

THE STUDENTS' STRATEGY IN APPLYING COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA) FOR READING ANALYTICAL EXPOSITION TEXT

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Abstract: *The research was conducted to pinpoint the students' reading strategies when they apply cognitive academic language learning approach (CALLA) instructional reading strategies in reading analytical exposition text. The research used qualitative approach which involved the case study method. The participants involved in this research were the 11th Class MIA3 students at SMAN 2 Pringsewu, Lampung. In collecting the data the teacher used think-aloud protocol, observation and questionnaire. The result of this study show that in applying CALLA instructional reading strategy, the students used the entire of three primary of reading strategies suggested in CALLA such as; meta-cognitive strategy, cognitive strategy and social - affective strategy in reading analytical exposition text. The researcher suggested to the teacher to apply the instructional reading strategy in teaching reading. Finally, the researcher suggested the students to know many kinds of reading strategies that could be applied in comprehending the analytical exposition text.*

Key words: *reading strategy, analytical exposition, CALLA instructional reading strategy*

INTRODUCTION

One of the basic competences that should be mastered by the students at the second semester of eleventh grade based on the latest 2013 curriculum is to analyze the social functions, the structures, and language element of analytical exposition text, related on the current topic that still appear in the society which appropriate to the current

context. According to Hadriana (2013: 2) "analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case". Consequently, the students should be able to comprehend the entire parts the text in order to know the purpose, the content, and all of the information existed from

the text. In addition, Lehr (2005:13) stated, “In school; however, the purposes for reading are set most often by teachers. These purposes may require students to read to answer questions, to write a book report, or to prepare for a test”.

In fact, based on preliminary research in SMAN 2 Pringsewu, when the researcher interviewed the students, she found that students encountered some reading problems. Regarding on the problems, the researcher noticed that the students did not understand the meaning of unfamiliar vocabulary, got difficulties in determining main idea, acquiring general and specific information from the text, comprehending the generic structure and grammatical feature of the text, especially in analytical exposition text.

For that reason, the researcher thought that the students needed to apply reading strategies to overcome their reading problems since the strategies used by the students would help them master the text. The experts who endorsed the research on CALLA were Karbalaei (2011), Gurses and Adiguzel (2013) and Adiguzel and

Gurses (2013). Based on their previous research, recognizing the students reading strategies are essential and training the strategies to students are important too. In this case, the researcher proposes Cognitive Academic Language Learning Approach (CALLA) instructional reading strategy to train the students reading strategies in reading analytical Exposition.

As suggested by Chamot, et.al (2006:6) “CALLA is an instructional model for ESL and EFL based on cognitive theory and research that integrates instruction in priority topics from content curriculum, development of the language skills needed for learning and explicit instruction in using learning strategies for academic tasks”. In addition, the goals of CALLA as mentioned by Chamot and Robbins (2006:6) “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”.

Referring to that theory, the researcher trained the students to recognize their reading strategies and

apply various reading strategies in reading analytical exposition text. Consequently, during the teaching and learning process, the researcher gave explicit command to the students to use reading strategies and they needed to think-aloud their reading strategies.

Thus, in this research, the researcher aimed to know what the students' reading strategies were when they applied cognitive academic language learning approach (CALLA) instructional reading strategies in reading analytical exposition text.

METHODS

This qualitative case study was conducted in SMAN 2 Pringsewu. The participants of this research were the eleventh grade students of MIA3. The data collecting techniques used in this research were think-aloud protocol, observation, and questionnaire.

FINDINGS

To answer the research question - what are the students' reading strategies when they apply cognitive academic language learning approach (CALLA) instructional reading strategies in reading analytical exposition text. The

researcher asked the students to think-aloud protocol on their strategies in applying CALLA for reading analytical exposition text, conducted the observation, and distributed the questionnaire. The results of the students' think-aloud protocols are presented in the following tables:

Table 1
The Result of Students' Think-Aloud Protocol about their Reading Strategies in Applying CALLA

No.	Students	Strategies
1.	1 st Student	The first student had applied some strategies that helped her to understand the text. First strategy mentioned was keeping meaning in her mind. Followed by skipping unknown word. Afterward, she used context in preceding and succeeding sentences and paragraph. Next, she identified grammatical category of words. Then, she re-evaluated the words that had been predicted or guessed. Moreover, she read the title, used world knowledge, as well as analyzed the unknown word.

2.	2 nd student	The second student applied various strategies; such as, keeping meaning in mind, skipping unknown meaning of the word, using context in preceding and succeeding sentences and paragraph, and identifying grammatical category of words. In addition, the others strategies applied by the second student; such as, reevaluating the guessed word, reading the title, analyzing the word that have not understood yet, reading as though she expect the text to have meaning, read to identify meaning rather than words, following through with proposed solutions, and using a variety of types of context clues.
3.	3 rd Student	The third student had applied various strategies that quite similar to the prior students. The strategies mentioned were keeping the meaning on his mind, skipping the unknown word, using context in preceding and succeeding sentences and paragraph and guessing the

		meaning from context. Furthermore, he applied the others strategies; such as, reading the title of the text, making the inference, understanding based on background knowledge, looking up the word correctly or paying attention to the word correctly, understanding the purpose of the text, using the variety of context clue, and learning all types of text to be more understood.
4.	4 th Student	The fourth student stated that she had applied some strategies; such as, keeping meaning in mind, skipping unknown meaning of word, keeping that word that will be asked to his friend who understands more, reading the title formerly, continue reading if she is not successful, using world knowledge that she has known, and analyzing the words that she does not understand
5.	5 th Student	The fifth student had mentioned some strategies that are used to comprehend the text, and

		overcome the reading problem. The strategies used were; keeping the meaning in mind, skipping the unknown word, re-evaluating the words that have been guessed, and checking again the word that have predicted the meaning. Moreover, he used the others strategies; such as; reading the title, keeping reading if he is not successful, reading to further identify the meaning of the word, using the chance to identify the meaning, using the illustration to make me easier learning the text, and using the glossary beside the text.
6.	6 th student	The sixth student had applied some strategies in reading analytical exposition text. The strategies mentioned were keeping the meaning in mind, skipping the unknown meaning of the word or guessing from the context, evaluating the guessed word, and reading the title. Additionally, the sixth student applied the

		other strategies; such as, making a kind of inference, keep reading, reading to further identifying the meaning, using the chance to identify the meaning in each sentence, and using illustration to make easier in studying each text.
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Field notes

The result of observation in applying CALLA based on video recording and field note, the researcher noticed the students' reading process, as described in the following tables:

Table 2

Phase : CALLA 1 Text: Smoking in the restaurant Class:11MIA3	
Setting	comment
Preparation	<ul style="list-style-type: none"> Researcher was success to ask the students and students would fulfill the researcher's order
<ul style="list-style-type: none"> Asking the students to write down about smoking theme in the white board. Students write down about what they know about smoking, such as; it is not healthy for my body; it is a bad habit; smoking has bad smell; and it is 	<ul style="list-style-type: none"> The researcher can explore the students' background knowledge on the topic will be discussed. Students are good enough to answer

<p>not good for our health; and the cost is very expensive.</p> <ul style="list-style-type: none"> • Asking the students to write down about smoking in the public place. Then, one of the students said that “it can disturb the people” • Teacher divided students into some groups consisting of four students • The students follow the order <p>Presentation</p> <ul style="list-style-type: none"> • The researcher asks the students about question words and gives a brief explanation about it and shows the strategy of using background knowledge. • Students answer the question together. • Researcher asks 	<p>the question by giving their arguments.</p>	<p>the students to read the given text, find the difficulties word, underline the words, and then analyze the meaning of those difficult words by using the strategy of selective attention.</p> <p>Practice</p> <ul style="list-style-type: none"> • researcher asks the students to work in group and gives the worksheet (to answer the question from the text “smoking in restaurant”) • The researcher guides the students to find the question word in the question (who, what, where, when, why, or, how), identify what type of information they would need to find to answer the 	<ul style="list-style-type: none"> • Students could answer the questions in group. They are good enough to fulfill their exercise in the answer sheet • Students answer the question similarly based on the text. • They seemed to have understood about the researcher’s instruction. • Students enthusiastically respond the homework
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<p>question (person, place, event, time, reason, or procedure), and wrote it down, scanned the text for the answer to question, and wrote it down, checked thier answer by comparing it to the question and asking if it makes sense</p> <ul style="list-style-type: none"> • Student work in group to handle the cooperative strategy for doing the discussion <p>Evaluation</p> <ul style="list-style-type: none"> • The researcher asks students to check their answers together. • The representatives of students in group answer the question orally. <p>Expansion</p> <ul style="list-style-type: none"> • The researcher provides students with some homework. 	
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Table 3

Phase : CALLA 2 Text: Traffic jam in big cities Class:11 MIA 3	
Setting	comment
<p>Preparation</p> <ul style="list-style-type: none"> • The researcher already asks the students in the beginning of the lesson about their experience going somewhere. • Students answer the researcher's question by telling place they ever visited. • The researcher relates the question with the topic to learn in this meeting. • The students tell their experience when visiting the place <p>Presentation</p> <ul style="list-style-type: none"> • The researcher explores the students' background knowledge about the traffic jam. 	<ul style="list-style-type: none"> • The researcher tries to arise the students' background knowledge about the topic to discuss. • The students are able to respond the researcher's question by expressing their experience on the topic question given. • The students are good enough to answer the question by expressing their arguments on the traffic jam. • Students have good background knowledge on it. • Students express their strategies in

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Phase : CALLA 3 Text: Students need laptop Class: 11 Mia 3	
Setting	Comment
Preparation <ul style="list-style-type: none"> • The researcher 	<ul style="list-style-type: none"> • The students can full fill the

<p>asks the students to full fill the schema written by the researcher in the whiteboard about laptop.</p> <ul style="list-style-type: none"> • The students write down the words related to the laptop • The researcher asks the students to discuss and give the argument about the topic with their group. <p>Presentation</p> <ul style="list-style-type: none"> • The researcher asks the student to read the text and underline unfamiliar word in the text. • The researcher asks the students to learn the structure of the text. • The researcher shows the strategies of skimming and scanning also inferring to get the information 	<p>schema by activate their prior knowledge</p> <ul style="list-style-type: none"> • The students have the ability to express their argument on the topic. • The students get many unfamiliar word • The students apply the strategies to overcome the problem and understand the text. • The students answer the question of the blank space in group by predicting strategy, classifying strategy, scanning and skimming. • The students listen to the researcher's explanation and ask some question related to the strategies learn. 	<p>and understand the text.</p> <p>Practice</p> <ul style="list-style-type: none"> • The researcher asks the students to fill the blank space from the text. • The researcher asks the students to determine the correct and incorrect statement from the text. <p>Evaluation</p> <ul style="list-style-type: none"> • The researcher gives evaluation strategy by confirming and monitoring whether the prediction is correct or not. <p>Expansion</p> <p>The researcher asks the students read the other analytical exposition at home and practice use the strategy</p>	<ul style="list-style-type: none"> • The students are pleased to do the homework
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The last, the questionnaire was used to collect secondary data. This data was

analyzed by using Linker scale and the researcher found the result as follows:

1. The students always do the strategy (SM) of using key word in understanding the main content of the analytical exposition text.
2. The students always do the strategy (SM) of re-read detail of the entire analytical exposition text for answering the question.
3. The students usually do (BM) the strategy of always explain the content material from this text to their friends in reading the analytical exposition text.
4. The students usually do (BM) the strategy of summarizing the main idea of each paragraph when reading the analytical exposition.
5. The students always do the strategy (SM) of re-read the detail things of analytical exposition text to answer the question about the content of the text.
6. The students usually do (BM) the strategy of making the schema about the analytical exposition text that discussing to help them organize and manage their mind.
7. The students always do the strategy (SM) of using connecting the material with the background knowledge or prior knowledge in reading analytical exposition.
8. The students always do the strategy (SM) of skimming or reading for glancing to find out the key word or the main idea of the paragraph.
9. The students usually do (BM) the strategy of looking at the picture or illustration before reading the analytical exposition text.
10. The students always do the strategy (SM) of reading the questions before reading the text.
11. The students usually do (BM) the strategy of reading and doing the tasks of analytical exposition continuously every week.
12. The students usually do (BM) the strategy of asking for themselves about the real

information getting from the text.

13. The students usually do (BM) using various kind of strategy in understanding the analytical exposition text.

14. The students always do the strategy (SM) re-read the analytical exposition text when they still confuse about the content of text.

15. The students usually do (BM) the strategy of use more time to read the analytical exposition text that found in the other textbook, students' book and article.

16. The students maybe ever using this strategy (KPM) of asking

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18. the teacher to give more item test of analytical exposition.

19. The students usually do (BM) the strategy of asking the teacher to give effective strategy in reading analytical exposition text.

20. The students usually do (BM) the strategy of skip unfamiliar or unknown word in reading analytical exposition text.

21. The students usually do (BM) the strategy of guessing the new word based on its affix or suffix in reading the analytical exposition text

~~22.~~ The students usually do (BM) the strategy of using background knowledge to guess whole information from the text.

DISCUSSION

Based on the students' result of think-aloud protocol, observation and questionnaire. When the students applied CALLA, the researcher found that the students applied the reading strategies that are suggested by CALLA instructional reading strategy; namely, meta-cognitive strategies, cognitive strategies, and social and affective strategies.

O'Malley and Chamot (2009:116) define "meta-cognitive strategy is thinking about the reading process, planning information, monitoring the reading task and evaluating how well one has started". The finding shows that the students also used meta-cognitive strategy in reading analytical exposition at the entire process of reading; such as, reading the title, knowing the purpose of the text, using the background knowledge, and using the illustration before reading process.

Then, during the reading process, the students read the whole of the content of text, keep meaning

in mind, use context in preceding and succeeding sentences and paragraph, identify grammatical category of words, and reevaluate the guessed word. They also analyze the word that have not understood yet. In the last process, they will re-read if they still do not understand the text.

Moreover, the students also applied the cognitive strategy. As O'Malley and Chamot (2009: 119) stated "Cognitive strategies is interacting with the material to be learned, manipulating over the material mentally or physically, or applying specific techniques to a reading task". Based on the finding, the students paid attention to the context in preceding and succeeding sentences and paragraph. They identified grammatical category of words, and they followed through with proposed solutions and making inference.

Moreover, the students also used the variety of text clue, summarized the content of the text, and made the schema of the generic structure of analytical exposition text.

In addition, the students read the specific information of the text through scanning.

Furthermore, the students also applied social and affective strategy as one of the strategies suggested by CALLA beside the meta-cognitive strategy and cognitive strategy. O'Malley and Chamot declare, "Social and affective strategy is interacting with the peer or group to learn reading and overcome the reading problem by communicating." (p.?)

Based on the finding, it can be understood that the students usually share what they get from the analytical exposition text they have read to their friend, and ask the teacher to give more strategy and exercise in reading analytical exposition. Moreover, based on the observation, the students often work in-group in learning the text since they are able to share their idea and overcome the reading problem.

Compared to the previous study, this research finding is in line

with the previous research that conducted the research on CALLA instructional reading strategy. Karbalaei (2013:167), for instance, showed intervention or explicit instruction was effective in increasing the reading comprehension and there was no significant difference between proficiency level and students' performance in reading comprehension in EFL and ESL context. Therefore, it can be seen that CALLA instructional strategy can be applied in EFL context.

In applying CALLA instructional reading strategy, the students intended to use various strategies to help them comprehend the text. Therefore, in comprehending the analytical exposition text, the students applied some reading strategies. It was supported by previous research conducted by Gurses and Adiguzel (2013) whose finding proved that reading strategies instruction had positive effects on students' reading

comprehension and their use in reading strategy.

CONCLUSION

When the students applied CALLA, the researcher found that the students were able to apply the entire of three primary strategies suggested in CALLA; such as, meta-cognitive strategies, cognitive strategies, and social affective strategy.

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