

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is a powerful means to communicate the deepest and highest desires, dreams, and ideals of humanity. Language helps us to fulfil our competency, to share our inner selves with others, or to act upon the world powerfully. We use language to participate in private and public life with our families, community, or nation. As teachers, we use language to help others reach higher states of knowledge, emotion, or spirit.<sup>1</sup>

In Indonesia, English is one of foreign languages taught beginning from elementary schools up to university. At the elementary level, it is taught a local content at year one up to year three, while at year four to six, it becomes a compulsory subject with two class-periods a week. At junior and senior high schools, it is offered as a compulsory subject with four class-hours a week, whereas at the university or college, it is accorded to two or six credit-hours and the curriculum focuses on English for specific purposes.

SMPN 17 is one of junior high schools in Pekanbaru. English is taught as compulsory subject with time allocation four-class periods a week. At the first grade of SMPN 17 PEKANBARU uses school based curriculum (KTSP) and the student standard minimal score (KKM) is 65. The teachers

---

<sup>1</sup>Diaz-Rico, Lynne T, *Teaching English Learners: strategies and methods*. (Pearson Education Inc, 2004) p. 1

have made efforts to teach as well as possible, and the students have learned since elementary schools. In reality, the students still fail to acquire standard minimal score (KKM). Two English teachers of this school are English instructors for English teacher training or MGMP in Pekanbaru. MGMP is carried out every Tuesday at this school and they have done various efforts to improve the students' capability in English. Ideally, the students should be able to achieve the final goals of English instruction and standard minimal score..

The purpose of teaching and learning English in the curriculum contents of education in Indonesia for all of the levels of education is to enable the students to master four language skills of listening, speaking, reading, writing and language components of grammar and vocabulary. Then, The teaching of English should be an integral part of the four language skills.<sup>2</sup> Unfortunately, based the writer's preliminary observation at this school. It was found that the English teachers taught four language skills separately and taught grammar explicitly. Since the teaching and learning process was focused on the teacher centered instruction, the students felt bored to learn English and unmotivated to learn English. Many factors have influenced the students to gain the instructional objectives of learning English, such as, affective strategy for the competence of the English teachers, memory strategy for the competence of the English teachers, memory strategy for the

---

<sup>2</sup> Badan Standar Nasional Pendidikan, *Standar Kompetensi Dasar Bahasa Inggris SMP/SMA*, 2005.

students inadequate basic knowledge.<sup>3</sup> Lack of learning facilities, irrelevant method and ineffective language learning strategies used by the students as well as inadequate teaching strategies by teachers and other factors that provided hindrances in English teaching and learning process.

In teaching and learning process at State Junior High School 17 Pekanbaru, the English teachers seldom presented motivating strategy like singing a song, games and story telling at pre-activities, in whilst-activities were focused on teacher centered instruction, and in post-activities the teachers seldom gave evaluation of four language skills. So that, the students faced great difficulties to achieve the instructional objectives. The strategy used by the teacher did not seem to give significant effect on improving students English achievement. It seemed the students still got difficulties to achieve minimal score standard (65) of English subject.

The phenomena can be shown at the followings:

1. Some of the students were unmotivated in learning English.
2. Some of the students did not feel self confidence to initiate asking question to the teacher and friends.
3. The teacher focused on the teacher centered instruction and the students seemed passive in learning English.
4. The impact of teacher seldom presented motivating strategy at the pre-activities so, the students felt uninterested in learning English.

---

<sup>3</sup>Zainil, *Communicative Language Teaching of English*: UniversitasNegeri Padang Press, 2005

5. Some students still got difficulties to achieve minimal score standard (65) of English subject.
6. Some teachers still concentrated to use English textbook, and the materials were not relevant to students' environment and ability, so that the student faced great difficulties in learning English.

Based on the phenomena above, the writer is interested in conducting a research entitled: **“The Effect of the Cognitive Academic Language Learning Approach (CALLA) Toward The Students' English Achievement At the first grade of Smpn 17 Pekanbaru”**.

#### **B. Reason for Choosing the Title.**

The reasons why the writer is very interested in carrying out a research on the topic above are based on several considerations:

1. The writer is very interested in carrying out this research to find out the effect of using Cognitive Academic Language Learning Approach (CALLA) Toward the Students' English Achievement.
2. This research is relevant to his status as English student of English Education Departement of State Islamic University SUSKA Riau.
3. As far as the writer knows, No other researchers have carried out the research of this topic yet.
4. This study can add knowledge of the researcher as a candidate of English teacher.

### C. Definition of Key Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

#### 1. CALLA

The Cognitive Academic Language Learning Approach (CALLA)<sup>4</sup> is an instructional model that integrates current educational trends in standards, content-based language instruction, learning strategies, and portfolio assessment. The CALLA model provides explicit instruction in learning strategies that will assist students in meeting national curriculum standards, learning both language and content, and becoming independent learners who can evaluate their own learning.

Based on the explanation above it is inferred that Cognitive Academic Language Learning Approach (CALLA) strategy is one of the strategies that is very useful to achieve the learner's English achievement.

#### 2. English Achievement

Based on Merriam Webster Dictionary, 'Achievement' is the act of achieving: accomplishment.<sup>5</sup> Then, English achievement is the extent to which the students have learned the contents or achieved the objectives of a particular curriculum of English.

---

<sup>4</sup> Chamot, Anna Uhl. *The Learning Strategies Handbook*: Addison Wesley Longman. 10 Bank Street. White Plains

<sup>5</sup><http://www.merriam-webster.com/dictionary/achievement>

In short, how far the students have achieved the goal or learning objective when Cognitive Academic Language Learning Approach (CALLA) strategy uses in teaching and learning process.

## **D. The Problem**

### **1. Identification of the Problem**

- a. How is the students' motivation in learning English?
- b. Why do some of the students still get difficulties to achieve minimal score standard (65) of English subject?
- c. Why do some of the students not feel self confidence to initiate asking questions to the teacher and friends?
- d. How does the impact of teacher seldom present motivating strategy at the pre-activities so that the students feel uninterested in learning English?
- e. Why does the teacher still focus on teaching grammar, while the objective of teaching English focuses on achieving four language skills and language component?

## **2. Limitation of the Problem**

Due to constraint of time, facilities and funding, this study is limited on the effect of using Cognitive Academic Language Learning Approach toward Students English Achievement at the first grade of SMPN 17 PEKANBARU.

## **3. Formulation of the Problem**

- a. Is there any significance difference on students' pre test scores before giving the treatment for experimental group and non treatment for control group of the first grade at SMPN 17 PEKANBARU?
- b. Is there any significance difference on students' post test scores after giving the treatment for experimental and non treatment control group of the first grade at SMPN 17 PEKANBARU?
- c. Is there any significance effect of the Cognitive Academic Language Learning Approach (CALLA) toward the students' English achievement of the first grade at SMPN 17 Pekanbaru?

## **E. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

- a. To determine the student's English Mastery before giving the treatment for experimental group and non treatment control group at the first grade of SMPN 17 PEKANBARU?

- b. To determine the student's English achievement after giving the treatment for experimental group and non treatment control group at the first grade of SMPN 17 PEKANBARU?
- c. To find out the significance effect of using the Cognitive Academic Language Learning Approach (CALLA) toward the student's English Achievement at the First Grade of SMPN 17 PEKANBARU?

## **2. The Significance of the Research**

Related to objectives of the research above, the significant of the research is as follows:

- a. To give contributions to the teacher in teaching learning.
- b. To give information to the teachers, and the institutions about the effect of the Cognitive Academic Language Learning Approach (CALLA) toward the student's English achievement.
- c. To give some contributions to the students in order to improve the students' English achievement.
- d. To fulfill one of the requirements to finish writer's study at English Education Department of Faculty of Teacher Training and Education of State Islamic University Sultan Syarif Kasim Riau.