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**THE INFLUENCE OF CALLA AND MOTIVATION TOWARD WRITING ABILITY OF THE FIRST SEMESTER ACCOUNTING STUDENTS AT POLITEKNIK SEKAYU**

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**ABSTRACT:** Cognitive Academic Language Learning Approach (CALLA) model was used in defining about assumptions, beliefs, and theories about the nature of language and language learning. This study applied experimental research with factorial design. The population of this study was all the students of Accounting program in Politeknik Sekayu. 80 students of Accounting program participated in this study, taken by using two stage random sampling. Test and a ready-made questionnaire of motivation were applied to obtain the data. The analysis was used t-test and two way ANOVA. Based on the finding of the result score of the motivation questionnaire in experimental group showed that 50% students had high motivation and 50 % students had low motivation. The distribution of CALLA scores were normal, since significant value was higher than 0.05. The data of CALLA and conventional model were homogenous since the result of homogeneity of variance testing indicated that significant value of all the data were higher than the significant of p-value 0.05. The result of analysis test of two ways ANOVA showed that there was a significant interaction effect of CALLA and motivation toward the First Semester of Accounting Program Students' Hortatory Exposition writing ability at Politeknik Sekayu, since the significant value was 0.006 lower than 0.05.

**Keywords:** *CALLA model, motivation, writing ability*

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**PENGARUH MODEL PEMBELAJARAN CALLA DAN MOTIVASI TERHADAP KEMAMPUAN MENULIS *HORTATORY EXPOSITION* PADA MAHASISWA SEMESTER SATU AKUNTANSI DI POLITEKNIK SEKAYU**

**ABSTRAK:** Model *Cognitive Academic Language Learning Approach* (CALLA) digunakan dalam mendefinisikan asumsi, keyakinan, dan teori tentang hakikat bahasa dan pembelajaran bahasa. Penelitian ini menggunakan metode eksperimental dengan desain faktorial. Penelitian ini melibatkan mahasiswa akuntansi Politeknik Sekayu. 80 mahasiswa berpartisipasi sebagai sampel pada penelitian ini dan dipilih dengan menggunakan teknik random sampling dua tahap. Penelitian ini menggunakan tes menulis dan angket motivasi yang telah ada sebagai instrumen pengumpulan data tentang kemampuan menulis dan kemandirian belajar. Analisis data menggunakan uji-t dan ANOVA dua jalur. Berdasarkan hasil analisis skor angket motivasi pada kelompok eksperimen menunjukkan bahwa 50% siswa memiliki motivasi tinggi dan 50% siswa memiliki motivasi rendah. Distribusi skor CALLA tergolong normal, karena nilai signifikan lebih tinggi dari 0,05. Data CALLA dan model konvensional homogen karena hasil uji homogenitas varians menunjukkan bahwa nilai signifikansi semua data lebih tinggi dari signifikansi p-value 0,05. Hasil uji analisis ANOVA dua jalur menunjukkan bahwa terdapat pengaruh interaksi yang signifikan CALLA dan motivasi terhadap kemampuan menulis Hortatory Exposition Mahasiswa Semester I Program Akuntansi di Politeknik Sekayu, karena nilai signifikansi 0,006 lebih kecil dari 0,05.

**Kata Kunci:** *CALLA, motivasi, kemampuan menul*

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## INTRODUCTION

Mastering English is needed in the modern society and globalization era. English is taught and learned from elementary school until university. English has accordingly been chosen as the first foreign language taught in school, rather than other languages. Since English is the first foreign language taught in all levels of education, it became a necessity to know the main goal why English became so important.

Writing, as one of the four language skills, has always been rated as substantial skill in the teaching and learning of English as a Foreign Language (EFL). Brown (2004, p.218) considered writing was primarily a conversation for recording speech and for reinforcing grammatical and lexical features of language. It means that the students who write clearly should know the way how to explain what they wrote clearly too.

Writing a hortatory exposition text is considered as the most difficult skill for the students to learn. It is the most complicated skill because the students also have to consider many aspects of the language such as grammar, vocabulary, or sentence formation, and necessarily to convey meaning for an authentic purpose (Brown, 2004, p.225). Therefore, the students who learn to write need much time and practice to develop their ability in hortatory exposition text. Beside that many teachers get difficulty in focusing the course, choosing an appropriate text, and the right teaching technique, as well as dealing with the varied skills levels of the students. Writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and their learning vocabulary in the class.

While there were number of factors that affect the students' performance in school. The most influential factors were motivation and technique or model. Motivation is referred to as academic engagement, refers to cognitive, emotional, and behavioral indicators of student investment in and attachment to education or motivation as "the anticipation of reinforcement" (Brown, 2007, p.85). It was obvious that students who were not motivated to succeed, they did not work hard. Motivation could influence academic achievement directly.

Students got difficulties to understand texts. It happened because they looking of vocabulary, grammar structure, and they find difficulties in thinking in English. They tended to be afraid to do activities in English. They were afraid to listen, speak, read, and write. Therefore, it is important for teachers of English to be creative and innovative in applying the appropriate teaching strategy and motivation toward students' writing ability.

Teaching method was used on the stage of design in which the character of teachers, learners, and instructional materials are specified. When the students are writing English text, they have mastered vocabulary, and structure system. They are needed to fulfill knowledge of the target language with different system. Students get information and ideas which can enrich their vocabulary, grammatical system, and ideas.

Theoretically, students who have high motivation toward English have good achievement in English, especially in writing ability. The writer, as an English teacher, observed and did a preliminary study dealing with teaching strategy, technique or model, and her language performance. In this study, the writer used Cognitive Academic Language Learning Approach (CALLA) model. According to Chamot and O'Malley (1994, p.5), CALLA model is designed to develop the academic language

skills of limited English proficient (LEP) students, the students are asked to be active and verbal participants in the learning process.

According to Oshima and Hogue (2007, p.3), academic writing was formal, the writer took care to write complete sentences and to organize them in certain way. The purpose of academic writing was to convey knowledge and understanding of a topic in a persuasive, formal, and objective manner. In the teaching of writing, the teacher and student focused on the product of that writing and on the writing process itself. By spending time with learners on pre-writing phases, editing, redrafting, and finally evaluating their work. According to Brown (2004, p.246), four categories of written performance that capture the range of written production were considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

Sudarwati and Grace (2006, p.12) defined hortatory exposition as a text which represents the attempt of the writer to have the addressee do something or act in certain way. Further, according to Peter (2006, p.38) mention the purpose, the generic structures, and the language features of Hortatory Exposition text, are as follows. The aim is to tell a particular view about something and recommend a course of action. The generic structure of a hortatory exposition has 3 sections. They were introduction (sometimes called the thesis)– saying what the topic is about or statement/announcement of issue concern. Second, main section – stating what the main points, or arguments are. It may include evidence or reasons to support the writer's views and the third, recommendation – saying what action needs to be done or statement of what should or should not happen or be done based on the given arguments. Based on the explanation above, the writer concluded that writing is one of language skill to express and create an ideas on the brain. In this study the writer focused in hortatory exposition text.

Related to methodology of teaching and learning, some experts defined approach, method, and technique. According to Anthony cited in Brown (2004, p.14), an approach was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well. In this study, the writer used Cognitive Academic Language Learning Approach (CALLA) model. An approach defined assumptions, beliefs, and theories about the nature of language and language learning. Design specifies the relationship of those theories to classroom materials and activities. Procedure or model were the techniques and practices that were derived from one's approach and design.

Before proceeding, Chamot and O'Malley (1994, p.5) they would like to clarify the acronyms and definition of CALLA. CALLA instead of the complete name, the Cognitive Academic Language Learning Approach. CALLA is pronounced /ka-la'/, stressing the last syllable. CALLA evokes a number of positive connotations from various languages, including Greek (*kala* = fine, good), Hawaiian (*kala* = money), and Hebrew (*kala* = bride). Related to CALLA model is designed to develop the academic language skills of limited English proficient (LEP) students, the students were asked to be active and verbal participants in the learning process.

According to Chamot and O'Malley (1994, p.215), the central component of CALLA model was the integration of learning strategies with instructional in academic language and content. They further stated that CALLA is based on cognitive learning

theory which assumed that learners are mentally active participants in the teaching and learning process.

The writer applied the Cognitive Academic Language Learning Approach (CALLA) model and learning motivation toward writing ability about ten topics in the hortatory exposition text. In teaching and learning process, with Cognitive Academic Language Learning Approach (CALLA), students were taught to use strategies of learning from a cognitive model of learning as aids to help with comprehension as well as retention of content subject. CALLA can be employed at various educational levels and settings such as colleges, universities, intensive language programs, and foreign language programs (Chamot & Robbins, 2006, p. 6; Chamot, Barnhardt, El-Dinary & Robbins, 1999, p.7; Chamot & O'Malley, 1994, p. 168-185). When the CALLA teacher models and provides instruction in learning strategies for a limited amount of reading and writing, students could focus their attention on using the strategies to comprehend and appreciate different aspects of a work of literature and for planning.

Content was motivating. Content based CALLA is not only important for developing academic language skills, but is also inherently more interesting to many students than classes which focus on language only. Students can be motivated not only by the topics presented but also by knowing that they are developing the concepts and skills associated with these subjects, in other words, that they are actually doing "real" schoolwork instead of merely learning English. Motivation is one of the students' aspect that must be considered in teaching practice. Some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge, and stimulate them. Whatever their level of motivation is, what happens in the classroom could change their involvement.

Another place motivation plays a key role is in education. A teacher that implements motivational techniques would see an increased participation, effort, and higher grades. Part of the teacher's job is to provide an environment that is motivationally charged. This environment accounts for students who lack their own internal motivation. One of the first places people begin to set goals for themselves is in school. Many factors determine the student's motivation in class. Teacher should not be surprised to discover that no single theoretical interpretation of motivation explained all aspects of student interest or lack of it. Different theoretical interpretations do, however, shed light on why some students in a given learning situation are more likely to want to learn than others. Furthermore, each theoretical interpretation can serve as the basis for the development of techniques for motivating students in the classroom. Writing motivation is one's activation or energizing to give more effort to writing activity. It focuses on one's appraisal of the relationship between writing activity and writing outcome.

There are several studies related Cognitive Academic Language Learning Approach (CALLA). First, Marimuthu, Muthusamy, and Veeravaga (2011) stated CALLA as an instructional strategy does aid towards improved performance in language learning, particularly in reading comprehension. CALLA has given positive effect towards language learning itself. Second, Chamot (1995) found that CALLA motivated and the model can be effective in helping students become more successful academically. Third, Adigüzel and Gürses (2013) also confirmed that students became more aware regarding their comprehension through CALLA. Therefore, CALLA has increased the students' comprehension then it can be suggested as the strategies in teaching and learning

In line with the above explanation, the writer was interested in conducting a study entitled “The Influence of The Cognitive Academic Language Learning Approach (CALLA) and Motivation toward First Semester Accounting Program Students’ Hortatory Exposition Writing Ability at Politeknik Sekayu.” In this research, the writer found out whether or not there was a significant contribution of the Cognitive Academic Language Learning Approach (CALLA) and motivation toward their English writing achievement. Based on the context of analysis, the researcher formulated a research questions, those were (1) Was there any significant difference in writing hortatory exposition text achievement between the students who had high learning motivation taught using Cognitive Academic Language Learning Approach (CALLA) model and those who were taught by using conventional model? (2) Was there any significant difference in writing hortatory exposition text achievement between students who had low learning motivation taught using Cognitive Academic Language Learning Approach (CALLA) model and those who were taught using conventional model? (3) Was there any significant difference in writing hortatory exposition text achievement between the students who had high and low learning motivation taught using Cognitive Academic Language Learning Approach (CALLA) model? (4) Was there any significant difference in writing Hortatory Exposition text achievement between the students who had high and low learning motivation taught using conventional model? (5) Was there any interaction effect of Cognitive Academic Language Learning Approach (CALLA) treatment and students’ motivation on writing Hortatory Exposition text achievement?

## METHODOLOGY

The study used an experimental research. This study measured three variables: CALLA as the independent variable, writing achievement as the dependent variable, and the motivation as the moderator variable. The researcher divided the students into two groups; experimental group taught using CALLA model, and control group taught using conventional model. For this reason, the researcher used factorial design to study the independent and simultaneous effects of two or more independent treatment variables on an outcome (Creswell, 2005, p. 298). The factorial design method was used to four –groups, pretest – posttest design. Frankel and Wallen (2012, p. 277) state that a factorial design is that it allows a researcher to study the interaction of an independent variable with one or more other variables.

The writer created the pretest – posttest control group design. It involved one treatment variable having two levels (X and C), and one moderator variable, also having two levels (Y<sub>1</sub> and Y<sub>2</sub>). In this study, two groups would receive treatment (X<sub>1</sub>) and two would not (C). Both groups receiving the treatment would differ on Y, however, as would the two groups not receiving the treatment. Since each variable, or factor, has two levels, the following design is called a 2 by 2 factorial design. This design could be illustrated as follow.

*Table 1. Factorial Design*

Models of Teaching	High Motivation Y <sub>1</sub>	Low Motivation Y <sub>2</sub>
Cognitive Academic Language Learning Approach (CALLA) / X <sub>1</sub>	X <sub>1</sub> Y <sub>1</sub>	X <sub>1</sub> Y <sub>2</sub>
Conventional Approach(CA)/C	CY <sub>1</sub>	CY <sub>2</sub>

*Source: Fraenkle and Wallen (2012, p. 277)*

The population of this study was all the first semester of Accounting Program consisting of nine classes and the total number of students was 298 students. The sampling technique used in this study was two stage random sampling. In this study, the writer randomly selected 80 students from 298 students. The writer randomly selected 5 classes out of 9 classes. The selection of groups or clusters from this step was known as cluster random sampling. Next, the writer distributed questionnaire about learning motivation to all students in order to group or cluster the sample. Then, the writer randomly selected eight students from each class based on their level of motivation. The next step was known as individual random sampling. The sample involved in this study was eighty students, forty students for the experimental group and forty students for the control group. The experimental group was given CALLA model as the treatment and the control group was given conventional model.

To obtain the data, the writer used questionnaire and test. The writer tried to accomplish the data within 12 meetings. The students were asked to fill in the questionnaire of motivation in the first meeting. Next, the writing test was administered as substantial part of the research. The test was given before and after the treatment to know the students' mastery in writing ability before and after the treatment was given. To establish the validity of the instruments, the writer applied content – related evidence of validity. It refers to a condition where a test which actually samples the subject matter about which conclusions were to be drawn and it requires the test-taker to perform the behavior that is being measured. The writer estimated the content validity by the table of specification and proving a syllabus. To validate the test, the writer used experts' judgement. The writer asked two of her colleagues to judge the level of difficulty and appropriateness of the writing test. The questionnaire used to measure the character of the students, is provided by the rater (psychologist). Based on the theory, the validity of the questionnaire has already been judged since it is usually used to measure one's motivation. In terms of reliability, the inter-rater reliability was used. To minimize the subjectivity in scoring students' writing, the writer involved two raters who have the experience in handling teaching and testing writing. The result between two raters showed the correlation coefficient value with 40 students with the alpha value  $\alpha = 0.05$  was 0.828 (*r-obtained*). It meant that the test instrument was reliable. The students were tested to measure five aspects of writing ability: *content, organization, vocabulary, language use, and mechanics*.

#### *Techniques for Analyzing the Data*

There were three stages in analyzing the collected data. They were scoring the tests, finding the means of each group, and comparing the means. In analyzing the data, the writer applied two statistical analyses: t-test and analysis of Variance (Annova). The writer used SPSS 20 program in processing the t-test and anova analysis. In this study, the data from post – test of writing ability would be analyzed by using t –test. Furthermore, the writer used ANOVA to know whether or not there was significant between high and low motivation. In this analysis, *f-test* would be applied to test the significant difference. If *f-obtained* exceeded *f-table*, it meant that there was significant difference between high and low vocabulary mastery of students in developing students' writing ability.

## FINDINGS AND DISCUSSION

Based on the findings, the interpretations were presented as follows. First, the calculation of statistics by using independent sample t-test showed that the sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it could be said that there was a significant difference on writing achievement between the students who were taught by using CALLA model and those who were taught by using conventional technique.

The mean score of the students' post-test score in the experimental group was 80 and the mean score of the students in the control group was 76.77. It meant that the mean post-test score of the students in the experimental group was higher than the mean post-test score of students in the control group. It could be concluded that the students who were taught by using CALLA model were better in writing hortatory exposition text than the students who were taught by using conventional. It was effective to use CALLA model in teaching writing hortatory exposition text to solve the problem faced by the students.

Second, the calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it could be seen that there was a significant difference in writing achievement between the students who had high motivation taught by using Cognitive Academic Language Learning Approach (CALLA) and those who were taught by using conventional. It could be concluded that the technique which was applied to develop the students writing hortatory exposition text was not effective in both groups of students' high motivation.

Third, the calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it indicated that there was any significant difference in writing hortatory exposition text between the students who had low motivation taught by using conventional technique and those who were taught by using conventional technique. It could be concluded that the technique which applied to develop the students' writing hortatory exposition text was effective in both groups of students' low motivation.

Fourth, the calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it can be predicted that there was any significant difference in writing hortatory exposition text between the students who had high and low motivation taught by using CALLA model. It could be concluded that the technique which was applied to develop the students' writing hortatory exposition text was effective in both groups of students' high and low motivation.

Fifth, the calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it revealed there was any significant difference in writing hortatory exposition text between the students who had high and low motivation taught by using conventional technique. It could be concluded that the technique which applied to develop the students' writing hortatory exposition text was effective in both groups of students' high and low motivation.

At last, the analysis result using two-way ANOVA to measure an interaction effects between the teaching writing through portfolio technique and students' motivation was not higher 0.006 than significant level 0.05. It could be concluded that

there was an interaction effect between CALLA and learning' motivation in writing a hortatory exposition text.

Table 2. Results of Two-way Annova Analysis

Tests of Between-Subjects Effects						
Dependent Variable: Students_Scores						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	903,962 <sup>a</sup>	3	301,321	62,926	,000	,713
Intercept	456473,113	1	456473,113	95327,215	,000	,999
Writing_Model	252,050	1	252,050	52,637	,000	,409
Motivation	649,800	1	649,800	135,700	,000	,641
Writing_Model * Motivation	2,113	1	2,113	,441	,509	,006
Error	363,925	76	4,788			
Total	457741,000	80				
Corrected Total	1267,887	79				

a. R Squared = ,713 (Adjusted R Squared = ,702)

Based on the findings, there were some interpretations could be drawn. First, CALLA contributed a significant process toward students' writing achievement. CALLA as an instructional strategy does aid towards improved performance in language learning, particularly in reading comprehension. CALLA has given positive effect towards language learning itself (Marimuthu, Muthusamy, and Veeravaga, 2011). Second, students became more aware regarding their comprehension through CALLA. During the implementation of CALLA, it could increase students' motivation and participation during writing class. They were willing to participate actively in competing the writing task given. It was proved that the implementation of CALLA increase the students' achievement, motivation and participation.

The calculation of statistics by using independent sample t-test showed that the sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it can be predicted that there was a significant difference on writing achievement between the students who were taught by using Cognitive Academic Language Learning Approach (CALLA) and those who were taught by using conventional technique. The mean score of the students' post-test in the experimental group was 80 and the mean score of the students in the control group was 76.77. It meant that the mean post-test score of the students in the experimental group was higher than the mean post-test score of students in the control group. It could be concluded that the students who were taught by using Cognitive Academic Language Learning Approach (CALLA) model was better on writing Hortatory Exposition text achievement than the students who were taught by using conventional. It was effective to use Cognitive Academic Language Learning Approach (CALLA) teaching writing Hortatory Exposition text achievement to solve the problem faced by the students. The calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it can be predicted that there was a significant difference on writing Hortatory Exposition text achievement between the students who had high motivation taught by using Cognitive Academic Language Learning Approach (CALLA) and those who were taught by using conventional.

## CONCLUSION



Based on the findings and interpretations of this study, it can be concluded that the teaching of writing by using Cognitive Academic Language Learning Approach (CALLA) model to the First Semester of Accounting Program students at Politeknik Sekayu was proved more effective than conventional writing model. It could be concluded that the technique which applied to develop the students writing hortatory exposition text achievement was not effective in both groups of students' high motivation. In the light of this study result, it also highlights that CALLA is recommended to be employed in writing class. CALLA technique not only could guide students to have more understanding but also attracted them to comprehend the material. Besides that, Cognitive Academic Language Learning Approach (CALLA) technique was also interesting and communicative for students.

The calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it could be predicted that there was any significant difference on writing Hortatory Exposition text achievement between the students who had low motivation taught by using conventional technique and those who were taught by using conventional technique. It could be concluded that the technique which applied to develop the students' writing Hortatory Exposition text achievement was effective in both groups of students' low motivation. The calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it can be predicted that there was any significant difference on writing Hortatory Exposition text achievement between the students' who had high and low motivation taught by using Cognitive Academic Language Learning Approach (CALLA) technique. It could be concluded that the technique which applied to develop the students' writing descriptive text achievement was effective in both groups of students' high and low motivation. The calculation of statistics by using independent sample t-test showed that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significance level 0.05, it can be predicted that there was any significant difference on writing descriptive text achievement between the students who had high and low motivation taught by using conventional technique. It could be concluded that the technique which applied to develop the students' writing Hortatory Exposition text achievement was effective in both groups of students' high and low motivation.

The calculation of analysis by using two-way ANOVA of measuring an interaction effects between the teaching writing descriptive text through portfolio technique and students' motivation was not higher 0.006 than significance level 0.05. It could be concluded that there was interaction effect between Cognitive Academic Language Learning Approach (CALLA) and learning' motivation on writing Hortatory Exposition text achievement. Based on the conclusions above, there was a significant difference on writing descriptive text achievement between students who were taught by using Cognitive Academic Language Learning Approach (CALLA) and those who were taught by using conventional technique. It could be seen from the calculation of statistics by using independent sample t-test was higher than significant level. It means that Cognitive Academic Language Learning Approach (CALLA) technique is effective in teaching writing Hortatory Exposition text achievement to students' especially the First Semester of Accounting Program at Politeknik Sekayu. It could improve the students' ability in their knowledge, it also motivated student in learning activities. This happened because Cognitive Academic Language Learning Approach (CALLA) technique not only could guide students to have more understanding but also

attracted them to comprehend the material. Besides that, Cognitive Academic Language Learning Approach (CALLA) technique was also interesting and communicative for students.

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