

TEXT-BASED MODELING STRATEGY (TBMS) IN TEACHING WRITING SKILLS: THE INDONESIAN CONTEXT

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ABSTRACT: This study was based on the issue that the Indonesia high school student's writing ability was still low. Therefore, it was needed to find out the factors causing the problem and solution to overcome in through the implementation of the Text-Based Modelling Strategy (TBMS). The study used the experimental methods with the Randomized Pretest-Posttest Comparison Group Design. The data were collected in the forms of essay, questionnaire, interviews result, document, and observation result. The main sources of the data were the students of SMA YAS (Sekolah Menengah Atas Yayasan Atikan Sunda or Senior High School of the Sundanese Education Foundation) in Bandung. Beside, the Indonesian teacher and some documents from the school saced as the additional source of the data. The result of this study proved that the TBMS could overcome the hindrance of writing, and it was also effective in increasing the students competence of writing an essay. The result was also valid for significance value of the essay writing aspect's competence (substantive, textual, lexical, syntactic, and graphemic). Though they altogether increased the writing competence, it was seen that the TBMS was much better and more effectictive than the BMS (Basic Modeling Strategy) and CLS (Conventional Learning Strategy). The study found that the procedure composed and applied in the TBMS, that has never done before, contributed positively to the increasing of writing competence.

KEY WORDS: Learning and teaching strategy, modeling, Text-Based Modelling Strategy, essays, and writing competence.

INTRODUCTION

There are some issues as a background of increasing the competence of writing essay in Indonesian language through Text-Based Modeling Strategy (TBMS). First, writing is a basic need of the man of education or students. There are many students who still get difficulties in writing although learning of writing has been given since they were in elementary school or junior high school. The difficulties are not only from the students themselves – like their characters, mentality, and personality – but also from the outside of the students like how to find the topic, to arrange the sentence effectively, and to master the rule in writing (Maslakhah, 2005:21-28). In general, Adeng Chaedar Alwasilah and Seni Susana Alwasilah (2005:7) stated that the weakness of writing skill of the man in education or students in Indonesia is caused by cultural, social, and curricular factors.

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Relate to the problems above, A. Oshima and A. Hogue (1993:3) revealed that writing, particularly academic writing, is not easy. Although Arswendo Atmowiloto (2001) said that writing is easy, yet it is more individual competency than collective competency. Many people agree that writing is difficult. Burhan Nurgiyantoro (2001:296) admitted that writing skill is more difficult to achieve than the other language skill even for native speaker. Writing skill is the competency that students mastered after they had mastered of listening skill, speaking skill, and reading skill.

Second, writing competence related to the language competence, namely the speaker or hearer's knowledge of his language. The competency can be seen through the language performance. It is the actual use of language in concrete situations (Chomsky, 1965:4). Language competence covers organizational competence and sociolinguistic and illocutionary competence (Bachman, 1990:87). The language competence or linguistic competence of native speaker ideally along with strategic competence forms communicative competence, namely aspect competency which enables to give or interpret the message and negotiate the interpersonal meaning in specific context (Brown, 1994:227; and Celce-Murcia, 2000:16-17). Related to this research, the competence of writing essay is illocutionary competency which requires grammatical and contextual competence.

Third, written discourse and the process of expression are the main focus of this research. The student's ability in writing can be seen through written discourse. The selection of written discourse is based on the assumption that the variety of written discourse is better than spoken discourse since it can show the consistence characteristic either in structural or semantic usage. In other words, written discourse is more consistence than spoken discourse so that it can reflect the standard language (Ochs, 1994:51-80). The written discourse in this research is focused on non-fiction essay.

Fourth, the difficulty in writing will affect not only in other language skill competency like reading and speaking but also in capability of thinking logically. Up to this point, the society dissatisfied with the low of the writing competence of the graduation's students in Indonesia. Taufik Ismail's study showed that writing competence of the Indonesian's student is the lowest in Asia due to lack of reading of the students (cited by Imran, 2000:17). In 1988, World Bank reported that the result of elementary student's reading test in Indonesia is the lowest in East Asia (Alwasilah & Alwasilah, 2005).

Fifth, some studies showed that the writing competence of the students is still low. For example, Mochtar Buchori (2001:142) revealed that one of the common weaknesses of the students is the weakness of reading and writing. Even in writing of paper or thesis of the university students which have been corrected by the lecturer still showed the weakness of orthographies, linguistic, and logical aspects. The study which carried out by Adeng Chaedar Alwasilah and Seni Susana Alwasilah stated that teaching of writing started from elementary to university didn't succeed in increasing the competence of writing of the students (Alwasilah & Alwasilah,

2005). The statement assumed that the weakness of writing of university students is the failure of teaching writing in elementary school to senior high school.

Based on the facts, it is obvious that the alternative of the learning strategy in teaching writing still needed. One of the alternatives in teaching writing is modeling strategy. Modeling strategy included the component of Contextual Teaching and Learning (CTL) and Genre-Based Approach (GBA) conditioned the teaching by giving the reference model. Models which applied are the example of essay text model. Modeling covers the teaching activity in observation stages, imitating, and consequence of achievement. In this activity also requires presentation, practicing, and producing. It means that this modeling is not only product-based but also process-based.

The research of the application of modeling strategy and its transformation to Text-Based Modeling Strategy (TBMS) in increasing the competence of writing an essay has not been carried out yet. Whereas, this research can be as an alternative to teach writing of essay, increase the competency and performance of writing, and even enable the students to think logically. 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.

The research focused on the student's competence in writing an essay since writing an essay is the way how to express the feeling and ideas of the students, and it requires the competence of the usage of the language. Writing requires the real proficiency of the language and the competency of communication. The difficulty in writing is how to write (McRobert, 1981:73). The research is carried out to know the barriers and the influenced factors in increasing the students' competence in writing an essay through Text-Based Modeling Strategy (TBMS).

PROBLEM IDENTIFICATIONS, RESEARCH OBJECTIVES, AND THE USEFULNESS OF THE RESEARCH RESULT

There are five problems identified in this research, namely: (1) How is the real teaching of writing an essay at SMA YAS, *Sekolah Menengah Atas Yayasan Atikan Sunda* or Senior High School of the Sundanese Education Foundation, in Bandung city nowadays?; (2) What are the difficulties faced by the students in writing an essay?; (3) What factors influenced the students' competence in writing an essay?; (4) In what level the competence of writing essay of SMA YAS in Bandung city's students seen through psychological and linguistic factors?; (5) Does the Text-Based Modeling Strategy give positive contribution to overcome the difficulties in writing an essay?; and (6) Is the Text-Based Modeling Strategy effective to increase the student's competence in writing an essay?

The research is to find the formulation and to apply Text-Based Modeling Strategy in learning of writing essay of Indonesia language in Senior High School. This strategy is to be the alternative to overcome the difficulties that the students faced in writing an essay and to increase the student's competence in writing an essay.

This study specialized to obtain: (1) The comprehensive results of the real learning of writing an essay in Senior High School and the competence of students from SMA YAS in Bandung city after TBMS applied based on linguistic and psychological aspects; (2) The difficulties and factors which influenced the low of the student's competence in writing an essay of Indonesia language seen from linguistics, knowledge, motivation, and environment aspects; (3) The design model of comprehensive teaching which called TBMS. Preparing the materials and technique in teaching writing so that it can increase the writing competence of the students; and (4) The conclusion and the implication of research. Then, the result of this research will be useful for teacher and student to increase their competence in writing an essay and the language competence.

The result of this research is expected to explain and analyze of the competence to write essays, the obstacles and the influenced factors and alternative solution through TBMS. The conclusion obtained from this research are expected to provide input for improving the ability in Indonesian language and the quality of language teaching in Indonesian language either theoretical or practice. If TBMS shows an increase the quality of competence in writing essay which is significant, this conclusion can be the new entries that support the importance of learning in the totally stages of education or teaching. In terms of application, learning-based modeling strategy can be recommended for expanded and developed as the alternative source or revision strategy for learning to write and the other language aspects.

ASSUMPTION AND HYPOTHESIS

This research is based on the following assumptions:

First, writing activity can achieve mastery literacy skill. The achievement of mastery literacy skill must be programmed based on empirical and theories basis through comprehensive functional literacy.

Second, writing competence affects mental and man's social life. The one who has good competence in writing occupies respectable place and authoritative.

Third, student's writing competence can be improved through various efforts to achieve high literacy. One of the efforts is the learning-based model which implemented by developed countries such as United States of America.

Fourth, writing competence as a literacy competence can be used as one solution to improve the quality of human resources needed in the development of the country.

Fifth, essay writing competence is including the competency of speaking and aspect of language learning. Therefore, the efforts to improve the writing competence can be done through particular language learning strategy.

Sixth, the Text-Based Modeling Strategy (TBMS) is one of alternative model of learning based on contextual approach and genre-based approach. This model can be used in learning to write to improve student' competence in writing.

This research formulated in the following two hypothesis. *First*, Ho: “There is no difference in writing competence between the students who learn through TBMS (Text-Based Modeling Strategy) and the students who learn through Basic Modeling Strategy (BMS) and Conventional Learning Strategy (CLS)”. *Second*, Ha: “The competence of writing essay Indonesia language of the students who learn through TBMS is higher than those who learn through BMS and CLS”. Next, the hypothetical above tested and analyzed so that the factors that significantly affect the increase of the competence of students in writing essay can be derived.

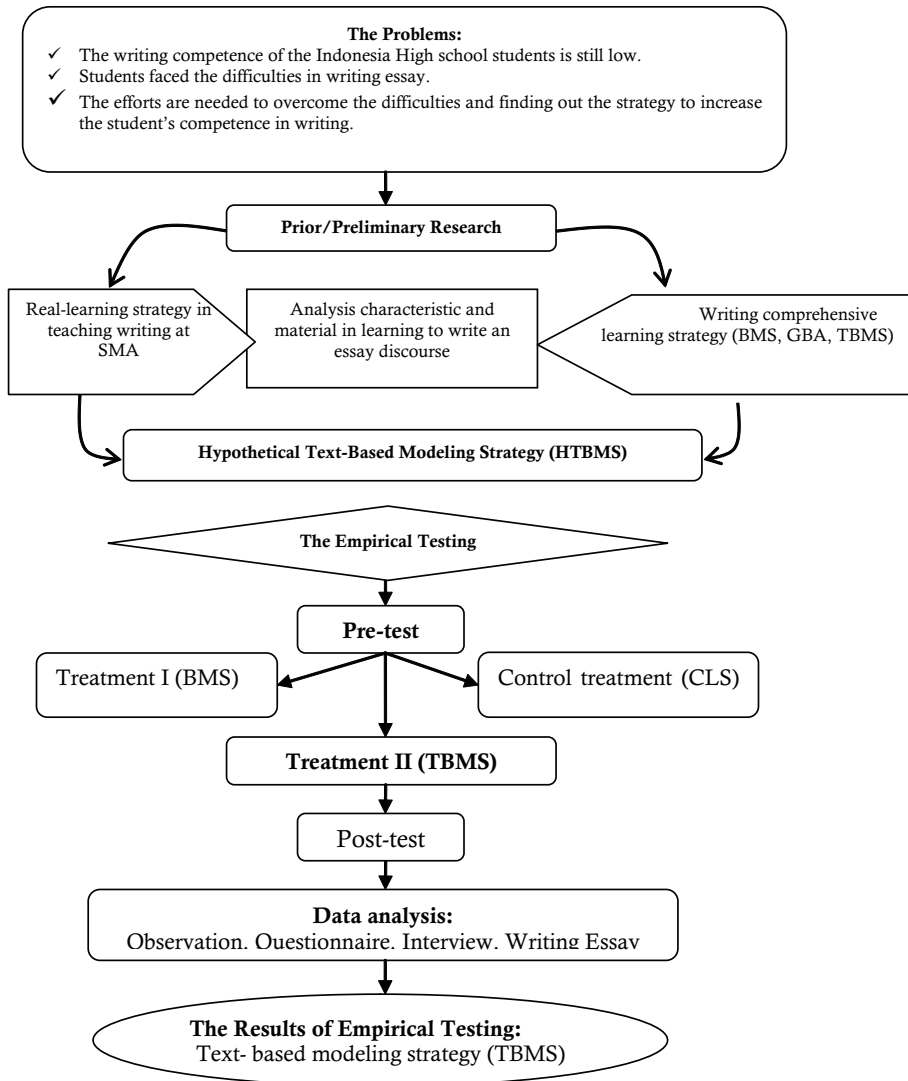
METHODOLOGY

The research used the experimental methods using the Randomized Pretest-Posttest Comparison Group Design. The data were collected in the form of essay, questionnaire, interview results, document, and observation result. The data collected were processed in quantitative and qualitative methods. The main source of data was the students of SMA YAS (*Sekolah Menengah Atas Yayasan Atikan Sunda* or Senior High School of the Sundanese Education Foundation) in Bandung city. Beside, the Indonesian teacher and some documents from school served as the additional source of data. There are three groups of study subject. Group 1 (XII-IS-1) got the BMS treatment, group 2 got TBMS treatment, and group 3 is called control group got CLS or conventional learning strategy. The data of research is in the form of essay, interview, questionnaire, document, and observation result. The criteria used to assess the effectiveness of the BMS includes: (1) Learning outcome, (2) Behavioral changes, (3) Reaction, and (4) Achievement of overall the result of research (Kirkpatrick, 1994).

THEORETICAL ISSUES: A. MODEL AND MODELING

David Crystal (1985:228) expose that “*a model is especially designed representation of concepts or entities, used to discover or explain their structure or function. 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: (1) a model is a replica, make-up; (2) a 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; (3) a model is a system that is being used and that people might want to copy in order to achieve similar results, a formal use; and (4) a 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 (Kern, 2000). Modeling is demonstration of behavior; the demonstration of way of behaving to somebody, especially a child, in order for that behavior to be imitated (Bandura, 1962).

Figure 1:
The Research Framework



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 increased 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 (Joyce & Weil, 2002:6).

In this research was used term of modeling based on Theory of Imitation or Social Learning Theory from Albert Bandura (1977). There are four factors of modeling process. *First*, the learner must pay attention to the crucial details of the model's behavior. *Second*, factor is retention – the learner must be able to retain all of this information in memory until is time to use it. *Third*, the learner must have the physical skills and coordination needed reproduction of the behavior. And *fourth*, finally, the learner must have the motivation to imitate the model. In an article entitled “Modeling Theory” retrieved from <http://www.as.wvu.edu> (20/5/2010) stated that:

Modeling theory operates in three simple steps: (1) you observe a model, (2) you imitate the model's actions, and (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, and (c) you show modeling [don't tell].

B. THE QUALITY OF TBMS IN LEARNING OF WRITING AN ESSAY

M. Celce-Murcia (2000:207) viewed writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. Such an approach places value on the goal of writing as well as on the perceived reader audience. Even if we are concerned with writing at the beginning level, these two aspects of the act of writing are of vital importance; in setting writing tasks, the teacher should encourage students to define for themselves the message they want to send and the audience who will receive it.

Learning to Write an Essay (LWE) is included one of the aspects of language learning process. Learning to write will be effective if there is: optimization in modeling role (o); giving the appropriate model (m); interaction of all components of learning such as teacher, students, teaching material, method, and media (l); and supporting factors the success of learning (p). The effectiveness of learning to write essay can be formulated as $LWE = o(m + l + p)$.

To increase the Competence of Writing Essay (CWE) of the students, there are some efforts can be done, such as learning strategy. This is the most effective effort for it can be planned, carried out, and evaluated. One of the most influential aspects to the result of student's writing is learning strategy.

This research applied the Text-Based Modeling Strategy (TBMS). It is formulated and transformed from Basic Modeling Strategy (BMS), Genre-Based

Approach (GBA), and Text-Based Unit (TBU). Those strategies are fitted to the level of student's cognitive development. By the basic behavioral approach and social learning theory, assumed that someone need reference model in making something. Similarly, in learning to write essay, student needs a model form of text essay. TBMS is accordance with seven principles of learning literacy, namely interpretation, collaboration, convention, cultural knowledge, problem solving, reflection and self-reflection, and language use (Kern, 2000:16-17). The implication of this strategy is when teacher planned the teaching-learning activity, he/she has to consider that the student is the main subject. Therefore, it must be considered to five principles, namely: (1) selection, (2) responses and question, (3) atmosphere, (4) relativity, and (5) forms of response.

K. Hayland (2004:10-11) observed the seven benefits of learning to write text-based (genre), namely: (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; and (7) *Consciousness Raising*, to increase the awareness of teacher to explain to the students how to write.

C. TRANSFORMATION OF TBMS IN LEARNING WRITING

This research put the writing as a process. We began to develop what is now termed the process approach to writing instruction. Process approaches do most of the following:

- (a) Focus on the process of writing that leads to the final written product;
- (b) Help student writers to understand theory own composing process;
- (c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- (d) Give students time to write and rewrite;
- (e) Place central importance on the process of revisions;
- (f) Let students discover what they want to say as they write;
- (g) Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intension;
- (h) Encourage feedback both from the instructor and peers; and
- (i) Include individual conferences between teacher and student during the process of composition (Brown, 1994:320-321).

In this research was succeeded to find the learning strategy called Text-Based Modeling Strategy (TBMS) as a result of transformation of Basis Modeling Strategy (BMS). The basic different between TBMS and BMS lies between the stages and steps of activity. As a strategy, TBMS related to the goal, materials, method, media, and evaluation. This transformation strategy of learning is done by adding three learning methods (reading workshop, learning community, and writing process) and five learning techniques (discussion, inquiry, recitation, collaborative, and

reflection). BMS only has three stages of learning activities by using simple steps, namely observation model, imitation model, and consequence achievement, while TBMS has four stages with clear and detailed steps, namely: (1) orientation model stage; (2) exploration model stage for reading workshop, discussion, inquiry, and recitation; (3) imitation model stage for writing process, pre-writing, writing, and post-writing; and (4) consequence achievement for collaborative editing, re-writing, and reflection. The aspect of transformation from BMS to TBMS is shown in table below.

Figure 2:
 The Aspect of TBMS Transformation Design

BMS Design	TBMS Design
Stage I: Model observation.	I. Stage of orientation model: a. Opening. b. Apperception. c. Student's conditioning.
Stage II: Model imitation.	II. Stage of exploration model: a. Inquiry stage: 1. Reading-text essay model. 2. Discussion-text essay model. b. Recitation stage: 1. Recitation the result of essay discussion.
Stage III: Consequence achievement.	III. Stage of imitation model: a. Pre-writing stage: 1. Topic determining. 2. Theme selection. 3. Essay framework. 4. Materials searching b. Writing stage: 1. Framework developing. 2. Writing the draft of essay. c. Post-writing stage: 1. Re-reading. 2. Self-editing.
Stage IV: Consequence achievement.	IV. Stage of consequence achievement: a. Collaborative editing. b. Re-write. c. Reflection.

FINDINGS AND DISCUSSIONS:

A. THE CONDITION OF LEARNING OF WRITING IN INDONESIA

The activity of learning to write in SMA (*Sekolah Menengah Atas* or Senior High School) has been inadequate. The result of preliminary study showed the conditions and the obstacles of learning to write as follows:

First, preparing syllabus has already been based on KTSP (*Kurikulum Tingkat Satuan Pendidikan* or Curriculum for School Education Level); it is not yet adjusted

to the needs of the schools prepared by the Lessons Teacher Forum or MGMP (*Musyawarah Guru Mata Pelajaran*).

Second, the management of learning is classical and monotonous, there has not been any various and collaborative development. The media and learning resources are limited on package book (*buku paket*) and student's worksheet or LKS (*Lembar Kerja Siswa*).

Third, learning is done by conventional strategy, such as lectures and assignment. When writing activity took place, teachers role as the instructor so that the logical competence of the students became less developed and passive.

Fourth, writing activity focused on the product or the completion of study assignment. Student is assigned to write based on the topic prepared by teacher. Consequently, it is less varied topic so that the alternative for the student is very limited.

Fifth, writing activity is very crucial for teachers, easily implemented but difficult in assessment. Teachers still do not understand how to give score of composition in simplest and practical way. In addition, there are many papers of composition which has to be examined.

Sixth, the result of preliminary study is not enough, due to the less optimal of learning process. It appears to the results of student's composition, namely (1) the idea often does not fit with the main issue so that the content of composition is not clear; (2) the use of language is correct but not well structured, expression in subjective-pragmatic, diction is less precisely and the interference is enough high; and (3) the control of graphemes rule for spelling and punctuation, and syntax rule for sentence structure are less effective.

Seventh, the obstacles of the student in writing are on the place and its preparation and the use of language. The writing's obstacle at school is lack of time while at home; students do not have enough materials and interfered by TV program. In preparation to write, the students are not accustomed to making composition framework. In the use of language, students got difficulty in choosing simple words and metaphor, sort of sentence, develop paragraph, write down the spelling and punctuation.

B. THE RESULT OF LEARNING WRITING AN ESSAY THROUGH TBMS

The result of writing learning is as descriptive of writing competence as a learning process. The competency writing essays Indonesian language of the student from SMA YAS Bandung city has high achievement for TBMS applied in this activity. The average score is 84.61. This score is the recapitulation from five aspects of essay assessment, namely (1) substantive, (2) textual, (3) lexical, (4) syntax, and (5) graphemes. In comparison with the average score of the students when CLS, BMS, and TBMS are applied.

Table 1:
 The Level of the Competency Writing an Essay

Class	Test	Means of Writing an Essay Aspects					Σ
		Substantive	Textual	Lexical	Syntactic	Graphemic	
CLS	Pre-test	18.80	12.54	12.41	14.68	2.02	60.46
	Post-test	19.24	13.71	13.32	15.56	2.76	64.59
		0.44	1.17	0.90	0.88	0.73	4.12
BMS	Pre-test	18.66	13.10	12.73	13.78	2.12	60.39
	Post-test	22.90	15.68	16.46	17.63	2.95	75.63
		4.24	2.59	3.73	3.85	0.83	15.24
TBMS	Pre-test	17.83	12.90	12.46	13.51	2.02	58.73
	Post-test	25.49	17.37	18.32	20.02	3.34	84.61
		7.66	4.46	5.85	6.51	1.32	25.88

From the table above shows that there is difference the average score in pre-test and post-test between Control Class (CLS), Treatment Class I (BMS), and Treatment Class II (TBMS). The averages of pre-test and post-test score of Control Class are the same. Or there is not a significant increase. On the other hand, there is significant different in increasing average score of pre-test and post-test from Treatment Class I (BMS) and Treatment Class II (TBMS). The average score of post-test from Treatment Class II is higher than the average score of Treatment Class I, moreover the average score from Control Class (CLS). The difference of the average score of pre-test and post-test in writing essay from CSL, BMS and TBMS showed the increasing of competency in writing essay. It means that there is more significant increasing of the competence of writing essay through TBMS than through CLS and BMS.

The result of testing showed that the end significant competence' score in writing essay between the student from CLS, BMS, and TBMS class is less than 0.05 for only four aspect, namely (1) substantive, (2) textual, (3) lexical, and (4) syntax. On the other hand, the graphologies aspect is higher than 0.05. Nevertheless, overall, the average score post-test in writing essay from three groups are significant different. It means that there is increasing of writing competence after CLS, BMS, and TBMS are implemented.

This table below shows the significant testing result of the last competence in writing essay in CLS, BMS, and TBMS class.

Figure 3:
 Increasing the Competence of Writing Essay through TBMS

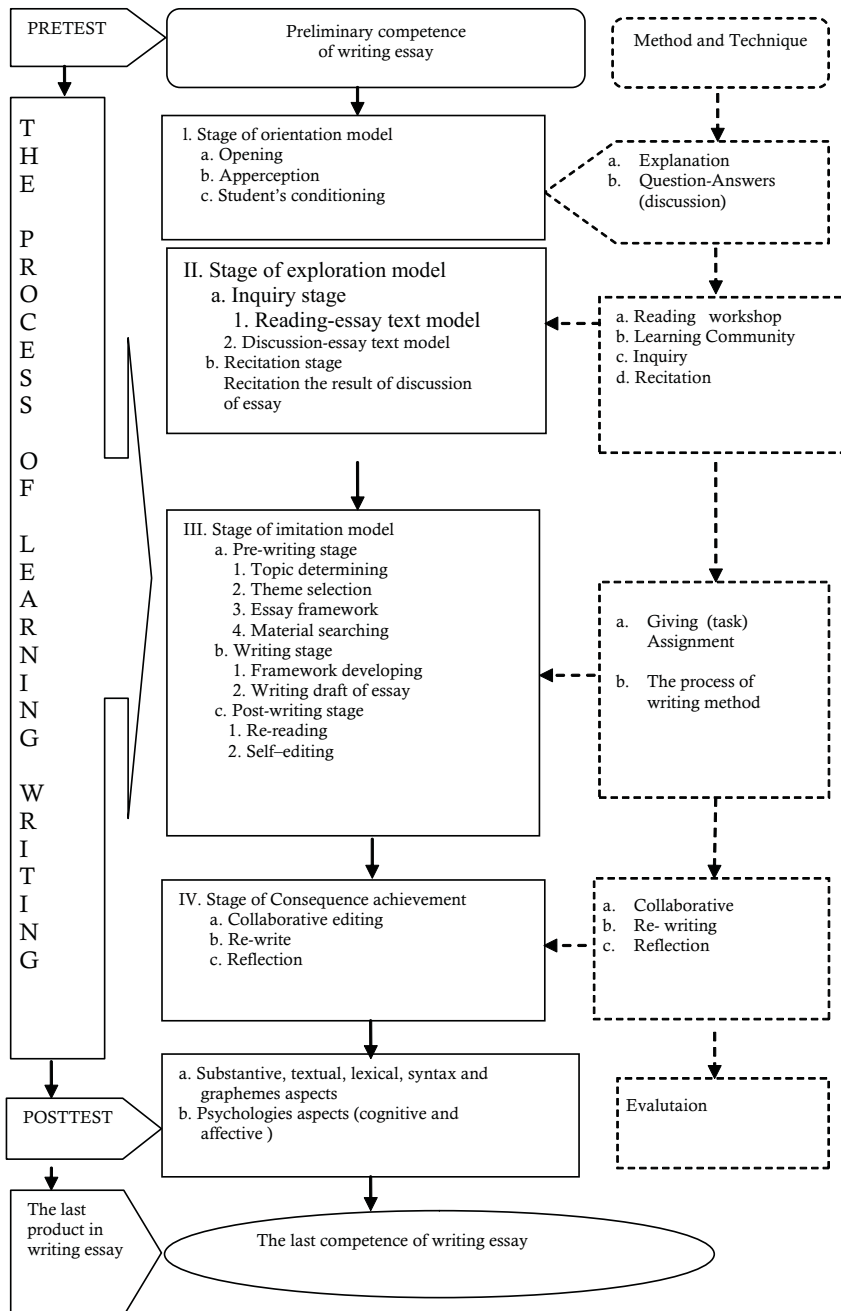


Table 2:
The Result of the Last Competence in Writing Essay in CLS, BMS, and TBMS Class

Writing Aspects	Class	Class	Normality Test		Significance Test**	
			Sig Value	Interpretation	Sig Value	Interpretation
Substantive	CLS	BMS	0.000	Not Normal	0.000	Significance
		TBMS				
Textual	CLS	BMS	0.000	Not Normal	0.000	Significance
		TBMS				
Lexical	CLS	BMS	0.000	Not Normal	0.000	Significance
		TBMS				
Syntactic	CLS	BMS	0.000	Not Normal	0.000	Significance
		TBMS				
Graphemic	CLS	BMS	0.000	Not Normal	0.079	Not Significance
		TBMS				

* The mean difference is significant at the 0.05 level.

** The mean difference test with Kruskal-Wallis test.

DISCUSSIONS

The objective of this research is to find out the strategy which can increase the writing competence of the students by formulating and testing Text-Based Modeling Strategy (TBMS) in learning writing essay Indonesian language at Senior High School. The conclusion of the research refers to (1) learning process of writing an essay through TBMS; (2) the result of learning writing an essay through TBMS; and (3) meaning and its significant of learning writing an essay through TBMS.

First, the activity of the student in writing an essay is very responsive when TBMS is applied in this learning process. Students did the activity seriously. The interaction between teacher and students are very cooperative and democratic. Students ask the questions freely and feel free to express their idea in their compositions. This can be understood as the activity focused on students and the topic of writing is selected by the students freely. Process of writing tends to be good writing, thorough, creative, and more logic and systematic. Student is capable to write satisfactorily and in good result. The seriousness of the students and their positive behavior in writing activity give great affect to the result of their composition. The reflection appears to the students when they checked and edited their friend's compositions.

Formulating the four phases of TBMS from three phases of BMS indicated that the learning process is so conducive that student is more active and creative. Four language skills aspects and thinking activity are integrated at once. On the other hand, BMS is merely involved writing and reading. Students still get confused; they are not capable enough to write correctly, many of their composition are not essay. Students are less thorough and their logic is less focus.

Second, the result of writing learning is as descriptive of writing competence as a learning process. The competency writing essays shows that there is difference the average score in pre-test and post-test between Control Class (CLS), Class Treatment I (BMS), and Class Treatment II (TBMS). It proved that the implementation of TBMS in learning process of writing essay is able to increase the student's competence in five aspects discourse/text, i.e. substantive, textual, lexical, syntax, and graphology. The explanation is as follows: (1) **Substantive** aspect showed that student already understands the content widely and complete. The content is accordance with topic and title. It is also more details, neat, and clear; (2) **Textual** aspect showed that student has an ability to organize the content of text orderly. Students have many ideas and arrange them orderly by high cohesion; (3) **Lexical** aspects showed that students have various vocabularies and use them correctly; (4) **Syntax** aspect showed that students are able to arrange the sentence correctly and effectively; and (5) **Graphology** aspect showed that students are able to use the rule of spelling and punctuation.

Since the test of homogeneity has been known that the increase of three groups distribution is not normal and not homogeny, then used non-parametric analysis through Kruskal-Wallis test. The criterion for decision is: Accept H_0 if the significant score of the ANOVA result is less than 0.05. On the other hand, reject/decline H_0 if the significant score is greater than 0.05. The significant difference between the score of writing competency in pre-test and post-test and the difference of three groups CLS, BMS, and TBMS in post test is 0.000. The reliable level is 95%. This significant score is less than 0.05, then H_0 rejected/declined. This score valid for significant score of the competency of writing essay aspects. However, there is significant difference in writing between Class Treatment II (TBMS), Class Treatment I (BMS), and Class Control (CLS). It means that the implementation of TBMS in writing essay is much better and more effective than the implementation of BMS and CLS.

Third, meaning and its significant of learning writing an essay through TBMS. These conclusions recommended the implementing of TBMS as one of effective solutions to increase the quality of writing essay. Thus, TBMS has been able to overcome the obstacle of language learning methodology, especially learning of writing. This scientific prediction is along with the ease of implementation. TBMS is quite easily mastered and implementation does not change the system of conventional class and the implementation does not require the additional fund.

The implementation of TBMS in language learning methodology gives very important role at least if it is seen from two sides: (1) TBMS is directly involved in the process of learning, it is operational stage which is very important in determining the quality of learning result; and (2) TBMS is learning writing strategy – as the form of experience of written language – giving the opportunity for students to convey their messages such as ideas, feeling, and desire to others in writing.

Learning of writing refers to the process, products, and materials. The achievement of learning is more effective when it is done by using structural scenario and accordance with the student's development stage. This effort can be

achieved through TBMS because its implementation to the students implicated to increase the quality of learning to write. TBMS is one of modeling strategy that use “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.

It can be stated practically that TBMS in learning of writing essay at Senior High School can increase student’s competence in writing. It also can be developed and modified to teach the other language aspects such as speaking, reading, and literature learning.

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. Besides 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 weaknesses the implementing of TBMS, it is time consuming and must provide many various “text model”.

CONCLUSION AND SUGGESTION

The objective of this research is to find out the strategy which can increase the writing competence of the students by formulating and testing Text-Based Modeling Strategy (TBMS) in learning writing essay the Indonesian language at Senior High School. The conclusion of the research refers to:

First, this research succeeded to find the learning strategy called Text-Based Modeling Strategy (TBMS) as a result of transformation of Basic Modeling Strategy (BMS). The basic different between TBMS and BMS lies between the stages and steps of activity.

Second, the result of this research proved that TBMS can overcome the obstacle in writing and it is effective to increase the student’s competence in writing essay. These conclusions recommended the implementing of TBMS as one of effective solutions to increase the quality of writing essay. Thus, TBMS has been able to overcome the obstacle of language learning methodology especially learning of writing.

Third, learning of writing refers to the process, products, and materials. The achievement of learning is more effective when it is done by using structural scenario and accordance with the student’s development stage. This efforts can be achieved through TBMS because its implementation to the students implicated to increase the quality of learning to write.

Because of that, the result of this research cannot be generalized. However, this TBMS can be applied to the same level of education unit like Senior High School or SMA (*Sekolah Menengah Atas*) and/or Vocational High School or SMK (*Sekolah Menengah Kejuruan*).

TBMS can be applied to Elementary School or SD (*Sekolah Dasar*), Islamic Elementary School or MI (*Madrasah Ibtidaiyah*), and Junior High School or SMP (*Sekolah Menengah Pertama*), Islamic Junior High School or MTs (*Madrasah Tsanawiyah*). The implementation of TBMS in this level of education unit can be modified based on the students' need, i.e. topic can be adjusted to the age and student's interest.

This research used small sample in small number so that the selection of technique analysis is limited. Further research need to be developed the design research by using big sample. By using big sample, it can apply data analysis technique which enables to find the direct and indirect influence from the variables being researched.

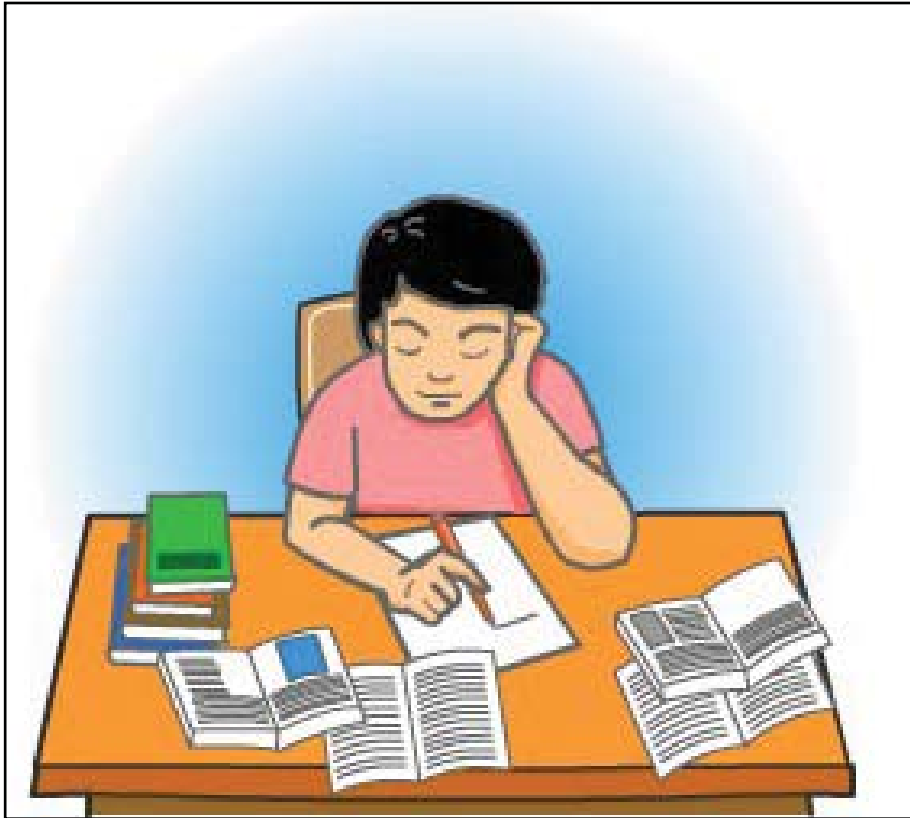
The essay text is one of the products of writing activity. All the students' writing product must be appreciated and evaluated it objectively and continually. This evaluation must be done during the process and in the end of learning of writing.

This research focused on the skill of essay writing. To complete this research finding, it needs to do the research focused on increasing student's writing skill and speaking skill, included the variety of text used in learning of writing.

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