Using Cognitive Academic Language Learning Approach (Calla) to Improve Students' Speaking Ability

Nurhias Umarsi[1*]; Usuluddin[2]; M.Adib Nazri[3;] Ary Prasetyaningrum[4]
Afiliasi[1234], Study Program of English Education
*Corresponding Author. E-mail: [1]nurhiasumarsi11@gmail.com, [2]usuluddin@gmail.com,
[3]adibnazri88@gmail.com [4]arumdalu15@yahoo.com

Abstrak

Penelitian ini bertujuan untuk menguji keefektifan Cognitive Academic Language Learning Approach (CALLA) dalam mengajar berbicara. Penelitian ini adalah penelitian pra-eksperimen dengan desain pre-test and post-test. Itu dilakukan di kelas tujuh *MTs TIA NW WANASABA* pada tahun ajaran 2023-2024. Sample terdiri dari 26 siswa. Pengambilan sampel penelitian digunakan purposive sampling. Instrument itu berbicara tes untuk mengumpulkan data. Data dianalisis dengan menggunakan statistic 16.0 untuk windows. Hasil menunjukkan Cognitive Academic Language Learning Approach (CALLA) efektif pada peserta didik dengan nilai rata-rata post-test 60.77 lebih tinggi dari skor rata-rata pre-test 48.80. nilai pengujian hypothesis dari analisis data adalah 0.00, itu lebih rendah dari 0.05. berarti bahwa hipotesis alternative dari penelitian ini diterima. Oleh karena itu, Cognitive Academic Language Learning Approach (CALLA) efektif dalam mengajar keterampilan berbicara. Mempertimbangkan proses dari hasil penelitian ini, peneliti menyarankan bahwa menggunakan Cognitive Academic Language Learning Approach (CALLA) dalam pengajaran berbicara.

Kata Kunci: *Cognitive Academic Language Learning Approach (CALLA),* Kemampuan berbicara

Abstract

This study aims to test the effectiveness of the Cognitive Academic Language Learning Approach (CALLA) in teaching speaking. This research is a pre-experimental research with a pre-test and post-test design. This was carried out in the seventh grade at MTs TIA NW WANASABA in the 2023-2024 academic years. The sample consisted of 26 students. The research sampling used purposive sampling. The instrument speaks tests to collect data. Data were analyzed using Statistics 16.0 for win Statisticsdows. The results show that focus group discussions are effective for students with an average post-test score of 60.77 which is higher than the pre-test average score of 48.80. the hypothesis testing value of data analysis is 0.00, which is lower than 0.05. means that the alternative hypothesis of this research is accepted. Therefore, the Cognitive Academic Language Learning Approach (CALLA) is effective in teaching speaking ability. Considering the process and results of this research, the researcher suggests using the Cognitive Academic Language Learning Approach (CALLA) in teaching speaking.

Keywords: Cognitive Academic Language Learning Approach (CALLA), Speaking ability

Introduction

All English study department must excel in four language skills: listening, speaking, reading and writing to learn English. All these skills are independent of each other, but since speaking is an important skill in learning English, many people tend to focus on improving their speaking skills. One of the most important language skills is speaking. Students' effective speaking skills should be supported by using cognitive academic language learning approaches in the classroom that are effective in teaching speaking. Speaking is the intentional utilization of language to

communicate thoughts are information so that other people can understand you (Arini & Wahyudin, 2022). Now the goal of a speaking class is to help students communicate effectively, because this involves more than accuracy but also speaking well. Additionally, since English is a foreign language in Indonesia, students may experience challenges speaking English (Mandasari & Aminatun, 2020). Speaking is considered as the most essential language skill to acquire. Speaking is another aspect of communication. Humans cannot be separated from social interaction and communication because they are social creatures. Speech is the most important from of interaction and communication. In this case, people speak their mind and give what they want.

To carry out the teaching and learning process in class and the way to make students feel comfortable interesting is to use an approach so that students are not awkward about learning. Because the approach will make students braver to speak, one way to attract students' attention is to use a Cognitive-Academic Language Learning Approach. This will help improve students' ways of speaking. With this approach, students will be more confident to continue improving their speaking abilities. Students' fear of speaking will also disappear if they approach learning English, especially speaking ability.

The researcher found a fact about teaching English at *MTs TIA NW WANASABA*, that the teacher just explain without confirmation to the students what they understand or not. The way the teacher taught students English is still using the old method, so it makes students easily get bored with learning English. Another fact is that teacher only provide material to students, so most students don't understand English learning, especially regarding speaking ability material. The researcher also found problems with students in their speaking ability where students lacked vocabulary and poor pronunciation because students did not read enough or lacked speaking practice which made students afraid to speak.

That is why speaking is very important. In addition, (Setiyadi, 2020) says that a person is considered successful in learning a foreign language when he has the ability. As social human beings, humans always interact and communicate with each other. The first way to interact and communicate is to talk. Furthermore, five variables hinder students from speaking English (Nijat et al., 2019): fear of making mistakes, shame, anxiety, lack of confidence, and

motivation. In addition to psychological factors from within the individual, there are psychological factors from outside the individual that greatly affect the ability to speak English, including the curriculum applied in schools which provides minimal opportunities for students to practice speaking and the teacher's methods of teaching.

So the researcher is interested to conduct a research entitled Using Cognitive Academic Language Learning Approach (CALLA) To Improve Students' Speaking Ability so that students can master and improve English pronunciation, especially speaking ability.

Method

Research design is the method used to collect research data so that research results can be proven. Campbell and Stanley in Arikunto (2013:123), say that research methods divide the type of design based on whether the experiment is good or bad, or whether it is perfect or not. Experiments are divided into two categories: pre-experimental design and true experimental design. In this research, the researcher used a quantitative approach to measure the level of understanding of students' speaking ability. The design used is pre-experimental, especially the pre-test, treatment, and post-test designs. This design is very suitable for improving students' speaking abilities both before and after treatment.

This research was carried out in class VII of *MTs TIA NW WANASABA* in the academic 2023/2024. According to Sugiyono (2015, p. 117), population is a generalization area consisting of : objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. As for population, this research included all class VII B students of *MTs TIA NW WANASABA*. There are 26 students, all of whom were used as a subject in the research. The research sample is a portion of the population taken as a data source and can represent the entire population. In this research, the researcher took one class from class VII of *MTs TIA NW WANASABA*. In this research, the researcher used a purposive sampling technique involving one class, one of which was used the pre-experimental class, namely class VII B. There were several reasons for choosing this class as a sample, one of which was because the students' abilities varied. The total of sample is 26 students.

In this research, the researcher used : Observation In this section the researcher will observe students' activities in the class booth individually and in groups when the teaching and learning process is taking place. Test, In this section, researcher use tests when conducting exams and evaluating learning. The researcher used pre-tests and post-tests after treatment. In this section, the teacher can find students who understand the lesson well and students who cannot understand the lesson that has been explained.

Data analysis was carried out after the data obtained from the sample. And it will be used to answer problems in research or test hypothesis proposed through data presentation. This hypothesis testing analysis is to prove whether there is an intermediate influence between the Cognitive Academic Language Learning Approach (CALLA) (variable X) and speaking ability (variable Y). In hypothesis testing,, the researcher used t-test statistics with the help of SPSS Windows Release 16.0 data processing.

Result and Discussion

Result

Based on the result of the analysis, it was found that the mean score in the pre-test was 48.80 and the Standard Deviation was 9.046. In the post-test, the mean score was 60.77 and the Standard Deviation was 10.648. Based on the data gained for students' speaking ability, the mean score after having the treatment was higher than before having treatment, in which the mean score of the post-test was higher than the mean score of the pre-test. To be clearer it can be seen in table 1.

Table 1. Mean and Standard Deviation of Pre-test and Post-test

Group	Mean	Standard Deviation
Pre-test	48.80	9.046
Post-test	60.77	10.648

Furthermore, hypothesis testing was conducted to know whether the hypothesis was accepted or rejected. To analyze whether there was a significant difference in the mean score between the pre-test and post-test, the present researcher used a paired sample t-test to get answer of the hypothesis. The present researcher found that the paired sample t-test showed that the significance (2-tailed) value level of the analyzed data was 0.00, it is lower than 0.05, this mean that the hypothesis of this study was accepted. Hence, Using Cognitive Academic Language Learning Approach (CALLA) is effective in teaching speaking ability for the seventh graders at MTs TIA NW WANASABA in the school year 2023/2024.

Discussion

During the CALLA activity in the classroom, the current researcher showed students several stories, after which the researcher asked students to read the stories and speak in front of class. As the researcher discovered during this process, students were still unable to speak English because students only spoke briefly. Therefore, this time the researcher tried to apply the CALLA technique and the extent to which students were active in the learning process through the CALLA technique. This technique is believed to provide a pleasant context for using the target language in class, so that students can experience the learning process without feeling bored. This makes CALLA an effective technique in participating in the teaching and learning process in *MTs TIA NW WANASABA*.

In addition, the application of CALLA is useful technique because it give every students' an opportunity to speak and it reflect to speak. It proved by the post-test score. During the treatments, it was observed that few students tended to do less effort to keep their presentation and conversation on and tended to do less practice in speaking, they also get low in pronunciation, structural view, functional view and fluency. So that is why they do less practice speaking. However, with the motivation encouragement from the teachers, even the students were able to explore their ability to speak better than before, after that they were not left behind of some students who have easily mastered the material during the teaching and learning process.

After collecting and calculating the obtained data, the present researcher found that CALLA was effective in teaching speaking. It can be seen from the result of calculating data by using SPSS 16.0 for Windows indicated that there was improvement of students' speaking ability after treated used CALLA technique. The Cognitive Academic Language Learning

Approach is one of the most popular teaching methods in education. Chamot and Robbins (2005:5) state that CALLA is a theory and research-based teaching model for second and foreign-language students.

Conclusion

Based on the results of implied and discussion revealed in the previous chapter, it was concluded that there was an influence of the use CALLA technique to improve the speaking ability of seventh grade *MTs TIA NW WANASABA* students in the academic year 2023/2024. This is proved by the results of the t-test calculation in the post-test of students' speaking ability of 3.054 and sig 0.005, where t-count (3.054) > t-table (2.160) and sig value (0.005) < 0.05. Also seen the average value of the post-test is 60.77 and pre-test is 48.80.

References

Penyusunan Daftar Pustaka yang mengikuti teknik yang standar harus dilakukan secara baku dan konsisten. Untuk menjaga konsistensi cara pengacuan, pengutipan dan daftar pustaka sebaiknya menggunakan aplikasi Reference Manager, seperti Zotero, Mendeley, atau aplikasi berbayar yang lain. Ditulis dalam spasi tunggal, antardaftar pustaka diberi jarak 1 spasi. Sebagian contoh cara penulisan referensi/ acuan di dalam Daftar Pustaka, diberikan berikut.

APRIYANTI, H. (2018). THE EFFECTIVENESS OF "FIND SOMEONE WHO" GAME TOWARD STUDENTS'SPEAKING SKILL (An Experimental Research of Seventh Grade Students Junior High School at SMP Negeri 1 Kelapa Dua Tangerang) (Doctoral dissertation, Universitas Islam Negeri" Sultan Maulana Hasanuddin" Banten).

Arlina, W., Elfisa, Y., & Elmaida, E. (2021). THE STUDENTS SPEAKING ABILITY IN DESCRIPTIVE TEXT AT TENTH GRADE OF SMA NEGERI10 BUNGO ACADEMIC YEAR 2019/2020. Selecting, 3(3), 70-85.

Burns, A., & Seidlhofer, B. (2019). Speaking and pronunciation. In An introduction to applied linguistics (pp. 240-258). Routledge.

Chamot, A.U. and Robbins, J. 2005. The CALLA Model: Strategies for ELL Students Success; Workshop for Allentown City School District. http://calla.ws.

Fauzan, U. (2012). Improvisations Technique in the Teaching of Speaking. Media Akademika, 27(2), 145-165.

Isaacs, T. (2016). Assessing speaking. Handbook of second language assessment, 12, 131-146.

Kurniawan, F. (2016). The use of audio visual media in teaching speaking. English Education. Journal, 7(2), 180-193.

Mandasari, B., & Aminatun, D. (2020). VLOG: A Tool To Improve Students" English Speaking Ability At University Level. Proc. Univ. PAMULANG, 1(1).

Miranda, J. A., & Wahyudin, A. Y. (2023). PRE-SERVICE TEACHERS'STRATEGIES IN IMPROVING STUDENTS'SPEAKING SKILLS. Journal of English Language Teaching and Learning, 4(1), 40-47.

Nainggolan, L. A., Siallagan, J. E., & Situmorang, R. R. (2022). The effect of english games to improve speaking skill and motivation of class X senior high school students. International Journal of Multi Science, 2(10), 63-70.

Nation, I. S. P. (1989). Improving speaking fluency. System 17(3), 377-384.

Nijat, Nazifullah, et al. "Psychological factors that affect English speaking performance among Malaysian primary school pupils." American International Journal of Education and Linguistics Research 2.2 (2019): 55-68.

Oktapiah, L., Suhermanto, H., & Hidayah, J. (2023). The Effect Of Pair-Work Strategy On Students' English Speaking Skill At Cecar State Junior High School Of Musi Rawas Regency (A Quasi-Experimental Quantitative Study the Eight Grade

Students of Cecar State Junior High School of Musi Rawas Regency) (Doctoral dissertation, Institut Agama Islam Negeri Curup).

Pennington, M. C. (2021). Teaching pronunciation: The state of the art 2021. RELC Journal, 52(1), 3-21.

Rao, P, S. (2019). The importance of speaking skills in English classrooms. Alford Council of International English & Literature. Journal, 2(2), 6–18. www.acielj.com

Saragih, E., Nauli, A., Simbolon, R. S. D., Tobing, G. P. L., Nababan, R. O., & Hutagalung, N. T. (2019). English Teachers' Strategies In Teaching Conversation Materials At High School Level In Medan. EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial, 5(2).

Setiyadi, A. B. (2020). Teaching English as a foreign language.

Setiyadi, Ag Bambang. "Teaching English as a foreign language." (2020): 1-163.

Silalahi, T. F. (2019) Using cognitive academic language learning approach on students' reading ability. Journal Ilmiah Kohesi, 3 (3), 56-62.

SLIMOUNE, H., & OUALI, R. (2020). An Investigation of Teachers' Practices in Assessing EFL Learners' Speaking Performances (Doctoral dissertation, جامعة جيجل).

Suryanto, B. T., Imron, A. A., & Rike Prasetyo, A. D. (2021). The correlation between students' vocabulary mastery and speaking skill. IJ0EEL Journal, 3(1), 10-19.

Yulianawati, I. (2019). THE EFFECTIVENESS OF STORY COMPLETION TOWARD STUDENTS'SPEAKING ABILITY. EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics, 3(2), 72-87..

.