

CHAPTER II

THEORETICAL REVIEW

A. Writing

1. The Definition of Writing

Writing is one of skill to be mastered after listening, speaking, and reading. It is supported by Nurgiyantoro (2001: 296) states that writing is the last language skill to be mastered after listening, speaking, and reading. It is one of language skill used to communicate indirectly. Ramelan (1994: 14) writing is representation or symbol of language. It is supported by Tarigan (1994: 3) states, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that the other people can read the graphic symbols presented. Writing is production of graphic symbol, the symbols have to be arranged, according to certain convention, to form words, and words have to be arranged to form sentences (Donn Byrne, 1993: 1).

Write means to produce something in written form, so that people can read, perform or use it (Hornby, 2011: 516). It can be said that writing is process to produce and delivering ideas through written text or translating what is on mind through written language. In other words, it can be said that writing is encoding of message of some kind that is, we translate our thoughts and ideas into language (MohiniBachani. nd: 1).

Writing is form of communication to express the thinking through writing after reading.

It can be concluded that writing is the process to produce a symbol that have to be arrange based on what the people's idea.

2. The Importance of Writing

Writing students have to consider many things to build a good writing result. It is that makes writing has some the importance and some the advantages which has influence in teaching learning process. It is supported by Harmer (2004). According to Harmer (2004: 31-34) there are many advantages of writing, those are: writing encourages students to focus on accurate language use, writing may well provoke language development, and writing can be used to reinforce the students' English mastery. According to Harmer (2004: 31-33) There are many importance of learning writing, by writing students can:

a. Avoid the limitation of writing

In writing the students have more time to think than speaking activities. They can go through what the students know in their minds and consult their diction and grammar pattern by check the dictionary, grammar books or other reference to help them.

b. Practice the use of language.

Practicing the writing can develop their writing skill.

- c. Summarize the materials that are explained by teacher.

The students make a note from the teacher explain, so the students know the material.

- d. Help in making a note as the preparation before the activity.

The teachers give the explanation to the students before the teacher give the task or activity, so the students have a note for their self.

- e. Write a dialogue in speaking activity.

When speaking class usually the students write a short dialogue before their practice.

- f. Answer question test-types of activities.

Almost the test for the students is in writing not oral. When in the examination, the teacher usually, asks the students to write the answer.

Writing is skill that evolved in societies and has some functions which can help people in their activities. According to Halliday in Nunan (1991: 34) there are some functions of written language in everyday life which will influence the text produced. Those are:

- a. Writing for action

It could be explained that written language used in public signs, product label and instructions, recipes, maps, television and radio guides, etc.

b. Writing for information

It could be seen in newspaper and current affairs magazines, public notices, advertisement, and reports.

c. Writing for entertainment

It could be shown by light magazine, comic, strips, fiction books, poetry and drama, newspaper features, film subtitles, and games.

3. Teaching Writing

In teaching writing the learners is a central to understanding and helping the EFL (English as foreign language) learners. According to Hornby (1995: 1225) defines teaching is to show somebody how to do something. It means that the teacher show the students to learn how to do something, give instruction, guide in studying of something and cause to know or understand. In writing skill, it is like the teacher finds out the way to learn the students in writing skill. The way to teaching writing is applying writing process, for example in writing class and do the practice more and more so the student's writing ability will develop.

4. The Aspect of Writing

There are some aspects to measure writing ability of students in teaching writing. This aspects to evaluate writing with appropriate,

someone needs to know the aspect to evaluate writing first. According to Nurgiyantoro (2001: 307) the aspects in writing that can be evaluated are:

- a. Content (the agreement with the title chosen)

Content is the substance of writing have related with the title and ideas expressed.

- b. Organization (paragraph unity, coherence, and cohesion)

In writing is how paragraphs are arranged to be a good text and content.

- c. Vocabulary (the precision of using vocabulary)

Style in writing means vocabulary choice to be used in arranging sentences. The students should choose appropriate words and arrange the word into paragraph.

- d. Language (tense and structure)

Means how sentences are written appropriately to the function. Therefore, the sentence can work properly.

- e. Mechanics(spelling and punctuation)

Mechanic is how all the words are developed in correct spelling, it is also about correct punctuation in writing.

5. The Elements of Writing

There are some elements in writing process those elements which can help the learners to get a good result. Harmer (2004: 4-5) states that there are four elements in writing process. Those are:

a. Planning

Experience is the beginning to write. Before starting to write or type, they try decide what is they are going to say. When planning, the writers have to think about three main issues. Those are:

- 1) Considering the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.
- 2) Thinking of the audience, what is the 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, for example it is formal or informal in tone.
- 3) Considering the content structure of the piece that is, how to sequence the facts, ideas, or arguments which they have to decide to include.

b. Drafting

The first version of a piece of writing as a draft. The purpose of first drafting in writing process is for helping the people to write their ideas and decide what should come first until the last.

c. Editing (reflecting and revising)

Producing the draft, then the people usually read through what the people have written to see where it works and where it

doesn't. 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 version

Editing their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

6. The Criteria of Good Writing

To get a good result of the writing process, we must have a good purpose in learning writing. The purposes that make what the learners do have something useful. It means that the learners have to build up their writing well. There are some criteria of good writing from the expert. Adelstein and Pival in Tarigan (1994: 6) state there are some characteristics of good writing, those are:

- a. A good writing result shows the abilities of the writer in using the tones.
- b. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.

- c. A good writing result shows the abilities of the writer to write clearly (unambiguously), to use the sentences structure, language, and example well. It is to make the writer easy to understanding the meaning.
- d. A good writing result shows the ability of the writer to write surely, it can take the reader's interest to main ideas of the writing, it can describe the main idea clearly and logically.
- e. A good writing shows the ability of the writer to criticize his draft of writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the writer in revising his first draft.
- f. A good writing result shows the pride of the writing, the willingness to use a good punctuation, to reread the words meaning in correlation to the grammar used before sending it to the readers. A good writer knows well that those things are important since they may give a bad effect to the results.

Based on those criteria, it can be concluded that a good writing has many abilities to make a good sentences. A good writer know how to write a good sentences, so, the reader will be understand with what the writer means.

7. The Students' Problem in Writing

There are some problems faced by the students when they learn writing. According to Nurgiyantoro (2001: 298-299) states there are some problems faced by students in learning writing, those are:

a. Organizing idea

Idea is important to making a writing composition, but many students have difficulties to organize and developing their ideas into sentence. The students can write well if they know the rule of writing paragraph as like the students can choosing the theme, and then make an outline which can help the students in arrange the sentence or paragraph.

b. Lack of vocabulary

Vocabulary is important part in writing. In writing the students must mastered vocabulary, so the students will be easy in writing. By mastering the vocabulary the students can write a sentence well.

c. Grammar accuracy

Sometimes when the students make a sentence the students confuse whether their sentence are grammatically correct or not. Most of the students do not master English grammar well; they just start to learn English their competence is still weak especially in grammar. It becomes problem for the students in making sentence of writing.

8. Developing Writing Skill Through Scaffolding Activities

Writing skill is one of skills that needs some strategies to develop the skill, such as scaffolding strategy. To applying scaffolding strategy the teacher must analyze students' background knowledge and skills on the chosen topic. A thorough analysis of students' writing assignments in the lesson plan revealed that the students were competent in technical abilities. Writing is used as a tool to support and strengthen critical thinking. Scaffolding activities helped the students' performance at a beyond their minimal capability by the assignment. The assignment that has challenges student who has difficulties with the formal requirements and with writing learning outcomes. A careful consideration as how the assignment could be scaffold. The teacher using several language skills in scaffolding activities as preparation for the formal writing assignment clearly assisted students. The lesson plan here must interested, well-planned, and well-written. It is obvious that the students are becoming more confident about their writing and less anxious about the student's writing assignment.

9. The Assessment of Writing

For a scoring of students' English writing the writer used BurhanNurgiyantoro's scoring system. The scoring of those components is as follow:

Table 1.2

BurhanNurgiyantoro Scoring System

Writing Component	Score	Criteria	Explanation
Content	27-30	Very Good-Perfect	Full of information, substantive, make a clear thesis development, relevant with the problem.
	22-26	Fair-Good	Enough information, enough substantive, limited in the thesis development, relevant with the problem but not in complete explanation.
	17-21	Bad-Fair	Limited information, less in content, the development of thesis is not enough, the problem is not enough.
	13-16	Very Bad-Bad	Without Any substance, without thesis development, and without problem.
Organization	18-20	Very Good-Perfect	Fluent in expressing, reveal clearly ideas, good organization, logic sequence and cohesive.
	14-17	Fair-Good	Less in expressing, less in organizing the main idea, limited sources, logic sequence but incomplete.
	10-13	Bad-Fair	No fluent in expressing, bad in organizing ideas; piece by piece, the sequence and development is illogic.
	7-9	Very Bad-Bad	Not communicative, very bad organization.
Vocabulary	18-20	Very Good-Perfect	Expert in using of vocabulary, choose the correct word as its function, and master in forming word.
	14-17	Fair-Good	Advance in the using of vocabulary and the choosing of word and phrase sometimes incorrect

			but not disturb the whole meaning.
	10-13	Bad-Fair	Limited the using of word, often choose in correct words, and it can disturb the meaning of the sentence.
	7-9	Very Good-Bad	Use the word perfunctorily, and the knowledge about vocabulary is low.
Grammar	22-25	Very Good-Perfect	Effective complex sentence construction, only few fault in using of grammar.
	18-21	Fair-Good	Effective simple sentence, little fault in the complex construction, and doing some fault but not disturb the meaning.
	11-17	Bad-fair	Serious fault in the construction of the sentence, bias meaning and confusing.
	5-10	Very Bad-Bad	Not mastery the syntaxes' role, there are many faults, and incommunicative.
Mechanic	5	Very Good-Perfect	Mastery the role how to write and only few faults in spelling.
	4	Fair-Good	Sometimes do some faults in spelling but it does not disturb the meaning.
	3	Bad-Fair	Often doing faults and confusing meaning.
	2	Very Bad-Bad	Not mastery the role how to write, there are many faults in spelling and writing in unreadable.

B. Scaffolding Strategy

1. The Nature of Scaffolding Strategy

Scaffolding strategy comes from the works of Wood, Bruner, and Ross. The term of scaffolding was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning (Lipscomb, 2010:3).

Scaffolding enables learners to successfully practice complex skills and as they become independently competent, scaffolding is gradually withdrawn. The scaffolding strategies in writing are designed to focus learners' attention on patterns of language and to recognize the meanings they express. Benson in Lipscomb (2010: 4) states that scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler.

Scaffolding strategy is a strategy to help students build up their writing skill (EkaningDewantiLaksmi, 2006: 145). It is supported by Jerome Bruner in Harun (2007: 6) says that scaffolding is an instructional strategy that is done by the teacher to ensure the students to be able to do and finish their tasks confidently in teaching learning process.

The conclusion, scaffolding is the strategy which make the students more independent competence, and help the students to develop their writing skill. Scaffolding strategy can hindered the students from copying the work from the other and claiming the result as their own. This strategy

also can create new atmosphere in the class, the students can help their friends to foster a cooperative learning. The students help to produce the best writing, to communicate ideas, to manage emotion.

2. The Activities of Scaffolding Strategy

Lange (2010) states that based on the work Hogan and Pressley (1997) there are five different methods in instructional scaffolding, those are:

a. Modeling of desired behaviors

Modeling is teaching behaviors that shows how one should feel, think or act within given situation. There are three types of modeling; those are think aloud modeling, talk aloud modeling, and performance modeling.

b. Offering explanations

Explain to the students about what is being learned, why and when it is used, and how it is used. At the beginning of the explanation may be repeated; as the learner gain experience, explanation consist only hints or key words; finally explanations are removed altogether.

c. Inviting students to participate

The teachers invite the students with various activities that will make the students active. It will make the students well engaged

and make the students have a good ownership in the learning process.

d. Verifying and clarifying student understandings

As the students become familiar with new material is the experience, it is important for teacher or instructor to continuously assess their understanding and offer feedback. The feedbacks given are affirmative feedback to reasonable understanding, or corrective feedback to unreasonable understanding.

e. Inviting students to contribute clues

When the teacher give the topic to the students, the students can contribute their ideas about a topic or skill, and the teacher also can add her own ideas to guide the discussion. The purpose of inviting students to contribute clues is to correct the students' incorrect understanding or only partially correct, the teacher can correct them and tailor her explanation based upon whatever the students have brought to the discussion.

3. The Advantages of Using Scaffolding Strategy

When the teacher will use the strategy the teacher must know if those strategies have the advantages or not. If the teacher knows the advantages the teacher can estimated that the strategy will be useful in the teaching learning process. According to Suherdi (2008) there are some advantages of using scaffolding strategy, those are:

- a. Helping students to be able to write confidently

This method of writing will help the students acquire the knowledge and skills to be able to write confidently. Because this method that applied in writing will give the student stimulus, reinforcement, and feedback.

- b. Improving the students' participation

Scaffolding will help students to maximize their ZPD (Zone proximal Development) and develop their social as well as personal life skill. The students have to participate actively in teaching learning process.

- c. Moving the students into zone of proximal development (ZPD)

Rachel R. Van Der Stuyf,(2002: 2) states that ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance. It means that the activities in scaffolding can move the students into ZPD. The assistant in ZPD will help the students to solve the problem in mastering something.

- d. Improving students' motivation

Scaffolding can motivate the students to learn more and minimize the level of frustration for the students. The students still focus on the task in teaching learning process.

e. Enhancing students' interaction

Interaction in the classroom is very important to make teaching learning process will be successful. According to Suherdi (2008) there are some tools that can the teacher provides for students in achieving their learning targets, such as realia, practice, working in pairs, group work, pauses, and gestures. All of them need the students' contribute to finish the communicative task. In their activities there are interaction between the teacher and the students or interaction among the students.

C. Teaching Writing Using Scaffolding Strategy

Scaffolding strategy is to help the students build up their writing skill (EkaningDewantiLaksmi, 2006). By providing the students assist or giving the students help, which gradually decreases their capability and finally the students become independent. The teacher provide the students with a scaffold in writing skill to help the students, because in with scaffolding the teacher will give feedback to revise their writing, so the students will rewrite revise process before they edit and finally submit their final writing.

1. The application of scaffolding strategy

Graves (1983) in Laksmi (2006:146) states that there are some stages of writing, those are prewriting, drafting, revising, editing, and

publishing. Adapted from EkaDewantiLaksmi (Tompkins, 1994) there are some stages of writing process that can be used as scaffolding for the students' writing ability, those are:

a. Stage 1: Prewriting

The students have a complete thought and plan what they want to write. It means the students have to get ready to write with their ideas. The activities in this stage are: the students choose a topic, gather and organize ideas, and define a topic sentence.

b. Stage 2: Drafting

The students make a rough draft. The students begin their rough writing, tentative ideas through the activities of writing and refining draft. The activities are: students write a rough draft, and students emphasize content rather than mechanics.

c. Stage 3: Revising

The revising stages, have two activities; first, self-revision and second, peer revision. This stage the students make their ideas more refine, because the students seeing again their writing so they can see the weakness if there is any or to add new information.

d. Stage 4: Editing

The activities are: first, the students proofread their own and or classmates' writings. It means that the students read word by word to identify and locate mistake. There are some correction symbols Guide for proofreading, those are:

- 1) T : wrong verb tense
- 2) WW : wrong word
- 3) Agr : verb agreement problem
- 4) ^ : you need a word
- 5) Sp : spelling
- 6) Pl : you need the plural noun
- 7) Sing : You need a singular noun
- 8) Inc : incomplete sentence
- 9) _ : you do not need a word
- 10) 0 : wrong punctuation

Besides using correction symbol, the teacher also giving the way how to know the mistake by using editing checklist to edit the writing tasks, such as:

- ___1. I have circled misspelled words.
- ___2. I have checked all sentences beginning with capital letters.
- ___3. I have checked all sentences ending with punctuation marks.
- ___4. I have checked the structure of each sentence.

Second, the students are able to identify and correct their own mechanical errors. The mistakes can be corrected easily while some other need help from the teacher or require the use of a dictionary.

e. Stage 5: Publishing

The students publish their writings in appropriate form. Their well-processed results of writing work are handed in to teacher for sharing. In publishing the teacher give the students value.

D. Basic Assumption

The concept of teaching writing ability for junior high school students are expression, understanding, and responding unity of paragraph. On teaching writing, the students need a situation where the students able to write and explore her/his ideas. The teacher must be creative and the student must has high motivation to study English language.

Scaffolding strategy is strategy that used by the teachers to facilitate the learners by assisting the students in building their understanding of new content and process. Using scaffolding strategy the students can solve their problems in making composition, because the students will get stimulus to build up their knowledge in prewriting, and the students will get reinforcement and feedback when the students write their rough draft and doing revision. Scaffolding strategy will be able to make the students write confidently and make good sentences.

Therefore, it can be concluded that scaffolding strategy is effective for teaching writing.

E. Hypothesis

By looking at the explanation above, the writer formulates the hypothesis that teaching writing using scaffolding strategy at the second grade students of SMP Negeri 2 Karangpucung in academic year 2013/2014 is effective.

