next meeting their work has to be submitted to the lecturer. Correction ran for at least one week. So, the students receive their work provided by correction. In other words, the students are not involved in the correction process in the classroom. It contrasts to Krashen (1984) and Zamel(1985) in Ferris and Hedgcock (2005: 197) who conclude the effectiveness of teacher feedback and the likeliness to be used when it is provided on preliminary drafts for revision. However, my opinion is in line with Ferris and Hedgcock's (2005: 197) statement that feedback on earlier drafts is formative, helping students to see where their developing text can be improved. Furthermore, they state:

> ... final draft feedback tends to be evaluative and summative, informing students about what they did well, explaining the basis for a grade or a score (if one is given), and perhaps offering general suggestions for consideration in subsequent assignments (e.g., "Great job adding more support for your arguments in your body paragraphs! The conclusion is still underdeveloped, and you need to stay aware of the errors you make in article usage. Let's see if we can work on those things on the next paper. (*ibid*, 2005: 197).

To sum up, LWC affects the students to have better accuracy not only clarity and quality of their grammatical structure but the students are also able to create a meaningful content or organization of the text because the sentences they make well-organized. The lecturer used multiple types of correction, direct and indirect correction, focused and unfocused correction, metalinguistics, and reformulation which affect the students' improvement in writing accuracy. In addition, to what writing stage the correction should be given leads to the pros and cons. This recent study shows the fact that the lecturer gives written correction after the final draft. Since, if the correction is conducted in preliminary draft it would be time consuming. Correcting on the final draft can evaluate overall writing and provide the suggestion to the students to write better.

Providing feedback on a final draft is intended to help the writer reflects on lessons learned that can be applied to future writing projects.

Conclusion

It is true that LWC was able to improve students' writing accuracy. Based on the focus-group interviews with the students; they considered that they were assisted by written correction which they received from their lecturer. Based on the findings of this recent study, providing written correction the lecturer did not focus only on grammatical structure but also other elements, for instances mechanics, vocabulary, organization, and content. However, The written correction used by the lecturer affected the students not only to have better accuracy clarity and quality of their grammatical structure but also to able to create a text with meaningful content or organization, creative vocabularies so that the they were able to make well-organized text. Also, by receiving written correction, they did not repeat the same errors in the future. Furthermore, the results of documents of the students' writing achievement between semester one and semester two showed that there was significant improvement. The students' achievement increasing 12.5% in semester two (82.5% from 70%), it shows that LWC was effective to develop students' accuracy in writing. Based on the findings of this recent study, the research presents the proposition: LWC affects the students' improvement in writing accuracy.

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USING 3-2-1 STRATEGY IN READING COMPREHENSION TO IMPROVE STUDENTS' INVOLVEMENT IN ACTIVE LEARNING

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Absract

The classroom action research of using 3-2-1 strategy aims to reveal the problem of students reading comprehension and their involvement in learning activities. Triangulation approach was administered as the technique of data analysis. The used of field note, student and teacher observation sheet, focus group interviews and student achievement test are instruments of data collection. Having conducted three cycles of action research, the researcher found out that the improvement from cycle to cycle did not only occur to teaching practice but also to the students' involvement and the students' ability. 3-2-1 strategy facilitated students to be active learners to do inquiry and constructor of understanding the reading through teacher directed task and activities. Students did not only find information and engage their own interest and knowledge from the reading but also they constructed their understanding by linking their current knowledge with their background knowledge.
Keywords: 3-2-1 strategy, students' involvement, reading comprehension

Introduction

One of the teacher tasks in teaching English is to facilitate students to read texts in English reading class for comprehension. Reading enables students not only to gain pleasurable activity and information but also to learn for language acquisition. The heart of reading instruction is to help students to gain understanding, develop as strategic reader and engage in their reading. Since the goal of reading is comprehension, reading skill must be practiced and improved. It does not merely recognize the letters, words, sentences and paragraphs but it needs further process to understand the message. Tomkins (2009, p. 72) clarify reading as a process of negotiating meaning in order readers to create interpretation. Hence, reading involves process where reader does recognizing, structuring and interpreting the text (Parel & Jain, 2008, p. 114). Reading involves both perception and thought (Pang, Muaka, Bernbardt, & Kamil, 2003, p. 6). Furthermore, reading includes three cognitive mechanism processes for comprehending; model of bottom-up processes, top down processes and interactive processes (Sagalowiz,1998; Treiman,2001; Brown, 2007).

In relevance with the curriculum applied at school, the purpose of English language teaching at junior high school is to develop communicative competence both in spoken and written language to reach functional literacy. Therefore, there are kinds of texts that students need to learn and read to achieve the standard competence of reading by comprehending the texts both functional and essay texts which are supported by the analyzing of language features and the generic structures of texts. The teacher can develop methods or techniques in teaching and learning process to increase the student's competence and performance in reading skill.

However, the writer found out that most students in the writer's classroom were reluctant to participate in reading classroom activities. Although students learnt kinds of texts, they were still passive learners, quiet and not confident with their reading. In this case, the students' involvement in learning activities was very low. The students did not get much progress in their reading ability. The use of teacher's conventional strategy can be one of the factors that effects to students' learning. Er, Altunay, & Yurdabakan (2012, p. 44) claim that the teacher centered instruction is derived from traditional view of teaching that views the teachers as omnipotent actors of classroom responsible for transferring the content to the students. Hence, teacher's talk and activity are more dominant in the classroom than the involvement of the students in learning activity that fosters to boredom of classroom learning, monotonous teaching and passive participation of students. Therefore, students need active learning instruction to excite them from passive listeners to active constructors.

Active learning is an important paradigm in learning language. Active learning draws upon condition where learners are supposed to get involved, controlled and monitor in their own learning. Mulongo, (2013, p.157) refers active learning as a method of educating students to participate actively and effectively in the classroom activities and enables students to discover content as they work cooperatively with other students to understand the curriculum. Er, Altunay, & Yurdabakan (2012, p. 45) clarify active learning as students centered

approach to learning which facilitates students to learn by creating meaning rather than memorizing information transferred by teacher, and it assigns students takes responsibility of learning.

To activate students' learning in reading activity, teacher needs to build up reading comprehension strategy. The use of effective reading comprehension strategy is really needed as the most important mean to help readers to improve comprehension and learning from the text. McNamara (2007, p. 6) states the reason "Reading comprehension strategy guides students with the goal of some aspects of comprehension". Barnett cited in Sadighi, Merphour, & Begheri (2012, p. 109) clarify reading comprehension strategy as mental operation used by readers when they read a text and when they try to understand it effectively. According to Carr, Aldinger, & Patberg, (2004, p.10) suggest that the use of reading comprehension strategy is not a rote procedure and separately but rather accompanied by thinking-aloud or interconnected.

There are many strategies can be practiced in teaching reading. One of them is 3-2-1 reading comprehension strategy which is proposed by Zygouris-Coe, Wiggins, & Smith (2005, p. 381) as the strategy that requires students to participate in summarizing ideas from the text and encourages them to think independently. There are three activities to implement the strategy. First, students summarize the important points from the text. Second, students share the aspects of passages that are most interesting or intriguing to them. Finally, students have opportunity to build up a question about the text.

However, a little information is known from the previous study of the use of 3-2-1 strategy for teaching reading comprehension. Alsamadani (2011) has done a quasi-experimental study of the effect of 3-2-1 reading strategy on EFL reading comprehension. The study is the first that aims to test the effectiveness of the 3-2-1 strategy in improving EFL reading comprehension that is applied to the sample of Saudi EFL college level students. The strategy proves to be effective in boosting reading comprehension. Hence, with the limitations in the previous

research in mind, it is worth investigating other research dealing with the use of 3-2-1 strategy in relation with teaching reading comprehension. Additionally, no studies have been done yet in classroom action research on using 3-2-1 reading strategy to see students' involvement in reading classroom activities as the previous study focuses on students' achievement. Therefore, this research hopes to contribute in the literature by using different research methodology, setting of students, and curriculum in applying 3-2-1 reading strategy.

Observing the advantages of using 3-2-1 strategy, the researcher conducted a classroom action research to VIII A students of junior high school at SMP Negeri 2 Sungai Raya Kabupaten Kubu Raya in academic year 2013/2014. The classroom action research was to improve not only the teacher teaching practice, the students' involvement in learning activities, the students reading comprehension ability but also to find factors to support or hinder the practice of 3-2-1 strategy.

Methodology

Design of Research

The classroom action research (CAR) as reflective practice is used to overcome classroom problems and to improve the quality of teaching and learning. The model of CAR is based on the model of Kemmis and Mc Taggart cited in Burns (2010). CAR typically involves four phases in cyclical nature involving multiple cycles; planning, action, observation and reflection.

Subject of research

The participants of this research were students of class VIIIA of junior high school grade VIII at SMP Negeri 2 Sungai Raya Kabupaten Kubu Raya in academic year 2013/2014. The total number of students were 29 students that consist of 14 Males and 15 females. Students of VIIIA had problem in reading comprehension skill and they were mostly passive learners and reluctant to involve in reading classroom activities.

Methods for Data Collection

According to Burns (2010) there are two main methods of data collecting in classroom action research; observation and non-observation. The observation deals with what the researcher wants to see and non observation deals with what the researcher wants to know. The observation in the research is done by colleagues on particular aspect of teaching practice and students' involvement in learning activities. Non observation method includes reading comprehension test and interview of focus group discussion.

Tools for Data Collection

Tools for data collection were students observation sheet, teacher observation sheet, field note, interview list of focus group discussion and students reading comprehension score.

Technique for Data Analysis

Triangulation technique of data analysis was used in this research to ensure the trustworthiness of the data. In order to describe the application of 3-2-1 strategy for reading comprehension, the teacher designed the teaching procedures then applied them in cycles. Some pedagogical aspects of teaching skill were listed to enhance the teaching practice. The changing of procedures in cycles was reported. Furthermore, to see the students' involvement in learning process, the teacher-researcher used students observation sheet. A list of behaviors was set out and events were recorded as they occurred. The observers used a particular of time to note the behaviors and count them in number. Then, to know the progression of students reading comprehension ability from one cycle to other cycles, the teacher-researcher calculated the student individual score of reading comprehension test. The average students' scores were quantified by using mean formula. In order to determine the student's individual score whether the students passed or not passed from the criteria standard, the researcher provides minimum standard score of reading comprehension used in the school. Finally, to identify factors to support or hinder the practice of 3-2-1 strategy in active learning, the teacher-researcher used interview of focus group

discussion. The interview revealed detailed information from participant about ideas and feeling of the topic discussed during the learning process. The information from selected participants was recorded and transcribed for further analysis.

Teaching Procedures

The explanation about 3-2-1 strategy in reading comprehension is described as follow;

3 things you discovered.

This step requires students to focus and cite on three discoveries made during reading. Because the reading is about the narrative text of short fable, the students are encouraged to pay attention to characters of the narrative, the setting of the narrative and the problem or action happens to the character. Students must share their understanding by writing and explaining with their own words.

2 interesting things.

Students must list two things that stood out as being something interesting to them related to the action of the character to solve the problem and the moral value which the students get from the fable.

1 question you still have.

Students are asked to write a question that they still have about the text. Student may ask about unclear explanation about the text, or misunderstood event, or conceptual gaps. Students should focus on question that is meaningful for understanding the text.

The procedures of teaching are clarified into 3 parts. In pre-reading (exploration phase), the teacher starts the lesson by questioning students to build their prior knowledge about fables. Teacher shows some pictures related to the vocabularies in the text and lets students to recall and increase their

knowledge. After that, the teacher previews the topic and drives questioning. Then, the teacher shows students 3-2-1 chart for summarizing the reading. Teacher gives modeling on the board how to complete the chart. In whilst reading (elaboration phase), the teacher distributes the reading text. Next, the teacher asks students to read the text by both reading aloud and reading silent. Student read aloud the text to improve the pronunciation, intonation and stress of the reading. Then, students read the text silently to response the meaning of the text for understanding. After reading, the teacher gives students 3-2-1 chart and asks them to complete the chart. Students may discuss within their pairs. Next, the teacher puts students into groups. After completing the charts in group works, the students must share their discussion to other groups and discuss for the whole class. Finally, in post reading (confirmation phase), the teacher asks students to summarize the reading orally and answering reading comprehension test. At the end of activity, the teacher asks students to recall what they learn by reflection activity.

Result And Disscussion

Result

Based on the teacher observation sheet and lesson plan, the researcher found out that the teacher teaching practice of using 3-2-1 strategy improved from one cycle to another cycle. The teacher did pedagogical aspect of teaching improved from one cycle to another. Doing the lesson plan in the first cycle, the teacher delivers 16 steps in procedure of teaching reading comprehension by using 3-2-1 strategy in active learning. Then, in the second cycle, there were some changes of the procedures. The teacher added warming up activity in the opening activity. In pre-reading, the teacher changed the media from flashcards to slide and short video. The teacher also changed the procedure of reading and filling the 3-2-1chart. In whilst-reading, the teacher related the chart to generic structure of the narrative and discussed the vocabulary in the reading. In post-reading, the teacher gave follow up activity. Next in the third cycle, the teacher did the same

procedures with the second cycle but focused on some procedures to make students more involve in the learning, such as the teacher divided students into groups to practice reading aloud, asked all students to speak and share their 3-2-1 summarizing in presentation activity and asked students in groups to practice telling the reading (fable) orally.

Based on the student observation sheet showed that the students' involvement in reading comprehension activities by using 3-2-1 strategy improved from one cycle to another cycle. The students' involvement was not only the engagement of students using language skills during the learning process but also the participation that occurred by the interaction between student and teacher, or student and student during the activity. The following descriptions were the students' involvement that the writer compared from the first, second and third cycle.

a) In the first activity, students become more exited before consenting the lesson from cycle to cycle. In the first cycle, most students ignored to give response when the teacher called their name. However, at the second and the third cycle, students tried to be more accustomed to give responses.

b) In the second activity, the teacher showed students pictures and told them story based on the reading text. Generally in all cycles, students focused on listening the teacher and observing the picture, however the number of students who did not pay attention the lesson became decrease from the first to the second and the third cycle. The improvement was caused by the change of media used by the teacher.

c) In the third activity, the teacher gave chance to students to speak and predict the topic that they listened from the teacher and the projector. In the first cycle, there were totally 18 times students who raised hands to respond the teacher. It improved into 46 times in the second cycle and to 49 times in the third cycle.

d) In the fourth activity, the teacher gave chance to students to read the text both loudly and silently. In all cycles, all students involved well in reading the text silently. In the first cycle, when students were asked to read aloud the text, there were only 4 students who raised hand and practice reading aloud the text. In the second cycle, there were about 9 students who read the text in loud voice. Then in the third cycle, all students had chance to read the text in loud voice. The improvement of students' involvement was caused by the teacher directed task to make the interaction among students by reading aloud in groups

e) In the fifth activity, teacher asked students to complete the chart 3-2-1 by discussing the chart in pairs. There were differences in number of students who involved in the activity. In the first cycle, most students were confused to complete the chart that only 18 students did the activity. From the students' chart, most students copied the sentences from the reading. It was very hard to differentiate whether students really understood the reading since their words were mostly the same with the reading. In the second cycle, more students could complete the chart. There were 23 students completed the chart although not all of them summarized the chart by using their own words. Few of them still copied the sentences from the reading. Furthermore in the third cycle, all students completed the chart. Most of them could summarize the reading by their own words although the grammar and spelling were not totally correct. They became accustomed to express their ideas.

f) In the sixth activity, the teacher asked students to discuss their summarizing in their group by filling 3-2-1 chart group. In group work, the students' involvement in sharing ideas improve from the first to the second and third cycle. In the first cycle, most students were not serious in discussing. There were 7 students seemed active in the group works while others were active listeners. Some listeners did other activities such as play, sleep, write something or speak with friends. In the second cycle,

there were 10 students were active participant in discussion. Furthermore in the third cycle, there were 17 students were active.

g) In the seventh activity, teacher asked students to share their discussion to other group. In this regard, students made presentation by telling others about their group's chart. There was improvement in number of students who seemed active participants. The classroom atmosphere became dynamic and students looked happy especially when student delivered question. Because the answer of the question depended on students' perception, there were many students enthusiastic in that kind of activity.

h) In the eighth activity, students were intended to comprehend the reading by answering the question in written and summarizing the reading orally. From the observation, all students involved in the activity of answering the question in written. However, in the first cycle, most students seemed shy and reluctant to practice speaking. In the second cycle and the cycle, there was improvement of students to perform telling the story orally. Most students were not shy when telling or summarizing the reading in their own group. The eighth activity was the closing part of the lesson. All students involved in greeting the teacher and reflected the lesson by answering some closing questions from the teacher. Students looked happy from the first to the second and third cycle.

1. Based on the student reading comprehension score, the researcher found out that the students' mean score of reading comprehension improved from the first cycle to the second and third cycle.
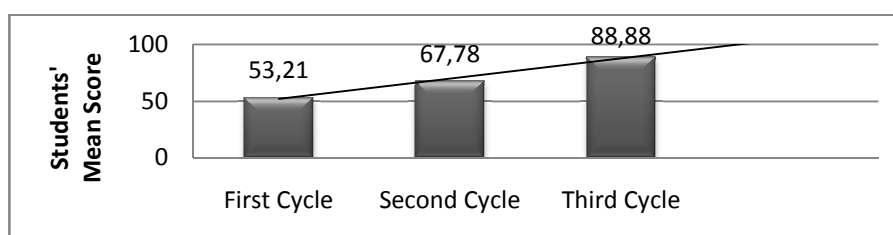
Figure 1. Students' Mean Score from the First Cycle to the Second and

Third Cycle

The improvement can be seen from the result of student mean score in each cycle. The students' mean score was 53,21 in the first cycle; in the second cycle was 67,78; and in the third cycle was 88,88. The improvement of students' mean score from the first cycle to the second cycle was 14,57 % while the improvement of students' mean score from the second cycle to the third cycle was 36.67 %.

Based on the minimum criteria standard of reading at SMP Negeri 2 Sungai Raya, the students who achieved the criteria standard improved from the first cycle to the second and third cycle.
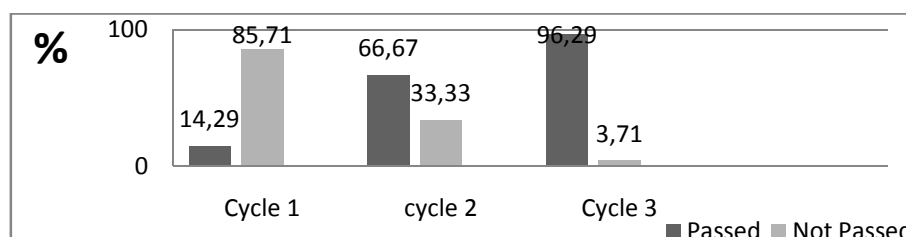

Figure 2.   Percentage of Students who Passed the Minimum Criteria

Standard

The percentage of students who passed the minimum criteria standard in the first cycle was 14,29% while the students who did not pass the minimum criteria standard was 85,71%. In the second cycle, the students who passed the criteria standard was   66.67% while the students who did not pass the minimum criteria standard was   33,33%. Then, in the third cycle, the percentage of students who passed the minimum criteria standard was 96,29

% and the students who did not pass the minimum criteria standard was 3,71%.

Based on the assessment of student group score showed that the score improved from the first cycle to the second and third cycle.
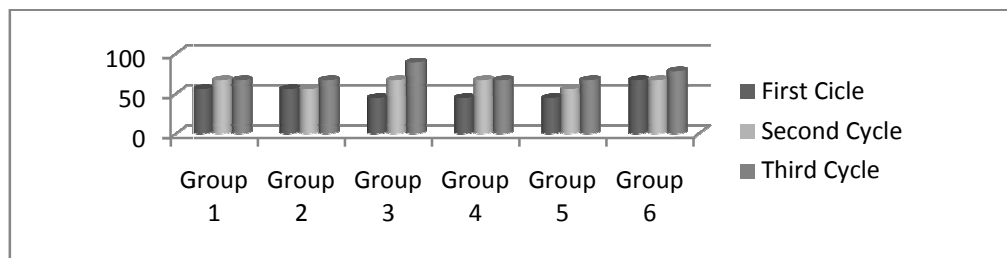
Figure 3. Students' Group Score   from the First Cycle to the Second and Third Cycle

The score of group 1 improved from 55.55; to 66.66 and 66.66. The score of group 2 improved from 55.55 to 55.55 and 66.66. The score of group 3 improved from 44.44 to 66.66 and 88.88. The score of group 4 improved from 44.44 to 66.66 and 66.66. the score of group 5 improved from 44.44 to 55.55 and 66.66. The score of group 6 improved from 66.66 to 66.66 and 77.77. The mean score of student's group in the first cycle was 51.84 while in the second cycle was 62.95 and in the third cycle was 72.21.

2.   Based on the interview of three cycles, there were some factors that support students to be success in learning by using 3-2-1 strategy in active learning. it was concluded that students enjoyed the learning because they felt the learning was fun, understandable and more relax. Students also commented on the use of media and subject matter content had much helped them to understand the reading. Furthermore, students found that 3-2-1 strategy was interesting strategy because the strategy was new for them and challenging. Based on the strategy, most students enjoyed finding 2 interesting things and writing 1 question from the reading. In this case, students felt the freedom to express their thinking and they might explore their understanding

of the reading by constructing opinion and question. Then, most students enjoyed learning in groups work because they found it more relaxed and more cooperative with others. Besides, students' motivation to learn was triggered by varieties of activities. Some of them enjoyed the opening activity by song, some enjoyed discussion and presentation, some enjoyed reading the text meaningfully, some enjoyed watching short story or answering questions. Then, the students understanding of the material was also supported by the teacher's instruction. Students understood the lesson because the teacher's instruction was short, clear and concise.

In contrary, there were some factors that hinder students to be success in their learning. Students enjoyed the learning, but some of them felt nervous and shy. In addition, some other students had difficulty when filling the 3-2-1 chart. They commented that finding 3 discoveries was difficult than finding 2 interesting thing and writing 1 question from the reading. Students told that they had difficulty in summarizing the ideas from the text. In this case, students at the first cycle just copied the words from the reading text to 3-2-1 chart which was prepared by the teacher. At the second and third cycle, students learnt to write their ideas by the teacher's guidance. Then, some students said although they enjoyed learning in group works, they thought that group work was not really effective for their group when the members did not involve in the activity and were not serious doing the task. At the time students did not involve in group works, they tended to play, sleep or disturb the learning. Furthermore, the students also had problem on vocabularies that make them difficult to understand the lesson and the teacher's instruction. In this regard, students told that they needed concise and short teacher's instruction in order to understand the lesson. Based on the teacher observation sheet in the first and in the second cycle, the teacher still had problem in implementing the teaching practice of pedagogical skill, such as the teacher could not manage the time properly, could not use the instruction concisely, could not facilitate interaction between teacher and

student, or student and student , could not facilitate students to involve in using language skills well, and less in giving individual attention. Since these kinds of problems still occurred in the second cycles, they promoted the hindrances to the success of 3-2-1 strategy. However, when the teacher-researcher tried hard to overcome the problems of teaching practice, she found that students got more success in their learning. In summary, the success or the failure of students' learning in three cycles were affected by factors to support or hinder the practice of 3-2-1 strategy. The factors were not only from the students but also from the teacher's practice.

Discussion

The data shows that the use of 3-2-1 strategy in reading comprehension in active learning can improve not only the students' involvement in reading comprehension activities but also their comprehension ability score. Based on the lesson plan, students learn not only reading for understanding but also involving other activities such as listening to both teacher and other students, speaking to respond the teacher and student's question, speaking in discussion or presentation, and writing summary of the reading text. In this matter, students gain understanding of reading through supported activities that strengthen their ability to acquire knowledge. Then, students also explore their thinking process for analyzing or evaluating information through analyzing text and discussion activities. According to Bell and Kahroff (2006), this concept of learning lies on active learning concept that enable students to actively engage in understanding and acquiring skills and knowledge through teacher directed task and activities

The interview clarifies that students enjoy the learning because the 3-2-1 strategy is new, interesting and challenging for students. The strategy allows students to summarize the text for the purpose of comprehension. It is found out that when students discovers 3 ideas from the text, they all try to find general information that covered the reading. Then, when students find 2 interesting ideas according to their own perception, they try hard to engage and interact their

own interest and knowledge. Furthermore, when students write 1 question they still have from their reading, they explore their understanding of current knowledge from the reading which they relate to their background knowledge. In this regard, 3-2-1 strategy allows students to be active learners to do inquiry of the reading and active constructor of understanding the reading. Each student has their own ideas to write 3 things they discovered, 2 interesting things and 1 question from the reading. Then by discussion, students become more confident to strengthen their understanding of the learning process. The students are motivated in the learning because the discussion is based on their ideas they found and brought to the class presentation. The concept of learning by 3-2-1 strategy in active learning above draws upon condition of constructivism learning theory.

According to the constructivist model of learning which is stated by Pritchard and Woollard (2010, p.8) who clarify that learner can construct their own understanding of knowledge based on experience they have. Learner select information not only from past but also from current knowledge and experience that they transform into new personal knowledge and understanding. Pritchard and Woollard also add that the constructive learning is individual matter therefore each learner will build up knowledge based on identical experience but shaped by individual prior knowledge, understanding and experience. In line with this theory, when two learners are exposed to exactly the same learning experience (e.g. reading text), they will likely to have different learning outcome and experience as a result of their prior knowledge of subject matter, how they interpret the subject matter and how they undertake the learning activities. Thus, every student will have their own ideas in 3-2-1 chart that they can discuss in their group work to strengthen their understanding and share concepts.

The idea of students working in groups work is supported by Burke (2011, p.88). Burke argues that group learning fosters not only creativity but also learning and comprehension. Burke also adds that students working in small groups make a tendency to learn more of what is thought and it retains longer in

students' mind than when the same material is presented in other instructional format. Although working in groups has advantages, but there are also times when problems arise. Beebe and Masterson cited in Burke (2011, p.88) state that sometimes some members in groups may rely on others to do work and it takes more time to work in a group than to work alone. Therefore, group work may create not only advantages but also disadvantages. Teacher as facilitator needs to consider whether group members aware of the learning objective and assign members with specific tasks or responsibility.

The students' score improve gradually from the first cycle to the second and third cycle because 3-2- strategy allows students to apply mechanism of interactive reading process for understanding reading text. Students combine the reading both from bottom-up and top down process. Brown (2007, p. 358) says "A combination of top down and bottom up processing is almost always a primary ingredient in successful teaching methodology because both process are important". In relevance with Brown's idea, the teacher facilitates students not only reading aloud the text (bottom-up process) but also reading for understanding meaning (top-down process)

The improvement of students' involvement and ability are also affirmed by the conducive learning atmosphere in which students feel happy and relaxed at the time they learn. The conducive learning atmosphere promotes students to learn language easily. Based on the interview, most students enjoy the learning because they feel the learning is fun, understandable and more relaxed. The finding is also consistent with the concept from Lewis and Hill (1992, p. 2) who claim "students learn best when they are mentally relaxed. As humans learn their native language in the most natural way, they are welcome to the learning experience". In contrast, there are some students have difficulty to involve the learning activity because of they feel shy and nervous. Consequently, when human learn by pressurized, they will probably lack of success to acquire the language.

The teacher's instruction is also one of the factor that effect to the success of student learning. Based on the interview, some students inform that they understand the lesson because the are familiar with the teacher's instructions which are short, understandable and concise. Harmer (2007, p.37) clarify that giving instruction is very important, "it is waste of time if students do not understand what they supposed to do". Harmer also suggests rules for giving instructions that they must be as simple as possible and logical.

The other factor to support students in improving their involvement and score is the teacher's knowledge of pedagogical skill. The pedagogical skill includes the teacher's ability to design lesson, to conduct teaching, to evaluate students and to understand student development. This idea is relevant with Hammer (2007, p. 28) who claims "Effective teachers are well-prepared. Part of this preparation resides in the knowledge they have of the subject and the skill of teaching"

However, some students also have difficulty in summarizing the ideas and facts from the reading. They also have problem to write 1 question from the text. Those students inform that they lack of vocabulary to support them to understand the reading. Pang, Muaka, Bernbardt, and Kamil (2003, p. 12) state "vocabulary is crucial to reading comprehension". Then, Pang,et al., also state that to understand a text, readers need to know the meaning of individual words because the words construct an understanding of the text by assembling and making sense of the words in context. Therefore, the implication for classroom teaching is to teach vocabulary directly and indirectly to students.

Conclusion

Based on the analysis of research findings and discussion, the writer concludes that the classroom action research on using 3-2-1 strategy in reading comprehension at the VIII A student of the junior high school of SMP Negeri 2 Sungai Raya in academic year 2013/2014 could improve not only teacher teaching practice but also students' involvement in learning process and

student's reading ability. Students became more active and encouraged to learn that effect to the improvement of their reading comprehension ability. The success or the failure of students' learning in three cycles were affected by factors to support or hinder the practice of 3-2-1 strategy. The factors were not only from the students but also from the teacher's practice. The use of 3-2-1 strategy in this research induced conducive learning atmosphere for students that promote motivation for students to involve in the learning activity and improve their ability.

Suggestion

The writer proposes some suggestions to improve teaching learning process especially using 3-2-1 strategy in reading comprehension. The use of 3-2-1 strategy is recommended for other English teachers as one of the effective and alternative strategies to teach reading comprehension. In order to use the strategy effectively, first, it is suggested for teacher to explain clearly about the procedures to do the strategy and the benefits that students may get if using the 3-2-1 strategy. Then, the strategy is more effective if given to students who has prior knowledge about relevant vocabulary and grammar because 3-2-1 strategy requires students not only to summarize the important point from the text but also to construct question about the text. Then, the use of interesting media such as flashcards, slides and video can also encourage students interest to learn.

In relevance with the use of 3-2-1 strategy, students should be facilitated by classroom activities that are based on a cooperative rather than individualistic approach to learning. Therefore teacher plays an important role to make students feel comfortable in group work task or pair works. Finally, The result of this research can be used as a reference for other researchers dealing with the methodology in language teaching, students' involvement and reading comprehension. Furthermore, the other researcher can draw analysis from other points of view by doing different kind of research.

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GRAPHIC ORGANIZERS TO ENHANCE STUDENTS' SPEAKING ABILITY

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ABSRACT

Speaking is defined as the ability to express oneself in life situation, or the ability to report act or situation in precise words, the ability to converse, or to express a sequence of ideas fluently. Nunan (2003: 48) says "Speaking is the reproductive oral skill, it consists of producing the systematic verbal utterances to convey meaning". Speaking is a process of creating word to be conveyed orally. It can be directly and empirically observed and practiced through physical act such as lips, producing voice in the throat and blowing in the mouth to make words in conducting communication orally. Having good ability in speaking English not only will make learners easier to communicate English with whatsoever, but also will be assured to make learners have the ability to deliver any information through the meaning of messages to those being involved in the communication process. Speaking can only be done by the people who can produce voice between people for interaction.

Introduction

Teaching speaking to the students will be able to make the students to speak properly. The teaching process consists of guiding, facilitating, instructing, and evaluating the students in speaking. Teaching speaking to the students has a main goal, that is to enable the students to produce oral communication both fluency and accuracy. Fluency means that the speaker is able to speak a language easily, well, and quickly in responding to questions addressed to them, while accuracy means that the speakers have the ability to speak and respond the conversation without making mistakes in pronunciation, intonation, and grammatical structure such as tenses, preposition, and sentence construction.

One of the external factors that influence speaking competence is teaching media. A teacher must be able to use the appropriate media in teaching and

learning process for acquiring their rich English, because media can help the students to understand the teaching material. According to Goodwyn (1992: 112) "Media help to make links between pupil's every day experience and their work in English and in their education generally". It means that media is the tool to support the teaching and learning process. To help the students in learning speaking can be completed through the media such as the picture, the note, the map, the real objects, and audiovisual media.

Graphic organizer is one of the English teaching media. The teacher can use graphic organizer as the media to support teaching strategy. According to McKnight (2010: 1)

Graphic organizers are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms.

From the quotation, graphic organizer can be defined as the media to help the teacher to improve the students' ability, organize content and ideas, and facilitate the students' comprehension of the new information. It presents the material through the visual media to help the students in understanding what they are learning.

Graphic Organizers has the impact on some of the cognitive competencies and which has significant effect between oral competences. It is proved by the research conducted by Mukoroli (2011: 36) "Graphic organizers are used to explain concepts and related words". From the quotation, it can be summed up that the visual information given by the graphic organizers gives clear illustration to capture the material practiced in learning speaking skill. The students can practice speaking skill by talking from a particular point of view related with the

concept given in the graphic organizers and it can done by saying the words or having a conversation with someone about the content of graphic organizers.

Brief Exploration on Graphic Organizers
The Definition of Graphic Organizers

Graphic organizers are the media that has various kinds of graphic, which can help students in organizing information or ideas. According to Meyen, Vergason and Whelan (in Lubin, 2007: 2) "graphic organizers are visual displays use to organize information." It means that graphic organizers are the supporting media that can help the students to elicit and create ideas, especially for teaching speaking; graphic organizer can be used as the visual aid of the key ideas or the topic for discussion to talk about a subject with the teacher or the partner and tell each other their ideas or opinions.

Furthermore, another expert defines differently about graphic organizers. Hill, et al. (2006: 41) explains that graphic organizer actually combines linguistic information (words and phrases) with nonlinguistic information (circles and lines representing relationships). In short, the explanation can be summed that graphic organizer is called as a descriptive pattern organizer because it represents facts that can be organized to describe characteristics of specific people, places, things, or events.

In teaching speaking, there is an expert who defines graphic organizers as the teaching and learning tools. Knight (2010: 1) explains "Graphic organizers are effective pedagogical tools for organizing content and ideas… it is teaching and learning tools...Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms". Graphic organizer is useful aid in depicting their ideas and organizes their ideas. In the relation with speaking skill for planning process, the learner can recall their background knowledge by seeing the connections between existing knowledge and new information in graphic organizers. Then, after organizing their ideas, it is the learners' opportunity to

deliver information and ideas through oral performance. The function of graphic organizer in speaking skill is to help the presenter to generate the ideas easily, because it provides the concept of information related to the topic that is presented.

From the explanations, it can be summed up that graphic organizers is the visual representation of knowledge. In other word, this is a visual display that is used to organize information in a manner that makes information easier to understand. Graphic organizer can be used as the visual aid of the key ideas or the topic for discussion to talk about a subject. Especially in teaching speaking, graphic organizers can be implemented as the visual aid in oral performance through presentation and discussion.

Teaching Steps of Graphic Organizers

In applying the graphic organizers in teaching speaking, the researcher uses some steps. The step of teaching is adopted from the following experts. Sharrock (2008: 12) explains the students had the opportunity to create and use graphic organizers. The students learned to first identify the key concepts of the topic to be mapped. Then they decided the concepts relative importance and then ranked the concepts from most inclusive to most specific. The students then learned to arrange the topics in a hierarchical fashion from most general to more specific. The students used graphic organizers in all subject areas to organize the topics and ideas being discussed. The children "talked their way" through their maps with their pairs.

Furthermore, there is similar step for teaching speaking using graphic organizers through pair discussion. Stamper (2006: 8) explains. Pair up students, then passes out a copy of the Word Web graphic organizer to each pair. Instruct partners to choose a content-area word to write on the spider at the center of the web. Then have partners work together to fill in the word web with as many related words as possible. Group together two sets of partners to discuss their word webs peers.

To depict the procedure clearer, specifically it is explained further for each step as follows:

The students are divided into some groups or pairs. The teacher asks to the students to make a group with their tablemate or another as their pair. The teacher must be able to divide the pairs fairly. The aim is to make good feedback from the smart students toward poor students

The students identify the key concepts of the topic to be mapped according to the visual aid in the graphic organizers.

Then they decide the concepts relative importance and then they rank the concepts from most inclusive to most specific. The students learn to arrange the topics in a hierarchical fashion from most general to more specific. The students use graphic organizers in all subject areas to organize the topics and ideas that are being discussed.

The students present or talk by using their maps in graphic organizers with their pairs or in front of the class.

The Advantages of Applying Graphic Organizers

The use of graphic organizers has various advantages. Dunston (1992: 57) explains that students who use graphic organizers in the classroom develop their ability to use them independently as study tools for planning, presentation, and review. Besides, it is to enhance students' thinking skills by generating new ideas and new information about particular material. Besides, in teaching speaking, graphic organizer can be creatively applied in teaching and learning process through students' group discussion. Baxendell (2003: 49) explain that graphic organizers can be implemented in working groups. The students working with partner, where each person responsible creating information for the aspect of graphic organizers. Then, members put all of the pieces and present to the whole class. This learning activity gives the students opportunity to recall their prior knowledge and help the learners in presenting their ideas orally in the class discussion

Furthermore, there is additional explanation about the advantages of graphic organizers which is stated by Allen (2006: 14). Graphic organizers help

students extend the partial knowledge they might have.) At the full concept level, I needed to introduce activities that helped my students discriminate more subtle shades of meaning, connect and extend words, and integrate words and concepts into meaningful use.

From the quotation, it can be analyzed that the benefit of using graphic organizer is that the learner can improve their knowledge about particular information and material. From the visual depictions, the students can organize the topic into the longer sentence combined into meaningful paragraph. Then, the students can deliver their idea through oral performance.

Then, Hill, et al. (2006: 36) explain briefly "Use graphic organizers to represent knowledge". It means that graphic organizer is to describe the whole information that is discussed. It can help the students to understand the information about a subject, which the students get by experiencing them through group discussion, and another language practice

Finally, graphic organizer can make the learner active in learning. Wills (2005: 3) explains "Students who use graphic organizers may become more strategic learners. An individual's approach to a task is called a strategy". It means that graphic organizers help the students to achieve a plan or a topic. The learner can use their way to be active in understanding the content of graphic organizers. It includes how the students think and act when planning the ideas, executing how to understand and answer the content of the graphic organizer, and evaluating a task in their graphic organizers.

Conclusion

Graphic organizer is effective for teaching speaking. It makes content of the material learned easier to understand and learn. It uses visual information that gives clear illustration to capture the content. Graphic organizer is a visual and graphic representation completed by texts from its feature among ideas and concepts. Graphic organizers are also sometimes referred to as knowledge maps,

concept maps. The students then learn to arrange the topics in a hierarchical fashion from most general to more specific. The students use graphic organizers in all subject areas to organize the topics and ideas being discussed. This instructional tool comes in a variety of formats that help the students to process information that they have gathered and organize their ideas that is connected to prior knowledge to new information, because the visual and graphic depict the relationships between facts, terms, and or ideas within a learning task. Besides, it can cover several speaking indicators. The students learn to first identify the key concepts of the topic that is mapped as the main idea. Then, the students are able to arrange and develop the content or the ideas of material as the supporting detail by using appropriate sentence structure

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IMPLEMENTING RAFT STRATEGY TO ENHANCE STUDENTS' SKILL IN WRITING FORMAL LETTER

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ABSTRACT

This research aims to find out how the implementation of RAFT (Role, Audience, Format and Topic) strategy enhanced the students' skill in writing a formal letter and to investigate how RAFT strategy improved the students' writings in Grade 10 "SMA Tunas Bangsa Kubu Raya". This research is a classroom action research. The research subject numbered 15 students. The research found out that the teaching practice improved and the result of students' writing scores also improved from cycle to cycle in terms of content and language. The students were able to write more effectively as they were aware who they were writing as, to whom they were writing, what format their writing was and what topic their writing was. The students wrote more purposively and focused after being introduced to RAFT writing strategy.

Keywords: RAFT, writing skill, formal letter

Introduction

Writing is a skill that needs improvement from time to time. It enables people to express thoughts, and to communicate ideas and views to others. In education, writing is a vital aspect. College students typically will be obliged to write a variety of essays throughout their collegiate career. Not only is writing an important academic skill, but it is also an important skill that translates into any career field as well. Nearly all professions require some forms of writing on the job. For example, doctors and nurses write medical reports on patients; accountants and business managers create financial reports; engineers and software technicians write instruction sheets and user manuals; nearly every worker in all business fields composes emails and other forms of written communication to customers, clients, and co-workers. Ultimately, the number of job tasks that require writing is countless.

Since writing is used in almost all fields and jobs, it is a skill that all students and workers need to learn and to become better at. Regardless of the actual assignment and the format used, understanding what makes for good writing and the proper techniques to use can lead to creating a well-crafted essay in a shorter amount of time. According to Barry, Campbell & Daish (2006, p.11), a goodwriting is clear, straightforward and easy to understand, and it has confident beginnings and endings. Furthermore, the writers show involvement with the topic they are writing about, and is able to arouse a reader's interest in it.

Writing requires the students to consider audience and purpose. An effective writing enables students to write fluently and purposefully for an audience. Lucantoni (2002, p.53) claims that a good writer "involves a consideration of the purpose of the activity, and the audience, which in turn will indicate the writer whether a formal or informal register is required." Moreover, Barry, Campbell & Daish (2006, p.12) urge that an effective writer considers the tone, register and sense of audience which are suitable for the purpose. For example, "a letter to friend should sound friendly and sympathetic, whereas a letter to a newspaper should sound more formal and distanced." (Barry, Campbell & Daish, 2006, p. 12)

Having observed the compositions written by the students of Grade 10 of a senior high school in which is named SMA Tunas Bangsa, the researcher found out that the students had difficulty in writing, especially writing a formal letter. In IGCSE English as a Second Language syllabus, writing a formal letter is one of seven exercises in Reading and Writing Examination. The students are required to write about 150-200 words of continuous prose with specified purpose, format and audience. The students must use an appropriate register. A stimulus was provided in the form of pictures or photos and/or short prompts. It was found out that some writings are difficult to follow and re-reading was needed in order to make out the sense. The writings do not make a reader feel drawn into the topic and they are not entirely clear about the meaning. For some writings, the meaning is clear but they do not make the reader find them especially interesting or

enjoyable to read. Furthermore, the students do not focus on the prompts given and fail to use appropriate register in accordance with the format of the letter.

To solve the aforementioned problems, the writer has done some research on writing strategy that can be implemented in the classroom. RAFT strategy is considered as an effective writing skill to solve the existing problem. RAFT is an acronym for Role, Audience, Format and Topic; the key elements are located in every good writing assignment (Buehl, 2014, p. 173). The RAFT strategy boosts students to understand their role as a writer, their audience, their varied formats, and their expected content. This writing strategy "promotes the students to raise their ability in thinking critically and reflecting while they synthesize what they have learned" (Sejnost & Thiese, 2010, p. 85). In addition, RAFT strategy also bolsters the students' sense of what it means to be a writer by making them aware of the impact that the topic and the format can have on their audience. Therefore, specificity and focus of the writing in the strategy can make the students enjoy writing (Sejnost & Thiese, 2007, p.78).

Similar previous research implementing RAFT strategy to improve writing skill conducted by Sudarningsih & Wardana (2011, p.12) showed that RAFT strategy could improve recount writing skill of the tenth grade students. Furthermore, the students also exhibited positive attitudes, high learning motivation as well as active participation in learning recount text writing skill through RAFT technique. Another similar research on RAFT strategy was conducted in experimental research by Parilasanti, Suarnajaya, & Marjohan (2014). The finding of this research showed that there was a significant difference in students' writing competency between the students taught by RAFT strategy and conventional strategy. The former students showed the confident writing compared to the latter students.

Observing the advantages that RAFT strategy offers to improve the writing skill, the researcher conducted a classroom action research in Grade 10 of SMA Tunas Bangsa by implementing RAFT strategy in order to improve the students'

skill in writing formal letter. It is expected that by implementing RAFT strategy in teaching writing the students are able to write more effectively using appropriate registers according to the format of the letter. Moreover, the students were expected to write more purposefully for a specific audience. The findings of this result would add more rings to the chain of teaching writing and provide a solution for the other teachers to deal the similar problem in their classroom.

Methodology

This research is a classroom action research. It investigated the improvement of the students' skill in writing a formal letter by implementing RAFT strategy. The research "involves a self-reflective, critical and systematic research to exploring the teacher's own teaching contexts" (Burns, 2010, p. 2). According to Somekh (2006, p. 14), the teachers benefit from conducting a classroom action research as they learn from their own practice, then in the end the teachers become more aware of what is going on in their classroom.

The research participants were Grade 10 students 10 of SMA Tunas Bangsa Kubu Raya. There were 15 students in this class and they are prepared for IGCSE (International General Certificate of Secondary Education) writing exam. In the examination, the students are required to write a 150-200 word formal letter depending on the given prompts.

Tools such as field notes and observational checklist are used in the observational approaches (Richards & Farrell, 2005, p. 180). In this research, both researcher and collaborator taught English at the same school. While the researcher taught the lesson, the collaborator observed any important data during the teaching learning process using the observational checklist table provided by the researcher.

The collected information during the classroom interaction was discussed by the researcher and the collaborator to reflect on the teaching learning process. This engaged some changes in the next plan, changing the way the teacher

teaches, or changing the assessment being employed, or the modifying RAFT strategy. Based on this reflection, the researcher and collaborator planned the next cycle. The present research covered three cycles as shown in Figure 1 modified from Koshy (2005, p.4).

The present research data were collected by an observational checklist, field note and the students' writings. The field notes and observational checklist were used to keep a record on what was happening during the teaching and learning process.

The research data were collected by the use of the observational table. With the observation and reflection after the action in Cycle 1, a new observational checklist was then produced for Cycle 2. Based on this observational checklist, Cycle 3 was planned. The observational checklist table was provided with the columns of teaching procedure, notes for teachers, checklist (yes and no), students' response and notes for students. This observational checklist helped the collaborator to monitor whether or not the planned procedure was implemented.

Figure 1 Cycle of action research
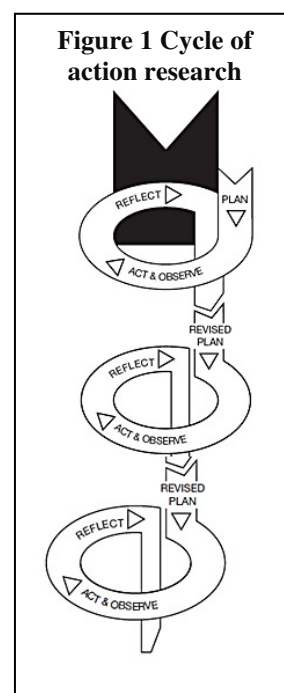
Teaching Procedure

The teacher reviewed the previous lessons on writing formal letters. The students recalled the language elements in each format of formal letters like newspaper/magazine articles, application letters and complaint letters. The teacher first introduced the elements of RAFT strategy. The teacher explained to the students what they needed to consider various writing aspects including role, audience, format and topic before writing assignments. The teacher then told the students to structure their writing based on their roles in writing, the audience of their writing, the format of their writing and the topic of the writing.

The teacher displayed the key elements of RAFT and discussed the key elements in the class. The teacher then asked the students to brainstorm topics and write down the suggestions listing roles, audiences and formats associated with each topic. The teacher then limited the format of the writing that students were going to write – formal letters. The teacher then divided the students to group of three and had them brainstorm and make another RAFT list focusing on formal letters that they have learned. The teacher moved around the students to give assistance as needed. Then, the groups shared their complete assignments with the class. The teacher distributed a text entitled "Little Things Mean a Lot" to each student. The teacher then made the students to be aware of RAFT for their writing:

1. **Role**: After reading about "ethics", the students were asked to take on a particular role in the professional world, like a secretary, who would use the information. The teacher encouraged the students to select a job in their chosen career field.

2. **Audience:** The teacher had the students brainstorm why "ethics" is important and how it could be applied and promoted in their career field. For example, for a student interested in an auto technician career, "ethics" would be important when giving customers estimates of the work needed on the customer's car. In early childhood education careers, "ethics" would include teaching students the importance of fair play or the acceptance of cultural differences in others. In the medical field, the ethical treatment of patients is paramount.

3. **Format**: The teacher had the students select a method to disseminate the information that is appropriate for the role they are assuming. They should select the medium (letter, brochure, report, press release, presentation, etc.) most suitable for their career field. The teacher asked the students to develop and design a format and then present the information to their selected audience.

4.   **Topic**: The topic was "ethics." Students would use the information they learned in the unit. In addition, they would need to take the topic one step further by researching how ethics may apply in their career field. The teacher asked the students to work alone or in groups to complete their projects. The students with the same career interest could work in the same group. Students should apply the information they learned from their reading to their new audience and purpose.

Results and Discussion

Based on the data analysis, the researcher found out that the students' writings improved from one cycle to another cycle. The following table shows the students' scores from Cycle 1 to Cycle 3.

Table 1 The students' scores from Cycle 1 to Cycle 3

Cycle	Content	Average	Language	Average
1	1 student scored 3 7 students scored 4 5 students scored 5 2 students scored 6	4.53	2 students scored 3 7 students scored 4 5 students scored 5 2 students scored 6	4.27
2	6 students scored 4 8 students scored 5 1 student scored 6	4.67	6 students scored 4 8 students scored 5 1 student scored 6	4.87
3	10 students scored 5 5 students scored 6	5.33	7 students scored 5 7 students scored 6 1 student scored 7	5.60

In Cycle 3, there was no student scored 4 for content and language. Most students scored 5 in content which was considered satisfactory. It means that students fulfilled the task with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there might be digressions. In content aspect, the students scored 5 which was considered safe that means the students used simple structures and vocabulary. The meaning is clear, and the work is of a safe literate standard.

Some students scored 6-7 for content. It means that their writings were considered effective. It has fulfilled the task, with appropriate register and good sense of purpose and audience. For language aspect, some students also scored 6-7. Their sentence showed varieties of structure and length. They used formal expressions and were precise in use of vocabulary. The following chart shows that the students' writing improved from Cycle 1 of which the average score for content was 4.53 and 4.27 for language to Cycle 3 which scored 5.33 and 5.60 for content and language respectively.

In Cycle 1, the teacher did not clearly explain and emphasize the importance of RAFT in writing. As the result, some informal expressions were encountered in the students' writings. The following writing

Figure 2 The students' average scores from Cycle 1 to Cycle 3
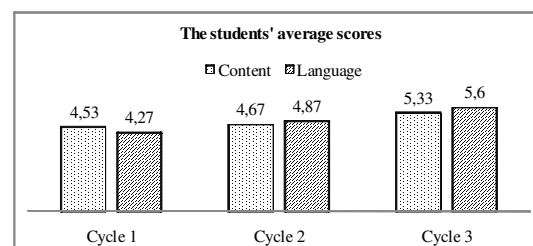
sample was taken from Cycle 1. This letter was a response to a complaint about the safe diet cola. Although Student 2 has fulfilled the RAFT elements, spoken expression was still found (the underlined phrase) in this letter.

(1) Worry no more, because our cola is the safest diet cola among all. It has been confirmed by several scientists group saying it is safe. Our diet cola has the right amount of diet needed daily. But drinking it too much might harm some of the organs. Too much is never good, though. But it will not be a bad thing to be consumed because it has the daily needs, fewer calories and even it is sweet, it will not lead to any diseases. Using the state of art technologies, it is also clean during the process of making it. 99,9% safe! So, worry no more.

The spoken expression in (1) *worry no more* is not appropriate to be written in a formal letter. The student could write *there is no need to worry anymore*

instead. Another writing sample shows informal expression as well. In (2) Student 4 put the imperative in the letter which was not formal enough. The expression *don't hesitate* is not appropriate in a formal letter. The student should not write the constraction such as *don't hesitate*, but the student should write *please have no doubt*, instead.

(2) Don't hesitate to buy our products because we guarantee that
our product is safe to be consumed. It tastes sweet but low …

The above two examples indicate that students were not aware that they were writing to the people who have written a complaint. Their language must be formal in response to such a customer. This happened because in Cycle 1 the teacher skipped some important parts in her teaching practice. The teacher did not emphasize the importance of RAFT strategy. In that meeting the teacher only introduced the RAFT strategy to the students. The students just knew briefly and they were still unfamiliar with the strategy in this cycle.

In Cycle 2, with the revised lesson plan, the teacher emphasized the importance of RAFT strategy and gave clearer example of RAFT. The students reviewed some important expressions used in a formal letter. The improvement of the teaching practice brought the improvement in the students' writing. The result of the test in Cycle 2 showed that the average students' score was 4.67 for content and 4.87 for language. The improvement in Cycle 2 was because the students got more familiar with RAFT strategy.

Although the students' scores did not improve very significantly, the teacher has shown improvement in the teaching practice which led to the improvement of students' writings in term of the structure and the language. For example, Student 2 has been able to open the letter formally; (3) is the writing sample of Student 2 in Cycle 2 when the students were asked to write a letter to the local newspaper giving views about the plan to knock down the local

museum. Sample (3) shows that the expression *Through this letter, I would like … i*s appropriate for a formal letter.

(3) <u>Through this letter, I would like</u> to give some views about the knock down of the local museum issue. Some people think that …

Student 4 also has shown improvement in the writing. In this second cycle the student began the letter formally and structured the letter better than the letter in Cycle 1. The expression *I would like to give my opinion* in Sample (4) is a formal expression.

(4) <u>I would like to give my opinion</u> about your idea to knock down the local museum …

In Cycle 2, the teacher gave the students an opportunity to have a practice with various writing prompts. This led to the improvement that the students showed in Cycle 2. This finding is supported by Lucantoni (2002, p.15) claiming that in order to be prepared effectively for examination questions, the students need to have practice with more prompts.

Although some students improved their writing, the teaching practice must be improved in the next cycle because the teacher only explained briefly the importance of considering each element of RAFT before they begin their writing. The teacher also forgot to ask the students to sum up the importance of using RAFT. She just skipped to limit the writing format.

In Cycle 3, the results of the students' writing showed more improvement. The average score of the students was 5.33 for content and 5.60 for language. The improvement of the language was significant. There were 7 students scored 5, 7 students scored 6 and 1 student scored 7. It means that more students improved the use of their language. Their writing was much more formal compared to the previous cycles.

In this cycle, the students were asked to write a letter to a local newspaper suggesting that folic acid (a vitamin important for health, which was found naturally in some green vegetables) should be added artificially to bread. Student 2 used appropriate expressions in giving opinions. In sample (5) below, the student used an appropriate phrase in giving opinions: *in my opinion*, and requesting: *I would be grateful*.

(5) I am writing this letter to express my annoyance with the news concerning the folic acid which should be artificially added to bread. <u>In my opinion</u>, adding the folic acid to bread may not always healthy, even when folic acid comes from plant. … I <u>would</u> be grateful if experts could consider about adding folic acid artificially to the bread. ...

The improvement was shown by Student 4. He used a formal expression in the letter: *I am writing this letter* and wrote the letter more purposefully. The student wrote *I, as the local resident have asked,* this shows that the student was aware that his role in this letter was a local resident. It was obvious that RAFT strategy has helped the student in response to the given prompts.

(6) <u>I am writing this</u> letter regarding the news about folic acid. I do agree with … . I, as the local resident have asked …

In Cycle 3, the students were given a task to do a pair check on RAFT elements of their friends' letters. With this kind of task, the students had a chance to practice communicative task in the classroom. The students were enthusiastic in checking their friends' work. Lucantoni (2002, p. 15) claims that it is essential for a teacher to provide the students opportunities for pairwork and groupwork. This groupwork enabled the students to learn from their friends' mistakes.

Taking RAFT elements into account in writing made the students more aware that a good writer should be personally involved in the writing. Sejnost & Thiese (2007, p. 78) urge that the more the students are aware of their role in

writing, the more effective their writing will be. In Cycle 1, the teacher only explained about the importance of RAFT strategy briefly, without a clear example. Yet in Cycle 2, the teacher did review the elements of RAFT but she did not give a clear example. As the result the improvement in Cycle 2 was not significant. In Cycle 3, the students were more focused and their writing improved more because the teacher gave a clear example on taking wrong role will affect the paper.

The students began to know the RAFT strategy from zero. They had not known this popular strategy before. The teacher kept familiarizing the students to RAFT strategy. She made them aware to as what they are writing, to whom they are writing, in what format their letter is and what the topic of their letter talks about. The students' attention was put to RAFT elements. The teacher believes that those who notice most will learn most as claimed by Schmidt & Frota in Ying & Hendricks (2004, p. 5).

Another aspect that may support the improvement in Cycle 2 is the group work is more active and the teacher engaged the passive students to be involved actively in the group work. More students participated in the group discussion in Cycle 2. It made the students have better understanding about RAFT elements, which in the end made them more aware of RAFT elements in their writing. From this finding, more active group work led to the improvement in Cycle 2. According to Vygotsky cited in Jacobs, Lee, & Ng (1997, p.12) all learning is social. What the students can do in their group can be done on their own in the other time.

In conclusion, this research started from the teaching practice in Cycle 1 and finished in Cycle 3. The improvement of the teaching practice from one cycle to another cycle boosted the students' writing. They first did not know what RAFT strategy was. Gradually, the students got familiar with the strategy and they were more aware of RAFT elements when they read the prompts. As the

result, the students' writing improved a bit from Cycle 1 to Cycle 2. In Cycle 3, the improvement was far better.

Conclusion

Having analysed the research data, the researcher concludes that RAFT strategy made the students' performance in writing a formal letter improve from cycle to cycle. It strengthens their sense of being a writer by making them aware of the impact of the topic and the format on their audience. In this research, RAFT strategy helped the students to improve their skill in writing a formal letter in terms of content and language. The students were able to write effectively as they were aware of their role, their audience, their writing format and their writing topic. The students wrote more purposively and focused after being introduced to the RAFT writing strategy. Furthermore, RAFT strategy in this research also helped the students to write more appropriate expressions used in a formal letter and to respond the given writing prompts accurately.

Suggestions

Based on the result of the research, there are some suggestions that can be taken into account in the future. The first is that in implementing RAFT strategy in the classroom, the teachers should make sure that in the beginning of the lesson they emphasize the importance of RAFT strategy and give a clear example of RAFT list. Furthermore, they should emphasize that taking a wrong role in writing may affect the writing as different role leads to different point of view. In other words, the teacher should familiarize the students with RAFT strategy.

In addition, the teachers could assign all students the same role, audience, format and topic for their writing until the students become familiar with using the RAFT strategy. Then, as the students become familiar with the process, they should be allowed to brainstorm their own role, audience, format and topic. Moreover, the teachers should give more different writing prompts so the

students will be able to analyse different prompts and be able to respond different prompts effectively.

The teachers could implement pair checking in writing using RAFT strategy because it boosts the students' interest in writing. In pair checking, the students learn through their friends' strengths and weaknesses found in the letter. Based on the result of this research, it is recommended that English teachers use RAFT strategy in teaching writing. By implementing RAFT strategy, the students become personally involved in their topic. They begin to look at an issue from a different point of view. More importantly, they write for a specific audience rather than for the teacher which in the end makes their writing more authentic.

There are few researches investigating RAFT strategy, therefore more researchers are expected to do further investigation in the field related to this research. The future researches could design materials based on this strategy and develop this strategy for other skill like speaking.

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SRYPHOMAT FOR TEACHING VOCABULARY

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ABSTRACT

Teaching technique is merely a simple way to encourage the students to achieve any school level. Sryphomat is a prospective technique for teaching vocabulary. It is a combined technique of story, photographs, and matching game. The aim of the technique is to enrich the students' vocabulary, namely, nouns, pronouns, and adjectives. The story is to elicit the words while the photograph is to elicit the meaning of the words in the story. Then, the matching game is used to motivate the students to be more active in the classroom setting. ADDIE procedure is used to develop Sryphomat. The process was done through need analysis, design, development, implementation, and evaluation. To note, this development was implemented in a large class of 24 students, the sixth graders of SD Negeri 29 Kecamatan Pontianak Timur. One-Group Pretest and Posttest was conducted to investigate the effectiveness of Sryphomat toward students' vocabulary. The result shows that this product was highly effective; the t value is 9,02; and the ES is 1,08. The t-value is higher then t-table of distribution of df 24, that is, 2,02 while the ES is good. This product also brings joyful teaching learning activity in the real classroom setting through matching game.

Key words: teaching, vocabulary, story, photographs, matching game, and development research.

Introduction

Learning vocabulary is an ongoing process that requires systematic repetition to help students learn, especially low context vocabulary. Students can retain the vocabulary they find useful and relevant to their subject matter by learning vocabulary through context, cooperative learning, and using technology. Moreover, to improve the student's vocabulary, teachers can use more then one technique and medium in teaching vocabulary toward elementary school level. The purposes are to improve their learners' knowledge of vocabulary, to help them build large number of words, and to enlarge understanding of message on written or spoken language. The technique and media are suggested such as stories, and photographs.

The use of stories is beneficial for elementary school students in view of the fact that the messages of the stories bring the real situation into the classroom activity. Although, stories are beneficial for teaching vocabulary toward

elementary school students but sometimes students face difficulties in comprehending some words in the story. Setyarini, Rashid, and Dolakova cited in Soleimani and Akbari (2013) claim, "Teaching vocabulary through story is beneficial for illustrating the situation, but some times the students get difficulty to understand some vocabulary in the story". Moreover, they urge that to predict or to guess the meaning of the story, they also use the gesture, the posture or picture (photograph), and the intonation of storyteller to process and understand the meaning. It can be concluded that the story itself is not enough to increase the student's vocabulary because some of the words in the story could not be understood by the student. However, the photographs could explain the meaning of the words in the story.

Likewise a story, photographs as media in teaching learning process in an elementary school make the students easy to understand, to illustrate, and to avoid translation in written words. Although photograph is beneficial, the students sometimes face difficulties in interpreting the photograph because the message of photograph gives the student multi-interpretation. Thornbury (2002:75-76) states that it is hard to illustrate the meaning of some pictures or photographs, especially the abstract ones such as 'opinion' or 'impact'. Consequently, in some cases, other tools used to demonstrate the meaning, or alternatively other tools might supplement pictures.

Ideally, both teaching technique and media can improve students' vocabulary but the detrimental of both story and photograph occurs during a teaching and learning process. Based on the teacher's experience in teaching English at SD Negeri 29 Kecamatan Pontianak Timur, the students of sixth graders draw attention to listen to stories, full attention toward photographs, and familiar with games. Nevertheless, the students sometimes have difficulties to understand the words in the stories and they sometimes face multi-interpretation of the photograph. Therefore, the result is that the sixth grader's achievement cannot rich the minimum standard criterion (KKM). In order to cope with the teacher's delimitation on teaching vocabulary in the elementary school, one of the

teaching techniques to help the teachers improve the students' vocabulary achievement is by combining stories, photographs, and matching games into one vocabulary teaching technique.

This development is conducted to offer a usable teaching technique to teach vocabulary by combining stories, photographs, and matching games. The development is conducted at "SD Negeri 29 kecamatan Pontianak Timur". The result of the research development is called Sryphomat. It derives from "story, photograph and matching game". As a combined technique, sryphomat is designed to bring a significant improvement to the students' vocabulary achievement and to bring a joyful learning activities. Hopefully, this technique is successful to attract the student's learning interest, and to create interesting activities in the classroom setting. In short, the result of this development may be used as a reference or model for other English teachers in teaching vocabulary to elementary school students.

Literature Review

Teaching Vocabulary

Vocabulary is very essential for any students of EFL. The importance of vocabulary for EFL is to convey any spoken or written language. Without vocabulary nothing can be conveyed; without grammar very little can be conveyed. It is implied that vocabulary is very important for student of EFL. Thornbury (2002:13) claims, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words".

It is very essential to select words to teach in the classroom. It may be easier to teach concrete words than to teach abstract words to young learners of lower level. The teacher can start with the words that they are familiar with. Thus, the vocabulary for elementary school students is a basic language unit to

learn. Vocabulary is in the root level that covers both form and meaning. In addition, the vocabulary taught to the sixth graders of elementary schools is more concerned with nouns and verbs than adjectives and adverbs. Thornbury (2002:3) urges that words play different roles in a text. They fall into one of eight different word classes; nouns (dog, pen), pronouns (I, them), verbs (write, read), adjectives (old, white), adverbs (here, there), preposition (for, from), conjunction (and, since) and determiner (the, that). Richard (2002:255) refers vocabulary to the core component of language proficiency. It provides basis of how well the learners listen, speak, read, and write. Vocabulary can be put into categories, commonly called parts of speech. They include nouns, verbs, adjectives, and adverbs. Their respective examples are *books*, *study*, *happy*, and *widely*. It is generally claimed that vocabulary is dominated by nouns and verbs. The elementary school students are designed to master both the forms and the meanings of the words. Thornbury (2002:15) claims that mastering a word involves mastering its form and its meaning.

Approach, Method and Technique of Teaching

Communicative approach is a learner-centered with a high degree of involvement of all who participate. The role of the teacher is to provide guidance. As a facilitator, the teacher gives students challenges that will help them correct their misconceptions and enable them to draw correct concepts. The teacher can do this through a group work (peer group learning). Students' demonstrations in group work use stories, photographs, charts, table models, etc. Richards and Rodgers (1986) explain that the major characteristics of communicative approach is that meaning is primary, contextualization is basic, attempts to communicate in TL are encouraged in the beginning of instruction, material sequencing is determined by the content, meaning, and function, L1 is acceptable when feasible, activities and strategies for learning are varied and communicative competence is the goal of instruction.

The communicative approach involves a wider range of activities centered on helping students learn by gaining new insights from the outcome of their

investigating, modifying their pre-existing ideas in the light of the new insights and constructing their understanding of a scientific concept. In this development, this approach is prepared to support the use of Sryphomat for teaching vocabulary to the six graders of an elementary school where the age ranges from 11 to 12 years old. Carol cited in Soleimani and Akbari (2013) claims that by the age of 9 to 12, the ability to acquire a second language with native-like ability has fallen off considerably. This approach is compatible to the characteristics of the young learners at elementary schools. It emphasizes the communication competence rather than the ability to form grammatically correct sentences.

The teaching learning process is managed by storytelling and group work. The process is presented through a direct method, where the storytelling deals with how the teacher tells the stories and shows the students the photographs of animals, gives the instruction to the students to make a group and gives a guidance to do the matching game. In teaching activities, the teacher prepares the class before beginning the lesson, telling the story, dividing the class into group work, distributing photographs, guiding the student to work in matching game group, directing the students to do matching game, asking the students to write sentences based on the photographs and making a conclusion. On the other side, the students are situated to listen to the teacher's story, to look at the photographs shown by the teacher, to do a group work, to do a matching game, and to write 5 (five) sentences. Lake (2013: 1) argues that direct method of teaching came as a response to the shortfalls of the grammar-translation method, which works to teach grammar and translate vocabulary from the native language of the student. Moreover, Lake (2013: 1) urges that the aim of this method for teaching English is to immerse the students in English and the teacher would use realia, visual aids and demonstrations to teach the students English. The direct method of learning English is fairly simple. In consists, primarily, of just five parts.

Firstly, **Show** – The students are shown an object to understand the object-represented word. For example, they might be shown realia or other visual aids such as flash cards for nouns. The teacher might use gestures to explain verbs,

and so on. Secondly, **Say** – The teacher presents a word or a sentence verbally, taking care to pronounce the word correctly. Thirdly, **Try** – The students then triy to repeat what the teacher just expressed. Fourthly, **Mould** – The teacher corrects the students and ensures that they pronounce words correctly. Finally, **Repeat** – The students repeat the word a number of times. Here, the teacher uses a number of methods for repetition, including group repetition, single student repetition, and other activities designed to get the students to repeat the word.

Anthony cited in Mukalel Joseph C (2010:1) says that a technique is implementation, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. A technique must be consistent with a method and therefore harmonious with an approach as well. It is explained that a technique is a detail list of a ruler or a guideline for any teaching activities at any school levels. Moreover, the technique can be claimed basic to procedures of how the content is elaborated during the teaching learning process in the classroom activities.

Sryphomat

Sryphomat is a hybrid technique for teaching vocabulary. The goal of this instructional strategy is to make teaching-learning process simpler and less difficult. Morison, Ross & Kemp (2007:2) refers the goal of the instructional design to make learning more efficient and effective as well as to make learning less difficult. Often, well-design saves time and money. Reiser & Dempsey (2012:80) claim that instructional design is a system of procedure for developing education and training curricula in a consistent and reliable fashion. The the instructional strategy of Sryphomat in the present research is designed to teach English vocabulary to the sixth graders of elementary schools by using instructional strategy involving story telling, photograph showing, and matching game play. These strategies are detailed in the following sections.

Story

Stories are materials for children to learn about the world where they live in. Moreover, stories provide exciting situation for children to know-how every real situation in life. It is tangible in the magical world of story. In fact, whatever children learn in the story world can be practical in the real world. Gere cited in Soleimani and Akbari (2013:1) defines a story as "the act of using language and gesture in colorful ways to create scenes in a sequence"

Wasik & Bond and Write cited in Soleimani and Akbari (2013:1) believe that for young learners stories offer an adorable way of contextualizing. They also introduce new language and make it comprehensible and memorizable

Dolakova cited in Soleimani and Akbari (2013:1) explains that a story, according to their content, can be divided into classical tales, animal tales or fables, repetitive and cumulative tales, adventures and romantic stories, poem, rhymes, songs and chants. Animal tales or fables are very popular among children. They like animals that are characterized able to talk and to behave like human beings. They, in fact, can identify themselves with them and then imitate their behaviors and actions.

Dolakova (2008:7) says that the very idea of a little soft animal is pleasant and gentle. If an animal is able to talk in the story, children soon identify with them. Therefore, the story that will be introduced in this development research is adapted from animal tales written byAndrew Wright. It is because the content of story is relevant with the theme and the topic of the English lesson at elementary schools.

Photograph

Pictures used as teaching media can be illustrative and realistic. The former is multi-interpretable and the latter represents the real shape of the object. Their examples are cartoons and photographs respectively.

A photograph is a series of photographs that are taken by using a camera or a hand phone set completed with a camera. It can be printed on photograph paper. KPS (Knysna Photographic Society) (2013) classifies photograph into mono and polychrome. Monochrome is a black and white image. A black and white work fitting from the very dark grey (black) to the very clear grey (white) is a monochrome work with the various shades of grey. A black and white work toned entirely in a single colour will remain a monochrome work able to stand in the black and white category. On the other hand a black and white work modified by a partial toning or by the addition of one colour becomes a colour work (polychrome) to stand in the colour category. KPS (2013) claims that there is a variety of non-projected media that can make an instruction more realistic and engaging. Pictures, charts, photographs, posters, and cartoons – including that the students themselves produce can provide powerful visual support to abstract ideas.

Photograph as media in teaching plays an important role. It can make the teaching learning process more interesting for the children or the young learners. In addition, a photograph can create verities of teaching and learning atmospheres in the classroom. Hill (2001:1) urges that pictures or photographs bring not only images of reality, but can also function as a fun element in class. Sometimes it is surprising how pictures or photographs may change a lesson, even if only it is employed in additional exercises or it is just to create an atmosphere. He also explains that pictures or photographs meet a wide range of uses not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Beside the lessons where a picture is in focus, it might be used to stimulate writing and discussion, to illustrate the text being read or talked about, to describe the background to a topic, and so on (Wright, 1990:6). According to Harmer (2001:135) a picture is one of the most appropriate uses to present and to check meaning. An easy way of explaining the meaning of word "lion", for instance, is by showing a photograph of a lion. Of course, not all new words can be taught using a photograph; however, most concrete vocabulary can. Harmer

(2007:83) further claims that a picture can be used to describe situations and concept. For instance, a picture of an athlete getting away from a swimming pool with dripping wet hair shows that she has just been having swim. There are various media available around the teacher and the students that can be manipulated for instructional purposes (Harmer, 1993:161-162). They include visual and audiovisual materials.

Matching Game

Games are always interesting and amusing for students. Ersoz (2000:3) argues that games can draw the attention of the students to focus on learning; the students do not feel that they are forced to learn. According to Friermuth cited in Ersoz (2000:3) a game is more learner-centered. It gives students the chance to resolve problems without the intervention of a teacher. It creates such a situation in which students will be more active to practice their vocabulary, for instance.

Some of the games used by the student - teachers are mandatory for the pupils to actually physically move in different directions in the classroom and sit in groups and pairs. Therefore, a game enables a relaxed atmosphere that consequently both promotes not only the use of language but also thinking about its form and helping learners remember things faster. Flexner and Hauck cited in Deng, (2006:3) refers "a game" to "a competitive activity involving skills, chance, or endurance on the part of two or more persons who play according to a set of rules, usually for their own amusement or for spectators".
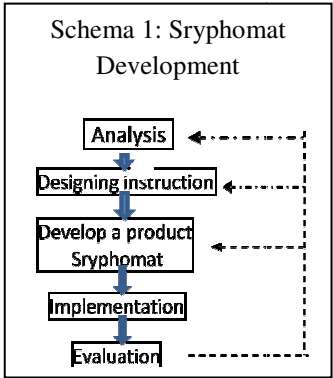
Matching games is one of activities that requires learners to actively interact with their classmates. A matching game is defined as structured playing usually undertaken for enjoyment and sometimes used as an educational tool. It is distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements.

Matching games that is used as an instructional strategy is one of alternative activities for the course involving students in an active interaction

with their fellow classmates. Lewis cited in Deng, (2006:3) claims that through matching games children experiment, discover, and interact with their environment. Therefore, games give learners the opportunity to practice language in a variety of language areas such as spelling, grammar, and vocabulary. Hadfield (1984) urges that matching games as its name implies, participants need to find a match for a word, a picture, a photograph, or a card. Hadfield (1984) also explains that matching games are adopted to facilitate students' motivation, confidence, and vocabulary acquisition for younger learners. In addition, Angelova & Lekova, Atake, Deng cited in Soleimani and Akbari (2013:1) urge that children with better motivation and confidence can acquire vocabulary more quickly and easily by doing actions during game playing. Moreover, Atake cited in Soleimani and Akbari (2013:1) argues that although in class each student is "challenged to think and use certain target vocabulary expressions", through games they can memorize the expressions easier because the learners get "impressed by competing or interacting with classmates".

Research Design

The present research design is R&D. The model is based on ADDIE procedure as can be seen in Schema 1. It is adapted as the foundation of the development of Sryphomat. In the ADDIE model, Analysis is the input for the system; Design and Development are the process; Implementation and Evaluation are the output. These elements overlap somewhat, depending on the project.

Schema 1: Sryphomat Development

The research participants were the sixth graders of SDN 29 Pontianak Timur. Their ages range from 11 to 12 years. The goal of the instruction of Sryphomat to the research participants are shown in Table 1. The teaching is carried out by Sryphomat based on Schema 2. The data of student's needs were collected through an observation in the classroom. The analysis is the step of making a good product

to find out the goal, the student's need, and the procedure of the development of Sryphomat.

Table 1: The instruction goal of Sryphomat

Instruction	Goal
instruction in the first step: greeting and doing apperception	to greet the students and to gain the students' attention for today's lesson
instruction in the second step: telling the story	to draw the student's attention when the teacher is telling the story, eliciting the words and meaning
instruction in the third step: listening and repeating	to invite the students to pronounce the words correctly
instructional in the forth step: assigning work group	to have easier practice in controlling the student's interaction among work group. to have the students more learning activities in matching game.
instruction in the fifth step: guiding the matching game	to set the rules of the matching game to enable the students to memorize the names of the animals easily.
instruction in the sixth step: playing a matching game	to get the students experienced in having a matching game properly. To enable the students to have longer memory of the words or names of the animals.
instruction in the seventh step: writing five sentences	to get the students experienced in writing activity to invite the students to create sentences with their own words
instruction in the last step: singing a song "Old Mac Donald" together".	to give the students a joy after studying vocabulary using Sryphomat, to have the students to learn from their real life through song

Research Finding and Discussion

The development of Sryphomat focused on the development of instruction technique for teacher, instruction strategy for student's activities and instruction strategy for group work. The product was developed from the prototype of Sryphomat. The

Schema 2: Technique (Sryphomat)
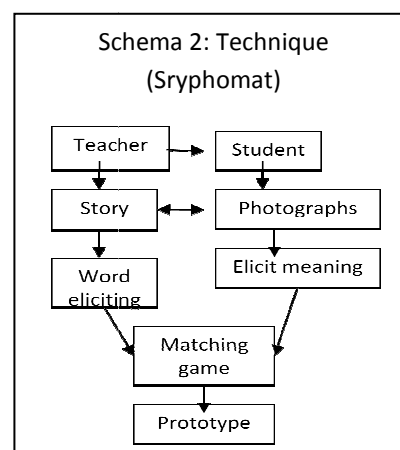
product was tried out and revised for a usable product for teaching vocabulary to the sixth graders of elementary school level. The revision is done based on the input of small class tried out and the result of the product implemented in real class (large class).

The implementation of Sryphomat is the phase to implement of the Sryphomat in the large class to get the real description in making any conclusion of the product (Sryphomat). The implementation of Sryphomat also considers the summative evaluation.

The implementation of Sryphomat resulted that the students of the sixth grade were enthusiastic to participate in the learning process. They paid full attention to listen to the story read by the teacher and well observed the photograph introduced in the story. The participating students performed confidence in playing matching game. It can be seen from the activity in the matching game where the students were enthusiastic in learning vocabulary through the game. Sryphomat also gave a fun for students, enriched vocabulary (names of animals) and gave the students experience of group work.

In addition, Sryphomat was found out giving advantages to the students and the teacher. The students could learn from the real situation using the matching game. The students could work in groups and the teacher could maximize the process of teaching learning activity.

The final product of the sryhomat is considered feasible and valid to teach vocabulary to the sixth graders of elementary schools. This finding is based on the evaluation made by 3 (three) experts. The first expert validated the product from the aspect of English subject matter and development (SME), the second expert validated the product from the aspect of educational perspective (EAE), and the last expert validated the grammar. The pre-test and post-test was used to know the effectiveness of the product.

Viewed from the SME Sryphomat is usable for student's vocabulary of the sixth graders that because the material (story and photographs) is based on the syllabus and student's need. It is designed in line with the context of the learner at the earlier age of learning English. All the important points of the evaluator are brought out in the rationale for material and syllabus therefore the aim of the curriculum achieved. Moreover the strategy (instructions) is based on the characteristic of the students of sixth graders of elementary school level.

From EAE point view the texts (stories) are concluded that it is designed to develop or to create the students' love and care for other creatures. It is a starting point of building students' interest and knowledge of the other creatures. Therefore, the values of caring and loving on animals and birds of the students are gradually grown up, and later, internalization takes place. The act of caring and loving help to protect those creatures and will end in ecological system balance. In conclusion of both MAE and EAE this strategy is worthy as teaching materials for vocabulary building for sixth graders of elementary school level. The colorful pictures of birds and animals help the students recognize the objects without translation. The third expert checked the grammar of the product. Sryphomat is proven to use standard grammar of English.

To conclude, according to the experts' evaluation the study material already followed the main criteria. The theme and topics (stories) are in compliance with the syllabus and the national curriculum. The study material is appropriate for the sixth graders of elementary school level and treats different values such as heroism, honesty and good deeds. Mostly teacher prefer to use fairy tales in order to teach some language skills like grammar and vocabulary.

The computation of pre-test and post-test indicates that it is an effective product. During the treatment process, it was found out that the students had a great interest in learning vocabulary with relax way and joyful lesson, because the technique is accompanied by the material that are stories and colorful photographs. In other word, teaching by using Sryphomat is greater than the

traditional technique. Besides, it is also found out that Sryphomat has strengthened that is the student easy to understand and interpret the Sryphomat in spoken and written word. It can be concluded that teaching vocabulary by using Sryphomat is a functional teaching technique. This technique is the combination of stories, photographs, and matching games. As proven in this study the student's can enrich their vocabulary well.

The result of the pre-test and post-test also show the great influence of Sryphomat on the student's vocabulary mastery. It is proven by the t-test, which is 9,02 and the effect size (ES), which is 1,08. It means that the t-test is higher the t-value of t-distribution of df 24, which is 2.064 in 5%. The effect size is classified high. It is is higher than 0.8. The improvement is significant. The pre-test is 186 and the post-test is 277 meaning that the gap of the score between pre-test and post-test is 91.

Conclusion

In general, the instructional technique of sryphomat is considered useful for both the teacher and the students. In addition, sryphomat is integrated activities which can be applied in other language skills and as ice-breaker activities if the problem concerns the lack of time. Students have more opportunities to express and to use their language since it provides a lower-anxiety environment. Sryphomat is more learner-centered since students have chance to resolve problems without the intervention of a teacher. They awaken competitive desire to win inside students so that the classroom atmosphere will be more livened up. It creates such a situation in which students will be more active to practice their vocabulary.

The experts' evaluation conclude that sryphomat is worthy teaching strategy for teaching vocabulary on the low learns experience or young learner as in elementary school level. Moreover, the result of pre-test and post –test conclude that this technique (Sryphomat) is effective for teaching vocabulary to the sixth grader of elementary school level. Therefore, there are many advantages of

Sryphomat such as avoiding translating the difficult word of the story, bring the student in to real situation and creating live up classroom atmosphere.   In addition, the students are brave to do matching game in the classroom activity, able to write simple sentences using photographs as a clue and at the end of the lesson the student get meaningful experience of learning.

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CROSS CULTURAL COMPETENCE AND LANGUAGE TEACHER

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ABSTRACT

Teaching English is claimed not only about teaching the language, but also teaching the culture of the native users of the language (Sercu, 2005). Nowadays, Not only British, American, or Australian countries are to be the centre in learning English related to its culture, countries where people speak English as a second language such as Singapore, Malaysia or India may also be some of the references in learning English culture including typically the way the people of those countries having discourse in English. However, mastering the cultures of English-based countries is in fact no longer adequate in teaching English if the teachers do not also recognize the culture of their students in order to transfer the language ability effectively. This article critically discusses the importance of cultural competence for language teachers in English Language Teaching. It also elaborates some ideas that can be applied by the language teachers in order to be able to develop a condusive atmosphere when organizing instructional activities to students of diverse traditions.

Keywords: Teaching English, cultural competence, diverse traditions.

Introduction

The current phenomena in the United Stated in relation with English language learning has shown that there is a rapid growth in number of English language learners (Spellings, 2005 & Johnson, 2006). One out of nine students in the United States learns English as a second language and mostly it happened in almost population of Arizona, or Maryland, or Tennessee with the total number around 5.4 million children (Spellings, 2005 & Johnson, 2006). Duffey (2004) argues that if these phenomena continue, it can be predicted that by the year 2030, United States will produce 40% of school age children as speakers of a first language other than English. This occurrence indirectly urges English teachers to identify the background cultures of their students in order to transfer the skill and knowledge more effectively.

Outside USA, most if not all countries of outer and expanding circles (as termed by Kachru, 1986) are encouraging their people to speak or learn English. No wonder then if language teachers are predicted to face a new challenge to involve and interact with culturally and linguistically diverse population of students. Consequently, it is essential for teachers to learn how to effectively communicate cross-culturally in such diverse contexts and understand the role that culture plays within the multi-cultural class and school environment (Johnson, 2006). This article shall critically discuss some significant competences that must be learned by language teacher in order to be sensitive and competent with culture value as schools and classrooms become increasingly linguistically and culturally diverse.

Defining Cross Cultural Competence

Cross cultural competence simply refers to the ability to understand other people's culture that is different from our own. Cross cultural competence is considered to be one of the key points need in order to be able to instruct effectively since teaching students second or foreign language does not only employ them to use the target language appropriately but also introduce students to foreign culture (target language culture) that is different from their own culture (Sercu, 2005). Cross cultural competence is one of the important skills that must be acquired by language teachers to create more conducive and warm teaching learning environment, especially to avoid possible misunderstanding or unintended offence between teachers and students during the teaching-learning process. In addition, the current trends show that teachers will face and implement instructional activities in a diverse population of students within multi-cultural backgrounds. Cross-cultural competence, according to wikipedia, can be defined as someone's ability that is beneficial for the effectiveness of intercultural in spite of the particular intersection of cultures. Thus, in teaching students second or foreign language, instructors do not only build up learners' linguistics ability but also develop students' cultural awareness as part of learning second or foreign language.

Cultural Competence in the Classroom

Learning cultural competence is not a simple and short process. Competence in understanding diverse culture is acquired by experiencing new challenges and experiences such as at feeling surprised, shocked, or even offended (Johnson, 2006). In instructional activities, a culturally competent teacher will involve an understanding of how cultures differ under the surface and how cultures respond differently to similar situations. The process of acquiring cultural competence can also be done only after involving in many observations, experiences, and interactions in the classroom and playground, with parents and with peers.

However, Johnson (2006) argues that the process of acquiring cultural competence can be done by learning knowledge and understanding of basic cultural differences. He proposed six basic of cultural differences that will be useful for teachers involved in the culturally diverse classroom. Johnson (2006) argues that understanding these differences will help teachers in understanding the complexity of instructing students in diverse groups. The followings are Johnson's concepts of cross-cultural competence that teachers should acquire in order to help them teach their students another language.

His first idea is ways of knowing. In order to get some new information or access the most current data, some cultures do it by the assistance of communication technology such as internet. Others may gather information through library research such as in the United States. Through such media, these cultures appreciate evidence that can be measured and documented. Another way that cultures can do to acquire information is through "non-academic" sources. The sources of information can be accessed from elders, nature, spirits, or symbols. Some cultures are not familiar books or other forms of research. This culture prefers to access the data or information through oral tradition.

The second point is ways of solving problems. Each culture has its own ways for solving the problems and each culture has different reasons to support its idea. A surprising result is often found in a situation where the same set of problems and circumstances requires several solutions; the result can be different due to cultures. Each culture has different reasons at arriving at solutions for its distinctive values, philosophy and beliefs. The following situation of problem exemplifies different solutions from different members of cultures:

Supposed you must have a journey with a boat. You must bring your mother, your spouse and your child. Suddenly, something fatal will happen. The boat is going to sink soon. You realize that you can only save one of the other passengers. Whom do you save first?

There are two different cultures are involved in this situation, America and Asia. Based on survey results, 60% of Americans prefer to save their spouse, meanwhile 40% of American people decide to save their children. From these two selections, two reasons are delivered:

- Answer 1: "I will save my spouse as my spouse is my partner for life and I can have more children."

- Answer 2: I prefer to save my children as they represent the future, so it is vital to protect them first. Probably, my spouse would support this decision."

- In fact, among Asian cultures, almost 100% of respondents state that they would save the mother. The rationale of this reason is:

- Save Mother: I can marry again and have more children but I cannot replace my mother. She gave me life; I owe her my life. (Texin, 2002).

The third suggestion is ways of communicating non-verbally. In language classroom, it is crucial for teachers to be aware of different ways of communicating non-verbally since some cultures have diverse viewpoints on them. In multicultural class, any or all of the following events might be observed

in the classroom such as a student who will not make a direct eye contact when talking to a teacher can be considered as an impolite behavior, show a lack of respect in his culture. In one culture, student's smile does not mean that she is happy; her smiles can mean that she has some difficulties in understanding the class. Other example can be found in Korean culture, "In Korean culture, smiling signals shallowness and thoughtlessness. The Korean attitude toward smiling is expressed in the proverb, 'the man who smiles a lot is not a real man' (Dresser, 1996). As a result, each culture has its own different ways of communicating non-verbally. Understanding this culture will be valuable for teachers as they will understand their English language learners better and misinterpretation of non-verbal clues to emotional, cognitive, or attitudinal states can be avoided.

The next initiative is ways of learning since they also have a strong connection with some cultures. In the United States, teachers often act as facilitators. Students like to have group works and do collaborative activities in which they can learn from one another.

In some cultures, however, teacher is always the center of class activities. In china, teacher-centered activity is preferred as a favorite form of learning. In that country, a teacher who employs student-centered pattern is viewed as lazy or incompetent. Chinese students, on the other hand, have been resistance with accommodating group work, debates, and other meaningful and interactive activities that is relevant to their learning. (Cortazzi and Jin 1996 & Aktuna, 2005).

Furthermore, the skill that should be acquired by foreign language teachers is ways of dealing with conflict. Each culture has different viewpoints in understanding this issue. Some cultures view conflict as an endangered thing and it must be avoided while others view it as a positive thing. In American culture of standpoint, conflict is not usually attractive, nevertheless, conventional wisdom support its people to face with conflicts directly when they do arise (Johnson, 2006).

A different understanding in dealing with conflict occurs in Asia. In many Asian countries, open conflict is viewed as an embarrassing or demeaning experience (Johnson, 2006). Asian culture considers that conflicts are best to be overcome quietly. Accordingly, as a media for resolution of conflict, written exchanges might be more favorable activities over face-to-face encounters (Dupraw and Axner, 1997).

The last idea from Johnson is ways of understanding symbols. Symbols often are one of the representations of various cultures in a multi cultural class and school. Teachers need to be aware of this issue to avoid misunderstanding and miscommunication among students otherwise conflicts shall arise. One example of these occurs in an elementary school in New York City. A math teacher asked her students to beautify their math portfolios by drawing pictures to accompany them. He was angry when he saw a young student from India drew what he thought was a swastika. In anger, she took a "work of art" and tore into two in the class! Then, she learned from other teachers in the school, a Hindu. Then, she realized the swastika is actually a symbol of sacred wisdom that Hindus in all over the world have been used for thousands of years.

Ways of Developing Competence in Cross-cultural Communication

United States is a sample of a country with multicultural students as the changing demographic (Johnson, 2006). In addition, Hodgkinson, (1991) argues that to develop competence of cross-cultural interactions, instructors must learn not just the basic piece of information but also important nuances of their students' cultures. Many challenges will be encountered by teachers yet the more intensive instructors learn about their multicultural students, the better their cross-cultural communication skills shall be. Consequently, the more contribution likely will be given by the teachers to achieve optimal student learning outcomes.

Moreover, it is not an easy way to understand cultural context except teachers are willing to practice their cross-cultural communication skill. Johnson (2006) delivered the following suggestions that might be useful for teachers to increase their competence in cross-cultural communication which is summarized as follows:

Teachers need to develop good relationship among students and their parents and its relationship must be maintained in a long way. Many factors will influence to build this mission such as politeness, friendliness, kindness, fairness, respect and empathy. Teachers should make students feel that they belong and are accepted.

Teachers must actively and empathetically listen to their students. Interact with their students and learn to read between cultural lines and Listen to their conversations with their classmates. The areas that students concern most likely will be discussed among them and asked for the explanation to the teacher.

Teacher must learn from cultural interpreters in school or in the community to get more understanding in knowledge of cultural resources. Teachers can share some cultural questions with such interpreters' cultural questions and discuss their cultural concerns.

Use any available resources such as books, articles, films, music, audio recordings to assist teachers in learning more about their students. In addition, internet resources also can be used as a learning resource and communicate with teacher from other countries via web technology also useful to develop cultural knowledge.

Another aspect that needs to be considered by language teachers is intercultural approach (Rappel, 2011). Corbett (2003) states that the aim of intercultural approach in the process of second language learning is to develop a perception of how a community or language group uses the language and how the values and beliefs are communicated and negotiated in a particular language

group. By attempting to create learning situations that recognize the cultural aspects of language learning, second language learning becomes more meaningful and makes a positive contribution to society. It is so because that condition will grow learners who appreciate cultural similarities and differences and can identify with the experience and perspectives of culturally diverse language groups. In other words, appreciating plural linguistic environment encourages respect and tolerance for cultural diversity both inside and outside the classroom.

Conclusion

Living in a global society, language teachers are demanded to be cross-cultural competent in the classroom. They must be aware of cultural differences among students and how these affect the ways the students behave to avoid misunderstanding and miscommunication in the real practice. Teachers need to learn their students' cultural background to be used in their instructional activities. In conclusion, it is essential for teachers to develop their cross-cultural competence because teachers will interact with very different ethnic groups and beliefs of students from which they have been accustomed.

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NON-NATIVE TEACHERS OF ENGLISH : IMPROVING THEIR QUALITY AND CONFIDENCE

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ABSTRACT

Non-native teachers of English are often claimed to be less competent and qualified compared to their native counterparts (Canagarajah,1999;Thomas,1999). This leads to what Phillipson (1992) states as 'the native speaker fallacy' to refer to unfair treatments of qualified Non-Native-English-Speaking Teachers (NNESTs). Therefore, these NNESTs need to struggle to prove that they are as qualified and credible as their native-English-Speaking colleagues. Non-native teachers of English need to perform any efforts that can increase their quality in teaching English. This paper delineates the dark and bright sides of being NNESTs and offers actions that can be executed by these teachers to enhance their performance in English language teaching so that they shall increase their self-confidence of their status in ELT and can internationally compete.

Keywords: nonnative, native, teacher, Actions, English teaching

Introduction

English keeps becoming globalized to say it is continuously spoken worldwide. Not only English is communicated as the first language of Englishmen, Americans, Australians, Canadians or New Zealanders, for years it has also been growing as the second language of Malaysians, Singaporeans, Indians, and other nations from outer circle countries (as termed by Kachru, 1986). English is also the most favorite foreign language learned by people of expanding countries such as Indonesia, China, Philippines and other countries where English plays mainly internationally with only few in country-uses (see Lowenberg, 2002; Lowenberg 1991; Tanner,1960).

As English is spread all over the world, non-native English teachers are inevitably flourishing for the demand of mastering English. These teachers definitely contribute a lot to the increasing number of World English speakers.

However, the status of these English teachers to be 'non-native' is frequently questioned for their credibility and quality in teaching English and is often compared to their Native English teacher colleagues. Non-native teachers of English are often claimed to be less competent in teaching English than their native counterparts. According to Llurda (in Sharifian, 2009), this two-great group classification of native and non-native speakers obviously resembles the common dissection between 'us' and 'the others' present in those communities which attempt to its 'true members', thus preventing 'the others' from fully participating in the community activities. This act of classifying speakers of a language as 'the others', in fact has been a root of many employment discrimination practices. Wrong perception of Non-native English speaking teachers has led to 'the native speaker fallcy' (Phillipson, 1992) that results in unfair hiring recruitments.

NNESTs are really challenged for their quality and credibility in teaching this global language. They are generally admitted to be less competent and effective in teaching English (Canagarajah,1999;Thomas,1999). Therefore, any efforts must be performed to boost the quality of these non-native English speaking teachers so that they can prove that they are qualified and professional in English Language teaching profession. . In this paper, the writer clarifies both the dark and bright sides to be NNESTs in order to increase NNESTs' self-confidence of their status in ELT. This paper also offers significant actions to improve the quality of NNESTs in order they can internationally compete and prove that they are as qualified as their Native English Speaking Teachers (NESTs).

Actions For Self-Confidence Of Non-Native Teachers Of English As An International Language

To define, Non-native teachers of English are teachers whose mother tongue is not English and learn English consciously as their other languages. Such definition is made to avoid misperception that brown skin looks are always

non-native. Some people may confuse the term for a non-native look that was born and grown up in an English speaking country and speak English very fluently since s/he learn during his/her childhood. The notion of the native speaker, and all the linguistic, social, and economic connotations that accompany it, are troublesome and open to controversy' (Braine, 1999). This proves that the dichotomy terms of 'native' vs 'non-native' of English are somehow rather confusing.

Non-native teachers are already claimed to be less-proficient users of English and the proficiency in teaching this language is also being inevitably questioned (See Canagarajah,1999;Thomas,1999). Many people have fallen into 'native speaker fallacy' (Phillipson,1992) which causes non-native teachers of English are unfairly treated in hiring practices. These non-native-English-speaking teachers (NNESTs) obviously can not just let this treatment continue happening. They need to prove that they deserve equal treatments as native-English-speaking teachers of English. In fact NNESTs have bright sides that their Native colleagues do not have in common which can create conducive English teaching learning.

Non-native teachers of English are said to have a tendency to suffer from schizophrenia and an inferiority complex (Medgyes, 1999). When NNESTs suffer from schizophrenia, they tend to carry the English language and its culture over in their first language and private life. For example, these kinds of teachers follow exactly how the westerners dress or imitate these native English speakers' style which is frequently not matched to their culture or even religion.

Meanwhile, when NNESTs experience from an inferiority complex, Medgyes (1999) stated that they are in constant distress as they realize how little they know about the language they are going to teach. In this problem, what Llurda (in Sharifian, 2009) suggests may be a good solution for NNESTs. She proposes that NNESTs need to develop a high level of what it means to teach a language in order to avoid wrong practices in ELT teaching practice. To start

with, they need to get involved in reading and discussion which critically discuss the implications of English as an International Language (EIL). These activities shall help the NNESTs avoid the misperception in teaching English and not suffer from identity crisis which cause the two abnormal behaviors namely schizophrenia and inferiority complex. Furthermore, to socialize EIL to NNESTs and engaging them in promoting a vision to use different varieties of English as what Llurda (in Sharifian, 2009) has also suggested may play a crucial role toward this issue.

The above clarification of the dark sides of being non-native teachers of English may somehow yield a disappointment in English teaching profession. However, these teachers in fact have a number of bright sides to be their strengths in succeeding the English language learning and teaching. According to Medges (1999), one of the bright sides of being NNESTs is that they could provide a good model for imitation. Students definitely need a model to be imitated. A successful teacher is a successful learner of English. The teacher can transfer the knowledge and experience s/he received during acquiring the language to the students. The students can be encouraged to learn English successfully as they get the model from their teacher. However, if the students perceive that the teacher is not qualified or they feel difficulty in understanding the teacher's method of teaching, conversely they will be discouraged in learning English.

An action that can be suggested to deal with this matter is that NNESTs need to have a great number of opportunities to develop their language skills. According to Llurda (in Sharifian, 2009), one of the ways is that NNESTs have to be exposed to the target language long enough as to feel comfortable in speaking it. Sending them to some English speaking countries or providing them with some English language and teaching programs to encourage them to speak English more frequently to achieve good fluency as well as to gain more knowledge about ELT may be relevant ideas to improve their ELT competence.

The other positive side of being the so-called non-native teachers of English is that they were found to be more insightful than native-English-speaking teachers because of their differences in the process of mastering the English language (Medgyes, 1999). Because NNESTs acquire English consciously, they must be aware of the internal mechanism operating the language use that they can give their students relevant information about language learning. Teaching how to use gerund in English grammar is one of the abundant examples. There was an interesting experience from the writer when attending a language preparatory class in her country taught by a native speaker from South Africa with New Zealander blood, one of her classmates asked why after 'of' in a phrase 'a way of thinking' is followed by thinking and not think. After a few seconds confusing the class with some unclear reasons, he finally offered the class to help him explain it. One of the participants who was fortunately a non-native teacher of English raised his hand and explained it with good reason that the native instructor said it was true and admitted that he just realized it. This kind of real experience might convince us that non-native teachers of English expedite the process of language learning.

According to Medgyes (1999), NNESTs benefit from the mother tongue. They can use their students' mother tongue to explain the language use that the students may hardly understand. The proper use of mother tongue surely could save the class time. However, NNESTs only benefit from the mother tongue if they share the same first language with the students. When non-native teachers of English teach English in another non-speaking English country, it will be hard to say that they can make use of their mother tongue to teach the students since they have different mother tongues. When this is the case, non-native teachers definitely still can transfer their knowledge in learning English through English language. At least, NNESTs are admitted to have clearer and more understandable pronunciation than NESTs (Medgyes, 1999) that their students can understand more easily.

NNESTs have to create a more professional and non-discriminatory atmosphere in ELT. This healthy and conducive environment will expectedly make students feel comfortable and encourage to learn English successfully and optimize the use of the target language in the class. Having an L1 other than English can help NNESTs not take features of English for granted, as logical or natural, in the way a monolingual speaker may do, that is which makes them multi-competent (Cook, 1992). Therefore, the status of non-native is a no at all a constraint to be qualified, professional and successful in English Language Teaching.

Conclusion

We might need to reconsider to keep calling the bilingual teachers of English as 'non-native teachers of English'. Calling ones for what they are not creates a distance that makes the so-called non-native teachers fail to gain equal treatment in ELT profession. Identity is needed, but quality has to be the main qualification in ELT work field.

Having experiences in English speaking countries or joining language and teaching programs may improve NNESTs' language competence. If they feel that they are competent in the language, they will have a self-confidence to teach in any parts of the world. One critical action to perform is to socialize English as an International Language as to create conducive learning and teaching process of English and contribute greatly to NNESTs' self-confidence because they know that the varieties of English they are speaking and teaching are accepted and desirable in this world. Kachru (1988) has suggested that it is time for a paradigm shift which takes into accounts the changing roles and functions of English around the world in linguistic research and in language pedagogy.

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ONLINE DISCUSSION IN ONTELL: AN ANALYSIS ON STUDENTS' SENTENCE SRUCTURES

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ABSTRACT

This research aims to find out the types of sentence structures used by the students in their language production in ONTeLL, and sentence structure errors commonly made by the students. The subjects of this research were third semester students of English Education Study Program. There were 26 students who actively involved in the discussion forum. The data were derived through students' postings in discussion forum. There were 648 total sentences produced by the overall students. The data revealed that in fact the students produced various types of sentence structures. The majority of sentences posted by the students were simple sentence and complex sentence with 34,72% and 42,28% respectively. Furthermore, the data showed that the biggest problem with sentence structures was run-on sentence. In many cases, students tended to misplace punctuation between two independent clauses. This contributed 60,51% of total errors.The study concluded that the students made the errors because of both the interlingual interference and intralingual overgeneralization of students' L1. It is inevitable that their L1 may distract them to write sentences in English accurately since they still operate in Indonesian way of thinking as well as way of writing when expressing their ideas.
Keywords: Online discussion forum (ONTeLL), language production, grammar errors, sentence structures.

Introduction

Over the past few years, Internet has become one of the needs for many people. Earlier Internet is used to collect information only but as time and technology changing fast, lots of new trends is coming. Nowadays, large number of people use Internet in numerous fields and domains, and its use give a great potential for educational uses. Recent innovations such as blogs, wikis, online discussion are by now familiar to language teachers. Online discussion tools have been taken up eagerly by the foreign language teaching in which language students were linked to the discussion forum for promoting communicative