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
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 difficult. Next quotation describes her independence.
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>
<thead>
<tr>
<th>Step</th>
<th>Instrument/Method</th>
<th>Purpose</th>
<th>Result</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom Observation</td>
<td>1. To find one who can be taken as a participant of the research. 2. To get the initial data of the participant</td>
<td>Notes</td>
<td>Observed members of the class who is the most active one.</td>
</tr>
<tr>
<td>2.</td>
<td>Reading text</td>
<td>3. To get a whole picture of participants socioaffective strategy in reading</td>
<td>Recorded verbatim data</td>
<td>Transcribed and coded into a table</td>
</tr>
<tr>
<td>3.</td>
<td>Interview (based on blueprint)</td>
<td>3. Recorded verbatim data 4. Notes</td>
<td>Transcribed and coded into a table</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Diary</td>
<td>To gain more information which possibly have not been informed to the researcher.</td>
<td>Personal document</td>
<td>Confirming the previous finding.</td>
</tr>
<tr>
<td>5.</td>
<td>Transcripts of coded data from the first interview</td>
<td>To make tables of participants personal accounts based on the transcript of the coded data of the participant.</td>
<td>Table of personal accounts of the participant</td>
<td>Analyzed to get the verbal description of the personal accounts</td>
</tr>
<tr>
<td>6.</td>
<td>Re-interview (based on previous interview transcription)</td>
<td>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.</td>
<td>Recorded verbatim data</td>
<td>Triangulation (Analyzed and compared recent interview with the previous one, reading text, and diary)</td>
</tr>
<tr>
<td>7.</td>
<td>Tables and verbal descriptions of the personal accounts</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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>
<thead>
<tr>
<th>Types of mistakes</th>
<th>Examples of mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive voice</td>
<td>I completely forgot that I was doing fast.</td>
</tr>
<tr>
<td>Modals</td>
<td>I was a mosque keeper.</td>
</tr>
<tr>
<td>To inf.</td>
<td>Though I was a mosque keeper.</td>
</tr>
<tr>
<td>Adj</td>
<td>I spent most of my time to do many schedule of mosque.</td>
</tr>
<tr>
<td>Quantifier</td>
<td>We could know what the purpose that story from their moving.</td>
</tr>
<tr>
<td>Choice of word</td>
<td>Though I was a mosque keeper.</td>
</tr>
<tr>
<td>Articles</td>
<td>When we would go to home, we take a picture with dancer.</td>
</tr>
</tbody>
</table>

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:
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 2. The learning strategies which were seldom used by the students

<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 3  The Data Coding System

<table>
<thead>
<tr>
<th>Theme</th>
<th>Category</th>
<th>Indicators</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioaffective Strategy</td>
<td>Asking Questions</td>
<td>Asking for clarification or verification</td>
<td>ASQ-ACV</td>
</tr>
<tr>
<td></td>
<td>Cooperating with others</td>
<td>Cooperating with peers</td>
<td>COP-PER</td>
</tr>
<tr>
<td></td>
<td>Emphatizing with others</td>
<td>Cooperating with proficient users of the new language</td>
<td>COP-PUS</td>
</tr>
<tr>
<td></td>
<td>Lowering anxiety</td>
<td>Developing cultural understanding</td>
<td>EMP-DCU</td>
</tr>
<tr>
<td></td>
<td>Encouraging oneself</td>
<td>Becoming aware of others thought and feelings</td>
<td>EMP-ATF</td>
</tr>
<tr>
<td></td>
<td>Taking emotional temperature</td>
<td>Using progressive relaxation, deep breathing, or mediation</td>
<td>LAN-LAX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using music</td>
<td>LAN-MUS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using laughter</td>
<td>LAN-LAU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making positive statement</td>
<td>ENC-POS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taking risk wisely</td>
<td>ENC-TRW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rewarding oneself</td>
<td>ENC-REW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to ones body</td>
<td>TET-LTB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using Checklist</td>
<td>TET-UCL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing a language learning diary</td>
<td>TET-WLD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussing feelings with someone else</td>
<td>TET-DFO</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.
Table 2 Blueprint of the Interview Items

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

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 strategy-based instruction development are also introduced by Cotterall and Reinders (2004).
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 & Biken, 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.
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 situations, 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.
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 be 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)
2. What is the function text?
3. What is the purpose of the writer?
4. How many activities are there?
5. Is there any message or coda at the end?
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 Socialcultural 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.

| MOT  | a. Showing two recount texts through 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. |

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.

1. The students were given two different recount texts and one small card each. 
2. 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.
3. 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.
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
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).

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**Extract two**

Lecturer: Today you learnt and practiced using cards to make a note of new materials for example new words. What could you benefit from that activity?

Identit: I think it would be more effective if we use what Isa uses, not using cards but note books. Then at home we can make it better or tidier. Anyway those methods can be combined.

Aulia: When I find new words, I often write them on my mobile phone. Then I try to find the meanings, make new sentences with the words, sometimes make poems, status in facebook. So that I would be familiar with the words.

Erlina: When I watch movies with my friends, I write them on my mobile phone. Then I copy them on my note book and find the meanings in the dictionary. I think using cards is little bit complicated and I usually forget to bring them. So using mobile phone or note books is much easier.

**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
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 4. The examples of the grammatical competence improvement

<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. ...and they wanted me and my brother to spend our feast day there.</td>
<td>There, I wanted to make a good film... After that, I walked to look for some beautiful pictures.</td>
</tr>
<tr>
<td>Muhammad Isa</td>
<td>That words who always said by... Finally my dream was come true.</td>
<td>And then I had been brought by policeman to the... (meskipun masih salah dalam ejaan kata brought tetapi sudah benar penggunaan aturan kalimat pasif). For 2 hours, I had been interrogated... (masih salah ejaan/penulisan kata interrogated).</td>
</tr>
</tbody>
</table>

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
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, and so on. 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,
3. some of the students also used the strategy in other subjects,
4. 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,
5. the lecturer still found it difficult to deal with students with undisciplinary attitudes such as coming late and not bringing the coursebook, and
6. 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.

Figure 1 Oxford's Classification of Language Learning Strategy (1990)
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.