than half of them (**70%**) wrote a moderately well-organized paragraph with some disconnected sentences and some grammar mistakes. For the low ability students, a bit more than half of them (**56.66%**) wrote poor summaries with lots of grammar mistakes, and 43.33% of them wrote very poor summaries with lots of grammar mistakes.

To conclude, Table 7 and Table 8 showed the number of students in percentages with their summary writing performance. This performance was analyzed in 4 criteria: (1) the completeness of idea units (2) the accuracy of main ideas and important supporting details (3) the paraphrasing skills (4) the total quality of summary.

Conclusions and Implications

This study was conducted in order to investigate the effects of text types and the language ability levels on Thai students' summary writing performance. The first finding was not consistent with the result in some previous research studies. In this study, there was not a significant difference between students' summary writing performance in terms of text types: description and problem-solution. The second result confirmed the information of earlier research studies that students in high language ability group had more effective summary competencies than those in average and low ability groups. The third finding was that there was not a significant interaction effect between text types and language ability levels. In other words, the mean scores of both text types in each language ability level were not significantly different. This might also be affected by the writing competence of the subjects in this study. Finally, the analysis of summary writing performance showed that the high ability students could write better summaries than the other two groups. Most of them wrote accurate main ideas and important ideas which showed that they could read for global comprehension. However, they still lacked paraphrasing skills. As for the average ability group, most of their summaries comprised some distorted or inaccurate main ideas with some unimportant details. As for the low ability groups, they lacked summary competencies and needed to be taught how to read for global comprehension, to find main ideas and important details, and then to write a well-organized paragraph.

To conclude, this study could offer both theoretical and practical implications. In terms of theoretical contributions, it provided more insights on the relationship between text types and summary writing performance. The replication of this study should be conducted to confirm this relationship. As for the practical implications, this

study could shed some light on Thai students' summary writing competencies at different English language ability levels. This could pave the way for the reading and writing instruction for Thai students. Obviously from the summary marking scheme developed in this study, students should be taught how to read for global comprehension by finding main ideas and important supporting details. Then, the writing skills such as how to write a well-organized paragraph with paraphrasing strategies should be embedded in their writing instruction curriculum. Lastly, this research study should be replicated in order to find more evidence from a larger sample size in other Thai academic settings.

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