CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Writing

Writing is one of the important skills in English. It is categorized as a productive language skill. Hughey et al (1983) state that writing is an essential form of communication because through writing we express our feelings, our hopes, dreams, and joy as well as our fears, angers, and frustration.[1]

Walters (1983) in Syafi'i tries to differentiate between definition of composition and writing. In his nation, he reveals composition as the system or aggregated grammatical rules lexical items, theoretical patterns needed by an individual to produce finished text, dealing with the employment of grammatical rules of language used in writing itself in order to express his ideas in an obvious and overt meaning[2].

The terms of writing have several meanings.Many experts have proposed the definition and explanation of writing. Hornby states that writing is in the sense of the verb 'write'[3]. Writing is different from other terms of language skills. It is a kind of process where the writer considers the choice of word, and ideas to be expressed.

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[1]Jane B. Hughey. et al, *loc cit,*. p 33

[2]Syafi'i, et al, *From Paragraph to a Research Report: A Writing of English for Academic Purposes..* (Pekanbaru: LBSI, 2007), p. 160.

[3]Hornby, A. S. *Oxford Advance Learner's Dictionary of Current English.* (New York: Oxford University Press. 2005). p. 502.

When sentences have been arranged closely related to each other, it is expected that ideas on writing can be understood by readers.

Writing in English is not a simple activity because when one is writing, at least he/she should demonstrate his English grammatical competence and his knowledge in the acceptable English rhetoric as a means of communicative aspects of writing in English. When we notice down the students' writing performance, especially for EFL classes, we still find varieties of intricacies are still encountered by EFL students not only on the aspect of rhetorical pattern of English but also the aspect of English grammatical competence.[4] Furthermore, Simon & Schuster state that in writing, the writer needs to focus on the purpose and audience of writing[5]. The purposes of writing are as follows:

1. Writing to persuade

   Persuasive writing seeks to convince the reader about the matter of opinion. It focuses mainly on the reader, whom the writer going to influence. Persuasive writing seeks to change the reader's mind or at least to bring the reader's point of view closer to the writer's.

2. Writing to decribe

   Descriptive writing seeks to describe something tothe reader. Itfocuses on the object described. It may use strong and vivid words to give true picture of the object as the writer intends.

[4]Syafi'iet al,*loccit,*. p. 1
[5]Simon & Schuster. Ed. Ruth Baygell, *Loccit,*.p.13.

3. Writing to share

Theinformative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed. It needs to be presented completely, clearly and accurately.

4. Writing to tell a story

Such kind of writing is usually narrative. It tells a story for entertaining or sharing the tory.

2. The Component of Writing

In writing, there are some components that are necessary for good writing. Hughey states that there are five aspects of making good writing, they are:[6]

a. Grammar

Grammar has an important role in writing. A good writer usually has a group of grammatical element. The writer can produce the correct sentences in writing texts by mastering the grammar. It is very important for the students to master the grammar of English in order to be able to construct correct sentences as a basic to be successful in writing.

b. Vocabulary

Vocabulary can be defined as a collection of words that is arranged alphabetically for reference and define or explain. To enrich the vocabulary is very important in writing. Without mastering vocabulary,

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[6] Jane B. Hughey. et al, *opcit*,. p 94

students cannot express anything in written form. Students can explore more deeply what they want to express by good in vocabulary because they can select the words that are suitable to the topic of writing.

c. Mechanics

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling always makes a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

Punctuation also plays an important role in helping readers to establish intonation. Punctuation gives signals to the readers to raise his voice or drop his speed and whether or not the writer wants to stop. If the writer missed putting punctuation mark, the meaning will change.

d. Form/Organization

In the organization of writing, if a writer wants to write a description about an object, she or he can arrange the sentences starting at the details that are near and then move further, according to where the object is located.

e. Fluency

A text is said to have coherence or fluency when its sentences are together or flow into each other. In order to have coherence in writing, the movement from one sentence to the other must be logical and smooth.

There are two main ways to achieve coherence. The first way is using transition signals to show one idea which is related to the text. The second way to achieve coherence is by arranging the sentence in logical order.

3. **The Writing a Text**

To make a good text, it is begun by organizing a good paragraph. Writing well organized and concise paragraph is essential toward success of writing text. So, it is very important for students to be able to compose well-organized and concise paragraph.

As a text is made up of paragraphs, a sentence is made up of words. Both words and sentences have the related function for the text. The words make the meaning clear to the reader and the sentence which consists of a group of words that has function to express something that makes sense to the reader. Roberts says that there are three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. These sentences are: the topic sentence, supporting sentence and the concluding sentence[7]. The topic sentence will be boarded into some sentences on each paragraph to build a text.

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[7] Jane B. Hughey. et al, *loc cit.* p. 2

4. The Nature of Narrative Paragraph

a. The Definition of Narrative Paragraph

Narrative Writing tells a story. Its purpose is to interest and entertain the reader. It must contain specific details so that the reader can become involved in the action of the story[8].

Basic categories of narrative writing:

1) First-person narratives tell what happened to the writer, or what the writer imagines happened to him/her.

2) Third-person narratives relate events that happened, or might have happened to others.

b. Verb Tenses in Narrative Writing

While fiction writers sometimes effectively use the present tense to achieve a sense of immediacy, overuse of the present tense in narratives can become somewhat tedious - in speaking as well as in writing.

> I say to him, "Get off my case," and he says to me, "You're the one who always starts nagging at me!" So I hang up, but he calls me right back and starts to give me the same old story about how he never criticizes me or accuses me of being unfaithful. Just then my dad stomps into the room and asks what the yelling is about. I glare at him and ask if it is any of his business. He stalks out as usual, I hang up once more, and I leave for school in a terrible mood. So what else is new?

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[8]*English Language Arts Ready Reference.*New York :Saskatchewan Education, 2000. p. 109

In general, written narratives about past events, such as the recounting of the above conversation, would be more effective in the past tense. However, writers sometimes need to shift tenses in an essay, narrative, or even in a paragraph, if the meaning of the material calls for a shift of tense.[9]

c. **Paragraphs**

The paragraph is a unit of thought. It can be compared to a building block that is made up of separate smaller units (called sentences). Paragraphs help the reader to follow your thinking as you describe, support, or explain your specific topic or idea[10].

1) The Basic Parts of a Paragraph

The Basic Parts of a Paragraph are:[11]

a) Beginning

The *topic sentence* tells the reader what the paragraph is going to be about. It also helps a writer keep his or her writing under control. (This is why a topic sentence is sometimes called the "controlling idea" of a paragraph.) Below you will find a sample

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[9]*English Language Arts Ready Reference.loccit,* p.110
[10]*Ibid* p.111
[11]*Opcit* p. 111

topic sentence and a simple formula for writing good topic

sentences:

Topic sentence: Mr. Brown must have been a drill sergeant before

he became our gym teacher.

Formula: A specific subject (*Mr. Brown, our gym teacher*) **plus** a

specific feeling or attitude (*must have been a drill sergeant before*)

equals a good topic sentence.

b) Middle

The body is the main part of the paragraph. This is where you tell

the reader about your topic by including specific details. All of

the sentences in the body must relate to the specific topic of the

paragraph and help it come alive for the reader. That is, all of the

sentences in the body should contain details that make the topic

more interesting or help explain it more clearly. These sentences

should be organized in the best possible order.

3) End

The closing or concluding sentence comes after all the details have

been included in the body of the paragraph. The closing sentence

reminds the reader what the topic of the paragraph is really all

about, what it means. For example, let us say the topic sentence of a paragraph is "Mr. Brown must have been a drill sergeant before became our teacher." A closing sentence for this paragraph could be something like the following:

4) Closing or concluding sentence: I am surprised that Mr. Brown does not make us march into the shower room after each class.This closing or concluding sentence reminds the reader that the specific subject of the paragraph is Mr. Brown, the gym teacher, and that he is like a drill sergeant (the specific feeling, attitude or point of the paragraph.)

2) **The Components of Paragraph**

Paragraph is constructed sentences related to one main idea. The paragraph contains a topic sentence, which states the main idea of the paragraph, and other sentences that support the main idea with details and examples. [12]

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[12]Muschla R cary, *Quality and Excellent in Education: Teach Terrific Writing, McGrow-Hill, 2006,* p. 116

The components of paragraph are:[13]

a) Main Idea

The main idea of a paragraph is what the author wants readers to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea? (2) What is the subject? (3) What is the topic? (4) What would be a good title?

b) Supporting Sentences

Supporting sentences/supporting details should also help readers from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply

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[13]Syafi'i, *et al*., *From Paragraph to a Research Paper: Writing of English for Academic Purpose,*(Pekanbaru:LembagaBelajarSyaf Intensive, 2007), p. 2.

relevant information. It also supports of main idea in order that all contents of text can be understood easily.

c) Making Inference/Concluding Sentences

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that readers have to make an inference. It means that after readers have evidence from reading a passage, they can make a logical conclusion based on the evidences; it can be about the author's viewpoints.

In addition, there are some reading comprehension questions features that can be evaluated:

1. Main ideas

2. Expressions/idiom/phrase in context

3. Inference (implied detail)

4. Grammatical features

5. Detail (scanning for a specifically stated detail)

6. Excluding facts not written (unstated detail)

7. Supporting ideas

8. Vocabulary in context.[14]

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[14]Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: San Fransisco State University, 2004), p. 206.

From the eplanation above, it can be known that thecomponents of readingare main idea, supportingideas, inference, grammaticalfeatures, detail, excludingfacts not written, vocabularyandexpressions. Thesecomponentsshouldbe learnedbythe students tohelpthem understand the paragraphs

5. Teaching Writing in The Classroom

Writing strategies should be taught explicitly and directly through a gradual release of responsibility from teacher to student.[15]

a. Teachers should ensure that students have the background knowledge and skills they need to understand and use a writing strategy.

b. Then, teachers should describe the strategy and model its use.

c. Teachers also should articulate the purpose of the strategy, clearly stating why students might choose to use it as a way of improving their writing.

d. Teachers then should guide students to collaborate in small groups to practice applying the strategy.

e. Once students demonstrate an understanding of the strategy, the teacher should encourage students to practice applying it as they write independently. Teachers should make sure they do not release responsibility to students too early. In some cases, this may mean having

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[15]Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., &Olinghouse, N. (2012).*Teaching Elementary School Students to be Effective Writers: A practice guide,* (Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education), p. 17.

students spend more time in activities that are teacher directed until they develop the knowledge and skills to become more independent. Conversely, if some students are particularly strong in understanding and applying a new strategy, teachers can create collaborative peer groups in which more adept students help peers better understand, use, and apply new strategies.

f. To adapt writing strategy instruction to individual students, teachers should assess students as they acquire new strategies, determining where instruction needs to be reinforced. Teachers may need to model an entire strategy or parts of a strategy again before students can work independently. Some students may need more time, practice, and assistance to master a strategy. While the amount of guided practice that individual students need will vary, practice is necessary for all students. In other words, it is not enough to simply describe the strategy and show how to use it.

g. For students who acquire a strategy easily and more quickly than their peers, teachers should consider increasing the complexity of the strategy. For example, teachers can increase the complexity of the brainstorming activity by additionally requiring students to research their topic online. Students can also explore using the strategy in new ways and with new tasks.

Based on the explanation above, it can be seen that in teaching writing in the classroom, the teacher should build up students' knowledge and set goal from their activities inwriting.

6. The Nature of Text-Based Modeling Strategy (TBMS)

Text-Based Modeling Strategy (TBMS) is one of the alternative model of learning based on contextual approach and genre-based approach. This model can be used in learning to write to improve student's competence in writing. The application of text-based modeling strategy in learning of writing an essay can lead the students to think, to write, and to communicate accurately and effectively.[16]

Text-Based Modeling Strategy (TBMS) is using 'the text' as a reference model. In particular learning skill, beside text or passage, reference models can be objects, people, or actions. Model can be a teacher and students or shipped from the outside. Teacher as student's facilitator and mediator in reading, understanding, and discussion "text-model", so that it can conclude the characteristic and structural essay. After that, the students practiced writing process so that structured product in the form of essay can be accomplished, then edited by collaborative editing.

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[16]YayatSudaryat, *loccit,*.p. 87.

a) The Benefits of Text-Based Modeling Strategy (TBMS)

Hayland observed the seven benefits of learning to write text based (genre):[17]

1) Explicit; to clarify teaching materials in facilitating ability accomplishment.

2) Systematic; giving the coherent framework by focusing on language and context.

3) Need-based; to ensure that the objective and the content of learning are based on student's need.

4) Supportive; to place teacher as 'supporter' in learning process.

5) Empowering; giving the access to all patterns and various possibility in evaluating text

6) Critical; to give the challenge to the student how to understand the text.

7) Consciousness raising; to increase the awareness of teacher to explain to the students how to write.

There are many more benefits of Text-Based Modeling Strategy (TBMS).[18] Modeling can often make the unclear clearer. In English class, when teaching about good writing, we often use the mantra "Show,

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[17]Hayland, K. 2004. *Genre and Second Language Writing*.(Ann Arbor: The University of Michigan Press).p . 10.

[18]Miska, Amanda. *Classroom Modeling: Scaffolding Learning or Stifling?* June 2004. http://www.ed.psu.edu/englishpds/inquiry/projects/miska04.htm (Retrieved on: Thursday, April 17/2014).

don't tell" to get our students to write more vividly. We need to take some of our own advice in the classroom to make our own lessons more vivid sometimes! While showing every assignment or activity would become monotonous (as mentioned in the drawbacks section), some activities beg modeling because they cannot be adequately expressed in words. One obvious example of showing, not telling took place when our students were reading Romeo and Juliet aloud. Saying "Bobby, you need to read this section more gruffly because Capulet is angry" did not have as great of an effect as pausing and reading the lines in a gruff voice for the class. The students were able to see what it meant to be gruff—a description that cannot as specifically be put into words.

Models can help teachers measure the difficulty/work load of their students: gives insight into their assignments. One seasoned teacher talked about another kind of modeling she decided to try: "This year I have done something new in that I have required myself to do all of their assignments in "real" time. It has given me an insight into the workload I am giving them, the usefulness of the assignments, and the difficulty and problems involved. It is really helping me gauge my instruction and unit planning."

This form of modeling the completion of our own work would be especially helpful for beginning teachers, like me, in order to figure out if

our activities and assignments are going to be grueling, engaging, boring, or even too easy.

The best of TBMS is on the stages of orientation model, exploration model, imitation model and consequence achievement. Students' essay is much better and complete due to revision, editing, and re-writing result. By looking at the stages of TBMS activities, indicated that learning of writing conditioned and lead the students to study four language skills (reading, writing, listening and speaking) and learn to think logically at once. Learning activity refers to the materials, process and products. Beside increasing the writing competence, TBMS is also increasing the students' interest in reading, increasing students writing motivation, and increasing students' creativity. However there is a weakness of implementing TBMS, it is time consuming and providing many various 'text models'.[19]

Reading and writing with students create a sacred environment and bring value to these pivotal activities in the English classroom. On the first day of school, students in our class were told to purchase a one-subject notebook that would come to be known as their Writer's Notebook. The task of the Writer's Notebook (WN, for short) was generally a prompt to write about quietly for ten minutes. As our students

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[19]YayatSudaryat, *Opcit*, p. 87

would write, my mentor and I would use our own WN's as well. Sometimes, if so moved, we would write along with the given prompt. Others times we took these quiet moments to reflect on how our day or lesson was going. These ten minutes of silence became sacred to us—and the students as well. They saw us writing (often frantically) and they valued what we valued, which was silence and the practice of disciplined writing. Not only did this practice make them more fluent writers, it also turned into a settling, focusing time for students at the beginning of the class period.

b) **Guiding Principles of Text-Based Modeling Strategy (TBMS)**

This research used term of modeling based on Theory of Imitation or Social Learning Theory from Albert Bandura. There are four factors of modeling process:[20]

1) First, the learner must pay attention to the crucial details of the model's behavior.

2) The second factor is retention—the learner must be able to retain all of this information in memory until time to use it.

3) Third, the learner must have the physical skills and coordination needed reproduction of the behavior.

4) Finally, the learner must have the motivation to imitate the model.

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[20] Bandura, Albert. 1971. *Social Learning Theory*. (New York City :General Learning Press). p. 6

In Google from http://www.as.wvu.edu stated that; modeling theory operates in three simple steps:[21]

1) You observe a model.

2) You imitate the model's actions.

3) You get a consequence. Among the many uses of modeling, I want you consider three very practical implications:

    a) You have to know what is being modeled.

    b) You use modeling to change behavior.

    c) You show modeling (Don't tell)".

7. The Nature of Model And Modeling

Crystal expose that "a model is especially designed representation of concepts or entities, used to discover or explain their structure or function[22]. All models involve the mapping in a new conceptual dimension of a set of elements recognized in the situation being modeled". In this definition, a model is:[23]

a. Model is a replica, make-up.

b. Model of an object is a physical representation that shows what it looks like or how it works. The model is often smaller than the object it represents.

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[21]YayatSudaryat, 2010"Text-*Based Modeling Strategy (TBMS) in Teaching Writing Skills*: *The Indonesian Context*. (Bandung 40154: West Java, Indonesia). p. 89

[22]Crystal, David. 1985. *A First Dictionary of Linguistics and Phonetics*. (London: Andre Deutsch Ltd). p.228.

[23]YayatSudaryat, *loccit* p. 89

c. Model is a system that is being used and that people might want to copy in order to achieve similar results; a formal use.

d. Model of a system or process is a theoretical description can help you understand how the system or process works, or how it might work; a technical use in science.

e. Modeling is demonstration of behavior; the demonstration of way of behaving to somebody, especially a child, in order for that behavior to be imitated.

Then, models of teaching are really models of learning. As we help student acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn. In fact, the most important long term outcome of instruction may be the students to increase capabilities to learn easier and more effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered learning processes.[24]

1) **Preparation**

a) Use the assessment information gathered to determine the skills, knowledge and understandings to be revisited and taught (build on what students already know and can do).

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[24]Joyce, B. & Weil, M. 2003.*Models of Teaching 5th Ed.* (*New Delhi*: Prentice-Hall of India). p. 7

b) Identify *the syllabus of KTSP* outcomes to be achieved and the indicators that might demonstrate movement towards or achievement of the outcomes.

c) Identify the context or content area the writing will occur in.

d) Collect short but well-written examples of different types of texts that students will be composing. Relate each example to a planned unit of work where that particular type of text will play a role in the student's learning and where the purpose and audience for whom the text is written can be clearly identified.

e) Highlight and label the key features of each type of text. Keep these examples in a book or folder with copies of them on overhead transparencies.

f) Provide text scaffolds to support the modelling (composing) of each type of text and include these in the folder as a resource, (Samples of a range of text types can be found in *the syllabus of KTSP*). Text scaffolds can also be used in guided and independent writing activities and carefully structured talking and listening activities. For many students from different language backgrounds, carefully structured talking and listening activities will be an important bridge to the successful use of written language.

g) Identify the different ways students will build field knowledge prior to the modeled writing session. These lead to activities that help

students to explore and organize new information appropriate for the type of text to be composed.

h) Recognized, value and build on the different cultural understandings, skills and values that students bring to the classroom.

2) Implementation

a) Introduce the type of text by clarifying the purpose and audience for whom the text is written – the social purpose or intention of the text.

b) Display the model of writing selected to show students how this particular type of writing works. Explore with students the type of texts associated with other key learning areas and state explicitly for students which types of texts are valued in key learning areas.

c) Read together and point out the typical features of the text by using the 'think aloud' writing strategy.

d) List the typical features or on a prepared list tick each typical feature as it is demonstrated.

e) Point out to students the type of language used by the author to influence the reader.

f) Consider presenting an unsuccessful example of the same type of text. Change the list of typical features into evaluation questions. Use the questions to demonstrate why the writing may not be as effective when an important feature is missing.

g) Cut samples of texts into sections appropriate to the stages of the type of text. Then have the students sequence the sections into an appropriate order.

h) Use a variety of newspaper and feature articles for students to categorize according to audience and purpose.

i) Use different types of text on the same topic to compare the effectiveness of different word and text choices made by the writers.

j) Ask questions to keep students' attention and to check their understanding of important points.

k) Provide opportunities for students to practice the knowledge, skills and understanding that have been demonstrated in guided and independent writing sessions.

8. The Nature of 'Think aloud' Writing

'Think aloud' is exactly what it means – the process of saying aloud what the writer is thinking while completing a writing task. It can be described as self-narration. By modeling for students the types of behavior good writers are engaged in as they write, teachers are providing students with the opportunity to become aware of the many strategies writers use to generate and organize ideas. As appropriate, the teacher can encourage students to chime in and help 'think' through the writing task.

The purpose of this strategy is to explicitly demonstrate the choices and decisions that writers make as they plan, analyze and edit their own writing.[25] It is a strategy that can be used to demonstrate a comprehensive range of skills, knowledge and understandings about writing. For example, it can be a useful strategy when teaching elements of:

    a. Text structure, grammar and punctuation

    b. Spelling

    c. Handwriting

    d. The process of writing; for example, editing, proofreading. Students can be encouraged to use 'think aloud' writing as they provide peer support during shared or paired writing.

The Implementation of this strategy, the teacher chooses a writingthat focus on the identified needs of the students.For example, the focus could be to teach students specific editing and proofreadingskills. The teacher might select a sample of a student's draft writing and use 'thinkaloud' writing to demonstrate the decisions and reasoning when editing orproofreading the text.
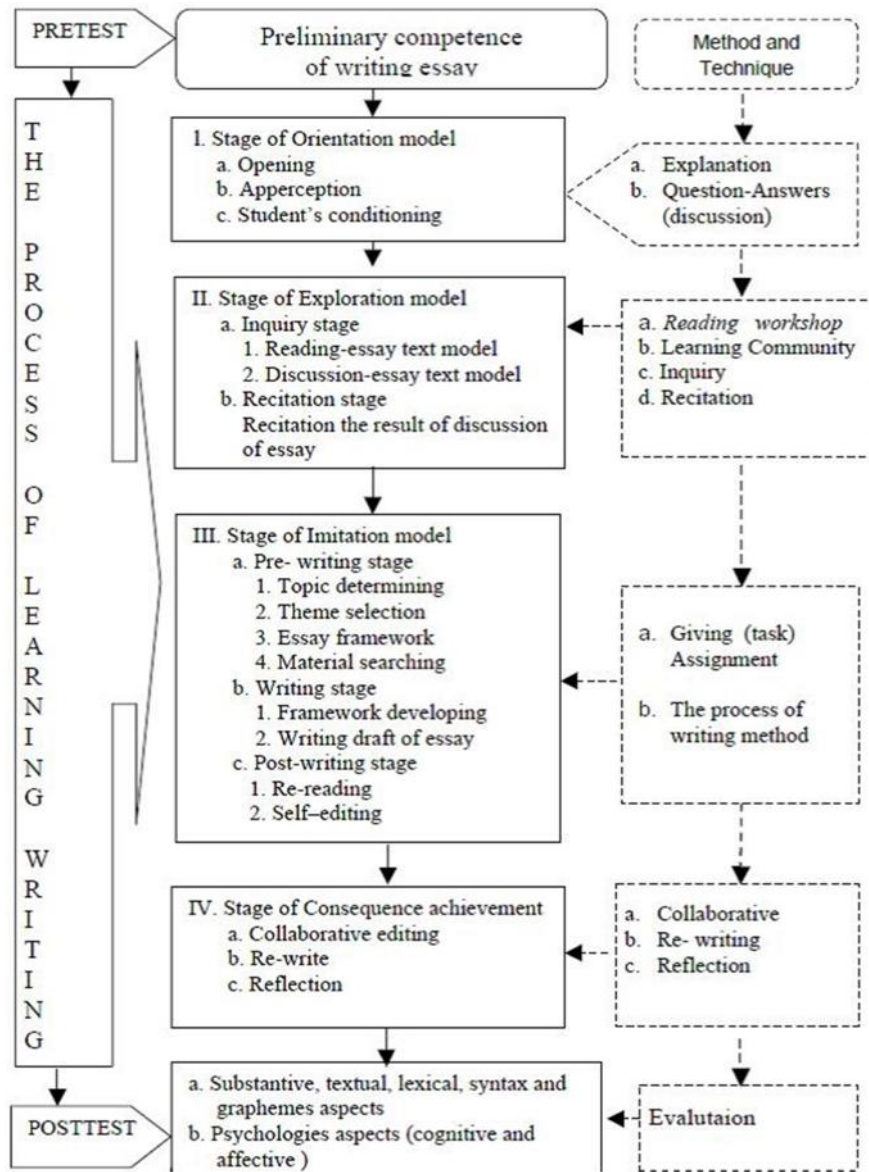
9. The Procedures of Using Text-Based Modeling Strategy (TBMS)

Text-Based Modeling Strategy (TBMS) has four stages with clear and detailed steps: namely (1) Orientation model stage (Explanation, Question-Answers or discussion), (2) Exploration model stage (reading workshop, learning community,

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[25]*NSW State Literacy and Numeracy Plan* p. 33

inquiry, and recitation), (3) Imitation model stage (writing process, pre-writing, writing, post-writing), and (4) consequence achievement (collaborative editing, re-writing, reflection). The aspect of TBMS is shown in table below:[26]

Table II.1
The Aspect of TBMS

THE PROCESS OF LEARNING WRITING	Stages	Method and Technique
PRETEST →	Preliminary competence of writing essay	Method and Technique

	I. Stage of Orientation model
	  a. Opening
	  b. Apperception
	  c. Student's conditioning
		a. Explanation
		b. Question-Answers (discussion)

	II. Stage of Exploration model
	  a. Inquiry stage
	    1. Reading-essay text model
	    2. Discussion-essay text model
	  b. Recitation stage
	  Recitation the result of discussion of essay
		a. *Reading workshop*
		b. Learning Community
		c. Inquiry
		d. Recitation

	III. Stage of Imitation model
	  a. Pre- writing stage
	    1. Topic determining
	    2. Theme selection
	    3. Essay framework
	    4. Material searching
	  b. Writing stage
	    1. Framework developing
	    2. Writing draft of essay
	  c. Post-writing stage
	    1. Re-reading
	    2. Self–editing
		a. Giving (task) Assignment
		
		b. The process of writing method

	IV. Stage of Consequence achievement
	  a. Collaborative editing
	  b. Re-write
	  c. Reflection
		a. Collaborative
		b. Re- writing
		c. Reflection

POSTTEST →	a. Substantive, textual, lexical, syntax and graphemes aspects b. Psychologies aspects (cognitive and affective)	Evalutaion

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[26]YayatSudaryat, *Opcit p. 96*

B. The Relevant Research

In 2010,YayatSudaryat conducted a research entitled "Text-Based Modeling Strategy (TBMS) in Teaching Writing Skills; The Indonesian Context".It wouldprovide teachers with alternatives for teaching writing that enable students to improve their ability in writing an essay. He tried to find out whether there was a significant influence of Text-Based Modeling Strategy (TBMS) onstudents' writing ability or not at SMA YAS Bandung. From the research, he found that there was significant influence of Text-Based Modeling Strategy (TBMS)on students' writing ability at SMA YAS Bandung.The result of his study proved that the TBMS could overcome the hindrance of writing, and itwas also effective in increasing the students competence of writingan essay. It is different from this research. In this research, the researcher used Text-Based Modeling Strategy (TBMS)to give effect to students' ability in writing narrative paragraph at the eleventhgrade students of Senior High School 2 Dumai. Based on that case, researcher did research on the effect of Text-Based Modeling Strategy (TBMS), because Text-Based Modeling Strategy (TBMS)has four stages with clear and detailed steps and gives much contribution on writing an essay like a narrative paragraph. However, YayatSudaryat's research is not the same as the researcher. The researcher is more specific in applying Text-Based Modeling Strategy (TBMS) on students' writing ability on narrative paragraph of the eleventh grade students of Senior High School 2 Dumai.

C. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. UsingText-based modeling strategy (TBMS) is as Variable X that gives the effect on students' ability in writing a narrative paragraph as variable Y. In this research, the writer concludes several factors to be operated into operational concepts. The indicators are as follows:

1. The use of Text-based modeling strategy (TBMS) in teaching writing a narrative paragraph. The indicators are:

    a. **Orientation model stage**

        The teacher gives establishment or introduces the topic (such as; opening, apperception, and student's conditioning). Always ask for students' consent that you will be give explanation about a text model, after that discuss the topic with question-answers.

    b. **Exploration model stage**

        The teachermakesreadingworkshopandlearningcommunitybygivinghands outcontainingreadingtextparagraph model. Read together and point out the typical features of the text using the 'think aloud' writing strategy. Moreover, readingcomprehensionisanaction of a person

whoreadstextsbyreadingactivities;

studentsarerequiredtohavegoodinteractionwithtexts,

andneedmoreattentionfromreaderin   order

thatstudentsgetexactorclosemeaning of thetexts as well.[27]

  1) Inquiry stage

    a) Readinga text of paragraph model

    b) Discussingparagraph text model insmallgroupfocuses on charateristicandstructural in the text as a model

  2) Recitation stage

    Reciting the result of discussion of paragraph text as model

c. Imitation model stage

The teacheargivestaskorassignmentthat concludestheprocess of writingmethod, such as;

  1) Pre-writing stage

    a) The studentsare determining the topicused in their brainstorming

    b) The students select theme of their writing

    c) The students make a paragraph framework for their writing

    d) The students are searching the material for their writingassignment.

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[27]Hornby, AS. *Oxford Advanced Learner's Dictionary (Six Edition)*.Oxford; Oxford University Press. 2000. p. 104

2) Writing stage

    a) The studentsare developing framework by using the material for their writing.

    b) Thestudents writeparagraph that concentrates on the flow of ideas, emphasize that spelling, grammar, and punctuation.

3) Post-writing stage

    a) The students are Re-reading their paragraph writing to understand its contexts. Reading comprehension means perceiving a writen text in order to understand its contexts. This can be done silently.[28]

    b) The students are editing their own writing paragraph. The teacher circulates around the room helping various students who are having difficulties.

d. Consequence achievement stage

1) The teacher makes collaborative editing on their writing assignment.

2) The teacher asks students to Re-write the correct text and gives reflection according their own writing.

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[28]Richard, Jack C. Et al. *Longman Dictionary of language Teaching and Applied Linguistics*. (Malaysia :VVP). p. 302.

2. The students' ability in writing a narrative paragraph. The indicators were identified from students' work book. Those are:

    a. Students are able to compose a narrative paragraph

    b. Students are able to organize their writing on narrative paragraph

    c. Students can write in clear content on narrative paragraph

    d. Students are able to use correct vocabulary

    e. Students are able to create a text by using their own words

    f. Students are able to demonstrate mastery of spelling, grammar, and punctuation

D. The Assumption andHypothesis

1. The Assumption

In general, the assumption of such research can be expressed that:

a. Students' writing ability is varied

b. There are some techniques that can affect students writing ability.

2. The Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

Ho: There is no significant effect of students writing ability on narrative paragraph of the eleventh grade at Senior High School 2 Dumai taught by using text-based modeling strategy (TBMS).

Ha: There is significant effect of students writing ability on narrative paragraph of the eleventh grade at Senior High School 2 Dumai taught by using text-based modeling strategy (TBMS).