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CHAPTER I INTRODUCTION

I.1. Background of the Problem

English is very important in creating dynamic international relationship. It is because English is used when there is a communication between different nations takes place. This condition demands everyone to be able to communicate in English where the realization is done through formal education. Based on the Indonesian 2013 Curriculum (K-13), the basic competence in English is to be able to communicate orally and written with text-based learning. It has formed a situation where teaching-learning English is a must either as Teaching English as a Foreign Language (TEFL) or as Teaching English as a Second Language (TESL).

In Indonesian education, English is included in the list of compulsory subject learnt by the students. The government has determined English to be taught in all levels of education starting from elementary school to university level. At Elementary school, English is taught as a local content from year 1 to year 4 and as a compulsory subject from year 5 to year 6. At junior and senior high school, English is taught as a compulsory subject within four class-hours a week, which the students have to master all four language skills. This four language skills are also categorized as receptive skill (reading and listening) and productive skill (speaking and writing).

Productive skill is the term for speaking and writing that is the skills where the students actually have to produce language themselves (Harmer,



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2007). It is very important for students to have capability to speak and to write, it will become a proof of their competence in oral and written English communication. Speaking is used to communicate and convey information and it is an ability to carry out conversation. In fact, to know the language is to use it. It means that students do not know a sentence until he can speak it. This statement brings the significance of developing speaking skill, indicating competent language learners.

The other productive skill that is necessary for the students to master is writing skill. Writing is also one of the ways for people to communicate their ideas. Brown (2007) states the process of mastering writing requires a set of competencies. Acquiring writing needs a lot of practice, and to produce a piece of essay needs long process hence the appropriate method of teaching and learning was very important to help students to be skillful in writing. Therefore, having writing skill becomes a necessity for students because writing skill is a predictor of academic success, particularly for advanced English as Foreign Language (EFL) students.

However, the fact found in the educational or academic environment, the English lesson in some High Schools did not demonstrate a satisfactory result although it has been taught as a compulsory subject for many years of studying. Many students failed to reach the goal of the English teaching. They were not able to communicate with the language either orally or in written form although they have learned English for many years (Sayuri, 2016).



Based on the preliminary observation on January 2nd 2017 at SMP Muhammadiyah 2 Pekanbaru, problem related to speaking and writing skills of the students were found. Theory stated that the implication of appropriate teaching strategy in teaching English can improve the knowledge of the four basic skills (reading, writing, listening, and speaking) and the skills itself (Rahman and Alhaisoni, 2013), while in fact, although the teachers of English at SMP Muhammadiyah 2 Pekanbaru have applied some appropriate teaching and learning strategies such as cooperative learning, round robin technique and storytelling in teaching speaking and picture word inductive model in teaching writing, the students were still unable to improve their speaking and writing skills.

The problem above was indicated by some phenomena found in the teaching and learning process. The students just smiled when the teacher tried to converse with them, they just gave a little response when they were asked, and they usually mispronounced the words. Furthermore, they were not brave to speak in front of people, and they were afraid of making mistakes. While in term of writing, the students failed to use correct grammatical rules, they failed to construct the sentence, they got difficulties in stating ideas, and they were also confused to use correct coherence, punctuation, capitalization, and subordinates. They also were not interested in writing class. Furthermore, according to the English teacher, Yuni Roza, the students also could not pass the standard minimum score (*KKM*) for English subject that was 78 which

indicated that in general they had low achievement in English. The specification of grade of 8th grade can be seen in the table below:

No	Materi	Kriteria Ketuntasan Minimal			KKM / KD
		Tingkat Kesulitan Materi	Ketersediaan Sarana & Prasarana	Kemampuan Peserta Didik	
1	3.1,4.1 How are you				
	- Greet	78		70	75
	- Thank	80	76	70	76
	- Take leave	78	78	70	76
	- apologize	78	76	70	75
	Rata – rata kd				76
2	3.2, 4.2, It's Me				
	- my self	75	79	70	75
	- Others	80	78	70	75
	Rata – rata kd				75
3	3.3, 4.3 It's my birthday				
	- Names of the days/ months/ years	78	78	70	75
	- Time	80	80	70	77
	Rata – rata KD				76
4	3.4, 4.4,4.5 I love people around me:				
	- Personal identity	80	76	70	75
	- The identity of my family members	82	76	70	76
	- The people	78	76	70	75
	Rata – rata KD				76
5	3.5,4.6, how many pets do you have ?				

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	- Descriptive Text	75	78	70	74
	Rata – rata kd				74
6	3.11,4.14 , Song	75	80	70	75
					75
	Rata – rata KD Mapel				75

The failure on speaking and writing faced by students above was caused by several factors. One of them was teaching strategy, technique, method or approach applied by the teacher in the teaching and learning process. The inappropriate teaching strategy used by teacher might make students feel unmotivated and uninterested to study English and to use it in oral and written. Therefore, it was necessary to offer a learning approach which may help students to have more improvement on their productive skills. The Cognitive Academic Language Learning Approach (CALLA) was designed to develop the academic language skills of limited English proficient students in upper elementary and secondary schools (O'Malley and Chamot, 1990). This model aids students to have a sufficient general proficiency in the target language (including both oral and written skills) in using the language as a learning tool (Chamot and Robbins, 2005). By applying CALLA in English learning classroom, students involved in active strategy used to expand their productive skills through preparation, presentation, practice, evaluation, and expansion. By involving in all of learning steps, students had full control on themselves to uncover their skills in English. Moreover, it helped the students to solve their problems in learning process especially dealing with speaking and writing skills.

Based on the problems mentioned above, it was necessary to conduct a research entitled “*The Effect of Using Cognitive Academic Language Learning Approach (CALLA) on Students’ Speaking and Writing Skills at Junior High School Muhammadiyah 2 Pekanbaru*”.

1.2. Statement of the Problem

The problems of this study have been mentioned at the background dealing with students’ difficulties in speaking skill and writing skill that were shown by their achievement scores. The students at SMP Muhammadiyah 2 Pekanbaru were still not able to acquire good speaking and writing skills. The students were lack of self-confidence to speak in English, they could not response properly by using English, they answered shortly to the question addressed, they could not connect the sentences using appropriate connectors and they could not use correct grammar in writing, and they thought that writing class was a boring activity. Besides, the teacher did not have any various strategies in teaching speaking and writing.

Due to those phenomena employed by the students at SMP Muhammadiyah 2 Pekanbaru, some questions were needed to be addressed. How did the students cope with in order to achieve the ultimate goal in speaking? How did the students overcome the problems in order to achieve the ultimate goal of writing? How should the teachers apply language learning strategies to their students in teaching speaking and writing? Did CALLA become an appropriate instruction model to apply in teaching and learning process? Did CALLA give effect toward students’ speaking ability? Did

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CALLA give effect toward students' writing ability? How did the teacher implement CALLA in teaching and learning process?

The problems identified in this study were whether there was a significant effect on students' speaking ability after using CALLA and whether there was significant effect on students' writing skill after using CALLA. CALLA was developed by O'Malley and Chamot in 1990. It focuses equally on academic language learning, academic content learning, and learning strategy instruction (Norland, 2006). By involving in this strategy, students had focus on the language skills they learn and fully involve within themselves and discovered their competence more. Therefore, students were able to improve and achieved better language skills especially speaking and writing English.

I.3. Limitation of the Problem

Referring to the background and statement of the problem about speaking and writing abilities, the study focused on effect of the approach used, The Cognitive Academic Language Learning Approach (CALLA), towards students' speaking and writing skills in descriptive text.

Two classes were divided into one class as an experimental group and one class as a control group. The groups were the eighth grade students of SMP Muhammadiyah 2 Pekanbaru. The groups chosen were based on the information of the teacher; the students had capability equivalently and they were taught by the same teacher.

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I.4. The Purpose and Objectives of the Research

The purpose of study was to investigate the effect of using The Cognitive Academic Language Learning Approach (CALLA) on students' speaking and writing skills at SMP Muhammadiyah 2 Pekanbaru. In particular, the objectives of the study were stated specifically below:

- a. To determine the level of students speaking skill by using Cognitive Academic Language Learning Approach (CALLA) at SMP Muhammadiyah 2 Pekanbaru.
- b. To determine the level of students writing skill by using Cognitive Academic Language Learning Approach (CALLA) at SMP Muhammadiyah 2 Pekanbaru.
- c. To determine significant effect of using CALLA on students' speaking skill at SMP Muhammadiyah 2 Pekanbaru.
- d. To determine significant effect of using CALLA on students' writing skill at SMP Muhammadiyah 2 Pekanbaru.

I.5. The Research Questions

The study attempted to answer the following questions:

- a. Is there any significant difference of students' speaking skill pretest mean score between experimental class and control class at SMP Muhammadiyah 2 Pekanbaru?
- b. Is there any significant difference of students' speaking skill posttest mean score between experimental class taught by using CALLA and

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control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru?

- c. Is there any significant difference of students' speaking skill pretest and posttest mean scores in experimental class taught by using CALLA at SMP Muhammadiyah 2 Pekanbaru?
- d. Is there any significant difference of students' speaking skill pretest and posttest mean scores in control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru?
- e. Is there any significant difference of students' writing skill pretest mean score between experimental class and control class at SMP Muhammadiyah 2 Pekanbaru?
- f. Is there any significant difference of students' writing skill posttest mean score between experimental class taught by using CALLA and control class taught without using CALLA?
- g. Is there any significant difference of students' writing skill pretest and posttest mean scores in experimental class taught by using CALLA at SMP Muhammadiyah 2 Pekanbaru?
- h. Is there any significant difference of students' writing skill pretest and posttest mean scores in control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru?

I.6. The Significance of the Research

The findings of this study are expected to give some contribution to the English teachers that The Cognitive Academic Language Learning

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Approach (CALLA) provides students with an incentive and more effective, efficient and active learning. By choosing appropriate approach of teaching English teachers will have a particular success in their teaching presentation, it is also hoped that it will be useful for the English language learners in order to have a better learning strategy or technique to support their learning on English productive skills in descriptive text, besides for those who are motivated in applying The Cognitive Academic Language Learning Approach (CALLA) in conducting the same research problem.

Moreover, it is expected to enlarge the researcher's view points on English language teaching and learning process mainly at SMP Muhammadiyah 2 Pekanbaru and also to provide the following researchers knowledge and information in applying an innovative approach in terms of appropriate English language teaching technique as a foreign or second language teaching for different use of genres text. Finally, it can give contribution to Post Graduate Program State Islamic University of English Education Department.

I.7.The Rationale of the Research

Learning English means to master the language skills especially the productive skills (speaking and writing) which are the parameter of students' language mastery. Fulcher (2003) states that speaking is the language use to communicate with others verbally. Speakers express the ideas, needs, requests, and information service to others in effective way. This is necessary because speaking is not only about producing some sounds but also to

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achieve goal of message transfer. Therefore, speaking process should pay attention to what and how to say as well as to whom appropriately.

Besides speaking, writing skill also determines the level of students' language mastery. As stated by Graham and Perin (2007), writing skill is a predictor of academic success and a basic requirement for participant in civic life and in the global economy. Writing actually encourages thinking and learning when students view writing as a recursive process of their experience. It is very important for students to acquire good writing ability in order to be able to communicate their ideas in form of written language and provide the readers with valuable information and knowledge.

In order to improve both of the skills, finding a suitable technique can be as one of the solutions. Therefore, this research offered the Cognitive Academic Language Learning Approach (CALLA) to improve students' speaking and writing skills. The Cognitive Academic Language Learning Approach (CALLA) has been considered as one of finest approach that can be applied to enhance all of the language skills.

According to Chamot and Robbins (2005), CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. It means that students are given chance to

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explore the language and improve their language skills specifically productive skills meant in this study. It will allow students to participate actively in the learning process, students' motivation and interest well improved when joining the language class.

Finally, The Cognitive Academic Language Learning Approach (CALLA) is an appropriate teaching model in teaching speaking and writing skills. As stated on the background above, it helped the students to solve their problems in learning process especially dealing with speaking and writing skills. CALLA model is an interactive process which can be used to build knowledge and skills through active exploration. So, it is important to carry out this study to overcome the students' problems in speaking and writing.

I.8. Definition of the Terms

To avoid misunderstanding and misinterpretation, the researcher defined the terms used as follows:

- a. The Cognitive Academic Language Learning Approach (CALLA) is the learning approach which based on the cognitive theory. Chamot (1995) states that the CALLA model seeks to assist students learning English become more successful academically by providing them with opportunities to learn grade-appropriate content, develop the listening, reading, speaking, and writing proficiencies needed for grade-level classrooms, and most importantly by focusing on explicit instruction in learning strategies.

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- b. Speaking skill refers to the skill or ability to express or communicate opinions, feelings, ideas, and etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. According to Bailey (2005:48), speaking is the language skill which is generated by the learners in oral form.
- c. Writing skill is the skill or ability of communicating ideas clearly through written language. Graham and Perin (2007) review that through writing, writers formulate their own thought, organize them, and create a written record of them using conventions of spelling and grammar. Moreover, students will involve in the process of writing, revising, and editing at multiple stages during their writing.
- d. Skill is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something. (<http://yourDictionary.com>)