ENHANCING CONTENT-AREA READING SKILLS OF THE ENGLISH DEPARTMENT STUDENTS OF STAIN MALANG THROUGH SUMMARY WRITING

THESIS

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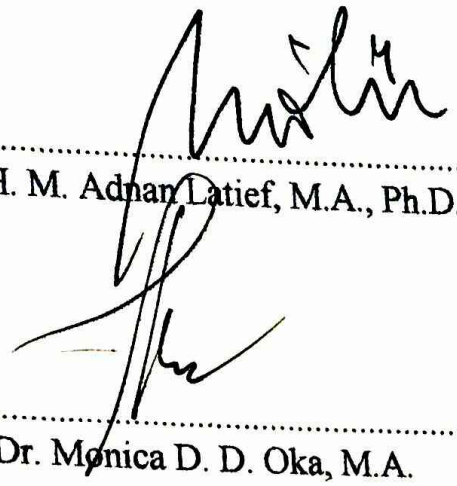

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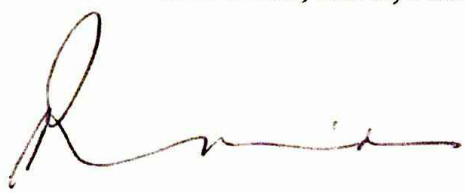

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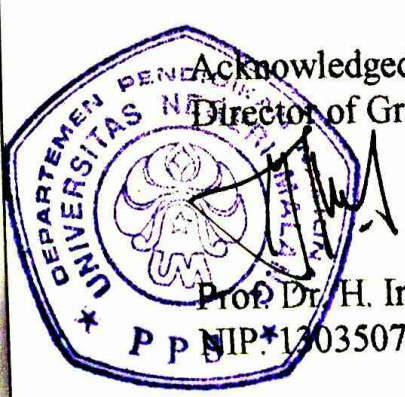

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ABSTRACT

Indah, Rohmani Nur. 2002. *Enhancing Content-Area Reading Skills of The English Department Students of STAIN Malang through Summary Writing.* Thesis. English Language Education, Graduate Program. State University of Malang. Advisors: (I) Dr. Monica D. D. Oka, M.A., (II) H. Zaini Machmoed, M.A., Ph.D.

Keywords: Summary writing, content-area reading, reading skills.

Content-area reading or reading which is principally aimed toward developing subject matter knowledge as well as encouraging thinking or metacognitive processes, is more difficult than comprehension reading. A preliminary study has been carried out at the English Department of STAIN Malang to figure out the third semester students' content-area reading skills particularly in comprehending and identifying the main ideas of a content-area text. The result showed that the students cannot read their content-area texts adequately. In addition, the response obtained from the questionnaires also showed that they do not actually read their content-area textbooks and do not make use of summarizing as a study strategy.

Researches have proved that summary writing is beneficial for content-area reading. As a study strategy, summarizing strategy is profoundly helpful for students to enhance the skill of identifying main ideas that allows learners to reduce information in texts to be retained in memory. The researcher believes that if an appropriate learning strategy (i.e. summarizing) is introduced to the students and subsequently applied, the learning from content-area texts can be expected.

This research focuses on enhancing content-area reading skills of the English Department students through summary writing. Its purpose is to develop and apply a direct instruction model of summary writing to enhance content-area reading skills. It takes an individual classroom action research with fifty- six students of the third semester of English Department of STAIN Malang as its subjects. The present research covers some action cycles which are completed when the most effective instruction is found. Each cycle employs the following procedure: (1) the planning, (2) the implementation, (3) the evaluation, (4) the reflection and (5) the conclusions of the action cycles.

The direct instruction model consists of the components of explanation, guided practice and independent application (EGI). The explanation component covers (1) the nature of a summary, (2) the use of summarizing, (3) the kinds of summary, (4) the important principle or rules of summarizing, (5) the procedure of summarizing. The second component, namely the guided practice component involves the following procedures: (1) Teachers guide students'

reading the modeled summary and compare with the original text using reflecting aloud. (2) Students in pairs make a summary based on the content-area text assigned. (3) Teachers supervise the learning process during the peer-summarizing activity. (4) Teachers present the modeled summary for comparison. (5) Students revise their cooperative summaries. Meanwhile, the last component, the independent application covers three activities: (1) the sharing session activity, (2) the peer-evaluation activity, and (3) the class symposium activity.

The findings show that the teaching of content-area summarizing using a model of direct instruction consisting three components: explanation, guided practice, and independent application, enhances the students content-area reading skills. It is as represented by the cumulative percentage they achieved in their summary evaluation. The mean of pre-test score was 46, meanwhile the mean of score in cycle 1 was 82, 86 in cycle 2 and 92 in cycle 3. These meant that there were enhancements in students' skills in identifying ideas (which consisted of main ideas and major supporting details) of the text, paraphrasing ideas, and organizing ideas. The enhancements were 68% in cycle 1, 77% in cycle 2 and 89% in cycle 3.

There are multiple advantages of the teaching of content-area summarizing strategy using the model described in this research. *First*, students are able to work with their content-area text independently. *Second*, students can monitor their comprehension through their summaries. *Third*, students are more dominant in the teaching and learning process than the teacher. *Fourth*, the students' mastery of the strategy decreases their reluctance to read content-area texts and increase their awareness of the importance of content-area reading. *Fifth*, students are reinforced to have a better student-text interaction or engagement by the learning activities involving the process of skimming → outlining → summarizing → evaluating → presenting. *Sixth*, students have opportunity to use all language skills. And, *seventh*, students subsequently can apply the strategy across their curriculum which later on will support their study.

Based on the findings of the present research, it is recommended that content-area summarizing strategy be used as a technique of teaching learning strategy to students of English Department. In other words, in the teaching of summarizing, it is more valuable to train the students to work independently with content-area texts rather than select the texts which are irrelevant to students' major. Therefore, reading instructors can adopt all or some of the techniques employed in this model with some modification so that the result may have a higher gain or a better students' enhancement in their content-area reading.

CHAPTER I

INTRODUCTION

This chapter is devoted to the discussion of the research background, the research problems, research objectives, research significance and limitation, and operational definitions.

1.1 Research Background

In the context of English teaching as the first foreign language taught in Indonesia, the teaching and learning of English especially of reading is of particular importance. For students of universities or colleges, proficiency in English particularly in reading skills is generally assumed to be essential for a successful study. This is because textbooks for a variety of subjects as well as reading materials available in college libraries are mostly written in English.

Reading is defined as a thinking process involving word recognition skills, literal comprehension skills, interpretation skills and application skills (Crawley and Mountain, 1988). In addition, reading includes discovering meaning in print and script, within a social context, through bottom-up and top-down processing and the use of strategies and skills (Gebhard, 2000). The activity of reading belongs to one tool that opens windows to the world, unlocks doors to opportunities, and expands our minds to new ideas.

Comprehension continues to be an area of major concern in the teaching of reading. The ultimate goal of the teaching has been unchanged, i.e. to enable students to read without help unfamiliar authentic texts, at an appropriate speed, silently and with adequate understanding (Nutall, 1982). Yet, the problems associated with helping learners derive meaning from the printed page remain a formidable challenge for teachers. However, teachers of EFL reading are concerned with improving the teaching of reading comprehension.

The focus of interest in reading programs is language and content, we want students to learn how language is used for conveying content. Likewise, the students are expected to develop their skill needed to extract the content from the language that expresses it. Such skills are required for them to become effective independent readers (Nutall, 1982). Readers in independent level are characterized by the skill of reading material without previous instruction from the teacher, having little or no difficulty in reading the words or understanding the vocabulary, and they have excellent comprehension of what they read (Crawley and Mountain, 1988).

Kweldju (1996) states that reading comprehension and reading textbooks are two distinct terms. The former deals with learning to read, in which answering comprehension questions relies more on short-term memory. Meanwhile, the latter is concerned with learning subject matter or reading to learn in which the readers are to construct their own ideas. It is done through

bringing in and integrating their own background knowledge, ideas and values with those of the text in order to generate a new unique meaning.

Reading content-area texts is more difficult than the common or simplified reading comprehension texts. Although college students must know how to interact with texts if they are to succeed, their study repertoires tend to be limited. Studies have revealed that college students, especially freshmen, typically use memorizing, rereading, and looking over to read and study text. Rather than stimulate active learning, these activities tend to encourage passivity (Anderson and Armbruster, 1984; Snyder and Pressley, 1988; Simpson and Nist, 1990)

Reading comprehension courses alone are not sufficient to help students comprehend their content-area textbooks. Djiwandono (1983) has reported that at the end of the reading course, the students do not seem to make any appreciable improvement in their English reading proficiency so that one is justified in wondering how they manage to deal with their textbooks.

The ability to learn from content-area text is an indication that one is able to think critically and draw reasonable conclusion about the information presented. In attempting to do so, Beck recognizes the problem of low motivation to read so that teachers and reading researchers should continue both cognitive and motivational work on developing techniques to encourage

students' active engagement with text (in Sweet and Anderson, 1993). These affective factors play a crucial role to successful content-area reading.

When approaching a textbook reading assignment, students can differ in their prior knowledge of the topic, their awareness of textbook parts, their understanding of the task and their use of learning and reading strategies (Sammons and Davey: 1994). For the time being, the issue of the importance of content-area reading is still disregarded. As stated strongly by Reinking, little attention has been given to the ability of pre-service English language teachers, or in other words, students of the English Department to read their own textbooks (in Kweldju 1996).

As suggested by Davis (1990), there are two worthy areas which need to be concentrated on by educators: the teaching of study skills in reading classes and the emphasis on study strategies in content-area classes. Hence, what can be implemented in the reading class is using real content material to teach study strategies.

The need to integrate language learning and content learning becomes more crucial when teachers are aware of having students who do not learn. Why is it that students do not read their textbook? Many teachers believe that the problem of activating students to read is students' inability to apply reading strategy taught as their study skill. To solve this problem, teachers have tried diligently to use instructional strategies. One of the examples is learning-from-

text strategy as mentioned by Mathison (1989) which includes a summarizing technique that is used to help students improve their ability to read expository texts.

There has been a lot more recent research on reading and study strategies which according to Simpson and Nist are not all important and efficient (1990). In addition, they develop annotation strategy which helps readers to think, to process ideas and to monitor their understanding. One of the basic processes in this strategy includes the ability of writing brief summaries in the text margins using one's own words.

Writing summaries according to Casazza (1993) reinforces the interaction with the text and the organization of the information into a meaningful context. Moreover, teaching students to summarize increases their comprehension of expository texts which end with producing active, thoughtful readers who can monitor their own comprehension and later retrieval.

Sekolah Tinggi Agama Islam Negeri or The National College of Advanced Education in Islamic Religion (hereafter: STAIN) Malang has opened four Faculties covering nine departments for Undergraduates and a Post Graduate program leading to a Masters Degree in Islamic Studies. One of the Undergraduate Faculties is Language and Culture which consists of the Arabic Department and the English Department. The English Department has the aim of producing graduates in Islamic Religion who want to specialize in the

English language. This program is supported through assistance from experienced teachers from within Indonesia and from overseas countries such as America, Australia and Great Britain.

Considering that the students need exposure in foreign language skills, especially Arabic and English, STAIN Malang has required new students in all departments to undertake intensive Arabic language course and a compulsory course in English language conducted over two semesters since 1997/98 academic year. Moreover, STAIN Malang has provided *Pesantren* or Islamic dormitories since 2000/01 academic year for accommodating 1000 new students (through 2 semesters) to create an atmosphere conducive to the development of Arabic and English language through the daily use of both languages.

The reading course at the English Department of STAIN Malang consists of Reading I, II, III and IV. It basically aims at improving the students' reading ability up to the intermediate level through the development and the evaluation of comprehension of English reading passages at the intermediate level. Unlike reading courses applied in other colleges, there is no special class for developing intensive reading and extensive reading; or which Brumfit labeled: reading for accuracy and reading for fluency (in Nutall, 1982).

The students are given Handbook of Reading Theories as guidance for learning in which explicated SQ3R (Survey, Question, Read, Recite, Review).

This study skill is expected to be applied when students cope with compulsory content courses such as Introduction to Linguistics, Introduction to Literature, Cross Culture Understanding, History of English Language, Phonology, Morphology, Semantic, Syntax, Discourse Analysis, Language Research, Poetry, Prose and Drama.

The materials given in the courses are mostly in the form of narrative texts related to general topics which might attract the students' interest, e.g. sex education, health, gender, etc. Expository texts, especially those concerning content-area materials are not preferred by most reading instructors because, as identified by Maria and Hathaway (1993), when teachers have to choose a text, they must consider various aspects such as the students' prior knowledge, interest, purpose, vocabulary, and sentence structure.

As a newly established department, the English Department of STAIN Malang has not investigated the quality of its first graduates. Thesis supervisors inform that it is hard work to encourage the undergraduate students for better writing as well as reading since the reading courses given are insufficient for supporting the students to be independent readers. Lecturers of reading classes also report that although students have taken the reading courses, they still find difficulties in comprehending main ideas of passages. When poor-reader students were interviewed, they said that they cannot read their content-area textbooks adequately although they have passed their content-area subjects.

Rather, they relied on studying their lecturer's explanation when discussing the content of the textbooks. Factors such as inability in comprehending content texts and low interest in content-area reading may account for the above problems.

As a teacher at the English Department of STAIN Malang, the researcher wants to get a better picture of the students' content-area reading skills particularly in comprehending and identifying the main ideas of content-area texts. Therefore, she has carried out a preliminary study in one class of the third semester students of the English Department of STAIN Malang. It utilized two kinds of instruments: an assignment and a self-report questionnaire. The assignment is writing the gist of a content-area text using Indonesian. The self-report questionnaire consisted of four open-ended questions in which the students are asked to describe their content-area reading strategy and their opinions about the reading course given. The students may respond the questionnaire in English or Indonesian.

The assignment was designed to measure the students' skill in content-area reading. Prior to the task, students were assigned to read a text of 350 words concerning the material of Introduction to Linguistics. The assigned text entitled "What is Language?" was taken from "An Introduction to Language" by Victoria Fromkin et.al. published in 1999 by Harcourt, Toronto. The text was finished in range of time 3.10 to 5.00 minutes. The time was counted

because reading time was considered a variable. The observation and field notes showed that slow reading goes hand in hand with poor comprehension. The reason of using Indonesian in assigning the students to write the gist of the text is to check whether they read with adequate understanding or not. From all the papers submitted, it was found that only 8% reflects adequate comprehension of the content, while the other are as the following: omitting the essential points of the text (84%), putting ideas which deviate from the content (59%), misunderstanding the keyterms (35%), and translating the opening paragraph of the passage (25%),

The response obtained from the questionnaire was quite variable. When asked about their preference in facing the task of content-area reading, it is found that 40% tried to search and read the forementioned texts although with difficulty, 18% do not work hard enough to learn their textbook and 2% read the part which they consider important and interesting. It is also discovered that 34% do not actually read their content-area textbooks.

The most common reading strategy employed by the students was discussing the content of the text with friends (24%), examining the title and heading (20%), using the dictionary to look for technical terms (16%), marking the text by using underlining or highlighting (12%), taking notes on the main ideas (8%), translating the text into Indonesian (6%), skimming (4%), and making summaries (4%).

To prepare themselves for the content-area quiz, there were six most frequently mentioned strategies: reading and rereading (40%), reading the summary (18%), writing the essential points (14%), memorizing (10%), discussing with friends (8%), learning the lecturers' explanation and notes (4%).

Concerning the reading course given, there were three dominant answers: 26% stated that so far the material in Reading I is beneficial for their reading mastery, 30% thought that the material given is useful only to read easy texts and 44% complained that it cannot help them to read their textbooks.

To sum up, the preliminary study shows that students do not actually read their content-area texts and cannot read their content-area texts adequately. In addition, they do not make use of summary writing as a learning strategy. However, teaching students about how to summarize content-area texts is important since content lecturers often assign students to make a summary while summary writing has not been taught in the writing class.

For that reason, the students' reading skill particularly of content-area reading needs to be enhanced. In order to activate their reading, teaching students to summarize will also familiarize a study strategy. The researcher believes that if an appropriate learning strategy is introduced to the students and subsequently applied, the learning from content texts can be expected. As a learning strategy, summarizing technique is profoundly helpful for students to

enhance the skill of identifying main ideas that allows learners to reduce information in text to be retained in memory. Researches have proved that summary writing is beneficial for content reading (Casazza, 1993; Nunan, 1997; and Taylor in Baumann 1987). Therefore, a classroom action research concerning summary writing to enhance content-area reading skills needs to be carried out.

1.2 Research Problems

The research aims at answering the following problem: "How is the effective direct instruction model to enhance the students' content-area reading skills through summary writing?". It is intended to answer the specific problems below:

1. How is the effective model of explanations on summary writing to enhance the students' content-area reading skills?
2. How is the effective model of guided practices in summary writing to enhance the students' content-area reading skills?
3. How is the effective model of independent applications of summary writing to enhance the students' content-area reading skills?

1.3 Research Objectives

In line with the stated problems, the research proposes a general explication of effective instruction in summary writing of content-area reading

materials as an attempt to enhance the students' content-area reading skills. The present research then has the following specific research objectives:

1. To develop the model of effective explanations on summary writing of content-area reading materials as an initial effort to enhance the students' content-area reading skills.
2. To develop the model of effective guided practices in summary writing of content-area reading materials as an effort in enhancing the students' content-area reading skills.
3. To develop the model of effective independent applications in summary writing of content-area reading materials as an effort in enhancing the students' content-area reading skills.

1.4 Research Significance

The findings of this research are expected to give theoretical and practical contributions. Theoretically, they are expected to enrich the study of English language education particularly on the study of learning strategies and reading instruction.

In addition, the findings are practically meaningful for the researcher, reading instructors, and students. For the researcher, the findings mean valuable contribution for her career. For reading instructors, the findings would enrich their teaching technique to be applied. And, for students, the findings are

expected to help them to develop their reading skill and improve their reading strategy that will lead to promoting their interest as well as reading habit of content-area textbooks.

1.5 Research Limitation

This research is focused on the following components:

1. The subjects of this research are the third semester students of the English Department of STAIN Malang taking the course of Reading II.
2. The skill monitored is concerned with summary writing of content-area reading using real content material.

1.6 Operational Definitions

Dealing with the title of the research, the operational definitions employed are as follows:

1. Reading skills refer to the competence required to understand written message, i.e. determining the main idea and author's purpose, distinguishing between main ideas and supporting details, making inferences, drawing conclusions, analyzing organization and seeing relationships, distinguishing between fact and opinion, understanding vocabulary and using new words.
2. Content-area reading refers to the reading which is principally aimed toward developing subject matter knowledge as well as encouraging thinking or metacognitive processes.

CHAPTER III

RESEARCH METHOD

This chapter is devoted to present a description of the method employed in this research. The description includes research design, research subject, research procedure, data and data source, data collection and instrument, and data analysis.

3.1 Research Design

This research belongs to action research design using the approach of individual teacher researcher. The individual classroom action research focuses on investigating the process of teaching and learning as they occur in the Reading II class. For the researcher the present research is fruitful as defined by Williamson (in Ticko, 1995: 85) as follows:

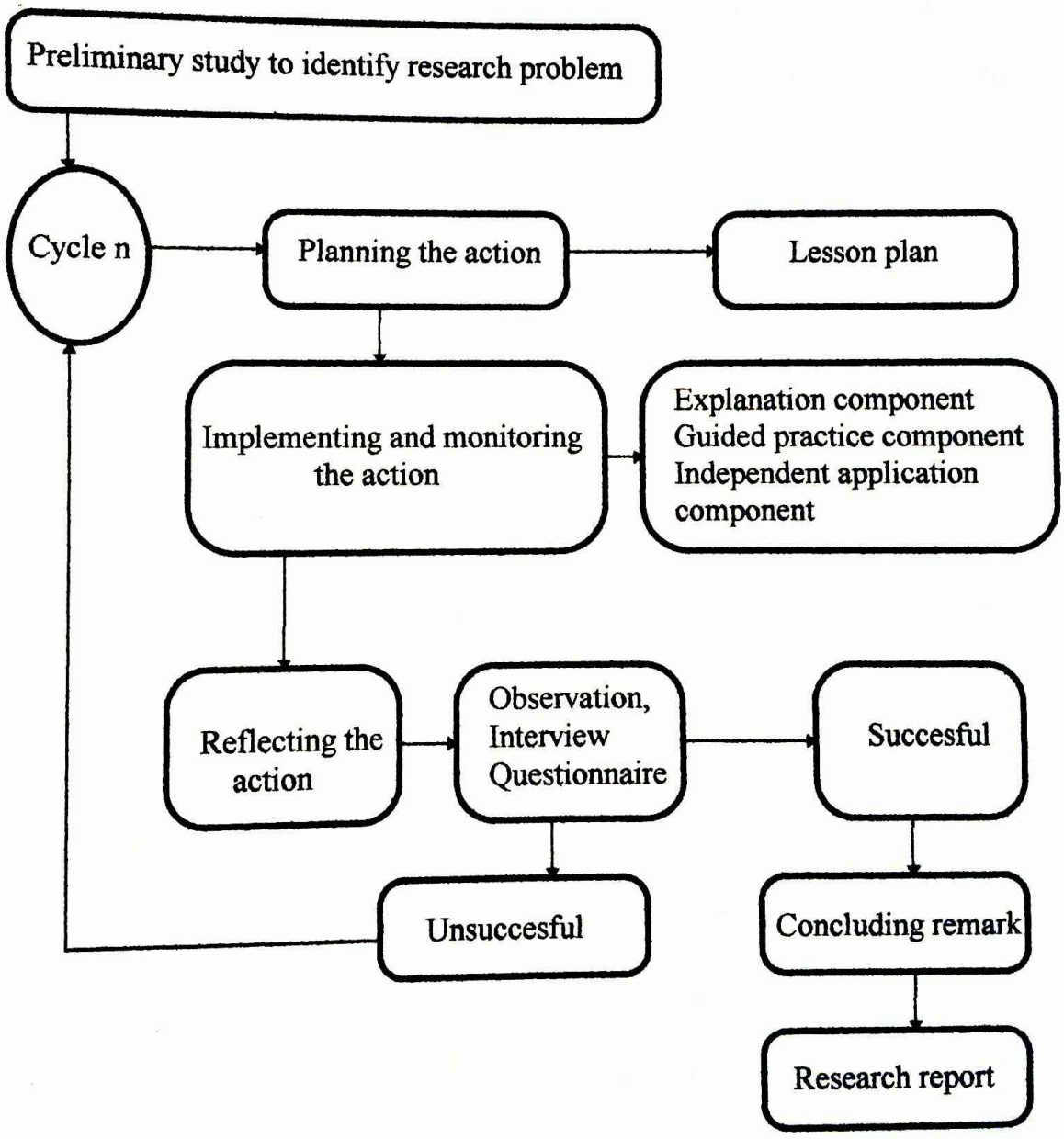
> "Action research is an accessible form of research whereby we can investigate ourselves and the work we do. A better understanding of these two variables can, in turn, lead to changes in practice which improve both teacher and teaching. In action research, teachers are the researchers and the researched, and the results they obtain, are therefore not only of direct relevance, but also of great use of them."

Specifically, the research develops a model of direct instruction to teach summary writing related to content-area reading. It aims to explicate the

application of the model to the third semester students of the English Department of STAIN Malang.

The action research spiral which reflects a sequential program for the researcher to engage in the present research can be seen in diagram 1:

Diagram 1: The action research sequence



Adapted from Kemmis and McTaggart (1992)

3.2 Research Subjects

The accessible subjects of this research are undergraduate students of the English Department of STAIN Malang. The researcher decided that the subjects of this research are the third semester students of the English Department of STAIN Malang.

This research involves English Department students who are taking Reading II. This is due to the assumption that they have passed the prerequisite course of reading comprehension I. The total sample is 56 students.

3.3 Research Procedure

The following are the research procedure which covers the the planning, the implementation and the reflection of the action cycle.

3.3.1 Planning the Action

The preliminary study has led the researcher to the following research question: how are the students' content-area reading skills enhanced through summary writing? Then, she decides to use a model of direct instruction as developed by Casazza (1993) which consisted of explanation, modeling, questioning and application. The researcher adapted the model into a more simplified model of direct instruction which consists of three stages: explanation, guided practice and independent application (EGI).

Using this model (EGI) the summarizing strategy was planned to be described explicitly in the explanation component. The teacher was planned to guide students' in applying the theory of summarizing into practice in the guided practice component. In the last component, independent application the students were planned to work independently in summarizing. Within this component, students were engaged in the following processes: skimming → outlining → summarizing → evaluating → presenting. The detail of each stages can be seen in table 1 (on page 39).

3.3.2 Implementation of the Action

Employing the model of direct instruction, the teaching of summary writing is given within two meetings (4 x 50 minutes) for each cycle. The explanation and the guided practice are given in the first meeting, and the independent application is given in the second meeting.

In the explanation stage, summarizing is introduced and described explicitly. Following the introduction to the concept of summarizing, the second part of the explanation component is an explicit description of the rules for summarizing. The instructor, then, demonstrates the steps for summarizing.

The next stage is the guided practice component. The students are asked to skim a selected portion of content-area text. The instructor guides the students' reading by asking about the subject matter of the text and afterwards

she directs a paired-summarizing activity using the steps which have been demonstrated previously. The instructor monitors the activity and facilitates the students' discussion of their cooperative summaries. When the students are experiencing trouble, the instructor can develop a modeled summary that highlights the points which the students think difficult. The modeled summary is also used as comparison which helps the students to revise their work. As an outside assignment each student is responsible for submitting a summary writing related to his or her area of interest.

The last component of the direct instruction is the independent application. During the class session on this component, the students are assigned to groups where they evaluate each other's work. The entire class discusses what appears as strengths and weaknesses of their summaries based on the provided evaluation guidelines. The highest score summaries of each group are to be presented in a class symposium. This activity will illustrate how individual summaries can lead to an overall understanding of a topic. The detailed implementation of the action is as seen in table 1

Table 1: The implementation of the direct instruction model

Components	Meetings	Focus	Learning goals	Action
1. Explanation	1st, 3rd, 5th	Introducing and describing summarizing explicitly	Learning what summarizing is, why we need to summarize and how to summarize	1. Opening the learning 2. Material presentation: 2.1 Explaining the nature of summarizing 2.2 Describing the rule for summarizing 2.3 Demonstrating the steps in summarizing
2. Guided practice	1st, 3rd, 5th	Providing equal input involving reteaching and exercise	Learning the process of summarizing	1. Guiding the students' reading 2. Directing a paired-summarizing activity 3. Presenting the modeled summary for comparison 4. Assigning homework
3. Independent application	2nd, 4th, 6th	Applying summarizing as individual task	Providing opportunities for the students to become automatic with summary writing	1. Discussing the problems the students faced in writing summaries 2. Facilitating peer-evaluation activity using the evaluation

				guidelines provided 3. Handling the students' discussion on the strength and weakness of the summaries 4. Holding a class symposium hearing the highest scored summaries

3.3.3 Reflecting the Action

After the implementation of the action is accomplished, the next phase is reflecting whether the problem has been solved or not. In other words, the most effective model of direct instruction which enhances the students' content-area reading skills has been found or not.

Some ways employed in reflecting the action are as follows: doing teacher self reflection, asking questions to the students about their reaction to the instruction and assignment after the class session or outside the class, and distributing follow-up questionnaires.

3.4 Data and Data Source

The data used in the research are in the form of the result of observation, interview, questionnaires and documentation of the students' scores in each cycle. It consist of the following data:

1. Data of preliminary study

The data concern with the students' entry behavior or the students' content-area reading skills before the action is implemented. The data are in the form of scores and questionnaire sheets.

2. Data of action implementation

The data are in the form of teaching checklist, questionnaire sheet, interviews and observation format which are related to the process during the implementation of the action.

3. Data of action result

The data deals with the product of the students' learning. It includes the assessment of the content-area reading skills represented by the scores of the students' summaries.

The source of the data in the present research is the process of teaching and learning of content-area reading using summary writing which includes the teaching component of the explanation, the guided practice and the independent application.

3.5 Data Collection and Instrument

The data of the research are collected by the researcher as the key instrument of this research. In gathering the data the researcher uses the following devices:

1. Observation format

During the class session, the researcher monitors the teaching and learning process using the observation format. The scales provided in the observation format illustrate the characteristics of the process. It is as illustrated in table 2:

Table 2: The observation scale

Teaching Component	The students' on-task behavior	Scale			
		1	2	3	4
1. Explanation	1. Listening to the lecturer's explanation 2. Taking notes on the lecturer's explanation 3. Answering the lecturer's questions 4. Asking questions related to the lecturer's explanation				
2. Guided practice	1. Getting involved in skimming activity 2. Involve actively in peer summarizing 3. Participate actively in class discussion 4. Revising the cooperative summaries				
3. Independent application	1. Submitting individual summaries				

	2. Involve actively in the discussion 3. Accomplishing the peer-evaluation activity 4. Participate actively in class symposium				
Total points earned: .....out of 48 possible					

The scale codes: 1: No one does 2: Only some students do 3: Most students do 4: The entire class does	Category: <20 : poor 20-29: fair 30-40: good >40 : very good

2. Audiotape Recording

Audiotape recording is used to get specific and accurate record of the teaching process especially in the explanation component. The transcript provides detailed evidence on specific aspects, i.e. the explanation sequence, which enables the researcher to administer the completion of the teaching checklist. The following table 3 is the checklist used to monitor the teaching and learning process:

Table 3: The teaching checklist

Teaching Components	Action	Done	Not done	Note
1. Explanation	1. Opening the learning 2. Elucidating the learning goals and the learning steps 3. Explaining the nature of summarizing 4. Describing the rule for summarizing 5. Demonstrating summarizing steps			
2. Guided practice	1. Guiding students' reading 2. Directing a paired-summarizing activity 3. Presenting the modeled summary for comparison 4. Assigning homework			
3. Independent application	1. Discussing the problems the students faced in writing summaries 2. Facilitating the peer-evaluation activity 3. Handling the students' discussion on the strength and the weaknesses of the summaries 4. Holding a class symposium hearing the highest scored summaries			

3. Interviews

The interviews can be done after the class session or outside the class. The type of interview employed is group interview, which means the researcher conducts an informal discussion with three or four students chosen at random concerning the instruction given.

4. Questionnaires

The questionnaires are used for reflecting the success of the action. There are some reasons for using this device, for instance questionnaires are easy to administer, easy to follow-up and able to obtain broad and rich information from the students. The items of the questionnaires can be seen in the appendices.

3.6 Data Analysis

After the data are collected, they are analyzed based on the following procedure:

1. Classifying the data

The data classification is done based on the action cycle. Then, the data of each cycle is categorized into the instruction component: the explanation, the guided practice and the independent application. The data of teaching process is also distinguished from the data of the students' summaries.

2. Presenting the data

The classified data is presented into an organized description. The data of the students' performance in summary writing is put into tables and other data concerning the observation result is presented as narrative description.

The data taken from students' assignment are analyzed using the evaluation guidelines as seen in table 4 below:

Table 4: Evaluation guidelines of the students' summaries

Reading skills	Criteria	Points earned		
		Yes 3	Partly 2	No 1
1. Identifying ideas	• Does the summary present all the authors' main ideas? • Does it delete minor details?			
2. Paraphrasing ideas	• Does it paraphrase accurately? • Is it understandable?			
3. Organizing ideas	• Does it organize the parts into a cohesive report? • Does it stay within appropriate length? • Does it omit any repetition of terms?			
3. Organizing ideas	• Are the sentences in it fit together or are connected with one another?			
Total points earned:.....out of 24 possible				
Additional comment:				
Evaluation code: 1= poor; 2 = fair; 3 = good				

The total points earned are then converted into scores using the following simple computation:

$$\text{The students' score} = \frac{\text{Total points earned}}{\text{The maximum points}} \times 100\ \%$$

The students' score is needed to compute the gain cumulative percentage (see table 5) as follows:

$$\text{The gain cumulative \%} = \frac{\text{The score earned - the preceding score}}{\text{The preceding score}} \times 100\ \%$$

Prior to the implementation of action cycle 1, a pre-test is administered to get the preceding scores needed to compute the cumulative percentage. In this pre-test, students are to write a summary of a content-area text. The selected text is entitled "What is Culture?" taken from Beyond Language by Deena R.Levine and Mara B. Adelman. The data of the pre-test scores can be seen in the appendix.

The success of the action implementation is measured primarily through the progress the students make in their assignments. There are three groups being observed namely high, medium and low achiever groups which are sorted by the students' performance in the assignment done in the preliminary study (see table 5). Three summaries are analyzed representing each group. The selected students' summaries are scored and computed to acquire the mean. The mean is used as the indicator of the combined performance in entire summaries. It is also used to monitor the action which means that the gain cumulative mean will reflect the success of the action.

The evaluation guidelines (see table 4) is also used to analyze the summaries the students made. The researcher analyzes the summaries' strength which categorized into the general strength and the specific strength, the summaries' weakness which categorized into the general weakness and the specific weakness, and the summaries' serious problems.

When all the achievers earn 3 points (the highest point of a criterion), it refers to the general strength of the group. And, when all the achievers earn 2 points (the mid point of a criterion), it refers to the general weakness of the group. If one or two students of the group earn 3 points, it refers to the specific strengths of the group. Meanwhile, if one or two students of the group earn(s) 2 points, it refers to the specific weaknesses of the group. The serious problem is found when there is an achiever who earns 1 point or the lowest point of the criterion.

The following tables are used in monitoring the success of the action. Table 5 is used to record the scores of the students' summaries in the first action cycle, table 6 is for the second cycle, and table 7 is for the third action cycle.

Table 5: The scores of the students' summaries in action cycle 1

Group Achievement	Subject's name	Pre-test score	Score earned in Cycle 1	Gain Cumulative Percentage	Group Mean %
High					
Middle					
Low					
Mean					

Criteria:
>75% : Very good
50% - 75% : Good
25% - 49% : Fair
<25% : Poor

Table 6: Scores of Students' Summaries in Action Cycle 2

Group Achieve-ment	Subject name	Pre-test score	Score earned	Gain Cumulative Percentage 1	Group Mean %	Cycle 1 Score	Gain Cum. % 2
High							
Middle							
Low							
Mean							

Criteria:
> 75% : Very good
50% - 75% : Good
25% - 49% : Fair
< 25% : Poor

Note:
Gain cumulative percentage 1: from pretest-score to score earned
Gain cumulative percentage 2 : from cycle 1 score to score earned

Table 7: Scores of Students' Summaries in Action Cycle 3

Group Achieve-ment	Subject name	Pre-test score	Score earned	Gain Cumulative Percentage 1	Group Mean %	Cycle 2 Score	Gain Cum. % 2
High							
Middle							
Low							
Mean							

Criteria:
> 75% : Very good
50% - 75% : Good
25% - 49% : Fair
< 25% : Poor

Note:
Gain cumulative percentage 1: from pretest-score to score earned
Gain cumulative percentage 2 : from cycle 1 score to score earned

3. Concluding the data and data validation

The data conclusion is divided into two parts: the conclusion of each cycle and the final conclusion. In the conclusion of each cycle, it is determined whether or not the following action cycle is needed. In this case, an action is considered completed when the implementation is in accordance with the planned action as mentioned in the teaching checklist (see table 3 on page 44). In addition, the consideration of accomplishing the action is also based on the result of the students' summaries. Meanwhile in the final conclusion, it is described explicitly the most effective model that has been found.

Finally, the last step is data validation or applying method triangulation which refers to three-way comparisons utilizing observation, interview and document. As a test for trustworthiness, triangulation involves contrasting the perception of the researcher as the teacher, the students and a participant observer or the teacher's colleague.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

The following section is devoted to present the conclusion and recommendations in reference to the research findings and the discussion.

6.1 Conclusion

1. The model of direct instruction of content-area summarizing consists of three components: the explanation, the guided practice, and the independent application.
2. The explanation component covers (1) the nature of a summary, (2) the use of summarizing, (3) the kinds of summary, (4) the important principle or rules of summarizing, (5) the procedure of summarizing. There are prerequsite reading skill instruction to take this instruction such as skimming skill and main idea skill. Before explaining the summarizing strategy, it is important to acknowledge the students with the learning objective so that they know exactly why they learn the strategy and also to be motivated to learn it. At the end of the teaching session, teachers give the students feedback through comprehension questions.
3. The guided practice component involves the following procedures: (1) Teachers guide students in reading the modeled summary and compare with

the original text using reflecting aloud. (2) Students in pairs make a summary based on content-area text assigned. (3) Teachers supervise the learning process during the peer-summarizing activity. (4) Teachers present the modeled summary for comparison. (5) Students revise their cooperative summaries. In order to economize the time, teachers should select the content-area texts which are short or approximately containing 300 words at maximum. In addition, it is helpful to distribute the copies of the modeled summaries and the original texts to the students. Teachers assign the students to find a content-area text and make the summary as homework. Students are to consult the texts they choose with the teacher before summarizing their texts.

4. The independent application component covers three activities: (1) the sharing session activity, (2) the peer-evaluation activity, and (3) the class symposium activity. In the sharing session activity, teachers and students discuss the problems faced in making summaries. Teachers give suggestions to overcome the problems. In the peer-evaluation, the activities are as follows: (1) Teachers explain the procedure of peer-evaluation and demonstrate how to fill the evaluation guidelines provided. (2) Students exchange their summaries. (3) In groups of three, students evaluate each other work using the criteria mentioned in the evaluation guidelines provided. (4) Teachers guide and supervise the activity during the peer-

evaluation process. (5) Teachers ask the students about the strengths and weaknesses of the summaries they evaluate. Meanwhile, the activities involved in the class symposium are as follows: (1) Teachers explain the procedure of class symposium activity. (2) Students propose the summaries which they consider good or interesting. (3) The selected students present their summaries in front of the class. (4) Teachers guide and supervise the activity during the class symposium process. (5) Teachers ask the students to give questions or comments to the presentations

5. The model of direct instruction enhances the students' content-area reading skills in identifying ideas which consists of main ideas and major supporting details of the text, paraphrasing ideas, and organizing ideas. The enhancements are represented by the cumulative percentages which the students have achieved in their summary evaluation.
6. There are multiple advantages of teaching content-area summarizing strategy using the model described in this research. *First*, students are able to work with their content-area text independently. *Second*, students can monitor their comprehension through their summaries. *Third*, students are more dominant in the teaching and learning process than the teacher. *Fourth*, the students' mastery of the strategy decreasess their reluctance to read content-area text and increase their awareness of the importance of content-area reading. *Fifth*, students are reinforced to have a better student-text

interaction or engagement by the learning activities involving the process of skimming → outlining → summarizing → evaluating → presenting. *Sixth,* students have the opportunity to use all language skills. And, s*eventh,* students subsequently can apply the strategy across their curriculum which later on will support their study.

6.2 Recommendations

The following are some recommendations addressed to reading instructors and future researchers.

6.2.1 Recommendations for Reading Instructors

Based on the findings of the present research, it is recommended that content- area summarizing strategy be used as a technique of teaching learning strategy to students of the English Department. In other words, in the teaching of summarizing, it is more valuable to train the students to work independently with content-area texts rather than select the texts which are irrelevant to students' major. This is because learning in colleges requires the students to be able to perform their task independently, without the teacher involvement. Writng summaries will assist them to organize their understanding of material content which further brings about success in their learning process across curriculum.

The model of direct instruction in teaching summarizing strategy which consists of explanation component, guided practice component, and independent application component, is applicable or teachable especially to big classes. Reading instructors can adopt all or some of the techniques employed in this model with some modification so that the result may have a higher gain or a better students' enhancement in their content-area reading.

6.2.2 Recommendations for Future Reading Researchers

Referring to the limitations of this research, other models of similar research in fact need to be invented. Future reading researchers can take many opportunities to conduct more intense research including better research design. In addition, similar researches are recommended to be conducted to students of elementary and advanced levels. The future researches may also include more various content-areas related to other major of study.

The present research used only students of the English Department as the subjects. Future researchers are, therefore, suggested to carry out the researches to students of the English Department in private universities, to students of English language courses, or if possible, students of non-English Departments who study English. Different findings might be obtained because those are related to different language contexts involving various factors such as students' interest, prior knowledge and learning motivation.

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