

3-Ls: A MODEL FOR TEACHING YOUNG LEARNERS

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Abstract: The fact that EFL literacy in Indonesia is still low led me to conduct this study to cultivate reading habits and increase literacy skills of young learners. Using the 3-Ls—libraries, literature, and literacy—as an instructional model, the study involved five methods: Informational Text Structures; Online Resources; Partnership with Librarians; Big6; and Literature Circles. The sample consisted of 200 fifth graders divided equally into five groups, each of which was also divided into experimental and control groups. Each of the experimental groups was taught for three months using one method. All the students in both groups were given English tests and a questionnaire before and after the experiment. The results showed that the experimental groups outperformed the control groups with a significant mean difference of 21.73 on literacy skills and 10.15 on reading habits. Using regression analysis, it was also found that 3-Ls as a whole had given a significant contribution to both students' reading habits (R^2 0,793) and literacy skills (R^2 0,943) with the highest percentage contributed by every method was reading skill. However, in spite of demonstrating significant effects on students' literacy, these methods still did not bring the students' literacy to an acceptable level. A factor that might contribute to the low achievement of their English literacy was that the 3-Ls model requires optimal facilities.

Key words: 3-Ls model, EYL, instructional methods, librarians, libraries, literacy skills, literature, reading habits

A poor score of only 71.1 on the figure of Human Development Index (HDI) in the South Sumatra Province, which places the province at the rank of 13th out of 33 provinces in Indonesia, has encouraged education practitioners in

the area to act in a more concrete and faster way to make difference, especially after the announcement of a free schooling program by the Governor in 2009. However, this program will not run effectively if it is not started with the goal of abolishment of illiteracy, including illiteracy in foreign languages, such as English. In South Sumatra the number of people who are illiterate in Bahasa Indonesia is still large, namely 154,032 people or 3.16% (Dinas Pendidikan Provinsi Sumatra Selatan, 2008). The students' English literacy is assumed to be much lower than the above data. The lack of empirical data about the students' English literacy, especially at the elementary school level, has prompted me to conduct this experimental research.

English has been urged to be one of the local-content subjects beginning to be taught in the fourth grade of elementary school or *Sekolah Dasar (SD)*, and in the last last five years, there have been many schools which have started started to introducing English even earlier, beginning from the first grade of the elementary school. The survey conducted by Yusufardiyah (2010), which examined 42 out of 348 *SDs* in Palembang chosen randomly, showed that 100% had included include English in as their local content curriculum subject.

However, PISA (2007) found out that the reading proficiency level of Indonesian students was still low: 28.8% at below level 1, 36.5% at level 1, 29.1% at level 2, 11.1% at level 3, 1.5% at level 4, and 0.1% at level 5 (OECD/PISA, 2007; see also Topping et al., 2003). This condition did not improve in 2009. According to PISA 2009 database, Indonesian students' mean score was below the OECD average and puts Indonesia in 57th place out of 65 countries. The score on the students' ability on the overall reading scale was 402 while the OECD average score was 493. Furthermore, on the reading subscales, the achievement of Indonesian students are as follows: the score of their ability to access and retrieve was 399, to integrate and interpret was 397, to reflect and evaluate was 409, to comprehend continuous texts was 405 and to comprehend non-continuous texts was 399 (OECD, 2010). UNDP (2009) also reported that Indonesian adult literacy rate was 92, 88th place among 180 countries.

Sudarmi (2009) conducted a survey on students' reading skill in Palembang City by using the scale consisting of 12 levels. She found that out of 3,564 students of the 8th grade, only 9.8% were better than level 6, and 71.13% were under level 6 although they went to the "accredited" schools.

Based on the above facts, it was assumed that one cause of the insignificant low progress of literacy skill of Indonesian students was the insufficiency

of related literature (reading materials) to meet the needs of the students, both in the schools and public libraries. This condition still seems to be neglected. Moreover, there has been no real cooperation yet between teachers and librarians in the process of teaching and learning at schools. Alwi, et al. (2008) reported that only 30% of Senior High School (*SMA*) libraries in South Sumatra met the national standard of school libraries (See Indonesian Act of Library No. 43 of the Year 2007). In line with this, the result of the analysis done by Diem (2009) about the accreditation status of 486 schools consisting of Kindergartens, Elementary Schools, Junior High Schools, Senior High Schools, and Senior Vocational High Schools in South Sumatra showed that the school facilities standard was only at the 7th rank out of eight parameters with a mean of 63.38 and contribution of 7.1% in determining school accreditation in South Sumatra. The condition of elementary schools' libraries seemed to be no better than that of the condition of the overall schools in general, or even worse since the aspect of facilities (libraries, laboratories, etc.) occupied the lowest rank. In fact, their contribution in school accreditation was only 1.2%. Therefore, it can be inferred that school facilities in South Sumatra have not been properly paid attention to by either the government or the community as required by the Indonesian Act No. 20 of the Year 2003 on the system of national education of the Republic of Indonesia (UU No. 20, 2003).

According to Sularto (2010), the number of books published in Indonesia is only around 8,000 titles per year. However, original books written in Bahasa Indonesia and by Indonesians are outnumbered by the translated ones. In this globalization era, various world literacy programs, especially in the field of EFL, require access to quality reading resources of various genres, including reading materials for children, of both a traditional nature (such as folklore) and a contemporary nature (such as contemporary non fiction literature), both traditional such as Folklore as well as the contemporary ones, which are accessible online.

To access and retrieve those resources, teachers and researchers require information centers, including school and classroom libraries with all the facilities for retrieval systems, to take an active role in facilitating the teaching and learning process using various kinds of resources. Elley and Mangubhai (1981; 1983) and Fielding, Wilson, and Anderson (1986) state that classes facilitated with multiple genres of books and those with active teachers tend to produce students who are independent in reading. In addition, these students perform better in vocabulary acquisition and reading comprehension compared to those

classes which do not have these programs (Read see also Diem, et al., 2003). The collaboration between teachers and librarian or expert in certain field in utilizing meaningful learning resources can promote effective learning. Thus, it is reasonable to expect that effective learning will occur. Therefore, linking English literacy programs with the availability of materials (literature) at the primary schools libraries is the focus of this present study.

Various large scale studies have increased the awareness of education communities about the importance of school libraries in supporting various literacy teaching and learning strategies, which lead to the improvement of the academic achievement, especially literacy achievement, and the affective domain as it relates to reading and learning activities (Haycock, 2003; Lance, 2001; Lonsdale, 2001; Newman, 2001; Neuman, Celano, Greco & Shue, 2001; Ohio Educational Media Association, 2004; Reading Today, February-March, 2004; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2001; Topping, 2003). Therefore, this study focused on the importance of utilizing the availability of instructional materials (specifically literature), both in printed forms available in the libraries and the non-print electronic media resources available on the Internet. Various methods which together constitute a model of reading habit formation and English literacy improvement were used.

If diverse learning resources are optimally utilized by active teachers in cooperation with librarians, it is hypothesized that the students' reading habit and literacy skills will also improve. The present study was aimed at using various learning resources and five methods/substrategies of 3-Ls to improve primary-school students' reading habits and literacy skills.

METHOD

Approaches, Strategies, and Methods

The present study was conducted using the Literature, Literacy, and Library (3-Ls) Approach as the umbrella of various strategies for teaching English literacy to young learners, namely: 1) On-line Resources Strategy; 2) Reading and Research Strategy; and 3) Children's Literature Strategy. In each strand of the strategies there are some substrategies or methods as follows.

First, On-line Resources Strategy consists of one method/substrategy, *Exploring Online Resources for/with the Students to Build Literacy Skills within*

an On-line Learning Environment. Following the suggestion of Dudeney and Hockley (2007:8), I used this method/substrategy for several reasons.

(1) Internet searching could be done by the students either at home or at school.

(2) It is fast and easy for children to use with technology. For them information and communication technology (ICT), such as Internet, is one of the convenient ways and effective ways to bring the outside world into classrooms.

(3) English as an international language has been used in conjunction with technology.

(4) Technology, especially the Internet, offers good opportunities for teachers and learners to collaborate.

(5) Technology offers new ways of practicing the language and evaluating learners' performance.

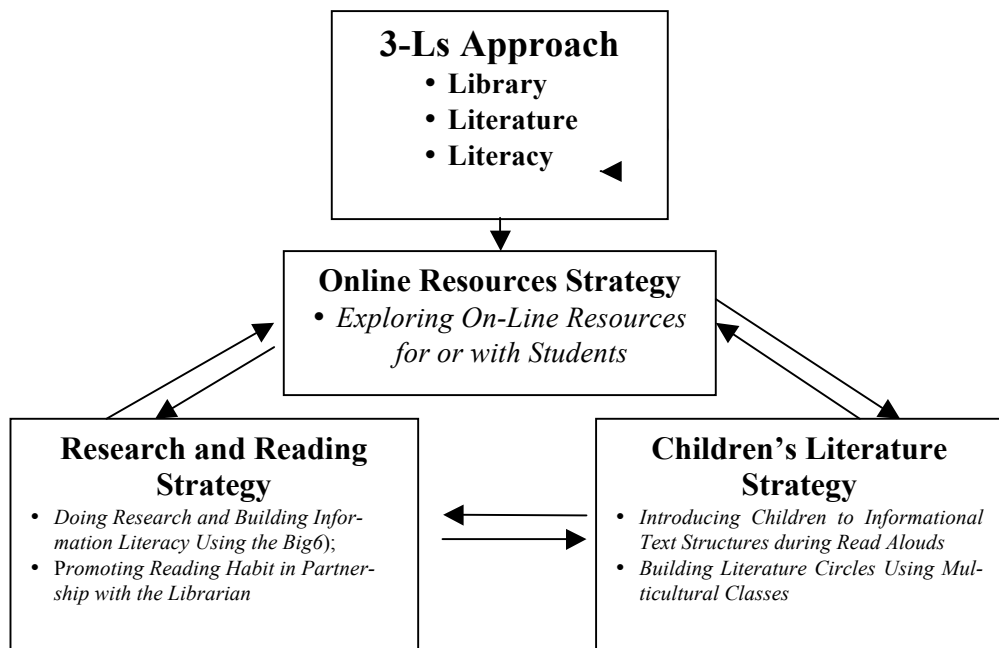
Second, Reading and Research Strategy consisted of two methods/substrategies, such as namely "Doing Research and Building Information Literacy Using the Big6" and Promoting "Reading Habits in Partnership with the Librarian". In the first method/substrategy, students were asked to do some research to develop their own information literacy; while in the second, the teachers, with the help of the librarians, provided multiple genres of reading materials of various genres with the help of the librarians to motivate the students to cultivate their reading habit (See also Diem, 2000:24; Applegate & Applegate, 2010-2011). It was expected that the habit of reading would be established when they were exposed to books or other literary materials and loved what they read. Furthermore, the availability of a library with good reading materials as well as access to the Internet, hopefully would become an influential factor for the success of creating higherpromote reading culture.

Third, Children's Literature Strategy involved such methods/substrategies as Introducing Children to Informational Text Structures during Read Alouds and Forming Literature Circles and Multicultural Class.

In order to apply those methods/substrategies in teaching young learners, several techniques on how to organize texts must be introduced to them in relation to text structures, such as description, cause and effect, comparison and contrast, and sequence. All of these form a sequence of events that give many kinds of information to the learners. Therefore, based on the activities contained in the strategies of 3-Ls approach or model, the present study tried to find out whether each method/substrategy with its activities could motivate the

students to read avidly with the result that reading became their habit and literacy skills improved.

Diagram 1. 3-Ls Approach Instructional Model to Cultivate Reading Habits and Accelerate EFL Literacy of Young Learners (Diem, 2009)



Population, Sample, Instrumentation, Materials and Teaching and Learning Media

The population of this study was all the fifth graders of five schools, selected randomly out of 348 elementary schools in Palembang. In each school, 40 students were selected. Their English achievement was roughly equivalent as reported on their school report cards. Equal number of boys and girls was chosen to total 200 students. These students were given a questionnaire and a set of tests at the beginning and the end of the study. They were divided equally into

five groups based on gender and each was randomly placed either into the experimental group or the control group. Then, students of each of the experimental groups were taught using one method/substrategy of the 3-Ls approach, while those of the control groups were not.

To implement each method/substrategy in the teaching and learning process, five student-teachers of the School of Teacher Training and Education, Sriwijaya University, were assigned to teach. Before the experiment was carried out, they were trained in the methods and techniques involved in the 3-Ls approach they would apply. They were made aware of the strengths and weaknesses of each method/substrategy in order to anticipate possible problems faced during the teaching and learning process. Even though each experimental group was designed to be taught using one method/substrategy, all of the student-teachers were required to teach all groups to avoid bias. In other words, they had to be familiar with all methods/substrategies, so that when they taught any group they consistently used that particular method or substrategy with its related techniques and activities as strictly as possible.

To apply those methods online, every student-teacher was equipped with IT devices, including one laptop and a modem to be used during the teaching and learning process for each.

The instruments used in this study consisted of Literacy Test on Listening, Speaking, Reading, and Writing skills. For Listening and Reading, the same tests were used, taken from the *Informal Reading Inventory* (IRI) (Burns & Roe, 1985) for primary, Level 1, Level 2, Level 3, and Level 4. The questions for Level 1, and Level 2 each consisted of 8 items with four choices of answers for each item. For level 3 and Level 4, the questions consisted of 10 items each. This means that there were 44 items altogether. However, after the set of tests was tried out, the valid questions for Listening were only 30 questions and for Reading only 31 questions. Therefore only those valid ones were given to the students.

The questions used for each level covered understanding of main idea, detail, sequence, cause and effect, inference, and vocabulary. The tests were carried out as follows. For listening test, the teacher read the texts and the students answered the questions by trying to choose the correct answer among the four choices after each text was read. For the Reading Test, the students read the passage by themselves but the questions related to the passage were read by the teacher, followed by students answering the questions using short answers in their own words by writing them down on an answer sheet.

Before the levels of texts were determined, it was assumed that the instructional reading level of the fifth graders selected as the sample was level 2 because they had just studied English for one and a half years. To quickly determine and prove whether the students were at the right level, a preliminary test was given to them in the form of Sight Words Test. In order to get each student's level accurately, then 5 levels of sight words were used, that is two levels above and two levels below their predicted level (level 2). This test was given to all fifth graders of each of the schools included in the sample. The Sight Words Test used was from *Dolch's List of Basic Sight Words* (Hill, 2008), that is the high frequency words which appeared in 50-75% in children's reading books. The results of the pilot test of the sight words showed that almost all of the children were on level 2. Then by using three categories of reading ability, *Independent* (scores of 99 to 100), *Instructional* (scores of 85 to 98), and *Frustration* (scores of less than 85), it was known that in general they were on the level of Frustrating reading level.

For Speaking Test and Writing Test the children were asked to talk and write about themselves in terms of their personal data, such as name, age, parents, siblings, address, etc.

The second instrument was the *Reading Interest Survey* (Hill, 2006-2008: 388-389), consisting of 20 items. The questionnaire was given to the students to elicit information about their reading habits, including their interest in preferred types of materials to read and their usual reading behavior.

To assess the reliability and validity of the listening and reading tests and questionnaire, these were all tried out on other students not involved in the study. The data were analyzed by using alpha Cronbach method. The reliability of the receptive skills of the literacy is as follows: Listening .81, Reading .88, while Reading Habit .74.

Reading materials and learning media used in the study consisted of: (1) 104 children's books; (2) multiple genres of texts excerpted from many sources, either hard copy or soft copy contained in the laptop of each student-teacher; (3) electronic books accessed using from the Internet; (4) five laptops provided with wireless wi-fi devices; (5) two handy-cams; (6) other visual media, such as charts, flash cards, and pictures, prepared by the student-teachers themselves based on their perception of the needs of the students. In general, the materials used for this present study were selected from various learning resources to familiarize the pupils with different kinds of texts, such as continuous texts as well as non-continuous texts either printed or

non-printed including interview with peers, teachers, parents, or librarians. During the intervention, the students were free to choose the materials which have been provided for each strategy to read in addition to those assigned by the student-teachers. Based on the results of the Sight Words test, it was decided that the materials used in this study were selected based on the readability level of the texts. By using Flesch Kincaid Reading Ease downloaded from <http://www.Standards-schmandards.com/exhibits/rixindex.php>, only the printed children's books were calculated in their readability. Although the texts used cover 5 levels (PrimerPrimary, Level 1, Level 2, Level 3, and Level 4), most of the texts belong to level 2 followed by primer primary and level 1; very few were at levels 3 and 4. However, especially for the Online Strategy group, the students also searched their own materials online whether with or without the help of the student-teachers.

The experimental students of each method/substrategy group were taught to read and find the information with the help of the student-teachers to build their literacy skill intensively using the specific strategy designed for each group for 32 meetings, forty minutes each meeting.

Techniques for Data Analysis

All the data obtained from literacy tests which consisted of four subtests, Listening, Speaking, Reading, and Writing, were scored by using the scoring system converted into percentages ranging from 0 to 100 percent for descriptive purpose. The achievement of the students was categorized as follows: 86 – 100 (excellent), 71 – 85 (good), 56 – 70 (average), 41 – 55 (poor), and ≤ 40 (very poor) (Faculty of Teacher Training and Education, Sriwijaya University Catalog, 2004:26).

For listening and reading, the scoring system was done based on how many items could be answered correctly in the total of 30 or 31 items respectively in which each item was scored between 1 and 10. Therefore, the maximum score to be obtained by one student for listening was 300 divided by 30 times 100% was 100 and for reading was 310 divided by 31 times 100% was 100. For both listening and reading were 100.

To assess speaking, the Speaking Rating Scale was used. The maximum score that could be obtained by a student for *speaking* was 100, that is each score student had gain in every aspect times 5. To assess students' writing, the Analytic Scoring Rubric for Writing was used. According to Hill (2008:292)

the maximum score to be obtained by the student in writing using this rubric was 100.

For Reading Habits, the highest score that could be achieved by a student was 86, in which only item number 1 scored 10 while items numbers 2 to 20 scored 4.

All the data from the questionnaire and the tests were analyzed by using Analysis of Variance (ANOVA). To clarify, the data from the questionnaire and pre-test of reading habit and book availability and the achievement in literacy skills of each group — experimental and control — were compared with the obtained data from the questionnaire and post-test to determine the change in reading habits and literacy achievement of the experiential group after they were taught using the 3-Ls approach with all of its substrategies related as compared with those of the control group.

To determine whether the 3-Ls approach and its strategies or methods/substrategies had a significant impact on the reading habits and literacy skills of the elementary school children, first of all, the progress achieved by each group was calculated using paired-sample t-test and the difference between the two was measured using the independent-sample t-test. In order to know the influence contributed by each method/substrategy of the 3-Ls all the data were analyzed using stepwise multiple regression analyses and was tested using the F-test.

FINDINGS

Judging from the level of achievement, as a whole the Literacy Skills achievement of the students (N = 200) was still in at the poor level, with the mean of only 54.77. Using 5 levels of achievement, the condition of the students' literacy skills' achievement is as follows: excellent was 0.5%, good was 11.5%, average was 37.5%, poor was 35.5%, and very poor was 15% (See Table 1).

However, overall the 3-Ls approach significantly increased the Literacy Skills as well as Reading Habits of the fifth graders of elementary schools in Palembang. The mean difference within the experimental group was 21.28, t-

Table 1. Frequency, Mean of Students' Literacy Skills of Elementary Schools Based on Achievement Level (N = 200)

LEVEL OF ACHIEVEMENT	MEAN	FREQUENCY AND PERCENTAGE	STD. DEVIATION
Excellent	86.00	1 (0,5%)	
Good	75.39	23 (11,5%)	4,340
Average	62.88	75 (37,5%)	3,340
Poor	46.55	71 (35,5%)	4,315
Very Poor	37.07	30 (15%)	2,828
Total	54.77	200 (100%)	12,890

value = 31.265, $p < .000$ (N=100) and control group 2,17, t -value = 3,430, $p < .000$ for Literacy Skills (N=100) while for Reading Habits, the experimental group achieved the mean 9,74, t -value = 12,201, $p < .000$ and the control group achieved -1,80, $t = 1,961$ (NS) (N=100). The total mean difference between the two groups was 21,73, $t = 22,236$, $p < .000$ for literacy skills and 10,63, $t = 9,521$, $p < .000$ for reading habits (N=200).

To distinguish between the contributions of each method/substrategy, four factors were considered (1) the t -value of post-test between Experimental and Control groups, (2) its contribution to the increase of students' Literacy Skills and the cultivation of their Reading Habits and also (3) the t -value of gain between experimental and control groups together with (4) its level of significance.

For the Literacy Skills, partially the highest value was contributed by Text Structure, t -value = 13,578 (82.5%), t -gain 9,756, $p < .000$ followed by Partnership with librarian, t -value = 13.317 (82.4%), t -gain 12,585, $p < .000$, the Big6, t -value = 12,275 (79.9%), t -gain 15,921, $p < .000$, Online Resources, t -value = 10.659 (74.9%), t -gain 6.940, $p < .000$, and Literature Circles, t -value = 7,627 (60.5%), t -gain 7.679, $p < .000$.

For the Reading Habits, the highest value was also contributed by Text Structure, t -value = 7,452 (62.1%), t -gain 5,938, $p < .000$ followed by Literature Circles, t -value 6.740 (54.5%), t -gain 5,506, $p < .000$, The Big6, t -value = 5,454 (43.9%), t -gain 10,570, $p < .000$, Partnership with librarian, t -value = 4,972 (17.1%), t -gain 2,927, $p < .000$, and Online Resources, 2,638 (15.5%), t -gain 3,128, $p < .012$. See Table 2.

Table 2. Mean Difference between Pre- and Post-tests of Literacy Skills Achievement and Reading Habits of Experimental and Control Groups Based on the Methods/Sub-Strategies Used in 3-Ls Approach

SUB STRATEGIES OR METHODS	Variables	PRE-TEST		POST-TEST		Mean difference Pre and Pos test Exp Within	Mean difference Pre and Pos test Control Within	T-Value Post-Test Between Exp & Control (%)	T-Value of Gain Between Exp & Control P<
		Mean Exp	Mean Cont.	Mean Exp.	Mean Cont.				
1 Text Structure	1. Literacy	41,70	37.80	67,55	39.75	25.85	01.95	13.578 (82.5%)	9.756 ,000
	a. Listening	26,70	24.15	61,55	31.25	34.85	07.10	8.112	5.465
	b. Speaking	50,70	49.25	78,20	54.10	27.50	04.85	8.915	7.365
	c. Reading	30,10	23.55	44,50	9.75	14.40	-13.80	12.719	8.221
	d. Writing	55,45	52.80	72,40	58.40	16.95	05.60	5.290	3.242
	2. Reading Habit	56,10	58.75	63,90	49.20	07.80	-9.55	7.452 (62.1%)	5.938 ,000
2 On-line Resources	1. Literacy	47.15	42.15	67.05	46.70	19.90	04.55	10.659 (74.9%)	6.940 ,000
	a. Listening	35.15	31.75	63.50	36.55	28.35	04.80	7.007	3.870
	b. Speaking	72.50	64.50	77.85	57.20	05.35	-07.30	5.311	3.963
	c. Reading	30.30	25.60	47.45	22.30	17.15	-03.30	8.382	6.857
	d. Writing	51.00	49.00	79.75	70.50	28.75	21.50	4.064	1.872
	2. Reading Habit	50.75	52.00	59.75	53.75	09.00	01.75	2.638 (15.5%)	3.128 ,012
3 Partnership with Librarian	1. Literacy	43,85	41,30	63.45	42,10	19,60	00.80	13.317 (82.4%)	12,585 ,000
	a. Listening	33,60	30.65	54.70	31.35	21,10	00.70	6,024	8,880
	b. Speaking	53.00	52.50	72.15	55,05	19,15	02.55	7,399	6,321
	c. Reading	33,55	26.90	55.70	25.90	22,15	-1.00	8,098	10,103
	d. Writing	54,75	54,25	70.65	55,35	15,90	01.10	5,933	3,235
	2. Reading	53.70	53.25	65.15	55.70	11,45	02.45	4.972.	2,927

		Habit					(17.1%)	,000	
4 The Big6	1. Literacy	44,25	41,90	63,40	43,55	19.15	01.65	12.275	15.921
	a. Listen- ing	31,05	27,84	52,70	31,21	21.65	03.37	(79,9%)	,000
	b. Speak- ing	58,90	59,85	71,25	56,70	12.35	-3.15	7.133	7.772
	c. Reading	21,70	18,50	48,55	20,40	26.85	01..90	5.353	5.374
	d. Writing	65,45	60,80	80,40	65,50	14.95	04.70	12.821	11.400
	2. Reading							5.263	4.775
	Habit	50,75	52,00	63,05	54,65	12.30	02.65	5.454	10.570
							(43,9%)	,000	
5 Literature Circle	1. Literacy	44, 80	43, 30	66, 70	47, 40	21, 90	04,10	7,627	7,679
	a. Listen- ing	39,35	35, 10	56, 60	36, 05	17, 25	00, 95	(60.5%)	,000
	b. Speak- ing	56, 65	56, 75	73, 95	58, 55	17, 30	01, 80	6,108	4,624
	c. Reading	22, 50	20, 50	59, 70	31, 75	37, 20	11, 25	3,851	4,014
	d. Writing	60, 50	56, 75	76, 20	63, 05	15, 70	06, 30	7,853	9,741
	2. Reading							4,476	2,843
	Habit	64, 55	64, 40	74, 85	62, 65	10, 30	-1, 75	6,740	5,506
							(54.5%);	,000	
TOTAL						Mean Diff 21.28	Mean Diff 2,17	Mean Diff 21,73	
						t=31.265 ***	T=3,430** *	t = 22.236 ***	
								Mean Diff 10,63	
						Mean Diff 9,74***	Mean Diff -1,80 (NS)	T = 9,521 ***	
						T = 12,201	T = -1,961		

To determine how much each combination of methods/substrategies contributed to students' reading habits and or literacy skills, Stepwise Regression analysis was done. The results showed that only two methods/substrategies contributed to reading habits, that is Informational Text Structure and Literature Circle. The Informational Text Structure alone influenced reading habit 63.1% and the combination of both influenced it 79.5% (R^2 0,795, F 65,067, $p < ,000$). See Table 3 below.

Table 3. Summary Statistics of the Sub-Strategies' Contribution of 3-Ls on Reading Habits

Model	Independent Variable	Dependent Variable	R	R ²	F	Sig
Model 1	<i>The Use of the Informational Text Structures during "Reading Alouds"</i>	Reading Habits	0,795	0,631	65,067	0,000
Model 2	<i>The Use of the Informational Text Structures during "Reading Alouds" and Literature Circles</i>	Reading Habits	0,891	0,793	71,088	0,000

The F-value of the two models, either Informational Text Structure (Model 1) alone or together with Literature Circle (Model 2), were statistically significant in cultivating the reading habits of the students.

The Stepwise Regression Analysis done for literacy skills showed that four methods had a significant effect. They were Partnership with Librarian, Informational Text Structures during "Reading Alouds," Online Resources, and Literature Circle (See Table 4). It is interesting to see that Partnership with the Librarian alone influenced literacy skills for 82.4% (R^2 0,824, F 177.336, $p < .000$), followed by Informational Text Structure for 9.2%, Online Resources for 1.8%, and Literature Circle for 0.9%. The Big6 did not show its contribution when it was combined with the others. Therefore, the four methods as a whole had contributed to literacy skills by 94.3%. This means that there were still other factors influencing literacy skills by 5.7%.

DISCUSSION

The significant increase of students' literacy skills needs to be considered in relation to the National Standard of Education of the Republic of Indonesia. The low literacy skills achievement of the elementary school children in Palembang may be explained as follows.

Table 4. Summary Statistics of the Methods/Substrategies' Contribution of 3-Ls on *Literacy Skills* Achievement

Model	Independent Variable	Dependent Variable	R	R²	F	Sig
Model 1	Partnership with the librarian	Literacy Skills	0,907	0,824	177.336	0,000
Model 2	Partnership with the librarian and the use of Informational Text Structures during "Reading Alouds"	Literacy Skills	0,957	0,916	202.016	0,000
Model 3	Partnership with the librarian, Informational Text Structures during "Reading Alouds" , and Online resources	Literacy Skills	0,966	0,934	168.952	0,000
Model 4	Partnership with the librarian, Informational Text Structures during "Reading Alouds" , Online resources, and Literature circle	Literacy Skills	0,971	0,943	144.677	0,000

As is well known, factors influencing students' achievement of a certain lesson include not only contents which are related to the curriculum, but also teachers and educational staff who are involved in the actual teaching and learning process, and some others, such as facilities, management, budget, and learning evaluation in order to produce graduates who are competent. In this study the plausible factors which influence the minimal although significant increase of literacy achievement are students themselves, student-teachers relationship, and provided facilities.

At the beginning of the study, the students' level of English achievement was very low. Therefore, to increase their literacy skills up to the average level needs more time, including special measures, especially given the minimal access to various genres of reading materials in their homes. Next, although the student-teachers had the potential to become good teachers of English, they had not yet had enough experience in teaching. They had just finished their practice teaching for two months and gone through the one week workshop on the 3-Ls, before this study was conducted. To be able to master and feel comfortable with the methods in the 3-Ls model, more time was needed, especially if we want to apply them to young learners who came from very disadvantaged schools and were almost never exposed to various reading materials either printed or online children's books, and most significantly not accustomed to listening to or reading children's stories in English.

The significant progress in reading habits, especially of the experimental group, so that they could reach the average level, was unexpected. It is believed that this is caused by students' being exposed to books while the experiment was conducted. In addition, by having English literacy experience for more or less than 1,890 minutes was a new experience for them; during that time they were involved in several activities that they had never been exposed to before. Such activities included accessing and retrieving information from multiple sources by using CDs played in the computer or in the virtual libraries online (especially in the Online Resources Strategy group). They had genuine substantial first-hand experience in integrated English literacy learning. All of these activities probably gave them more motivation to form a reading habit than those students in the control group.

Furthermore, as new teachers of English, the student-teachers involved in this study also showed their seriousness, full attention, patience, and high spirit to apply the learning model which integrated various literature works using libraries as the place for accessing the materials needed in order to help their students develop their English literacy skills. These efforts likely help to explain the significant difference between the experimental students' reading habits and literacy achievement compared with the control group's.

The finding that students' reading habits were influenced only by Informational Text Structure and Literature Circles may have been caused by the two methods having a greater psychological impact on children, making them feel that they were able to use English because they were able to read aloud in front of their teacher. This was shown every time they had an English

class. This illustrates the proverb, "Practice makes perfect." The provision of many alternative types of reading materials from various cultures has become a special appeal, not only for learning language but also for other subjects. For one thing that, using the method, the teachers first of all have to familiarize young children with various text structures and teach them how to use the structures to organize information. This seemed to work very well since the children were also exposed with signal words which link ideas together. The latter also had its specific strength which involved collaborative learning experiences. This is in line with Strickland (2009), who urges teachers to design instruction in such a way that the children can comprehend the text structures of each pattern.

Finding that the other methods made no contribution toward improving reading habits may have been caused by the novelty of this instructional model, which links the process of teaching literacy with technology. The student-teachers themselves felt that they were not quite ready to apply all the five methods of the 3-Ls at once in the very short-time preparation. They thought that this model should have been piloted with real students prior to its use as this present research model. For example Online Resources and the Big6 were very new methods for them and to most of the sample school English teachers as well. Therefore, at the beginning of the research, most of the children were struggling and paid their attention more only to learning how to use the technology, such as computer and Internet for retrieving information. Although in this study Partnership with Librarian method was quite successful in increasing the children's literacy skills, this substrategy/method was not even in the thoughts of the school teachers due to the stereotyped behavior of most school librarians, who consider that their duties, are only to lend books when the school teachers assign them to (which in fact was also very rare). There was almost never a partnership between teachers and library staff, since they had not been trained as teacher-librarians.

The failure of some methods in making a contribution when they were combined with the other methods was not because they were not effective but more on the application mechanisms of the methods themselves which were closely related to other factors, such as the library collections of each sample school which should have been based on the needs of the students, either in terms of accessibility, relevance or suitability to curriculum needs, and or to how current they were, and even to the services that the librarians provided. This confirms with the results of the previous study by Diem (2009a) about

causal factors of the library visit; among others was the presence of ICT and whether the library collection is current and relevant to students' needs.

Furthermore, the contribution of the method Partnership method with the Librarian was as much as 82.4% toward literacy skills, showing that in the globalization era using libraries as a science and technology warehouse play a very important role, meaning that they should not be separated from the learning process either in the classroom or outside of it.

The librarian and the English teacher can form a powerful partnership to increase literacy achievement. Librarians can find the relevant sources to support the English teachers. One requirement for both librarians and English teachers is good communication. By having good communication they can share what they want to do and collaborate. The librarian should know the curriculum as well as the contents of the library. The teacher should give her/his lesson plans to the librarian before the lesson begins. The two should have a discussion about what the teacher really wants to accomplish in the lesson that day. These points have been made by Posner (1987:16-19), who states says that there should be a three-way partnership between the librarian and the English teacher. First, the teacher prepares the materials as prescribed by the curriculum; second, the librarian supplies collateral materials to deepen to enrich the meaning of what is being taught; and third, the students actually teach both teacher and librarian, as they interpret both classroom lessons and outside readings from their personal/individual perspective.

The collaboration between the librarian and the English teacher can bring children and books together through readalouds, book talks, author studies, genre studies, silent reading, book buddies, and book festivals or celebrations. The major goal of all of these according to Doiron and Asselin (2005:33) is to turn children on to reading and foster lifelong readers.

This method can be further enriched with such activities as learning how to talk systematically by using proper signal words, followed by online-information searching, which finally form a class environment full of widely-varied reading materials to use for creative writing activities such as poems and short stories. This can be seen from the high enthusiasm shown by the students in this study to read books brought to class (classroom library) by the student-teachers and the librarian as part of this research. The only problem is that all the schools involved did not have adequate libraries, as pointed out earlier.

The lack of significant contribution of the Big6 does not mean that this method is not effective, but rather that some of the probably reading materials

used were still too difficult for the students. Therefore, it took time for the fifth graders to fully enjoy them. However, judging from the mean difference between pretest and posttest found in the experiment, if this research had been done for a longer time, then the results would have been greater.

The fact that there are still many children demonstrating below average achievement (50.5%) in literacy skills has become my concern. My conclusion about this can be described as follows.

1. The concept of methods/substrategies was not yet fully understood by the student-teachers, which have had an impact on how effectively they were applied to the experimental group during the present study.
2. To better apply the 3-Ls approach, the schools need to have an adequate library, computer lab, and language lab. During this present study, however, almost all of the facilities (books, laptops, networking connections, etc.) were provided. The greatest contribution to reading skills given by all the methods used in the study was the process of developing students' reading ability in order to learn other skills.

Although according to the Stepwise Regression analysis, The Big6 did not contribute to literacy improvement as a whole, this method contributed the most to reading (see Table 2). This is probably caused by the emphasis of the method which is more on 'to read to learn' other content areas.

As for the development of literacy skills, Informational Text Structure seems to have made the highest contribution toward reading among all five methods. This could have been caused by several factors, such as: (1) the use of various genres of children's books or texts, both fiction and nonfiction which were popular with the children, and (2) all reading materials (literature) were presented not only in the form of colorful printed matters but also in a systematic way.

In summary, the use of all methods/substrategies under 3-Ls, especially toward reading, will become the basis of improving English literacy in general. Informational Text Structure which surpassed the others in effectiveness was also probably caused by the outlines given by the teachers in presenting the materials. It seems that the students were beginning to accustomed to answering questions and or talking confidently although with minimum vocabulary and a few mistakes in pronunciation.

CONCLUSIONS AND IMPLICATIONS

To wrap up the discussion in this article, following are several conclusions achieved as well as implications to be considered as necessary follow-ups.

Conclusions

All the five sub-strategies or methods used in this study increased the reading habits and literacy achievement of the students who were part of the experiment. The levels of achievement of the students (N = 200) varied: excellent = 0,5%, good = 11,5%, average = 37,5%, poor = 35,5%, are very poor = 15%. Therefore, the influence of the two methods, like The Use of Informational Text Structures during Readalouds and Literature Circles, on the reading habits was rated 79.3%, while undetected factors might have influenced the reading habits of the students by 20.7%.

Finally, the contribution of the 3-Ls model with its five methods/substrategies to the literacy skills of the elementary school students in Palembang is quite significant. For example, the Partnership with the Librarian alone influenced students' literacy skill by 82.4%. The rest was accounted for by Informational Text Structure (9.2%), Online Resources (1.8%), and Literature Circle (0.9%). In other words, 3-Ls approach offers a promising approach to improving students' literacy skills.

Implications

As the follow up on this study, first, it could be replicated but the period of the treatment should be extended to at least one full semester and with optimal library facilities. To maximize the value of the new instructional model requires an intensive teaching and learning process as well as better libraries, and Internet connections are needed. In addition, if the objective is to develop all four literacy skills, the five methods or substrategies in the 3-Ls approach should be integrated because every method has its own strength. However, if the objective of the study is to develop one of the subskills only, each of them can be applied separately.

Second, to speed up English literacy improvement and maintain reading habits of the citizens, the government has to pay attention to not only the quantity but also the quality of the teachers and the educational staff, including librarians and computer specialists, lab assistants, and other technicians. As these are improved, the competence of the elementary school education gradu-

ates are more likely to meet the Standards of the National Education of the Republic of Indonesia.

Next, because 3-Ls model, with its five methods/sub-strategies, has contributed significantly in increasing increased the reading habits and literacy skills of the fifth graders, then it is recommended that the Office of the Municipal National Education Office in of Palembang provide training for all the teachers of English at the Elementary School to on the application of y the five strategies in their schools through the In Service Teacher Training Program which is held by the Faculty of Teacher Training and Educattion to train the in-service teachers.

Finally, since the contribution of the method of teachers collaborating with the librarian has such a significant value in increasing reading habits and literacy skills, then it is suggested recommended that each elementary school continue to not only to develop its school library but also its individual classroom library.

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