The Effects of CSR With Story Mapping on Reading Comprehension and Summary Writing Ability of Grade 5 Learners: A Case Study of Christian School in Thailand

Sumana Junkoses[a*]
Julamas Junsrisukot[b]

[a*] *Master Degree of Curriculum and Instructions, Faculty of Education, Udon Thani Rajabhat University, Thailand, E-mail: s.junkoses@gmail.com*
[b] *Supervisor of Curriculum and Instructions, Faculty of Education, Udon Thani Rajabhat University, Thailand,*

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Abstract

The objectives of this study were to examine the effects of Collaborative Strategic Reading (CSR) supplemented with Story Mapping on 1) English reading comprehension and 2) English summary writing ability among Grade 5 students. The sample group consisted of 32 students from Grade 5 attending a case study of a Christian school in Udon Thani Province. This study employed a one-group pretest-posttest follow-up design. Data were analyzed using one-way repeated-measures ANOVA for assess the Effect of The Learning Management on both The English reading comprehension and summary writing Ability Pre-test. The research instruments were: 1) Six Lesson plans of the learning management in 18 periods and in time total were 900 minutes during 2nd semester in 2025 academic year, 2) A 30-item multiple-choice English reading comprehension test, and 3) An English summary writing test

Result found: Grade 5 students showed significant higher scores in English reading comprehension when tested after (Posttest at M = 20.56, SD = 5.32) and Follow up after test (2 weeks) (M = 21.00, SD = 6.02) than Pretest (M = 16.47, SD = 5.55, $p < .05$). 2) Grade 5 students who were taught using CSR combined with Story Mapping technique, had significant higher scores on English summary writing Ability (Posttest at M = 12.78, SD = 5.89) and on Follow up after two weeks test (M = 13.56, SD=5.54), than Pretest scores (M =4.46, SD = 4.46, $p < .05$). Students were able to retain their reading comprehension as well as summarize writing skills.

Keywords: Collaborative Strategic Reading, Story Mapping, Reading Comprehension, Summary Writing Ability, Primary Education

Introduction

English reading and writing skills are essential competencies for learners in the 21st century, particularly in an increasingly globalized and information-driven world. According to the British Council, reading enables learners to access knowledge, expand vocabulary, and understand language structures, while writing allows them to organize ideas and communicate meaning effectively. These two skills are closely interconnected, as regular reading exposure supports the development of accurate and coherent writing. Strong reading and writing abilities contribute not only to academic achievement but also to effective communication and lifelong learning. (British Councils Thailand, 2025)

Despite its significance, many Thai pupils still encounter difficulties in reading comprehension and summarization writing especially at the primary level. A significant percentage of grade 5 students cannot find main ideas or generate coherent summaries, reports show. Instead, they are likely to reproduce sentences verbatim from texts that demonstrate low-order and minimal high-order thinking and poor summarization. The average English O-NET scores for Grade 6 in 2025 from 13,789 students only in Udonthani province have 28.13 as the mean scores which is still lower than the Nation mean scores at 33.49 the proficiency benchmark established by the Ministry of Education. Al so National assessment results, like the overall average outcome from the Ordinary National Educational Test (O-NET), show that students' English proficiency still falls below the expected level, particularly in northeastern regions. (NIETS,2025)

Although previous studies, Sriati Usman, Safitri, and Marhum (2019) demonstrated CSR and Story Mapping seperately however fews research has been done to study the joint effect on reading comprehension and summary writing ability among Thai primary school students. Consequently, this study is intended to examine the effectiveness of learning management with Collaborative Strategic Reading which accompanied by Story Mapping technique for enhancing English reading comprehension and summary writing ability in Grade 5 students.

Collaborative Strategic Reading (CSR) developed by Klingner & Vaughn (2012), the one of the effective instructional approaches to support students'literacy development which include Preview (before reading steps), Click and Clunk (While reading), Get the Gist and Wrap Up (After reading steps). This is one of the cooperative learning with metacognitive strategies. CSR has been associated with enhanced reading comprehension.

Combine with story mapping is a graphic organization template to aid students in identifying essential components, characters, setting and plot structure. This method helps students organize information in a structured manner, thus acting as a transition between reading comprehension and writing. Story mapping, which is able to serve as a writing organization tool and comprehension strategy, has previously been shown to help with both comprehension and story organization. As a visual scaffold, Story Mapping also assists learners in transforming textual information into coherent written summaries.

Based on the previous studies, the researcher is particularly interested in investigating whether the integration of Collaborative Strategic Reading and Story mapping technique can serve as an effective instructional approach to enhance English language learning, specifically in reading comprehension ability and summary writing ability. The following research questions have therefore been formulated: 1) Does the implementation of the Learning Management Using Collaborative Strategic Reading supplemented with Story Mapping techniques significantly improve the English reading comprehension ability of Grade 5 students from pretest to posttest and follow up test? 2) Does the implementation of the Learning Management Using Collaborative Strategic Reading supplemented with Story Mapping techniques significantly improve the English summary writing ability of Grade 5 students from pretest to posttest and follow up test?

Objectives

1. To examine the effects of the Learning Management Using Collaborative Strategic Reading supplemented with Story Mapping techniques on the English reading comprehension of Grade 5 students by comparing their pre-test, post-test, and follow up test scores.
2. To examine the effects of the Learning Management Using Collaborative Strategic Reading supplemented with Story Mapping techniques on the English summary writing ability of Grade 5 students by comparing their pre-test, post-test, and follow up test scores.

Literature Review

Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is an instructional method which combines both cooperative learning with direct instruction of reading strategies to improve students' comprehension of text. CSR is an acronym for four strategies, created by Klingner and Vaughn (2012): Preview, Click and Clunk, Get the Gist, Wrap Up. These strategies help students activate prior knowledge, monitor comprehension, identify main ideas and synthesize information. CSR improves metacognitive awareness and helps students become active readers by coordinating peer interaction. Also, the use of cooperative roles like leader, clunk expert, and gist expert helps promote collaborative learning and accountability. Early research consistently shows that CSR led to text comprehension, identification of main ideas, higher-order thinking processes in students.

In the Philippines, Bermillo and Merto (2022) found that Grade 9 students exposed to CSR not only demonstrated significantly higher reading comprehension Scores but also showed increased motivation to read compared to their peers in the control group.

Story Mapping Technique

The Story Mapping technique is a visual tool that assists learners in identifying and organizing the key components of a story such as character, setting, problem, events and solution. It offers a graphical structure that aids understanding while reinforcing memory. Li (2007) references that story-mapping is based on schema theory and enables learners to map the connection between the elements of a narrative. That more carefully sequenced approach enhances students' skills in writing overall; organizing events logically and crafting a coherent narrative. Research has shown that story mapping improves reading comprehension and writing organization by forcing students to focus on important, relevant information rather than irrelevant ideas.

Sriati Usman, Safitri, and Marhum (2019) applied story mapping technique with Grade 10 students at SMK Negeri 3 Palu and found that students in the experimental group outperformed the control group in narrative writing achievement ($t = 8.462$, $p < .05$).

English Reading Comprehension

Reading comprehension is the construction of meaning from a piece of text as a result of the interaction among the reader, the text, and its previous knowledge (Grabe, 2011). It consists of cognitive and metacognitive activities that help learners understand, analyze, and assess information. Conceptualizing Comprehension: Miller (1990) delineated four levels of reading comprehension: literal, interpretive, critical and creative. These levels indicate higher complexity of thought, from comprehension to application and even evaluation of ideas. The framework has proven useful in the design of reading assessments and related instructional approaches.

English Summary Writing Ability

Summary writing is defined as the skill of summarizing an author's main ideas using your own voice or words, whilst retaining the original meaning (Pauk & Owens, 2014). It is a top-tier skill that calls for understanding, synthesis and language precision. Effective summary writing requires learners to identify key ideas, distinguish essential from non-essential information, paraphrase using their own words, and organize ideas logically while preserving the original meaning of the source text. The assessment of writing summaries often revolves around criteria such as content, organization, use of language and understanding. An adapted rubric (Weigle, 2002; Mahamontri, 2024) was implemented in this study to measure students' performance of these components.

Integration of Collaborative Strategic Reading (CSR) and Story Mapping

Although Collaborative Strategic Reading (CSR) and Story Mapping have individually been shown to improve students' literacy skills, integrating these two instructional approaches provides a more comprehensive framework for developing both reading comprehension and summary writing ability. CSR promotes strategic reading through cooperative learning and metacognitive processes, enabling students to activate prior knowledge, monitor comprehension, identify main ideas, and summarize information. Story Mapping complements these strategies by providing a visual organizational framework that helps learners identify relationships among story elements and organize information logically before writing. The reshearcher is interested in the integration of CSR and Story Mapping therefore supports learners throughout the entire reading-to-writing process, beginning with comprehension, progressing through information organization, and culminating in coherent summary writing. This integrated instructional approach forms the conceptual foundation of the present study.

The Learning Management of Collaborative Strategic Reading (CSR) Supplemented with Story Mapping Technique

In This Research has developed by the researcher the CSR adapted from Klingner & Vaughn (2012:4) supplemented with Story mapping technique adapted from Ibnian S.S.K. (2010: 183-184) The procedure for implementing CSR supplemented with Story mapping technique was executed through five steps as follows:

Step 1: Introduction to CSR Supplemented with Story mapping and Roles

Before applying CSR in group settings, students were introduced to the four core CSR strategies by the teacher

Step 2: Pre-Reading Activities (Preview)

The reading process began with the Preview phase. Here, the students activated their background knowledge by examining the title, pictures, and subheadings of the reading passage. Predictions were generated individually and shared within groups.

Step 3: During-Reading (Click and Clunk / Get the Gist)

During reading, students collaborated to process the text in segments

3.1 In the Click and Clunk phase, group members discussed vocabulary or ideas that they did not understand, applying decoding strategies such as re-reading, using context clues, and consulting the group "Clunk Expert."

3.2In the Get the Gist phase, students summarized each paragraph or section by identifying the most important idea using their own words.

Step 4: Post-Reading (Wrap-Up and Story mapping technique Completion)

After reading, students entered the Wrap-Up phase, where they at this point, students were explicitly instructed to complete a Story mapping worksheet based on the text they had read. The Story mapping technique guided them to extract the narrative structure by

identifying: 1) The main characters 2) The setting (time and place) 3) The central problem or conflict 4) Key events leading to the resolution 5) The final resolution or outcome.

The Story mapping technique served as both a cognitive scaffold and a visual tool that helped bridge reading comprehension and summary writing.

Step 5: Summary Writing

In the final phase, students used their completed Story mapping techniques to write a coherent and structured summary of the text. The summary writing task required students to integrate the elements from the graphic organizer into a unified paragraph or set of paragraphs which well known as Cornell Note-Taking System developed by Dr. Walter Pauk at Cornell University (Pauk, 1957, cited in Mahamontri, 2024: 47). This process emphasized: 1) Identifying the topic 2) Identifying the main ideas 3) Rewriting the summary in clear and well-organized written

Conceptual framework

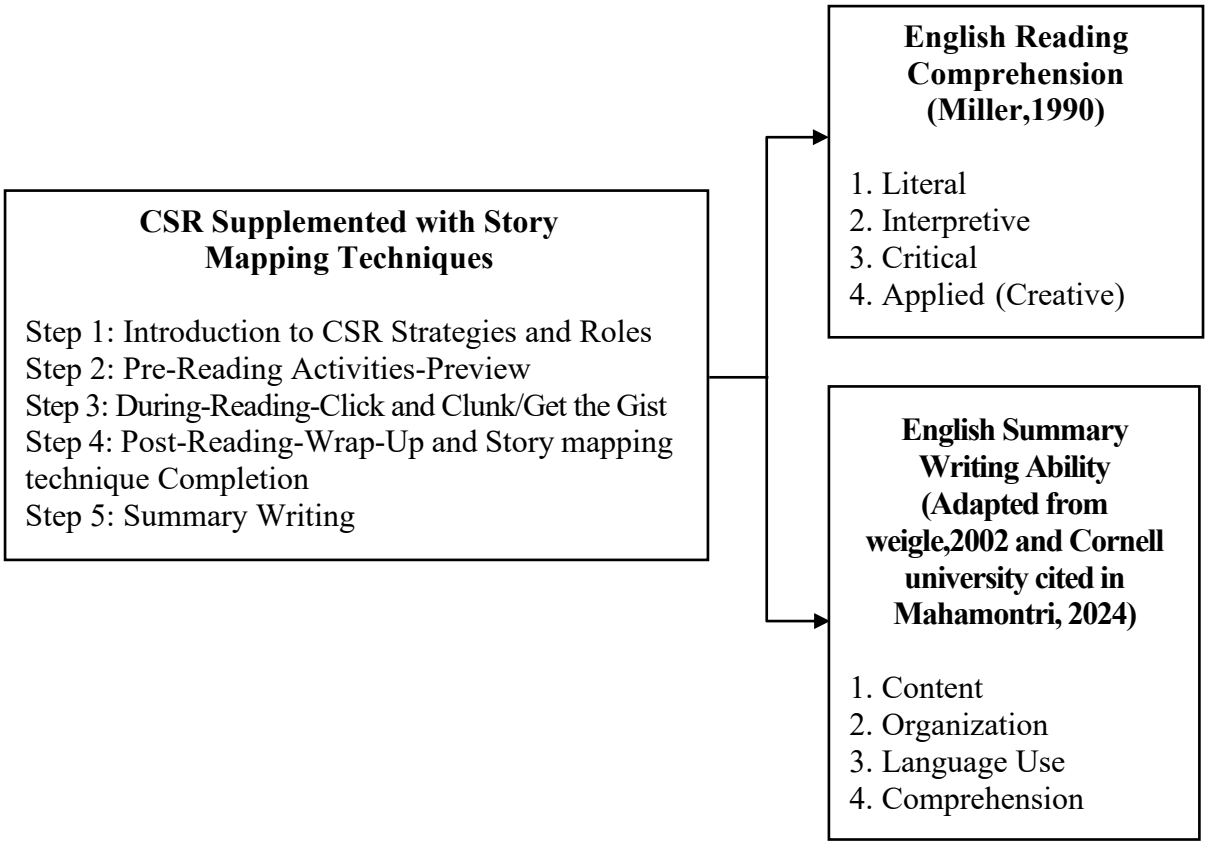

Figure 1: The Steps of CSR Supplemented with Story Mapping Techniques

Research Methodology

Population

The population consisted of 362 Grade 5 students from eight classrooms in Christian schools in Udon Thani Province during the second semester of the 2025 academic year. The research site was a private Christian school implementing the Cambridge Assessment International Education curriculum. The school was selected through purposive sampling because it provided an appropriate context for implementing the instructional intervention throughout the study.

Sample

The participants consisted of 32 Grade 5 students from one intact classroom selected through purposive sampling. This study employed a one-group pretest–posttest follow-up design to investigate the effects of Collaborative Strategic Reading (CSR) supplemented with Story Mapping on students' English reading comprehension and summary writing ability. The participants completed three assessments: a pre-test before the intervention, a post-test immediately after the intervention, and a follow-up test conducted two weeks later to examine the retention of learning outcomes.

Research Instruments

This research was approved by the Human Research Ethics Committee, Graduate School, Udon Thani Rajabhat University, Approval No. 0622.7/568. The ethical approval was valid from 3 November 2025 to 3 November 2026.

Three research instruments were employed in this study.

1. Lesson Plans

Six lesson plans integrating Collaborative Strategic Reading (CSR) supplemented with Story Mapping were developed and implemented over 18 instructional periods. The lesson plans were designed to promote students' English reading comprehension and summary writing ability through cooperative learning and strategic reading activities.

The lesson plans were piloted with Class 5/7 Grade 5 students (30 students) who had characteristics similar to those of the sample group in order to examine the clarity, appropriateness, time allocation, and feasibility of the lesson plans. According to Srisat (2017), the lesson plans obtained mean appropriateness scores ranging from 4.77 to 4.80, indicating the highest level of appropriateness.

2. English Reading Comprehension Test

The English Reading Comprehension Test was piloted with Class 5/7 Grade 5 students (30 students) who had characteristics similar to those of the sample group in order to examine the Index of Item-Objective Congruence (IOC). The test was evaluated by three experts in the relevant fields, and all test items obtained IOC values of 1.00.

A 30-item multiple-choice English reading comprehension test was developed to assess four levels of reading comprehension: literal, interpretive, critical, and creative comprehension (Miller, 1990). The quality of the instrument was examined prior to implementation. The difficulty indices ranged from .41 to .86, the discrimination indices ranged from .38 to .51, and the reliability coefficient (KR-20) was .87, indicating satisfactory internal consistency.

3. English Summary Writing Ability Test

The English Summary Writing Ability Test was piloted with Class 5/7 Grade 5 students (30 students) who had characteristics similar to those of the sample group in order to examine the Index of Item-Objective Congruence (IOC). The test was evaluated by three experts in the relevant fields, and all test items obtained IOC values of 1.00.

Students completed an English summary writing task requiring a 50–60-word summary based on a reading passage. The scoring rubric was adapted from Weigle (2002) and Mahamontri (2024) and assessed four components: content, organization, language use, and comprehension. Inter-rater reliability was examined using the Intraclass Correlation Coefficient (ICC). The average-measures ICC was .93, indicating excellent agreement between the two raters (Koo & Li, 2016).

Data Collection

Data collection was conducted during the second semester of the 2025 academic year eighteen periods. The procedures consisted of four stages:

1. Administration of the pre-test in English reading comprehension and summary writing.
2. Implementation of six instructional units using Collaborative Strategic Reading (CSR) supplemented with Story Mapping.
3. Administration of the post-test immediately after the intervention.
4. Administration of the follow-up test two weeks after the intervention to examine the retention of learning outcomes.

Ethical Considerations

Ethical Approval: This study received ethical approval from the Human Research Ethics Committee, Graduate School, Udon Thani Rajabhat University, Approval No. 0622.7/568. The ethical approval was valid from 3 November 2025 to 3 November 2026. Approval was obtained before data collection commenced. Written informed consent was obtained from all students' parents or legal guardians, and participation was entirely voluntary. Participants' identities were kept confidential through data coding, and all participants had the right to withdraw from the study at any time without penalty.

Data analysis

Descriptive statistics, inferential statistics:

1. Descriptive statistics: Students' performance was described by mean and standard deviation.
2. For reading comprehension, One-way Repeated Measures ANOVA was conducted to compare performance on pre-test versus post-test and follow-up.
3. For Summary Writing Ability score comparisons among pre-test vs post-test and follow-up were calculated using One-way Repeated Measures ANOVA. Statistical significance was defined as $p \leq .05$ level.

Research Finding

Effects on the English Reading Comprehension

The results of descriptive statistics and retention Test of the effects of the Learning Management Using Collaborative Strategic Reading supplemented with Story Mapping techniques on the English reading comprehension of Grade 5 students by comparing their pretest, posttest, and follow up test Scores as illustrated in Table 1.

Table 1: Descriptive Statistics and Retention Test of English Reading Comprehension Scores at Three Time Points

Test	Pre Test		Post Test		Follow-up 2 weeks		F	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
Reading Comprehension (Literal, Interpretive, Creative, Applied)	16.47	5.55	20.56	5.32	21.00	6.02	28.03*	.000

*Statistical significance was determined at the .05 level

The results of the One Way repeated measures ANOVA indicated a statistically significant difference in reading comprehension Scores across the three time points,

$F = 28.03$, $p < .05$. Based on the results of the One Way repeated measures ANOVA, the English reading comprehension Scores of the students at the three times points Pretest, Posttest, and follow-up test were found to be significantly different ($p < .05$).

This result indicates that the instructional intervention had an overall effect on students' reading comprehension performance across time. However, the analysis did not specify which particular time points differed from one another. Therefore, further pairwise comparisons were conducted to identify the specific differences between the time points, and the results of these and the results of these additional analyses are presented in Table 2

Table 2: The Results to Identify the Specific differences Between the Time Points of the English Reading Comprehension

Reading Comprehension Test	Pre-Test $\bar{X} = 16.47$	Post-Test $\bar{X} = 20.56$	Follow up Test $\bar{X} = 21.00$
Pre-Test $\bar{X} = 16.47$	-	4.09*	4.53*
Post-Test $\bar{X} = 20.56$	-	-	0.44
Follow up Test $\bar{X} = 21.00$	-	-	-

*Significant at the .05 level

The results in Table 2 indicated that students' English reading comprehension Scores in both the Posttest and the follow-up test were significantly higher than those in the Pretest at the .05 level. However, no statistically significant difference was found between the Posttest and the follow-up test Scores, indicating that the improvement in reading comprehension was maintained over time.

Effects on the English Summary Writing Ability

The results of descriptive statistics and retention Test of the effects of the Learning Management Using Collaborative Strategic Reading supplemented with Story Mapping techniques on the English summary writing ability of Grade 5 students by comparing their pretest, posttest, and follow up test Scores as illustrated Table 3.

Table 3: Descriptive Statistics and Retention Test of English Summary Writing Ability Scores at Three Time Points

Test	Pre Test		Post Test		Follow-up 2 weeks		F	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
Summary Writing Ability	4.87	4.63	12.78	5.90	13.56	5.55	43.45*	.000

*Statistical significance was determined at the .05 level

Table 3 presents the results of the One Way repeated measures ANOVA for English summary writing ability across three time points: Pretest, Posttest, and follow-up test. The results revealed a statistically significant effect of time on students' English summary writing ability, $F(2, 62) = 43.45$, $p < .05$. This indicates that students' summary writing ability significantly improved over time following the instructional intervention. Further analysis Using pairwise comparisons was conducted to determine the specific differences between the three time points. The results showed significant differences between the Pre-test, Post-test, and follow-up test Scores ($p < .05$), indicating that students' English summary writing ability improved after the intervention and was retained two weeks later and the results of these additional analyses to identify the differences as illustrated in Table 4.

Table 4: The Results to Identify the Specific differences Between the Time Points of The English Summary Writing Ability

Summary Writing Ability Test	Pre-Test $\bar{X} = 4.87$	Post-Test $\bar{X} = 12.78$	Follow up Test $\bar{X} = 13.56$
Pre-Test $\bar{X} = 4.87$	-	7.91*	8.69*
Post-Test $\bar{X} = 12.78$	-	-	0.78
Follow up Test $\bar{X} = 13.56$	-	-	-

*Statistical significance was determined at the .05 level

The results presented in Table 4 indicate that the students' English summary writing ability Scores in both the Posttest and the follow-up test were significantly higher than the Pretest Scores ($p < .05$). However, no statistically significant difference was found between the Posttest and the follow-up test Scores. This suggests that the improvement in students' English summary writing ability was retained over time.

Observational Findings

Further qualitative data were acquired through classroom observations that provided supporting evidence for students' learning progression throughout the intervention. During the first stage, students depended on teacher support for vocabulary and CSR strategy application. But after the Story Mapping was introduced students begin to identify important features of the text and organize information systematically. Students became confident and began using the reading strategies independently in later instructional sessions, where both increased participation and group discussions were observed. They were more structured, coherent and written in their own words rather than copied directly from the text. These qualitative are in line with values shown from the quantitative, where the combinations of CSR and Story Mapping can help towards improvements in reading comprehension and summary writing ability.

Discussion

Effects on English Reading Comprehension

The quantitative results, classroom observations during the instructional process provided qualitative insights into students' learning behaviors while participating in the Collaborative Strategic Reading supplemented with Story Mapping techniques. During the first lesson implementing the Collaborative Strategic Reading, many students tended to rely on the teacher for assistance, particularly when encountering unfamiliar vocabulary in the reading passages (Click and Clunk step). Students frequently asked the teacher to translate words or explain meanings. In group discussions, some students depended heavily on higher-ability peers when completing the worksheet activities. This pattern was especially noticeable during the initial implementation of the strategy, as the students were still unfamiliar with the Collaborative Strategic Reading procedures and required guidance in identifying key information from the texts. In the second lesson, when the Story Mapping technique was introduced, students gradually demonstrated a clearer understanding of the text structure. The teacher repeatedly reviewed important concepts and definitions such as character, setting, problem, and resolution. The teacher also guided students on how to locate these elements in the reading passage and how to organize them in the Story Mapping worksheet. Through repeated explanations and examples, students began to understand how to extract important information from the text more effectively. In the later units, students appeared more confident in identifying story elements and were able to complete the Story Mapping tasks with less assistance from the teacher.

This study shows that Collaborative Strategic Reading (CSR) combined with Story Mapping technique could used to promote learning management and significantly improve English reading comprehension among Grade 5 students. A significant difference between post-test and follow-up scores compared to pre-test scores was-found. This indicates that the instructional intervention not only improved reading comprehension but also aided retention over time. The results support the first hypothesis of this research and prove that Corporate Social Responsibility (CSR) complemented with Story Mapping is an effective pedagogical method in a reading comprehension development.

First, CSR encourages active information processing through structured strategies such as Preview, Click and Clunk, Get the Gist, and Wrap Up (Klingner & Vaughn,2012). These strategies allow students to record indicators of understanding, main ideas, and make meaning from the text. Furthermore, using cooperative learning groups for the activity encourages interaction and knowledge sharing among students serving to support Slavin's (1990) theory of cooperative learning and Vygotsky's (1978) social constructivism, which advocate for learning through social interactions with an added level of scaffolding.

Second, the inclusion of Story Mapping reinforces understanding through visualizing text structure. This strategy also activates schema and reduces cognitive load, making it easier for students to better organize information. Consequently, students are better able to perceive relationships between story elements and build a deeper understanding.

These results are in alignment with previous studies. For instance, CSR led to significant improvements of reading comprehension among Thai primary students (Wongkaew & Sitsungnoen, 2020). Additionally, related research completed by Bermillo and Merto (2022) reported that CSR increased reading comprehension and student motivation. Moreover, Li (2007) found that story mapping aids comprehension by enhancing students' capacity to organize textual information.

Effects on English Summary Writing Ability

To the quantitative results, classroom observations during the instructional process provided qualitative insights into students' learning behaviors while participating in the Collaborative Strategic Reading supplemented with Story Mapping techniques. In the third lesson, the teacher integrated the Collaborative Strategic Reading worksheet from the first session with the Story Mapping worksheet from the second session to guide students in writing summaries. The teacher emphasized that summary writing does not mean copying sentences directly from the original passage. Instead, students were encouraged to identify the main ideas and restate them in their own words. The teacher also selected examples of well-written summaries produced by some student groups and shared them with the entire class to demonstrate effective summarizing techniques. Although students initially showed reluctance toward writing summaries, continuous encouragement and reinforcement from the teacher helped motivate them to participate more actively in the activity. As students became more familiar with the summarizing process, their writing gradually improved. They demonstrated better organization of ideas, more accurate spelling, improved punctuation usage (such as periods and commas), and clearer sentence spacing. These improvements were reflected in the students' performance in both the Posttest and the follow-up test.

Results also indicated a significant increase in students' writing ability in English summary after the intervention, as evidenced by post-test and follow-up scores significantly higher than pre-test scores. The lack of significant difference in post-test and follow-up scores suggests that the improvement was maintained after time. These results also back up the second hypothesis or research idea of this study and prove that CSR combined with Story Mapping does improve the students' summary-writing ability. Such differences between groups in summary writing have been shown to stem from strategic reading instruction and structured cognitive support. In the CSR process, students practiced identifying main ideas in the "Get the Gist" stage, a component that directly supports summarization skills. The use of CSR learning logs also reinforced students' capacities to jointly glean and consolidate essential information.

Secondly, Story Mapping acted like a scaffold between reading comprehension and writing. Students could see their ideas more clearly, which likely helped them craft coherent summaries by visualizing narrative elements before putting pen to paper. This is in accordance with Idol (1987), graphic organizers that help process information and organize ideas.

According to Mahamontri (2024), an effective summary has the key ideas of information organized in a logical manner and expressed as clear and concise ideas articulated in one's own words. The degree to which the instructional design in this study reflected this framework was associated with students' improvement in writing performance.

The results are similar to those from prior studies. According to Tabatabaei and Radi (2020), the use of a story map as an aid had a dramatic impact on students' writing organization and coherence. In line with these findings, both Marzec-Stawiarska (2016) and Asaro-Saddler (2018) found that direct summary writing instruction improved the quality of written summaries as well as reading comprehension.

Suggestion

The findings of this study hold several critical implications for educational practice.

1. It has been proved that the implementation of CSR and Story Mapping technique is one of the effective teaching methods in improving primary school students reading comprehension ability as well as overview writing skills in English language class. Therefore, teachers may consider implementing this dual process as a form of strategic reading to be reflected through deflected efforts and controlled writing consolidation.

2. Sufficient instructional time allows for full internalization of reading strategies by students. For upper primary students who have limited experiences of strategic processes in reading instruction, longer than 18 periods may facilitate the independent and efficient use of strategies by students.

3. The use of Story Mapping as a scaffolded instructional tool can be applied to other content areas beyond English language classrooms. It can also be infused into content-related subjects like science and social studies as a way of assisting students with organizing information, finding important concepts, and writing fluid summaries. This cross-curricular application can promote the growth of vital 21st-century literacy skills.

4. Results are given to show how reading instruction should be governed by higher-order thinking skills. Consistent with Miller's framework, teachers are encouraged to design assessment tasks that move beyond the literal level of comprehension towards interpretive, critical and creative forms of understanding. This would more meaningfully contribute to students' analytical and evaluative thinking skills.

Recommendations for Future Research

The implications drawn out based on the results and limitations from this study can provide a path for further researchers in multiple directions.

1. Future research should be conducted examining the impact of CSR instruction supplemented with Story Mapping spread across a longer instructional time frame, such as an entire semester or academic school year. This would yield more robust evidence of whether the intervention is sustainable, and its effects on students' learning outcomes in the long-term.

2. More studies are needed to investigate the efficacy of this teaching method on learners at various grade levels, specifically secondary and tertiary substitutes. These could be studies of higher-order comprehension, such as the ability to analyze and interpret creatively.

3. Further applications of CSR and Story Mapping to various text types (expository, argumentative) and academic disciplines are warranted. This would assist in determining the generalizability of the approach across a variety of learning contexts.

4. Future Research Implementation of Story Mapping in Developing Students' Writing Ability However, considering there are few recent studies in this area further research is necessary to explore if it remains effective over time as well as examining its influence on students' capacity to generate coherent summaries.

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