CHAPTER II
THEORITICAL REVIEW

A. Writing

1. Definition of Writing

There are a lot of theories about definition of writing. Some experts in the world have their own point of view, and opinion about what the writing is. It may be different from one’s definition to the other definitions, but may it may the same from both of definitions. Writing is used as tool of communicating ideas that use written or printed symbol, as found in book, newspaper, magazine, and letter.

According to Harmer (2004: 86), writing is a process that what we write is often heavily influenced by the limitation of genres, and then these elements have to be present in learning activities.

Brown (2001:335), states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

In short, writing is an act of putting letters, symbol, or words on paper, which is used to express and explain ideas and limited by the
genres. Specifically, writing is the written product of thinking, drafting, and revising of letter, symbol or words to organize them coherently.

2. The Process of Writing

Many people said that learning is process, and writing is a part of learning therefore, there is a process in writing. When writers want to make a draft, they should do some steps in making it, so they can produce the final draft read by the readers.

According to Harmer (2004: 4-6), process of writing has four main elements. Those are planning, drafting, editing, and final version.

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. When planning, writers have to think about three main issues.

1) The purpose of their writing skill since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.

2) The audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc), but also the choice of language.

3) The content structure of the piece that is how best of sequence the fact, ideas, or arguments which they have decided or included.
b. Drafting

One can refer to the first version of a piece of writing as a draft. A number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

After writers produce a draft, then they usually read what is the result of the draft in order to see where it works and where it does not. Perhaps, the order of the information is not clear. Perhaps, the way something is written is ambiguous or confusing.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Report

After the writers edit their draft, it may be different from the original plan and the first draft because they make the changes which they consider to be necessary. However, in the final version, the writers in now ready to send the written text to intended audience.

One might decide to represent these stages in the following way:

- planning → drafting → editing → final draft

Based on the description above, it can be concluded that in producing the final draft which can be served to the readers, it need some steps such as; planning, drafting, and editing.
3. The Tasks of The Teacher in Writing

Success of writing for the students is not far away from the roles of the teachers in the classroom. The teachers have some tasks in writing class.

According to Harmer (2004: 41-42), there are some of teachers’ tasks, those are as follows:

a. Demonstrating

Teacher should make the students aware of writing conventions and genre in each type of writing and pay attention to features of writing.

b. Motivating and Provoking

Teacher has to help the students by motivating or provoking them in order to have ideas when the students are lost for words, especially in creative writing tasks.

c. Supporting

Students need a lot of help and comfortable feeling when they write; therefore, when the students are writing in class, teacher is needed to be extremely supportive, always available (except during exam writing of course), and be ready to help students to solve the problems and overcome the difficulties.
d. Responding

Reaction to students’ written work can be in form of responding. When responding, there are suggestions for its improvement, and there is no grading of students’ work.

e. Evaluating

The teacher can know the real condition of the students’ ability when she or he evaluates the students’ writing result. Evaluation can also use as consideration for teacher to create a better teaching and learning process.

Those are descriptions about the teachers’ tasks in writing classroom activities. Hopefully by obeying the tasks, namely demonstrating, motivating and provoking, supporting, responding, and evaluating, it can make the students have more ability in writing.

4. The Problem of Writing

According to Nurgiantoro (2001: 298-299), there are some problems faced by students in learning writing. Those are:

a. Organizing idea

The students usually face problem in writing process such as how to organize the idea into sentences. In writing composition, students will put their ideas and thoughts to be developed become a good written. It will be better if we start the writing process by choosing theme first before we write the composition. After that we can make an outline to help us in arranging the sentences or paragraphs.
b. Lack of Vocabulary

Vocabulary becomes complex problem especially in writing. Lack of vocabulary makes students often write uncommunicative sentence. Besides that, they often choose incorrect words in their composition.

c. Grammar Accuracy

Grammar becomes very important aspect in writing. A draft will be said a good draft if grammar which is used is correct.

B. Recount Text

1. Definition of Recount Text

Recount text is a type of text that has the main function or communicative purpose to tell the readers or listeners or viewers about past event or past experience (Purwanti, 2013: 59).

2. Components of Recount Text

a. Generic Structure

According to Mukarto (2007: 62) the generic structure of recount are:

1) Title (optional)

It is usually summarize the text and informs specific participants. It is possible not to give title in our recount text.

2) Part 1: orientation

It provides the background information. It answers the question. Who? When? Why? What experience?
3) Part 2: list of events.

It present event what people do? It tells the event chronologically. It uses conjunction or connective like: first, second, then, next, finally, etc. They show the sequence of events.

4) Parts 3: reorientations.

It shows concluding comments. It expresses the writer’s personal opinion regarding the events described.

b. Language Features

1) Using chronological connection: then, first
2) Using linking verb: was, were, saw, heard
3) Using action verb: looked, went
4) Using simple past tense

In short recount text is a kind of text that tells the readers about our past activity.

3. Kinds of Recount

Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative.

Derewianka in depdiknas (2004: 34) listed out three major types of recount text:
a. Personal Recount

Personal recount describe an event where the writer or the author is doing the action by himself. It includes in the story, funny events which is written on the diary.

b. Factual Recount

Factual recount describes the facts of events, such research report, the magazine, and so forth.

c. Imaginative Recount

Imaginative recount describes the unreal story or fiction, for example, the text for teaching language. The imaginative recount usually written in the first person, and do not need to include personal reaction.

4. Evaluation of Students’ writing Recount Text

a. Aspect of Evaluation

There are some aspects that can be used in evaluating writing’s result. Those aspects are fluency, organization, grammar, vocabulary and mechanic (Nurgiantoro, 2010: 441).

1) Content

Content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant.
2) Organization

Organization means how the students or writers organize their writer. The student should make a good writing from beginning till the end.

3) Grammar

The good language is depending on the grammar. It means that a good writing is a group of sentences with correct grammar in every sentence. It does not need a long sentence in writing, but what we need is an effective sentence with correct grammar.

4) Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing. It will give clear meaning for the readers if the vocabulary which is used and chosen is appropriate.

5) Mechanic

Mechanic means how the students write. Teacher has to consider the way the students write related to some rules of writing. Whether, or not it is correct in punctuation and the words are spelled correctly, for instance: the use of capital letter in the beginning of the name of city, month, person such as Bandung, November, Akhmad.

All of the aspects above for instance fluency, organization, grammar, vocabulary and mechanic will be used to evaluate the writing result of the students.
b. Test of Recount Text

The writer will use ability of writing test in application level. The level of the test, the teacher will ask the students to practice or produce draft of writing. They are asked to write a simple essay text. According to Oshima (1991: 100), an essay is a piece of writing with several paragraphs long instead of just one or two paragraphs. The students are asked to write their simple essay text by themselves, and express their own ideas with certain kinds of the text, namely recount text.

In this research, the test that will be used is paragraph writing. This test is used to judge students’ abilities to organize, integrate, interpret material and express themselves in their own words (Nurgiyantoro, 2010: 117). This test also gives an opportunity to comment on students’ progress, the quality of their thinking, the depth of their understanding, and the difficulties they may be having. The writer wants to know how depth their understanding about recount text.

C. Scaffolding

1. Definition of Scaffolding

Scaffolding has some meaning based on the some studies. Scaffolding is technique in teaching which was originated from Lev Vygotsky’s social cultural theory and his concept of the Zone of Proximal development (ZPD). The ZPD is the distance between what children can
do by themselves and the next learning that they can do with competence assistance.

According to Graves and Braaten (1996: 169) scaffolding is defined as the process by an expert to provide temporary support for learners to “help bridge the gap between what the learners know and can do and what they need to accomplish a particular learning task”.

While the students completing the task, the teacher will provoke the students to build the connection between prior knowledge and new information. Scaffolding process can be seen from the teachers which interact with the student by asking leading questions and providing information in order to help students discover the information they need to successfully complete a task (Graves and Braaten, 1996: 169).

Scaffolding in an educational context is a process where the teacher provides students with a temporary framework for learning. Such structuring encourages a student to develop their own initiative, motivation and resourcefulness. After the students build knowledge and develop skills on their own, the scaffolding or temporary framework are dismantled.

According to Herber and Herber (1993:138-139), the strategy in scaffolding consists of teaching new skills by engaging students collaboratively in tasks that would be too difficult for them to complete on their own. The instructor initially provides extensive instructional support, or scaffolding, to continually assist the students in building their understanding of new content and process. First, the students internalize
the content or process. Then, they assume full responsibility for controlling the progress of a given task. The temporary scaffolding which is provided by the instructor is removed for showing the permanent structure of student understanding.

In line with the definitions above, it can be conclude that scaffolding is a technique where the teacher gives some instructional support in the initial process of learning before the students can complete the task on their own.

2. Kinds of Scaffolding

Alibali (2006) suggests that, teacher can use a variety of scaffolds to accommodate students’ different levels of knowledge. There are some kinds of Scaffolding that can be used in teaching learning process to support the learning activity:

a. Advance Organizers is a tool used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.

b. Cue Cards are prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem
sentences to complete; formulae to associate with a problem; concepts to define.

c. Concept and Mind Maps are maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.

d. Examples are samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.

e. Explanations are more detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.

f. Handouts are prepared handouts that contain task- and content-related information, but with less detail and room for student note taking.

g. Hints are suggestions and clues to move students along: —place your foot in front of the other,—use the escape key,—find the subject of the verb,—add the water first and then the acid.

h. Prompts are physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as —Go,—Stop,—It’s right there,—Tell me now,

i. Question Cards are prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
j. Question Stems are incomplete sentences which students complete:
   Encourages deep thinking by using higher order.

k. Stories are stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.

l. Visual Scaffolds are pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

   The teacher can use the appropriate scaffold depend on their material in teaching learning process. In this research the writer use some kinds of scaffolding such as hand out, mind map, explanation, stories and examples.

3. The Advantages of Scaffolding

   There are some advantages of Scaffolding in writing class according to Hogan and Pressley (1997). Those advantages are as follows:

a. Challenges students through deep learning and discovery

b. Engages students in meaningful and dynamic discussions in small and large classes

c. Motivates learners to become better students (learning how to learn)

d. Provides individualized instruction (especially in smaller classrooms)

e. Affords the opportunity for peer-teaching and learning
f. Provides a welcoming and caring learning environment.

4. Challenges of Scaffolding

a. Planning for and implementing scaffolds is time consuming and demanding.

b. Teacher has to select appropriate scaffolds that match the diverse learning and communication styles of students.

c. Knowing when to remove the scaffold so the student does not rely on the support.

5. Purpose of Using scaffolding in teaching writing

According to excerpted from Ellis and Larkin (1998), as cited in Larkin and provide a simple structure of scaffolding instruction. Some purposes of using Scaffolding in teaching writing class are as follows:

a. Scaffolding instruction provides for a supportive learning environment.

b. In a scaffold learning environment, students are free to ask questions, provide feedback and support their peers in learning new material.

c. When the teachers incorporate scaffolding in the classroom, the teacher become more of a mentor and facilitator of knowledge rather than the dominant content expert.

d. Scaffolding makes students to take a more active role in their own learning.

e. The implementing of a scaffold will occur when the teacher realize a student is not progressing on some aspect of a task or unable to understand a particular concept.
f. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class.

6. Procedure of Using Scaffolding

Scaffolding should properly be implemented in classroom activities. Teacher has to assist the students in doing or completing the task, for example when students contribute their ideas about a topic or skill, the instructor (teacher) can add her own ideas to guide the discussion. If the students’ understandings are incorrect or only partially correct, the teacher can correct them and make explanations based upon whatever the students have brought to the discussion.

Some instructions for Scaffolding according to Hogan and Pressley (1997: 17-36):

a. Modeling of desired behaviors (performance modeling is simply demonstration about how to complete the task).

In this stage the teacher gives example of recount text while the students observing the example of the text.

Example of the recount text is follow:
# Holiday in Parangtritis beach

<table>
<thead>
<tr>
<th>Orientation</th>
<th>We went to Parangtritis Beach last week. It’s located about 35 km to the south of Yogyakarta. It was very crowded as it was a holiday.</th>
</tr>
</thead>
</table>
| Series Events | We went to the beach after parking the car. Father reminds us to be very careful. He forbade us to play with water far from the shore. It was because the waves were big and rough. We played with the water. We jumped up when the waves were going to hit us. We laughed together. It was fun. Then we played with the sea sand. We made a sand castle. We took a photograph. Unfortunately, the waves swept it. After that, we enjoyed the beach on the pony carts. We also enjoyed the sunset. "Past twelve! The clock has stopped!"
| Re-Orientation | It was a great holiday. |

b. Offering explanations (the teacher offers explanations at the beginning of instruction then, the teacher gives clear explanations).

In this stage the teacher gives some explanation to the students about the generic structure and language feature of recount text. The teacher also offering help to the students how make a good draft by using mind map. Here the example of the MIND MAP:
Making a mind map

STEP 1 (WEBBING ORGANIZER)

c. Inviting student participation (the teachers has to invite students’ participation in completing the task).

In this stage the teacher asks the students to take a part in teaching learning process by inviting students’ participation. The teacher asks students to make draft of recount text based on the topic.

d. Verifying and clarifying student understandings (verifying and clarifying student understanding is offering affirmative feedback to reasonable understanding or corrective feedback to unreasonable understandings). In this stage the teacher asks students to do peer correction and assist the students when the students do peer correction.

e. Inviting students to contribute clues (the student might be asked to contribute the ideas or strategies in writing). In this stage the teacher
asks students to make their final draft of recount text while the students rewrite their draft into a good final draft after doing peer correction.

These techniques may either be integrated or used individually, depending on the material being taught. The instructor’s goal in employing scaffolding techniques is offering just enough assistance to guide the students toward independence and self-regulation.

7. Teaching Writing Recount Text Using Scaffolding

Teaching writing for the students is not an easy thing for the teacher. It needs something that can help the teacher in teaching writing namely scaffolding. Some steps in implementing scaffolding to teach writing recount text are as follows:

a. show students some pictures,
b. ask many questions related to the pictures,
c. teacher give a hand out of recount text,
d. give the model of an outline of recount text using their answers,
e. explain the generic structure and language features of recount text,
f. give some topic about recount text,
g. assist the students to create mind map based on the topic,
h. assist the students to make an outline based on the mind map,
i. assist the students to make a draft based on their outline,
j. explain the students to revise their draft in peer,
k. assist the students to revise their draft and rewrite the revision,
l. assist the students to edit their draft and rewrite final draft,
With the right techniques and materials, teacher can provide the temporary support that students need to grow intellectually. Using scaffolding allows students to reach levels of understanding and task mastery that would have been incapable without it. Such as scaffolds help workers to complete difficult jobs, scaffolding helps students to build solid understandings of challenging academic topics.

D. Basic Assumption
Teaching is not easy thing, primarily teaching English. In view of the fact that English is a foreign language and the learners are not native speakers; therefore, it will more difficult to teach English for the learners. One of the skills of English is writing.

Writing is a complex skill because the learners need a good content, organization, vocabulary, grammar, and mechanic when they are writing; therefore, it is better for the teacher to make the learners have good ability in writing.

In line with the fact above, it is assumed that Scaffolding is an effective way to teach writing. Using Scaffolding can help students to complete the tasks that would be too difficult for them to complete on their own. At the first, the teacher provides extensive instructional supports or scaffolding then, continually assist the students in building their understanding of new content and process. After the students internalize the content or process, they assume full responsibility for controlling the progress of task was given. Then, the temporary scaffolding which is provided by the teacher is removed to shows permanent structure of student understanding.

According to Hogan and Pressley (1997: 27-28), using scaffolding is effective in teaching writing because the student might be invited to participate verbally and contribute the ideas or strategies in writing. The teacher might scaffold learning by asking students to contribute clues or ideas. When students contribute their ideas about a topic or skill, the instructor can add her own ideas to guide the discussion. If the students’
understandings are incorrect or only partially correct, the teacher can correct them and tailor her explanations based upon whatever the students have brought to the discussion.

Based on the description it can be conclude that scaffolding is effective in teaching writing and improving student’s writing in English.

E. Hypothesis

Based on the basic assumption above the writer has hypothesis that scaffolding is effective in teaching writing recount text.