



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 3 Tahun 2023 Page 9624-9630

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effect Of Using The Calla Strategy To Improve Students' Reading Ability On Descriptive Text In Seventh Grade Of Smpn 01 Timpeh

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### Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Penggunaan Strategi Calla terhadap Peningkatan Kemampuan Membaca Teks Deskriptif Siswa Kelas VII SMPN 01 Timpeh. Ada beberapa masalah dalam penelitian ini. Pertama, kurangnya kosa kata siswa dalam belajar bahasa Inggris dan siswa menjadi pasif di dalam kelas. Kedua, Siswa kurang motivasi membaca dan berdampak pada membaca siswa akan menurunkan semangat belajar siswa dan mempengaruhi hasil belajarnya. Ketiga, siswa sulit mendapatkan ide pokok dalam membaca, dan dampaknya, siswa tidak tertarik membaca teks bahasa Inggris dan siswa tidak suka belajar bahasa Inggris. Populasi penelitian ini adalah 63 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan purposive sampling. Sampel penelitian ini adalah kelas VII B sebagai kelas eksperimen yang berjumlah 22 siswa. Sedangkan kelas VII C sebagai kelas kontrol terdiri dari 20 siswa. Penelitian ini menggunakan desain eksperimen semu. Teknik pengumpulan data dilakukan dengan memberikan pre-test dan post-test berupa tes pilihan ganda sebanyak 25 soal. Teknik analisis data untuk meningkatkan kemampuan membaca siswa menggunakan analisis deskriptif, uji normalitas, uji homogenitas, independent sample t-test, dan N-Gain. Hasil independent sample t-test menunjukkan tingkat signifikansi  $0,000 > 0,05$ . Nilai rata-rata N-Gain kelas eksperimen sebesar 0,47 termasuk dalam kategori sedang dan nilai rata-rata N-Gain kelas kontrol sebesar 0,24 termasuk dalam kategori rendah. Artinya  $H_a$  diterima sedangkan  $H_0$  ditolak. Jadi, dapat disimpulkan bahwa metode strategi CALLA efektif untuk meningkatkan kemampuan membaca siswa kelas VII SMPN 1 Timpeh.

Kata kunci: *Hasil belajar, Strategi CALLA, Kemampuan Membaca*

## Abstract

This study aims to determine The Effect of Using the Calla Strategy to Improve Students' Reading Ability on Descriptive Text in Seventh Grade of SMPN 01 Timpeh. There were some problem's in this research. First, students' lack of vocabulary in learning English and students become passive in the classroom. Second, students Lack motivation to read and the impact on reading, students will decrease student's enthusiasm for learning and affect their learning outcomes. Third, students difficult to get the main idea in reading, and the impact of the, Students are not interested in reading text English and students do not like learning English. The population of this research were 63 students. The sampling technique in this research used purposive sampling. The sample of this research were class VII B as an experimental class consist of 22 students. Furthemore, class VII C as a control class consist of 20 students. This research used a quasi-experimental design. The data collection technique was taken by giving a pre-test and post-test in the form of multiple choice test of 25 questions. Data analysis techniques to improve students reading ability used descriptive analysis, normality test, homogeneity test, independent sample t-test, and N-Gain. The result of the independent sample t-test showed that the significance level was  $0.000 > 0.05$ . The mean score of N-Gain for experimental class is 0.47 included in the medium category and the mean score of N-Gain for the control class is 0.24 included in low category. It means  $H_a$  was accepted while  $H_o$  is rejected. So, it be concluded the CALLA strategy method was effective to improve students reading ability at seventh grade SMPN 1 Timpeh

*Keywords: Learning output, CALLA Strategy, Reading Ability*

## PENDAHULUAN

Reading is one of the important skills that is needed by the students from elementary school until university level. By reading the students are able to get a lot of the information and knowledge based on what they have already read. with reading can also improve critical thinking skills, and improve language skills. By reading, students' knowledge gradually increases and can cause other language skills to develop such as listening, speaking, and writing. In addition, the knowledge and experience gained from reading make a wide range of intellectual abilities. (Wiradisma, 2019) defined reading as an interactive process in which the readers engage an exchange of ideas with the author by a text.

Reading is Reading does not only improve their reading ability but also by heaving reading activity one can improve his/her knowledge. Reading ability is a person's ability to understand and interpret written texts quickly and effectively. according to Brown (et al Apriliah., 2016), the Reading ability will be developed best in association with listening, speaking, and writing activities. According to (Irawati, 2017) Based on the 2013 English curriculum for junior high schools, English The subjects were given the aim to improve their

communication skills. Basic competencies in this curriculum include functional discourse which is focused on listening to and reading descriptions (people, things, and animals).

Based on the researcher experience in practical teaching English at SMPN 1 Timpeh. From August until December 2022, the researcher found problem in teaching reading English. First, lack of vocabulary, students had difficulty in understanding English text. Lack of vocabulary is caused by lack of knowledge about vocabulary meaning. According to (Husni, 2018) Vocabulary is the way to get the meaning of words on the text that will help the reader to comprehend the text and vocabulary is also one of the obvious components of language. Through vocabulary mastery, students know the meaning of vocabulary in the text, in reading, vocabulary has an important role for English students. To understand a reading students have to master a lot of vocabulary. The impact of lack of vocabulary, students are not active in learning English and they become passive in the classroom.

Second, lack of motivation to read, students were lazy to read because they did not have enough vocabulary to support reading English text. Students felt bored if they read the long text. According to (Husni, 2018) Motivation is something that encourages someone to learn or to do some activities. Lack of motivation in students will decrease student's enthusiasm for learning and affect their learning outcomes.

Third, students had difficulty to get the main idea in reading because the students do not understand the meaning of the content. The best strategy to understand the meaning in the text because students only focus on the text to find answers to the text by the teacher. Therefore, in the learning process the teacher has to use the appropriate strategy in teaching reading. The impact of the problems above, students are not interested in reading English text and students do not like learning English. According to (Yolanda, 2011) Students, feel bored and unhappy when they read the text. The students only focus on the text given by the teacher to find answers to the questions. To achieve goals in the learning process, the use of appropriate strategy is one of the important factors for the success of the learning.

Based on the problems stated above, the researcher applied the cognitive academic language learning (CALLA) strategy to improve students' reading ability. According to (Prakoso, 2016) The Cognitive Academic Language Learning Approach (CALLA) is a strategy that will help students 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. In this strategy, help students easier to find information from the text. Students learn how to understand about text with teacher give explanation before reading process. In this research, the writer focus in reading descriptive text research,

the writer focuses in reading descriptive text, because it is the text type to be acquired by eleventh grade students of junior High School. According to (Etfita, 2014), descriptive text is text type that describes a particular person, place or things It also has the generic structure like identification which identifies phenomenon to be described, description which describes parts, qualities, characteristics and the language function Students difficulty to read this type of text because they need to identify phenomenon described on the text and everything described like particular person, place or thing.

Based on elaboration of the background the researcher focus on descriptive text because it is material in second semester. Descriptive text is text that describes or tells about a person, place object, or animals details. The researcher used CALLA strategy as an instrument to improve students reading ability. Descriptive text is contains describe person, place, animals, and things. Finally this research conduct entitles. The Effect Of Using The Calla Strategy to Improve Students' Reading Ability On Descriptive Text In Seventh Grade Of SMP 01 Timpeh.

## METODE PENELITIAN

In this study the researcher used a quasi-experimental as design experiments research in form of quantitative study. According to (Sugiyono, 2019a, p. 118) Quasi-experimental is In other hand states that Experimental research is the only type of research that can test hypothesis to find cause and effect relations". Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by the author to draw conclusions. In this study the population to be studied were all first grade students at SMPN 1 Timpeh totalled 63 people. According to (Sugiyono, 2019a, p. 156), instrument of the research is a tool used to measure the data. To measure the students reading ability the test used as an instrument. The test was design based on the indicator of the descriptive text in reading ability . The type of test was multiple choice made by researcher. The researcher made 35 questions. Before the question gave to students, the question are tested and analyzed first. The criteria of a good test are valid, reliable, level of difficulties and distinguishing power.

## HASIL DAN PEMBAHASAN

### Discussion

The main purpose of this research is to know the effect of using Cognitive Academic language Learning Approach (CALLA) Strategy to improve students' reading ability on descriptive text in seventh grade of SMP 01 Timpeh. Based on the research, this research

was divided into five phases. They are the preparation phase, presentation, practice, evaluation and expansion phase. The lesson plan was designed by the researcher. In the application phase, the researcher implemented cognitive academic language learning approach (CALLA) strategy as the treatment. In the final phase the post-test was given after four meetings by researcher for experimental class and control class. This study proved that there was significance in score between the students reading ability, CALLA Strategy and conventional strategy.

Based on the result of data analysis, it can be explained that after the researcher teaching reading by using the CALLA strategy, the researcher found that post-test score of the students were higher than the pre-test score in the experimental class, after being taught using CALLA strategy and gave positive effect on students reading ability. It is because strategy helps students understand and produce the new language such as sentence structure and unknown vocabulary of the text by using CALLA strategy. According to (Husni, 2018) to comprehend the text, it is needed to master in vocabulary. The readers will understand the text when they have high vocabulary, because vocabulary is central in learning a second language at primary level. Vocabulary also helps us to organize our ideas, feel, and experiences. This strategy is effective to improve students reading would remember explanation by the researcher before they read the text.

In this research, the researcher gave pre-test to the students in the experimental class and control class. The test was multiple choice questions that consist 25 items with four options that are a, b, c, and d. In the experimental class, the researcher asked questions related to the background knowledge of students to the material about descriptive text. The students listen to the researcher explanation important point in reading. The teacher gave the students a text. The students read and analyze. The test in the group based on the previous researcher direction. Then, the researcher led the class discussion and students discuss in small group about the material to present the result of their reading. In the control class, the researcher explained the descriptive text and gave examples. The researcher asks student if they understand or not, if students already understand, the researcher will have asks questions and provide assignment. After the treatment were given, the researcher gave post-test in the experimental class and control class. Based on the result of students post-test mean score in the experimental class was 75.64 and control class was 64.00. The score in experimental class higher than the control class because in experimental class the researcher applied the CALLA Strategy to help the students ability in reading text. In the other hand

The result of the hypothesis found t-test 3.112 and t-table 1.734 at the level of significance of sig 2 tailed is 0.000. means that lower than 0.005. It can be concluded the  $H_a$  is accepted and  $H_o$  is rejected and CALLA strategy gave positive effect to students reading ability at seventh grade B of SMPN 1 Timpeh. Related to (Chamot, A. U., & Robbins, 2005) CALLA strategy could be help students regulate their own learning. By teaching students to think about how they learn and to monitor their own progress, CALLA helps them become more independent and effective learners. Moreover, teachers can make the class interactive by using CALLA strategy because it is suitable for learning class arrangement, individual, paired or groups. The mean score of N-Gain score for experimental class was 0.47 included the medium category. It means that  $H_a$  was accepted, while  $H_o$  was rejected with saying There was significant effect of using CALLA strategy to improve students reading ability on descriptive text at in seventh grade of SMPN 1 Timpeh . So, CALLA strategy the is effective to improve students reading reading ability on descriptive text at in seventh grade of SMPN 1 Timpeh

#### SIMPULAN

Based on the result of the research in chapter 4, the post-test was given to find out the effect of using CALLA Strategy to improve students reading ability in experimental class after the the treatments done. Therefore, it can be concluded that using CALLA strategy the is effective to improve students reading reading ability on descriptive text at in seventh grade B of SMPN 1 Timpeh of is effective. The average of post-test the experimental class was 75.64. Then, the average of control class 64.00. It means the average score of experimental class was higher than control class, there is significant difference in score between the students in experimental class and control class. The result can be seen from sig. (2 tailed ) in the independent samples test table. It showed that the results of the hypothesis test have an effect. Then, it means that  $H_a$  was accepted and  $H_o$  was rejected. So, CALLA strategy the is effective to improve students reading ability on descriptive text at in seventh grade of SMPN 1 Timpeh

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