

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Peningkatan Kualitas Guru dan Pendidikan

Pemahaman Karakteristik Peserta Didik dan Masalah Belajar

Implementasi Otonomi Daerah dalam Kerangka Negara Kesatuan Republik Indonesia

Pengaruh Konstruktivisme dalam Pembelajaran

Kelas Fungsi yang Terintegralkan Secara Riemann

An Analysis on Intrinsic Aspects and Extrinsic Aspects in Stephen Crane's
Novel "The Red Badge of Courage"

Implementasi Teori Belajar Gagne untuk Meningkatkan Hasil Belajar Siswa

Aplikasi Teorema Polya untuk Menghitung Banyaknya Graf Sederhana
yang Tidak Isomorfik

Pembelajaran the Power of Two Dengan Giving Questions & Getting Answer
pada Matakuliah Matematika Diskrit

Penerapan Pembelajaran Inquiry pada Materi Pengujian Hipotesis

The Structure of English Complement in Time-Life Books

The Application of Calla Method to Improve Reading Comprehension
on Narrative Text for the Students of SMP

Pembelajaran Giving Question and Getting Answer untuk Meningkatkan
Kemampuan Berpikir Kritis pada Mata Kuliah Aljabar Linier bagi Mahasiswa

Implementasi Model Pembelajaran Student Facilitator and Explaining untuk
Meningkatkan Hasil Belajar pada Materi Persamaan Linier Satu Variabel

Upaya Meningkatkan Berfikir Kreatif melalui Pembelajaran Kooperatif
Tipe TAI Berdasarkan Teori Beban Kognitif

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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3. Semua karangan ditulis dalam bentuk *esai*, disertai judul subbab (*heading*) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

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4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan berisi pembahasan kepastakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

THE APPLICATION OF CALLA METHOD TO IMPROVE READING COMPREHENSION ON NARRATIVE TEXT FOR THE STUDENTS OF SMP

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Abstract: The research wanted to observe how the process of teaching narrative text through CALLA method and how CALLA method can improve the students' reading comprehension on narrative text, the research design of this study is Classroom Action Research (CAR) applying Kemmis and Taggart theory (1988) consisting of four steps in each cycle, those are planning, acting, observing, and reflecting. The result of the analyses showed that the students' reading scores in cycle 1 increased than the reading scores in pre test. In pre test, there were 18 students (58%) who got bad scores, 7 students (23%) who got enough scores, 6 students (19%) who got good score. In the test of cycle I, there were 13 students (42%) who got bad scores, 6 students (19%) who got enough scores, 10 students (32%) who got good scores, and 2 students (7%) who got very good scores. In the test of cycle II, there were no students (0%) who got bad scores, 3 students (10%) who got enough scores, 23 students (74%) who got good scores, and 5 students (16%) who got very good scores. Thus, the teacher did not need to continue to the third cycle. On the other words, CAR stopped at the second cycle because CALLA method has yielded the improvement on the students' reading comprehension skill.

Key words: CALLA method, Narrative text.

Abstrak: Penelitian ini ingin menemukan bagaimana proses mengajar bacaan narrative bahasa Inggris melalui metode CALLA dan juga ingin mengetahui bagaimana metode CALLA dapat meningkatkan kemampuan siswa dalam memahami bacaan narrative bahasa Inggris. Penelitian ini adalah penelitian Tindakan Kelas dengan menerapkan teori Kemmis dan Taggart yang terdiri dari 4 langkah pada setiap siklusnya, yaitu: perencanaan, pengajaran, observasi dan refleksi. Hasil analisis menunjukkan bahwa nilai membaca siswa pada siklus1 meningkat dibandingkan dengan nilai pada pre test. Berdasarkan nilai pre test, ada 18 siswa (18%) yang mendapat nilai yang jelek, 7 siswa (23%) mendapat nilai cukup, 6 siswa (19%) mendapat nilai baik. Berdasarkan nilai pada siklus 1, ada 13 siswa (42%) mendapat nilai yang jelek, 6 siswa (19%), mendapat nilai yang cukup, 10 siswa (32%) mendapat nilai baik dan ada 2 siswa (7%) mendapat nilai sangat bagus. Berdasarkan pada hasil tes di siklus 2, tidak ada yang mendapat nilai jelek, 3 siswa (10%) mendapat nilai cukup, 23 siswa (74%) mendapat nilai baik, dan 5 siswa (16) mendapat nilai sangat baik. Dengan demikian tidak perlu lagi di lakukan siklus 3, karena metode CALLA telah terbukti dapat meningkatkan kemampuan siswa dalam memahami bacaan naratif bahasa Inggris.

Kata kunci: metode CALLA, bacaan naratif.

INTRODUCTION

Based on the *Kurikulum Tingkat Satuan Pendidikan* (KTSP), the subject matters which must be given to the second year students of SMP in the second semester is narrative text. According to the syllabus, the basic competence which must be mastered by students is to read aloud meaningful short functional simple essay in the form of narrative text. The standard competence is to understand the meaning of short simple essay in the form of narrative. While the purpose of the learning is to make the students able to identify the meaning of the words of narrative text and understand the generic structure of it.

In fact, many students still did not understand and master the materials well. It was known by their scores taken in the preliminary study. It showed that 18 students or 59 percent of the students got the scores < 70 and only 13 students or 42 percent students got score >70. One of the causes was that the students' learning motivation was still low. They had no motivation to learn English. It showed that 20 percent of students had high learning motivation, 15 percent of students had medium learning motivation, and 65 percent of students had low learning motivation. Furthermore, it happened because their teacher used conventional method in the teaching and learning process. The teacher gave no chance to the students to be active in the classroom. So, it made the students get bored easily.

Although *Kurikulum Tingkat Satuan Pendidikan* (KTSP) which uses constructivistic approach has been applied since 2006 but in fact the English teacher taught by using conventional method. The teacher just explained, gave examples, and evaluated without giving the students chance to be active in the teaching and learning process. Moreover, the teacher only gave response to the students who understood the teacher's explanation without involving the students who really did not understand the lesson and thus, they became confused and they did not have bravery to ask questions to the teacher. They only listened and sat in the classroom but they got nothing. Consequently, the majority of stu-

dents were passive, there was less interaction between teacher and students. It showed that the quality of the learning process was still low.

According to the above facts, the English teacher must have been able to motivate their students and stimulate their interest to learn English well. Therefore, the English teacher should have been able to consider the learning method used in the teaching and learning process that could create an active class and give chance to the students to involve in the teaching and learning process and give chance to the students to actualize during the process of learning. There are many learning methods used to improve the students' reading comprehension, one of them is Cognitive Academic Language Learning Approach (CALLA). Why CALLA? It has easy and quick steps to be applied, those are preparation, presentation, practice, evaluation and expansion of the material. It can also strengthen the students' ability to remember and comprehend what they have read.

By applying CALLA learning method, it is hoped that it can give solution to the problem in English learning process, specially improving reading comprehension on narrative text. Therefore, the teacher needs to do the classroom action research entitled "The Application of CALLA method to improve the reading comprehension of narrative text for the students of SMP".

Based on the background of the study explained above, the statement of the problem can be formulated as follows: How is the process of teaching narrative text through CALLA method? And how can CALLA method improve the students' reading comprehension on narrative text? Based on the Statement of the Problem above, this research is aimed at: describing the process of teaching narrative text through CALLA method and describing how CALLA method can improve the students' reading comprehension on narrative text.

RESEARCH METHOD

This study used Classroom Action Research (CAR) applying a spiral model as sug-

gested by Kemmis and Taggart(1988) consisting of planning, acting, observing, and reflecting. The classroom action research is used because of the following reasons: 1) this study was done in natural ways; 2) the data collected consist of soft and hard data; 3) this study concerns to improve the quality of teaching and learning process. The subjects are the teacher, the students in class VIII SMP Tamansiswa Blitar in the school year 2012/2013. There are 31 students consisting of 6 boys and 25 girls and the English teacher of the class.

Identification

Identification of the problem in the classroom Action Research started with finding the reading score from the score document or giving the pre-test of the reading comprehension; the problem on applying the methods and techniques; the teaching media used; the students' motivation. Below is the students' score taken from the preliminary study.

No.	Score	Number	Percent
1.	0 – 69	18	58%
2.	70 – 79	7	23%
3.	80 – 89	6	19%
4.	90 - 100	0	0%

a. Preparation

Teacher	Students
1. Providing cultural awareness on central to the CALLA method.	1. Starting to develop meta-cognitive awareness for the task ahead.
2. Identifying material objectives.	2. Trying to understand the material objectives.
3. Eliciting students' prior knowledge by using culturally sensitive strategies.	3. Trying to do teacher's directions.
4. Ensuring that the students understand the new material.	4. Trying to understand the teacher explanation.
5. Developing vocabulary by using dictionary, textbook, narrative text, video, etc.	5. Developing vocabulary by using dictionary, textbook, narrative text, video, etc.
6. Providing books or sources that are related to the material.	6. Providing books or sources that are related to the material.
7. Providing motivation to the students.	7. Following on the motivation that teacher creates.
8. Identifying and discussing own learning strategies.	8. Identifying and discussing own learning strategies.
9. Giving explanation and direction about additional strategies that may be useful to students.	9. Finding out about additional strategies.

Based on the observation and interview, it was found that the teaching learning process was not affective. It happened because the method used in the teaching learning process did not run well so that it could not increase the students' achievement and learning motivation. As a result, the students' reading score was under the minimum criteria of mastery learning.

Planning

Based on the identification, the researcher and English teacher prepared the learning instruments such as lesson plans, teaching materials on narrative texts, teaching media dealing with the materials, observation sheets, questionnaire on the students' learning motivation, assessment, and decided the teaching and learning scenario.

Acting

Acting was the teaching and learning process carried out by the teacher, and it was done in accordance with the scenario of the teaching using CALLA method that had been simulated with the collaborator, as follows:

b. Presentation

Teacher	Students
1. Presenting new information in varied ways.	1. Catching new information.
2. Modeling processes explicitly.	2. Developing new information and learning strategies.
3. Explaining more deeply about learning strategies.	3. Listening and developing more deeply about learning strategies.
4. Ensuring that the students understand the learning strategies.	4. Trying to understand the learning strategies.
5. Discussing connection to students' prior knowledge toward the material.	5. Doing discussion prior knowledge toward the material.
6. Explaining and modeling the learning strategies and material that will be learned.	6. Observing and commenting on an example of strategy use by the workshop teacher.
7. Giving text may be in written, audio, or video format.	7. Receiving text may be in written, audio, or video format.

c. Practice

Teacher	Students
1. Dividing students into group.	1. Making a group consists of four students.
2. Asking students to use hand-on/ inquiry-based activities.	2. Using hand-on/ inquiry-based activities.
3. Giving opportunities to practice students' knowledge and learning strategies for using them actively in classroom activities.	3. Beginning to practice using students' own learning strategies.
4. Asking students to read Narrative text in written or video format.	4. Reading Narrative text by using skimming, scanning to comprehend the text.
5. Asking each student to investigate, and reflect about the text.	5. Investigating, and reflecting the text that has been read by making meaning predictions of the text.
6. Asking students to take turns teaching Narrative text each other in each group.	6. Guiding themselves through the text through students to take turns teaching Narrative text each other in each group.
7. Giving opportunities to each group for discussion by asking and answering.	7. Questioning and answering about Narrative text that has been read.
8. Observing students' work by approaching the students group by group.	8. Questioning and answering about the title, the purpose, the generic structure, the language features, the moral lesson, etc of the text.
9. Observing and monitoring the process of discussion.	9. Following the discussion.
10. Analyzing the capability and the reading comprehension of each student from the discussion.	10. Making note of the result of Questioning and answering.
11. Asking students to submit each note of the result of asking and answering.	11. Submitting each note of the result of asking and answering.

d. Evaluation

Teacher	Students
1. Guiding students to evaluate their progress and develop meta-cognitive of their new learning strategies and the new material they had learn.	1. Evaluating their progress and develop meta-cognitive of their new learning strategies and the new material they had learn.
2. Discussing and assessing learning activities through meta-cognitive strategies.	2. Discussing and assessing learning activities through meta-cognitive strategies.
3. Comparing to other examples from the thematic unit.	3. Listening the comparison other examples from the thematic unit.
4. Learning how to recognize and encourage strategy use when it occurs spontaneously in the classroom.	4. Learning and taking benefit of the learning activities.

e. Expansion

Teacher	Students
1. Encouraging students to apply information to own lives.	1. Applying information to own lives.
2. Asking students to make connection between language and content.	2. Making connection between language and content.
3. Asking students to relate information to prior knowledge.	3. Relating information to prior knowledge.
4. Allowing students to use what they had learned in new context such as rewriting, summarizing, or retell stories.	4. Doing new contexts of learning such as rewriting, summarizing, or retell stories.

Observing

Observing was done during the teaching and learning process being carried out by the teacher. In this phase, the researcher observes the student's and the teacher's activities during CALLA method was applied in teaching narrative text. The instrument used to gain the data during observation were the researcher himself, observation sheet, and questionnaire of motivation, and creativeness. Besides, the observer also recorded the result of questionnaire on the learning motivation and the result of on going assessment individually or in group because the scores were also used to determine the success of the students' learning.

Reflecting

At the end of the teaching and learning process, the teacher and the teacher (observer) discuss the data (soft and hard data) taken from the result of the observation. For soft data, the discussion focused on: 1) the student' activity, and creativeness during the process of learning; 2) the teacher' activity and creativeness during she is carrying out the process of teaching using CALLA method, since the data are qualitative, the way how to analyze are as follows: reducing the raw data and leaving only those which are in accordance with the purpose of the study, analyzing the reduced data and drawing the conclusion. For hard data which is in the form of numerical number, the teacher applied *percentage formula* for questionnaire which is in the form of nominal data, and the *mean formula* for on going assessment which is in the form of interval data. The

mean scores are met with the minimum criteria of mastery learning, those are 75% for individual and 85 % for classical. The cycle stops if the mean score has passed the minimum criteria of mastery learning, on the other hand, it will be continued to the next cycle if the mean score is < the minimum criteria of mastery learning, consequently both teacher and researcher (observer) should revise the lesson plan and teaching scenario which should meet with problem arising in the first cycle.

RESEARCH FINDING AND DISCUSSION

Cycle 1

Meeting

The acting in cycle I was done on Friday, January 18th 2013 with the time allotment 2x40 minutes. The acting started at 07.00 0'clock until 08.20 o'clock. In this research, the researcher is also the observer and the teacher was the classroom teacher who taught English in that class. To begin the class, the English teacher greeted the students by saying: "Good morning students?" Students replied, "Good morning teacher". And she said, "How are you today?" The students replied. "I am fine and you?" And the teacher answered, "I am fine too, thank you". "Well students, today we are going to learn about a text which is liked by children because it can be lullaby and entertain the reader or listener. What is the text called? One of you, please answer!" The students were only silent but they tried to think and remember. Then, one of the students answered. "It is narrative text".

The teacher encouraged them by saying, “Good “ and asked the other students, ‘Is there any different answers?’” The students were silent. “Okay, we were going to learn more about narrative text, please pay attention and focus!”

Before entering into the main lesson, the teacher explained the purpose of study narrative text according to the students. Through reading narrative text, the students were able to identify the meaning of words, and find the specific information from narrative text.

In the following activities, the teacher started the lesson by explaining the narrative text. First, she explained the understanding of narrative text in English. For example: “a narratives text describes a sequence of events or tells a story, in other word, a narrative text is a text which retells the story or previous experiences”. She taught bilingually- English and Indonesian. She used English 70% and Indonesian 30%. She explained in English first and then in Indonesian. Secondly, the teacher wrote the characteristic, the generic structure and the purpose of the narrative text on the whiteboard. While the teacher was explaining, the students paid much attention to the teacher explanation. Then, they were given time to write and ask about the lesson, for example: “Do you had question so far?” Some students answered, “Yes” but another student asked to re-explain. The teacher tried to explain again a bit slower. “Can you find an example of narrative text?”The teacher asked. Few students answered directly in brief and others only kept silent. Teacher wrote it on the whiteboard and explained clearly. “Well, now, it is time for you to write it on the white board. While most of the students were writing and trying to understand seriously even though some of them were crowded, the teacher was approaching them and asking whether the got the difficulties on about the materials. After, the students finished writing the answer, the teacher remind them about all of materials that she had explained. Next, the teacher asked about the topic discussed to trigger the students’ knowledge and create their awareness. Teacher cleaned the whiteboard and asked the students to close their books. The teacher appointed students one by one with the following ques-

tions: “What is narrative text?””What are the examples of narrative text?” Some students answered directly in brief and few students only answered in general and many others do not understand. Teacher provided motivation to students by giving applause together. The teacher explained about the method that was used to the learning process. It was CALLA method.

The teacher told the students that CALLA is abbreviation of Cognitive Academic Language Learning Approach. The teacher explained the advantages that could be got from CALLA method. She said: “It assists to value the students own prior knowledge and cultural experiences, and relating this knowledge to academic learning in a new language and culture, it assists to learn the content knowledge and the language skills that are most important for student future academic success, it assists to develop language awareness and critical literacy, it assists to select and using appropriate learning strategies and study skills that will develop academic knowledge and processes, it assists to develop abilities to work successfully with others in a social context, it assists to learn through hands-on, inquiry-based, and cooperative learning tasks, it assists to increase motivation for academic learning and confidence in students’ ability to be successful in school, it assists to evaluate students’ own learning and planning how to become more effective and independent learners and it assists to understand how the information is related together”. Then, the teacher explained the steps of CALLA method: “ It consists of preparation, presentation, practice, evaluation, and expansion carried out systematically”.

For the *preparation*, the teacher provided books or sources that are related to the material, and gave motivation to the students. And for *presentation*, the teacher gave the students a piece of narrative text entitled Roro Jonggrang as a worksheet. Then, the teacher asked the students to do third step, namely *practice*. In this step, the teacher divided the students into some small group. Each group consisted of four students. The teacher asked each student to hold each worksheet and make

note on it if necessary. The teacher said, "Read the narrative text carefully by using your prior knowledge that you had. After you finished reading it, write down the difficult vocabulary in your worksheet" While the students were reading, the teacher was observing and monitoring the learning process. The teacher asked, "Had you finished?" The students answered "Yes". The teacher asked the students to take turns teaching in a little time as long as they had known about narrative text each other in each group. Then, the teacher asked the students to discuss in each group. It included about the vocabulary and the reading comprehension. The students did questions and answers about narrative text. The teacher guided the learning process and approached them group by group. The teacher analyzed the capability of each student's reading comprehension. The teacher reminded: "Don't forgot to write down your name in your worksheet because the time is almost up!" The students answered, "Wait minutes". Some more minutes, the teacher asked: "Submit your worksheet please!" All of the students submitted the worksheet and the teacher said "Thank you". The students answered, "You are welcome".

The teacher and the students entered fourth step, namely evaluation. The teacher guided the students to evaluate the students' progress and develop their new learning strategies and new material they had learned. The teacher and the students discussed the worksheet together by giving the question to the students from the worksheet and the students gave their opinion. In this step, the teacher was active in monitoring and evaluating the evaluation process. The teacher and the students compared the other examples and the thematic unit. They also recognized and encouraged the strategy used when it occurred spontaneously in the classroom.

The last step was expansion. The teacher asked the students to encouraged students to apply information to own lives and develop the material that they had gotten. The students related information to prior knowledge and made connection between language and content. The teacher said that this material can be

learned in new context such as rewriting, summarizing, or retell stories. The students listened the teacher.

Before closing the meeting, the teacher reminded the students for the post test that the teacher would be held in the next meeting. The teacher said, "Do not forgot to prepare your post test next meeting and thank you so much for today. Good bye and see you". The students answered, "good bye, see you too".

Meeting II

The second meeting was done on Monday January 21th 2013 with the time allotment was 2 x 40 minutes. The acting started at 11.20 o'clock until 12.40 o'clock. When the English teacher began to teach the students in the class, she greeted the students by saying, "Good morning!" students replied, "Good morning." Then she asked the students' condition by asking: "How are you today?" The students replied: "I am fine, and you?" and the teacher answered: "I am fine too, thank you". The teacher checked the attendant list and asked the students, "Is there any students who are absent today?" The students answered: "No". "Well, thank you very much. Now, we are going to learn the lesson. Do you remember what material that we had learned in the last meeting?" The students answered, "It was about narrative text". The teacher replied, "Good, it is correct". The teacher previewed the meeting 1 and asked the students whether they had understood the materials. The teacher reminded the students that in this meeting they had pos-test by saying: "What is our agreement last meeting to this meeting?" The students replied: "We are going to do post-test" The teacher replied, "Okay, good". The teacher gave five minutes to the students for preparing themselves. The teacher distributed the test in five minutes. The teacher reminded the students to do the test by themselves and to close the books and sources. The test consists of 15 multiple choice and 5 essays. It could be seeing in appendix.

While the students were doing the test, the observer was monitoring and observing the test activity happened. Most of the students did the test seriously to find the correct an-

swers of the test even though there were still a few students who seem confused to do the test but they tried to answer. The teacher reminded the students when the times almost run out by saying, "Ten minutes again, please answer all of the questions of the test and make sure that your answers are correct!" The students replied, "Okay, white minute please". The teacher said, "Do not forgot to write down your name in your worksheet! When the time was up, the teacher asked students to submit the worksheet of their answers. After all of the students had submitted their answers, the teacher closed the learning process by reminding the students if the score did not up 70 the teacher would do the second teaching learning and would use the same method. The teacher brought the students' answer to correct and to got the score of the students. The teacher said, "Thank you so much for today, Good bye and see you!" The students replied, "See you too".

Observing

In cycle one, the researcher as the observer saw that most of the students were still passive in teaching and learning process especially to answer the teacher questions. It could happen because they did not understand the teacher's explanation and it was the first time for them to do learning process by applying CALLA method. Moreover, some of them looked and copied their friends answer. Furthermore, there were many students who were still noisy when the teacher explained the material. Below is the scores of reading comprehension on Narrative Text got by the students in cycle I.

Table of Students' Percentage Score Test in Cycle I

No	Score	Category	Number	Percents
1.	0 – 69	Bad	13	42%
2.	70 – 79	Enough	6	19%
3.	80 – 89	Good	10	32%
4.	90 – 100	Very Good	2	7%

Based on the above scores, it s obvious that 13 students got bad score or 42% stu-

dents failed to achieve the minimum criteria of mastery learning and there were only 58% of the students who passed. Below is the table of Students' Score on Motivation in Cycle I

Students' Score on Motivation in Cycle I

No	Score	Category	Number	Percents
1.	10 – 30	Very Low	12	39%
2.	31 – 55	Low	6	19%
3.	56 – 70	Enough	10	48%
4.	71 – 85	High	3	32%
5.	86 –100	Very High	0	20%

Based on the above scores, there were 12 students or 39% had very low and 6 students or 19% had low in their learning motivation. It means that there were 58% students had low motivation

Reflecting

The teaching and learning process of cycle I had been able to be done but there were some problems during the teaching and learning process applying CALLA method. First, the students were not ready to follow the teaching and learning process by using this new method. Second, most of students did not understand the teacher's explanation so they tended to be quiet. Third, most of students were passive. Even, they did not had bravery and confidence to ask question to the teacher when they got difficulties and fourth, they had very low motivation to learn English.

Based on the students' average score, it was not satisfying enough. It was still out of the target wanted. There were 13 students getting bad scores or 42% students failed to achieve the minimum criteria of mastery learning and there were only 58% of the students who passed. There were 12 students or 39% had very low and 6 students or 19% had low in their learning motivation. It means that there were 58% students had low motivation

Based on the above statement, it was needed to continue to cycle II by improving the strategy of applying CALLA method and the students' motivation, creativeness and the involve men of the student in the teaching and learning process.

Cycle II

Re-planning

In the cycle II, the teacher tried to carry on the lesson well. The teacher and the researcher improved her lesson plan, action scenario, students' worksheet, reading comprehension test and reading comprehension material in different title. The teacher tried to make sure that the students understood well the CALLA method. The teacher also taught the material more seriously and actively than cycle I

Acting

Meeting I

The meeting in cycle II was done on Thursday, 24th January 2013 with the time allotment 2 x 40 minutes. The acting started at 07.00 o'clock until 08.20 o'clock. The teaching learning process was as follows: at the beginning of the class, the teacher greeted to the students. She said: "Good morning students?" Students replied: "Good morning mom". Then the teacher asked the students' condition. She said: "How are you today?" The students replied. "I am fine and you?" And the teacher answered: "I am fine too, thank you". In order to motivate them, the teacher said, "I am very glad to see you, because all you are beautiful and handsome". The students kept smiling. The teacher reminded the students that the schedule of this meeting was the continuation of the previous material.

Next, the teacher went on to the first step of CALLA method, namely preparation. The teacher tried to awaken the students' awareness to learn the material, namely narrative text. The teacher asked the students: "What did you learn on the last meeting from the learning process?" Most of students answered: "It was about narrative text and CALLA method". The teacher replied, "Good answer". The teacher tried to awaken a few students who looked shy and nervous to ask the teacher but they wanted to understand more about the materials and made the students active by asking, "Well, what about to learn this material again to increase your comprehension? Do you agree?" The students answered: "Ok, that is a

good idea". The teacher provided the books, written narrative text, dictionary, worksheet, media of teaching and learning process and related sources. Besides the teacher provided related sources which is related with narrative text the teacher also gave motivation to the students in order to enjoy the learning process. The teacher asked the students to provide their learning preparation. At least, each student had to bring a dictionary and they might open other sources related with the narrative text.

The teacher continued to the second step of CALLA method, namely presentation. The teacher presented information more detail in various ways about the material and the learning strategy by using Power Point. The students tried to catch the explanation of the teacher. The teacher brought the students' prior knowledge from the last meeting toward the material in this meeting. The teacher was explaining each point of narrative text in order to make the students really understand the material well. The students paid attention to the teacher. The teacher asked: "Do you remember what narrative text is? Please, answer!" Some students answered in detail and a few students answered in simple description. The teacher encouraged them by giving applause. The teacher explained the definition of narrative text, the purpose of narrative text, the characteristics of narrative text, the generic structure of narrative text, the kinds of narrative text and the examples of narrative text. When the teacher was explaining, the students were forbidden to do anything else except keep concentrating to the teacher's explanation. There would be time to write and to ask questions. After giving explanation, the teacher asked, "Do you understand? Please, ask me if you are confused!" Some of students asked question on about narrative text and the teacher tried to answer and explain slower about this question. After the students understood the presentation, the teacher gave the students a piece of narrative text entitled *Bawang Putih* as a worksheet which was also on the power point.

The teacher asked the students to do third step, namely practice. The teacher divided the students into group. Each group consisted of

four students. The teacher asked the students to practice their knowledge and ability by discussing and taking turn to teach each other in each group. The teacher gave the points that had to discuss in the group. In group task, they discussed generic structures. Characters and characterizations, moral lesson, 5 questions of *Bawang putih* text. The individual task was a summary of the *Bawang putih* text. The teacher gave chance to the students to ask questions before they started the discussion. The teacher guided the students by saying, "Read the narrative text carefully by using your prior knowledge that you had! You could use skimming and scanning strategies. After you finished reading it, write down the difficult vocabularies in your worksheet!" While the students were reading, the teacher was observing and monitoring the learning process. The teacher asked, "Had you finished?" The students answered "Yes". The teacher asked the students to take turns teaching in a little time as long as they know about *Bawang Putih* text each other in each group. Then, the teacher asked the students to discuss in each group. It was included think of deeply about the vocabulary, the reading comprehension of the text, group task and individual task. The students did questioning and answering about *Bawang Putih* text. The teacher guided the learning process and approached them group by group. The teacher analyzed capability of each student's reading comprehension. After the students took turn to teach each other in each group, they cooperated to finish the group task. They looked more active and more joyful in their learning process. The teacher reminded the students by asking, "Had you finished to do your group task? The time is almost up. Don't forgot to do the individual task! The students answered, "Not yet, wait a minutes". Some minutes later, the teacher asked, "Submit your group and individual task please!" The students submitted the group and individual task. The teacher said : "Thank you". The students answered: "You are welcome".

The teacher and the students entered the fourth step, namely evaluation. The teacher guided the students to evaluate the students' progress and develop their learning strategies

and material they had learned. The students discussed the task from the worksheet. In this step, the teacher was active in monitoring and evaluating the process of the discussion.

The last step was expansion. The teacher encouraged students to apply information to own lives and develop the material that they had gotten. The students related information to prior knowledge and made connection between language and content. The teacher said: "retell the stories."

In the end lesson, the teacher said, "Thanks to God, this is a nice class." Before closing the meeting, the teacher reminded the students for the post test that would be held in the next meeting. The teacher said, "Don't forgot to prepare your post test next meeting and thank you so much for today. Good bye and see you". The students answered, "Okay, see you too".

Meeting II

The second meeting was done Monday January 25th 2013 with the time allotment 2 x 40 minutes. The acting started at 07.20 o'clock until 08.20 o'clock. When English teacher began to teach in the class, the teacher greeted the students by saying, "Good morning!" students replied, "Good morning." Then the teacher asked the students condition by asking, "How are you today?" The students replied, "I am fine, and you?" and the teacher answered, "I am fine too, thank you". The teacher checked the attendant list and asked the students, "Is there any students absent today?" The students answered, "No". "Well, thank you very much. Today is time you for you to discuss the post test, isn't it? Are you ready? Please, prepare yourself in 5 minutes!" Then, the teacher gave the students the post test which was consisted of 20 questions multiple choice. The teacher reminded the student to do the test carefully and seriously. While the students were doing the test, the researcher was monitoring and observing the students' activity in doing the test. Most of the students did the test seriously to find the correct answers of the test. The teacher reminded the students that the times is almost up by saying: "Ten more minutes, please! You got to answer all of the questions of the test and make

sure that your answers are correct!" The students replied: "Okay, some more minutes please!". The teacher said, "Don't forgot to write down your name in your answer sheet! When the time was up, the teacher asked students to submit the answer sheet. After all of the students had submitted their answers, the teacher closed the learning process by saying "Thank you so much for today, Good bye and see you!" The students replied: "See you too".

Observing

In cycle II, the observer found that the students were more active than before. They enjoyed the learning process and interested in learning English. The students could absorb the material well. It could happen because of their experience in previous cycle. Moreover, some of them felt more confident with their work and did not look their friend's answer anymore. Furthermore, the class situation was conductive. There were not noisy when the teacher explained the material. The teaching and learning process ran very well. Below is the score of the test of reading in cycle II.

Table of Students' Percentage Score of the Test in Cycle II

No	Score	Category	Number	Percents
1.	0 – 69	Bad	0	0%
2.	70 – 79	Enough	3	10%
3.	80 – 89	Good	23	74%
4.	90 – 100	Very Good	5	16%

Based on the above scores, there was no students getting bad score but on the other hand, there were only 3 students or 10% who got enough score and there were 23 or 74% students who got good score and there were 5 or 16% students who got very good score. It

was higher than their score in cycle I. It means that CALLA method is effective to improve the students' reading comprehension. Below is the score of the students' learning motivation in cycle II.

Based on the score above, there was no students who had very low and low motivation but on the other hand, there were 48% who had enough, 32% who had high and 20% students who had very high motivation

The score of the students' learning motivation in cycle II

No	Score	Category	Number	Percents
1.	10 – 30	Very Low	0	0%
2.	31 – 55	Low	0	0%
3.	56 – 70	Enough	15	48%
4.	71 – 85	High	10	32%
5.	86 – 100	Very High	6	20%

Reflecting

The teaching and learning process in cycle II had run successfully. Most of the students had been more active in the discussion, they had high motivation, they paid much attention on the teacher's explanation. Moreover, the number of the students who got good score in cycle II met with the minimum criteria of mastery learning. From the data above, the cycle II was successful and it did not need to continue to the next cycle.

Discussion

After the teacher applied the CALLA method, the number of students who got score less than 70 decrease from 18 to 13 but the number who passed was still < 85% classically, that was only 58% of the students who passed, moreover they still had low motivation. Therefore, the teacher decided to do cycle II.

In cycle II, there was no students who

The Students' Reading Score among Preliminary Study, Test in cycle I and Test in cycle II

No	Score	Category	Preliminary		Test in Cycle I		Test in Cycle II	
			Numb	%	Numb	%	Numb	%
1.	0 – 69	Bad	18	58%	13	42%	0	0%
2.	70 – 79	Enough	7	21%	6	19%	3	10%
3.	80 – 89	Good	6	18%	10	32%	23	74%
4.	90 – 100	Very Good	1	3%	2	7%	5	16%
Total			31	100%	31	100%	31	100%

got score less than 70, there were 23 or 74% students who got good score and there were 5 or 16% students who got very good score. Moreover the students had more motivation to learn English They had been more active and enthusiastic on the discussion. It could be seen from the students' motivation score, there was no students who had very low and low motivation but on the other hand, there were 48% who had enough, 32% who had high and 20% students who had very high motivation In conclusion, the CALLA method can improve the students' reading comprehension on narrative text students' learning motivation for the second year students at junior high school. To make it clear, the teacher made a table of comparison among preliminary study, test score in cycle I and test in cycle II.

Conclusion:

1. CALLA method is able to improve the process of teaching narrative text for the second year students of SMP. It can be seen from the students' motivation in learning English in cycle I and cycle II. The students become more active in learning English.
2. At the end of cycle II, the students felt enthusiastic and more active in the learning process.
2. CALLA method is able to improve the students' reading comprehension on narrative text for the second year students of SMP. It can be seen in the students' reading comprehension in each cycle.

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