STUDENT'S SOCIOAFFECTIVE STRATEGY IN READING

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Abstract
Informatics grows fast along with articles related to it and the students of STMIK AMIKOM need to have the ability to read comprehensively to deal with her study and work place. This case study is aimed to explore and find the pattern of student's socioaffective strategies in reading and how they are applied. As the socioaffective strategy found, it will be easier for the teachers to provide English reading materials that suit their strategy preferences, more enjoyable for the students, and raise students' awareness of socioaffective strategy. Hopefully, it will lead students to become autonomous in reading, foster their good adjustment in study and work place, bring a broader awareness of socioaffective strategy in reading, and invites further research related to this strategy.

A preliminary observation was taken to choose one Information System student of semester 3, who had just experienced reading class, as this project participant. Data were collected through interviews with 16 indicators of socioaffective strategy. Steps of data analysis and data coding system were also prepared to make the research and data analysis easier.

Result shows that the participant applied 13 of 16 socioaffective strategies. A good self-confidence and maturity make her be able to encourage herself to be sure of what she does. Student's taking emotional temperature strategy through taking risk wisely and cooperating with peers -as part of cooperating with others' strategy- seemed to be student's best preferences among others.

Keywords: strategy, socioaffective strategy, and reading

INTRODUCTION
Teaching and learning orientation has moved from traditional one - which puts attention on teachers' role and teaching method - to the learners' great involvement in the teaching learning process. How learners can maximize their in assessing learners' interlanguage pragmatic competence, teachers are uncertain to include it into their syllabus. Moreover, it is a difficult task to develop and design a communicative language testing to measure learners' pragmatic competence in EFL context. There are some tools used to assess L2 learners' pragmatic competence, such as role-plays, multiple-choice questionnaires, rating scale assessments, simulations, interview tasks, and Written Discourse Completion Test (WDCT).

Apparently, the popularity of WDCT has been widely recognized because of its practical use among other assessment tools. However, there has been an endless debate among language teachers whether the WDCT can be used to assess EFL learners' pragmatic competence. Thus, this essay argues that despite its limitation, the WDCT is an effective tool to assess the learners' pragmatic competence. It will then put forward five stages to construct the WDCT in assessing the learners' pragmatic competence.

WDCT AND ITS BENEFITS
Supporters of the WDCT assert that this test is able not only to test learners' pragmatic awareness, but also to assess learners' production on certain speech acts. In this test, the learners are asked to respond appropriately in written form based on short situational descriptions given (Jianda, 2006). For example, the teacher has the learners make a request to someone who is older and not close, and write it down in a natural way as they speak to a real person. At this point, the learners are expected to write a polite request since they make a request to an older person. Thus, they also have to pay attention to some variables, such as social distance, relative power, and degree of imposition in each situation before giving their response (Martinez-Flor, 2003; Decapua & Dunham, 2007; Phisghadam & Sharafadini, 2011). In line with this, Jie (2005) investigated how Chinese university EFL learners performed appropriately in making refusal and request acts in different pragmatic tests, namely Multiple-choice Discourse Completion Test (MDCT) and the WDCT. The results have generally shown that the WDCT demonstrated learners' actual pragmatic competence more than the MDCT did. More specifically, the learners were aware about the context, which are social distance and relative power that led them to produce appropriate speech acts. Therefore, the WDCT can be used to elicit learners' production in order to assess their pragmatic competence.
THE ASSESSMENT TOOL OF L2 LEARNERS’ PRAGMATIC COMPETENCE:
WRITTEN DISCOURSE COMPLETION TEST (WDCT)

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ABSTRACT
Research studies have shown that pragmatic competence is teachable. The importance of teaching pragmatics has also been recognized, but still foreign language teachers are reluctant to teach pragmatics in their classrooms. This might be partly due to the lack of some valid methods for assessing pragmatic competence. This essay contends that while the Written Discourse Completion Test (WDCT) has some pitfalls, the WDCT effectively assesses learner’s pragmatic competence.

Key words: pragmatic competence, teaching pragmatics, pragmatic competence assessments, Written Discourse Completion Test (WDCT)

INTRODUCTION

Pragmatic competence is the ability to communicate effectively that involves both grammatical and pragmatic knowledge (Thomas, 1983; Bachman, 1990). Bachman (1990) identifies pragmatic competence as consisting of two aspects: (1) illocutionary competence that enables us to use language to express a wide range of functions, and to interpret the illocutionary force of utterances or discourse, and (2) sociolinguistic competence that enables us to perform language functions in ways that are appropriate to that context. Considering the importance of appropriateness in language use in order to communicate successfully, English as a Foreign Language (EFL) learners require to learn and acquire pragmatic competence. Studies have showed that pragmatic competence can be taught explicitly in EFL classroom (Brock & Nagasaka, 2005; Jernigan, 2007; Vitale, 2009; Taguchi, 2011; Sadhegi & Foutooh, 2012). Still, due to the lack of valid tools own way to have better language learning is put on the priority. Appropriate language learning strategies will result proficiency and greater self-confidence. Many researches show that language students who apply strategies in learning have better result than those who do not. Learners who use strategies know what they have to do to overcome specific language task, they become self-directed learners inside or even outside the class.

This study focus only on socio-affective strategies which cover how the students used situation around them to deal with their problems and how they organize emotions, attitude and values in learning English language while motivating themselves in the process of language learning, especially in reading English text, because the writing on IT, as well as information and technology itself, has grown and there are so many articles about IT are released everyday in English, both in printing form and when students browse on the net.

Language learning strategies are classified into two classes: direct and indirect strategies. Direct strategies involve the target language (i.e. memory strategies, cognitive strategies, and compensation strategies), while indirect strategies do not involve the target language directly but they support and manage language learning (Oxford, 1990). Indirect strategies are divided into metacognitive, social, and affective strategies. This study highlights the last two strategies: social and affective strategies, later called socio-affective strategies applied by students in reading English text.

LITERATURE REVIEW
Language Learning Strategy

The concept of learning strategy depends on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques (Stern 1992: 261). All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners’ attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable. In the same way, Oxford (1990: 8) defines learning strategies as
specific actions taken by the learners to make learning easier, faster, enjoyable, more self-directed, more effective, and more transferable to new situations. These strategies stimulate the growth of communicative competence in general.

O’Malley et al. (1985: 582-584) divide language learning strategies into three main areas. The first one is metacognitive strategy, which covers planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. Next is cognitive strategy that involves repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inferencing as the most important strategies. The last one is socioaffective strategy that deals with social-mediating activity and transacting with others, such as cooperation and question for clarification.

Rubin (1987), who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. The first type is learning strategy that deals with cognitive and metacognitive strategies. Cognitive refers to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials; it covers clarification/verification, guessing/inductive inference, deductive reasoning, practice, memorization, and monitoring. Metacognitive strategy is used to oversee, regulate, or self direct language learning; it involves various processes as planning, prioritizing, setting goals, and self-management. The second type is communication strategy, which is used by speakers when faced with some difficulty due to the fact that their communication ends out run their communication means or when confronted with misunderstanding by a co-speaker. It is more on the process of participating in a conversation and getting across or clarifying the conversation. The last type of Rubin is social strategy that related to activities engaging the learners to be exposed and practice their knowledge. Rubin and Wenden (1987:23-27) agree that although this strategy provides exposures to the target language, it contributes indirectly to learning since it does not lead directly to the obtaining, storing, retrieving, and using of language.

REFERENCES


some of the students also used the strategy in other subjects,
2. students got new knowledge and experience in using monolingual (English monolingual dictionary) to improve their vocabulary use skills, although they still needed some encouragement to bring more complete dictionary because they used the small one or pocket dictionary in which sometimes they could not find the certain words there,
3. the lecturer still found it difficult to deal with students with undisciplinary attitudes such as coming late and not bringing the coursebook, and
4. all participants had contributed in the research as the class lecturers and collaborators so they have new experiences in teaching, doing a research, giving feedback to each other, and doing reflection on the teaching.

CONCLUSION AND SUGGESTION
In the research a Strategy-Based Instruction has been implemented. The learning strategies taught and practiced were writing difficult or new materials on small cards or mobile phones and using dictionary. Those strategies were also supported by some actions or activities, i.e. using dictionaries, practicing peer review with guided review checklist, and discussing the students' problems with the lecturer. These actions improved the students' writing skills and their awareness to use certain learning strategies to improve their language skills.

Regarding the result of the research that teaching learning strategies improved the students' awareness to use certain leaning strategies and their writing skills, it is suggested that the other lecturers or teachers should also show explicitly and teach how to use certain learning strategies to improve their language competence.

Oxford (1990: 9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. The first three strategies included in direct strategy are memory strategies, cognitive strategies, and compensation strategies; while metacognitive strategies, affective strategies, and social strategies belong to indirect strategy. As described by the following figure, the extensions of the six strategies give a picture how Oxford (1990: 16-21) has classified it comprehensively.

Figure 1 Oxford's Classification of Language Learning Strategy (1990)
Socioaffective Strategy in Reading Comprehension

Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language, thus involves other people and appropriate social strategies are very important in this process. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden, 1987: 23-27).

While Stern (1992) said that students can use techniques in communication strategies such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation to avoid interrupting the flow of communication, Oxford (1990: 145-147) describes it more details as three sets of social strategies, they are: 1. asking question involving asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction; 2. cooperating with others which involves interacting with one or more people to improve language skills; and 3. empathizing with others which involves developing cultural understanding and becoming aware of others thoughts and feelings.

Oxford (1990: 9) sees affective strategies are concerned with the learner’s emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. The term affective refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets of affective strategies are lowering one’s anxiety, encouraging one’s self, and taking one’s emotional temperature. The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. Negative feelings can inhibit progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

Oxford (1990: 143-144) states that there are many ways to get affective strategies. In lowering anxiety there are three anxiety-reducing strategies, each has

During the process of the research in Cycle 1, the lecturer and the collaborators (other lecturers) also did some discussions to reflect the actions implemented and the effects on the students’ writing performance. Based on the first plan, the actions were focused on the improvement of the students’ grammatical competence in writing. However, in facts there were some students who did not make a well-organized paragraphs. Some even could not differentiate report and descriptive texts.

The discussions were also concerned on the other conditions in the classroom, for example, the students’ attitude during the lesson. This was related to the students’ discipline for coming on time. Actually, the lesson, which was held on Tuesday, began at 1.30 p.m. This decision to change the time from 1.20 to 1.30 p.m. was based the agreement among the students and the lecturer. But, it often happened that some students came very late with various reasons, such as having lunch, having prayer, being caught in the rain, etc. Once in a lesson, when the lecturer came at 13.30, there were only two students in the class. Here are the extract of a field note showing the condition and the lecturer’s complaint said to the collaborators.

Field note:
At 2 p.m. there were only 4 students (of 15 students) and at 2.20 two other students came. At 2.42. in the class there were still 9 students.

The lecturer’s complaint:
I sometimes get angry with the students, Bu. I came at 1.30 as the agreement, but you see there were only two students there.

After all planned actions were implemented, the lecturer and the collaborators did a reflection. The main points to reflect were not only about the positive impacts of the actions but also the weaknesses which were still found. The results of the reflection show that:

1. teaching learning strategies could improve the students awareness of the importance of using cards or other media (such as note books and mobile phones) improved and the students’ grammatical competence to support the ability in writing good texts also increased,

2. most of the students implemented the strategy in improving their writing skills and used different taking note media, such as cards and mobile phones,
about two different people, one is from Korea and another is from Japan and they were provided with subtitles in English. The text was about the story of the movie.

Based on the students’ writing, it can be concluded that there was some improvement on the students' ability in making a text. Before the implementation of the actions, it was still found some basic mistakes in writing, for example: (a) the product was in the form of paragraph not a text, (b) the story or the content was monotonous, (c) there were many grammatical mistakes, and (d) the words were used in wrong sentences. After the lecturer taught them the learning strategies i.e. making notes on small cards and using dictionaries more appropriately), the students' writing ability improved. It can be indicated by some aspects: (a) the number of the paragraphs they made was increased; it means that the students could develop their ideas better, (b) the organization of the text was better; one of the indicators was the ability to use time order markers/ signals, and (d) the grammatical mistakes were less than before. The followings are several examples of the improvement in using grammar.

<table>
<thead>
<tr>
<th>Names of the students</th>
<th>The use of grammar before the actions</th>
<th>The use of grammar after the actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khusnul Harsul Lisan</td>
<td>But I have to go Bromo if I want to meet her.</td>
<td>There, I wanted to make a good film...</td>
</tr>
<tr>
<td></td>
<td>...and they wanted me and my brother to spend our feast day there.</td>
<td>After that, I walked to look for some beautiful pictures.</td>
</tr>
<tr>
<td>Muhammad Isa</td>
<td>That words who always said by...</td>
<td>And then I had been brought by policeman to the... (meskipun masih salah dalam ejaan kata brough tetapi sudah benar penggunaan aturan kalimat pasif).</td>
</tr>
<tr>
<td></td>
<td>Finally my dream was came true.</td>
<td>For 2 hours, I had been interrogated... (masih salah ejaan/ penulisan kata interrogated).</td>
</tr>
</tbody>
</table>

O'Malley et al. (1985: 582-584) said that as to the social/affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main social/affective strategies. Malley and Chamot (1990: 45) stated that social/affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. The strategies that can uses are: 1. cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity, 2. questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples, 3. self-talk, or using mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task. Social/affective strategies concern the ways in which learners choose to interact with other speakers (Ellis, 1997: 77)

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non-observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Lessard-Clouston (1997: 3) states that language learning strategies contribute to the development of the communicative competence of the students. Oxford (1990:1) describes language learning strategies as important tools of language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Teachers who train a physical component and mental component: 1. using progressive relaxation, deep breathing, or meditation, 2. using music, 3. using laughter. In encouraging oneself, there are three ways can be taken: 1. making positive statements, 2. taking risk wisely, 3. rewarding oneself. In taking emotional temperature, learner can use listening to his body, using a checklist, writing a language learning diary, and discussing feelings with someone else.
students to use language learning strategies can help them become better language learners; and helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lessard-Clouston, 1997: 3). Degree of awareness, learning stage, task requirements, teacher expectations, age, sex, nationality/ethnicity, learning style, personality traits, motivation level, purpose for learning and the language itself give influences to students' successfulness.

Learning strategies can be taught. They are teachable and the main concern of this work is strategy training that can be considered as an essential part of language education. The flexibility of learning strategies gives students free access to choose, combine, and sequence the strategies in their own way; it is not always found predictable sequences or in precise patterns. Even in some cases, such as reading a passage, learners use some strategies in a predictable way, for example learners first preview the text by skimming or scanning, then read it more closely by using guessing, and the like.

In fact, learning strategies are not always observable to the human eye. For example, while many aspects of co-operating with someone else to achieve a learning goal are observable, it is impossible to observe a learner's act of making mental associations. Learning strategies are often conscious, for most of them are conscious efforts of learners to take control of their learning.

**Reading Skill**

Most of articles found about reading discuss reading comprehension cognitively because reading is about understanding written texts and it is a complex activity that involves both perception and thought. It consists of two related processes: word recognition, which refers to the process of perceiving how written symbols correspond to one's spoken language, and comprehension, which is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. In general, skilled readers are able to construct meaning through the integration of existing and new knowledge and use certain strategies to assist, monitor, regulate, and maintain their comprehension (Grow, 1996).

**Using dictionary**

Besides making notes on the cards as a learning strategy to learn grammar, in this research the lecturer also encouraged the students to use dictionaries, especially when they found new words. Dictionary can help them to find the meanings and to know how the words are used in the sentences (in the appropriate context). In one lesson the lecturer gave some examples of how to use dictionaries, how to find words meanings in the dictionary, and how to use them in the appropriate context because a good dictionary like Oxford Dictionary and Cambridge Dictionary will give us that information. In that occasion, she used Electronic Cambridge Dictionary accessed from her laptop. It was effective enough to show how a dictionary helps us in the study of words. By encouraging the students to use dictionary has changed their perception on the functions of a dictionary. One of the students said “We cannot pretend as if we know the meanings and the use of the words. Like the word ‘tremor’. We thought that it is a verb, but a noun”.

In the last stage of the lesson (Independent Construction of the Text) the students made a recount text. Before they wrote their text, they watched a movie
The lecturer asked all of the students, “Well, last week I told you about the use of cards. Have you tried to use it? Cards?” One of the students named Dita, told us her experience in using the cards while she was watching an English movie that she wrote difficult words found in the movie. She said “When I watched movies, I write some words on the cards and read it”. She also said that this activity could also improve her vocabulary. She added that she opened her dictionary to find out the meanings of the words. Then the lecturer asked her, “Did you notice the types of the words? Noun or adjective?” She said “Not yet.” The lecturer suggested her to pay attention on the kinds of the words, whether as a noun, verb, adjective, or adverb. Another student named Wika also told us her experience in implementing the strategy. She said that she also uses the strategy in other subjects. Even she uses more colorful cards. She also attached them on the wall of her bedroom. For her, this strategy could improve her vocabulary as well.

In the interviews done after the lesson some students (taken randomly) also had the same opinions about the benefits of the use of cards. Moreover, this strategy inspired them to use other media (tools) to take notes the new materials. The followings are some of the interview extracts.

Extract one

Lecturer (Researcher):...Do you still remember what you learnt today about learning strategy?
Aulia: Writing new words on the cards and guessing the meanings from the context in the sentences given then checking the meanings in the dictionary.
Lecturer: Do you know why you should do so?
Aulia: to make us easy to remember the words, to know the meanings and to use them correctly...and to add our vocabulary

Learning to read is an important educational goal. It enables learners to find and explore new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. In this sense, then, we may assume that there are some communicative purposes on the writer’s part, in which the reader is expected to attempt an understanding (Wallace, 1992).

Reading is very important in university life. Learners cannot expect teachers much to feed them with everything they need to do and think. So learners have to extend their initiative to get whatever they need to be successful learners. Yet, some of them do not like to read, while there will always something to do with the subject taken to read. Some of them get initiatives not to get lost of their confusing world, but some of learners do not know what to do. When they do not react properly to the text, it doesn’t mean they do not care of it but they just do not know what to do. Then, it is the teacher who should show them the way to explore the strategy to accomplish their problems.

Socioaffective Strategy in Reading

Learners have to realize or at least they have to be led to realize that commitment to doing the work is the most crucial thing in university life. It directly motivates them to strengthen their attitude in learning rather than staying with their avoidance tactics.

Oxford’s taxonomy (1990) clearly classifies learning strategy which can be used as a guide line to explore the socioaffective strategies on reading. Hosenfeld (1977 and 1984) found in his series of studies that less successful learners might be helped by looking at what good learners do. Choi (2003) found that the number of correctly translated clauses and words increased along with the rise of socioaffective strategic frequent use. This study also indicates that the interaction makes the negotiation get longer.

The use of socioaffective strategies in a reading class is based on the two theoretical backgrounds: the Interaction Hypothesis and the Sociocultural Theory. Socioaffective strategies, identified as learning strategies by O’Malley, Chamot, Stewner-Manzanares, Russo and Kuper (1985) and as communication strategies by Oxford (1990), have been further studied by those researchers working on the Interaction Hypothesis (Ellis, 1999). The Interaction Hypothesis which is
interested in negotiation of meaning, has examines how speakers, both native and non-native, repair breakdowns in communication and how L2 learners learn second language through the process of interaction with others. The strategic features used to negotiate meaning include confirmation checks, clarification request, comprehension checks, repetitions, reformulation, and the like. These features help students modify the ways in which positive and negative evidences are given and thus better understand what they are learning and talking.

The key construct in the Sociocultural Theory is mediation of language by which students interact and cooperate to negotiate meaning and to communicate (Adair-Hauck & Donato, 1994; Vygotsky, 1978). The sociocultural theory view such an interaction as a learning site where an expert can provide a novice with scaffolding that helps him/her to perform a task beyond the level of his current ability. The sociocultural researcher report the importance and effects of those features as tools which are used by the students to monitor their activities, recognize their problem, maintain shared perspective of the task, construct scaffolded helps, and thus enable themselves to complete their work.

One role of teacher is to judge how and when his or her own interventions might support an early reader when reading aloud. Thus, rather than simply 'hearing learners read' and focusing on how they pronounce the words, teacher and learners might profit from sharing their knowledge of particular topics and discussing the salient features of particular genres in the actual course of reading (Wallace, 1992: 61). These indirectly encourage learners to verify and clarify what they do not understand about the text, while lift their spirit to reduce their anxiety.

Since learners cannot expect teachers much to watch over them with everything they need to do and think, learners have to extend their initiative to get whatever they need to be successful learners and be aware of learning strategies to solve their problems. Socioaffective strategy is one of some learning strategies described by Oxford (1990) that can help learners to handle learners' problem. The Interaction Hypothesis and the Sociocultural Theory are the prime theories in this project. The Interaction Hypothesis, which is interested in one kind of interaction that is the negotiation of meaning, shows how speakers repair failures in communication and how L2 learners apply the process of interaction with others when they learn second language.

Following table is presenting the conceptual framework that summarizes the main constructs underlining the study.

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| MOT | a. Showing two recount texts though LCD slides. On there the students can see the information about generic structures and language features of the texts.  
  b. Showing different recount text and asking students to identify verbs, adjectives, and conjunctions or sentence connectors  
  c. Asking students the unfamiliar words, how to use them. Reminding the students to check dictionaries if they are not sure with meanings and the use of them especially in the meaningful sentences. Showing how to use dictionary.  
  d. Asking the students to write down the new words on the note cards |
| JOT | a. Students arrange the jumbled paragraph into a good text. Then, they add the time order words or conjunctions. |
| ICOT | a. Students watched a video with English subtitle about a friendship between two people from Japan and Korea. Then they made a recount text based on the story in the video.  
  b. After that they did peer review. |

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Using small cards as the media to write down new words or sentences

Using small cards as media to write down new words or sentences was introduced from the BKOF step. It is one of learning strategies to memorize new things. The procedures of teaching this strategy are as follows.

- The students were given two different recount texts and one small card each.
- The students found difficult words from the texts and wrote down the sentences with those difficult words on the card. The lecturer showed the students how to use the strategy and how the language learners could benefit from using the strategy.
- The students then were assigned to find another recount text and find the difficult words, and after that write them (in the sentence form) on another card.

In the next meeting the lecturer checked their home assignment. Here is the field note showing the process of strategy implementation monitoring.
FINDINGS AND DISCUSSION

The Implementation of Strategy-Based Instruction

Designing the integrated strategy-based instruction

As mentioned before that the development of learning strategies in this research was integrated with the regular teaching and learning process which was based on Text-Based Approach that consists of four essential stages BKOF, MOT, JCOT, and ICOT. At the end of this cycle, students produced written texts as stated in the syllabus of Writing II. Moreover, the process of teaching the strategies also followed four steps, i.e. raising the awareness of the strategy, modelling the strategy, trying out the strategy, evaluating the strategy, and encouraging students to transfer to the strategy to new contexts or purposes.

In the first cycle, the grammatical competence as one of competences to able to make a good text, was improved through the use of some learning strategies by using small cards or note books as media to write some new words or sentence patterns in order to help students more easily memorize, understand, and study the information, and using dictionary to check the parts of speech of the new words found during learning the language.

In details the process of learning the language and the new strategies is explained in the following table.

Table 3. The process of learning the language using certain learning strategies

<table>
<thead>
<tr>
<th>Step</th>
<th>Activities</th>
<th>Materials</th>
</tr>
</thead>
</table>
| BKOF | a. Showing model recount texts  
b. Asking pre-reading questions to know and activate the students background knowledge of the topic  
c. Discussing the questions and the answers together  
d. Students read the texts  
e. Giving small note cards to students  
f. Giving explanation the functions of small note cards to help students understanding the texts and language features used in the texts  
g. Giving model how to use the cards  
h. Students identify and write unfamiliar words with the sentences on the note cards  
i. Together with the lecturer discussing the words on their note cards  
j. Talking about the reading tasks prepared for helping students to comprehend the texts  
k. Asking students to use their note cards to explore the second and the third texts (as modelled before) Students reread their notes on the cards. | 1. Small note cards (identifying unfamiliar words, identifying noun phrase, adjectives) |

Table 1 Research construct and their operational definitions

<table>
<thead>
<tr>
<th>Construct</th>
<th>Concept</th>
<th>Categories</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Reading Comprehension</td>
<td>Linguistic Processes</td>
<td>Recognizing and assigning meaning to words</td>
</tr>
<tr>
<td></td>
<td>The process of decoding words in written or printed form</td>
<td>Recognizing basic relationship between words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The process of drawing information from a text and integrating the information with the existing knowledge in order to understand the text</td>
<td>Combining and integrating word meaning and structural information</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<td>Reading Strategy</td>
<td>Conscious decisions taken to overcome problems arising during reading</td>
<td>Asking Questions</td>
</tr>
<tr>
<td></td>
<td>Asking for clarification or verification</td>
<td>Asking for correction</td>
</tr>
<tr>
<td>Socioaffective Strategy</td>
<td>Learners involvements either in interaction with another person or ideational control over affect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperating with others</td>
<td>Cooperating with proficient users of the new language</td>
</tr>
<tr>
<td></td>
<td>Empathizing with others</td>
<td>Developing Cultural understanding</td>
</tr>
<tr>
<td></td>
<td>Becoming aware of others thought and feelings</td>
<td></td>
</tr>
</tbody>
</table>

16
Lowering anxiety

Using progressive relaxation, deep breathing, or meditation
Using music
Using laughter

Encouraging oneself

Making positive statements
Taking risk wisely
Rewarding herself

Taking emotional temperature

Listening to ones body
Using checklist
Writing a language learning diary
Discussing ones feeling with someone else

Through observation, reading and learner's diary documentation as well as interview, a pattern expectantly would gain the whole pattern of socio-affective strategy. The following figure explains the framework of the research.

**Integrated instruction**

In this model of SBI, the process of teaching/introducing new learning strategies is integrated with the process of teaching. In the research context, for example, the teaching and learning process used the current model of Communicative Language Teaching, i.e. Genre-Based Instruction. It consists of four main stages: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), which are adapted from five stages proposed by Feez (1998: v). The learning strategies instruction can be applied in any stage or all stages.

By using this model, the teacher does not need to change the curriculum, the students can implement the strategies in more meaningful situation, and it is more appropriate and easier for beginning or introduction. In this research, this model was implemented for those reasons.

**Adjunct instruction**

Almost the same as the second model, this type of strategy-based instruction is also implemented integratedly within the regular teaching process. However, it is not used in the whole parts of the process; it is used in the beginning of the lesson or at the end.

**METHOD OF STUDY**

This study is classroom action research. It aimed at improving the students' writing skills using Strategy-Based Instruction. The students, as the subjects of the research, were Class 3D students taking Writing III course in the academic year of 2011/2012. The research was conducted in Class 3D, English Education Study Program, Faculty of Languages and Arts, Yogyakarta State University from September 2011 to November 2011.

This study included 2 cycles and in each cycle four basic stages were implemented, i.e. Planning, Action, Observation, and Reflection. Observations, journals, and interviews were used to get the data, which are qualitative. Accordingly, the researcher used observation guidelines, interview guidelines, and journal guidelines in collecting the data. The data collected were analysed through several steps: assembling the data, coding the data, comparing the data, building meanings and interpretation, and reporting the data (Burn, 2010). Five criteria of validity were considered to get the research validity.
They proposed five main stages in the development of SBI. Third model was implemented in this research.

The steps are:

1. Raising awareness of the strategy
   Asking students their problems in learning language and showing how implementing learning strategies may solve the problems

2. Modelling the strategy
   Teaching and showing how to use certain learning strategies

3. Trying out the strategy
   Practicing the new learning strategies taught

4. Evaluating the strategy
   Asking the students their feeling, opinions, benefits, and problems in using the strategies

5. Encouraging transfer to the strategy to new contexts
   Here the students should be provided with a lot of practice to use learning strategies, of reflection to take positive values from their experience in using learning strategies (Coterral and Reinders, 2004).

Techniques in Implementing SBI in the Classroom

Mainly there are three techniques in implementing Strategy-Based Instruction in the teaching process. They are dedicated instruction, integrated instruction, and adjunct instruction.

**Dedicated instruction**

The teaching is focused on the teaching of learning strategies only. This instruction is separated from teaching other subjects. Sometimes it is as a part of school curriculum. In other words, the one lesson the teacher only teaches learning strategies.

Using this technique, the teacher and students will get some benefits, such as the teacher will have more time to prepare and design the instruction, the students will focus more on learning strategies, and because it is a part of curriculum, the program will be more prepared and the students are more serious in joining the program. However, having more focus on a topic about learning strategies will give negative effects such as other important things or topics are not taught, the students will easily get bored with the same program, and teaching and practicing a certain strategy, i.e. need whole learning process in which it is difficult to implement in a separated teaching.

**METHOD OF STUDY**

This research is a progressive qualitative one in which the researcher illustrates the participant as the social world and constructing the social world through participant's interpretation of it, Hammersley and Atkinson in Holliday (2002). Besides, this research is fundamentally interpretive and some aspects possibly emerge during this study. It also seeks for involvement of the participants in data collection.

The inquiry strategy of this study is case study. Refer to Stake (1995) cited in Creswell (2003: 15), case study is a study in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. The case is bounded by time and activity, and researcher collects detailed information using a variety of data collection procedures over a sustained period of time. The strategy would shapes the types of questions asked questions that relate to strategies; the form of data collection, the steps of data analysis, and the final narrative.

Some approaches to data recording, which are taken from Creswell (2003: 189-190), were done during this study. First, an observational protocol was used for observational data recording. It contains descriptive notes (portraits of the participants, a reconstruction of dialog, a description of the physical setting, accounts of particular events, or activities) and reflective notes (researcher's personal thoughts, such as speculation, feelings, problems, ideas, hunches, impressions, and prejudices” (Bogdan & Biklen, 1992: 121 as cited from Creswell, 2003: 189). As additional information, demographic information regarding time, place, and date of the field setting are added.

Next, a reading text on a certain topic, which was closed to participant’s education life, was given to the participant to grab her understanding on a text. A recording equipment was also used to record data from interview. Finally, the participant was asked to keep a diary during the research and she could write everything she wanted to share with regarding reading difficulties and how she coped it, which might be missed to tell during the interview. Table 2 shows the general blueprint of the interview items:
Table 2 Blueprint of the Interview Items

<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
<th>Indicators (Aimed Responses)</th>
</tr>
</thead>
</table>
| Asking Questions              | What do you do if you do not get a clear understanding about the reading text? | 1. Asking for clarification or verification  
2. Asking for correction |
| Cooperating with others       | What will you do if you find difficulties with the text and there is no any dictionary around you? | 1. Cooperating with peers  
2. Cooperating with proficient users of the new language |
| Empathizing with others       | What is your action if you notice your friends(s) got a trouble to understand reading texts? | 1. Developing Cultural understanding  
2. Becoming aware of others’ thought and feelings. |
| Lowering anxiety              | What do usually do to handle your nervousness or panic when you have to read a difficult text? | 1. Using progressive relaxation, deep breathing, or meditation  
2. Using music  
3. Using laughter  
1. Making positive statements |
| Encouraging yourself          | How often do you say positive things to yourself about your ability in reading? | 2. Taking risk wisely  
3. Rewarding herself  
Listening to her body |
| Taking emotional temperature  | How do you motivate yourself to keep you stay with the text? | 1. Using checklist  
2. Writing a language learning diary  
3. Discussing your feeling with someone else |

LITERATURE REVIEW

Strategy-Based Instruction (SBI) is one of methods in language teaching under Communicative Language Teaching. There are many studies concerning the use of this method to increase the students’ competence in language learning. It is defined as a teaching-approach to help students know what, how, and why to learn, and to facilitate them to learn (Yin Ze-Sheng, 2008). Explicitly, the teacher teaches the students language learning strategies. According to Chamot (in Brown, 2007:140), teaching how to use certain learning strategies is more effective than just asking the students to use more strategies.

Strategy-Based Instruction may help students in different ways. Firstly, the students will be more responsible for their learning. They will find their own learning strategies, so it is more challenging for them. Secondly, the students will be more confident because they have their own learning strategies that are suitable with their learning problems or their learning style. Thirdly, they become autonomous learners. The teacher does not teach them the materials, but using their own learning strategies, they will learn the new language. Finally, because they know what they learn, why they learn, and how to learn, they will be more successful in language learning (Yin Ze-sheng, 2008).

In addition, people who are good language learners are able to “(a) find a learning style that suits them, (b) involve in the language learning process, (c) develop an awareness of language both as system and as communication, (d) pay constant attention to expanding their language knowledge, (e) develop the second language as a separate system, and (f) take into account the demands that L2 learning imposes” (Cook, 2008: 114-115).

There are four principles to consider in developing SBI. They are: (a) the teaching is directly related to the students’ problems, (b) the students have to know that the strategy-based instructions gives benefits in learning language, (c) students with different background should be facilitated properly, and (d) the teaching consists of sufficient scaffolding, modelling, practice, and development of self-assessment.

As stated in the fourth principle above that there are four steps in developing strategic-based language learning, i.e. scaffolding, modelling, practicing, and developing self-assessment. These steps of strategy-based instruction development are also introduced by Cotterall and Reinders (2004).
Successful mastery of the second language will be due to a large extent to a learner's own personal “investment” of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language (2001: 60).

There are four types of learning strategies; they are cognitive strategies, metacognitive strategies, social strategies, and resource management strategies or affective strategies (Richards and Schmidt, 2002).

Based on a survey the students’ learning strategies that were seldom used can be identified as follows (Dwiyani, et al, 2010):

<table>
<thead>
<tr>
<th>No.</th>
<th>Grammar Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I make visual aids, like a chart or ‘tree’, to help me remember grammatical structures.</td>
</tr>
<tr>
<td>2</td>
<td>I write grammar rules and examples on note cards.</td>
</tr>
<tr>
<td>3</td>
<td>I write down structures on note cards so that I can think about how they work.</td>
</tr>
<tr>
<td>4</td>
<td>I keep a notebook of examples of any structure for which I am trying to discern the rule.</td>
</tr>
<tr>
<td>5</td>
<td>If I hear a new structure that keeps me from understanding, I write it down.</td>
</tr>
<tr>
<td>6</td>
<td>I preview the lesson to identify the key structures to be covered</td>
</tr>
<tr>
<td>7</td>
<td>I color-code different grammar categories in my notebook.</td>
</tr>
<tr>
<td>8</td>
<td>I make a diagram to remember and understand new grammars.</td>
</tr>
<tr>
<td>9</td>
<td>I review grammar note cards on the subway on the way to the university.</td>
</tr>
<tr>
<td>10</td>
<td>I repeat new grammar points before going to bed.</td>
</tr>
<tr>
<td>11</td>
<td>After discovering a rule, I try to apply it as soon as possible in a meaningful context.</td>
</tr>
<tr>
<td>12</td>
<td>I try out new structures in my own conversations</td>
</tr>
<tr>
<td>13</td>
<td>I try to apply the rule carefully and accurately in specific sentences</td>
</tr>
<tr>
<td>14</td>
<td>I memorize how structures change their forms (for instance, from a noun to an adjective, from an adjective to an adverb)</td>
</tr>
<tr>
<td>15</td>
<td>I use newly learnt rules/structures in context as soon as possible</td>
</tr>
<tr>
<td>16</td>
<td>I listen carefully for any feedback the teacher gives me about structures I use (metalinguistic feedback)</td>
</tr>
</tbody>
</table>

Regarding the principle of language teaching, that is to enable students to utilize certain learning strategies, and the problems occurring in writing, collaboratively the lecturer (as the researcher) through action research taught and guided students explicitly to use learning strategies. The teaching in which students are taught certain learning strategies is called Strategy-Based Instruction (SBI).

RESULT AND ANALYSIS

Both data collection and data analysis are in the same on going process and done successively, they cannot be strictly separated. Data analysis involves the following steps adopted from Creswell (2003: 191-195) are organizing and preparing the data for analysis, reading the data, and analyzing data in detail with a coding process, which mostly involved segmenting sentences into categories, and labeling those categories with a term. What follows in table 3 listing the final data coding system, including the emergent indicators, used in this study.

<table>
<thead>
<tr>
<th>Table 3 The Data Coding System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
</tr>
<tr>
<td>Socioaffective Strategy</td>
</tr>
<tr>
<td>Cooperating with others</td>
</tr>
<tr>
<td>Cooperating with proficient users of the new language</td>
</tr>
<tr>
<td>Emphasizing with others</td>
</tr>
<tr>
<td>Becoming aware of others thought and feelings</td>
</tr>
<tr>
<td>Lowering anxiety</td>
</tr>
<tr>
<td>Using music</td>
</tr>
<tr>
<td>Using laughter</td>
</tr>
<tr>
<td>Encouraging oneself</td>
</tr>
<tr>
<td>Taking risk wisely</td>
</tr>
<tr>
<td>Rewarding oneself</td>
</tr>
<tr>
<td>Taking emotional temperature</td>
</tr>
<tr>
<td>Using Checklist</td>
</tr>
<tr>
<td>Writing a language learning diary</td>
</tr>
<tr>
<td>Discussing feelings with someone else</td>
</tr>
</tbody>
</table>

By using the data coding system, the coded data from single participant's interview and protocol transcripts were summarized and assigned to categories to see their similarities as well as differences. The summarized and organized main features of the data are generated into a description of the participant as well as categories and themes for analysis.
Presenting the analysis in qualitative narrative form in which this step involves visual, figures, and tables as descriptive information about participant, while making an interpretation is the final step of data analysis. It is researcher's personal interpretation and understanding that the inquirer brings to the study from participant's own culture, history, and experience.

In the following table (Table 4), steps of data acquisition and analysis activities are summarized to make it easier to see the activities as a whole one.

**Table 4 Steps of Data Acquisition and Analysis Activities**

<table>
<thead>
<tr>
<th>Step</th>
<th>Instrument/Method</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| 1.   | Classroom Observation | 1. To find one who can be taken as a participant of the research.  
2. To get the initial data of the participant |
|      | Notes             | Observed members of the class who is the most active one. |
| 2.   | Reading text      | 1. Recorded verbatim data  
2. Notes |
|      | Transcribed and coded into a table |
| 3.   | Interview (based on blueprint) | To get a whole picture of participants socioaffective strategy in reading.  
1. Recorded verbatim data  
2. Notes |
|      | Personal document |
|      | Confirming the previous finding. |
| 4.   | Diary             | To gain more information which possibly have not been informed to the researcher. |
|      | Notes             | Triangulation (Analyzed and compared recent interview with the previous one, reading text, and diary) |
| 5.   | Transcripts of coded data from the first interview | To make tables of participants personal accounts based on the transcript of the coded data of the participant.  
1. Recorded verbatim data  
2. Notes |
|      | Table of personal accounts of the participant |
|      | Analyzed to get the verbal description of the personal accounts |
| 6.   | Re-interview (based on previous interview transcription) | 1. To get a confirmation on coding system and the result of previous interview.  
2. To gain more information related to the finding and correlation of each fact found.  
1. Recorded verbatim data |
|      | Triangulation (Analyzed and compared recent interview with the previous one, reading text, and diary) |
| 7.   | Tables and verbal descriptions of the personal accounts | The tables and verbal descriptions combined with the related theories and the researchers views are analyzed in order to make the interpretation of students socioaffective strategy in reading. |

(2005:26) also state that writing is communication activity using letters, words, phrases, and clauses for making coherent sentences.

However, in fact the conditions did not meet those requirements. The problems are as follows:

a. The students still made many minimum requirements mistakes, such as the uses of passive voice, subject and verb, modals, articles, and the choice of words.

Here are some examples of grammatical mistakes made by some students.

**Table 1. The examples of the students’ grammatical mistakes**

<table>
<thead>
<tr>
<th>Types of mistakes</th>
<th>Examples of mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive voice</td>
<td>That words who always said by...</td>
</tr>
<tr>
<td>Modals</td>
<td>…I should though the cost.</td>
</tr>
<tr>
<td>To inf.</td>
<td>I had be able to studied hard...</td>
</tr>
<tr>
<td>Adj</td>
<td>It was very happy in the way to get there.</td>
</tr>
</tbody>
</table>
| Quantifier        | The tree was full of many rose-apple, so there were many student who...  
I only got some mark in my face.  
Last week I went to Dieng Plateu with some of my friend. |
| Choice of word    | I totally forgot that I was doing fast,  
Though I was a mosque keeper  
I spent most of my time to do many schedule of mosque,  
His assistant appeared a deer. |
| Articles          | We could know what the purpose that story from their moving.  
When we would go to home, we take a picture with dancer. |

b. The students’ awareness in using learning strategies was still low.

In the communicative language teaching, there is a new paradigm in which teachers and textbooks, and teaching methods are not put as the main factors to make students succeed in language learning; it is the students themselves who are responsible for being successful. As Brown states that:
INTRODUCTION

In the global communication people are highly demanded to be able to communicate in English. One of the indicators that people can communicate with others is to have communicative competence. According to Hymes (cited in Brown, 2007), communicative competence is the competence people have to be able to deliver and understand messages and to negotiate interpersonally in a certain context. Communicative competence consists of four aspects, i.e. grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Those aspects are intertwined one another.

Grammatical competence involves the knowledge about vocabulary and word form rules, syntax, sentence meaning, and phonological system. And, discourse competence is the ability to organize sentences into a good text or discourse. Sociolinguistics competence means the ability to vary the use of language in certain setting and with different participants, for example knowing when to use formal or informal language within a certain context. In communication people also are required to be able to maintain communication despite having limitation in language knowledge, for example by using several communication strategies. This competence is called strategic competence.

Teachers who are responsible for preparing students who can meet the global era demands have to have those aspects of communicative competence, both in spoken and written communication. The students of English Education Department, Yogyakarta State University are also prepared to be good teachers. Consequently, they also are highly required to have communicative competence. To prepare them, the institution has developed a curriculum in which the students have to take some compulsory subjects, such as language skills (listening, speaking, writing, and reading), structure, translation, and so on.

At the end of their study they have to make a thesis as one the requirements to get a degree of Sarjana Pendidikan on English language teaching. Here the students will show their knowledge and skill not only on doing a research but also their knowledge/skills on their several fields; they are for examples teaching methods and writing skills.

According to Brown (2001:335), writing is the process of expressing idea, organizing it, using appropriate cohesive and rhetorical devices, revising, editing, using correct grammar, and producing the final product/writing. Spratt, et al.

Triangulation is typically a strategy for improving the validity and reliability of research or evaluation of findings (Paton, 2002). In this study, researcher examined the data validity through observation and in depth interview using triangulation to provide confirmation and completeness. The interviews went through in-depth semi structures interviews intending for encouraging the student to be freer and more relax in giving any response to open-ended questions during previous interview and to personal diary or inquiries about strategies they apply when they are reading. By this way, interview also served to triangulate the data gathered from previous interview and student's diary.

Participant of this research was selected by observing an English lecturer peer's classes. She showed a good attitude toward the teaching and learning process in the class by being active in the class. The first interview focused on the socioaffective strategy that participant might use during reading, another one was more on the participant's past life and experiences compared to her present college life that possibly influenced her strategy options.

During the data collection process, the participant showed high self-confidence and it made a bit hard at the beginning to find what should be found in her, because it seemed that she could handled her problem well even she herself did not sure the quality of the result. She preferred to use other strategies, which are not my concern. What follows is the sample showing her efforts without relying to others.

R : Kalau gak ada kamus?
S : Ya pakai logika kali ya... ooo, ini mungkin artinya ini... ada kalimat pembanding juga atau kata-kata yang membantu untuk mengartikan kata-kata yang gak dimengerti. (Ria Interview 1)

It might be caused by different circumstances between her past stage in senior high school and her previous life at college. She thought that it was more comfortable and more fun to learn English at senior high school rather than at college. It seemed that her senior high life was more competitive than present. She was more confident in doing reading herself and did not find any difficulty. Next quotation describes her independence.
It was also clearly noticed that what came to the participant's mind when she was asked about things she would do when she had problem in reading was always related to cognitive, which are resourcing (consulting on dictionary), elaboration (relating new information to other concepts in memory), and inference (using available items to guess meanings of new items, predict outcomes, or fill in missing information).

When she was asked about what she would do if she got problems in reading in her class and there was no dictionary, she showed to apply sorts of socioaffective strategies; asking for clarification and verification or she might coordinate with her teacher. She did not mention directly that she would ask her friends for help but I could catch that she meant it. In the class, it is very possible to find a very boring situation that can be caused by many things inside (feeling tired or sleepy) or outside the students (chilled air conditioner, disturbing friends, or the lecturer). She sometimes experienced a ‘not in the mood’ circumstance and she prefers to keep quiet as she knew that nothing could make her connected to the material. She could feel her feeling and decide what to do with that certain feeling. But when she thought nobody did ask, she would do ask for clarifying or verifying the problem. Sometimes she had her own prediction of her answer, but she still needed a confirmation from her lecturer to make sure that what she thought was right or still needed to be corrected. In this case, it could be seen that she applied a strategy called asking for correction. The next question was related to her thought and feelings when she knew that there were friends who seemed to have trouble in reading. She obviously stated that she would help her friends or vice versa, and she would not mind to cooperate with her friends.

In the first interview she gave a picture of her willingness to help her friends when they faced problems. In the second interview, participant stated whether she could see that her friends needed help or not, she said that she could see it. She was just not sure how to help them while themselves did not show their interest or attention to English. It meant the lack abilities and interest students did not show.
References


not show their initiative to ask when they feel confused, so she was in doubt about helping them. It really depended on her feelings. If she thought that ‘the friends’ are close enough with her, it would be alright for her to share everything she knew. But when she saw that ‘the friends’ are not really close and they seemed not to care about what happened during the class, she preferred not to say a word. She was afraid it would hurt them and it made them think that she showed off, while she herself realized that her English was also not that good. She tended to cooperate with peers who seemed to have the same interest in English. It showed her awareness to others’ thought and feelings; even it did not make her help others instantly. It is probably not enough to be considered as a cultural understanding, but I can notice that she respected others’ thought and feelings even she thought that she had to think twice to give them a hand.

Taking risk wisely is another interesting topic in this interview. It seemed to be her main option in order to handle her problem in reading. As someone who had a good self-confident, she really knew what to do to overcome her problems to avoid panic and stress due to limited time and load of work. Confusion, dizziness, and panic were very common for her life as a student. All she knew was trying to manage her time and ‘reading’ work, and doing the best even she knew that it had not been something perfect. She preferred to prepare herself before class in order to optimize her performance, do it step by step, and make a plan to avoid panic, feeling bored, or stressed. Besides, she tended to take a rest whenever she felt tired and did other things to make her relax before continuing reading.

It can also be seen that she preferred to take a recess whenever she felt tired or bored and continue reading after she relaxed herself. During the recess, she could go to a movie or look for another entertaining thing to reward herself. She also tended to take a rest when her eyes were tired before continuing reading. Even listening to music was one of her choices to relax during reading activity, she said that laying on her bed or checking emails were more interesting to do than listening to music.

To keep herself in a good mood, she sometimes told jokes with friends especially when she and friends were not really in to the material. It can be considered as her effort to lower her anxiety rather than being stressed due to a certain difficult task. She also always tried to raise her self-confidence by telling herself that she could do anything to make her calm down. This positive statement really helped her not to feel anxious.
It was really appreciated that the participant, as a student, was able to keep her spirit on learning and her self-confidence. She knew what to do to her problems with everything she knew and had, and she knew when she had to do it; deciding when to stop and continue reading. She did not push herself whenever she thought she could not handle it more and she tried to do something else and then got back to her reading whenever she was ready. It means she could listen to her body and it made her decide what to do next. A slight conversation led to a better understanding that she did not hesitate to communicate her problems with someone who knows better, to cooperate with proficient users of the new language.

Compare to the first interview, the second one was more colorful. It did not only explore possibilities of her using of socioaffective strategies, but also about her self-confident. It is interesting to find that she could have such a good self-confident. She explained that her senior high school time influenced her development in English. Even reading was not exposed as much as vocabulary; it really built her self-confidence as well as friends with good skills surrounded her. It did not mean that she could not find good English skilled friends at the college where she took course.

Whenever she got an assignment, she tried to solve it and when she could handle it, it made her feel better and then raise her self-confidence. Later, when she found that her friends believed that she had a good ability in English, it also increased her such affective state. She added that her family never talked in English at home, so she just often practiced talking in English with her good friends.

Writing a language diary and using checklist are two strategies that seemed to be out of her mind. She was asked to write on her diary twice. The first one was supposed to be related to her reading activity and might have forgotten to be said at the first interview, while the second one was about herself. The fact that she did not have the habit of writing a language diary might be the reason why her first diary did not really help at all and it was decided not to include it as a document. She usually wrote something on the text paper directly to remind her what to ask to her teacher or friends. She made plans but it was not specifically about reading but English generally, so it is not considered as using checklist.

As the summary of all kinds of socioaffective strategies, which the participant used in reading, a table was provided as the guidelines to the discussion part attempting to the research question posed earlier in this thesis. Table 5 shows the summary of Ria's socioaffective strategies in reading.

Willy (angrily) : What are you trying to do, blame it on me? If a boy lays down is that my fault?
In order to understand how the guilty feeling simultaneously comes to Willy's mind and guide his decision to suicide, the students have to study the plot, the sequence of the story, the cumulative flash back events that motivates Willy's utterance to Bernard,

Willy (angrily) : “What are you trying to do, blame it on me? If a boy lays down is that my fault?

These conscientious steps are directed from the discussion of the disappointments faced by Willy Loman. Without careful analysis of the events that lead towards the conversation between Bernard and Willy, the students will not be able to reveal the meaning in the conversation. Therefore, in order to achieve the degree of this literary competence, a careful structural analysis of utterance is a must. Misson et al. (1994) refers Culler's literary competence to “structuralist framework” which the readers develop since it involves a thorough analysis of the intrinsic elements in the literary work. Taking Culler's (2000,2002) stance, poetic approach is indeed a better track to begin a study of literature than hermeneutics approach. However, it does not mean that hermeneutics approach which involves extrinsic elements of the literary work is not valid to guide the study of literature. The point is that a poetic approach which involves a thorough analysis of the intrinsic elements should be the starting point in order to make the students be more focus on and develop their appreciation at the literary work as the object of study. Even though literature has basic stance as art, it must be acknowledged that “art does not exist in vacuum” (Guerin, 2005), extrinsic elements should be used to scaffold learning only if the students have already had enough time to study the structure of the literary work as the object of study first.

In conclusion, taking stance of Culler's (2000, 2002) and Misson's et. al (1994) arguments on how important the study of the intrinsic elements in the study of literature are I shall argue that poetic approach should precede hermeneutics approach in the study of literature. While not taking the conventional formalist view that the literary text itself is self-sufficient, I believe that teaching literature in EFL context should motivate the students to appreciate the literary work first before developing their critical analysis from the extrinsic elements which involve in the making of the literary work.
restaurant), just like Willy who does not feel satisfied with his loyal and obedient wife, Linda and neglect his sons (Biff, Happy).

In conclusion, Willy Loman faces several disappointments. First, he feels he has failed as a husband to be a loyal partner and to give financial security to his wife. Second, he feels he has failed as a father to be a good example for his sons (Biff and Happy) and to guide him to be successful men. Third, he feels he has failed in his competition with his friend, Charley. These disappointments make Willy Loman feel pathetic and decide to end his life in a suicide.

**FURTHER DISCUSSION: HOW POETIC APPROACH IN STUDYING THE THEME IMPROVES THE STUDENTS’ LITERARY COMPETENCE**

From the previous analysis of one of the major themes in Miller's Death of a Salesman, that is, Willy Loman's disappointments which lead him to suicide, it is clear that the discussion of a theme can lead to a more profound comprehension about the literary text. The analysis of Willy Loman's disappointments can scaffold the students to be more conscientious with the meaning revealed from the dialogues between the characters in the drama script. For example, in the following script's quotation (p.74):

Bernard: He wasn't beaten by it all. But then, Willy, he disappeared from the block for almost a month. And I got the idea that he'd gone up to New England to see you. Did he have a talk with you then?

Willy stares in silence

Bernard: Willy?

Willy (with a strong edge of resentment in his voice): Yeah, he came to Boston. What about it?

Bernard: Well, just that when he came back I'll never forget this, it always mystifies me… Willy, y'know? And he came back after that month and took his sneakers- remember those sneakers with “University of Virginia” printed on them?...And he took them down in cellar, and burned them up in the furnace… **What happened in Boston**, Willy?

Willy looks at him as at **intruder**…

Bernard: Well, don't get sore

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**Table 5 Summary of Ria's Socioaffective Reading Strategies**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Category</th>
<th>Indicators</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking Questions</td>
<td>Asking for clarification</td>
<td>Asking clues to the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or verification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking for correction</td>
<td>Communicating her prediction to the teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating with others</td>
<td>Cooperating with peers</td>
<td>Doing assignment with friends</td>
<td>Help one another to solve problems</td>
</tr>
<tr>
<td></td>
<td>Communicating her problems to the teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperating with proficient users of the new language</td>
<td></td>
</tr>
<tr>
<td>Socioaffective Strategy</td>
<td>Emphasizing with others</td>
<td>Developing cultural understanding</td>
<td>* *)</td>
</tr>
<tr>
<td></td>
<td>Becoming aware of others'</td>
<td>Being able to see what friends thought and said</td>
<td></td>
</tr>
<tr>
<td></td>
<td>thoughts and feelings</td>
<td>Being able to feel what others feel about English reading</td>
<td></td>
</tr>
<tr>
<td>Lowering anxiety</td>
<td>Using progressive relaxation, deep breathing, or meditation</td>
<td>Trying to relax by attending a movie or any other entertaining form</td>
<td></td>
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<tr>
<td></td>
<td>Using music</td>
<td>Doing other things to refresh her mind, such as checking e-mails, making</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>juices, watching TV, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using laughter</td>
<td>Making jokes when something wrong came up to break the confusion.</td>
<td></td>
</tr>
<tr>
<td>Encouraging yourself</td>
<td>Making positive statement</td>
<td>Make herself sure that she could do it</td>
<td></td>
</tr>
<tr>
<td>Taking emotional</td>
<td>Taking risk wisely</td>
<td>Doing the task slowly and gradually. Preparing herself before the class</td>
<td></td>
</tr>
<tr>
<td>temperature</td>
<td></td>
<td>and performing</td>
<td></td>
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<tr>
<td></td>
<td>Rewarding herself</td>
<td>Doing anything like to do</td>
<td></td>
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<tr>
<td></td>
<td>Listening to her body</td>
<td>Feeling uncomfortable</td>
<td></td>
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<td></td>
<td></td>
<td>Feeling dizzy when could not find the answer of her own question.</td>
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<tr>
<td></td>
<td></td>
<td>Panic when due date was ahead</td>
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<tr>
<td></td>
<td>Using Checklist</td>
<td>* *)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Discussing feeling with someone else</td>
<td>Sharing with a close friend who felt the same.</td>
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<tr>
<td></td>
<td></td>
<td>* *)</td>
<td></td>
</tr>
</tbody>
</table>

* ) socioaffective strategies not performed
CONCLUSIONS AND SUGGESTION

This research aimed to reveal the pattern of socio-affective strategies in reading which the college student use and how the strategies facilitate better understanding of the text she is reading. There was only one student involved in this research and in order to identify the socio-affective strategies used, the student was interviewed a couple times about her experiences in reading and was asked to write a personal diary. The aim of writing diary was to add information which might not be stated or confirm the statements given in the interview session, but since there was not any verification regarding her problems in reading it was decided to eliminate the diary. The second student's note showed her personal background and it had nothing to do as well with how she coped her problems in reading unless the fact that it confirmed her affective state.

Analysis of the data gathered from the interviews and student's diary showed that the student applied 13 of 16 socio-affective strategies, about 81%. It is quite impressive since it was weird for her to realize that some actions done during reading or other English activity were regarded as strategy. Using laughter for example, she thought it was merely something silly coming up when she got bored or sleepy. Then, she knew that it one of learning strategies to reduce bad feelings and open the access to reading.

Macintyre (1995) states that there is no doubt that anxiety can be provoked by having difficulty in learning the language, but that is not to conclude that anxiety plays no role in contributing to such difficulties in the first place. In this study, I saw that the students could facilitate her anxiety by having a break and continuing to read whenever she was ready. While having a break she could check emails, making juices, or even just laying on her bad. It made her able to perform better because she could refill her energy or spirit while having a break.

The student involved in this study had a very good self-confidence and it really influenced her performance in learning English. It gave her access to decide what to do to handle her problems. Through this research, it was proven that she had applied a great number of socio-affective strategies. Therefore, this research result could not be used to generalize all students' socio-affective strategies. The limitation of time during the study made the data gathered not thoroughly complete.

Bernard: Well, don't get sore
Willy (angrily): What are you trying to do, blame it on me? If a boy lays down is that my fault?

From this conversation, it can be inferred that Willy starts to feel he has failed as a father. He finally realizes that his affair has made his son become a loser.

Other disappointment faced by Willy Loman is that he can't give financial security to his wife, Linda. Willy loves Linda very much because she is such an obedient, faithful, and patient wife. He does not want his wife worries about him (p. 11, 22). And somehow, Willy feels so guilty about his affair (p. 23, 41) that he wants to keep working to give financial security to Linda. But the era has changed. His boss' son, Howard, retires Willy (p. 46). When Charley, his neighbor, offers him a job, Willy refuses it because he feels a kind of competition and jealousy to Charley. But Willy keeps borrowing money from Charley (p.53-54).

Furthermore, Willy is disappointment because he thinks he has lost in his competition with Charley. Charley's son, Bernard, is successful in running his career while his son, Biff, is jobless. Charley is stable financially while he has to keep borrowing money to Charley. Willy feels that all his hard work for years is meaningless

Willy (moving to the right): Funny, y' know? After all the highways, and the trains, and the appointments, and the years, you end up worth more dead than alive (p. 54).

From Willy' statements it can be inferred that Willy starts to feel pathetic about his condition and thinks about death. This statement implicitly gives a sign that Willy plan to suicide.

Other disappointment faced by Willy Loman is that his sons neglect him at the restaurant and prefer to chase for a date. At the restaurant, Happy is more concern about the opportunity to date Miss Forsythe than about his father's feeling. At that time, Willy has a flash-back thought about the time when Biff went to see him at Boston and found out he had an affair with a woman. Willy somehow compares his condition of being neglected by his sons now (p. 60-65) as the condition in Boston (p. 65-66) which he felt that he had neglected his family for his own pleasure. It is also inferred that Happy inherits Willy's nature to have affair with women. Happy never feels satisfied with one woman (It also mentions in Happy's statement in page 15) and neglects his family (his father, while at the
Willy: How-how did you? Why didn't he ever catch on?
Bernard: I wouldn't know that, Willy.
Willy: You were his friend, his boyhood friend. There's something I don't understand about it...nothing good ever happened to him.
Bernard: He never trained himself for anything (p. 51)

From Bernard's statement, it is inferred that Biff has never got a stable job because he is lack of educational background. Biff didn't graduate from high school because he flunked in math exam and didn't enroll in summer school after he'd gone to New England to meet his father.

Furthermore, the flash back thought also reveals that in the past Willy has an affair with a woman (p. 22-23) but Linda does not know about it at all. Biff, who found out that Willy had an affair, felt very disappointment (p. 65-67). For Biff, his mom, Linda, is an obedient and faithful wife so that she deserves to have a full respect from his father. In addition, Biff could not accept the reality that his father who he admires a lot could do such a nasty thing. That is why when he found out that his father was a dishonest person who betrayed his marriage; he was so angry and frustrated that he started neglecting his own life. Biff becomes a loser who failed to graduate high school, stole things, spent some time in prison, has never had permanent job, and constantly argued with Willy. When Willy realizes that Biff's failure in life is part of his mistake, he feels guilty. (p. 74).

Bernard: He wasn't beaten by it all. But then, Willy, he disappeared from the block for almost a month. And I got the idea that he'd gone up to New England to see you. Did he have a talk with you then?
Willy stares in silence

Bernard: Willy?
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Willy looks at him as at an intruder...

Socio-affective strategies as parts of learning strategies are applied to make a better learning. As English teachers - it is very important to know what socio-affective strategy possibly and significantly borne by students. It will help teachers understand and evaluate better students' reading knowledge and how to teach them. It is very critical to understand that providing more opportunities and access to using socio-affective strategies would be beneficial to both teachers and students in the process of making learning and teaching enjoyable and successful.

After identifying kinds of socio-affective strategies that students mostly used, teachers have the opportunity to build appropriate reading materials that will persuade students to use the strategies. It automatically will lead them to enjoy the reading and when they really have experienced enjoyable circumstances in reading, the ability of providing themselves with more enjoyable reading materials will gradually grow. There will be no hesitation in reading any kinds of reading and limit their reading only to their interests but also text specifically related to their study or work world. They do not have to wait for articles released in Indonesian printed form to get to know about something that crucially influence their study and work. Finally, it will give effects to their learners' successfulness.

In the future, it is very recommended to involve more participants in this kind of research to see varieties socio-affective strategies applied by students. It might give a wider range of data, better result, and correspondingly extend the validity and reliability of the research. A clearer instruction on making students' diary and researcher's ability in extending open-ended questions must be more nurtured, so the data gathered are more comprehensive. While having a wider range of data will be beneficial for result, its validity, and reliability; it will provide information about differences might occur among the students. Further research will have opportunities to explore the factors that affect the students to use such socio-affective strategies.

In addition to interview and students' diary, I strongly recommend conducting observation since there are some socio-affective strategies can be revealed through observation to enrich the data and strengthen the validity of the result.
WILLY LOMAN’S DISAPPOINTMENTS WHICH LEAD HIM TO SUICIDE: ONE OF THE MAJOR THEMES IN MILLER’S DEATH OF A SALESMAN

Death of Salesman is a play written by Arthur Miller which focuses on a family as the most important element. This two-act play contains certain private conversations which happen in two days and lead to Willy Loman’s decision to suicide. With such decision, there must be some failures in life that Willy has done which makes him feel disappointed. Thus, the disappointments faced by Willy Loman are one of the major themes in Arthur’s Miller Death of a Salesman and the following paragraphs will discuss the disappointments which lead Willy Loman to suicide.

Willy Loman is a past sixty years of age salesman. In Act I, it is revealed that Willy has so many things to complain. He does not feel satisfied with his job (p. 9-10), his thirty-four-year-old son named Biff who has not got a stable job and almost always disagrees with him (p. 10), his environment (p. 11), and even himself (p. 21). This complains infers that Willy is mentally unbalance.

There are also several flash-back plots which describe Willy’s thought about the past and the way he wishes life must be. From Willy’s flash back thought it is revealed that in the past Willy had a good relationship with both Biff and Happy (p. 17-21). This flash back plot also reveals that Willy taught his sons that a person is well-liked and succeeds because of his appearance, not his education.

“Willy : That's just what I mean. Bernard can get the best marks in school,…, but when he gets out in the business world, you are going to be five times ahead of him. That's why I thank Almighty God you're both built like Adonises. Because the man who makes an appearance in the business world… is the man who gets ahead…” (p.20)

From this statement, it is revealed that Willy does not pay attention to his sons’ education. He thinks that good looking is enough to succeed.

But then, in Act II, Willy starts to realize that what he has taught to his son is wrong when he meets Bernard, the son of his neighbor, Charley, and his sons’ friend, who grows up as a mature adult who has become a successful lawyer (p. 51-52).
result, doing literary study enriches our knowledge about human existence. Therefore, the use of literature in English as a foreign language (EFL) context is important because literary works enable the students to learn about different world views, enrich the students' perspective and indirectly teach them how to appreciate the differences in the real society (Hapsari, 2011). In addition, in EFL context where students rarely use English in their daily conversation, literature is essential teaching source because it provides examples of the language use in a context, such as in reading a drama script, the students know how certain expressions are used in a conversation (Hapsari, 2011).

POETIC APPROACH IN THE STUDY OF LITERATURE

Culler (2000, 2002) conceptualizes the notion of literary competence which refers to the ability to have an understanding of the meaning beyond what is literary written in the text which requires the reader of a literary work to comprehend the operations of literary discourse, its implicit semiotic signs and culture. Culler (2000) also highlights the difference between what is called poetics and hermeneutics in the study of literature. Poetics starts with the meaning of literary work while hermeneutics starts with form. He further explains that “the modern tradition of criticism” has submerged in hermeneutics or combined poetics and hermeneutics (Culler, 2000, p. 61). Moreover, he argues that poetics should be taken as “the first track” in linguistic model of literary study (Culler, 2000, p.61). He further argues that it is poetics, which focuses on the conventions that make possible literary structure and meaning. As a consequence, literary competence involves the readers' ability to identify “literary genres, recognize plots, create characters out of the scattered details provided in text, identify themes in literary works, and pursue the kind of symbolic interpretation that allows us to gauge the significance of poems and stories”.

Following Culler's poetic approach in the study of literature, this essay aims to describe and explain the implementation of this approach in analyzing one of the themes found in Arthur Miller's Death of a Salesman: the disappointments of Willy Loman (the main character in the drama script).
**Writers Biography**

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**POETIC APPROACH IN THE STUDY OF A DRAMA SCRIPT: ANALYZING THE DISAPPOINTMENTS FACED BY WILLY LOMAN IN ARTHUR MILLER'S DEATH OF A SALESMAN IN TEACHING ENGLISH AS A FOREIGN LANGUAGE CONTEXT**

**Astri Hapsari**
*Melbourne University*

**ABSTRACT**

This article describes and explains how literary competence for the teaching of literature in English as a foreign language (EFL) context can be achieved by taking Culler's (1997) poetics in the study of literature as a theoretical framework. The implementation of this approach is discussed by using one of the famous drama scripts in American literature: Death of Salesman written by Arthur Miller. Following Culler's poetics approach, the analysis focuses on one of the themes found in the drama script: the disappointments faced by Willy Loman (the main character) which make up most of the plot with a dramatic ending: Willy's decision to suicide. This article aims to encourage EFL teachers who use literature as the object of study to take Culler's side by using poetics as the starting point in a literature study in order to improve the learners' literary competence.

**Key words:** literary competence, poetic approach, teaching literature in EFL context, the study of a drama script, Death of a Salesman

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**INTRODUCTION**

Literature is important product of a literate society because it is a written text which describes what people do and how people live in a society. Guerin (2005) mention that even though literature has basic stance as art, it must be acknowledged that “art does not exist in vacuum” (p. 17) and it is intended to deliver some ideas that are relevant to the real human experience in history. As a