

II. REVIEW OF RELATED LITERATURE

2.1 Nature of Writing

Writing is a complex skill in expressing the idea, thought, and feeling of the writer in the written form. The writers send the message to the readers through their writing so the readers will be able to understand what the writers mean. Through those processes, there will be a communication between them.

Papilla as quoted by Asrori (2000) states that writing is a system or graphic symbols used to convey a message and record ideas on paper. It tells us that writing activity involves graphic symbols such as punctuation, words or sentences. The graphic symbols are used to send the message from the writer to the reader.

In the writing process, the writer is an active composer in transferring the message to the readers. That is, writers responsible for considering the needs and expectations of the readers. The more writers know about their readers, the more successful their writing will be. Besides that, the writers must be skillful in using graphic symbols, structure and other language aspects in transferring their ideas. So, it is clear that writing process involves many language components. Because of this complexity, learners often feel confuse to write something. They find many

confusing things when they start to write, for example about finding the topic.

This is like Ali (1992) said:

“The hardest part of writing is to decide what to write about. But even after I make up my mind about my topic, it is still hard to write because I am worried that it may not be something interesting for my reader. Then, I overcome this problem by deciding to just write until I run out of what to say”.

In writing activity, writers can be said successful if their writing contains some aspects of writing. According to Harris (1969: 68-79) there are five aspects of writing follows:

1. **Content**

Content refers to the substance of writing, the experience of the main idea (unity). Unity means that it refers to the ideas expressed in the text which reflects the information the writer wants to transfer to the readers. The entire text should concern it self with a single focus. If it begins with a one focus or major point of discussion, it should not end with another different idea. In the descriptive text, content should explore all information related to the topic which unites one into another. It should not be out of context so by reading the content of this descriptive text, the reader can imagine the topic the writer discussed in the text.

2. **Organization**

Organization refers to the logical organization of the content (coherence). Coherence means that it is the trait that makes the text easily understandable to a reader. The organization of descriptive text, next, should be written in logical division namely identification and description. Identification is the general statement of the topic and description is the details of the topic.

3. **Vocabulary**

Vocabulary refers to the selection of words those are suitable with the content. The choice of vocabulary, thus, should consider the topic of the text. After gaining all information related to the topic, the writer can list all details or characteristics of the topic. Thus, it can make the writers easier to select the appropriate words for their text.

4. **Grammar**

Grammar refers to the use of correct grammatical form and syntactic pattern. In the descriptive text, the writers should use simple present tense in their sentences. It happens because descriptive text informs the reader about the characteristic of something (fact).

5. **Mechanic**

Mechanic refers to the use of graphic conventional of the language. It involves the use of correct spelling, punctuation, and capitalization. It becomes important because correct writing should also correct in their written form.

From the description above, we can notice that writing is really a complex skill since in writing someone must be able to express his abstract ideas into real written form, which can be understood by the reader. In order to be readable, the written material should present all aspects of writing as mentioned above. In brief, it can be concluded that writing is an important means of indirect communication that refers to productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling, and thoughts in written language.

2.2 Teaching of Writing

Writing can be very challenging for learners of English as foreign language as they must overcome the personal challenges associated with academic writing (generating ideas, organization, and mechanics). This condition also happens in learning writing process at classroom. So, we need to give the students opportunity to see ample amount of models of good writing and offer them a plenty of practice in writing.

Zamel as quoted by Nuni (2007) indicates that teaching writing was a matter of prescribing a logically ordered set of written tasks and exercises, and that good writing conformed to a predetermined and ideal model. It means that an important goal in writing instruction is to help students develop the self-regulation skills needed to successfully manage the intricacies of the writing process. By modeling the writing behaviors from the students with high achievement, it may be useful for teachers to think about which part(s) deserve(s) more attention in English writing.

In terms of writing techniques, the process approach to the teaching of writing with a strong emphasis on encouraging students to do more reviewing actions might be worthwhile. Student writers need to engage in more reviewing, which is a central and possibly the most significant part of writing, as it is likely to enhance and improve the quality of writing. Teachers' writing pedagogy has to underscore the importance and potential benefits of evaluating, reviewing and reassessing the ideas, for doing so enables students to produce more successful writing.

Since writing is a complex skill, teacher needs to follow some certain regulation in order to maintain the students' writing process running well. Lorch as quoted by Nuni (2007) states three major stages in line with the process of writing instruction in classroom that should be followed by the teacher, those are:

1. The first writing stage is defined as a period of discovery and invention as writers establish relationship among themselves, their reader and the subject. Depending on the writing situation, whether the students have been assigned a topic or have chosen their own topic, they have to identify who the reader would be, what the purpose of their writing is and decide how to best deal with the requirement. Teacher thus, should facilitate the process of communicating by providing them with a clear purpose and audience of the task and help them selecting appropriate content and language style adjusted to the requirement of the task. In this stage also, teacher may introduce some strategies to find and produce information in developing the topic such as: brainstorming, free writing, etc.
2. The middle writing stage is presented as period of shaping materials for the reader. It involves writing the topic sentence, discovering and presenting support, and achieving order, coherence, and unity. It also involves improving the content and form of the written work through revision activities. As the students start arranging the information into text, teacher may give the students guidance in achieving appropriateness by referring to model text. Afterwards, teacher can help students to improve the content and form of their text by asking questions and making suggestion about their writing. This can be achieved by encouraging the students to share their writing with other and

asking suggestion about their writing. It may also includes teacher involvement to respond the students writing which enables them to achieve improvement by taking several class times to discuss the students' writing difficulties.

3. The final writing stage is characterized by the activity of editing, of making improvement, and corrections at the level of the sentence and the word. In this final stage, teacher can introduce to students some strategies to improve the clarity and the quality of their writing. Teacher can encourage the students to read their own writing before the work is submitted to identify any mistake or inappropriateness that actually they can correct. This way grammar and punctuation is presented as skills necessary for editing not for composing.

According to School-Based Curriculum (2006), in senior high school, literacy is the focus of development learning English in this curriculum. One of the goals in learning English at senior high school is to develop communication skill in English both spoken and written language. Therefore, the teaching writing in high school is as follows:

- a. Grammar (simple present tense, simple past tense, simple future tense, etc).
- b. Introducing texts (narrative, recount, descriptive, anecdote, exposition, etc).
- c. Generic structures of texts.

Next, according to English curriculum 2004, the instructional process both in oral and written cycle within classroom should be implemented through four stages of learning which are in line with the process of writing. The four stages are:

1. Building Knowledge of the Field (BKOF)

This stage is aimed to develop students' basic understanding about the lesson. The students' pay attention to the topic by e.g. telling a story or asking and answering questions related to the topic. It is also important in this stage to know how well students can already use the genre. Thus, students can write a text using the genre in questions so that strength and weaknesses become apparent and they can observe how their text improves as they progress through the unit. In learning writing, students can be brought to be familiar with the topic they will discuss together. For example, students can share their knowledge about the definition of descriptive text and what is the generic structure of descriptive text.

2. Modeling of the Text (MOT)

As students need to develop the awareness of audience and purpose in writing and to be familiar with all the components of the genre, students can do model text analysis activity in pre writing stage. What follows, then, illustrate a way of how to apply model text analysis in pre writing stage in classroom instruction. They are:

- a. At this earlier writing stage, students need to be familiar with the genre of the text before they write the text. They study by given a model text. Model text can be commercially published ones or text written by teacher.
- b. Students study about the purpose for which we use this type of text in our society. For example the purpose of descriptive text is to describe something (for example: person, place or thing) in detail.

- c. Students identify how text is structured. The structure of descriptive for example consists of general classification and description. It is good idea to look at a copy of the model text with its stage clearly marked and to give them a photocopy of this for reference.
- d. Students discuss the function of each stage. For example, it is important to tell the readers what materials are needed in our description.
- e. The students need to examine several examples of the same genre. They are also given careful guidance and questions by the teacher to help them discover the features of them elves.
- f. Students also may compare a successful text with one which has not achieved its purpose and work out.

3. Joint Construction of the Text (JCOT)

In this stage, students are introduced several strategies to search information in developing topic. For example, brainstorming, listing, etc. This activity can be continued by conducting the middle writing stage where students write a text jointly within a group or a pair. During this stage, students are guided to achieve appropriateness in writing by given questions and suggestions about the structure of the text. Students can also discuss their grammatical errors which enable them to revise their text to achieve improvement.

4. Independent Construction of the Text (ICOT)

In this stage as the last of teaching and learning activity, students perform their writing. They are assessed competence by using the certain grading system of

the assessment. Students also try to apply the technique the teacher gave to them in their writing task using their own words.

From the explanation above, the writer concluded that teaching writing for senior high school students must be related to curriculum. Furthermore, the teacher must be able to make an interesting teaching especially in teaching writing. Teacher would be very helpful to encourage them to learn writing and finally the expected result can be reached.

In this research, the researcher delivered how to write a descriptive text using model composition guided writing in the middle writing (the researcher's teaching writing will fit in MOT and JCOT stage). After the students got the idea about what to write, teacher guided them to develop their writing task using model composition guided writing. First, teacher gave them an example of descriptive text with the same topic of students' writing task. Then, students followed the model to their writing task but they should change all information that not appropriate with them. This guidance is called model composition guided writing.

Because of writing complexity, students must have opportunities to examine, analyze and practice variety of possible strategies as they work with their own writing. Thus, it is the teacher's role to provide an environment in which students will learn about writing, see model of good writing, get plenty of practice in writing, and receive help during the process to help the students improving their skill in writing.

2.3 Concept of Guided Writing

Paulston (1976:205) states that guided writing means the using of certain control in pattern drills in which the students are helped to produce a correct composition. At the stage of guided writing, the students will be given some freedom in selecting language items and structural pattern in their writing exercises.

Dealing with the statement above, in guided writing, students will not make a serious error as long as they follow the directions. They are helped to avoid of making mistakes in writing because the way of guided writing means the using of certain direction to the students before they start the writing process. David Hornsby (2000) outlines two different ways that guided writing can be managed. Each approach has a different main purpose.

1. One or two sessions may be planned for small groups of students who need assistance with specific writing skills
2. Many sessions, building upon shared reading and writing of a particular genre, are planned. Firstly, the students are immersed in the genre during reading. Secondly, they compose a text in that genre during shared/interactive writing. Finally, they are guided to write their own text in that genre.

Since guided writing can avoid serious mistakes of the students, thus, it is a very good treatment for students to learn writing. According to Tongue (1986:12) there are some potential advantages of using guided writing, they are:

1. They provide plenty of practice in writing correct forms, rather than practicing the incorrect form of too hostility required free composition.
2. They are planned to fulfill a specific purpose and are based on discernible principles.
3. Permit the learner to pace his own progress within limits.
4. It is not too difficult to produce.

In relation with teaching descriptive text writing, guided writing taught in three steps, those are (1) brief shared experience and discussion of strategic behavior for writing, (2) time to write a new text with immediate teacher guidance, (3) sharing. Guided writing is intervention lesson with a tight. Focus on improving each student's ability to use a small, specific set of writing strategies. They do not take the place of whole-class instruction. The students should have ample opportunities in other contexts to write longer texts over an extended time frame, discuss mentor texts with teacher and their peers, and observe teacher's modeling of good writing behavior during whole class lessons. Be direct and clear in the information we give to students during guided writing lessons and encourage active participation. Focus our instruction on strategic behavior for writing rather than on the accuracy and correctness of the writing product alone.

According to Reid (1993), typical guided writing exercises in widely used textbooks included the following:

1. Model composition guided writing

In this type, students are given a model text that has the same topic with student's writing task. Students can follow the model text but should change all information that is not suitable with them.

For example:

Model text

There are four seasons in New York City. The names of the seasons are winter, spring, summer, and autumn. In the winter it is very cold and windy, and in the summer it is very hot and humid. The weather in the spring and autumn, however, is very pleasant. For many people these are the only times that the climate is comfortable. There is one thing certain about New York weather. It never stays the same. Like the woman, it is very changeable.

Instruction

Please write your own writing task. You can follow the model text but you should change all information that is not suitable with you.

2. Comprehension questions guided writing

This type gives some opening comprehension question to the students to bridge them to the topic of their writing task. Students can make an outline based on their answer, and then they should create their writing task based on their outline.

For example:

Comprehension questions

- How many seasons are there in New York City?
- What are the names of the season?

- How is the weather in the winter?
- How is the weather in the summer?
- What is certain about New York weather?

Instruction

Answer those questions and make an outline based on your answer. And then, you can write your own writing based on your outline!

3. Vocabulary guided writing

This type of guided writing push the students to write some vocabularies related to the topic of their writing task. Students can make a list of those vocabularies and develop those vocabularies into sentences.

For example:

List of vocabularies

- It is fair
- It is sunny
- It is mild
- It is warm
- It is cool
- It is windy

Instruction

Please develop those vocabularies into sentences to support your writing!

In this research, the researcher decided to use model composition guided writing as her technique.

2.4 Concept of Model Composition Guided Writing

According to Reid (1993), model composition guided writing is a guided writing type by giving a previously text as a model to be followed by the learners. The learners can follow the pattern of model text but should change all information that is not suitable with them because the model text has the same topic with their writing task.

In this research, the writer guided students' writing process by giving model composition guided writing where students can follow a descriptive text given to them first as an example. Then, they tried to make their own descriptive text with the same topic based on the example itself but should change all information that are not suitable to them. According to Reid (1993), the example of model composition guided writing is follow:

Model

I am Mr. Baroni. My first name is Robert. I am twenty-five years old. I am a student. I am in the classroom now. I am at my desk. Mr. Peters is my teacher. He is in the classroom now. He is at the blackboard. He is at the blackboard. He is busy now. The classroom is on the tenth floor. It is a small room. The classroom is in an old building. The building is downtown. The address is 234 N. Clark Street. The building nears the river. It is I the busy city of Detroit.

Instruction:

Write one text about yourself and your school on your paper. Follow the model, but change all information that is not correct for you. For example: you are not

Mr. Baroni; your first name is probably not Robert. Take as many structures and words from the model as you can use in your text. Your text should look like this:

(Blanton, 1979, pp.7-8)

2.5 Concept of Text

According to Paul (2004), text is a list of characters, usually thought as a list of words separated by spaces. The fact that writing remain in existence long after it has been created is so remarkable that we given a special name, text, to the visible remains. Text can be seen as being created by the writer and then moving through time and space until it is encountered by the reader.

A text is a unit of language in use. It is not grammatical unit, like a clause or sentence and it is not defined by its size. A text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but it is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on. Hyland (2004:6) states that texts are autonomous objects which can be analyzed and described independently of particular context, writers or readers.

Oxford (1990) defines five definitions of the term 'text', they are:

1. Text is the main body of matter in a manuscript, book, newspaper, etc...as distinguished from notes, appendixes, headings, and illustrations.
2. Text is the original words of an author or speaker, as opposed to a translation, paraphrase, commentary, or the like.
3. Text is the actual wording of anything written or printed.

4. Text is any of the various forms in which is writing exists.
5. Text is the wording adopted by an editor as representing the original words of an author.

From the statement above, we know that human receive textual message via their eyes. It has been argued that this visual aspect of text is important in and of it self because it shapes the way human beings pay attention to their environment. This shape is also as the way they think about them selves. The writer and the text exist in the world, which is their reader interact. The reader and the writer interact directly with the text and indirectly with one another by means of the text. Next, this text becomes a medium communication. Thus, reader, writer, and text are seen as an interconnected system.

Next, based on School-Based Curriculum (KTSP) (Depdiknas, 2006:313) there are some types of text taught in senior high school level, they are: Descriptive text, narrative text, procedure text, report text, recount text, exposition text, anecdote, review, discussion, spoof, news item, and explanation. Among those 12 types of text, in this research the researcher will examine students' descriptive text writing (especially description about place) because descriptive text is the simplest text which has been known by students at the first year of SMA.

2.6 Descriptive Text

Based on School-Based Curriculum (Depdiknas, 2006:313), in senior high school, writing descriptive text is one of the ability that should be mastered by students especially at the first grade, but most of them can not express their idea through

written form. So, the writer decides to do the research about writing descriptive text using writing strategy to increase their ability.

Keraft (1982:93) defines descriptive text as drawing important part of thing in writing subject very clearly and details. It means that the purpose of descriptive text is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.

The example of descriptive text of place is as follow:

A GREAT TEMPLE OF BOROBUDUR

General classification	Borobudur, is a great Buddhist temple located in Magelang, Central Java.
Description	The temple is built in the 9 th century under Sailendra dynasty of Java. It was abandond in the 11 th century and partially excavated by archeologists in the early 20 th century. Influenced by the Gupta artchitecture of India, the temple is constructed on a hill 46 m (150ft) high and consists of eight steps like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a

large stupa at the center of the top circle. The way to summit extends through some 4.8km (some 3 mi) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was redirected as Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.

Social function or communicative purpose of descriptive text is to describe a particular person, place, or a thing in detail. To achieve this purpose, the descriptive text will move through a different set of stages:

- General classification : introduces the topic.
- Description : provides details of topic such as parts, quantities, qualities, and characteristics.

Besides that, descriptive text also has language features such as:

- Focus on specific participants: a particular class or thing, person, or place (e.g. house, Michael Jackson) rather than generalized participants (e.g. magazine, public transportation).
- Simple present tense.
- Detailed noun phrase: to give information about the subject, for example: it was a large open rowboat, a sweet young lady.
- Adjectives: describing, classifying, and numbering such as two strong legs, sharp white fang.

- Relating verbs: for example my mum is very cool, it has very thick fur.
- Thinking verbs and feeling verbs: to give the writer's opinion about subject.
For example: police believe the suspect is armed, I think it is a clever animal.
- Action verbs: for example our puppy bites our shoes.
- Adverbials: to give additional information about the subject's behavior for example fast, at the tree house.
- Figurative language: for example simile such as John is white as chalk.

Furthermore, Coffey (1987:38) gives a few suggestions to help us when we will use description:

1. Avoid to describing everything about a subject. We will end up with much information and our reader cannot sort it all out. Rather, choose one single impression or idea and have all our details focus on that.
2. Once we gather all subjective and objective details for our subject, decide which one will effectively help us describe it.
3. Choose descriptive details that distinguish our subject from other like it.
4. Remember to describe our subject using all the senses: hearing, touch, tastes, smell, and sight.

From the description above, the writer concludes that description is the portrayal in words of the qualities or features of anything so as to produce a picture or conception of it in the mind of the reader. A descriptive text has sentences that work together to present a single, clear description of a thing, a place, an event, or an idea. Description is commonly used in novel, short story, and essay.

2.7 Procedure of Teaching Writing Using Model Composition Guided Writing

In teaching writing using model composition guided writing, the teacher can follow the following procedures:

1. At this earlier writing stage, teacher needs to do the reflection on students' problems in doing their writing tasks and discussing the problems.
2. Teacher leads students to the material by asking some questions related to the topic, i.e. what do they know about descriptive text? What do they know about guided writing especially model composition guided writing? Have they ever been taught writing by using model composition guided writing?
3. Teacher introduces a model descriptive text and model composition guided writing text directly to the students by using e.g. OHP or other visual aids.
4. Teacher, with the class, identify how the text is structured and how do they learn writing using model composition guided writing.
5. Teacher checks the students' understanding.
6. Teacher asks the students to develop their writing using model composition guided writing by giving another model composition guided writing first.
7. Teacher checks the students' work by self correction or peer correction. It should be done to find out the mistakes in their writing.
8. Teacher gives feedback to their work so that the students can rewrite their work. Then, teacher asks them to submit their work.

2.8 Writing Test and Scoring Criteria

Writing test is device, which requires the students to compose their own, and extended responses to problems set by the teacher. It also involves the simultaneous practice of five elements: content, form, grammar, style, and mechanism (Harris, 1969).

An ESL writing teachers evaluate the writing of their students, the primary objectives should be long-term improvement and cognitive change (Leki, 1992) as evidenced through revision of students' text. Because evaluation is often interwoven with more objectives, less judgmental teacher response, revision is often linked with evaluation; that is, evaluation is also a form of intervention and response, and the result of the evaluative intervention should be some change in student writing. It is inevitable that teachers evaluating school writing must eventually assign a grade to the writing; that grade would be based on (a) criteria developed and articulated by the teacher and (b) revisions made in various drafts by the students as a result of response and advice from other student, teacher, and the student writer.

There are five aspects that would be evaluated by the researcher in post test pre test writing test. Those are: content, organization, vocabulary, grammar, and mechanic (Harris, 1974:68-69).

- Content would be scored 20% from the total sentences supporting the main idea.
- Organization would be scored 20% from the total sentences written in logical division.

- Vocabulary would be scored 20% from vocabularies used correctly.
- Grammar would be scored 20% from sentences with a correct grammar.
- Mechanic would be scored 20% from the use of punctuation, spelling, and capitalization correctly.

Scoring sheet

Student's code	Content	Organization	Vocabulary	Grammar	Mechanic	Total score
	0-5-10-15-20	0-5-10-15-20	0-5-10-15-20	0-5-10-15-20	0-5-10-15-20	0-100
1.						
...						
22						

Based on the table above, the researcher evaluated the aspects of descriptive text based on the content, organization, vocabulary, grammar, and mechanic. The lowest score is 0 and the highest is 100. The criteria of scoring are devised from Harris (1969:68) and have already been modified by the researcher as follows:

No	Criteria	Score	Level of Criteria
1.	Content	20 15 10 5 0	Excellent, all developing sentences support main idea Good, 75% of developing sentences support main idea Fair, 50% sentences support main idea Poor, 25% sentence support main idea Very poor, no developing sentences support main idea
2.	Organization	20 15 10 5 0	Excellent, all supporting sentences written in logical division Good, 75% supporting sentences written in logical division Fair, 50% supporting sentences written in logical division Poor, 25% supporting sentence written in logical division Very poor, no supporting sentence written in logical division
3.	Vocabulary	20 15 10 5 0	Excellent, all vocabularies are used correctly Good, 75% vocabularies are used correctly Fair, 50% vocabularies are used correctly Poor, 25% vocabularies are used correctly Very poor, no vocabularies are used correctly
4.	Grammar	20 15	Excellent, all sentences are used correct grammar Good, 75% sentences are used correct grammar

		10	Fair, 50% sentences are used correct grammar
		5	Poor, 25% sentence is used correct grammar
		0	Very poor, no sentence used correct grammar
5.	Mechanic	20	Excellent, all punctuation, spelling, capitalization used correctly
		15	Good, 75% punctuation, spelling, capitalization used correctly
		10	Fair, 50% punctuation, spelling, capitalization used correctly
		5	Poor, 25% punctuation, spelling, capitalization used correctly
		0	Very poor, no punctuation, spelling, capitalization used correctly

According to Harris, scoring criteria above is called the ‘general impression’ method where the teacher gives the same score percentage for all writing aspects. He composes the scoring criteria above based on the assumption that in the usual classroom situation, where only one teacher is scoring a set of his own compositions, it perhaps the more useful way. Where several readers are available to rate each composition, the general impression method of scoring can actually yield more reliable results. The general impression method, thus, can help the teacher to maintain a consistence scoring procedure, enable the students to know in advance what the basis of the scoring will be, and-on the teaching side- directs students’ attention to specific areas of strengths and weaknesses (Harris, 1969:79).

2.9 Theoretical Framework

ESL students learn in many different ways. Some prefer to learn visually, others aurally, still others kinesthetically (Reid, 1987).

Students learn at different paces and in different rhythms; their strategies are influenced by “a wide range of factors, including aptitude, motivations, and cultural background” (Oxford-Carpenter, 1985). Some students are more analytic and field independent; others are more reflective and field dependent. Differences

may exist among language backgrounds, educational backgrounds, and major field. Some students learn more successfully by studying rules and gradually applying them; others prefer to immerse themselves and 'risk' in learning situations.

Given this, guided writing, especially model composition guided writing, is needed to be used in order to manage students' writing process so that they can get the satisfying outcomes. Susan Hill (1999) explains that 'Guided writing involves individuals or small groups of students writing a range of text types. The teacher may provide short mini-lessons to demonstrate a particular aspect of text type, grammar, punctuation or spelling. Guided writing is linked to reading and various text types are used as models. Students may use writing frames or templates as scaffold for writing.' In addition, accessing students in their writing process will encourage them to choose the words and form best suited to their own style and what they want to say.

2.10 The Hypothesis

Based on the theoretical assumption above, the writer built the hypothesis as follows:

Model composition guided writing can increase students' descriptive text writing ability.