

**THE IMPLEMENTATION OF COGNITIVE ACADEMIC LANGUAGE
LEARNING APPROACH (CALLA) AS A MODEL INSTRUCTION TO
IMPROVE STUDENTS' WRITING QUALITY**

*PENERAPAN COGNITIVE ACADEMIC LANGUAGE LEARNING
APPROACH (CALLA) SEBAGAI SEBUAH MODEL
INSTRUKSI UNTUK MENINGKATKAN KUALITAS
TULISAN SISWA*

ELA MARTISA



**POST GRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR**

2013

**THE IMPLEMENTATION OF COGNITIVE ACADEMIC LANGUAGE
LEARNING APPROACH (CALLA) AS A MODEL INSTRUCTION TO
IMPROVE STUDENTS' WRITING QUALITY**

Thesis

as a partial requirement to achieve Magister Degree

English Language Study

Written and Submitted by

ELA MARTISA

To

**POST GRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2013**

THESIS

THE IMPLEMENTATION OF COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA) AS A MODEL INSTRUCTION TO IMPROVE STUDENTS' WRITING QUALITY

Written and Submitted by

ELA MARTISA
Registered Number P0600211006

Has been defended in front of the thesis examination committee
on July 31th 2013 and has fulfilled the requirements

Approved by,

Head of
The Supervisory committee

Member of
The Supervisory Committee

Prof. Dr. H. Hamzah Machmoed, MA

Prof. Drs. H. Burhanuddin Arafah, M. Hum, Ph.D

Head of
English Language Study Program

Director of Post Graduated Program
Hasanuddin University

Prof. Dr. Abd. Hakim Yassi, MA

Prof. Dr. Ir. Mursalim

PERNYATAAN KEASLIAN TESIS

Yang bertanda-tangan di bawah ini:

Nama : Ela Martisa

Nomor Pokok : P0600211006

Program Studi : Bahasa Inggris

Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 24 Juli 2013

Yang Menyatakan

Ela Martisa

ACKNOWLEDGMENT

Firstly the researcher says Alhamdulillah to Allah SWT the only Lord of the universe for His guidance and mercy to me so that I am able to finish my thesis. Blessing and salvation may Allah shower to His prophet Muhammad SAW, his family, and his entire fellow.

Secondly, the researcher would like to express her deepest appreciation to my thesis consultants, Prof. Dr. H. Hamzah Machmoed, M.A and Prof. Drs. H. Burhanuddin Arafah, M. Hum., Ph. D., for every valuable advice and words of encouragements they had given me throughout finishing this research. To my thesis examiners, Prof. Dr. M. L. Manda, M.Phil, Dr. Hj. Sukmawaty M.Hum.and Dr. H. Sudarmin Harun, M.Hum, for their constructive suggestions and insightful comments. Also to the management of Hasanuddin University particularly the Dean of the Faculty of Basic Cultural Science, the Board of Post Graduate Program, and the Head of English Language Studies.

Thirdly, I am thankful to the management of SMAN 1 Kabawo, the headmaster, English teachers, the students especially for class Xa and Xb for their cooperation and support during the research. Thank you very much for being such good participants.

Special thanks to Dahlia Husain and Adimawati Helingo as the raters of my research for every valuable time they invest in analyzing my students' works, and for their never ending effort throughout this time. I thank my fellow friends in ELS UNHAS particularly the academic year

2011/2012 especially to Netty Andaz for her positive thoughts, Maemana for every time we exchanged ideas, Bu Maria for accompanying me most of the time, Pa Bahar for his pair of extra hands when I needed help and Vita for her helps and supports. I thank these people for the most precious 2 years they have shared with me, for every struggle we have been through, you all will be forever in my heart.

My foremost gratitude goes to my parents, my brothers, and all my big family for their supports. Last but not the least, I would like to express my deepest gratitude my loving husband dr. Amiruddin Eso M.Kes for being the perfect husband every wife would dreamed of, for upholding my dreams and making them come true, for his undivided attention toward my thesis, for sharing this wonderful life and future with me, for his brilliant mind and graceful soul, I will be forever thankful that God has given me you as the person I'll spend the rest of my life with, and to my beautiful daughter Firsta Azkiya Muthmainnah for being the best daughter ever.

ABSTRACT

ELA MARTISA. *The Implementation of Cognitive Academic Language Learning Approach (CALLA) as a Model Instruction to Improve Students' Writing Quality* (Supervised by Hamzah Machmoed and Burhanuddin Arafah)

The study was conducted with the aims to implement CALLA model instruction in teaching on students' writing, to find out its effect, and to know the students' perception toward the implementation of CALLA model instruction on the first grade of senior high school students.

A quasi-experimental study with a pre-test and post-test group design was applied in 60 senior high school students. Subjects were divided into 2 groups namely experimental group (n=30) and control group (n=30). The research was carried out in SMAN 1 Kabawo, Muna Regency, South East Sulawesi. Students' composition of recount text in pre-test and post-test were analyzed by three raters by using ESL Composition Profile proposed by Jacobs et.al.

The result showed that there were significant differences between pre-test and post-test value of students writing quality in terms of content, organization, vocabulary, language use and mechanics. It was found that t-observed value was 3,017 and t- table value was 2,021. It means that t-observed was higher than t- table with significant level was 0,004 ($p < 0,05$) It could be concluded that the implementation of CALLA Model Instruction can improve students' writing quality. It is also concluded that students have positive responses toward the implementation of CALLA model instruction.

Keywords: implementation CALLA, ESL Composition Profile, students' writing quality.

ABSTRAK

ELA MARTISA. Penerapan *Cognitive Academic Language Learning Approach* (CALLA) sebagai sebuah model instruksi untuk Meningkatkan Kualitas Tulisan Siswa (Dibimbing oleh Hamzah Machmoed dan Burhanuddin Arafah)

Penelitian ini dilakukan dengan tujuan untuk menerapkan Instruksi Model CALLA untuk meningkatkan kualitas tulisan siswa dalam pengajaran, untuk mengetahui pengaruh metode tersebut dan untuk mengetahui persepsi siswa terhadap penerapan model pembelajaran CALLA pada siswa SMA kelas X.

Sebuah studi kuasi-eksperimen dengan pre-test dan post-test group design diterapkan pada 60 siswa SMA. Subyek dibagi menjadi 2 kelompok yaitu kelompok eksperimen ($n = 30$) dan kelompok kontrol ($n = 30$). Penelitian ini dilakukan di SMAN 1 Kabawo, Kabupaten Muna, Sulawesi Tenggara. Tulisan siswa yang berbentuk *recount text* pada pre-test dan post-test dianalisis oleh tiga penilai dengan menggunakan *ESL Composition Profile* yang diusulkan oleh Jacobs dkk.

Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara nilai pre-test dan post-test dari kualitas tulisan siswa dalam hal *content, organisation, vocabulary, language use* dan *mechanics*. Ditemukan bahwa nilai t -observed adalah 3,017 dan nilai t -tabel adalah 2,021. Ini berarti bahwa t -observed lebih tinggi dari t -tabel dengan nilai kemaknaan 0,004 ($p < 0,05$). Dapat disimpulkan bahwa penerapan Instruksi Model CALLA dapat meningkatkan kualitas tulisan siswa. Juga dapat disimpulkan bahwa siswa memiliki respon positif terhadap penerapan Model Pembelajaran CALLA.

Kata kunci: penerapan CALLA, ESL Composition Profile, Kualitas Tulisan Siswa.

TABLE OF CONTENTS

	Page
COVER PAGE	i
SUBMISSION PAGE	ii
APPROVAL FORM	iii
LEMBAR PERNYATAAN KEASLIAN TESIS	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xv
LIST OF APPENDICES	xvii
LIST OF ABBREVIATION	xviii
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Research Questions	5
C. Objective of the Study	6
D. Significance of the Study	6
E. Scope of the Research	7
F. Definition of the Terms	7
CHAPTER II LITERATURE REVIEW	
A. Previous Study	8
B. Theoretical Background	11
1. Definition of CALLA	11
2. An overview of language learning strategies in CALLA	12
3. An overview of cognitive theory in CALLA	16
4. Component in CALLA	20
5. Procedure of CALLA model instruction in the classroom	23
6. The nature of writing and recount writing	28
7. Strategies in Writing	31
C. Conceptual Framework	38
D. Hypothesis	38
E. Operational Definition	39

CHAPTER III RESEARCH METHODOLOGY

A. Overview context of experimental study	40
B. Research Design	41
C. The Researcher Role	43
D. Population and Sample	43
E. Research Instrument	44
F. Variable of the Research	44
G. Procedure of Data Collection	45
H. Technique of Data Analysis	48
I. Inter-rater Agreement	52

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	54
1. The Aspect of Students' Writing Quality	55
a. Content	56
b. Organization	62
c. Vocabulary	69
d. Language Use	74
e. Mechanics	80
f. Overall Score	86
2. Comparison of Overall Score between groups Before Treatment	91
3. Comparison of Overall Score between groups after Treatment	93
4. The Analysis of the Student's perception toward the implementation of CALLA Model Instruction in improving Student's writing quality	94
B. Discussion	106
1. The implementation of CALLA Model Instruction	106
2. Analysis of Student's writing quality before and after Implementing CALLA Model instruction	112
3. Analysis of the Student's perception toward the Implementation of CALLA Model Instruction	113

CHAPTER V CONCLUSION AND SUGESTION

A. Conclusion	115
B. Suggestion	116
BIBLIOGRAPHY	118
APPENDICES	122

LIST OF TABLES

Number	Page
1. Descriptive of Students' score in terms of content of experimental group	56
2. Descriptive of Students' score in terms of content of control group	56
3. The rate percentage of students' score in terms of content for pre-test for experimental and control group	57
4. The rate percentage of students' scores in term of content for post-test for experimental and control group.	58
5. Normality test of content score for experimental and control group	60
6. Significant value of content score for experimental group	61
7. Significant value of content score for Control Group	61
8. Descriptive of Students' Score in terms of organization of experimental group	62
9. Descriptive of Students' Score in terms of organization of control group	62
10. The rate percentage of students' score in term of organization for pre-test for experimental and control group	64
11. The rate percentage of students' scores in term of organization for post-test for experimental and control group	65
12. Normality test of organization score for experimental and control group	66
13. Significant value of organization score for experimental group	67

14. Significant value of organization score for Control Group	68
15. Descriptive of Students' Score in terms of vocabulary of experimental group	69
16. Descriptive of Students' Score in terms of vocabulary of control group	69
17. The rate percentage of students' score in term of vocabulary for pre-test for experimental and control group	70
18. The rate percentage of students' scores in term of vocabulary for post-test for experimental and control group	71
19. Normality test of vocabulary score for experimental and control group	72
20. Significant value of vocabulary score for experimental group	73
21. Significant value of vocabulary score for control Group	73
22. Descriptive of Students' Score in terms of language use of experimental group	74
23. Descriptive of Students' Score in terms of language use of control group	75
24. The rate percentage of students' score in term of language use for pre-test for experimental and control group	76
25. The rate percentage of students' scores in term of language use for post-test for experimental and control group	77
26. Normality test of language use score for experimental and control group	78
27. Significant value of language use score for experimental group	79
28. Significant value of language use score for Control Group	79
29. Descriptive of Students' Score	

in terms of mechanics of experimental group	80
30. Descriptive of Students' Score	
in terms of mechanics of control group	81
31. The rate percentage of students' score	
in term of mechanics for pre-test for experimental	
and control group	82
32. The rate percentage of students' scores in term of	
mechanics for post-test for experimental and control group	83
33. Normality test of mechanics score for experimental and	
control group	83
34. Significant value of mechanics score for experimental group	84
35. significant value of mechanics score for Control Group	85
36. Descriptive of Students' overall Score	
of experimental group	86
37. Descriptive of Students' overall Score of control group	86
38. The rate percentage of students' overall score	
for pre-test for experimental and control group	87
39. The rate percentage of students' overall scores	
for post-test for experimental and control group	88
40. Normality test of students' overall score	
for experimental and control group	89
41. Significant value of students' overall score	
for experimental group	90
42. Significant value of students' overall score for Control Group	90
43. Comparison between experimental group and control	
Group before treatment	91
44. Independent sample t-test before treatment	92
45. Comparison of t-observed and t-value	92
46. Comparison between Exp Group and Control Groups	
after treatment	93
47. Independent sample t-test after treatment	93

48. Comparison of t-observed and t- table value	93
49. The percentage of the Questionnaire Number 1	95
50. The percentage of the Questionnaire Number 2	96
51. The percentage of the Questionnaire Number 3	97
52. The percentage of the Questionnaire Number 4	98
53. The percentage of the Questionnaire Number 5	99
54. The percentage of the Questionnaire Number 6	100
55. The Percentage of Students' Responses	101
56. List of students' current strategies	108

LIST OF FIGURES

Number	Page
1. Conceptual Framework	38
2. Formulated design of the study	42
3. The diagram frequency of students scores in terms of content in pre test and post test for experimental and control group	62
4. The diagram frequency of students score in terms of organization in pre test and post test for experimental and control group	68
5. The diagram frequency of students score in terms of vocabulary in pre test and post test for experimental and control group	74
6. The diagram frequency of students score in terms of language use in pre test and post test for experimental and control group	80
7. The diagram frequency of students score in terms of mechanics in pre test and post test for experimental and control group	85
8. The diagram frequency of students overall score in pre test and post test for experimental and control group	91
9. The diagram Frequency of Questionnaire Number 1	95
10. The diagram Frequency of Questionnaire Number 2	96
11. The diagram Frequency of Questionnaire Number 3	97

12. The diagram Frequency of Questionnaire Number 4	98
13. The diagram Frequency of Questionnaire Number 5	99
14. The diagram Frequency of Questionnaire Number 6	100
15. Frequency of Students' Response to the Questionnaire	102

LIST OF APPENDICES

Number	Page
1. Questionnaire	122
2. The list of students' name for experimental and control group	124
3. Pre-test worksheet	126
4. Lesson plan for experimental group	127
5. Lesson plan for control group	129
6. Post test worksheet	130
7. Plan of teaching schedule	131
8. Model of recount text	133
9. Description of ESL composition profile	134
10. Example of student's writing of experimental group for pre and post test	145
11. Example of student's writing of control group for pre and post-test	147
12. Example of student's self evaluation note	149
13. Raters Reliability	150
14. t table	152
15. Pictures of teaching process in control group	153
16. Pictures of teaching process in experimental group	154
16. Students' score for experimental and control group	155

LIST OF ABBREVIATIONS

Abbreviations	Meaning
CALLA	Cognitive Academic Language Learning Approach
CG	Control Group
EFL	English as Foreign Language
EG	Experimental Group
ESL	English as Second Language
KTSP	Kurikulum Tingkat Satuan Pendidikan (School Based Curiculum)
SPSS	Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION

This chapter presents background of study, problem statements, objective of the research, significance of the research, scope of the research and definition of terms.

A. Background of the Study

As international language, the importance of English is undeniable. One of the most common examples is the use of the language itself in numerous numbers of international forums. The need to learn the language has been prioritized by people around the world that will enable them to communicate with people from various countries. The English language also widely uses to get information and knowledge for various disciplines. Books are written in English and most electronic tools also use English. Because of English expansion in science and technology, mastering it becomes inevitable.

Particularly in Indonesia, government has decided to teach English as one subject which is taught from primary school as local content subject up to university level as compulsory subject. Especially for senior high, there are three objectives of teaching English as stated in the current curriculum (Kurikulum Tingkat Satuan Pendidikan). Firstly, to develop the communicative skills either written or orally. Secondly, to improve

students' consciousness about the importance of English as one of the foreign language and as the media in learning process. Thirdly, to develop students' understanding about the relationship of language and culture.

As an effort to achieve those objectives, students are expected to be able to develop their competences in English especially their communicative competence in listening, reading, speaking and writing. Among those skills, writing is supposed to be the difficult one. This productive skill forces students to be able to communicate in written form. Different from speaking which learners can be helped by gesture and body language if they stuck in communication, in writing, it could not. All idea or message from writer must be included in the text itself (Derewianka, 1992 :22). In addition, in writing a text, many aspects related to writing ability such as organize the text, language use and content of the text is need to be considered by students.

Because of the complexity of writing, most students have less competence of this skill. It is happened because in the limited time, students need to know all aspect of writing. Besides, in four hours a week, teaching English in the classroom is not merely studying about writing but also other skills such speaking, listening and reading. Moreover, some teachers focus their teaching in grammar knowledge. As a result, in their test of writing, most students got low score.

One school who experienced the above phenomena is SMAN 1 KABAWO. It is one of state school in South East Sulawesi particularly in

Muna regency. It is located in rural area about 45 km, far away from the central city. It is the only state senior high school in Kabawo district and become the only state school choice for students to continue their study after graduating from junior high school. In the preliminary observation, particularly after interviewing with the English teacher there, it was found that in accomplishing their task, the quality of students' writing was very poor. They could not organize their writing in chronological order. Besides, they could not use appropriate tenses for particular text type. In addition, some students cheat their classmate's work when they are given a task of writing. Ironically, student who become an object of cheating, copy almost his writing from the text book. Moreover, in the school examination particularly in writing test, only few students who were able to produce better writing and get high score. To overcome this problem, finding out the appropriate approach to help students to increase their writing skill is inevitable.

Actually, there are several approaches had been introduced in the classroom for helping students improve their writing quality. Those approaches, however, mostly have the similar pattern of procedures where students are given a pattern of the certain text, the model and students will be asked to compose a writing text based on the model given. Despite the advantages got from this modeling pattern, students tend to use that model in every task without able to produce their original writing. As a

result, in submitting their writing task, most of the composition is replica of the model (Miska, 2004: 2).

Looking for the solution related that issue particularly in finding a new approach which suitable with classroom setting is important. One way to help students in improving their writing quality is by teaching them learning strategies. Chamot, (2004:9) stated that teaching learning strategies is really recommended for learners because they need strategies that can make their language learning more successful and increase their motivation for further study.

As an attempt to teach learning strategies, applying language learning strategy instruction to develop students' writing quality is really necessary. One method that seems to be appropriate applied in the classroom context is CALLA model instruction.

Cognitive Academic Language Learning Approach (CALLA, pronounced /ka-la'/) is one model of instruction in learning strategy. This approach is proposed by Chamot and O'Malley in 1994. This model focuses its concept on cognitive theory particularly how to teach strategies to the learners to improve their academic knowledge based on cognitive skills. Different from other approaches in writing which heavily focus on giving modeling to the students, this present approach provides students with opportunity to find out their weaknesses, know the model of certain text type, know the strategies to accomplish their task, get feedback and have chance to expand the strategies not only in writing but also in others

skill of English. Therefore applying CALLA Model Instruction in the classroom might be a good choice.

In Indonesia context, implementing CALLA as a model of instruction in teaching learning English, especially in teaching writing is relatively new. Although it is used, it is applied only in university level. Moreover, the implementation of this approach is usually used to improve other skills in English such reading, speaking and listening instead of writing. Therefore, this present research interested to find out how far the implementation of CALLA model instruction in teaching writing particularly for senior high school level. So, researcher has intention to do a research on it entitled “The implementation of CALLA model instruction to improve students’ writing quality”

B. Research Questions

Based on the background information stated above, the current study is aimed to answer the research questions below:

1. How is CALLA model instruction in teaching writing to the students of SMAN 1 Kabawo implemented?
2. What is the effect of the implementation of CALLA model instruction in teaching on students’ writing?
3. What is the students’ perception to the implementation of CALLA model instruction?

C. Objective of the study

The Objectives of this research are:

1. To implement CALLA model instruction in teaching writing at SMAN 1 Kabawo.
2. To find out the effect of implementing CALLA model instruction in teaching on students' writing.
3. To find out the students' perception toward the implementation of CALLA model instruction in teaching writing.

D. Significance of the Study

In education field, theoretically, this study is expected to give its contribution to the development of teaching learning strategies in improving students' writing quality. Also, it is hoped that this study can enrich the other researchers' knowledge that CALLA model is not only work in listening, speaking and reading skill but also in writing.

Practicality, this study is be expected to be useful particularly for English teachers at SMAN 1 Kabawo and other teachers in improving their students' writing quality. It is hoped that in the classroom, teachers not only teach about new language to the students but also introduce and teach the learning strategies. By integrating the learning strategies into teaching material hopefully it can enhance students' ability particularly in improving their writing quality.

E. Scope of the Research

The research is limited and focused on classroom management particularly in implementing CALLA Model Instruction. While the result of students' writing is only for recount text which is analyzed based on five criteria namely organization, vocabulary, language use, content and mechanism.

F. Definition of Terms

In this current study, several terms are used to avoid misinterpretation as follows:

1. CALLA (pronounced /ka-la'/) is abbreviation of Cognitive Academic Language Learning Approach. It is an approach in teaching new language through learning strategies.
2. CALLA Model Instruction is a set of instruction in teaching learning process which relies on cognitive theory and applied in classroom context which consists of five steps namely preparation, presentation, modeling, practice and expansion
3. Improve refers to an attempt to produce a good quality of students' writing through a particular method.
4. Writing quality refers to the ability of students in mastery the several components of writing such as content, organization, and language use as proposed by Jacob et al (1981) cited in Hughes (2003: 104)

CHAPTER II

LITERATURE REVIEW

The objective of this chapter is to provide information related to the theories that being used in the present study. This session presents several sub chapter namely previous study, theoretical background, conceptual framework, hypotheses, and operational definition. Particularly for theoretical background , it divided into several parts namely definition of CALLA, an overview of cognitive theory in CALLA, an overview of learning strategies in CALLA, component of CALLA, procedure of CALLA model instruction in the classroom, the nature of writing and recount text, various approach in teaching writing, and strategies in writing.

A. Previous study

Several similar studies which use CALLA model instruction had been conducted in different area of skills. Lv& Chen (2010) conducted a research which focused on improving students' writing performance. In their study, they compared two groups of vocational students, where one group acted as experimental group while the other was control group. After doing post-test, it was found that the group which received CALLA model instruction showed a positive effect on students' writing ability.

Different from Lv& Chen which the centre of their research was on writing skill, Marimuthu et.al (2011) did a research which use CALLA

model instruction to improve students' comprehension in reading. In this study, researchers used CALLA model as an approach to train the students' metacognitive strategy. By training students to master the metacognitive strategy, it was hoped that students' reading comprehension can be enhanced. The result obtained from this experimental study showed an improvement of students' reading comprehension by using CALLA model.

Similarly, Karbalei (2011) also conducted a study by implementing CALLA model to enhance students' reading comprehension for university level. Beside to enhance students' reading comprehension, this research also tried to find out whether there is a significant different between ESL and EFL students in terms of proficiency, gender, and comprehension toward the use of CALLA model. The result showed that there is no significant different between ESL and EFL students in terms of gender and proficiency level. However, ESL students perform better in comparison of EFL students.

In other hand, Cahyaningati (2012) focused her study on improving speaking ability through the implementation of CALLA model. This experimental study resulted an improvement of students' speaking ability in group which CALLA model is implemented compared with group which does not get the treatment.

This present study was focused on the implementation of CALLA model instruction for improving students writing quality. Different from research conducted by Lv & Chen which focused their study on finding out the relationship between metacognitive strategy and students' writing performance in vocational college, the primary intention of this research was to improve students' writing quality by using CALLA model instruction. In the previous research, CALLA model instruction was use only as a tool to find out the relationship between metacognitive strategy and students' writing performance. The main point of that research was the effect of the metacognitive itself toward writing ability. While in the present study, it focuses on the implementation of CALLA instructional model. In addition, the subject of this research was secondary school students while in the previous study, the sample were taken from university level.

In this study, the researcher acted as the participant. The important of this study was as a measurement how effective CALLA model instruction in teaching writing particularly to teach recount text for secondary school students. CALLA model instruction is employed as an approach in teaching writing and the instruction as a control for students in producing their writing. The effectiveness of CALLA model was obtained through the result of students writing and perception through questionnaire.

B. Theoretical Background

This parts is divided into several parts namely definition of CALLA, an overview of cognitive theory in CALLA, an overview of learning strategies in CALLA, component of CALLA, procedure of CALLA model instruction in the classroom, the nature of writing and recount text, various approach in teaching writing, and strategies in writing.

1. Definition of CALLA

CALLA is an abbreviation of Cognitive Academic Language Learning Approach. This theory originally proposed by Chamot and O'Malley (1994). It appears as an effort of Chamot and O'Malley to raise learners' awareness about the importance of learning strategies in teaching learning process. The strategies itself need to be integrated in content material that is used in the classroom. The strategies that are taught to the students are also need to be explained through explicit instruction. Therefore CALLA can be perceived as a comprehensible instruction for English language learners which integrated three important elements in learning theory namely language development, content area instruction and explicit instruction in learning strategies (Chamot and O'Malley, 1994:10).

In CALLA approach, English learners are focused on improving their English ability in academic goal. Chamot and O'Malley (1994:9)

stated that CALLA is designed to meet the academic need of three types of students:

1. English language learners who have developed social communicative skill through beginning ESL/EFL classes or exposure through English-speaking environments, but have not yet developed academic language skills appropriate to their grade level
2. Students who have acquired academic language skills in their native language and initial proficiency in English, but who need assistance in transferring concepts and skills from their first language to English, and
3. Bilingual students who have not yet developed academic language skills in either their native language or second language.

Based on the particular types above, it seems that CALLA approach is suitable for all English learners with limited English proficiency to improve their academic skills. These academic skills can be improved by teaching learning strategies to the English learners particularly Indonesian students and integrated those strategies in content material and explicit instruction.

2. An overview of language learning strategies in CALLA

Discussion about CALLA approach is closely related with learning strategies particularly about how important the learning strategies that makes it essential to be taught in the classroom. Therefore, looking back

at the theories that relevant with learning strategies is important to be discussed.

In education field, for decades, there is a shift of paradigm from an emphasizing on teachers and teaching to learners and learning (Wenden, 1987 in Dakun 2006:72). This shift is happened because there is a tendency of teachers to make students become autonomous learners and less dependent to them. Thus, Oxford (1990:5) claims that at the same time, a shift of attention also take place in second language acquisition research from product of language learning to the process through which learning takes place. As a result of this change in emphasis, language learning strategies have become a crucial point not only as integral components of many theoretical models of language proficiency but also as a means of achieving learner' autonomy in the process of language learning. Since that time, many studies have conducted in language learning strategies and the result show that the strategies mostly help learners successfully in making language learning more efficient and had more positive effect on learners' language use.

The definition of language learning strategies itself also changes from year to year. Derry and Murphy (1986) in Dakun (2006:73) state that learning strategy is a collection of mental tactics employed by an individual in a particular learning situation to facilitate acquisition of knowledge or skill. A year later, Rubin (1987:22) in Clouston (1997:2) contend that language learning strategies are strategies which contribute to the

development of the language system which the learner constructs and affect learning directly. The recent definition about learning strategies is provided by Cohen (1998:5) in Dakun (2006:73) by saying learning strategies is the steps or actions consciously selected by learners to improve the learning of a second language, the use of it, or both. From those definition and concept about learning strategies, it can be seen a shift of stress from the early focus on mental process and move the focus on actions and process, from unconscious to intentional.

As well as learning strategies definition, the classification of language strategies is also varying. Liu (2010) summaries six different classifications of learning strategies : 1) Wenden's Classification 2) Danserau's Classification 3) Rubin's Classification 4) Oxford's classification 5) O'Malley and Chamot's Classification and 6) Cohen's classification. Particularly in Chamot and O'Malley (1994) classification, they divided learning strategies into three types namely cognitive, metacognitive and social and affective strategies. Cognitive strategies help learners to make their learning more efficiently. These strategies can directly facilitate learning so as to help achieve a specific learning goal. Metacognitive strategy, on the other hand, helps the learners to plan and monitor their learning. They help the learners become more independent and personalized their learning by allowing them to take control over the learning process. Besides, social and affective strategies can help keep the learners motivated and deal with the anxiety or frustrations of learning

new language. They can also help the learners to find opportunities to use the language and learn new culture.

After providing the essential reasons of the importance of learning strategies, and its classification, many researchers work to find out the effectiveness of language learning strategies instruction. Several studies have been conducted to find out the differences in language performance between learners who got learning strategy instruction and who do not. Weinstein (1978) in Kinoshita (2003:2) investigated ninth grade students which were trained in how to use a variety of elaboration strategies and apply them to reading comprehension and memory task. The result shows that students who receive training in learning strategies are better in their reading comprehension. Wenden (1978) in Dakun (2008:78) after conducting a training project to develop self-evaluation and monitoring strategies comment that providing students with a checklist of criteria to self-evaluate their oral production resulted in successful use of self-evaluation as a learning strategy. Those studied implies that language learning strategies can be taught.

Because learning strategies are teachable, some researchers have tried to find out the best approach for teaching it. One of the available approaches in teaching language strategies is by implementing CALLA approach. This approach is designed by Chamot and O'Malley in 1994 to provide comprehensible instruction for English language learners by

integrating language development, content area instruction and explicit instruction in learning strategies.

3. An overview of cognitive theory in CALLA

In almost theories of learning or in any model, technique and approach in education field, cognitive term is always play a crucial role. According to Atherton (2011:2) cognitive theory is interested in how people understand material of learning. It is said so because in learning process, cognitive theories can explain how human brain work, receive any learning material as a stimulus and how to response it. Similarly, Gibson (2007:2) states that learning is primarily a cognitive function. All information we receive must be processed with a variety of cognitive skills. Therefore, understanding cognitive theories can help teacher create an effective teaching learning instruction and material in the classroom to enhance students' comprehension.

Cognitive theories grew out of Gestalt psychology. It appears as a critique of behaviorists theory in which only focuses their theory on observable behavior. Behaviorists such as Pavlov and Skinner in Brown (1980) only investigate observable behavior of their sample of study in response a stimuli. However, they could not explain how the mental process happened in brain when stimulus is received.

According to Gestalt theory, stimuli only have meaning when it is cognitively organized by the person. It means that a learning process can only be occurred if there is a change in the perceptual process and the

individual perceives new relationships within the field (Grendler, 1986) in Grinder (1993:4). For an instance, if a person does not understand how to use a computer, the learning process will not occur until she or he figure out the relationship between the computer and its function. It is happened because after knowing a word called computer, his or her perception of the object will be consistently linked to its usage. This process of perception unfortunately did not cover in behaviorist theories. Then, Gestalt views of learning have been incorporated into a term labeled as cognitive theories (Grinder, 1993). The main difference concept of the behaviorist and cognitivist is the perception which affects the creatures' knowledge. As the result, definition of learning from these two theories is changed. Behaviorists define learning as a change in behavior as a result of experience while cognitivists explain that learning is the change in perception or knowledge as a result of experience (Kihlstrom, 2011:1).

In accordance with CALLA approach, cognitive theory becomes a basic framework particularly in its comprehensible instruction to be applied in the classroom. Thompson (2001:3) contended that CALLA is an instructional approach that engages the cognitive theory to students' mind. Similarly, Chamot& Robin (2005:11) stated that as an instructional model in teaching for ESL and EFL language learners, CALLA approach is based on cognitive theory and research. Those statements imply that in implementing this approach especially its procedures are done in the classroom underlies on cognitive theory.

Chamot and O'Malley (1994:13) argue that the cognitive model of learning in CALLA approach indicates that learning is an active and dynamic process. In this process, learners select information from their environment, organize the information, relate it to what they already know, retain what they consider to be important, use the information in appropriate contexts, and reflect on the success of their learning effort. These series of mental process showed that learners will learn things best when they learn progressively to built new knowledge on old knowledge and able to relate the information to other.

Furthermore, Chamot and O'Malley (1994:13) claim that learning can be grouped into three types of knowledge namely declarative knowledge, procedural knowledge and metacognitive. Declarative knowledge is involves knowing that something is the case. It is a conscious process and often can be verbalized. According to Barros (2009:2) declarative knowledge enables a student to describe a rule and perhaps apply it in a drill or a gap fill. Metalinguistic knowledge or knowledge about a linguistic is included in declarative knowledge. For example, most of students in Indonesia may be able to describe a grammar rule and manipulate it in their exercises, but usually fail to apply the rule in communication whether spoken or written.

Procedural knowledge, in other hand, involves knowing how to do something. This knowledge involves implicit learning, which a learner may not be aware of, and may involve being able to use a particular form to

understand or produce language without necessarily being able to explain it. Barros (2009:3) contends that procedural knowledge enables the student to apply a rule in real language use. For instance, when an Indonesia student ask a native speaker of English to explain why exactly she said “I’ve been there” rather than “I went there”. Lastly, Conditional knowledge is knowledge about when to use a procedure, skill, or strategy and when not to use it; why a procedure works and under what conditions; and why one procedure is better than another.

The three kinds of knowledge above are applied in learning strategies as well as in course content. When they study, students need the declarative knowledge because all writing assignments are not alike; for example, that writing narrative text such story or novel differ from writing arguments. Furthermore they need to know that there are different kinds of note taking strategies useful for annotating these different types of texts. Students also need to know how to actually write different kinds of notes (procedural knowledge). In addition, they need to know when to apply these kinds of notes when they study (conditional knowledge).

After knowing the types of knowledge above, Chamot and O’Malley (1994) suggest that teachers should learn to recognize declarative, procedural and conditional knowledge in content materials. They also need to identify the strategies used by students, and influence strategy use. By doing that, it is hoped that students can take control over their own learning and develop independent learning skills.

4. Component in CALLA

Discussion about CALLA model instruction cannot be separated from language learning strategies. This instruction can be perceived as a way to introduce and teach learners about language learning strategies. Chamot & Robbin (2005:11) contended that CALLA model instruction developed in order to fulfill the lack of instruction in the teaching learning process in the classroom context. This model is an integration of three different aspects namely content area instruction, academic language, and explicit instruction in learning strategy.

a. Content area instruction.

The first parts of CALLA model instruction that is seen as essential concept is the content area of instruction. It refers to subjects of the curriculum which is taught in the classroom for particular grade. Short (1991:1) stated that for students who have limited proficiency in English, teaching English with content using strategies and techniques can help them comprehend the language better.

Chamot and O'Malley (1994) provide several reason of way teachers need to teach concepts as follows:

1. Subject-area concepts and relationships provide a foundation for learning grade-level information in important subjects.
2. Students can practice the skills and process needed in the content areas
3. Content is more motivating than language alone

4. Content provides a context for learning and applying learning strategies.

Related to the Indonesia educational context, the current curriculum (Kurikulum Tingkat Satuan Pendidikan) provides a framework through its syllabi to help teachers select which topic and skills need to be taught in the classroom. Through the topic, teacher can explain the important concepts, practicing the major skills and process and ask students to use the language related with these concepts and process to prepare students for the content of the curriculum.

b. Academic Language.

In CALLA model instruction, teaching academic language is important for success in the classroom. Chamot and O'Malley (1994:40) define academic language as "language that is learned by teachers and students for the purpose of acquiring new knowledge and skills". For second language or foreign language context, this academic language is learned not only by students but also teacher as a result of the lack of using the academic language in their daily life.

Chamot and O'Malley (1994) also state that academic language that is learned in the classroom context primarily consist of the language function which is needed for the real academic context. The academic language function itself can be perceived as tasks that learners must be able to perform in the different content of area. There are five reasons of

focusing academic language skills in the second language classroom context as follows:

1. The capability of ESL students to use academic language effectively is a key to success in the classroom context
2. Academic language is commonly learned in the inside of classroom instead of outside
3. Most ESL students only acquired social language skills in the classroom instead of academic language.
4. Students are given opportunity to practice the academic language in English as a medium of thought
5. In applying language learning strategy with academic language, students may need assistance just as they do with content knowledge and skills.

Furthermore, Chamot and O'Malley (1994) state that in classroom context, it is expected for students to know the use of academic language as a vehicle for communicating, analyzing, synthesizing, and evaluating information. Therefore, one way to help students to acquire the academic language is by using learning strategy.

c. Explicit instruction in learning strategy.

Explicit instruction serves as a crucial aspect in teaching learning strategy. Graham & Harris (2000) cited in Chamot (2004:8) claim that in reading and writing skills, the explicitness of instruction is important for first language context. Similarly, Nunan (1997) and Cohen (1998) cited in

Chamot (2004:8) argue that in second language context, most researchers agree on the importance of explicitness in strategy instruction. This explicit learning strategy instruction is believe can empower learners to develop their awareness of the strategies they use. Learners also can practice the new strategies that have studied, do self-evaluation and transfer the strategy to the new tasks.

Chamot and O'Malley (1994) explain two major reasons why incorporating learning strategy into instruction of academic language and content as follow:

1. There is a consistency of theoretical in learning strategies with the cognitive view of learning
2. The lots of research that have conducted showed that the importance of using language strategies with academic language and content information.

5. Procedure of CALLA model instruction in the classroom

As stated earlier that CALLA is a model instruction for teaching learning strategies. This model is supposed as one of metacognitive strategies to enhance students to be an independent learner by knowing their goal and how to achieve the goal. In applying the model, there are five steps that can be done by teacher as proposed by O'Malley and Chamot (1994). The goal of this five-step model is to help students become independent learners, who can evaluate and reflect on their own learning.

a. Preparation

In this stage, the teacher identifies students' current learning strategies for familiar task, such as recalling their prior knowledge, previewing the key vocabulary and concepts to be introduced to the lesson. For instance, in the writing class of senior high school, teacher begins by asking students in Bahasa Indonesia about their experience in last holiday. What activities that they did? Is it unforgettable experience? Why? Here, teacher guides students to remember their past time.

In this stage, teacher also asks students about strategy that they use in writing their past experience. Through class discussion, teacher can point out one or two students to share the strategy for the whole class. While students share the strategy, teacher makes a list of strategies that students mentioned. The aim of this phase is to find out whether or not students use strategies in accomplishing their task and how they have used it.

b. Presentation.

In this phase, the teacher will introduce students one or two strategies which suit to accomplish certain task. Teacher will give a name of the new strategy, explain it, tell when to use it, model it and explain the importance of the new strategy, and ask the students if and how they have used it.

1) Name the strategy.

After informing the students about strategies in learning English, teacher gives a name of the strategy. Then, she encourages students to use that name when they talk or do activities related to the strategy. For example teacher can say “when students are going to write an imaginative story e.g. fable, they can use “modeling” strategy”. Teacher also can give opportunity to the students to name the strategy.

Knowing a strategy’s name can help students to carry on discussion about the strategy use and to differentiate between strategies. By naming the strategy, it is expected that students will have more opportunity to understand and remember the strategy.

2) Explain how to use the strategy

After naming the strategy, teacher can tell students what the strategy means and how to use it. For instance teacher can say “this strategy is called modeling. Use modeling strategy in writing an imaginative story can help us to know how the organization of imaginative story.”

3) Tell students when to use a particular strategy

Teacher needs to explain clearly to the students in what situation that appropriate to use the strategy. For example, teacher can explain to the students that use modeling strategy is an appropriate strategy to be used when we want to write a story in good chronological order.

In this phase, if teacher has emphasized the explanation in one skill, like writing, she can tell students that the strategy can also be used in other skills as well such listening or speaking.

4) Model the strategy

In modeling the strategy, for example students are asked to use modeling strategy in writing an animal story, teacher can show them how to do modeling strategy. Teacher can ask students to think about a story then ask teacher to use modeling strategy based on the story that students propose. Here, teacher will tell students what she is thinking about. This technique is called “think aloud”. At the same time, teacher shows two strategies in learning English namely modeling strategy and think aloud technique.

5) Explain the importance of the strategy

Teacher can explain to the students that the modeling strategy is really important in learning English particularly when students need to write a story, it should organize in chronological order. Then, teacher can point out some students to share their understanding about the importance of the new strategy that they have learnt.

c. Practice

In this step, the students are given opportunity to practice the new strategy. The content and language skills that are taught by teacher serve as the material that is used to practice the strategy. For example, in senior

high school, recount text becomes one text type that is taught in the classroom. Teacher can use modeling strategy as a part in teaching the text. Therefore, when students are asked to write an imaginative recount story, students can use modeling strategy to complete their task.

Selecting and choosing the material to be taught and practiced by students must be done carefully and relating it with students' ability. The level of the tasks and material should be slightly above what students can do independently. For a classroom which the students are varied levels of ability, then teacher can design different types of tasks for the practice in order to accommodate these differing ability levels.

d. Evaluation

In this stage, the students evaluate their own strategy use immediately after practicing. The focus of evaluation is on the students' self-evaluation of the effectiveness of the strategies they use in accomplishing specific tasks. Students need to find out the suitable learning strategies for them and why those learning strategies are important. Through this self-evaluation students consciously learn which strategies are effective for them and which are not.

e. Expansion activities.

In this last stage, the students learn to relate and transfer the strategies to new tasks, areas and aspects of their lives. Teacher can initiate a brainstorming session by sharing with the class different ways

she has used a particular strategy. Then, the students can be asked to think another context to use the strategy. For instance if students have used modeling strategy to help them to remember the main events of a story they have written for, teacher can help them to expand their use of this strategy to tell a story.

6. The Nature of Writing and Recount Writing

Naturally, writing is one of mode in communication in written form. Here, people used text in delivering their thought. It is one way to transmit the idea of an addresser when s/he physically separated by distance from addressee. Therefore all meanings must be included in the text itself and it must be self-sufficient (Derewianka, 1992: 22).

In line with the statement above, Boughey (1997) in Massi (2001:1) states that writing implies the successful transmission of ideas from addresser to an addressee via a text and this exchange of information become a powerful means to motivate and encourage the development of language skills. Through writing, people not only develop their skill but also in other aspect of language such as grammar, vocabulary and reading. Especially for reading, the more people read, the better quality of his/her writing because in many ways, the skill involves in reading and writing essays are the same (Adam 1990 : 14 in Cahyono 2004: 84).

In the process of writing, students apply their knowledge and test it in terms of grammar, vocabulary and mechanics. In the editing process, the students are made aware of their grammar problems as they required

reading and checking their grammar and vocabulary problems (Gebhard, 1996 : 230 in Cahyono, 2004 : 84). Therefore through writing, people can integrate to study other parts of language and do it once.

Deal with the aims of writing as the expression of human being idea and opinion in written form, it needs a good preparation of writer in order to organize his/her written in logical, coherent and cohesive structure of sentences. It also needs the intellectual knowledge of writer in other parts of science such social and linguistic because writing is the key to array of sophisticated, interdependent intellectual, social, linguistic and symbolic competencies (Phelps ,2000:1). It is caused by in producing a written text, the intellectual of writer is drawn through the quality of written, how to use symbols to represents writers' thought at the time.

Thus, writing is also related to critical thinking. In order to write well, students need to have intellectual habit and develop skills for making a good writing in logical and coherent. In addition, writing appears to enhance learning by engaging students more actively in processing, interpreting, and evaluating information (Phelps, 2000:2). Those critical thinking are resulted from writer knowledge about material that is wanted to produced. Here, students are expected to explore the information that they get and express it in the shape of text.

So, it can be said that writing as indirect communication tool needs an intellectual knowledge of writer to create a good written text which will

engaged writer to more actively in doing process, interpret and evaluate their writing.

Based on curriculum that is used in senior high school in Indonesia (KTSP), for students in the first grade are expected to be able to write three different text types. One of them is recount text. This genre is aimed to tell someone about an event that happened in the past time. Derewianka, (1992:15) contended that the purpose of recount text type is to tell others about activities that have been occurred in the past time. She divided this genre into three types as follows:

1. Personal recount; retelling of an activity that writer or speaker has been personally involved in (e.g. personal diary, oral anecdote)
2. Factual recount ; recording the particulars of an incident (e.g. report of a science experiment, police report, news report, historical account).
3. Imaginative recount ; taking on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave; how I invented....)

In advance, Derewianka (1992: 15) advocated that the focus of text organization is on a sequence of events. Generally, it is started with an orientation, following with a series of events and closed by personal comments. In the orientation session, writer will present the background information to the reader to help them understand the text. In this part,

writer tells the audience who was involved in the event, where and when it happened.

Then, in the series of events session, writer will describe the order of chronological sequence. Finally, writer will insert his/ her personal opinion about the experience he/she got.

7. Strategies in Writing

In learning new language, using strategies to accomplish the tasks is very important especially for students with limited English proficiency. Particularly in writing, those strategies are aimed to help learners to be able to write and to control the writing process. Those strategies act as a guide for learners when they do their writing (Collins, 2000:5). According to Mu (2005:10), there are five types of ESL writing strategies that can be used to improve students' writing quality as follows:

a. Rhetorical strategies.

Rhetorical strategies refer to the strategies that writers use to organize and to present their ideas in writing conventions acceptable to native speakers of that language. These strategies divided into four sub-strategies as follows:

1) Organization

In this strategy, students will decide how to organize the text as a whole. They will think about what items need to put at the beginning, middle and ending of their writing.

2) Formatting/ Modeling

In this strategy, students need to be aware of certain genre or text type as well as its generic structures. Particular genre has its own generic structure. For example, narrative is a text which usually begins with an orientation, followed by complication and ended by resolution. On the other hand, recount text has different text organization namely orientation, series of events and personal comment.

3) Use of first language

In this strategy, students can use their native language to generate the idea and then translated into English.

4) Comparing

In using this strategy, students need to compare between one genre to another. Here, they must able to differentiate different rhetorical convention.

b. Metacognitive strategies

Metacognitive strategies are specific cognitive strategies used for metacognitive purpose. In other word, it can be defined that metacognitive strategies are strategies for acting what students know. In this part, students can think about learning and prepare it as a way to control the production of writing. Several activities that include in this strategy are:

1) Planning

In this stage, students mentally plan how to accomplish a task. They need to find a focus and decide what to write about. In applying this

strategy, some students plan their writing in form of framework based on the assignment requirement or just plan the concept in their mind. For example, in writing her composition about recount text, a student, Ali, jots down the items that he wants to include in his writing in a paper before starting the real composition. In other hand, his classmate, Sarah, directly start to write her composition task without jotting down the items. She just plans her composition in her mind.

2) Monitoring production

In this part, students will think while they are writing. They are checking their written production while it is taking place. For example, in accomplish a writing task, a student changes a sentence “the balls are used” to new sentence “we use the ball” because he thinks to use active voice is better than passive. In this case, the student controls, monitors and adjusts the sentence he used to produce a better result.

3) Evaluating

In this strategy, students reconsidering about their written text, previous goals, planned thoughts as well as changes undertaken to the text. For instance, after finishing her writing, a student looks back her work to evaluate whether the grammar is right or the organization is well structured.

c. Cognitive strategies

These strategies are mental operations or steps used by students to learn new information and apply it to specific learning tasks. They are

used as auxiliary strategies to aid in the implementation of the metacognitive strategies. The difference of them is that the scope of cognitive strategies is narrower. There are seven sets of this strategy namely:

1) Generating idea

In this strategy, students will think about what idea or topic to be written based on the task or assignment given. They can do brainstorming or use spider net to enable them finding appropriate idea.

2) Revising

In this strategy, students make changes in their plan or written text in order to clarify the meaning. This revising process can be seen when students delete or change words that have been written or re write a task by adding some items that are thought important to be included in the paper.

3) Elaborating

In this strategy, students will extend the contents of their writing. A simple sentence, through elaboration can be a complex sentence. A student in elaborating process will give more detail information about the content of his writing.

4) Clarification

In this strategy, students can ask question and getting additional explanation or verification from a teacher, or other expert. For example, in accomplishing a writing task particularly in making a report on why a flood

happened, for some students who do not know or have less knowledge about the topic can ask teacher or experts in the subject to help them by asking questions.

5) Retrieval

In this strategy, students will retrieve appropriate information from their memory which relate to their task. For example, in accomplishing a narrative writing task, a student will access and select vocabularies and tenses which relevant to narrative text.

6) Rehearsing

In this strategy, students try out the idea or language to produce a written text. They can jot down every words and idea as long as it still relevant to the task.

7) Summarizing

Summarizing is a strategy to synthesizing what students have read in the written form. This strategy usually used when readers or audience of the writing need only the key information or the basic gist of the knowledge.

d. Communicative strategies

Communicative strategies are strategies in writing in which students or writer consider about readers or audience condition. These strategies divided into two parts as follows:

1) Avoidance

In this strategy, students try to avoid any problem that can appear when readers or audience read their writing. For example, students will choose familiar words to help readers to understand the meaning of the written text.

2) Sense of reader

In this strategy, students or writers will anticipate the readers' response of their writing. This strategy commonly used in writing a very sensitive topic. For example, in writing an essay about why most of Indonesia presidents are from Java island, writer is expected to use an appropriate arguments.

e. Social/ affective strategies

Social/affective strategies refer to those that writers use to interact with others to clarify some questions and to regulate emotions, motivation, and attitudes in the writing. There are three types of the strategies as follows:

1) Resourcing

In this part, students use reference materials in accomplish their tasks. They can use dictionaries, encyclopedias or textbook. For instance a student who is asked to write a story in English by his teacher and does not find the appropriate word in English to write his task, he may use dictionary to help him find the word.

2) Getting feedback

In this strategy, students get support from teachers, experts of the field or their peers. For example, in accomplishing a writing task particularly in making a report on why a flood happened, students can ask an expert to read their writing to get feedback before submitting it to the teacher.

3) Rest/deferral

In this strategy, students reduce their anxiety while producing their writing. This strategy is very useful for students who have anxiety about learning activities. For instance, a student in accomplishing her writing task in which she find difficulty in finishing it, she can talk to herself by saying” I can handle this task” or “this task is easy if I use the strategies”. By doing this, she will be able to reduce her anxiety and perform successfully on the task.

C. Conceptual Framework

The conceptual framework of this current study is as follows:

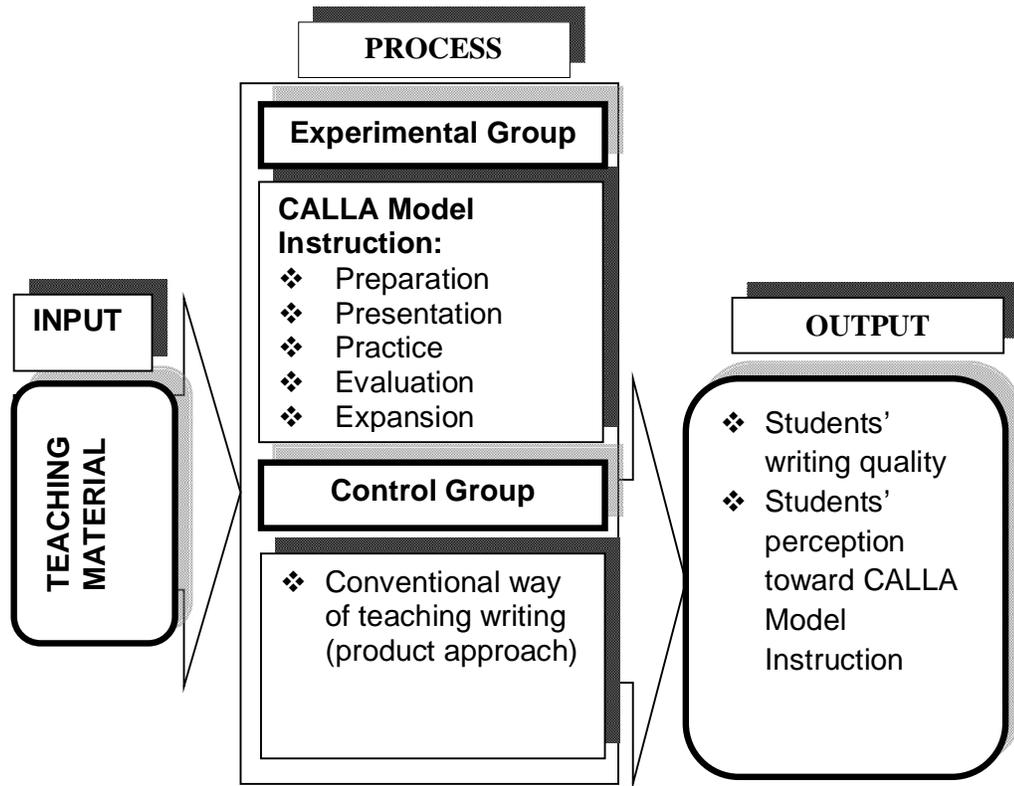


Figure 1. Conceptual Framework

D. Hypothesis

Based on the conceptual framework mentioned in the previous session, researcher proposes two hypotheses, namely:

1. The alternative hypothesis (H1): there is a significant difference of students' writing quality between group who receive CALLA model instruction and who do not.

2. The null hypothesis (H1): there is no significant difference of students' writing quality between group who receive CALLA model instruction and who do not

E. Operational Definition

In this study, several terms need to be defined to make it clear.

These terms are variables which work in the research.

1. Teaching material is any material which being used in teaching writing such as topic to be written
2. Students' writing quality is students' ability to produce writing text
3. Students' perception is students' opinion about an approach (CALLA Model Instruction) that has been applied.