Implementation of Reciprocal Teaching Method in Summarizing a Text Using Students' Own Words

Penerapan Metode Reciprocal Teaching dalam Meringkas Teks Menggunakan Kata-Kata Sendiri

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Abstract

The objective of the research was to improve the the third semester students' ability of English department of IKIP Gunungsitoli which were unable to summarize a text to be a good summary correctly 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)..The third semester students were as the subject of the research. To achieve the objective of the research, the teacher-researcher applied Collaborative Classroom Action Research to search the students' ability with the total subject was 37 persons, Class C. The teacher-researcher uses four kinds of research instruments that were observation sheets, field notes, expected characters sheets, and evaluation sheet. Based on the research findings, it was seen in the research instruments which the students did activities as designed in the program of lecturing; the students practiced predicting, clarifying, questioning, and summarizing strategies; the students developed their positive characters; and the better/higher marks found in the second cycle than in the first cycle. The lowest mark and the highest mark in the first cycle were 0 and 65, while in the second cycle were 50 and 70. On the basis of the research findings above, the teacher-researcher found out that Reciprocal Teaching Method improves the third semester students' ability in summarizing a text using their own words.

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Keywords: *reciprocal teaching method, reading, writing a good summary*

Abstrak

Penelitian ini bertujuan untuk memperbaiki kemampuan mahasiswa semester III IKIP Gunungsitoli yang tidak mampu meringkas sebuah teks dengan benar dan untuk mengetahui bagaimana pelaksanaan metode *Reciprocal Teaching* dalam pengajaran keterampilan membaca sehingga dapat menghasilkan keterampilan menulis *summary*. Mahasiswa semester III ini merupakan subjek dalam penelitian ini. Untuk mencapai tujuan penelitian tersebut, peneliti melaksanakan penelitian tindakan kelas yang berkolaborasi dengan jumlah siswa sebanyak 37 orang, khususnya kelas C. Peneliti menggunakan 4 jenis instrumen penelitian seperti lembar pengamatan, catatan lapangan, lembar karakter yang diharapkan, dan lembar evaluasi. Berdasarkan hasil temuan penelitian, dapat dilihat dalam instrumen penelitian bahwa mahasiswa melakukan semua aktifitas yang direncanakan dalam satuan acuan pengajaran; melaksanakan strategi memprediksi, mengklarifikasikan, menyusun pertanyaan, dan meringkas; mengembangkan karakter positif; serta nilai mahasiswa disiklus kedua lebih baik/tinggi daripada disiklus pertama. Nilai terendah dan tertinggi disiklus pertama adalah 0 dan 65 sedangkan nilai terendah dan tertinggi disiklus kedua adalah 50 dan 70. Berdasarkan hasil temuan penelitian di atas, peneliti menemukan bahwa penerapan metode *Reciprocal Teaching* dapat memperbaiki kemampuan meringkas sebuah teks

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menggunakan kosa kata sendiri bagi mahasiswa semester III kelas C program studi pendidikan Bahasa Inggris di IKIP Gunungsitoli.

Kata kunci: metode pengajaran timbal balik, membaca, menulis ringkasan yang baik

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INTRODUCTION

Spilling thoughts out on a piece of paper is done as a declaration of sentiments and musings of understudies and as an approach to impart to others alongside sharing them orally, Carrol, et.al., 2001:5. When composing, understudies assume a part as journalists. They compose what they need to share to per users fittingly. Anyway not everything understudies can do it impeccably or positively. In addition when understudies are approached to sum up what past journalists have recorded in texts. A large number of them will in general sum up a text by utilizing the essayists' own language so the aftereffect of their composing is frequently practically same with the authors' words style. Anderson and Walvoord, 2013:1 state, "Synopsis composing is the most common way of perusing a text, recognizing the principle thoughts, and afterward portraying those thoughts as would be natural for you. A rundown ought to be brief and incorporate just significant thoughts or data from the text. Rundowns ought exclude models or reiterations". Despite what is generally expected, they don't realize perusing positively affects understudies' jargon information, on their spelling and on their composition and turns out to be acceptable models for writing to build sentences, sections or rundowns and entire messages, Harmer, 2007:99

Reading and writing as two of abilities in language are educated in English branch of IKIP Gunungsitoli to the third semester understudies as one of courses. In a prospectus, ability standard expectations that further developing the understudies' understanding abilities, getting what deduction, interesting expressions, word usage, juxtaposition, chosen texts of true to life; union, solidarity, summing up text types and brief tales so they can decipher the substance of texts what the creator tells probably just as orchestrate association and improvement thoughts dependent on sequential request.

As an issue of fact, the understudies couldn't sum up what a text tells about accurately. Larger part of the understudies summed up a message of the message by utilizing the authors' own words. In the teacher's sight, this occurred as something typical if the understudies didn't have the foggiest idea what to sum up. This was brought about by a factor that was the understudies didn't grasp the text effectively. While in the understudies' sight, this typically occurred as their thought that the more comparative their composition to the scholars' language, the better grade they would acquire from the teacher. So in case the understudies' paper was seen, it appeared to be that they were working helpfully since they had a similar work bring about summing up thoughts. While in actuality, the capability standard was not accomplished. The teacher's and the understudies' bits of knowledge and the understudies' paper had shown that the understudies' capacity should have been improved. Notwithstanding, the instructor scientist had done an answer for improve the understudies' capacity by re-doing medicinal testing. In the event that the understudies didn't finish on an assessment, she did one more test till the understudies could accomplish the objective. The way was an adequate arrangement, however it was better in case it was done another way, for instance by therapeutic educating. Remedial teaching should be possible to welcome the understudies required inside during the time spent composition in the

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wake of doing understanding movement, Sweet, 1993 in Braunger and Lewis, 2001:64. One of therapeutic showing strategies was executed is Reciprocal Teaching Method

Reciprocal Teaching Method is one of cooperative learning exercises. It is famous known as a showing technique in showing perusing, ESP, and composing a synopsis dependent on the research consequence of past specialists (Lubliner, 2001:1-5; Indrayani, 2005:65; North:2000).

Obviously, Reciprocal Teaching Method is a technique for perusing perception guidance created by Brown and Palinscar (Lubliner, 2001:1-5) which is intended to give a straightforward prologue to bunch conversation systems pointed toward comprehension and recollecting text content to be summed up. To lead a gathering conversation is done through four systems, for example, anticipating, explaining, addressing, and summing up (Palinscar and Brown, 1984:117). Elaboration of the four procedures can be perused in Chapter II, pages 40-49.

Concerning the issue and the clarification of the strategy over, the analyst has done 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.

RESEARCH METHOD

This examination is ordered as Collaborative Classroom Action Research. Schmuck, 1997:28 says, "Activity research is to concentrate on a genuine school circumstance so as to work on the nature of activities and results inside in. It points additionally to work on one's own proficient judgment and to give knowledge into how better to accomplish beneficial instructive objectives. Activity research offers a method for changing from momentum practice toward better practice.

Weeks, Kemmis, Atweh, 1998:212 additionally say that a model of cooperative or participatory activity research is a methodology whereby a facilitator draws in with a gathering of members with regards to their work space to help characterize and investigate certain issues and needs which accentuates the significance of including members at all levels and phases of the interaction, from introductory issue explanation through to arrangement execution and every interceding stage.

Moreover, Wallace, 1998 affirms that activity research is a method of pondering showing which is finished by efficiently gathering information on ordinary practice and examining it to go to certain choices regarding what the future practice ought to be.

Mills, 2003:5 likewise says, "Activity research is any efficient request directed by educator specialists, administrators, school instructors, or different partners in the educating/learning climate to assemble data regarding how their specific schools work, how they educate, and how well their understudies learn.

In light of some supporting speculations above, it is inferred that activity research is an examination technique that helps an instructor scientist tackle issues in a study hall by reflecting acquired information methodically and affecting positive changes in the school climate to assist her with continuing to create as an expert educator and further develop understudies results. So the main thing is the educator analyst's appearance. Here the instructor specialist more likely than not been cooperating with an educator colleague who assumed a part as an onlooker to the instructor scientist's and the understudies' exercises during carrying out the activity yet in the exploration the instructor analyst did it without anyone's help since there was no any chance for the educator teammate to go to the educating learning measure. To deal with the stage, the instructor specialist boosted her educating cautiously and invited the understudies work agreeably

while utilizing convenient camera to record everything occasions done during the educating learning measure.

There are a few periods of carrying out the activity as portrayed by the educator analyst in the accompanying.

1. **Planning**, this was a stage which the instructor scientist planed a great deal of things to be ready prior to directing her exploration.
2. **Acting**, this was a stage which the instructor scientist did her activity in the homeroom dependent on planned program of addressing like requesting that the understudies read a text while foreseeing, requesting that the understudies explain everything identified with accessible text, asking the understudies to orchestrate their inquiries whatever number as would be prudent identified with the text and discover the appropriate responses in the text, the educator specialist showed the understudies how to coordinate a decent rundown, the educator analyst permitted the understudies to suggest conversation starters identified with the clarification of masterminding a decent synopsis, the educator specialist drove the understudies in gatherings to share their forecast, explanation and questions and the instructor analyst welcomed the understudies to end the educating learning measure.
2. **Observing**, this was the third stage finished with a maximal observation by the instructor scientist and helped out the understudies to do and notice all exercises occurring during the educating learning measure alongside watching the video recording ordinarily either the educator analyst's or the understudies' exercises.
3. **Reflecting**, this was the last stage in leading the exploration which the educator analyst with the collaboration with the understudies' perception mirrored all information acquired during the execution of the instructing strategy. The got information should have been prepared, dissected, assessed as the educator specialist's appearance what to do straightaway.

In doing all exercises above, obviously the educator specialist needs some exploration instruments since she searched for the subjective and quantitative information. Subjective information as it is known as information which is gotten from get-togethers occurring during applying the showing strategy in the homeroom. While quantitative information are identified with numbers which is counted if the test is now done by the educator analyst. Along these lines, to help the educator scientist, here is the accompanying exploration instruments utilized.

1. Observation sheets, which were utilized to agenda all the educator specialist's and the understudies' exercises during the execution of the instructing strategy. The exercises recorded were in accordance with the designed program of addressing.
2. Field notes, which were utilized to record the shortcoming, strength, and improvement during doing the examination which were not shrouded in the perception sheets.
3. Expected characters sheets, which were utilized to agenda every one of the understudies' characters during executing the four systems in Reciprocal Teaching Method, any change or not.
4. Evaluation sheet, which was utilized to assess the understudies' capacity recorded as a hard copy a decent outline dependent on specific standards.

Qualitative information were gotten from the perception sheets, field notes, and expected characters sheets.

Three sorts of the instruments were handled commonly through three stages in particular decrease, examination and end. Obviously, the three sorts of examination instruments were handled as composed underneath.

1. Observation sheets (see Appendices 7A and 8A; Appendices 7d and 8d; Appendices 7e and 8e; Appendices 7f and 8f) were investigated into two methodologies to be specific:
 - a. Unstructured, which is an impressionistic approach whereby the educator scientist noted whatever appeared of most significance and pertinence, given her motivations, a Pacific

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focal point of interest, understudies inspiration, and anything that bears on this from the outward presentation of the study hall exercises for noticing.

- b. Structured, which is an observation plan which permits her to gather information in a Precise manner utilizing FIAC framework, Flanders, 1970 in Wallace, 1998:110-111. This was finished by checking list which is more applicable activities done dependent on the planned example plan. The consequence of done or scattered exercises was determined to know its rate.
2. Field notes (see Appendices 9a-c and 10a-c; Appendices 9d and 10d; Appendices 9e and 10e; Appendices 9f and 10f) were investigated by two different ways as follows.
 - a. They can be checked as a wellspring of thoughts or issues for additional examination by Offering some conversation starters why the get-togethers occur, what are the shortcoming, the strength and what ought to be updated.
 - b. The information may as of now be specific and centered around a specific issue to consider way to an answer.

As the last amassing for this investigation, the educator analyst showed to five degrees of adequacy composed by Hancock and Settle, 1990 in Wallace, 1998:59. They are as per the following.

A = brilliant powerful work, targets and expected results are being accomplished.

B = great compelling work, a few targets and expected results are being accomplished.

C = sensible work, a few destinations and expected results are being accomplished.

D = not compelling enough, scarcely any targets and expected results are being accomplished.

E = inadequate work, none of the targets and expected results are being accomplished.

To be known, these classifications can be likewise utilized in showing the consequence of perception, proposed by them above.

3. Expected characters sheets (Appendices 11e-11f) were examined by checking list every understudy's character change.
4. Assessment sheet (See Appendix 12a; Appendix 14b) was examined through five models of a decent rundown re-changed by Bauer and Ramazani, et al., 2013 in Table 1 containing scoring rubric and scoring guide found in Chapter II, p. 33-34, then counseled to an equation composed by DEPDIBUD, as follows.

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

At last the consequence of the understudies' paper was counseled to Scales of Competence Criteria chose in IKIP Gunungsitoli as it is composed underneath.

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

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RESULT AND DISCUSSION

Result

Table 1. Observation Sheets Result of First Cycle and Second Cycle

No.	Subject	Activities (%)											
		First Cycle											
		Done			Undone			Structure			Unstructured		
1	The teacher-researcher	M1	M2	M3	M1	M2	M3	M1	M2	M3	M1	M2	M3
		66.	100	100	33.	-	-	66.	100	100	33.	-	-
2	The students	7			3			7			3		
		87.	100	100	8.3	-	-	87.	100		8.3	-	-
		5			3			5			3		
No.	Subject	Second Cycle											
		First Cycle											
		Done			Undone			Structure			Unstructured		
1	The teacher-researcher	M1	M2	M3	M1	M2	M3	M1	M2	M3	M1	M2	M3
		100	100	100	-	-	-	100	100	100	-	-	-
2	The students	100	100	100	-	-	-	100	100	100	-	-	-

Table 2. Expected Character Sheets Result of First Cycle and Second Cycle

No.	Character Values	Percentage					
		First Cycle					
		Done			Undone		
1	Responsibility	M1	M2	M3	M1	M2	M3
2	Social						
3	Environment care	37.84			62.16		
4	Reading						
5	Friendship/communication to each other						
6	Tolerance						
7	Hard working						
8	Creativity		51.35			48.65	
9	Curiosity						
10	Tolerance						
11	Honesty						
12	Creativity						
13	Democracy						
14	Respectful achievement			62.16			37.84
15	Friendship/communication						
16	Environment care						
17	Responsibility						
No.	Character Values	Second Cycle					
		First Cycle					
		Done			Undone		
1	Responsibility	M1	M2	M3	M1	M2	M3
2	Social						
3	Environment care	54.05			45.94		
4	Reading						
5	Friendship/communication to each other						
6	Tolerance						
7	Hard working						
8	Creativity		81.08			18.92	
9	Curiosity						
10	Tolerance						
11	Honesty						
12	Creativity						
13	Democracy						
14	Respectful achievement			89.19			10.81
15	Friendship/communication to each other						
16	Environment care						
17	Responsibility						

Table 3. Result of Writing a Good Summary

No.	The Amount of Students	Mark	Percentage
		First Cycle	
1	4 persons	0	10.81
2	10 persons	45	27.03
3	2 persons	50	5.41
4	14 persons	55	37.84
5	4 persons	60	10.81
6	3 persons	65	8.12
		Second Cycle	
1	16 persons	50	43.24
2	14 persons	55	37.84
3	5 persons	60	13.51
4	1 person	65	2.70
5	1 person	70	2.70

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Discussion

In the primary cycle, the exploration discoveries are 4 people who got 0 (the understudies didn't present their outline), 10 people who got 45, 2 people who got 50, 14 people who got 55, 4 people who got 60, and 3 people who got 65. It is said that 14 people of the understudies didn't pass on the Scales of Competence Criteria (E) while others passed. Actually, the exploration discoveries in the subsequent cycle were 16 people who got 50, 14 people who got 55, 5 people who got 60, 1 individual who got 65, and 1 individual who got 70.

The understudies' imprint was gotten as it was seen for two cycles on the grounds that in the principal cycle 33 people of the understudies did the means such foreseeing, explaining, addressing while 4 understudies didn't do. A portion of their expectations were valid in the wake of explaining, yet others were bogus. Their inquiries were strict, interpretive, and basic. A significant number of their rundown were additionally written in a way that would sound natural to them albeit some of them had a similar synopsis. Then, at that point, in the subsequent cycle, a considerable lot of the understudies anticipated, explained, offered conversation starter, even composed their draft of rundown on their another paper (cross-check) prior to composing for all time on the last test of the year paper, Indrayani (2005) which involved the showing steps, the informative materials, the appraisal, and the understudies' positive response to the technique albeit very nearly a portion of them blended their own words/suppositions/ends with the essayist's words, while others did the three stages orally in their own heart and thinking so it was conceivable they didn't have any concentration to the stages. Maybe this was done in light of less understanding, vocabulary, and writing.

Reciprocal Teaching Method advanced higher or far superior scholastic accomplishment and made altogether higher/better scores than the understudies who have not or it was improved viably, Rosen shine and Meister (in Palincsar, et al., 1984), Zakiya (2008), Suryanto (2009), Gulo (2010) Ana Waruwu (2012). The accomplishment of executing Reciprocal Teaching Method in summing up a brief tale was impacted by certain exercises like assembling the understudies in their gathering, applying straightforwardly the means of Reciprocal Teaching Method without blabbering about its hypothesis, and clarifying the attributes of a decent outline that was never scholarly ahead of time too observing the understudies during carrying out the strategy with the assistance of the understudies. As such, the understudies got a kick out of the chance to work helpfully with the educator analyst to succeed the examination and their learning, Indrayani (2005).

CONCLUSION

The data show from the main cycle to the second cycle that the imprints are 0, 45, 50, 55, 60 and 65 in the principal cycle while in the second cycle 50, 55, 60, 65, and 70. It is said that the consequence of the examination discoveries in the subsequent cycle is superior to the aftereffect of the exploration discoveries in the main cycle. then The implementation of Reciprocal Teaching Method involves four systems that are anticipating, explaining, addressing, and summing up which likewise changes the understudies' characters more emphatically in the second cycle than in the main cycle where the understudies get seriously understanding that composing a rundown can be founded on perusing a text through implementing Reciprocal Teaching Method. So, reciprocal Teaching Method might improves the third semester students' ability in summarizing a text using their own words of English department of IKIP Gunungsitoli.

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