

USING COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH ON STUDENTS' READING ABILITY**TIODORA FERMISKA SILALAH****DOSEN FKIP USI**

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ABSTRACT

Cognitive academic approach is a learning approach that is used to determine students' reading skills. There are a number of reference sources used in writing this research journal and conducting direct research on VII grade students of HKBP Parapat T.P. Private Middle School. 2019/2020. Based on the results of data analysis, it is found that the cognitive language learning approach significantly influences the ability of students to read. This research is a quantitative method. This learning approach is very appropriate to be applied to increase students' reading ability.

Keywords : Cognitive Academic Language Learning Approach, Descriptive Text, Reading Ability

INTRODUCTION**The Background of the Research**

Reading as the fourth skill in english. Based on the curriculum that applied in the school it is really important. Reading is thinking that is partly focused on the visual information of print; it is thinking that is stimulated and directed by written language. Besides that, Anderson, Hiebert, Scott and Wilkinson, in Smith (2004:190) argued that not surprisingly, students who read a lot tend to read better. Moreover, Pang, et.al (2003:21) argued that teaching reading is difficult work. Unfortunately, the difficulties of reading are also faced by Indonesian students especially at Junior High School level. It is proved from the writer's experience in following Teacher training where the writer found that almost students unconfident to start reading. They could not read vocabularies in correct pronunciation. They could not understand meaning of the words. The students were also hard to understand meaning of the vocabularies. Getting main idea from each paragraph was also difficult for the students. To read the preterit verbs were also difficult and it was caused by the leak of text structure. They could not read the text fluently.

The writer did a research on teaching reading by using Cognitive Academic Language Learning Approach (CALLA) at SMP Swasta HKBP Parapat. The writer used CALLA because this approach could help students to understand and produce the new language by repeating, summarizing, reasoning deductively, predicting, analyzing, using context clues, note taking, and practicing with the specific aspects of the target language such as sentence structure and unknown vocabulary. So, the writer formulated the title of this research as: The Effect of Using Cognitive Academic Language Learning Approach on Students' Reading Ability.

Problem of the Research

The writer formulated the problem of the research as: How is the using of Cognitive Academic Language Learning Approach (CALLA) on students' reading ability?

The Purpose of the Research

The writer determined the purpose of the research is to know whether the use of Cognitive Academic Language Learning Approach (CALLA) affects on students' reading ability or not.

Scope of the Research

This research focused to know the effects of using Cognitive Academic Language Learning Approach (CALLA) on students' reading ability. The type of the text used was Descriptive Text. The type of reading was limited at read aloud. This research was also limited at grade VII SMP Swasta HKBP Parapat in academic year 2019/2020

Significant of the Research

- a. Theoretically, it was hoped that the research result of the research could be significantly provided and enrich information of reading ability, students' difficulties in reading, and give further information of theory of Cognitive Academic Language Learning Approach (CALLA).
- b. Practically, it was wished that the result of the research could contribute as much as significances for:
 1. Students: to overcome students' difficulties in reading and to improve the students' reading ability.
 2. Teachers/ teachers' candidate: to enrich knowledge discipline English language teaching and to add teaching-learning approach.
 3. Other researchers: to continue a research about teaching reading ability that had not been discussed in this research and to be reference of other researchers.
 4. School: to add teachers' approaches in teaching reading ability to the students and to add library references of SMP Swasta HKBP Parapat.

Hypothesis of the Research

Ha: Cognitive Academic Language Learning Approach (CALLA) affects significantly on students' reading ability at grade VII SMP Swasta HKBP Parapat in academic year 2019/2020

Ho : Cognitive Academic Language Learning Approach (CALLA) does not affect significantly on students' reading ability at grade VII SMP Swasta HKBP Parapat in academic year 2019/2020

REVIEW OF RELATED LITERATURE**Reading**

Anderson, quoted in Nunan (2003:69) defined that reading is an essential skill for learners of English as a second language. For Wixson and Peters, quoted in El-Koumy (2016:88), reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Reading ability is the process of comprehending the information written in the text. As stated by Trehearne, in El-Koumy (2016:88), Comprehension is what reading is all about. Decoding without comprehension is simply word barking-being able to articulate the word correctly without understanding its meaning. So, Reading comprehension refers to a student's ability to understand what he or she is reading. Based on the quotations it can be concluded that reading is a process of constructing meaning from a written text.

Teaching Reading

Anderson, quoted in Nunan (2003:68) stated that teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. We only learn to read once. Once we have learned how to read in one language, we do not learn how to read again in a second or foreign language, but rather we learn how to transfer skills that we have already learned to the new reading context in a new language. For Shastri (2010:78), reading is the most important skill for the learners of English as a second language. This skill plays a pivotal role in developing-English as a library language. It gives a very effective exposure to the language. The objective of teaching reading is to help the learner to get information from the printed page effectively, rapidly and with full understanding. So, teacher should pay attention how to improve students' reading ability so that they can be smarter due reading and get information from they have read.

Types of Reading

There are many types of readings that can be applied in the classroom. Dakowska (2005:205) classified some types of the readings, namely silent reading, reading aloud, extensive reading, intensive reading, skimming, and scanning.

Purposes of Reading

People read for many purposes. For Grabe and Stoller (2011:7-10), there are seven of purposes for reading; they are: reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write, reading to critique texts, and reading for general comprehension.

Difficulties in Reading

There are many kind of reading difficulties. The following are some of them stated by experts: (1) Difficulty in Phonemic awareness (Scanlon, 2010:79); (2) Difficulty on Poor reading ability (Westwood, 2008:60); (3) Difficulty on Phonological awareness (Scanlon, 2010:79); (4) Difficulty on Word identification problems (Ricketts et.al, quoted in Westwood, 2008:17-18); (5) Difficulty on the Limitations in Language and General Knowledge (Cunningham & Stanovich, quoted in Scanlon, 2010:13); (6) Difficulty on Word identification difficulties (Scanlon, et.al, 2010:18).

Principle in Teaching Reading

Nunan (2003:74) identified some principles of teaching reading as following: (1) Exploit the reader's background knowledge; (2) Build a strong vocabulary base; (3) Teach for comprehension; (4) Work on increasing reading rate; (5) Teach reading strategies; (6) Encourage readers to transform strategies into skills; (7) Build assessment and evaluation into our teaching; and (8) Strive for continuous improvement as a reading teacher.

Simple View of Descriptive Text

Wardiman, et.al (2008:16) argued that a descriptive text is a text that describes the features of someone, something, or a certain place. Then, there are two generic structures of descriptive text; they are: (1) Introduction: deals with the part of the paragraph that introduces the character; (2) Description: deals with the part of the paragraph that describes the character. Wardiman, et.al (2006:26) also argued that descriptive text has social function namely to describe a particular person, place, or thing. Then, descriptive text has grammatical features are: (1) Descriptive text uses Simple Present Tense; (2) Comparative Degree; and (3) Certain Noun.

Cognitive Academic Language Learning Approach (CALLA)

Cognitive Academic Language Learning Approach (CALLA) is one of teaching approaches that has been well-known in education. Chamot and Robbins (2005:5) argued that CALLA is an instructional model for second and foreign language learners based on cognitive theory and research. 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. Moreover, Reed and Railback (2003:14) defined that program model based on cognitive learning theory; CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies. CALLA emphasizes active learning, in which students are given the skills and opportunities to take an active role in their own learning.

Chamot and O'Malley, quoted in Hill and Flynn (2006:62) argued that CALLA included explicit instructions for mainstreamed English language learner students. Then, when English language learners are taught to understand text patterns and recognize the signal words accompanying them, reading and writing skills improve. Based on the quotations it can be concluded that Cognitive Academic Language Learning Approach is one of teaching approach enhances learners' language learning proficiency and self-confidence.

The Category of CALLA

Chamot and O'Malley, quoted in Herrell and Jordan (2012:227) clasified that CALLA had four main categories; metacognitive, cognitive, and social strategies, and affective strategies which refer to learners' planning their learning, thinking about the learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning. Based on the categories of CALLA, Chamot and O'Malley, quoted in El-Koumy (2016:40) suggested a five-phase model for teaching learning strategies of CALLA. These phases are: (1) Preparation; (2) Presentation; (3) Practice; (4) Evaluation; and (5) Expansion.

The Purpose of CALLA

Chamot and Robbins (2005:6) identified some purposes of CALLA in reading comprehension; they are: (1) To make students focus in learning; (2) To improve academic language proficiency; (3) To motivate students with content topic; (4) To teach students learning strategies; and (5) 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.

The Advantages of CALLA

Chamot and Robbins (2005:5) identified some advantages of Cognitive Academic Language Learning Approach (CALLA); they are: (1) Valuing their own prior knowledge and cultural experiences, and relating this knowledge to academic learning in a new language and culture; (2) Learning the content knowledge and the language skills that are most important for their future academic success; (3) Developing language awareness and critical literacy; (4) Selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes; (5) Developing abilities to work successfully with others in a social context; (6) Learning through hands-on, inquiry-based, and cooperative learning tasks; (7) Increasing motivation for academic learning and confidence in their ability to be successful in school; and (8) Evaluating their own learning and planning how to become more effective and independent learners.

The Disadvantages of CALLA

- a. Because CALLA used metacognitive strategies, teacher needs long time to prepare hi/her lesson plan by following planning, monitoring, and evaluation activities.
- b. Because CALLA used cognitive strategies, students could feel weak because cognitive strategies spend much energy.
- c. Because CALLA used social/affective strategies, especially in learning how to work with peers, students could feel unconfident with his/her partner in learning.

The Syntax of CALLA

Nunan (2003:271) classified some syntax of Cognitive Academic Language Learning Approach (CALLA); they are as following:

1. Metacognitive Strategies
 - a. Planning: previewing main ideas; making plans to accomplish a task; paying attention to key information; and seeking out and arranging for conditions to promote successful learning.
 - b. Monitoring: self-checking ones comprehension.
 - c. Evaluating: developing the ability to determine how well one has accomplished the task.
2. Cognitive Strategies
 - a. Summarizing: saying or writing the main idea.
 - b. Induction: figuring out the rules from samples of language.
 - c. Imagery: being able to visualize a picture and use it to learn new information.
 - d. Auditory representation: mentally replaying a word, phrase, or piece of information.
 - e. Making inferences: using information in the text to guess the meaning.
 - f. Using resources: developing the ability to use reference materials.

- g. Grouping: classifying words, terminology, quantities, or concepts.
 - h. Note-taking: writing down key words and concepts in verbal, graphic, or numerical form.
 - i. Elaboration of prior knowledge: relating new to known information and making personal associations.
3. Social/affective Strategies
- a. Cooperating: learning how to work with peers; completing a task; pooling information; solving a problem; and obtaining feedback.
 - b. Clarifying: learning how to ask questions to get additional explanation or verification from the teacher or someone else who might know the answer.
 - c. Self-talk: reducing anxiety by talking positively to oneself

METHOD OF RESEARCH

The Design of the Research

This research was conducted in quantitative method by following pre-experimental of one group pre-test and post-test design.

The Research Population and the Research Sample

In this research the population was taken from students at grade VII SMP Swasta HKBP Parapat which consisted of 10 students. Then, the writer determined the sample by using total sampling technique and it was done because there was only one class grade VII at the school so that all the population became the sample of the research.

The Research Instrument

The research used multiple choices as the research instrument. The multiple choices consisted of 20 items with four options namely A, B, C, and D.

The Data and Source of Data

The data of the research was taken from the students' answer sheet of the multiple choices. Each correct item was scored with point 5 and each incorrect item was scores with point 0 so that the maximum score was 100 and the minimum score was 0. Then, the reading text for the multiple choices was taken from the students' handbook entitled English in Focus written by Wardiman, et.al, published by Indonesian Education Ministry in 2008. The title of the descriptive text was Grand Omega Hotel taken from page 39 and the text consisted on four paragraphs; one paragraph as the introduction and three paragraphs as the descriptions.

The Procedure of Collecting Data

To get the research data, the writer followed the three following procedures: (1) Pre-test; (2) Treatment; and (3) Post-test.

Technique of Analyzing Data

After obtaining data, the writer analyzes them by following techniques: (1) Scoring the multiple choices; (2) Tabulating pre-test scores and post-test scores; (3) Finding frequency and normality of the test by using SPSS Version 16.0; (4) Finding the mean of pre-test and post-test by using Hatch and Lazaraton's theory (1991:162); (5) Finding the Standard Deviation of the test; (6) Finding the standard deviation difference of the test by using Hatch and Lazaraton's theory (1991:289); (7) Finding the standard error difference by using Hatch and Lazaraton's theory (1991:289); (8) Finding Standard Error mean by using Sudijono's theory (2007:306); and (9) Testing hypothesis by using Hatch and Lazaraton's theory (1991:289).

DATA AND DATA ANALYSIS**Data Analysis**

The research was focused on knowing whether the use of Cognitive Academic Language Learning Approach affects on students' reading ability or not. So, the data of the research were taken from the experience of teaching-learning reading ability by using Cognitive Academic Language Learning Approach.

The Research Findings

Based on the result of the data analysis, there were some findings of the research, as following:

1. Before the teaching-learning reading descriptive text by using CALLA, the students' basic knowledge reading descriptive text was low since the total score of the pre-test was 340 and the mean was 34,00.
2. After the treatment teaching-learning reading descriptive text by using CALLA, the students' reading descriptive text ability was good since the total score of post-test was 770 and the mean was 77,00.
3. The standard deviations before and after the treatment of CALLA were 7,35 and 5,57.
4. The normality of pre-test and post-test instruments were normally distributed since $Sig > \alpha$ (0, 321 > 0, 05) and $Sig > \alpha$ (0, 124 > 0, 05).
5. The standard deviation difference before and after the treatment of CALLA was 7,89.
6. The standard error difference between pre-test and post-test scores was 2,49 and the standard error mean difference was 0,83.
7. Based on the result of testing hypothesis it was found that $t_{table\ 5\%} < t_{observation} > t_{table\ 1\%}$ ($2,262 < 51,807 > 3,355$). So, Hypothesis alternative (H_a) was accepted and Hypothesis null (H_o) was rejected. It means that Cognitive Academic Language Learning Approach (CALLA) affects significantly on students' reading ability at grade VII SMP Swasta HKBP Parapat in academic year 2019/2020.

CONCLUSION AND SUGGESTION**Conclusion**

This research was concluded namely: Before the treatment of Cognitive Academic Language Learning Approach (CALLA), the students' ability in reading descriptive text was low since the pre-test scores was 340 and the mean was 34,00 and after the treatment, the students' ability in reading descriptive text was good since the post-test scores was 770 and the mean was 77,00. Then, the pre-test and post-test instruments were normally distributed since $Sig > \alpha$ (0, 321 > 0, 05) and $Sig > \alpha$ (0, 124 > 0, 05). Based on the result of testing hypothesis it was found that $t_{table\ 5\%} < t_{observation} > t_{table\ 1\%}$ ($2,262 < 51,807 > 3,355$), so that Hypothesis alternative (H_a) was accepted and Hypothesis null (H_o) was rejected. It means that Cognitive Academic Language Learning Approach (CALLA) affects significantly on students' reading ability at grade VII SMP Swasta HKBP Parapat in academic year 2019/2020

Suggestion

Based on the conclusions above, the writer would like giving some suggestions, as following:

1. It is suggested that teacher could use Cognitive Academic Language Learning Approach in teaching students descriptive text ability because it was proved that it affected on students' ability in reading descriptive text.
2. It is suggested that teacher should be familiar with reading approaches so that teaching-learning reading could run effectively and efficiently.
3. It is suggested that teacher should prepare lesson plan before teaching in the classroom.

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