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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. The Nature of Speaking Skill

Speaking is one of the language learning demands. Speaking is generally thought to be the most important of the four skills. In fact, it has become one of students' frustrations in learning English that after many years of studying English, they still cannot speak it which means that they do not have the skill to use the language. Speaking English has become a serious consideration for students in learning English because it is not going to be useful in terms of education but also in work and social environment. Thornbury (2005) defined speaking as the communication ability between people that take turns in exchanging particular information. Meanwhile, Leaver et al (2005) defined speaking as the ability of encoding messages into words and sentences that we use sufficiently clear phonetic forms that interlocutors understand us. Both of the definitions given by experts above clearly show that speaking skill is an essential part of communicative competence. Therefore, it can be concluded that speaking is the language skill of exchanging information and constructing meaning with others through spoken language or orally.

Nunan (1992) reviewed the importance of speaking that "to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language". This is why the present



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language learning leads to develop students' speaking skill because the general assumption of language learning success is shown through their speaking ability. Furthermore, Naouel (2015) explained that the importance of acquiring good speaking skill will make students experience the real communicative situation in which they will be able to learn how to express views and opinion, and develop oral fluency and accuracy. There are numerous daily life situation where people need speaking, such as talking to someone face to face, communicating through phone, answering question, asking for direction and information, inn shops, meeting and chatting with friend, and others. In each of these situations, students may express their intended purposes, feelings, and opinions on any topic. That is why speaking in English can be regarded as the way for people around the world understand each other.

In general, speaking is well-known as the device of communication. However, in academic world, speaking has two separated functions in which the students should be able to use English orally in it. Brown (2000) suggested that students should be able to deal with two kinds of function that is interpersonal or interactional function and transactional function. Interpersonal or interactional function deals with the social maintenance. It means that the communication or interaction that occurs tends to get the respond from listener or interlocutor. Brown (2004) explained that interpersonal exchanges have purpose of maintaining social relationship in which the oral production can be pragmatically complex with the need to



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speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. It is because this feature set people to be nice and get along with others by involving much more emotion and consideration which may cause the message of the speaker cannot be delivered completely and understood by listener or interlocutor.

The other function of oral language is transactional exchange. Transactional function deals with the exchanging messages or conveying ideas. It communicates and focuses on the information rather than the response of listeners. Brown and Yule (1983) stated that when spoken language is used for a transactional function, the primary matter is the transference of information which the main goal of the speaker is communicating his message rather than to be nice to the listener. Thus, the spoken language with transactional function is not usually in the form of simple dialogue or conversation but more in the form of speaking which requires several minutes in a comprehensible and organized way. It is obvious that by learning how to speak in English, students learn how to conduct a communication which based on listener-oriented or message-oriented. When they are able to conduct these two kinds of information exchange, they will be regarded with well speaking skill.

II.1.1. The Speaking Skills

Learning speaking aims to prepare students to face the real life communication. Different variety of situation may require different skills of speaking. It is because by speaking correctly, appropriately and effectively

can avoid the appearance of any gap in commutation results in misunderstandings and problems. Therefore, Hughes (2003) proposed some skills that should be mastered by students in learning English:

- a. Informational skills require students to be able to:
 - (1) Provide personal and non-personal information
 - (2) Give instructions and explanations
 - (3) Express need, requirements, opinions, and preferences
 - (4) Make comparisons, excuses, suggestions, and comments
 - (5) Describe sequence of events (narrate)
 - (6) Present an argument
 - (7) Provide required information
 - (8) Elicit help
 - (9) Seek information
 - (10) Apologize, complain, speculate, analyze, and paraphrase
 - (11) Elaborate an idea
 - (12) Summarize (what they have said)
 - (13) Draw conclusion
 - (14) Indicate attitude, understanding and uncertainty
- b. Interactional skills require students to be able to:
 - (1) Express purpose, agreement and disagreement
 - (2) Elicit opinions, information and clarification
 - (3) Question assertions made by other speakers
 - (4) Modify statements or comments

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- (5) Justify or support statements or opinions of other speakers
- (6) Attempt to persuade others
- (7) Repair breakdowns in interaction
- (8) Check that they understand or have been understood correctly
- (9) Establish common ground
- (10) Respond to requests for clarification
- (11) Correct themselves or others
- c. Managing interaction skills require students to be able to:
 - (1) Initiate interactions
 - (2) Change the topic of an interactions
 - (3) Share the responsibility for the development of an interaction
 - (4) Take their turn in an interaction
 - (5) Give turns to other speakers
 - (6) Come to a decision
 - (7) End an interaction.

In this research, the pupils should master three aspect of speaking skills because in Junior high school level the students will face the speaking skill or oral national examination (UN) and school practice test exam.

II.1.2.The Components of Speaking

In order to speak clear and assessable, some aspects that have great influence in speaking are need. The components of speaking along with the description provided by Hughes (2003) are as follows:

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a. Accent

Accent is related with the matter of pronunciation. Richards and Schmidt (2010) defined accent as a particular way of speaking which tells listener something about the speaker's background such as region or country, social class and whether the speaker is a native speaker of the language or not. Furthermore, it is very close with the influence of mother tongue of the foreign language learners. However, students are able to get the native accent by practicing and listening to the native accent regularly. The descriptions of students' proficiency in accent are:

- (1) Pronunciation frequently unintelligible
- (2) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
- (3) "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- (4) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
- (5) No conspicuous mispronunciations, but would not be taken for a native speaker
- (6) Native pronunciation, with no trace of "foreign accent".

b. Grammar

Ur (2003) simply defined grammar as "the way words are put together to make correct sentences". While the term "grammatical" is the

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smaller units than sentences and structure is the term for a specific instance of grammar. It can be simply defined that grammar in speaking is the connection system use to utter the accurate spoken language. The descriptions of students' proficiency in grammar are:

- (1) Grammar almost entirely inaccurate except in stock phrases
- (2) Constant errors showing control of very few major patterns and frequently preventing communications
- (3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
- (4) Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding
- (5) Few errors, with no patterns of failure
- (6) No more than two errors during the interview

c. Vocabulary

Vocabulary deals with the appropriate words used in all of the four language skills. It is one of the sets of enabling knowledge and a critical aspect of developing the ability to use foreign language in useful ways (Leaver et al, 2005). A speaker could not deny the importance of vocabulary existence in language skills because he should have many of them in mind storage in order to be able to say and express something in mind. The descriptions of students' proficiency in vocabulary are:

- (1) Vocabulary inadequate for even the simplest conversation

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- (2) Vocabulary limited for basic personal and survival areas (time, food, transportation, family, etc.)
- (3) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
- (4) Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions
- (5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
- (6) Vocabulary apparently as accurate and extensive as that of an educated native speaker

d. Fluency

Fluency is the planning and delivery of speech which extended to the comprehension of speech (Nation and Newton, 2009). Signs of fluency include a reasonably fast speed of speaking and only have small number of pauses. It indicates that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore, it is very important to have fluency as having the capability of other components of speaking. The descriptions of students' proficiency in fluency are:

- (1) Speech is so halting and fragmentary that conversation is virtually impossible
- (2) Speech is very slow and uneven except for short or routine sentences

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- (3) Speech is frequently hesitant and jerky; sentences may be left uncompleted
- (4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
- (5) Speech is effortless and smooth, but perceptively non-native in speech evenness
- (6) Speech on all professional and general topics as effortless and smooth as a native speaker.

e. Comprehension

Comprehension in spoken language refers to the understanding of the speaker about the context, meaning, and content of the topic uttered by the speaker. Hornby (1995) stated that comprehension is the power of understanding. Without good comprehension, misunderstanding may appear and cause failed communication. The descriptions of students' proficiency in comprehension are:

- (1) Understand too little for the simplest type of conversation
- (2) Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
- (3) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
- (4) Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing

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- (5) Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
- (6) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

II.1.3. Teaching Speaking

Teaching English in the classroom instruction is mainly focus to develop students' communicative competence. Navita (2016) explained:

In a foreign language teaching class, today's professional interest is on the students' speaking skill development, because, in general, success is shown through the speaking ability. Speaking English is very essential in language learning because it is a way of expressing your ideas, thoughts, and feelings.

It is clear that the teaching of speaking in English has become the main focus both for teacher and students. It is because learning language in the classroom is done in order to prepare students to face the real life communication. In order to create successful teaching speaking activity, all of the aspects involved in the activity should be considered and treated well such as the teacher competence, the students' intention, the classroom environment, the teaching strategy and many more. Golkova and Hubackova (2014) added "the classroom environment and atmosphere definitely create necessary part of successful teaching and learning. Moreover, creative teachers, who do not want to let their learners to get bored, work with a wide scope of speaking and writing activities".



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In order to achieve good speaking ability, teachers should establish and develop some active and appropriate activities which can stimulate students to involve in the activity and produce language to communicate to each other. Bahrani and Soltani (2012) explained that teachers can use activities approach combine language input (provide students with material needed to start language production) and communicative output (provide messages exchange between participants). Thus, it will help both teacher and learners in the teaching and learning process.

II.2.The Nature of Writing Skill

Writing is another way to express idea and convey message. It is also considered as the most difficult skill to master besides speaking skill. Writing is simply a process because it is not acquired only in one step and cannot be gained through a shortcut. To have good writing skill, students need to practice and practice to write since they learn to write by writing. Thus, writing is much more than just arranging those graphic symbols, it should be constructed based on certain convention to form words, to sentences, then to form them into particular order and linked together. Brown (2004) stated the same concept that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. This indicates how writing is so much different with speaking in which writing is a complex and systematic process rather than a casual and simple as speaking is.

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Academic world has demanded writing as one of the skills that should be mastered by students because it is through written texts that students demonstrate their knowledge in tests, course papers and written assignments (Cumming, 2006). The other importance of writing was declared by Siburian (2013) that writing is widely chosen by people as a mean of effective and efficient communication of information to be conveyed in some ways. Broader importance suggested by Birch (2002) that writing is a tool which increases human control of communication and knowledge. Writing has become very important that it does not only function as media for a writer to express idea and self, but it also work as the source of knowledge for reader. The writing products can influence other people's way of thinking and perception on a subject or topic. It shows how powerful writing can be which this is the ultimate reason why students should have a well writing skill.

In general, it is well-known that writing functions as the device of expressing idea and conveying messages in written form. Hence, writing also functions specifically in accordance to its purpose. Firstly, writing functions as entertainment device. The writing process is conducted to produce a piece of writing which focus on delivering the information that may entertain readers. This function generally takes the form of so-called the creative writing. Harmer (2001) stated the term "creative writing" as the imaginative-based writing such as poetry, stories, and plays. Secondly, writing is used as information device.

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The writing products are composed to inform readers about some specific issues. It can also be entertaining for readers, but to entertain readers is not the main purpose. The examples of this writing are newspaper, articles, scientific or business reports, instruction or procedures, and essays for academic circumstances. Thirdly, writing also functions as persuasion device. Mostly, writer will include his personal opinion and point of view on the issue discussed, but it is not subjectively present because some facts and evidences are also provided which is not completely persuading reader to agree with writer subjective opinions and feelings. In conclusion, writing plays many forms of communication roles especially if it is point out on the connection between writer and reader.

II.2.1. The Writing Skills

Learning writing means learning how to deliver information in written form which is well-structured constructed and composed. The ability to write in such good systematics aims to make reader easy in understanding the piece of writing. If it is not structured well, it will be difficult for readers to catch the message that is intended to deliver by writer. Therefore, Brown (2004) proposed some skills include in writing that should be mastered by students. They are:

- a. Micro-skills
 - (1) Produce graphemes and orthographic patterns of English
 - (2) Produce writing at an efficient rate of speed to suit the purpose

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- (3) Produce an acceptable core of words and use appropriate word order patterns
 - (4) Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules
 - (5) Express a particular meaning in different grammatical forms
 - (6) Use cohesive devices in written discourse
- b. Macro-skills
- (1) Use the rhetorical forms and conventions of written discourse
 - (2) Appropriate accomplish the communicative functions of written texts according to forms and purposes
 - (3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
 - (4) Distinguish between literal and implied meanings when writing
 - (5) Correctly convey culturally specific references in the context of the written text
 - (6) Develop and use a battery of writing
 - (7) strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

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In this research, the pupils should master aspect of writing skill because in SMP Muhammadiyah 2 Pekanbaru, teachers implement the weekly test.

II.2.2.The Components of Writing Skill

In order to produce good writing piece, students should know and understand the components that construct the writing. It is because, the components involved in writing will be the benchmark of students' writing that can be assessable by teacher. Hughes (2003) has listed the description of students' proficiency in each of the components of writing as follows:

a. Grammar

Grammar is pattern and rules of form and arrangement in writing. It is important for students to master it because it help students to know the language especially in a composing a writing piece such as essay or text. The descriptions of the students' proficiency in grammar are:

- (1) Few (if any) noticeable errors of grammar or word order
- (2) Some errors of grammar or word order fairly frequent; occasionally re-reading necessary for full comprehension
- (3) Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part
- (4) Errors of grammar or word order very frequent; reader often has to rely on own interpretation



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- (5) Errors of grammar or word order so severe as to make comprehension virtually impossible
- (6) Errors of grammar or word order so severe as to make comprehension virtually impossible.

b. Vocabulary

Vocabulary plays an important role in constructing a sentence becomes a full paragraph of writing. The students should be able to select and use the appropriate vocabulary in order to make the writing process flows. The descriptions of students' proficiency in vocabulary are:

- (1) Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer
- (2) Occasionally uses inappropriate terms or relies on circumlocutions; expression of idea hardly impaired
- (3) Use wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary
- (4) Limited vocabulary and frequent errors clearly hinder expression of ideas
- (5) Vocabulary so limited and so frequently misused that reader must often rely on own interpretation
- (6) Vocabulary limitations so extreme as to make comprehension virtually impossible

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c. Mechanics

Richards and Schmidt (2010) defined mechanics as the aspects of writing which includes spelling, use of apostrophes, hyphens, capitals, abbreviations and numbers, which are often dealt with in the revision or editing stages of writing. All of the aspects above are important as signals which can help reader to understand what the writer means. The descriptions of students' proficiency in mechanics are as follows:

- (1) Few (if any) noticeable lapses in punctuation or spelling
 - (2) Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension
 - (3) Errors in punctuation or spelling fairly frequent; occasionally re-reading necessary for full comprehension
 - (4) Frequent errors in spelling or punctuation; lead sometimes to obscurity
 - (5) Errors in spelling or punctuation so frequent that readers must often rely on own interpretation
 - (6) Errors in spelling or punctuation so severe as to make comprehension virtually impossible
- d. Fluency (style and ease in communication)

In term of writing, fluency is the indication of using correct structure an appropriate vocabulary to make the writing piece or

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composition easy to be understood by reader. The descriptions of students' proficiency in fluency are:

- (1) Choice of structures and vocabulary consistently appropriate; like that of educated native writer
 - (2) Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication
 - (3) "Patchy", which some structures or vocabulary items noticeable inappropriate to general style
 - (4) Structure or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication
 - (5) Communication often impaired by completely inappropriate or misused structures or vocabulary items
 - (6) A "hotch-potch" of half-learned misused structures and vocabulary items rendering communication almost impossible.
- e. Form (organization)

Form or organization in writing refers to the cohesion and coherence of between the sentences and paragraphs in a composition. It is very important to pay attention in this component in order to produce a well-structured writing which do not have any jumping paragraph and scramble idea. Moreover, the failure to write in good coherence and cohesion may give confusion for readers to understand

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what the context of the composition is about. The descriptions for students' proficiency in organization are as follow:

- (1) Highly organized, clear progression of ideas well linked; like educated native writer
- (2) Material well-organized; links could occasionally be clearer but communication not impaired
- (3) Some lack of organization, re-reading required for clarification of ideas
- (4) Little or no attempt at connectivity, though reader can deduce some organization
- (5) Individual ideas may be clear, but very difficult to deduce connection between them
- (6) Lack of organization so severe that communication is seriously impaired

II.2.3. The Process of Writing

As it is explained clearly in the beginning, that writing is a process rather than product, which requires students frequently and continuously practice to write in order to gain the good writing skill. Therefore, Graves in Johnson (2008) provided five steps writing process to help students in writing activity.

a. Pre writing

The first step in writing process is prewriting. The goal of prewriting is to generate idea. It helps students to come up with ideas

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about the topic. Angelou et al (2009) reviewed several simple methods to do prewriting:

- (1) Brainstorming, it refers to the way coming up with many ideas that are related to a topic by sharing or talking about the topic with some friends, teacher, or parents. In brainstorming, it is very necessary to take notes on paper in order not to lose great ideas about the topic.
- (2) Free-writing, it is also called journaling which means an exercise to help in starting writing and connecting ideas. There is no specific rule in conducting free-writing; students just have to write everything that comes up in their mind about the topic in a form of paragraph or paragraphs. Then, they have to re-read the paragraph and select the sentences which contain the most interesting ideas.
- (3) Listing ideas, it is a very useful way to prepare for writing because it can help students to stay organized and focused on the topic. Moreover, lists are very easy to revise and reorganize when students are ready to select the best ideas for writing.
- (4) Using graphic organizers, a graphic organizer can take many different forms, but cluster diagram is most known in writing. Students have to write the topic in the middle then make branches as the main ideas and another braches on the main ideas as supporting ideas.

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(5) Outlining, making outline is a great way to take notes from reading sources and also one of the easiest ways to organize thoughts before starting to write. A good outline may consist of main ideas and supporting details.

b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity is more valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

c. Revising

This is the heart of the writing process. Revising is the way in shaping the blob, adding parts, taking parts away, adding parts, and continually molding and changing. In this step, students will have to look for flow and structure.

d. Editing

In this stage, students should take care and do reparation on grammar, spelling, and punctuation errors. Real writer only do editing at the end, not including it in the earlier steps because it can distract students' ideas on the topic. It is also very useful for student to do peer-editing that is asking their friends to do little edit on the writing piece.

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e. Publishing and sharing

This is the last step in writing process of which the writing product is wrapped up be shown to others or teacher to evaluate. The students' writings become real and alive at this point. Furthermore, writing experiences can become even more powerful by having students to read their work in front of their classmates.

II.2.4. Teaching Writing

Teaching English writing has become one of the causes of headache for many teachers of English. It is because most of teaching of English writing still focuses on the students' writing product rather than the process that they apply while writing. This old approach is not suitable with the term given by experts that writing is a process rather than a product. Then, it indicates that it is important for teacher to teach the students how to start to write appropriately and what process that they should do in order to produce good composition or essay. To obtain ability to teach writing efficiently, some considerations should be taken seriously by teacher in planning a course as explained by Nunan (1992):

- a. Teacher should understand the students' reason for writing
- b. Teacher should provide many opportunities for students to write
- c. Teacher has to give helpful and meaningful feedback rather than just a score

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- d. Teacher has to give clarification to the students about how their writing will be evaluated

To make successful teaching writing class, teacher should promote students' desire to write by providing stimulating writing tasks such as book report, book review, instruction sheet, narrative, personal story, describe a view, describe someone, describe people, answer a letter, job application, propose exchange, news report, ideal school, describe process, and film music (Ur, 2003). Furthermore, teacher can also apply some teaching strategies, methods, or techniques which can raise students' awareness, help students to analyze their own ideas, attract students to read to write, and make them understand the process of writing.

II.3.The Nature of Cognitive Academic Language Learning Approach (CALLA)

Chamot and Robbins (2005) defined Cognitive Academic Language Learning Approach (CALLA) as an instructional model for second and foreign language learners based on cognitive theory and research. Meanwhile, Norland and Pruet-Said (2006) defined CALLA as a three-pronged approach focusing equally on academic learning, academic content learning, and learning strategy instruction. Hence, this teaching model stands on the principle that language learning is a cognitive process and that students are cognitively active participants. By applying this model of teaching in language classroom instruction, students are led to be

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independent learners that they have to maximize their cognitive thinking process to not only understand the lesson but also search for a solution of a problem face in the learning process. Thus, it promotes academic linguistic development, provide benefits for diverse students, emphasize higher level thinking, document effectiveness, and the most important motivate students to engage in the learning process. Chamot and Robbins (2005) reviewed the assistance that CALLA offers to students:

- a. Valuing their own prior knowledge and cultural experiences, and relating this knowledge to academic learning in a new language and culture
- b. Learning the content knowledge and the language skills that are the most important for their future academic success
- c. Developing language awareness and critical literacy
- d. Selecting and using the appropriate learning strategies and study skills that will develop academic knowledge and processes
- e. Developing abilities to work successfully with other in a social context
- f. Learning through hands-on, inquiry-based, and cooperative learning tasks
- g. Increasing motivation for academic learning an confidence in their ability to be successful in school
- h. Evaluating their own learning and planning how to become more effective and independent learners.

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It is obvious that CALLA is not an outdated teaching model because its core lies on the learner-centered learning approach in which students are the main actor that plays in the whole learning activities. It is also very supportive to the students that it provides obvious guidelines for students about what they have to do and how to do. By experiencing and giving full effort in the learning, students will be more focus to achieve high achievement because their success and failure is most on the students' responsibility.

II.3.1. The Phases of CALLA

To achieve successful language learning, the implementation of CALLA should be on the correct procedures or orders. Both of teacher and students have to follow the procedures or steps accurately because CALLA has intention as teacher-directed and learner-centered approach. O'Malley and Chamot (2013) proposed the phases in implementing CALLA in the classroom:

a. Preparation phase

In this preparation phase, the teacher finds out, often through brainstorming or concrete experience, what students already know about the concepts in the subject area to be presented and practiced, what gaps in prior knowledge need to be addressed, and how students have been taught to approach a particular type of learning activity. Here, teacher also explains the lesson's objectives to the students.

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b. Presentation phase

In the presentation phase, new information is presented and explained to the students in English that is supported by contextual clues such as demonstrations and visuals. Teacher has to make sure that students comprehend the new information so that they will be able to practice it meaningfully in the next phase of the lesson.

c. Practice phase

The practice phase of the lesson is learner-centered, as students engage in hand-on activities to practice the new information they were exposed to in the presentation phase. The teacher acts as facilitator which helps students assimilate the new information and use it in different ways.

d. Evaluation phase

In the evaluation phase of the lesson, students check the level of their performance so that they can gain an understanding of what they have learnt and any areas they need to review. Teacher can assess higher level comprehension by focusing on the meaning of students' answers instead of on their grammatical correctness.

e. Expansion activities phase

In the expansion activities, student are given a variety of opportunities to think about the new concepts and skills they have learnt, integrated them into their existing knowledge frameworks, make real world application, and continue to develop academic language.

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II.4. The Related Studies

The review of previous studies which are related to this research was very important in order to show the importance of researching the variables in this research and to avoid plagiarism. Ten related studies are reviewed here.

The first research was conducted by Antonieta S. Palasan (2017) entitled *Improving Grammar, Vocabulary, and Writing Skill through Cognitive Language Learning Approach*. This study tried to determine the effectiveness of Cognitive Academic Language Learning Approach (CALLA) in improving pupils' grammar, vocabulary, and writing skills. The type of this study was the quasi-experimental design. In order to collect the data needed, the instructional plan for CALLA which served as the guide for researcher to teach lesson consistent with the principles and strategies of CALLA, and the test questionnaire was used for learners' performance in grammar, vocabulary, and writing. Based on the data gathered through teacher's questionnaire and graphical presentation, it was found that CALLA increased pupils' performance in grammar, vocabulary, and writing which implied that CALLA was an effective approach in teaching English. It was also found that the traditional method in teaching did not give significant increase on pupils' performance which implied that the traditional method did not enhance the performance of the pupils in English. It derived the conclusion that the use of CALLA in English classroom instruction can



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contribute to the improvement of pupils' grammar, vocabulary, and writing skill in particular and English in general.

The similarity of this research with the present research is that writing skill and CALLA are regarded as the research variables and the design is quasi-experimental design. However, the difference lies on the other variables involved of which grammar and vocabulary existences are replaced by speaking skill as the other variables in the present research.

The second related study is the research conducted by Osama K. Abdallahharahsheh (2015) entitled *The Effect of Using CALLA Instruction Strategies on 9th Grade Students' Writing Achievement and Satisfaction*. This study aimed at exploring the effect of using CALLA instruction strategies on 9th grade students' writing achievement and satisfaction in Mafraq City. The samples of this research were the 60 ninth grade students who were studying in the English language in the Public School in Mafraq Educational Directorate. This research was the quasi-experimental, which in order to obtain the data, the researchers conducted a pre-test and post-test. The data were collected by using achievement test in writing and writing satisfaction scale. The study found there were significant statistical differences in achievement in favor of the experimental group in all domains with no differences attributed to gender or interaction between gender and method. The CALLA enhanced students' learning strategies, developed their comprehension, improved their achievement, created on-going interactive environment which increased their motivation and interest in learning



English. Meanwhile, the other findings was the satisfaction of experimental group towards CALLA to that variety of activities and hands-on work of students motivated and reinforced their previous learning and raised their awareness of CALLA as a variable method for learning writing.

This study has a similarity with the present study in term of the research variables, writing skill and CALLA, and the research design is experimental specifically quasi-experimental design. Meanwhile, the difference exists on the number of variable involved in the study in which the previous study only involves writing skill and CALLA as the variables while the present study also include speaking skill as its research variable.

The third study was conducted by Gülten Kosar & Hasan Bedir (2014) entitled *Strategies-Based Instruction: A Means of Improving Adult EFL Learners' Speaking Skills*. This study was a mixed method research involving both qualitative and quantitative which aimed at investigating the effect of applying strategies-based instruction by adopting the CALLA (Cognitive Academic Language Learning Approach) instructional design towards adult learners' speaking skill. The samples of the study were 72 university students attending English language preparatory classes of KahramanmaraşSütçü Imam University, a state university in Turkey. The quantitative data were collected by using speaking strategies questionnaire, and pre and post speaking test while the qualitative data were collected by using researcher's diary, minute papers and pre and post semi-structured interviews. It was found that the implementation of strategies which adopting



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CALLA instruction design (principle and phase) could create the atmosphere for stimulating less proficient language learners to struggle more with the intention of developing their speaking skills.

This study is different from the present study especially in terms of the research design which this study adapted mixed-method design and the present study adapts quasi-experimental design. Meanwhile the similarity is clearly that both of research use CALLA and speaking skill as the research variables.

The fourth study was the research conducted by Oktay Cem Adigüzel and Meral Özkan Gürses (2013) entitled *Students' Opinion Regarding Strategies-Based Instruction based on Cognitive Academic Language Learning Approach*. This study was conducted to investigate students' opinion regarding the effect of strategies-based instruction based on CALLA and applied in French class as a second language in higher education-over their writing skills and strategy use. To conduct this qualitative research, 6 students were chosen among 18 students which taken from the lowest and highest writing achievement test. The instrument used in this research was semi-structured interview. The findings were (1) students started to verbalize their opinions about their level of writing proficiency and that they have improved their level of writing proficiency during the interventions, and (2) students learned to vary the strategies they used, and their awareness of the strategies was heightened. In conclusion, strategies based-instruction based on CALLA had a positive effect on students writing skill.



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The study by Oktay Cem Adigüzel and Meral Özkan Gürseshas similarity with the present study that is in terms of writing skill and CALLA as the research variables . But, both of these studies have difference on the research type where this research is qualitative and present research is quantitative research.

The fifth research is a research that was conducted by Herlina Tanjung (2011) entitled “The Effectiveness of Learning Simple Present Tense of English through Descriptive paragraph in writing at The Second Year of MAN 1 Pekanbaru”. She tried to investigate the students’ achievement in using simple present tense between students who were taught by using descriptive paragraph in writing and who were taught by using conventional one (traditional grammar lesson). Here, the researcher found the T-table that $t_{t.ts5\%} = 2.03$ and $t_{t.ts 1\%} = 2.27$. It means there is a significant difference on students’ achievement on using simple present tense between students’ taught by using descriptive paragraph in writing and who by using conventional one (traditional grammar lesson) at MAN 1 Pekanbaru. Based on the result of her research descriptive paragraph writing was effective to improve students’ ability in using simple present tense.

The similarities between Herlina’s study and this research are both focusing on teaching writing descriptive text. In addition, the research design used in her research is similar with this study; experimental research. It also the sample chosen, they are some students of senior high school. Yet, the differences come from research treatment; her study is focused on descriptive



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text, while this study is procedure text and investigating students' speaking and writing ability.

The sixth research was conducted by Nur Hidayati (2010) entitled *The Effect of Learning English by Using Picture Map toward Students' Ability in Writing Descriptive Paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai*. She tried to find the significant effect of Learning English by Using Picture Map toward students' ability in writing descriptive paragraph. Based on her data analysis, the coefficient of t-test was 3.31 to prove there is significant effect or not 5% = 2.02 level of significance, or at the 1% = 2.72. It was found that t_0 was higher than t-table both in 5% or 1%. it could be read $2.72 < 3.31 > 2.02$. And her research was concluded that there was a significant effect of Learning English by Using Picture Map toward students' ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai.

The similarities between Nur Hidayati's and this research are both focusing on teaching writing descriptive text. In addition, the research design used in her research is similar with this study; quasi experimental research. Yet, the differences come from research treatment; her study is focused on using Picture Map, while this study is Cognitive Academic Language Learning Approach and investigating students' speaking and writing. It also the sample used for each research.

The seventh research was done by Suryana (2012). The objective of this research was to find out whether or not teaching writing by using Direct Method teaching approach can improve students' writing ability. The



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research used quantitative research method. The instrument used in this research was test (pretest and posttest). The population of this research was 32 of the first grade students of SMPN 2 Pedes-Karawang and the sample was the entire population. The data was collected from tests (pretest-posttest) of the students. The collected data was analyzed by using t test formula. The results of data analysis showed that the mean score of pretest was 51.41, the mean score of posttest was 73.63 and the t-observed was 21.57. The t-critical value with degree of freedom 32 and level of significance at 5% (0,05) is 2.02. Based on the data analysis above, the alternative hypothesis was accepted because the t observed was higher than t table ($21.57 > 2.02$). It also meant that teaching writing descriptive text by Using Direct Method was effective to improve students' writing ability.

The similarities between Suryana's research and this research are both focusing on teaching writing skill. Yet, the differences come from research treatment; her study is focused on using Direct Method, while this study is Cognitive Academic Language Learning Approach and investigating students' speaking and writing. It also the sample used for each research. Besides, the research design used in her study is quantitative research, while this research design is quasi experimental research.

The eight study was written by the students of English Department from State Islamic College of Tulungagung, entitled *The Effectiveness of Teaching Writing in Short Descriptive Paragraph by Using Born to Shop (pictures) at the Seventh Grade of MTs Negeri Bandung* by Chasanatul,



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AmikRotul (2013). She used pre-Experimental design using quantitative approach with one group pre-test and post-test design. She administered three steps; they were pretest, treatment and posttest. To get the data, the researcher used two tests, there were pretest and posttest. After getting result of score between pretest and posttest, the data was counted by using SPSS to find t-test. It was used to find out whether there was any significant different before and after being taught by using picture as medium. The result of the study showed that after the researcher given the treatments, the average of students' writing was higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students gave positive response toward the implementation of Born to Shop Game. The students felt that learning writing taught using born to shop game was challenging and fun. It was concluded that teaching writing using born to shop game is really effective in writing short descriptive paragraph at seventh grade.

The similarities between Chasanatul's research and this research are both focusing on teaching writing skill. Yet, the differences come from research treatment, her study is focused on using Born to Shop, while this study is Cognitive Academic Language Learning Approach and investigating students' Speaking and Writing. It also the sample used for each research. Her research chose middle school level while this study is involving senior high school level. Besides, the research design used in her study is pre-experimental research, while this research design is quasi experimental research.



The ninth is written by the students of English Department from State Islamic College of Tulungagung, entitled *The Effectiveness of Using a Public Figure Photo in Writing Descriptive Text of Second Grades Students at MTsN PULOSARI in the Academic Year 2012/2013* by Auliya'ur Rosyidah. Auliya's research used pre-Experimental Design with quantitative approach and administered three steps; they were pretest, treatment and posttest. The sample was VIII A class consisting of 30 students. The research instrument was test and to analysis the data was using t-test. The result of the study showed that the mean of students' score in writing after taught using Public Figure Photo is increase. In other words, using Public Figure Photo in teaching writing descriptive text was effective and it was used as an alternative way to teach writing to the students at junior high school, especially for the second grade.

The similarities between Auliya'ur's research and this research are both focusing on teaching writing skill. Yet, the differences come from research treatment, her study is focused on using Public Figure Photo, while this study is Cognitive Academic Language Learning Approach and investigating students' writing. It also the sample used for each research. Her research chose middle school level while this study is involving senior high school level. Besides, the research design used in her study is pre - experimental research, while this research design is quasi experimental research.



The last related study is the research conducted by Iman Abdul-Reheem Amin, Mahsoub Abdul-SadeqALy, and Magdy Mohammad Amin (2011) entitled *The Effectiveness of Using and Explicit Language Learning Strategy-Based Instruction in Developing Secondary School Students' EFL Speaking Skills*. This study aimed at exploring the effectiveness of using explicit language learning strategy-based instruction in developing secondary school students' speaking skill. The strategy instruction used in this study was the Cognitive Academic Language Learning Approach or CALLA. The samples of this study were 80 first year secondary school female students at El-Shimaa Secondary School for Girls, Benha, Qalyoubiya Governate, Egypt. The speaking test was developed to collect the data which was distributed as pretest and posttest. Thus, it was found that there were significant differences between the means of the experimental group and the control group students in the post-assessment of EFL speaking, in favor of the former. Therefore, the experiment showed that experimental group students achieved development in their EFL speaking this development might be attributed to using the explicit language learning strategy-based instruction based on the CALLA approach. Thus, using the five phases of CALLA was proven to be effective in enhancing students' knowledge and use of speaking strategies and consequently developing their speaking skill.

This study has similarity with the present which is obviously in terms of the research variables (speaking skill and CALLA) and the research design (experimental research). However, the number of variables involved in the

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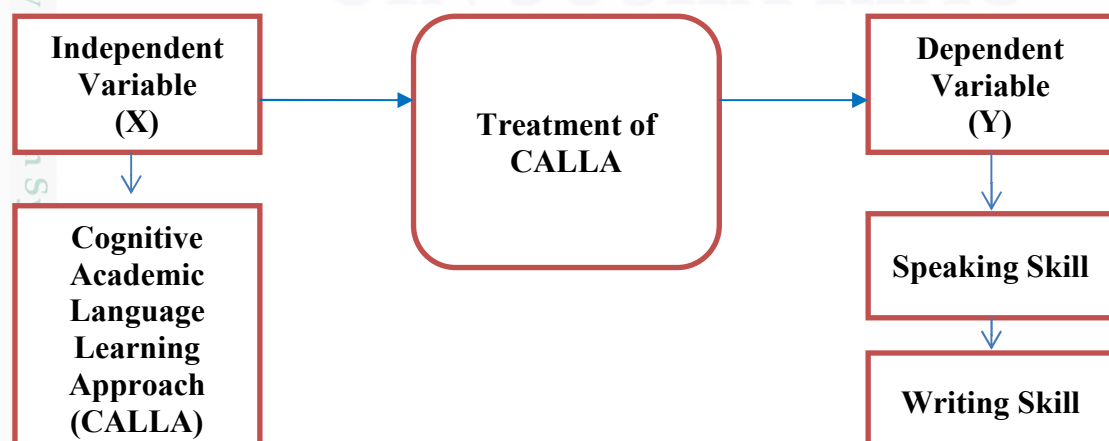
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research is different that this study only used two variables (one X and one Y) while present study uses three variables (one X and two Y).

Based on the related studies above, both speaking and writing skills (which are the dependent variables in this present study) had significant importance to be investigated in order to help EFL learners to obtain well English speaking and writing skills. Moreover, although this present study has similarity with some of the related studies in term of research design and variable, the difference still exists especially in terms of the amount of variables involved, the samples, and the location which indicates this present study is not a plagiarist of the previous studies.

II.5. The Operational Concept

The operational concept was needed to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. There were three variable used in this research. The first is the Cognitive Academic Language Learning Approach (CALLA) which refers to the teacher's instruction model in teaching speaking and writing and act as independent variable. The second is students' speaking skill and the third is students' writing skill of which both act as dependent variables. The operational concept in this research can be seen on the diagram below:



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a. Indicators of Cognitive Academic Language Learning Approach (CALLA) are as follows (Chamot and Robbins, 2006):

- (1) The teacher does preparation before teaching in the class which consists of identifying learning objectives, elicit students' prior knowledge, develop new vocabulary related to the material, and provide learning motivation for the students.
- (2) The teacher does presentation about their teaching materials which consist of using variety of presentation methods such as showing video, using power point slide presentation, and using teaching media.
- (3) The teacher does teaching practice in the classroom consist of using hands-on/inquiry-based activities, providing cooperative learning structures and situation, using authentic content tasks, and asking the students to use learning strategies such as Think-Aloud strategy.

The practice of Think-Aloud strategy in learning speaking and writing English:

- Students are asked to choose their partner of learning, and then decide who will be the thinker and who will be the observer.
- In learning speaking, the thinker is asked to choose several pictures of animal and describe the picture based on the correct generic structure of description text, while the observer deliver some prompts (can be in questions or clues) to stimulate more ideas and expression while the thinker is presenting or describing, and then the observer should take some notes of important information

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presented by the thinker. The students then take turn to be thinker and observer.

- In learning writing, the thinker is asked to write a paragraph of chosen animal picture. Before starting to write, thinker should tell observer what they are thinking such as what to describe and how to describe. In the process of prewriting, the observer may prompt some question to the thinker and take note of important information. The students then take turn to be thinker and observer. After completing this step, they can smoothly write their paragraph.

(4) The teacher does evaluation after teaching in the classroom which consists of teacher evaluation and students' self-evaluation such as making learning journal, discussing their own learning with teacher and classmates, and students assess their own learning.

(5) The teacher does expansion after teaching in the classroom which consists of asking the students to apply information to own lives, to make connections between contents subjects and the target language, to relate information to their first language knowledge of content and culture

b. Indicators of speaking skill (syllabus 2017)

- (1) The students' skill in pronouncing correctly the English words in describing.
- (2) The students' skill in using the correct grammar in describing

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- (3) The students' skill in choosing the appropriate and efficient vocabulary in describing.
- (4) The students' skill in presenting about animal.
- (5) The students' skill in understanding the oral context or expression in describing.

According to Arthur (1989) students speaking category is consist of 5, for each category has 6 levels.

- 1) Accent
 - a) Pronunciation frequently unintelligible.
 - b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
 - c) "foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
 - d) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
 - e) No conspicuous mispronunciations, but would not be taken for a native speaker.
 - f) Native pronunciation, with no trace of "foreign accent"
- 2) Grammar.
 - a) Grammar almost entirely inaccurate phrases.
 - b) Constant errors showing control of very few major.

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- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
 - d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
 - e) Few errors, with no patterns of failure.
 - f) No more than two errors during the interview.
- 3) Vocabulary.
- a) Vocabulary inadequate for even the simplest conversation.
 - b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
 - c) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
 - d) Professional vocabulary adequate to discuss special interests: general vocabulary permits discussion of any non-technical subject with some circumlocution.
 - e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
 - f) Vocabulary apparently as accurate an extensive as that of an educated native speaker.

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- 4) Fluency.
 - a) Speech is so halting and fragmentary that conversation is virtually impossible.
 - b) Speech is very slow and uneven except for short or routine sentences.
 - c) Speech is frequently hesitant and jerky: sentences may be left uncompleted.
 - d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping of words.
 - e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
 - f) Speech on all professional and general topics as effortless and smooth as a native speaker's.
- 5) Comprehension.
 - a) Understand too little for the simplest type of conversation.
 - b) Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
 - c) Understand careful, somewhat simplified speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
 - d) Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

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- e) Understand in everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
- f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

c. Indicators of writing skill (syllabus 2017)

- (1) The students' skill in developing the content of a topic in writing descriptive paragraph.
- (2) The students' skill in organizing sentences and paragraphs writing descriptive paragraph.
- (3) The students' skill in using appropriate vocabulary in writing descriptive paragraph.
- (4) The students' skill in using correct language uses (grammar, preposition, subject-verb agreement, etc) in writing descriptive paragraph.
- (5) The students' skill in using correct mechanics (punctuation, pluralization, spelling, etc) in writing descriptive paragraph.

Aspects	Range	Criteria
Content	30-27	Excellent to Very Good:
		Knowledgeable, substantive, through development of thesis, relevant to assigned topic
		Good to Average:
	26 – 22	Some knowledgeable of subject, adequate range, limited development

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Organization	21 -17	of thesis, mostly relevant to topic, but lacks details	
		Fair to Poor: Limited knowledge of subject, little substance, inadequate development of Topic	
		Very Poor: Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate	
	16 -13	Excellent to Very Good: Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive	
		Good to Average: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	
		Fair to Poor: Non fluent, ideas confused or disconnect, lacks logical sequencing and Development	
	20 – 18	Very Poor: Does not communicate, no organization, not enough to evaluate	
		9 –7	Excellent to Very Good: Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		13 – 10	
	17 – 14		
9 –7			
20 -18			

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Language Use	17 -14	Good to Average:
		Adequate range, occasional errors of
		word or idiom form, usage but meaning nit obscured
	13 -10	Fair to Poor:
		Limited range, frequent errors of word or
		idiom form, choice, usage, meaning Confused or obscure.
	9 -7	Very Poor:
		Essentially translation , little knowledge
		of English vocabulary, idioms, word form, or not enough to evaluate
	25 -22	Excellent to Very Good:
		Effective complex construction, few
		errors of agreement, tense, number, word
order or functions, articles, pronouns,		
Prepositions		
21 -18	Good to Average:	
	Effective but simple constructions, minor	
	problem in complex constructions,	
	several errors of agreement, tense,	
	number, word order of functions, articles,	
	pronouns, preposition but meaning never Obscured	
17 -11	Fair to Poor:	
	Major problems in simple or complex	
	constructions, frequent errors of	

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Mechanics		negation, agreement, tense, number,
		word order or functions, articles,
		pronouns, prepositions and or fragments,
		deletions, meaning confused or obscured
	10-5	Very Poor:
		Virtually no master of sentence
		construction rules, dominated, by errors,
		does not communicate, not enough to
	5	Evaluate
		Excellent to Very Good:
		Demonstrates mastery of conventions,
		few errors of spelling, punctuation, capitalization, paragraphing
4	Very Good to Average:	
	Occasional errors of spelling, punctuation, capitalization, paragraphing,	
	but meaning not obscured	
3	Fair to Poor:	
	Frequent errors of spelling ,punctuation, capitalization, paragraphing,	
	poor handwriting, meaning confused or	
	Obscured.	
2	Very Poor:	
	No mastery of conventions, dominated	
	by errors of spelling, punctuation, capitalization, paragraphing, handwriting	
	Illegible, pr not enough to evaluate.	

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Total Score:		Comment
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II.6. The Assumption and Hypotheses

a. The Assumption

The assumption of the research stated that Cognitive Academic Language Learning Approach (CALLA) helped students to increase their speaking and writing skills. It was because CALLA requires students to be independent learners that explore the materials and solve the problem they face in the learning process by themselves in which teacher only acts as facilitator.

b. The Hypotheses

Ho1: There is no significant difference of students' speaking skill pretest mean score between experimental class and control class at SMP Muhammadiyah 2 Pekanbaru.

Ha1: There is a significant difference of students' speaking skill pretest mean score between experimental class and control class at SMP Muhammadiyah 2 Pekanbaru.

Ho2: There is no significant difference of students' speaking skill posttest mean score between experimental class taught by using CALLA and control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ha2: There is a significant difference of students' speaking skill posttest mean score between experimental class taught by using CALLA

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and control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ho3: There is no significant difference of students' speaking skill pretest and posttest mean scores in experimental class taught by using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ha3: There is a significant difference of students' speaking skill pretest and posttest mean scores in experimental class taught by using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ho4: There is no significant difference of students' speaking skill pretest and posttest means scores in control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ha4: There is a significant difference of students' speaking skill pretest and posttest means scores in control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ho5: There is no significant difference of students' writing skill pretest mean score between experimental class and control class at SMP Muhammadiyah 2 Pekanbaru.

Ha5: There is a significant difference of students' writing skill pretest mean score between experimental class and control class at SMP Muhammadiyah 2 Pekanbaru.

Ho6 : There is no significant difference of students' writing skill posttest mean score between experimental class taught by using CALLA

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and control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ha6: There is a significant difference of students' writing skill posttest mean score between experimental class taught by using CALLA and control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ho7: There is no significant difference of students' writing skill pretest and posttest mean scores in experimental class taught by using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ha7: There is a significant difference of students' writing skill pretest and posttest mean scores in experimental class taught by using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ho8: There is no significant difference of students' writing skill pretest and posttest means scores in control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.

Ha8: There is a significant difference of students' writing skill pretest and posttest means scores in control class taught without using CALLA at SMP Muhammadiyah 2 Pekanbaru.