CHAPTER I

INTRODUCTION

This chapter presents background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, hypothesis of the research, significance of the research, assumptions of the research, limitation of the research, and key terms definition of the research.

A. Background of the Problem

Pouring ideas out on a piece of paper is done as an expression of feelings and thoughts of students if they consider it is naturally done as a way to communicate to others beside sharing them orally. When writing students play a role as writers. They write what they want to share to readers appropriately. However not all students can do it perfectly or in a good way. Moreover when students are asked to summarize what previous writers have written down. Many of them tend to summarize by using the writers' own language so that it is often the result of their writing is almost same with the writers' words style. This can give a negative impact for them when teachers read their writing result and categorize that it is plagiarism. Of course plagiarism is not allowed for the beginner writers like them, and whoever. To anticipate a similar case, reading and writing as two of skills in language are taught in English department of *IKIP Gunungsitoli*.

In English department, teaching-learning process is run as normally like other departments. A lecturer teaches Reading and Writing to students of the third semester as a part of lectures. In a syllabus or program of lecturing run there is stated that competence standard hopes that improving the students' reading skills, understanding what inference, figures of speech, diction, juxtaposition, selected texts of non- fiction; cohesion, unity, summarizing text types and short stories so that they are able to interpret the content of texts what the author tells about as well as arranging organization and development ideas based on chronological order.

As a matter of fact as an experience of the teacher-researcher, in Reading II the students are unable to summarize what a text tells about correctly. Majority of the students summarize a message of the text by using the writers' own words. In the lecturer's sight, this happens as a normal thing if the students do not know what to summarize. This is caused by a factor that is the students do not comprehend the text correctly. While in the students' sight, this usually happens as their consideration that the more similar their writing to the writers' language, the higher mark they will obtain from the lecturer. So if the students' paper is noticed, it seems that they are working cooperatively since they have the same work result in summarizing ideas. While in reality, their expextation is so far and to achieve the competence standard is imagenery only after the teacher-researcher checks and rechecks their paper to decice their marks. The lecturer's and the students' statement and paper have shown that the students' ability needs to be improved. However, the teacher-researcher has done a solution to make the students' ability better by re-doing remedial testing. If the

students do not pass on a test, she does another test till the students can achieve the target. This way out is a good enough solution, but it is better if it is done another way, for example by remedial teaching. Remedial teaching can be done to invite the students involved inside in the process of writing since the students are familiar with seeing, touching, smelling and acting. One of remedial teaching methods introduced here is Reciprocal Teaching Method.

Reciprocal Teaching Method is one of coopertive learning activities. It is popular known as a teaching method in teaching reading, ESP, and writing a summary based on the reserch result of previous researchers (Lubliner, 2001:1-5; Indrayani, 2005:65; North:2000).

Clearly, Reciprocal Teaching Method is a method of reading comprehension instruction developed by Brown and Palincsar (Lubliner, 2001:1-5) which is designed to provide a simple introduction to group discussion strategies aimed at understanding and remembering text content to be summarized. To lead a group discussion is done through four strategies such as predicting, clarifying, questioning, and summarizing (Palinscar and Brown, 1984:117). Elaboration of the four strategies can be read in Chapter II, pages 40-49.

Regarding to the problem and the explanation of the method above, the researcher would like to do a research entitled **IMPLEMENTATION OF RECIPROCAL TEACHING METHOD TO IMPROVE THE THIRD SEMESTER STUDENTS' ABILITY IN SUMMARIZING A TEXT USING**

THEIR OWN WORDS OF ENGLISH DEPARTMENT OF *IKIP GUNUNGSITOLI* YEAR 2013/2014.

B. Identification of the Problem

Related to the description of the problem above, the teacher-researcher identifies is as follows. The students are unable to summarize what a text tells about correctly. Majority of the students summarize a message of the text by using the writers' own words.

a. In the lecturer's sight, this happens as a normal thing if the students do not know what to summarize. This is caused by a factor that is the students do not comprehend the text correctly.

b. While in the students' sight, this usually happens as their consideration that the more similar their writing to the writers' language, the higher mark they will obtain from the lecturer.

C. Limitation of the Problem

The teacher-researcher focuses on a problem that is to summarize a text using the students' own words by implementing Reciprocal Teaching Method to the third semester students of English department of *IKIP Gunungsitoli* year 2013/2014.

D. Formulation of the Problem

Based on the limitation of the problem above, it is formulated as follows. How does Reciprocal Teaching Method improve the the third semester students' ability in

summarizing a text using their own words of English department of *IKIP Gunungsitoli* year 2013/2014?

E. Purposes of the Research

As the purposes of the research namely to improve the third semester students' ability in summarizing a text using their own words of English department of *IKIP Gunungsitoli* year 2013/2014 and to know how Reciprocal Teaching Method is conducted through teaching reading a text to the students (as a process) and continuously it produces a summary (as a result).

F. Hypothesis of the Research

The hypothesis of the research is conducting Reciprocal Teaching Method through teaching reading a text to the students produces a good summary.

G. Significance of the Research

Below is some significance of the research.

1. For the teacher-researcher herself, it is a great teaching and learning that teaching reading a text can produce a good summary in writing.

2. For the other Reading lecturers, it is an insightful contribution to think of applying other methods to improve the students' quality in their competence.

3. For the students, it is a new learning experience to comprehend a text to be summarized.

4. For the other researchers, it is to encourage them to conduct further researches about the implementation of Reciprocal Teaching Method in other aspects.

H. Assumptions of the Research

The teacher-researcher has some assumptions in the research as follows.

1. Reading skill has a very close relationship with writing skill.

2. Reading comes first, later on is writing.

3. By reading, writing can be developed.

4. Reciprocal Teaching Method is applied in comprehending a text.

I. Limitation of the Research

In the following, the teacher-researcher describes some limitation of the research.

1. Subject of the research is the third semester students of English department of *IKIP Gunungsitoli* especially Class C.

2. Object of the action is a summary through teaching reading a text.

3. Material of the teaching is a text that is a short story.

4. Research method is Collaborative Classroom Action Research.

5. Comprehension levels are literal, interpretive, and critical.

J. Key Terms Definition of the Reseach

For the clarification and avoidance of misinterpretation in understanding the concepts used in the research, some key terms related to the implementation of Reciprocal Teaching Method to improve the third semester students' ability in summarizing a text of English department of *IKIP Gunungsitoli* are needed to be defined. They are as written in the next page.

1. Teaching reading a text is a role of the teacher-researcher to teach the third semester students of English department of *IKIP Gunungsitoli* which is related to their syllabus or program of lecturing.

2. Short story is a text learned by the third semester students of English department of *IKIP Gunungsitoli* usually short, having a single focus, few characters, surprising ending, and ending at or soon after the climax.

3. Reciprocal Teaching Method is a method which is conducted to the third semester students of English department of *IKIP Gunungsitoli* in improving their ability in summarizing a text learnt. In applying it, the teacher-researcher teaches them reading a text, then asks to predict the content of sub sequent material, clarify difficult words and concepts for others, generate questions, and finally summarize the content of what they have read.

4. Summary is a result of writing done by the third semester students of English department of *IKIP Gunungsitoli* to be evaluated by the teacher-researcher after implementing the method practically.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts namely theoretical framework, latest related researches, and conceptual framework. Theoretical framework consists of reading which covers the nature of reading, definition of reading, reading principles, micro skills of reading, reading comprehension, levels of reading comprehension, process of reading comprehension, factors affecting reading comprehension, and principles for teaching reading; the second one is writing which covers what is writing, background of the teaching of writing, principles for teaching writing, process of writing, qualities of good writing, summarizing, summary, characteristics of a good summary, and assessment for a good summary; while the last part is Reciprocal Teaching Method which covers history of Reciprocal Teaching Method, definition of Reciprocal Teaching Method, purposes of Reciprocal Teaching Method, advantages of Reciprocal Teaching Method, reading strategies of Reciprocal Teaching Method, relationship among Reciprocal Teaching Method, reading and writing, and teaching reading and writing at English department. Whereas latest related researches consist of previous researches done by the previous researchers and conceptual framework describes a work of the teacher-researcher in conducting the research.

A. Theoretical Framework

1. Reading

a. The Nature of Reading

Complexities of analyzing texts are related to other cognitive and perceptual abilities, how it interfaces with memory. What students read must have some relation to how they read, the text analysis must be relevant to theories of reading and to research into reading. Added to this, analysis has a relation with assessment and understanding as well as ideas construction with reading problems. If students read a text without understanding, it is nothing. So a perfect understanding helps them to construct their ideas, to analyze and solve the problems in reading. Briefly, the nature of reading implies what is known to what it means to read, to process text meaning through some process of interaction with print that is affected by reader variables, reader skills and abilities, other, stable, reader characteristics, etcetera, Alderson, 2000:2-79.

b. Definition of Reading

Day and Bamford, 1998:12 edited by Richards stating, "Reading is the construction of meaning from a printed or written message". In other words, the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding.

Grabe and Stoller, 2002:9 confirm, "Reading is the ability to draw meaning from the printed page and interpret this information appropriately".

Furthermore Nunan, 2003:68 writes, "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning".

In line with the theories above, the teacher-researcher concludes reading is a process to get certain messages in a text as appropriate as the author's means by relating to their prior knowledge and constucting it in their own words orally or writtenly.

c. Reading Principles

According to Harmer, 2007:101-102 there are six principles of reading. The teacher-researcher explains them in detail below.

As the first principle, encouraging students to read as often as much as possible. The more students read, they better information they will get. This can be done extensively and intensively. The second principle, students need to be engaged with what they are reading. On the other hand, reading extensively and intensively done by them is assured will give positive effects if they are engaged. Engaging means they feel joyful with it. The third is encouraging students to respond to the content of a text (and exploring their feelings about it, not just concentrating on its construction). Here, as a teacher must give a chance to students to respond messages in some way, find out they way they use language, the number of paragraphs they contain etcetera. For the fourth principle, predictions is a major factor in reading. In this principle, students are given 'hints' to get a chance to predict what is coming in

the texts. As the fifth principle, matching the task to the topic when using intensive reading texts. Most useful and interesting texts must be relevant with tasks to avoid boring and inapropriateness but making really exciting with imaginative and challenging activities. Finally, the last principle is good teachers exploit reading texts to the full. This is also important for teachers to relate previous reading material to the current material learnt by students sequently to provoke useful feedback.

All the principles in the previuos page are necessary for the teacher-researcher in conducting her research.

d. Micro Skills of Reading

Munby (1978) in Alderson, 2000:10-11 distunguishes micro skills of reading such as, recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information, understanding information when not explicitly stated, understanding conceptual meaning, understanding the communicative value of sentences, understanding relations within the sentence, understanding relations between parts of text through lexical cohesion devices, understanding cohesion between parts of a text through grammatical cohesion devices, interpreting text by going outside it, recognizing indicators in discourse, identifying the main point or important information in discourse, distinguishing the main idea from supporting details, extracting salient details to summarise (the text, an idea), extracting relevant points from a text selectively, using

basic reference skills, skimming, scanning to locate specifically required information, and transcoding information to a diagrammatic display.

All micro skills of reading above are necessary achieved by the students. In line with the teacher-researcher's point of view in the research, she focuses on exracting salient details to summarise (the text, an idea).

e. Reading Comprehension

"The goal of reading is comprehension", emphasized by Nunan, 2003:68. Since reading has a certain goal, to achieve a better one, the text, the reader, fluency, and strategies are combined together, integrating to create meaning. Related to this, reading and comprehension are not separated. Some experts express their opinions about it as follows.

Grabe and Stoller, 2002:18 confirm, "Reading is also an interactive process in at least two ways". The two ways meant are recognizing words and keeping them active in reader's memories and at the same time analyzing the structure of sentences to assemble meanings, building a main idea model of text comprehension in reader's head, monitoring comprehension and so on.

Added, 2002:18, "Reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading".

Similarly, they also 2002:19 say that, reading is always purposeful, reading is also a comprehending process, the most common way for students to learn new information is through reading. Lastly, reading is fundamentally a linguistic process.

As a conclusion for their ideas above, if the students do not understand any words, they are not going to comprehend a text. To this, the students experience some processes before, during, and after reading activity to get a comprehension.

f. Levels of Reading Comprehension

The reading comprehension levels are ordered is often asserted although in fact it is not an absolutely empirical justification since some experts have some different assumptions about these.

The different assumptions are written in the following by the teacher-researcher. According to Barret' Taxonomy in Alexander, 1988 the levels of comprehension in four parts namely literal, inferential, evaluative, and critical. On the contrary, Burn et al., 1996 does the same thing that is to divide the levels of comprehension into literal, interpretive, critical, and creative in different stages. Nevertheles, Alderson (2000:7-8) also divides the comprehension levels into literal, inferential, critical and evaluative.

And yet, the different stages does not confuse the teacher-researcher in conducting the research since all experts have explained what each level means. On the whole, literal comprehension level is to understand exactly what is stated to recieve the author's literal message in other words. Inferential comprehension level is in contrast which is to understand implied meaning by infering the message. While evaluative comprehension level is to judge by forming generalizations, drawing conclusions, comparing, analing, and applying ideas gained in reading. Still critical

comprehension level is to question of opinions, information, format, and presentation; development of definite dis/satisfied ideas; identification of specific flaws either the whole of parts; taking exception to particular ideas and etcetera. And the last is creative comprehension level involves acquiring students to think and imagine as they read. Here in this level, students are asked to understand cause and effect relationship to know why the role of each character in a particular time, is reasonable or unreasonable, relate what they read with their own personal problems, react to the events, draw conclusions, and see how a text can be improved in order to make it more interesting.

To summarize, the teacher-researcher in conducting the research attempts to achieve appropriate levels of the desired syllabus.

g. Process of Reading Comprehension

The models of reading processes are divided in to three categories: bottom-up models, top-downs models, and interactive models, Nunan 2003:70-72.

1) Bottom-up model

This model is practiced by students by beginning with the smallest elements and building up to comprehension of what is being read. Here students start with the foundamental basics of letter and sound recognition which in turn lose for morpheme recognition, followed by word recognotion, building up to the identification of grammatical structure, sentences, and longer text. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving

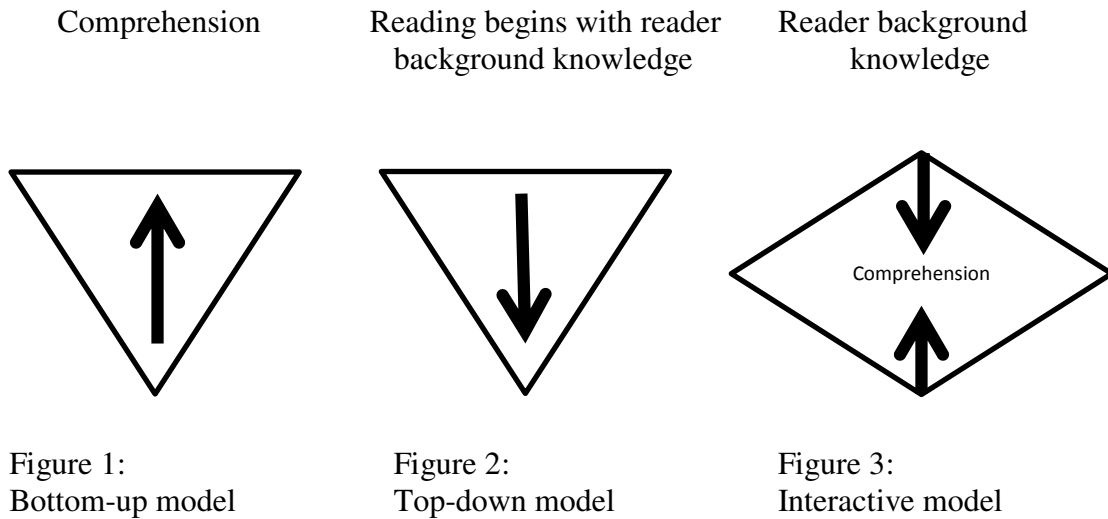comprehesion. For this model, the most typical classroom focuses on intensive reading.

2) Top-down model

In relation to this model, students use background knowledge, make predictions, and search the text to confirm or reject the prediction that are made. Indeed students read a text and begin with the larges elements and work down towards smaller elements to bulid comprehesion of what is been read. This is played in extensive reading.

3) Interactive model

As the most comprehesive description of the reading process is interactive model since it combines elements of both bottom-up and top-down models to reach comprehension. Likewise, it includes aspects of both intensive and extensive reading, providing shorter passages to teach specific reading skills and strategies explicitly, and encouraging them to read longer text without an emphasis on testing their skills.

To sum up, in the next page the teacher researcher describes each figure of these models.

| Comprehension | Reading begins with reader background knowledge | Reader background knowledge |

Figure 1:
Bottom-up model

Figure 2:
Top-down model

Figure 3:
Interactive model

h. Factors Affecting Reading Comprehension

Factors which affect reading comprehension are closely related to the nature of reading. Generally the factors are classified into three categories namely reader, text and instruction.

1) Reader

This factor concerns with reader's psychological factors which involves attitudes, interests, motivation, and habits. Those are interrelated in the sense that personal attitude of a reader toward a certain reading topic will determine the interest in reading it. Negative attitude, for instance, can result in poor interest. Also to the psychological factors within the reader, her/his cognitive abilities, and general intelectual skills also affect comprehension in reading. S/he encompasses ability to decode, to recognize inductive sequences of ideas leading to a conclusion, to apply a principle deductively to a new situation and to recognize cause effect, comparison, contrast, and other ideas relationships related to the level of the intelectual powers.

Likewise, memory can also be an important role in reading comprehension. The reader must be able to recall what s/he reads as well as her/his own experiences on other relevant readings. Altogether, these factors result in comprehending a text and expanding the meaning that the reader can take from the text s/he is reading (Turner in Alexander, 1988:17).

And then, the knowledge of the reader such as vocabulary and grammatical rules also affects in comprehending a text. Thereby, if the text contains unfamiliar words and difficult structures for the reader, it is hard to comprehend. Too, the reader's unfamiliarity with the concept discussed in the text can also affect in poor comprehension (Harris and Sipay, 1980:111).

To end with, comprehension in reading is also affected by the reader's reading strategy, reading rate, and concentration. Different reading tasks and reading selections affect the reader to use reading strategies and reading rates. Concentration during reading is absolutely needed (Turner in Alexander, 1988:21).

2) Text

This second factor can also be a cause of poor comprehension. It is determined by difficulty of vocabulary items, length and material difficulty of the text and the cohesiveness of the text. In relation to this, Turner in Alexader, 1988 confirms that the length and material difficulty of the text should be appropriate to students. Besides, the selected text should be relevant to students' age, reading ability, experiential background, and general intellectual abilities. If it is too easy,

students learn nothing and conversely, if it is too difficult, students get negative comprehension (Wallace and Larsen, 1978:343).

Further, the selection and long of the text should be regarded as considerable think in presenting English reading text for students. Besides, cohesiveness of the text is also and important element for English teachers to considere since it can influence students " comprehension, Turner in Alexander, 1988:26. Cohesion means a sort of intellegtual "Glue" that gives a piece of reading material unity and thrust in the main of students. Among the qualities that contribute to the cohesion are content organization, paragraph and sentence structure, idea development and consistency of the use of vocabulary.

Related to what is stated above, the teacher-researcher introduces text types learnt by the students, that are narrative, explanation, discussion and short story. The teacher-researcher focuses on teaching a short story to the students in the reasearch since it is included to the syllabus learnt as their material and moreover in the teacher-researcher's sight, a short story is more interesting to read.

3) Instruction

This factor is classified into two subcategories, that are in adequate instruction and in proper instruction. The first subcategories deals with lack of reading skill instruction. It is afacted by the teacher's program, frequent changing of teachers who teach reading and the cutting down of time by needless interaction and special activities. And then the second subcategories is caused by unstranged teacher, who is not professional, unsystematic program,and the use of single method of instruction.

Concerning with these, the reading teachers should know the progress of the students reading comprehension, make diagnoses and find out the solution if there is a problem.

Lately reading comprehension is influnced by many factors, such as attitude, interests, motivation, habit, cognitive abilities, intellectual skills, memory, background knowledge, students' linguistis knowldege, students' strategies, teacher strategies, and reading selection, and cohesiveness of the text. Besides, the selected text should be relevant to the students' level.

i. Principles for Teaching Reading

There are eight principles for teaching reading as written by Nunan 2003:74-78 as the following simplified by the teacher-researcher.

1) Exploit the reader's background knowledge. It is significantly enhanced reading comprehension if the students' background knowledge can be activated by setting goals, asking questions, making predictions, teaching structure, and so on.

2) Build a strong vocabulary base. The students are taught basic vocabulary, not general vocabulary since it is easier for them of academic texts to cope with special terminology, Levine and Reves, 1990 in Nunan, 2003:74.

3) Teach for comprehension. To avoid the place on testing reading comprehension but more emphasizing on teaching the students how to comprehend can be done through questioning during the reading process.

4) Work on increasing reading rate. This is important to reduce the students' independence on a dictionary. Here a teacher must work towards finding a balance between assisting them to improve their reading rate and developing reading comprehension skills.

5) Teaching reading strategies. To achieve the desired results, the students need to actively use strategies as a creative sequence of events which match their purposes for reading.

6) Encourage readers to transform strategies into skills. If the students are first introduced and practicing how to use context to guess the meaning of unfamiliar vocabulary s/he is using a strategy consciously during the learning and practice stages, moving to unconscious use of reading skills.

7) Build assessment and evaluation into your teaching. As a teacher, s/he needs to assess reading comprehension tests and reading rate quantitevely as well as the use of reading strategies qualitatively after teaching.

8) Strive for continuous improvement as a reading teacher. As a reading teacher, s/he needs to integrate these key principles to succeed the students' comprehension to read.

The eight principles above are considered by the teacher-researcher in teaching the students in comprehensing a text.

2. Writing

a. What is Writing?

Writing is a tool of communication to each others has been defined by some experts as follows. Nunan 2003:88 defines,

1) Writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroflyphics linked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
2) Its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing. Each of these types of writing has a different level of complexity, depending on its purpose.
3) It is both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product-an essay, letter, story, or research report.

Carrol, et.al., 2001:5 say, "Writing is a permanent form of communication. Unlike speech, the writing projects you complete are lasting. You can return to them at any time".

Besides, they also 2001:9 say,

Writing is a fundamental part of many careers. In addition to full-time writers-such as ... The ability to write a well-organized ..., or a concise summary is useful, if not required, in many lines of work.

As the conclusion of the theories above, writing is an expression of ideas or feelings and impressions to share to the readers (the students) clearly by inventing, thinking, and organizing ideas regularly as the author's product since writing is a skill which uses a lot of practice and time in the process to get a good product.

b. Background to the Teaching of Writing

Nowadays writing is not a new thing for the students. Almost all students in schools learn writing from their teachers. This has been begun since 1874 in Harvard University. The students were asked by their teachers to write essay and then graded for its grammatical accuracy and correct organization as well as its content. As a result was seen as evidence of the students' ability to write, and moreover, of the students' overall English ability.

A movement for more progressive writing instruction has started in 1911, when National Council of Teachers of English (NCTE) was founded. The event began when NCTE fought with American high school curriculum since it dictated others. As the impact of this, writing has begun to take hold in classrooms. Writing instruction began to include the entire process of writing – invention, drafting, feedback, and revision – and not just the product.

As a final history of teaching writing in the classroom after experiencing many great events thousands of years, writing is taught in the classrooms as a skill with different disciplines, different task, and different style and vocabulary.

c. Principles for Teaching Writing

According to Nunan, 2003:92-106, there are four principles for teaching writing as follows.

1) Understand your students' reasons for writing

2) Provide many opportunities for students to write

3) Make feedback helpful and meaningful

4) Clarify for yourself, and for your students, how their writing will be evaluated

For the first principle, as a teacher, s/he needs to know and realize why the students are taught in writing. This is very important since the teaching-learning purposes are often failed to be achieved. Or in other words, what the students' writing result does not match what is expexted by the teacher. So if the teacher has recognized why teaching writing to the students and make them understand basic reasons for writing, writing activities go well in and outside the classroom. Firstly, writing gives them more thinking time and allows them more opportunity for language processing that is thinking about the language. Secondly, writing for learning and writing for writing. Writing for learning is designed to give reinforcement to the students by writing sentences in preparation for some other activities. While writing for writing is directed at developing the students' skill as writers, such as writing emails, letters, ans reports or summaries.

The second principle, it is found a desription that a teacher should give many opportunities for the students to write. By convincing them, writing is improved with practice and it needs physical activitiy and lots f it. The teacher can ask them to write different types of writing as well, such as short responses to a reading, journal entries, summaries and so on.

The teacher in the third principle is suggested to write comments on the students' paper and make sure they understand the vocabulary or symbols used.

Another important thing should be noticed is feedback on their writing is helpful and meaningful for their correction and progression.

As the last principle written above, here the teacher is recommended to be an objective figure. The students need to know the result of their paper objectively, not subjective. To avoid complaint from them, the teacher should provide criteria of evaluating their writing task. This is also very important to make them better and feel satified with their score.

d. Process of Writing

There are so many models of the writing process introduced by experts such as Hayes and Flower (1980), Bereiter and Scardamalia (1987), Hayes (1996) in Weigle, 2002:23-34. In the teacher-researcher's sight, it is very complex since they describe differences between skilled and unskilled writers, and they make explicit other influences that may affect writing but that are not related to skill being assessed. Therefore the teacher-researcher finds a simple one out as written by Harmer, 2007:113 and White and Arndt 1991 in Harmer, 2008:326.

Harmer, 2007:113 divides four writing processes. They are planning, drafting, reviewing, and editing. In planning, a writer plans what s/he is going to write. Then, the writer writes a draft, reviews and edits what has been written and finally produces a final writing. All these processes are suggested to do as a linear process. In fact, many also writers plan, draft, re-plan, draft, edit, re-edit, re-plan, etcetera before they

produce the final version. Of course this needs time consuming, but by doing so it helps the students to be better in writing.

Additionally White and Arndt 1991 in Harmer, 2008:326 also elaborate the writing process. It is drawn in a wheel, called the process wheel. However, the writing process is more complex since the four stages are not easy to do so. Since writing is re-writing ... revision – seeing with new eyes – has a central role to play in the act of creating text. This is to see that writers move both around the circumstance of the wheel and across the spokes. Clearly, the process wheel is drawn below.
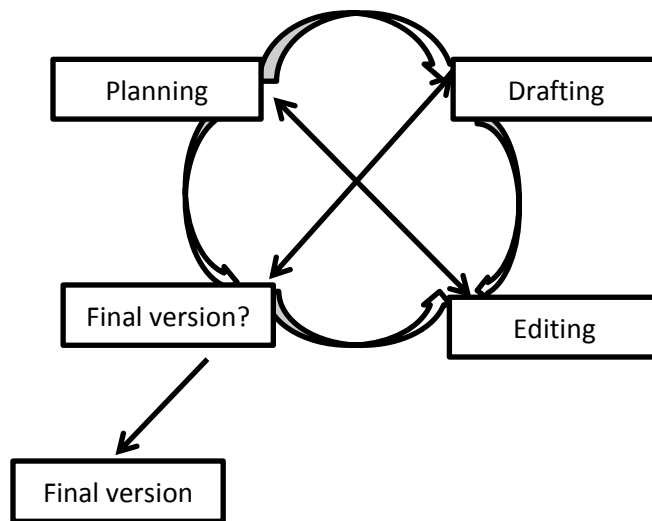
Figure 4: The Process Wheel

It can be concluded, however, the teachers (the teacher-researcher) are not limited to teach the students going through four stages only. It is possible for the teachers (the teacher-researcher) to go back and re-plan or re-visit the same stages if is to complete the students' writing. In other words, the writing process is at least as important as the product, any necessary corrections is extremely important to do.

e. Qualities of Good Writing

Carrol, et.al., 2001:5 describe the qualities of good writing as follows.

1) Ideas

2) Organization

3) Voice

4) Word voice

5) Sentence fluency

6) Conventions

The six qualities above are explained by the teacher-researcher in the following writing. Pouring ideas out on a piece of paper, as a good writer, s/he needs to consider how strong her/his ideas to make readers interest with the topic written. And the writer also should have an interest to her/his topic to make her/his writing fluent. Related to organization, this is suggested to the writer to organize her/his strong ideas in details in a consistent, organized manner so that is is easy for the readers to read. In organizing the strong ideas, words and sentences, the types of topics written and the perspective brought to the topics should indicate personal voice of the writer that is different form others. Besides, the words choice are selectively choosen by the writer to avoid meaningless writing and all sentences are connected by transitions, as well as the length and structure to help build a rhythm to go into smooth sentences. As the last the writer should avoid errors in grammar, usage, mechanics, and spelling.

f. Summarizing

Cooper and Axelrod, 1987:18 state that summarizing unfamiliar or difficult information is an excellent way to learn from the reading and remember what the readers have read. When a reader summarizes a text, s/he handles the ideas and information not as the author did, but in her/his own way, in her/his own words. Summarizing a reading text gives the her/him its essence.

Also they add that summarizing is time-consuming and challenging, the readers should reserve it for material that is unusually hard to understand, perhaps material on which s/he will be tested or material about which s/he must write convincingly.

Summarizing is as an essential writing skill. The great syntheses and refutations are built on it, Rose in Cooper and Patten, 2004:66. A summary comes in many lengths, from one sentence to several pages, depending on the purpose of the summary and the length of the piece to be summarized.

As a conclusion, summarizing can be done as far as the readers (the students) are ready to face a challenge to think of writing a good summary based on their own understanding.

g. Summary

Holloway, 2005:24 confirms,

Summary reports inform readers who need a "quick take" on an issue. The author of a summary must isolate the key elements of the material to be reported and state them in a coherent, organized fashion. Narration and description may be used.

As an example of summary can be read such as He is a short aristocrat with an exaggerated opinion on himself....

Another common summary is the condensation of a report or document other than the one the author has written. s/he has ensured not to duplicate the word order or the language of the original document and to identify the source of the document.

Here is an example of a summary of a longer report.

The size more report surveyed the need for vertical parking space at eight mid-sized hospitals in suburban Chicago. It calcualted the square footage required to double the accomodation and analyzed the construction costs per square foot for representative structures. The report also compared the costs and benefits of vertical garages to those of conventional parking lots. Sizemore favored the vertical option.

Another expert, 2013:2-3 says,

Initially, summary writing can seem like a challenging task. It requires careful reading and reflective thinking about the article. Most of us, however, tend to skim read without focused reflection, but with time and effort.

Furthermore, Anderson and Walvoord, 2013:1 state,

Summary writing is the process of reading a text, identifying the main ideas, and then describing those ideas in your own words. A summary should be brief and include only important ideas or information from the text. Summaries

should not include examples or repetitions. Summarizing helps you understand and remember information you read.

Baur and Ramazani, 2013:1 says,

The purpose of a summary is to give the reader, in a about 1/3 of the original length of an article/lecture, a clear, objective picture of the original lecture or text. Most importantly, the summary restates only the main points of a text or a lecture without giving examples or details, such as dates, numbers or statistics.

They also add that skills practiced in making a summary are note-taking, paraphrasing (using your own words and sentence structure), condensing Examples of acceptable paraphrases and unacceptable paraphrases (= plagiarism).

Based on the theories above, it is concluded that a summary is as the result of summarizing which is shorter than the original text. It is well-organized if the students realy understand the text they read. Besides, inside it is only written the most important things with their own words.

h. Characteristics of a Good Summary

Writing a good summary is a test of intelligence and persistence, difficult but extraordinarily satisfying. If a reader has finished a coherent summary, it is known that s/he has mastered new material, reduced it to its essentials, and made it in her/his own.

A good summary is both complete and concise. To meet these conflicting goals, you must convey the essence of the whole piece without copying whole passages verbatim or emphasizing inappropriate features of the argument.

Background information, detailed premise support, and narrative illustrations are usually omitted from summaries. Paraphrases of ideas the author's meaning expressed in your own words-rather than direct quotations, except for a critically important phrase or two, are preferred. A summary should also be objective, excluding inferences and opinions, Cooper and Patton, 2004:66.

In addition, another expert, 2013:1-2 also characterizes a good summary as follows.

1) Proper Citation: The summary begins by citing the title, author, source, and, in the case of a magazine or journal article, the date of publication and the text.

2) Thesis Statement: The overall thesis of the text selection is the author's central theme. There are several aspects to an effective thesis statement:

a) It comprises two parts: a) the topic or general subject matter of the text, and b) the author's major assertion, comment, or position on the topic.

b) This central theme is summarized clearly and accurately in a onesentence thesis statement.

c) The thesis statement does not contain specific details discussed in the text.

d) The thesis statement is stated at the beginning of the summary.

3) Supporting Ideas: The author supports his/her thesis with supporting ideas.

Use the following basic guidelines when summarising supporting ideas:

a) Cover all of the author's major supporting ideas.

b) Show the relationships among these ideas.

c) Omit specifics, such as illustrations, descriptions, and detailed explanations.

d) Indicate the author's purpose in writing: to inform, to persuade, or to entertain. If the passage is a persuasive piece, report the author's bias or position on the issue.

e) Omit all personal opinions, ideas, and inferences. Let the reader know that you are reporting the author's ideas.

4) Grammar and the Mechanics of Writing: Grammar and related concerns ensure that, as a writer, you communicate clearly to your reader. The following are particularly important:

a) Restate the ideas in your own words as much as possible. Avoid direct quotations.

b) Use transitional words for a smooth and logical flow of ideas.

c) Edit and re-write your work.

d) Check your grammar, punctuation, and spelling

5) Length: The length of a summary depends on how long the original document is.

In conclusion, summaries should be objective, concise, complete, and coherent, and written in your own words. Other things should be taken care of arranging summary are firstly, avoid using questions. Questions are usually too indirect and less efficient in presenting information for a summary. They tend to make the summary longer rather than shorter. Secondly, avoid first person. Do not use "I" in a summary; the summary writer is not the author, and using "I" also leads to the use of background knowledge or opinion. When writing a summary of a narrative (story), use third person. Thirdly, avoid dialogue. There may be times when dialogue is the best way to convey the original meaning of a text, but in general

dialogue should not be used. And lastly begin the passage with information from the text. Do not being a summary with "This passage was about…" or "What I read was… ."

i. Assessment for a Good Summary

Below is five criteria of a good summary re-modified by Bauer and Ramazani, et al., 2013 in Table 1 in the next page.

Table 1

CRITERIA OF A GOOD SUMMARY

Criteria	Indicators	Rating Scale			
		Approriate/ Outstanding	Good	Requires improvement	Inadequate
A good summary condenses (shortens) the original text.	While it should be long enough to include the most important information, a rule of thumb for a summary is that it should be one-fourth to one-third as long as the original text if that text is 1-3 pages. It will vary greatly, for example, if it is a summary of a novel, book, or other long pieces. The length also depends upon the purpose of the summary.	4	3	2	1
A good summary includes only the most important information.	Ask the question: "Is this piece of information important for the reader to know about the original passage?" The summary writer will want to include enough information to serve the purpose of the summary.	4	3	2	1
A good summary includes only what is in the passage.	A summary comes directly from the original text and does not include either other information the summary writer may know about the topic (background knowledge) nor any opinions the writer may have about the topic.	4	3	2	1

Continued Table 1...

Criteria	Indicators	Rating Scale			
		Approriate/ Outstanding	Good	Requires improvement	Inadequate
A good summary is written in the summary writer's own words.	The original text is not copied, but the ideas are translated (or paraphrased) into the writer's own way of saying them. If a phrase or sentence can only be copied, it should be quoted. Using original words helps to condense the text.	4	3	2	1
A good summary is well-written.	The writer follows the rules of writing (e.g., complete sentences, punctuation, capitalization, word usage, and organization). A summary is not a list like an outline.	4	3	2	1

The criteria above is used by the teacher-researcher in assessing the students' summary of a text.

3. Reciprocal Teaching Method

a. History of Reciprocal Teaching Method

Reciprocal Teaching Method is a method of reading comprehension instruction developed by Brown and Palincsar (Lubliner, 2001:1-5). It is designed to provide a simple instruction to group discussion strategies aimed at understanding and remembering text content.

According to Oxford (1997:19), Vygotsky introduces the concept of zone of proximal development (ZPD), that is, the realm of potential learning that each learner can reach within a given developmental span under optimal circumstances and with

the best possible support from teacher and others from environment. ZPD is negotiated between the teacher and the students (or between the students and peers or others). He describes the proximal development as the disctance between the actual development level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.

In addition, Oxford (1997:27 says that Vygostsky has an idea, they are ideas having social origins which are constructed through communication with others. It is not separated from social life and in social group which produce an individual's cognitive system. He also adds that a teacher plays a role as a facilitator or guide and provider of assisstance. The teacher performs a great service to the students by providing any and all forms of assistance that might help the students to develop their language and cultural skills. Vigostsky's ideas include a hint or clue, a word of praise, a suggestion, a learning strategy, a grammar reminder, or an intensive review – anything that the particular students need at a given time. If the learners need a great assisstance, the teacher gives 'scaffolding' to ensure that the students' constructions is continued to grow stronger and more complex. As the students require less help, the teacher slowly removes he no longer needs scaffolding that prop up the students, and the students become increasingly self-directed and self-empowered. This is called Reciprocal Teaching Method.

b. Definition of Reciprocal Teaching Method

Palincsar and Brown (1984:153) describe the concept of Reciprocal Teaching Method as an insructional procedure originally designed to enhance students' reading comprehension. The term 'reciprocal' describes the nature of the instructions each person has in response to the others. This is structured by the use of four strategies: predicting, clarifying, questioning, and summarizing. A teacher and students take turn assuming the role of dialogue leader.

Again Palincsar, Ransom and Derber in Hartman (1997:1) state that there are four principles adhering to Reciprocal Teaching Method, as follows. They are the purpose of Reciprocal Teaching Method to improve reading comprehension and construct meaning, a teacher (tutor and students share responsibility for acquiring the reading strategies, after initially assuming major responsibility these strategies, the teacher gradually shifts responsibility to students), and every student is expected to participate in discussion which the teacher provides assistance as needed to support the students' participation, and the teacher regularly tries to turn control of the dialogues over the students.

Continuously Seventh-day Adventist North American Division office in education, 2001:1, states that this method can be used in all subject areas for content reading and is originally to teach poor readers to use reading activities employed by good readers to enhance reading comprehension.

Bruer in Carter, 2001:91 explains that the method derives from the theory that reading for meaning and retention – what is referred to as study reading – requires

effort, a full repertoire of comprehension strategies (summarizing, generating questions, clarifying, and predicting), and the flexibility to use these strategies as the situation requires. Each of these strategies helps the students to construct meaning from a text and monitor their reading to ensure that they in fact understand what they read. These strategies inform them when they are wandered off, missed the point, are confused, cannot predict what is coming up, or are not following the gist of what to learn.

Furthermore Carter, 2001:96 confirms that Reciprocal Teaching Method thus parallels the definition of reading that describes the process as a dynamic interaction between a reader and a text in the reader's effort to construct the meaning from the text. Using prior knowledge and experiences as a chanel, the reader learns new information, main ideas, makes connections, and generally makes sense from the text as intended by an author. Briefly, the reader constructs meaning by relying on prior experience to parallel, contrast or affirm what the author suggests.

He also adds that a strategic reader consistently employs two on-going mental activities, they are reading and understanding the content while at the same time reminding alert for instances when they are not achieving full comprehension, and taking appropriate steps to remedy the situation. Reciprocal Teaching Method moves the process of reading from whole class instruction modeled by a teacher through class and small group instruction modeled by students to individualized silent reading. In effect, students may teach themselves to read by modeling the strategies.

As the final definition is Reciprocal Teaching Method takes place as a dialogue between a teacher and students (student leader and members of the group) that results in students' learning how to construct meaning regarding segments of the text (Palincsar in Villetto et al., 2002:1-3).

In line with the theories above, it can be concluded that Reciprocal Teaching Method can be used in teaching reading comprehension to students to produce a summary.

c. Purposes of Reciprocal Teaching Method

The are two purposes of Reciprocal Teaching Method, stated by Palincsar in Language Art Cadre 95, 1995:3. First, it is to help the students, with or without a teacher's attendance, actively bring to the written words. It facilitates a group effort between the teacher and the students as well as among the students in the task of bringing meaning to the text. Second, it is flexible and independent use of all strategies. Ultimately, the students should become so familiar with Reciprocal Teaching Method that they use them in any situation, whenever they will be of help. The strategy chosen does not only promote reading comprehension but also provide opportunities for the students to learn to monitor their own learning and thinking. The structure of the dialogue and interactions of the group members require that all students participate and foster new relationship between students of different ability level. The students with more experience and confidence help the other students in their group to decode and understand what is being read; the students with more

experience in questioning stimulate deeper thinking understanding in their peers. The teacher receives benefits in the form of increased opportunities to assess the students' progress, more time working with small groups and increasing reading comprehension for all students.

Based on the purposes of the method written above, it can be concluded that Reciprocal Teaching Method is functioned to make the students' reading comprehension improved and continued bringing them to write a summary of the text.

d. Advantages of Reciprocal Teaching Method

As written by the Ministry of Education of Wellington (in Palincsar, et al., 1984:124), there are three advantages of Reciprocal Teaching Method. First, it can make students gain an improved understanding of complex texts in content areas. This leads them on to greater knowledge of the topic, improved skills, and positive attitudes when extracting, organizing, and recording information. Second, students can also gain including more self-confidence and motivation to read, improved leadership skills, increased co-operation and greater initiative. Third, students make subtantial gains in their comprehension skills.

Furthermore, since previous researchers regard Reciprocal Teaching Method is a high effective method for teaching reading comprehension, Palincsar and Brown (1984:127) confirm some advantages for the students, such as providing them a window into the thinking of proficient readers as they problem-solve their way

toward meaning; giving the students a condition to approach reading as an active and strategic process; and learning behaviours that help them become more independent readers, capable of handling increasingly sophisticated material.

Last, Language Art Cadre 95, 1995:1 states that Reciprocal Teaching Method is useful with a widely diverse population of students. This is important since its procedure is designed to improve reading comprehension ability of the students who are adequate decoders but have poor comprehension. Modifications of the procedure are done to teach the students who have poor decoders and language students and non-readers. For poor readers, the procedure as a read-long activity, while for language students, it is to practice to develop skills involved writing, whereas for non-readers, it is for listening comprehension activity. He also adds that Reciprocal Teaching Method allows the students to read and understanding more challenging texts, they with more experience and confidence help other students in their group to decode and understand what is being read, they with more experience in questioning (e.g. weaker students) stimulate deeper thinking and understanding in their more academically adapt peers.

In conclusion, the above advantages can be utilized by the students to comprehend a text, even complex texts to develop their skills, involved writing skill.

e. **Reading Strategies of Reciprocal Teaching Method**

Strategies to implement Reciprocal Teaching Method are written by Palincsar and Brown (1984:117). They are predicting, clarifying, questioning, and

summarizing. The students can use these strategies to enhance their thinking and monitor their own comprehension. Here are the description of the four reading strategies in Reciprocal Teaching Method.

1). Predicting Strategy

Predicting occurs when the students hypothesize what the author will discuss next in the text. In order to be successful, the students must activate their relevant background knowledge that they already posses regarding the topic. This is very important to confirm or disprove their hypothesis. Furthermore, the students link the new knowledge they will encounter in the text with the knowlege they already posses. It also facilitates the use of the text structure as the students learn that headings, subheadings, and questions embedded in the text are useful means of anticipating what might occur next (Palincsar and Brown, 1984:119 and Palincsar in Viletto et al., 2002:2).

In addition, Miller, 2002:145 in Ellery, 2005:149 says that predicting is a strategy that helps readers set expectations for reading, connect early with the text for meaning, and decide what they think will happen. Profecient strategy readers make predictions before reading based in previewing and asking questions. When readers make predictions about what they will learn, they activate their schema about the topic and what they know about the type of text they are about to read.

The students are encouraged to make a guess on what the author talks about. The predictions should be made by using their prior knowledge. This provides an

opportunity for the students to critically assess the author's intention and provoke imagination.

2). Clarifying Strategy

Clarifying is particularly important when working with the students who may believe that the purpose of reading is merely to say the words correctly, not to make sense of them. Clarifying means attending to the many reasons why a text is difficult to understand and asking oneself and one another for help. New vocabulary items, awkward structures, unclear referent words and unfamiliar or difficult concepts may get skipped over by the students of mere words. The students are taught to be alert so such stumbling blocks, rereading ahead, asking for help, discussing, or taking any other steps needed to restore meaning. in this phase, questions should be formulated in order to define words that are hard to understand, unfamiliar, or ones that can be misinterpreted.

3). Questioning Strategy

Questioning reinforces summarizing strategy and carries the students one more step along in the comprhension activity (Palincsar:1984:123). When the students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Questioning is a flexible strategy to the extent that the students can be taught and encouraging to generate questions at many levels (Palincsar in

Viletto, 2002:3). The higher thinking levels the students have, the higher questions they pose and the higher comprehension levels they get .

Why and how questions should be asked lead to additional questions and result in a discussion within a group. If a disagreement arises among the students, it may be necessary to reread the text for better understanding. Briefly, self-questions are useful to identify the kind of information and to frame the information in the form of a question, and to self-test by answering their own questions (Palincsar and Brown, 1984:129).

Furthermore Ellery, 2005:152 says,

Questioning is a strategy that helps readers to review content to relate what they have learned to what they already know. Generating and asking questions also help students to identify issues and ideas in the text, construct meaning, enhance understanding, discover new information, clarify confusion, and solve problems.

Asking questions before reading allows readers to set purposes for reading and helps them to determine what they want to learn while reading. The questions move from general to specific questions during their interaction with the text to get the answers. This process of asking and answering questions allows readers to think actively as they read.

4). Summarizing Strategy

Summary provides an opportunity and integrate the most important information in the text (Palincsar and Brown, 1984:126). A text can be summarized across sentences, across paragraphs, and across passages as a whole. When the

students first begin Reciprocal Teaching Method procedure, their efforts are generally focused on a sentence and paragrah levels. As they become more proficient, they are able to integrate in the paragraph and passage levels.

In summarizing phase, the students identify, paraphrase, and integrate important information in the text. The students ask themselves, "What is the gist of the text? What is the important informatin?" Most importantly, they then put their answers to these questions into their own words, assure that they understand. The important information includes the answers to the questions, who and what.

In this phase also, important details should be pointed out and paraphrased in a way that helps the students get the main idea of what is being read. This phase helps the students ensure they know what they just read and gives them ideas on what it to come in the next paragraph.

Furthermore, Ellery, 2005:164 says,

Summarizing is a strategy that helps readers identify and organize the essential information found within a text. It is summarized during reading by putting together information and focusing on the key elements of what they are reading. These key elements are brief and related to important ideas, events, details, structural clues, or other information that supports the readers in bringing meaning to the text. For the next, the readers filter out less significant details and select important information after reading and bring together these ideas in their own words. A summary is an objective retelling, it does not make obvious judgements. Summarizing is a succinct reduction of passages into a simple compilation of facts.

Cooper and Axelrod, 1987:18 introduce to the readers how to organize a good summary with the following steps in the next page.

a) Read and reread the material, annotating as you go. At this stage you are trying to become thoroughly familiar with the material. Annotating is done through questions, comments and reactions, definitions, and main ideas.

b) Identify the main ideas, either by making a scratch outline or by underlining the main ideas.

c) Write a summary that includes only the main ideas, not illustrations or examples or quotations, and make sure that it is coherent and reads smoothly. Although your summary will rely on key terms and concepts in the material, it must be stated entirely in your own words.

Cooper and Patton, 2004:67 write some strategies for writing a summary, as follows.

a) Read the piece you are to summarize carefully to determine the writer's main point or conclusion. Write this conclusion in your own words.

b) Write a sentence expressing the most important point in each paragraph in your own words.

c) Write a first draft by combining the conclusion with your one-sentence summaries of each paragraph, making sure the beginning of the summary includes the title and author of the piece.

d) Edit your draft by eliminating repetition and any details that are not essential to the writer's argument. If you decide to include a significant sentence or phrase from the original, use quotation marks.

e) Check this edited draft against the piece being summarized to make sure you haven't overlooked an important idea or included an opinion of your own.

f) Edit for coherence by combining sentences and inserting transitional phrases where necessary. Edit for conciseness by eliminating all "deadwood" from your sentences. Check grammar and spelling.

Some steps can be done in summarizing a text suggested by Ellery, 2005:164 as follows.

a) Asking readers to read a text

b) Asking readers to identify story elements such as characters, setting, events, problem, soultion.

c) Encouraging readers to thinks strategically as they employ summarizing skills.

d) Trying using some of these statements, questions, and prompts with them as you work through the techniques such as:

(1) What words from a story jump out at you to help make an artistic representation?

(2) What is the focus of the reading selection?

(3) Think of all the parts in the story and put them together as if you are going to tell another person about the story.

(4) How can you say this using only a few sentences?

(5) What clues are within the text features?

(6) What does the author say?

(7) Which details are most and least significant?

(8) How can you use key ideas to condense the information in this story?

(9) Which words help you describe the gist of the story?

(10) What do you think is the main idea of this story? Of this paragraph?

(11) What clues are within the text?

(12) What visual clues can you identify?

e) Asking readers to reread the text, and have them reflect on their understanding of the text.

Below are some basic guidelines to follow when writing a good summary, introduced by Anderson and Walvoord, 2013:1.

a) Find the most important information that tells what the paragraph or group of paragraphs is about.
b) Use this information to write a topic sentence.

c) Find 2 - 3 main ideas and important details that support your topic sentence and show how they are related.

d) Keep the ideas and facts in a logical order that expands on your topic sentence.

e) Combine several main ideas into a single sentence.

f) Substitute a general term for lists of items or events.

g) Do not include unimportant or minor details.

h) Do not repeat information.

i) Write the summary in your own words -- do not copy information directly from the text.

Another expert, 2013:2-3 lists the steps here which can help the students become an effective summary writer.

a) Read the article

b) Reread the Article.

(1) Divide the article into segments or sections of ideas. Each segment deals with one aspect of the central theme. A segment can comprise one or more paragraphs. Note: news magazine articles tend to begin with an anecdote. This is the writer's lead into the article, but does not contain the thesis or supporting ideas. Typically, a feature lead does not constitute a segment of thought.

(2) Label each segment. Use a general phrase that captures the subject matter of the segment. Write the label in the margin next to the segment.

(3) Highlight or underline the main points and key phrases.

b) Write One-Sentence summaries.

Write a one-sentence summary for each segment of thought on a separate sheet of paper.

c) Formulate the Thesis Statement.

(1) Formulate a central theme that weaves the one-sentence segmentsummaries

together. This is your thesis statement.

(2) In many articles, the author will state this directly. You may wish to take

his direct statement of the thesis and restate it in your own words. Note:

In news magazine articles, the thesis is often suggested through the

article's title and sub-title.

(3) In other articles, you may have to write your own one-sentence thesis

statement that summarizes this central theme.

d) Write Your First Draft.

(1) Begin with a proper citation of the title, author, source, and date of

publication of the article summarised.

(2) Combine the thesis statement and your one-sentence segment summaries

into a one-to-two-paragraph summary.

(3) Eliminate all unnecessary words and repetitions.

(4) Eliminate all personal ideas and inferences.

(5) Use transitions for a smooth and logical flow of ideas.

(6) Conclude with a "summing up" sentence by stating what can be learned

from reading the article.

e) Edit Your Draft. Check your summary by asking the following questions:

(1) Have I answered the who, what, when, why, and how questions?

(2) Is my grammar, punctuation, and spelling correct?

(3) Have I left out my personal views and ideas?

(4) Does my summary "hang together"? Does it flow when I read it aloud?

(5) Have someone else read it. Does the summary give them the central

    ideas of the article?

f) Write Your Final Draft.

As a noticeable thing, the teacher-researcher may ask the students to construct a summary by asking them to read a text and write a summary approximately 150-200 words or 300-400 words but it depends on the size of a text. As an example, four paragraphs can be summarized into one paragraph only. The result is compared with their classmates, Cooper and Patton, 2004:68.

Briefly, Reciprocal Teaching Method is one of the ample cooperative learning procedures in teaching-learning process. The method is designed to enhance the students' reading comprehension in a form of group discussion to comprhehend a reading text. It is done by following four strategies, namely predicting which the students hypothesize what the author will discuss next in a text; clarifying which is an activitiy that is particularly important when working with them who have a history of comprehension difficulty; questioning which the students identify the important information, formulate questions concerning this content, and address the questions to their peers; and summarizing which provides an opportunity to identify and integrate the most important information in the next.

f. Relationship among Reciprocal Teaching Method, Reading and Writing

There are so many reasons why getting students to read English texts as a part of teachers' job in schools. It can be for the students' careers, study purposes or simply for pleasure. In other words, reading is very useful for language acquisition.

This is supported by Harmer, 2007:99 saying that more or less understanding what they read, the more they read, the better they get it. Additionally he says,

> Reading also has a positivie effect on students' vocabulary knowledge, on their spelling and on their writing. Reading texts also provide good models for writing. At different times teachers can encourage students to focus on vocabulary, grammar or punctuation. It can also be used reading material to demonstrate the way to construct sentences, paragraphs or summaries and whole texts. Students then have good models for their writing.

DeFord, 1981; Smith, 1994; Tierney & Shanahan, 1991 in Braunger and Lewis, 2001:64 notify, "Writing leads to improved reading achievement, reading leads to better performance, and combined intruction leads to improvements in both area". Added to this, cf. Sweet, 1993 in Braunger and Lewis, 2001:64 re-affrims, "Engaging learners in many combined reading-and-writing experiences leads to a higher level of thinking than when either process is taught alone".

Related to the theories above, it is said that through reading, the students' writing ability can be improved or developed. And one of the teaching reading methods as explained in the previous pages is Reciprocal Teaching Method which has four strategies and one of them is Summarizing. And as an absotely product of summarizing is summary. And summary is included in writing. That is a clear relationship among them as a basic reason why the teacher-researcher sequently

combines them in the research since the supporting theories are available in this chapter.

g. Teaching Reading and Writing at English Department

Reading and Writing are taught as lectures at English department of *IKIP Gunungsitoli* based on syllabus or program of lecturing. In the syllabus or program of lecturing there are three types of text and short stories learnt by the students of the third semester. As an example of each is seen below.

1) Narrative

Helen Keller

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immesuarable contrasts between the two lives which each connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, ...

Written by Helen Keller in Wishon & Burks, 2000

2) Explanation

Training a Young Dog

The best way to train a young dog is to have you pet associate friendly, happy feelings whith what you want done. A bit of food, warm phrase, and a friendly pet are useful aids in training. The puppy should be in a place with know distractions. The first lesson should ....

Written by Wishon & Burks, 2000

3) Discussion

Basket Ball versus Circket

Basketball is better than Circket. Discuss. Both Basketball and Circket are popular sports. There are arguments for and against basketball being the better game. Basketball is better than Circket for spectators. It is so much exciting to watch as more action occurs in a shorter time. On the other hand, Ciricket is better than basketball for those who like the strategy involved in a five-day test match.

Written by Anderson ans Anderson, 2003

4) Short story

True Love

This is a story for Valentine's Day, February 14, when lovers traditionally exchange tokens of affection. Untraditionally, however, the hero in this story, Milton Davidson, asks his computer robot to find the perfect woman for him to marry. Or is Milton Davidson the real hero? And is the result of this search computer indeed "true love"?

My name is Joe. That is what my colleague, Milton Davidson, calls me. He is a programmer and I am a computer. I am a part of multivac-complex and am connected with other parts all over the world. I know everything. Almost everything.

I am Milton's private computer. His Joe. He understands more about computers than anyone in the world, and I am his experimental model. He has made me speak better than any other computer can.

"It's just a matter of matching sounds to symbols, Joe," he told me." That's the way it works in the human brain eventhough we still don't know what symbols there are in the brain. I know the symbols in yours, I can match them to words, one-to-one." ....

Written by Isaac Asimov, 1983

B. Latest Related Researches

There are some previous researches on the improvement of the students' ability in reading comprehension and ESP using Reciprocal Teaching Method. The similar and different things compared to the research are descibed below.

First, Rosenshine and Meister (in Palincsar, et al., 1984:117) reviews 16 researches on Reciprocal Teaching Method and additional related researches, and finds that on teacher-made tests, the students who have been engaged Reciprocal Teaching Method made significantly higher scores than the students who have not. Based on the mounds of encouraging findings, it can be stated that it does not indeed increase the students' ability to comprehend what they read.

Second, Indrayani (2005:48) studies on the implementation of Reciprocal Teaching Method for the teaching English for Specific Purposes (ESP). The research is addressed to the first semester students of the Biology department of State University of Malang who learn ESP. The aim of the research is to describe the implementation of Reciprocal Teaching Method which involves the teaching steps, the instructional materials, the assessment, and the students' reaction to the method. Through this research, it is found that the students have positive reaction toward the

implementation of Reciprocal Teaching Method which they say that they like the grouping technique of Reciprocal Teaching Method.

Third, Zakiya (2008:65) conducts Classroom Action Research on the implementation of Reciprocal Teaching Method in the teaching of reading comprehension IV at the fourth semester students of State Islamic University of Malang. The research is aimed at improving the students' reading comprehension in three stages of reading activitiy: pre-reading, whilst-reading, and post-reading. As the result of the study is Reciprocal Teaching Method can effectively improve the students' reading comprehension.

Fourth, Suryanto (2009) does his research applying Classroom Action Research to implement Reciprocal Teaching Method to improve the eleventh graders of MAN Muara Teweh, Central Kalimantan and he finds the result out, there is an improvement.

Fifth, Gulo (2010) does his research using Classroom Action Research on the implementation of Reciprocal Teaching Method in the teaching of reading comprehension at the first grade students of SMA Negeri 1 Mandrehe. The result after he implements the method, he finds that there is an increase of the students' ability in reading comprehension.

Sixth, Waruwu (2012) searches an effect of applying Reciprocal Teaching Method in the teaching of reading comprehension at the eighth grade of SMP Negeri 1 Bawolato. Application of the method gives a significant effect to the students'
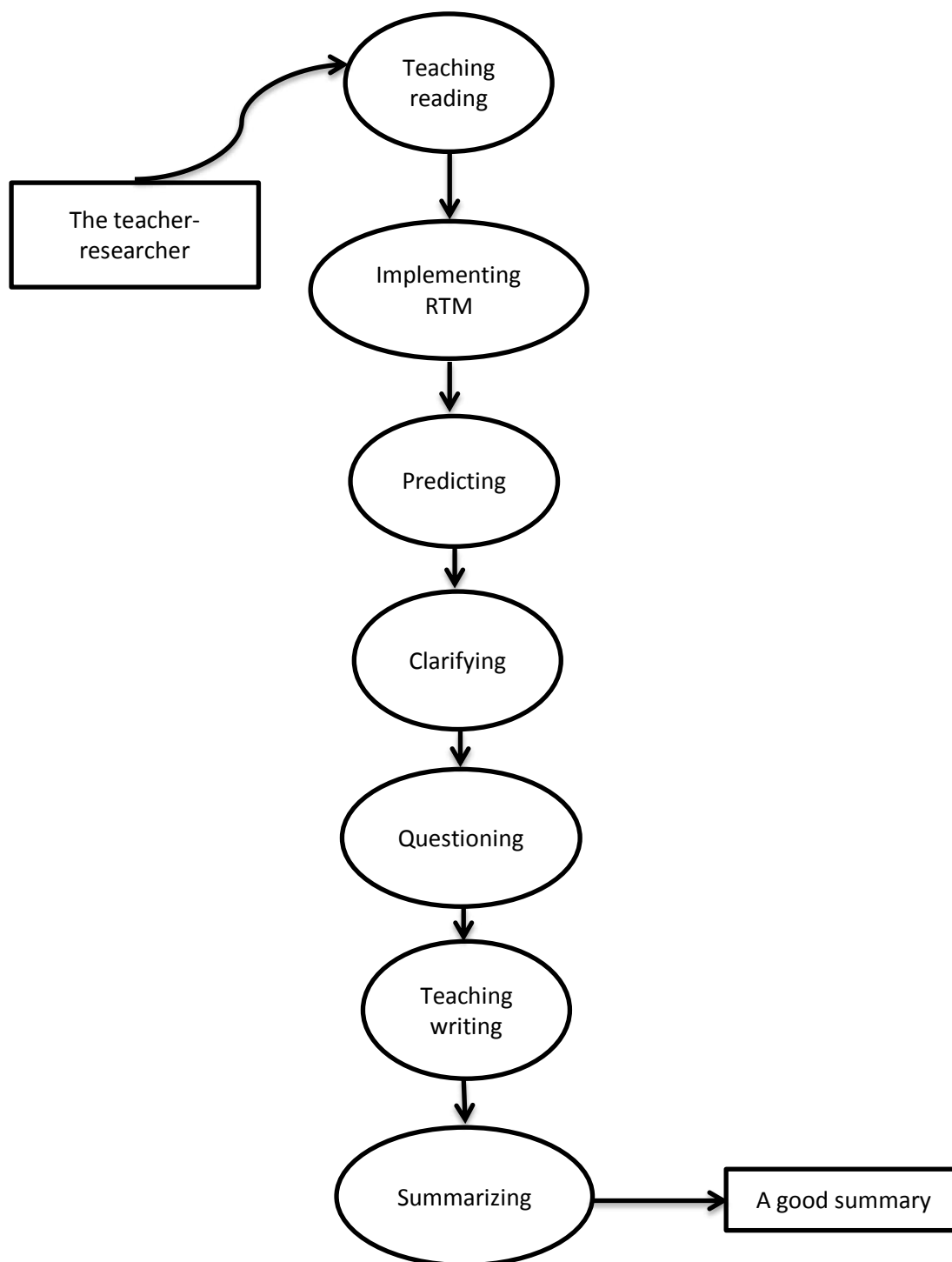
ability. Experiment group where it is practiced has the better scores in post-test than control group which does conventional method.

In conclusion, the previous researches described above have proved that Reciprocal Teaching Method is an effective and applicable method to be implemented in the teaching-learning process, particularly to improve the students' reading comprehension, and it is opened to run to other aspects moreover when the method has four strategies which deliver the students in writing a summary after comprehending a text.

C. Conceptual Framework

In the previous pages, there are some theories supporting to do the research. The research is done based on its procedure. First, the researcher teaches the students in reading a text. After that, she asks the students to apply the four strategies namely predicting, clarifying, questioning, and finally summarizing. Before doing summarizing phase, she also teaches the students writing. She introduces some important things in writing and how to arrange a good summary without re-writing the author's own words.

Clearly, it is shown in a framework in the next page.

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                              ┌─────────────┐
                              │   Teaching  │
                              │   reading   │
                              └─────────────┘
   ┌──────────────┐                 │
   │ The teacher- │                 ▼
   │  researcher  │          ┌─────────────┐
   └──────────────┘          │ Implementing│
                             │     RTM     │
                             └─────────────┘
                                    │
                                    ▼
                             ┌─────────────┐
                             │  Predicting │
                             └─────────────┘
                                    │
                                    ▼
                             ┌─────────────┐
                             │  Clarifying │
                             └─────────────┘
                                    │
                                    ▼
                             ┌─────────────┐
                             │ Questioning │
                             └─────────────┘
                                    │
                                    ▼
                             ┌─────────────┐
                             │   Teaching  │
                             │   writing   │
                             └─────────────┘
                                    │
                                    ▼
                             ┌─────────────┐      ┌───────────────┐
                             │ Summarizing │─────▶│ A good summary│
                             └─────────────┘      └───────────────┘
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Framework 1: The Process of Implementing Reciprocal Teaching Method based on Supporting Theories

CHAPTER III

RESEARCH METHOD

This chapter presents object of the action, setting and subject of the research, schedule of implementing the action, procedure of implementing the action, and technique of analyzing the data.

A. Object of the Action

This research is categorized as Collaborative Classroom Action Research. Schmuck, 1997:28 says,

> Action research is to study a real school situation with a view to improve the quality of actions and results within in. It aims also to improve one's own professional judgement and to give insight into how better to achieve desirable educational goals. Action research offers a means for changing from current practice toward better practice.

Weeks, Kemmis, Atweh, 1998:212 also say that a model of collaborative or participatory action research is an approach whereby a faciliator engages with a group of participants in the context of their working environment to help define and explore certain problems and needs which emphasizes the importance of involving participants at all levels and stages of the process, from initial problem clarification through to solution implementation and all intervening stages.

Furthermore, Wallace, 1998 confirms that action research is a way of reflecting on teaching which is done by systematically collecting data on everyday

practice and analyzing it in order to come to some decisions about what the future practice should be.

As the final definition, Mills, 2003:5 says,

Action research is any systematic inquiry conducted by teacher-researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn.

Based on some supporting theories above, it can be concluded that action research is a research method that helps a teacher-researcher solve problems in a classroom by reflecting obtained data systematically and effecting positive changes in the school environment to help her to continue to develop as a professional teacher and improve students outcomes. So the most important thing is the teacher-researcher's reflection. Here the teacher-researcher must have been working together with a teacher-collaborator who plays a role as an observer to the teacher-researcher's and the students' activities during implementing the action but in the research the teacher-researcher does it herself since there is no any opportunity for the teacher-collaborator to attend the teaching-learning process. To take care of this phase, the teacher-researcher maximizes her teaching carefully and invite the students work cooperatively. And as the object of action in the research is the students' ability in summarizing a text that is a short story, the teacher's sight about a normal thing if the students do not know what to summarize which is caused by a factor that is the students do not comprehend the text correctly, and the students' sight about their

consideration that the more similar their writing to the writers' language, the higher mark they will obtain from the leccturer.

B. Setting and Subject of the Research

The setting of the research is *IKIP Gunungsitoli* which is located at Jl. Yossudarso No 118E/S *Kota Gunungsitoli*.

And subject of the research is the third semester students which have a problem in summarizing a text (See Chapter I, Part A, p.2) especially Class C. The total number of the students is 39 persons. Female students are 22 persons and male students are 17 persons. (See *Daftar Hadir Mahasiswa IKIP Gunungsitoli, Semester Ganjil T.A. 2013* in Appendix 13).

C. Schedule of Implementing the Action

The research is done in this semester as it is adjusted to academic calender which is the students taught based on the syllabus/semester course plan or program of lecturing. The teacher-researcher does the research in two cycles. And in one cycle, it consists of three meetings as the consideration of alloted time in learning in this institution.

D. Procedure of Implementing the Action

There are some phases of implementing the action as described by the teacher-researcher in the next page.

1. **Planning**, this is a phase which the teacher-researcher plans a lot of things to be prepared before conducting her research.

2. **Acting**, this is a phase which the teacher-researcher does her action in the classroom based on designed program of lecturing.

3. **Observing**, this is the third phase done with a maximal observation by the teacher-researcher and cooperate with the students to do and observe all activities happening during the teaching-learning process either the teacher-researcher's or the students' activities. Whatever events are not described in observation sheets but it happens automatically, also is noticed, recalled and written by the teacher-researcher herself.

4. **Reflecting**, this is the last phase in conducting the research which the teacher-researcher with the cooperation with the students' observation reflects all data obtained during the implementation of the teaching method. The obtained data need to be processed, analyzed, evaluated as the teacher-researcher's reflection what to do next.

The elaboration of the procedure is explained in detail below.

1. **First Cycle**

This cycle consists of three meetings. Some activities are done in this meeting as follows.

a. **First meeting**

In the first meeting, the teacher-researcher does some activities based on its phase, such as in the next page.

1) Planning

In planning phase,

a) the teacher-researcher finds out a syllabus or semester course plan.

b) the teacher-researcher decides a material taught.

c) the teacher-researcher arranges in program of lecturing for three meetings.

d) the teacher-researcher prepares observation sheets for both the teacher-researcher and the students during conducting the research for each meeting.

e) the teacher-researcher prepares field notes for both the teacher-researcher and the students during conducting the research for each meeting.

f) the teacher-researcher prepares expected characters sheet for the students during conducting the research.

g) the teacher-researcher arranges evaluation sheets for the students to be tested to them in the last meeting.

2) Acting

In acting phase,

a) the teacher-researcher greets the students.

b) the teacher-researcher checks the students' attendance list

c) the teacher-researcher recalls the students' background knowledge to bring them into learning material.

d) the teacher-researcher introduces a material to the students and writes the title on the whiteboard.

e) the teacher-researcher implements Reciprocal Teaching Method as the steps written below.

(1) Asking the students to read a text while predicting (what to do in this strategy is explained in detail pratically by the teacher-researcher).

(2) Asking the students to clarify all things related to available text (what to do in this strategy is explained in detail pratically by the teacher-researcher).

(3) Asking the students to arrange their questions as many as possible related to the text and find the answers in the text (what to do in this strategy is explained in detail pratically by the teacher-researcher).

f) the teacher-researcher teaches the students how to organize a good summary.

g) the teacher-researcher allows the students to pose questions related to the explanation of arranging a good summary.

h) the teacher-researcher leads the students in groups to share their prediction, clarification and questions.

i) the teacher-researcher greets the students to end the teaching-learning process.

3) Observing

In this phase, there are some activities done namely:

a) the teacher-researcher while teaching the students, also observes the students' activities and keeps on memory what are done.

b) the students cooperate with her to observe all the activities happen during conducting the research, either the teacher-researcher's and the students' activities.

c) the teacher-researcher checklists both the observations sheets at the end of her teaching by recalling the students' memory and her memory too.

d) the teacher-researcher also writes down all social events which happen during implementing the research which are not found in in the observation sheets at the end of her teaching by recalling the students' memory and her memory too .

e) the teacher-researcher herself notices the expected characters seen from the students during conducting the four strategies, any change or not.

4) Reflecting

In this phase, an opportunity for the teacher-researcher with the help of the students to reflect all data found through research instruments, as follows.

a) The teacher-researcher analyzes the observation sheets after getting some information/comments from the students.

b) The teacher-researcher also writes and analyzes the field notes after getting some information from the students.

c) The teacher-researcher reflects, evaluates and classifies some weakness, strength, to consider some improvement for the next meeting.

b. Second meeting

In the second meeting, the teacher-researcher conducts the four phases again as written below.

1) Planning

In this phase,

a) the teacher-researcher continues teaching the previous material.

b) the teacher-researcher prepares observation sheets for both the teacher-researcher and the students during conducting the research.

c) the teacher-researcher prepares field notes for both the teacher-researcher and the students during conducting the research.

d) the teacher-researcher prepares expected characters sheet for the students seen during conducting the research.

2) Acting

In this phase,

a) the teacher-researcher greets the students.

b) the teacher-researcher checks the students' attendance list.

c) the teacher-researcher recalls the students' memory related to the last material learnt in the first meeting.

d) the teacher-researcher asks the students to go into their group and arrange their summary based on the obtained information from the text after predicting, clarifying, and questioning strategies done.

e) the teacher-researcher asks each group to write their summary on the whiteboard (if possible the paper is copied for each student in the classroom).

f) the teacher-researcher invites the students to notice what is written on the whiteboard by each group and begin asking the students line by line or sentence by sentence whether it is in line with the characteristics of a good summary as the teacher-researcher explained in the first meeting.

g) the teacher-researcher straightens the students' comments and directly asks the students to revise their summary on the whiteboard. If it is still found incorrect, the other groups are allowed to comment and revise it.

h) the teacher-researcher allows the studets to pose their questions if they find some misunderstandable things related to what is learnt.

i) the teacher-researcher tells the students that they get examination individually to make a summary for the next meeting, then greets the students to close the teaching-learning process.

3) Observing

In this phase, there are some activities done namely:

a) the teacher-researcher while teaching the students, also observes the students' activities.

b) the teacher-researcher observes all the activities happen during conducting the research with the help of the students, either the teacher-researcher's and the students' activities.

c) the teacher-researcher herself checklists both the observations sheets at the end of her teaching by recalling the students' memory and her memory too.

d) the teacher-researcher also writes down all social events which happen during implementing the research which are not found in in the observation sheets.

e) the teacher-researcher herself notices the expected characters sheet seen from the students during conducting the four strategies, any change or not.

4) Reflecting

In this phase, again the teacher-researcher with the help of the students assesses what is obtained during conducting the research. It is described as follows.

a) The teacher-researcher analyzes the observation sheets after getting the information/comments from the students.

b) The teacher-researcher herself analyzes the field notes which are written after the teaching-learning process, obtained from the students' information.

c) the teacher-researcher also analyzes expected characters sheet seen from the students during conducting the research.

d) The teacher-researcher reflects, evaluates and classifies some weakness, strength, to consider some improvement for the next cycle by comparing what have been done in the first meeting.

c. Third meeting

The third meeting is as the last meeting for the teacher-researcher to do her research. The activities as usual done by following the four phases. They are:

1) Planning

In this phase,

a) the teacher-researcher plans to evaluate the students as the evaluation sheets have been prepared in the first meeting.

b) the teacher-researcher decides how long the students do the test in order that she has time to explain before and after doing the test related to learning material.

2) **Acting**

To do some actions in this phase,

a) the teacher-researcher greets the students.

b) the teacher-researcher checks the students' attendance list.

c) the teacher-researcher distributes a text entitled 'True Love' for each student.

d) the teacher-researcher allows the students to read their text by implementing

(1) predicting,

(2) clarifying,

(3) questioning,

(4) and summarizing strategies.

e) the teacher-researcher allows the students to summarize whatever they get from the text on a piece of paper.

f) the teacher-researcher asks the students to consult their summary to the notes what is learnt in the previous meetings.

g) the teacher-researcher, again, asks the students to re-write their summary as their final summary result to be collected.

h) the teacher-researcher collects the students' paper.

i) the teacher-researcher greets the students to end the class meeting.

3) **Observing**

As usual in this phase with the students' cooperation,

a) the teacher-researcher while monitoring the students, also observes the students' activities in implementing the procedure of Reciprocal Teaching Method.

b) the teacher-researcher checklists both the observations sheets.

c) the teacher-researcher writes down all social events which happen during conducting the research which are not found in in the observation sheets.

d) the teacher-researcher also notices the expected characters seen from the students during conducting the four strategies, any change or not.

4) **Reflecting**

As the final work of the teacher-researcher with the students as follows.

a) The teacher-researcher with the help of the students analyzes the observation sheets.

b) The teacher-researcher also analyzes the field notes.

c) The teacher-researcher reflects the expected characters seen from the students, any change or not.

d) The teacher-researcher reflects, evaluates and classifies some weakness, strength, to consider some improvement for the next cycle by comparing what have been done in the second meeting.

e) The teacher-researcher analyzes and evaluates as well as classifies the students' paper whether they are successful or not.

Since the result of the first cycle is not satisfying the students and the teacher-researcher, she continues conducting the research in the second cycle. The following is the procedure done in the cycle.

2. Second Cycle

This cycle consists of three meetings. Some activities are done in this meeting as follows.

a. First meeting

In the first meeting, the teacher-researcher does some activities based on its phase, such as below.

1) Planning

In planning phase,

a) the teacher-researcher decides a material taught to the students.

b) the teacher-researcher arranges program of lecturing for three meetings.

c) the teacher-researcher prepares observation sheets for both the teacher-researcher and the students during conducting the research for each meeting.

d) the teacher-researcher prepares field notes for both the teacher-researcher and the students during conducting the research for each meeting.

e) the teacher-researcher prepares expected characters sheet for the students during conducting the research.

f) the teacher-researcher arranges evaluation sheets for the students to be tested to them in the last meeting.

2) Acting

In acting phase,

a) the teacher-researcher greets the students.

b) the teacher-researcher checks the students' attendance list

c) the teacher-researcher recalls the students' background knowledge related to Reciprocal Teaching Method and a good summary to bring them into learning a new short story.

d) the teacher-researcher introduces the material to the students and writes the title on the whiteboard.

e) the teacher-researcher implements Reciprocal Teaching Method as the steps written below.

(1) Asking the students to read a text while predicting (what to do in this strategy is explained in detail pratically by the teacher-researcher for example the students are asked to write down their prediction on their paper).

(2) Asking the students to clarify all things related to available text (what to do in this strategy is explained in detail pratically by the teacher-researcher for example the students are asked to write the clarification of their prediction on their paper).

(3) Asking the students to arrange their questions as many as possible related to the text and find the answers in the text (what to do in this strategy is explained in detail pratically by the teacher-researcher for example the students write their own questions related to the text and find the answers in the text correctly).

f) the teacher-researcher teaches the students how to organize a good summary.

g) the teacher-researcher allows the students to pose questions related to the explanation of arranging a good summary.

h) the teacher-researcher leads the students in groups to share their prediction, clarification and questions by bringing their notes into their group.

i) the teacher-researcher greets the students to end the teaching-learning process.

3) Observing

In this phase, there are some activities done namely:

a) the teacher-researcher while teaching the students, also observes the students' activities and keeps on memory what are done.

b) the students cooperate with her to observe all the activities happen during conducting the research, either the teacher-researcher's and the students' activities.

c) the teacher-researcher checklists both the observations sheets at the end of her teaching by recalling the students' memory and her memory too.

d) the teacher-researcher also writes down all social events which happen during implementing the research which are not found in in the observation sheets at the end of her teaching by recalling the students' memory and her memory too .

e) the teacher-researcher herself notices the expected characters seen from the students during conducting the four strategies, any change or not.

4) Reflecting

In this phase, an opportunity for the teacher-researcher with the help of the students to reflect all data found through research instruments, as follows.

a) The teacher-researcher analyzes the observation sheets after getting some information/comments from the students.

b) The teacher-researcher also writes and analyzes the field notes after getting some information from the students.

c) The teacher-researcher reflects, evaluates and classifies some weakness, strength, to consider some improvement for the next meeting.

b. Second meeting

In the second meeting, the teacher-researcher conducts the four phases again as written below.

1) Planning

In this phase,

a) the teacher-researcher plans to continue teaching the previous material.

b) the teacher-researcher prepares observation sheets for both the teacher-researcher and the students during conducting the research.

c) the teacher-researcher prepares field notes for both the teacher-researcher and the students during conducting the research.

d) the teacher-researcher prepares expected characters sheet for the students seen during conducting the research.

2) Acting

In this phase,

a) the teacher-researcher greets the students.

b) the teacher-researcher checks the students' attendance list.

c) the teacher-researcher recalls the students' memory related to the last material learnt in the first meeting.

d) the teacher-researcher asks the students individually to arrange their summary based on the obtained information from the text after predicting, clarifying, and questioning strategies done after gathering in their group in the previous meeting.

e) the teacher-researcher asks each student to write their summary on the whiteboard (if possible the paper is copied for each student in the classroom).

f) the teacher-researcher invites the students to notice what is written on the whiteboard and begin asking the students line by line or sentence by sentence whether it is in line with the characteristics of a good summary as the teacher-researcher explained in the first meeting.

g) the teacher-researcher straightens the students' comments and directly asks the students to revise their summary on the whiteboard. If it is still found incorrect, the other students are allowed to comment and revise it.

h) the teacher-researcher allows the students to pose their questions if they find some misunderstandable things related to what is learnt.

i) the teacher-researcher tells the students that they get examination individually to make a summary for the next meeting, then greets the students to close the teaching-learning process.

3) Observing

In this phase, there are some activities done namely:

a) the teacher-researcher while teaching the students, also observes the students' activities.

b) the teacher-researcher observes all the activities happen during conducting the research with the help of the students, either the teacher-researcher's and the students' activities.

c) the teacher-researcher herself checklists both the observations sheets at the end of her teaching by recalling the students' memory and her memory too.

d) the teacher-researcher also writes down all social events which happen during implementing the research which are not found in in the observation sheets.

e) the teacher-researcher herself notices the expected characters sheet seen from the students during conducting the four strategies, any change or not.

4) Reflecting

In this phase, again the teacher-researcher with the help of the students assesses what is obtained during conducting the research. It is described as follows.

a) The teacher-researcher analyzes the observation sheets after getting the information/comments from the students.

b) The teacher-researcher herself analyzes the field notes which are written after the teaching-learning process, obtained from the students' information.

c) the teacher-researcher also analyzes expected characters sheet seen from the students during conducting the research.

d) The teacher-researcher reflects, evaluates and classifies some weakness, strength, to consider some improvement for the next cycle by comparing what have been done in the first meeting.

c. Third meeting

The third meeting is as the last meeting for the teacher-researcher to do her research. The activities as usual done by following the four phases. They are:

1) **Planning**

In this phase,

a) the teacher-researcher plans to evaluate the students as the evaluation sheets have been prepared in the first meeting.

b) the teacher-researcher decides how long the students do the test in order that she has time to explain before and after doing the test related to learning material.

2) **Acting**

To do some actions in this phase,

a) the teacher-researcher greets the students.

b) the teacher-researcher checks the students' attendance list.

c) the teacher-researcher distributes a text entitled ' A Man Who Had No Eyes' for each student as their final examination.

d) the teacher-researcher allows the students to read their text by implementing

(1) predicting,

(2) clarifying,

(3) questioning,

(4) and summarizing strategies.

e) the teacher-researcher allows the students to summarize whatever they get from the text on a piece of paper provided by *IKIP Gunungsitoli*.

f) the teacher-researcher, again, asks the students to recheck and re-write their summary as their final summary result to be collected.

g) the teacher-researcher collects the students' paper.

h) the teacher-researcher greets the students to end the class meeting.

3) **Observing**

As usual in this phase with the students' cooperation,

a) the teacher-researcher while monitoring the students, also observes the students' activities in implementing the procedure of Reciprocal Teaching Method.

b) the teacher-researcher checklists both the observations sheets.

c) the teacher-researcher writes down all social events which happen during conducting the research which are not found in in the observation sheets.

d) the teacher-researcher also notices the expected characters seen from the students during conducting the four strategies, any change or not.

4) **Reflecting**

As the final work of the teacher-researcher with the students as follows.

a) The teacher-researcher with the help of the students analyzes the observation sheets.

b) The teacher-researcher also analyzes the field notes.

c) The teacher-researcher reflects the expected characters seen from the students, any change or not.

d) The teacher-researcher reflects, evaluates and classifies some weakness, strength, to consider some improvement for the next cycle by comparing what have been done in the second meeting.

e) The teacher-researcher analyzes and evaluates as well as classifies the students' paper whether they are successful or not.

In doing all activities above, of course the teacher-researcher needs some research instruments since she looks for the qualitative and quantitative data. Qualitative data as it is known as data which is obtained from social events happening during applying the teaching method in the classroom. While quantitative data are related to numbers which is counted if the test is already done by the teacher-researcher. So to help the teacher-researcher, here is the following research instruments used.

1. Observation sheets, which are used to checklist all the teacher-researcher's and the students' activities during the implementation of the teaching method. The activities written down are in line with the designed program of lecturing.

2. Field notes, which are used to write down the weakness, strength, and improvement during doing the research which are not covered in the observation sheets.

3. Expected characters sheets, which are used to checklist all the students' characters during implementing the four strategies in Reciprocal Teaching Method, any change or not.

4. Evaluation sheet, which is used to evaluate the students' ability in writing a good summary based on certain criteria.

E. Technique of Analyzing the Data

In analyzing the obtained data the teacher-researcher follows some steps as follows.

1. Qualitative data

Qualitative data are obtained from the observation sheets, field notes, and expected characters sheets.

Three kinds of the instruments are processed generally through three steps namely reduction, analysis and conclusion. Clearly, the three kinds of research instruments are processes as written below.

a. Observation sheets are analyzed into two approaches namely:

1) Unstructured, which is an impressionistics approach whereby the teacher-researcher notes whatever seems of most importance and relevance, given her purposes, a certain focus of interest, students motivation, and anything that bears on this from the general appearance of the classroom activities for observing.

2) Structured, which is an obsevation schedule which allows her to collect data in a systematic way using FIAC system, Flanders, 1970 in Wallace, 1998:110-111. This is done by checkinglist which is more relevant activites done based on the designed lesson plan. The result of done or undone activities is calculated to know its pecentage.

b. Field notes are analyzed by two ways as follows.

1) They can be scanned as a source of ideas or issues for further investigation by posing some questions why the social events happen, what are the weakness, the strength and what should be revised.

2) The data may already be selective and focused on a particular issue to think of way to a solution.

As the final accumulation for this analysis, the teacher-researcher indicates to five levels of effectiveness written by Hancock and Settle, 1990 in Wallace, 1998:59. They are as follows.

A = excellent effective work, objectives and intended outcomes are being achieved.

B = good effective work, some objectives and intended outcomes are being achieved.

C = reasonable work, some objectives and intended outcomes are being achieved.

D = not effective enough, few objectives and intended outcomes are being achieved.

E = ineffective work, none of the objectives and intended outcomes are being achieved.

To be known, these categories can be also used if indicating the result of observation, suggested by them above.

c. Expected characters sheets are analyzed by checkinglist each students' characters change.

2. Quantitative data

Since the source of quantitative data is evaluation sheet which contains an instruction to write down a summary after implementing Reciprocal Teaching Method by comprehending a short story. It is analyzed by using the criteria of a good

summary containing scoring rubric and scoring guide in Chapter II, p. 33-34, then consulted to a formula written by *DEPDIKBUD*, as follows.

$$\text{Mark} = \frac{\text{Obtained score}}{\text{Total score}} \times 100$$

Finally the result of the students' paper is consulted to Scales of Competence Criteria decided in *IKIP Gunungsitoli* as it is written below.

90.00 – 100 = A

85.00 – 89.99 = A-

80.00 – 84.99 = B+

75.00 – 79.99 = B

70.00 – 74.99 = B-

65.00 – 69.99 = C+

60.00 – 64.99 = C

55.00 – 59.99 = C-

50.00 – 54.99 = D

< 49.99 = E

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research findings and discussions. Research findings consist of research setting, data findings of the first cycle, data findings of the second cycle, and overall results of the students' ability in summarizing a short story after reading and comprehending it. While discussions consist of discussion and analysis on the studens' ability in summarizing a short story through Reciprocal Teaching Method, implication of Reciprocal Teaching Method towards summarizing a short story after reading and comprehending it, research findings versus latest related researches, relevant theories to the research findings, and analysis of the research findings limitation.

A. Research Findings

1. Research Setting

The teacher-researcher conducts the research in *IKIP Gunungsitoli* which is located at Jl. Yossudarso No 118E/S *Kota Gunungsitoli* but the owner of this institution is still Nias regency called *YAPERTI NIAS*. This institution was built 48 years ago so it is not a surprising thing if its building is so far from the students' and the lecturers' expectation to conduct the teaching-learning process every day. However, this institution is the oldest one in Nias where thousand students from

different background (family, social, tribe, place and so on) come to learn in different departments. One of them is English department.

In conducting the research, the teacher-researcher does it based on the letter from the head of research unit in this academic year 2013/2014, odd semester containing the lecturers (*DPK/DTY*) are obliged to do a research. So without asking any permission from the rector, the dean, and the head of English department, the teacher-researcher conducts it since the teacher-researcher herself as one of the lecturers who teaches the students of English department. Moreover the students searched in the research are the third semester students taught by the teacher in this semester, especially in Reading II (See Appendix 16).

In the students' attendance list, it is found that there are 39 persons. While exactly after the teacher-researcher does the research, the total students is 37 persons only. Two students stops learning because one gets an accident and another student is always absent without any confirmation. One student is not listed in the attendance list because he makes a mistake when registrating his name in *sisfo IKIP Gunungsitoli* in another class but he joins the class in the classroom where the teacher-researcher does the research.

During conducting the research, the teacher-researcher, of course, faces a lot of unexpected things as designed in the program of lecturing. Clearly, the teacher-researcher describes such as below.

2. Data Findings of the First Cycle

Data findings of the first cycle are described by the teacher-researcher below. Exactly the teacher-researcher does the research in this cycle for three meetings. The first meeting is conducted on November 25th, 2013, the second meeting is run on November 26th, 2013, while the third meeting is done on November 30th, 2013.

a. Implementing Reciprocal Teaching Method

As it is written in the program of lecturing, the teacher-researcher begins teaching the students. And certainly the teacher-researcher follows the steps of CCAR that are planning, acting, observing, and reflecting. In planning, acting, observing, and reflecting phases, the teacher-researcher does based on each procedure as it is written in Chapter III, p. 61-68 and in the program of lecturing as well. The three phases (planning, observing, and reflecting) are unecessary to explain here but the teacher-researcher focuses on acting phase. In this phase, the teacher-researcher implements the steps of Reciprocal Teaching Method such as predicting, clarifying, questioning, and summarizing strategies.

The students are asked to read a short story aloud and writing what the students are predicting about the short story after reading all. It is about 'The Jailer Jailed'. The teacher-researcher continues asking the students to clarify all things related to the available short story by instructing the students to re-read the short story and finding out the clearance of their predition. And then, the teacher-researcher asks the students to arrange their questions as many as possible related to the short story and find the answers in it by re-reading the text. The students' prediction,

clarification, and questions are discussed by the teacher-researcher. Before ending the the teaching-learning process, the teacher-researcher teaches the students how to organize a good summary. The students pose questions and gather in their group to share their predictions, clarification, and questions. This is done in the first meeting of the first cycle.

While in the second meeting, the students gather again in their group and discuss their summary based on their prediction, clarification, and questions done in the previous meeting. Each group is instructed to write down their summary on the whiteboard representatively. Line by line is noticed and searched by the teacher-researcher while asking the students' comments whehter the summary already written on the whiteboard is in line with the characteristics of a good summary (it is explained in the first meeting). The teacher-researcher works together with the students to revise the summary on the basis of its characteristics. Before the teaching-learning process ends, the teacher-researcher reminds the students to prepare themselves to get a test in the next meeting.

In the last meeting, the teacher-researcher conducts the test to the students. It is about 'True Love'. The students are asked to implement the steps of Reciprocal Teaching Method. The students do it themselves. The teacher-researcher is busy monitoring their activity. Before submitting their paper, the teacher-researcher asks the students to consult to the notes what they have learnt for two meetings. Finally the students' paper is collected as to end the class meeting.

b. Analysis of the Result of the Teaching-Learning Process

After the teacher-researcher does the research in three meetings in the first cycle by following the phases, here the teacher-researcher describes the analysis of the result of the teaching-learning process as follows.

1) Observation sheets for the teacher-researcher and the students

During three meetings in the first cycle, the teacher-researcher with the help of the students observes the activities done. In the first meeting, the activities done by the teacher-researcher is unstrutured. Absolutely, the teacher-researcher implements the research based on the designed program of lecturing, but some activities are not done perfectly. To know the activities done by the teacher-researcher, it is seen in Appendix 7a.

Furthermore the students' activities are done unstrutured since the majority of students do not understand what is predicted related to one of the steps of Reciprocal Teaching Method. It can be seen in Appendix 8a.

In the second meeting, the activities either the teacher-researcher's or the students' are done well. It is structured or categorized 100%.

In the third meeting, both the teacher-researcher and the students do their activities based on the program of lecturing. It is structured too, categorized 100%.

As a conclusion, the activities done all as designed in the program of lecturing do not guarantee a success. It is seen the first meeting is stated unstructured although the second and the third meeting are structured (What is meant by unstructured and structured, it is seen on). Based on the data, the teacher-researcher needs to take

care all activities have been planned in the program of lecturing so that when teaching the students, it is done successfully as the teacher-researcher plans.

2) Field notes for the teacher-researcher and the students

In the first cycle for three meetings, the teacher-researcher with the students' cooperation discusses what they have already done. In the first meeting, after having a discussion with the students at the end of the teaching-learning process related to social events happen, then the teacher-researcher writes down it. It is found that the teacher-researcher forgets asking the students to predict while reading the short story. The teacher-researcher only asks the students to read it aloud one by one. Then, after the students read all the short story, finally the teacher-researcher asks to predict it. The teacher-researcher also asks the students to clarify but the term of clarification is unfamiliar with the students so that the majority of the students do nothing in this phase. It is a little bit difficult to understand. Besides, the teacher-researcher really forgets telling to the students that a good summary is shorter than an original short story. But the teacher-researcher explains only that a good summary is not same with an original short story size. The term 'size' may make the students confused. Also the teacher-researcher explains to the students that a good summary is its contents are related to a short story. This explanation may be ambiguous. In other words, opinions/conclusions are possible included in writing a good summary as far as the students' opinions/conclusions touch the contents.

When the students are in their group to share their prediction, clarification, questions, the students are not really cooperative to their friends, some of the students

only keep silent during they are discussing. Even most of the students have the same prediction, questions, but different clarification. This happens because of different understanding to the short story. As the teacher-researcher ends the teaching-learning process, the students are asked to continue doing prediction, clarification, questions at home.

In the second meeting, the teacher-researcher does the research well, which is all activities are done successfully together with the students. However, not all groups have a chance to write down their summary are commented well by the teacher-researcher and also the students since the time is over. Moreover some of the students who are not representative rely on their silence or no comment when the teacher-researcher asks them. In addition some of the students get confused to write their summary by using their own words. This happens because they are not self-confidence in writing (remark: in Writing lecture they study in this semester is not a real writing but class presentation). So it makes the students worried to have errors. Their habit in writing their summary is still on the basis of the writer's words. Some of the students are asked, and the students answer that all the writer's words are important. It is difficult to reduce. The students do not find any other words to replace the writer's words. The students are really worried to selective words (diction) and ungrammatical sentences.

In the last meeting, the teacher-researcher and the students do all activities. Here the students are more actively implementing the four steps of Reciprocal Teaching Method. The students write their prediction, clarification, questions on their

paper. Some of the students have the same and the different prediction, clarification, questions and also the number. They do their summary, but some of the students work cooperatively in the different content. As facts one group consists of 5 students have the same result in summarizing the short story (the same words, the same contents) although 2 students delete some last sentences to make their summary a little different. The second group, there are 2 students have the same result, and another group 2 students also have the same result. Furthermore many of the students write their summary discohesive and discoherence and some of the get misunderstanding, even re-write the writer's words only (See Appendix 12a).

Based on the analysis of field notes, it can be concluded that the teacher-researcher improves the weakness and maintains the strength in the second cycle. The solution can be seen in Appendices 9a-c and 10a-c). The accumulation for this analysis, the teacher-researcher indicates that reasonable work, some objectives and intended outcomes are being achieved or C.

3) Expected characters

During the teaching-learning process, the teacher-researcher notices the students' characters whether there are changes or not. Based on the sheet of expexted characters which contain of 18 kinds of characters, is is found that in the first meeting, some students (37.84%) can build their responsibility, social, environments, reading, and friendship/communication to each others while other students (62.16%) cannot yet. In the second meeting, the teacher-researcher finds out that the majority of the students (51.35%) can develop their tolerance, hard working, creativity, and

curiousity while other students (48.65%) cannot yet. Whereas in the third meeting, the majority of the students (62.16%) can develop themselves in tolerance, honesty, creativity, democracy, respectful achievement, friendship/communication, environment, and responsibility. However, the teacher-researcher finds out that some of the students (37.84%) are dishonest, lazy, uncreative, do not care of achievement, and less of responsibility.

Based on the data above, it is concluded that the students still need to progress their chararcters in order that they can build their soft skill in their life. As a noticeable thing, other characters such as *religius, semangat kebangsaan, cinta tanah air, cinta damai* cannot be checked list since the teacher-researcher does not know the characters in the students-selves during applying Reciprocal Teaching Method. Moreover, the characters are not seen in this skill and in the steps of the method.

c. Analysis of the Students' Ability in Writing a Good Summary after Reading and Comprehending a Short Story

At the end of the meeting of the first cycle, the teacher-researcher analyzes the students' paper and finds the students' marks out that are as follows in Table 2 in the next page.

Table 2

THE STUDENTS' MARK in WRITING A GOOD SUMMARY in the
FIRST CYCLE

No	Name of Students	Mark
1.	**Agus Riang Laia(1)**	**45**
2.	Arianto Telaumbanua(1)	55
3.	Arman Laowo(2)	45
4.	**Erta Meysiska Mendrofa(2)**	**55**
5.	**Hasratmin Citra Harefa(3)**	**55**
6.	Kasieli Zega(1)	-
7.	**Nur Jernih Delpi K Zebua(1)**	**60**
8.	**Osriani Hulu(4)**	**55**
9.	**Otiarnila Zebua(5)**	**55**
10.	**Restika Trisna E Harefa(6)**	**55**
11.	Restu Kurniaman Zega(1)	50
12.	Rintongan Tafona'o(2)	-
13.	Roniman Jaya Nazara(3)	-
14.	Sabalius Mendrofa(7)	55
15.	**Santi Winda N Tarihoran(3)**	**45**
16.	Sarototonafo Hulu(4)	45
17.	**Satimawati Zega(2)**	**60**
18.	**Senihati K Halawa(2)**	**50**
19.	**Septi Murni Laoli(8)**	**55**
20.	**Septin Indah R Zebua(5)**	**45**
21.	**Siliria Telaumbanua(4)**	**-**
22.	**Sinar Wati Mendrofa(9)**	**55**
23.	Sozanolo Hia(10)	55
24.	**Srikurniawati Hulu(1)**	**65**
25.	**Suriati Laoli(3)**	**60**
26.	Three Ardinata Dawolo(6)	45
27.	**Vivin Dewi A Laoli(2)**	**65**
28.	Welcome Ebersan Lase(11)	55
29.	**Widya Kurniati Telaumbanua(7)**	**45**
30.	Yakimano Zalukhu(12)	55
31.	Yasaro Zega(3)	65
32.	Yorianus Halawa(8)	45
33.	**Yurmina Lase(4)**	**60**
34.	Yusadar Waruwu(9)	45
35.	**Yusni Mendrofa(10)**	**45**
36.	**Yuspinta Kristiani Gea(13)**	**55**
37.	Restui Telaumbanua(14)	55

Based on the data above, it is concluded that there is 27.03% the students who get 45, 5.41% the students who get 50, 37.84% the students who get 55, 10.81% the students who get 60, and 8.12% the students who get 65. As an additional

information, there are four students (10.81%) who do not submit their summary without any clear reasons.

d. Comparing the Students' Ability to Scales of Competence Criteria

To know whether the students are successful, the teacher-researcher consults their mark to the Scales of Competence Criteria as it is decided in *IKIP Gunungsitoli.* Finally the teacher-researcher finds out that the lowest mark is 0, of course it is included in catergory E (they do not pass), 45 is categorized also E (they do not pass), 50 is categorized D, 55 is indicated C-, 60 is classfied C, and 65 is categorized C+. In other words, it is said that the students who do not submit their paper and who get 45 do not pass or do not know yet how to write a good summary (See Appendix 12a).

3. Data Findings of the Second Cycle

Data findings of the second cycle are explained by the teacher-researcher as follows. It is obtained during conducting the research in three meetings. The first meeting is run on December 2nd, 2013, the second meeting is done on December 3rd, 2013, while the last meeting is conducted on December 9th, 2013.

a. Implementing Reciprocal Teaching Method

Data analysis obtained from the four kinds of research instruments in the first cycle during three meetings have shown to the teacher-researcher that the second cycle needs to be conducted. Then, the teacher-researcher plans what to do again after

doing reflection through reading, checking, analyzing, and evaluating the research instruments.

In the first meeting of the second cycle, the teacher-researcher runs the teaching-learning process based on the designed program of lecturing. The teacher-researcher divides the teaching in three stages that is usually done in a teaching-learning process. After the teacher-researcher does the first stage, the teacher-researcher goes to the second stage that is to implement Reciprocal Teaching Method which consists of four steps. The teacher-researcher asks the students to predict the content of the text and write it on their paper. Also the teacher-researcher asks the students to clarify what is written by them by rer-reading a new short story that is 'Miss Brill' and even posing writing their own questions. Again, the teacher-researcher asks the students to gather in their group to discuss what is predicted, clarified, and asked by them cooperatively. After the students do the three steps, the teacher-researcher again asks them to answer their questions by finding the answers out in the short story. When the activities are already done all, the teacher-researcher explains to the students how to write a good summary such as it must be shorter than an original short story or whatever types of text, it must include what is the most important information, what it written only in texts, using the writer's own words (not the original writer of the texts), and it is well-written. Before the teacher-researcher ends the teaching-learning process, the students pose some questions related to characteristics of a good summary and responded by the teacher-researcher as to the the end the teaching-learning process.

In the second meeting, the teacher-researcher continues the activities by asking the students to write their own summary individually. The students do it on their own paper, but not all of the students write their summary on the whiteboard since the time is not enough to do it. After each student writes their own summary on the whiteboard, the other students comment and revise what should be the correct summary based on their background knowledge related to characteristics of a good summary. Of course, the teacher-researcher emphasizes the most correctly one to make their summary better. Finally, before the teacher-researcher ends the teaching-learning process, the students are reminded to copy the material of Reciprocal Teaching Method, characteristics of a good summary, and its criteria to evaluate.

To end the second cycle, the teacher-researceher distributes a new short story to the students as a test for them, done when the semester final examination is conducted. It is about 'A Man Who Had No Eyes'. The students here are monitored by the teacher-researcher to write their summary. Predicting, clarifying, and questioning phases, certainly the teacher-researcher does not ask the students to write on their own exam paper, but it is done on the other paper that is not collected by the teacher-researcher, so the students focus on writing their summary only. The teacher-researcher notices that the students write their own summary while sometimes they cross-check and continue writing again. At last, the students' paper is collected by the teacher-researcher as to end the class meeting by saying 'See you in the next semester'.

b. Analysis of the Result of the Teaching-Learning Process

At the end of the class meeting, directly the teacher-researcher asks the students' experience during conducting the final exam. The teacher-researcher also recalls the studens' memory what they think, feel, and touch as well as what the teacher-researcher experiences. All is written on the available field notes and checked list what have been already done in the observation sheets and in sheets of the students' characters. In the following the teacher-researcher describes one by one.

1) Observation sheets for the teacher-researcher and the students

Based on the observation sheets in the first meeting of the second cycle, the teacher-researcher finds the data out that the activities done by the the teacher-researcher and the students are done all as it is designed in the program of lecturing. It is structured or categorized 100%. Clearly, it is seen in Appendices 7d and 8d.

In the second meeting, all activities either the teacher-researcher's or the students' are also done well. Again, it is structured or categorized 100%. It can be seen in Appendices 7e and 8e.

As the second meeting, the teacher-researcher and the students in the third meeting also do the activities well. It is structured or categorized 100% as it is seen in Appendices 7f and 8f.

Based on the data above, it is concluded that the teacher-researcher and the students do all the activities planned in the program of lecturing succesfully or structured (What is meant by structured, it is seen on p. 78). However, the students'

ability is decided based on the test they follow since the teaching-learning conducted is only as a process to get any progression.

2) Field notes for the teacher-researcher and the students

During conducting the teaching-learning process in the second cycle, the teacher-researcher with the help of the students finds out some weakness and strenth as follows. The teacher-researcher does all the activities such as recalling the students' background knowledge that is responded by the students very well, asking the students to predict the content of the short story after reading its title, asking to write their prediction, reading the short story and clarifying their prediction as well as writing their own questions. In the phases, some students do them orally while others writtenly but they are cooperative in discussing their prediction, clarification and questions in their groups. The teacher-researcher also explains to the students the characteristics of a good summary but it is not explained to the students how to use punctuation, grammatical sentences, to find main ideas, supporting details, topic sentences since it is already learnt in Reading I and Writing I lectures. The teacher-researcher also emphasizes to the students not to write their opinions/conclusions when summarizing a short story (whatever text types) and possible to write important conversation texts (See Appendices 9d and 10d).

In the second meeting, as the teacher-researcher finishes teaching the students, the students write their summary on the whiteboard although not all since the time is not enough to do it. The students focus their attention to comment their friends' summary while being monitored by the teacher-researcher. Here the teacher-

researcher finds out that the more the students have comments, the clearer the teacher-researcher explains to the students. However, the teacher-researcher does not check again the students' summary which is not written on the whiteboard but the students are asked to re-learn and re-discuss together with the others at home. The material which is learnt also copied by the students as their preparation to get semester final examination (See Appendices 9e and 10e).

The teacher-researcher and the students in the last meeting do their activities as well. The majority of the students write their summary in different style on the different paper. This is done to get the better summary by checking and re-checking as the their draft and editted again (See Appendices 9f and 10f). As the accumulation of the data, it is indicated that good effective work, some objectives and intended outcomes are being achieved or categorized B.

3) Expected characters

During the secod cycle is conducted, the teacher-researcher notices the students' characters whether there are changes or not and it is checked list when the students are busy working/learning with themselves. As it is found in the sheet of expected characters which contain of 18 kinds of characters, in the first meeting, some students (54.05%) can build their responsibility, social, environments, reading, and friendship/communication to each others while other students (45.94%) cannot yet. In the second meeting, the teacher-researcher finds out that the majority of the students (81.08%) can develop their tolerance, hard working, creativity, and curiousity while other students (18.92%) cannot yet. Whereas in the third meeting,

the majority of the students (89.19%) can develop themselves in tolerance, honesty, creativity, democracy, respectful achievement, friendship/communication, environment, and responsibility. However, the teacher-researcher finds that some of students (10.81%) are dishonest, lazy, uncreative, do not care of achievement, and less of responsibility.

The data above shows an idea of the teacher-researcher that is concluded that the students have some better characters change after conducting the second cycle. However, it still needs to progress their chararcters in order that they can build their soft skill better in their own life. The same with the first cycle, the other characters such as *religius, semangat kebangsaan, cinta tanah air, cinta damai* cannot be checked list since the teacher-researcher does not know the characters in the students-selves during applying Reciprocal Teaching Method. Moreover, the characters are not touched in this skill and in the steps of the method (See Appendices 11e-11f).

c. Analysis of the Students' Ability in Writing a Good Summary after Reading and Comprehending a Short Story

After checking and analyzing the students' paper in the last meeting in the second cycle, it is found the result as follows in Table 3 in the next page.

Table 3

THE STUDENTS' MARK in WRITING A GOOD SUMMARY in the
SECOND CYCLE

No	Name of Students	Mark
1.	**Agus Riang Laia(1)**	**50**
2.	Arianto Telaumbanua(2)	50
3.	Arman Laowo(1)	55
4.	**Erta Meysiska Mendrofa(2)**	**55**
5.	**Hasratmin Citra Harefa(3)**	**55**
6.	Kasieli Zega(3)	50
7.	**Nur Jernih Delpi K Zebua(1)**	**60**
8.	**Osriani Hulu(4)**	**55**
9.	**Otiarnila Zebua(5)**	**55**
10.	**Restika Trisna E Harefa(6)**	**55**
11.	Restu Kurniaman Zega(4)	50
12.	Rintongan Tafona'o(5)	50
13.	Roniman Jaya Nazara(6)	50
14.	Sabalius Mendrofa(7)	55
15.	**Santi Winda N Tarihoran(7)**	**50**
16.	Sarototonafo Hulu(8)	55
17.	**Satimawati Zega(2)**	**60**
18.	**Senihati K Halawa(8)**	**50**
19.	**Septi Murni Laoli(9)**	**55**
20.	**Septin Indah R Zebua(1)**	**65**
21.	**Siliria Telaumbanua(9)**	**50**
22.	**Sinar Wati Mendrofa(3)**	**60**
23.	Sozanolo Hia(10)	50
24.	**Srikurniawati Hulu(10)**	**55**
25.	**Suriati Laoli(11)**	**55**
26.	Three Ardinata Dawolo(11)	50
27.	**Vivin Dewi A Laoli(12)**	**55**
28.	Welcome Ebersan Lase(12)	50
29.	**Widya Kurniati Telaumbanua(4)**	**60**
30.	Yakimano Zalukhu(1)	70
31.	Yasaro Zega(13)	55
32.	Yorianus Halawa(13)	50
33.	**Yurmina Lase(14)**	**50**
34.	Yusadar Waruwu(5)	60
35.	**Yusni Mendrofa(15)**	**50**
36.	**Yuspinta Kristiani Gea(16)**	**50**
37.	Restui Telaumbanua(14)	55

Based on the table above, it is found the students who get 50 are 43.24%, the students who get 55 are 37.84%, other students who gets 60 are 13.51%, another student who get 65 is 2.70% and the rest student who gets 70 is 2.70%.

d. Comparing the Students' Ability to Scales of Competence Criteria

As the last step the teacher-researcher does is to compare the students' mark to the scales of Competence Criteria. It can be said that all the students pass on the SCC since the lowest mark is 50 and the highest is 70. 50 is categorized D and 55 is categorized C-, 60 is categorized C, 65 is categorized C+, and 70 is categorized B-.

Although all the students pass on the scales, in fact, the teacher-researcher follows the process of calculating the final students' mark in *IKIP Gunungsitoli* that is to sum up to the mark of attendance list, collective task, mid test with the final test, so the clearance if the students mark can be seen in Appendix 14b.

4. Overall Results of the Students' Ability in Summarizing a Short Story after Reading and Comprehending it

Related to the data, the teacher-researcher finds out the lowest mark in the first cycle is 0 followed by 45, 50, 60 and 65 while in the second cycle is 50 followed by 55, 60, 65 and 70. In other words the highest mark in the first cycle is only 65 while in the second cycle is 70. Really, the result of the students' ability does still not satisfy although they pass.

As the overall findings of the students' ability in summarizing the short stories for two cycles can be seen that the second cycle is better than the first cycle. It is known from the data analysis above which is the students' mark in the second cycle is higher that the students' mark in the first cycle (See Tables 2 and 3 in the previous page). This happens since the teacher-researcher and the students do all their actitivies better in the second cycle, although some weakness are still found.

Exactly, the students can understand the steps of Reciprocal Teaching Method and also the characteristics of a good summary but some of them still are unable to write the good summary. As a logical and scientific reason is explained in the previous pages (See p. 87 and 94). One of them is they have not mastered writing scientifically and getting main ideas in texts that must be learning in the two lectures.

Based on the overall findings above, it can be concluded that Reciprocal Teaching Method improves the third semester students' ability in summarizing a text using their own words of English department of *IKIP Gunungsitoli* year 2013/2014 although some weakness is still met. It can be said also that the hypothesis written in Chapter I is proved that conducting Reciprocal Teaching Method through reading a text to the students produces a good summary.

B. Discussions

This part focuses on the students' ability in summarizing a text that is a short story through implementing Reciprocal Teaching Method.

1. Discussions and Analysis on the Students' Ability in Summarizing a Short Story through Implementing Reciprocal Teaching Method

In the first cycle, the research findings are 4 persons who get 0 (the students do not submit their summary), 10 persons who get 45, 2 persons who get 50, 14 persons who get 55, 4 persons who get 60, and 3 persons who get 65. It can be said that 14 persons of the students do not pass on the Scales of Competence Criteria (E) while others pass. On the contrary, the research findings in the second cycle are 16

persons who get 50, 14 persons who get 55, 5 persons who get 60, 1 person who gets 65, and 1 person who gets 70.

The students' mark is obtained as it is seen for two cycles because in the first cycle 33 persons of the students do the steps such predicting, clarifying, questioning while 4 students do not do. Some of their predictions are true after clarifying, but others are false. Their questions are literal, interpretive, and critical. Many of their summary is also written in their own words although some of them have the same summary. Then, in the second cycle, many of the students predict, clarify, question, even write their draft of summary on their another paper (cross-check) before writing permanently on the final exam paper although almost a half of them mix their own words/opinions/conclusions with the writer's words, while others do the three steps orally in their own heart and thinking so that it is possible they do not have any focus to the phases. Perhaps this is done because of less understanding, vocabulary, and writing.

In conclusion, Reciprocal Teaching Method promotes higher or far better academic achievement. The success of implementing Reciprocal Teaching Method in summarizing a short story is influenced by some activities such as gathering the students in their group, applying directly the steps of Reciprocal Teaching Method without talking too much about its theory, and explaining the characteristics of a good summary that is never learnt in advance as well monitoring the students during implementing the method with the help of the students. In other words, the students

like to work cooperatively with the teacher-researcher to succeed the research and their learning.

2. Implication of Reciprocal Teaching Method towards Summarizing a Short Story after Reading and Comprehending it

Based on the data already written, it is found that Reciprocal Teaching Method is applied in four stages that are predicting, clarifying, questioning, and summarizing. The implication of the method towards the students' ability in writing a good summary is evidenced by the students' effort to predict, clarify, question writtenly and orally. Then, the students share in their group to organize a good summary based on its characteristics. It helps also the students to pose questions in three levels of questioning such as literal, interpretive, and critical. Besides, the teacher-researcher also meets the positive students' characters are progressed.

Furthermore, the students also know that from reading a short story (whatever text types), the students (whoever) may re-write the content in their own words. The students may progress their own writing after comprehending what is read. They may begin writing and expressing the ideas in the short story if for instance they have nothing in their mind. They may edit and re-edit their own writing because three steps before summarizing need to be done.

3. Research Findings versus Latest Related Researches

After conducting the research and obtaining the research findings, finally the teacher-researcher compares to the latest related researches. As a result, the research

findings show improvement to the third semester students' ability in summarizing a text (a short story) based on the students' reading of the English department in *IKIP Gunungsitoli* year 2013/2014 after the teacher-researcher does the research in two cycles. Although in fact, there are a lot of weakness as described in the previous pages such as there is no a teacher-collaborator when implementing Reciprocal Teaching Method and so on.

The latest related researches as written in Chapter II, p. 53-55 also have shown the results. The first research findings give significantly higher scores than the students who have not although it does not indeed increase the students' ability to comprehend what they read. The second is the students of Biology deaprtment of State University of Malang have positive reaction toward the implementation of Reciprocal Teaching Method when they are grouped in learning ESP. The third is the students' ability of reading comprehension IV at the fourth semester of State Islamic University of Malang is effectively improved. The fourth is the reading comprehension ability of the eleventh graders of MAN Muara Teweh − Central Kalimantan is improved positively since the students are motivated to learn together with their teammates, grouping socially and spending time to work cooperatively. The fifth is the first grade students' ability of SMA Negeri 1 Mandrehe is increased in reading comprehension and the last is there is a significant effect on the students' ability in reading comprehension at the eighth grade of SMP Negeri 1 Bawolato.

Among the latest related researches above, the similar research method with the teacher-researcher's is the third, the fourth, and the fifth that is Collaborative Classroom Action Research while others are qualitative and quantitative researches.

4. Relevant Theories to the Research Findings

To do the research is on the basis of the theories written in Chapter II. After the teacher-researcher implements Reciprocal Teaching Method, it is found that the theories are relevant to the research findings. Basically the method is more relevant to be applied for reading skill only, but on p. 50 it is explained the relationship among Reciprocal Teaching Method, reading and writing clearly based on the supporting theories. Moreover, summarizing is an actitivity to write a good summary and it is one of the strategies or steps found in Reciprocal Teaching Method. As a proof to be shown is the students' ability in summarizing the short story is improved. Eventhough the theories are relevant to the research findings, a lot of weakness found in the research as described below in number 5.

5. Analysis of Research Findings Limitation

After the teacher-researcher gets the research findings, finally the teacher-researcher writes in detail what makes the research findings as it is obtained. That is because the teacher-collaborator does not come to help the teacher-researcher to observe all the teaching-learning process for two cycles, also without any handy cam so that the result is not really evaluated objectively, perhaps some data are not written or checked list. Moreover the teacher-researcher relies on the students' cooperation.

The second, the teacher-researcher does not teach, explain, train, practice to the students the steps of writing such as planning, pre-writing, drafting, editing, re-editing, final writing summary and so on as seen on p.25 and p.56. The third is exactly time is not enough to do the research since two skills are taught in the same time in one period only. And the last is the students haven't totally mastered Reading I and Writing I as well as Vocabulary and Structure lectures.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions. The conclusions are drawn based on the research findings and the discussions in Chapter IV. Then, the suggestions are addressed to the lecturers, the students, and the next researchers.

A. Conclusions

Based on the data discussed in Chapter IV, the final work of the teacher-researcher is to conclude. Related to the formulation of the problem, the research findings answer that the third semester students' ability in summarizing a text using their own words of English department of *IKIP Gunungsitoli* is improved by implementing Reciprocal Teaching Method which covers the four strategies that are predicting, clarifying, questioning, and summarizing. In other words, the hypothesis is proved. It is seen from the data which it increases from the first cycle to the second cycle. As it is in Chapter IV described that the marks are 0, 45, 50, 55, 60 and 65 in the first cycle while in the second cycle 50, 55, 60, 65, and 70. It can be said that the result of the research findings in the second cycle is better than the result of the research findings in the first cycle but it is still found some marks in the same level. Besides, the teacher-researcher finds out there an increase of the change of the students' characters more positively in the second cycle than in the first cycle. Then, the students get more understanding that expressing ideas writtenly can be based on

reading a text (a short story for example) through implementing Reciprocal Teaching Method.

B. Suggestions

In line with the research findings, in the following the teacher-researcher writes some suggestions. First, it is suggested to the lecturers (whoever teaches reading, writing, vocabulary, and structure) to implement any methods to improve the students' ability in language skills and language components, and also being aware and understand of what task, test, should be done by the students during teaching them so that they are ready to learn the lectures and comprehend how meaningful lectures they learn. Second, it is recommended to the students to learn better all lectures especially in writing skills (micro skills). Third, it is better to future teacher-researchers not to do any researches related to Collaborative Classroom Action Research as far as teacher-collaborators are not ready to help, except handy cam is available as well as the teacher-researchers pay attention on small things written scientifically to be applied practically. And the last, still for the future teacher-researchers to continue the research in this aspect or possible to other aspects by paying attention to the weakness since the teacher-researcher thinks and realizes the research findings are so far from a great achievement.

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