

HOW COULD CALLA STRATEGY BE APPLIED IN TEACHING WRITING ?

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ABSTRACT

English teacher should think hard how to make the teaching process be interesting and lively in order to reach the goal of teaching. CALLA (Cognitive Academic Language Learning) strategy is recommended to be applied in teaching writing especially Narrative Paragraph writing, cause this strategy has three components; curriculum content, academic language and learning strategies that the teacher can combine them in the teaching with the fifth phases that strategy also has; preparation, presentation, practise, evaluation and expansion. This way may lead the process of teaching learning be interesting and lively not monotonous that cause the goal of teaching is gained.

Key words: Calla, strategy, application, teaching writing

INTRODUCTION

Writing skill is very important, as we know that all knowledges can not be separated from writing process. Today, the ability to write has become an indispensable skill in our global literature community that every country has introduced writing subject to children through educational system. It is obviously that our government considers writing subject as an important lesson to be taught at school.

In the case of English, writing is introduced to the students mostly when they are in secondary school level. The students are expected to be able to write paragraphs and simple composition in English.

Writing has a very complex process. It needs comprehensive knowledges such as grammar, vocabulary, punctuation, appropriate content, word selection, topic and occasion (Bram, 1995:7) states that in principle, to write means to try to produce or to reproduce written message. Before we write, we need to determine what to write. We should have something meaningful, clearly, precisely and unambiguously. It is clear that writing is not easy. It requires knowledge, skill and concept in order that someone is able to produce a good piece of writing.

Therefore, an English teacher as the facilitator in teaching learning process should design a good concept of teaching to encourage students to write a good writing for example, media and technique used in teaching learning process should be relevant to student background and the things they see in their surrounding.

In this case, the CALLA (Cognitive Academic Language Learning Process) strategy is ineffective to be applied in teaching writing in the part of narrative writing then it is recommended to use to facilitate student's narrative writing ability.

CALLA STRATEGY

The cognitive Academic Language Learning Approach (CALLA) is an instructional model that integrates current educational trends in standards, content based language instruction, learning strategies and portfolio assessment. (Chamot 1999:7) A moto and Snow (2005:88) States that CALLA is an instructional model designed to increase the school acheivement of students who are learning through the medium of a second language.

The CALLA has three components; curriculum content, Academic Language and Learning Strategies.

1. High Priority Curriculum Content

Applying CALLA strategy in teaching, it is recommended that the teacher first selects high priority contens of the topics, add academic language development activities then teach learning strategies to help students understand, remember and use both the content and language.

Focus on an important content subject helps studens acquire the vocabulary and linguistics stractures they need to perform successfully in the academic curriculum.

2. Academic Language Development

Students learn English need to experience how academic language is used across the curriculum, not just in English Language arts. The leaners need to focus on academic language that includes contents, vocabulary, discourse structures of different diciplies, the knowledge of the differences between social and academic language and how each interacts with the difficulty of the task can help teachers plan appropriate activities to develop academic language.

3. Learning Strategies instruction

Learning strategies are mental processes that students can control cousiously when they have a learning goal second language learners may find difficult to process both new content and academic language at the same time. New developments in the learning Strategies as the component of CALLA include reorganization and some renaming of strategies. The three categories of learning strategies are met cognitive, cognitive and social / affective.

CALLA INSTRUCTIONAL SEQUENCE

The CALLA Instructional Sequence design is task based and has five phases that teacher combines with the three components of content, language and learning strategies. The phases are :

1. Preparation

The teacher should focus on finding out what prior knowledge that students have about the content of the topic to be taught, their level of language proficiency and their current learning strategies for this type of task.

2. Presentation

Teacher uses a variety of techniques to make new information and skills accessible and comprehensible to the students. This technique includes demonstration, modeling and visual report.

3. Practice

In this cases the students use the new information and skills in activities that involve colloboration, problem solving, inquiry and hands on experiences.

4. Evaluation

The students self-evaluate their understanding and proficiency with the content, languanges and learning strategies they have been practicing.

5. Expansion

The students enggage in activities to apply what they have learned to their own life, including other classes at the same school, their families, community, their cultural and linguistics backgrounds.

WRITING

Writing defines as a process of putting thought, ideas into combination of meaningful letter. It involves the competence of communication among people, construction of sentence to present ideas as well as the ability to use linking device to create a good paragraph. Writing is also a form of communication in line (Byrne, 1979, 1)

1. Paragraph

Paragraph is a group of sentences that contain relevant information about a main idea or central idea (Martin 1990, 387). A paragraph consists of t hree parts, introduction, body and conclusion. A preacher as a rule, begins preaching by telling the audience what he/she is going to tell (introduction). What he/she is telling (body) and at the end he/she drives a conclusion (conclusion) (Bram, 1995, 13).

Acording to Bram (ibid, 13) paragraph has three major structural parts they are,

- a. The topic sentence is the main idea of the paragraph. It hints the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea that hints the scope of writing.
- b. The supporting sentences develop the topic and explain the topic sentence by giving resons, example and fact.
- c. The concluding sentence signals the ends of paragraph and it is presented in one sentence by giving the important points which can be remembered by the reader.

NARRATIVE PARAGRAH WRITING

A narrative is one of the four major types of paragrah, the other three are description, argumentation and expansion. The narrative or narration defines a story telling, whether we are relating a single story or several related ones. Sangan (1942, 195) states that through narraion, we make a statement clearly by relating in details something that has happened to us.

The Application of CALLA Stategy in Teaching Narrative Pragraph Writing

a. Preparation

- Teacher gives the copy of a passage that is going to be discussed
- Teacher conducts brainstorming about the topic to draw an inference is would be useful

b.Presentation

Teacher presents the topic by demonstrating modelling, naming it, describing how and when to use it.

c. Practice

- Teacher asks the students to develop the topic in narrative paragraph
- Teacher evaluates the students narrative paragraphs
- Teacher comments on the students' work

d. Expansion

- Teacher reviews the situation of learning in the class room to the students
- Then teacher asks the students to write different topics in the narrative paragraphs.

CONCLUSION

CALLA strategy is good to be used in teaching writing specially in teaching narrative paragraph because it has some stages that should be applied in the process of teaching and learning. This condition makes a various kinds of teaching that leads the teaching-learning process is interesting and lively not monotonous. Of course it will increase the student's writing ability.

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