ABSTRACT

MODIFYING METACOGNITIVE STRATEGY INSTRUCTION BASED COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA) FOR WRITING CLASS IN RELATION TO STUDENTS’ LEVEL OF CRITICAL THINKING

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This study aimed at investigating the effect of modified CALLA on students’ writing achievement and the use of metacognitive strategies, finding out the effect of students’ critical thinking level on their writing achievement, and discovering the process of implementing modified CALLA in the language classroom.

This research was experimental research based on one-group pretest–posttest design. Science classes (XI IPA 1 and XI IPA 2) were taken as the subject of the research by using purposive random sampling. There were three classifications consisting of: 17 low critical thinker, 31 middle critical thinker, and 4 high critical thinker. There were four instruments administered in this study, namely: Academic Potency Test (APT), Metacognitive Strategy Use in Writing (MSUW), Writing Test, and observation. The researcher collected the data by conducting three stages of activities. They were distributing Academic Potency Test (APT), Metacognitive Strategy Use in Writing (MSUW) and Writing Test, conducting treatment and employing observation sheet, administering Metacognitive Strategy Use in Writing (MSUW), and Writing Test. In analyzing the data, the researcher used Statistical Package for Social Science (SPSS) version 21 program. The data obtained from Metacognitive Strategy Use in Writing (MSUW) and writing test were calculated before and after treatment. Repeated Measures t-test was used to compare the means score from the result of pretest and posttest. Since this study dealt with the effect of students’ critical thinking level on their writing achievement, Univariate Analysis of Variance (One Way Anova) was used to see whether there was correlation between students’ critical thinking level toward their writing achievement. The significance level was in 0.05 even the hypothesis was approved if sign <p. Therefore the probability of error in the hypothesis was only about 5%.
Related to the implementation of modified CALLA in language classroom, the finding of this present study showed that statistically significant increase both in students’ writing achievement and their metacognitive strategies uses. The total mean of the Pre Test score in writing was 63.75 meanwhile the total mean of the Post Test score in writing was 80.36. The result of Paired Sample T- Test indicated the influence of the treatment on the students’ scores was significant, since the value of variable sig. (2-tailed) was .000. The total mean of the Pre Test score in metacognitive strategies was 3.47 meanwhile the total mean of the Post Test score in metacognitive strategies was 4.34. The result of Paired Sample T- Test showed the influence of the treatment on the students’ scores was significant, since the value of variable sig. (2-tailed) was .000. Furthermore, this study also dealt with the effect of students’ critical thinking level on their writing achievement. The means score of low critical thinker students was 80.88, middle critical thinker students was 81.14, and high critical thinker students was 75.50. The result of Univariate Analysis of Variance (One Way Anova) revealed the influence of the students’ critical thinking level in their writing scores was not significant, since the value of variable sig. (2-tailed) was .168. As the result showed the middle critical thinker students and the low critical thinker students got higher score rather than the high critical thinker students.

From the field notes which were included in the observation sheet, clearly, the teaching and learning process through modified CALLA run well as expected by the researcher. The students in both classes (XI A1 and XI A2) actively participated in those five steps of CALLA: preparation step, presentation step, practice step, evaluation step and expansion step.

The training of metacognitive strategies has benefits for classroom practices since it can optimize the learners’ awareness to use the strategies. Besides that, the metacognitive strategies instruction promotes the learners’ ability to select appropriate strategies for a particular task. Concerning the relationship between critical thinking and writing achievement, it was found that levels of students’ critical thinking have no significant effects toward their writing achievement. There might be some underlying reasons which clarify this phenomenon. The possible reasons deal with language proficiency, component of learning, and students’ motivation.