

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is one of language skill which is important in our daily life. Through writing we can inform others, persuade, carry out transaction and also tell what we feel. However, we know that writing or learning to write especially in a second language is not simple. It is one of the four basic skills that are very complex and difficult to learn.

There are some definitions of writing which is stated by experts and will be describe below:

Based on Douglas (2004:218) in the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language.

Krisbiantoro (2015:156) stated that writing is a mental and physical act of communicating words to readers for a specific purpose productively and systematically. Writing is the metal and physical act of forming letters and words. But it is much more than that, it is putting words into sentences, sentences into paragraphs, spelling words correctly, punctuating

and capitalizing in customary ways and observing conventions in written forms and more.

According to Gelb and Whiting (1996) in Kusbiantoro (2015:157) writing is a way of recording language in visible form and giving it relative permanence. From the explanation above about writing, it can be concluded that writing is a productive skill which requires someone to transfer words or utterance, to make correct sentences, to make letters of other symbols on surface, and to communicate message to a reader for purpose systematically.

2. The Importance of Writing

People use writing in every situation. It is undeniable that cannot live without writing. It means that writing helps us communicate, interact and socialize with other people as same as the daily conversation. That is why we need to master writing in order to maintain social relationship in our environment. In educational environment writing also take an importance role as a one of the four skills that should be master by the students. Writing has always formed part of the syllabus so that writing could not be separated with teaching learning English.

Harmer (2004:31) stated the importance of writing in English teaching learning process such as writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. But in teaching learning process students are not writing

to become better writers. They are writing to help them learn better. The second one writing has always been used as a means of reinforcing language that has been thought. Reinforcement writing need not be confined to sentence writing. Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. Writing can also be used as an integral part of large activity where the focus is on something else such as language practice, acting out or speaking. Once again, writing is used to helps students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities but the activities do not teach students to write but it helps them learn better.

3. The Process of Writing

There are four main steps of writing process that stated by Harmer (2004:4). Those four steps are as follow:

a. Planning

Experienced writer plan what they are going to write. Before starting to write or type, they try and decided what it they are going to say. For some writers this may involved making detailed notes or few notes words may be enough. Still other may not actually write down any preliminary notes at all since they do all their planning in their heads.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since

this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, experienced writers think of audience they are writing for, since this will influence not only the shape of the writing (How it is laid out, how the paragraphs are structured, etc) but also the choice of language; taken example it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece, how best the sequence the facts, ideas, or argument which they have decided to include.

b. Drafting

Once you have completed planning or pre writing and decided upon a preliminary main idea and outline, you should write a first draft of your course paper or assignment. In the drafting phase, you fulfill the promise you make in the introducing where you state your main idea you dive in and present your arguments and evidence in full, remembering that the first draft rarely the last.

c. Editing (reflecting and revising)

Once writers have produced a draft they then, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. According to Capella university

revision means looking at the paper like an outside critic and finding opportunities for cutting, adding to, reordering, or rewording a draft. Be prepared when you revise to cut a whole section of what you have written. Conversely, once you look again at you paper, you might want to add new section. Perhaps you decide to reorder previously written ones. In other word, revision means rethinking everything and staying open to making significant change, if necessary. As you revise you should consider your audience, the structure of your presentation, content, logic, coherence, voice, style, tone, and the security of your files.

d. Final version

Once writers have edited 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 text to its intended audience.

4. The Problems of Writing

Although some students are always happy to join writing subject, other can be less keen. This unwillingness may derive from anxieties they have about handwriting, their spelling, or their ability to construct sentence or paragraphs. And if these insecurity are reinforced because they are unable to complete writing task successfully, then the students attitude to

write is likely to become more and more negative. It can be more severe if their teacher do not keep encourage them to keep writing an English text.

For the most students, writing is the most difficult skill in English. It can be seen that there are only few English writing products published by them in either in a wall magazine or in mass media.

Krisbiantoro (2015: 156) stated that we do all believe that we can be a good writer if we make it as our habit. The problem emerges for the students who are very reluctant to write since they have no ideas to be shared to other people. They get difficulties in generating their ideas in mind to be written down on a piece of paper.

5. Teaching Writing

Krisbiantoro (2015;157) Teaching writing is a way of delivering messages to students, it requires our determination, patience, and perseverance when making the students understand what and how to write effectively, and the students can practice by making their own writing as the product of the learning.

1. The Roles of The Teacher

When helping students to become better writers, teacher has a number of crucial roles. The ones that are especially important that stated by Harmer (2004:330) are as follow:

a. Motivator

One of our principal roles in writing task will be motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make a much effort as possible for maximum benefit. This

may require special and prolonged effort on our part for longer process writing sequences.

Where the students are involved in a creative writing activity, it is usually the case that some find it easier to generate ideas than other, taken example during a poetry activity, we as a teacher, we may to suggest lines to those who cannot think of anything, or at least prompt them with our own ideas.

b. Resource

Especially during more extended writing task, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progress, offering advice and suggestion in a constructive and tactful way. Because writing taken longer than conversation, for example there is usually time for discussion with individual students or students work in pairs or group to complete a writing task.

c. Feedback Provider

Giving feedback on writing task demands special care. Teacher should respond positively and encouragingly to the content of what students have written. When offering correction, teacher will choose what and how much to focus on, based on what students need at this particular stage of their studies and the task they have undertaken.

2. Assessing Writing

Assessment is the gathering of information about students learning. It can be used for formative purpose to adjust instruction or summative purposes to render a judgment about the quality of students work. It is a key instructional activity, and teachers engage in it every day in a variety of informal and formal ways.

Assessment of students writing is a process. Assessment of students writing and performance in the class should occur at many different stages throughout the course and could come in many different forms. Students' writing will be scored by rating scale, scoring rubric or the outline of scoring criteria. In this research the researcher will be used rating scale to assess students' writing.

Table 1.1 Jacob's Scoring Profile

Aspect	Score	Explanation
Content	30-27	EXCELENT TO VERY GOOD; knowledgeable, substantive, through development of thesis, relevant to assignment topic
	26-22	GOOD TO AVERAGE; some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail.
	21-17	GOOD TO AVERAGE; some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail.
	16-13	FAIR TO POOR; limited knowledge of subject, little substance, inadequate development of topic

		VERY POOR; doesn't show the knowledge of subject, non substantive, no pertinent, or not enough to evaluate.
Organization	20-18 17-14 13-10 9-7	EXCELLENT TO VERY GOOD; fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive GOOD TO AVERAGE; somewhat copy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing. FAIR TO POOR; non-fluent, ideas confused or disconnected, lack logical sequencing. VERY POOR; doesn't communicate, not organization or not enough to evaluate.
Vocabulary	20-18 17-14 13-10 9-7	EXCELLENT TO VERY GOOD; sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register. GOOD TO AVERAGE; adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured. FAIR TO POOR; limited range, frequent errors of words/idiom form, choice, usage, meaning confused VERY POOR; essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate
Language	25-22	EXCELLENT TO VERY GOOD; effective complex construction, few errors of arrangement tense, number, word

	21-18	order/function, articles, pronouns, preposition. GOOD TO AVERAGE; effective but simple/complex construction, minor problems in construction several errors of arrangement tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	obscured. FAIR TO POOR ; major problems in simple/complex construction, frequent errors of negative, arrangement, tense, number, word order/ function, articles, pronouns, preposition and/or fragment, run-ons deletion, meaning confused or obscured.
	10-5	VERY POOR; virtually no mastery of sentence construction rules, dominated by errors, doesn't communicate, or not enough to evaluate
Mechanics	5	EXCELENT TO VERY GOOD; demonstrates mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE; occasionally errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	FAIR TO POOR; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Table 1.2 Model of Writing Evaluation Criteria Using Score

No	Evaluation Aspects	Score
1	Content	13-30
2	Organization	7-20
3	Vocabulary	7-20
4	Language	5-25
5	Mechanic	2-5
	The Sum of Score	100

B. Scaffolding Strategy

1. Definition of Scaffolding

Scaffolding is a strategy that is used to assist students learn new concept or material. Scaffolding support students to perform task independently that they could not do before without guidance from the teacher. (Gibbons,2002) stated that this Support or scaffolding enables students to perform tasks independently that previously they could perform only with the assistance or guidance of the teacher Gaskins (1997) stated in Aleka (2013:150) explained scaffolding as a form of coaching and modeling support to students as they develop new skill or learn new concepts and when the students achieve competence, the support is removed. The students then continue to develop the skills or knowledge on his/her own.

According to Northern Illinois University, scaffolding is a strategy that support and assists students in accomplishing new task and concept they could not typically achieve on their own. Once students

are able to complete or master the task, the scaffolding is gradually removed or fades away.

Scaffolding is an interactive process in which a teacher or facilitator assists such a learner to build a 'structure' to contain and frame the new information. (Kidwai et al, 2012: 452)

2. The Principles of Scaffolding

According to Gaskin et al (2011:1997) to implement scaffolding successfully, independently teacher must first determine the differences between what each students can accomplish and what he or she can accomplish with guidance i.e. The student's zone of proximal development.

In order to achieve this, the principles of scaffolding should be followed:

- a. maintaining a fine balance between challenging and supporting the students
- b. using appropriate scaffolding form
- c. modeling favorable personality traits and behaviors
- d. providing the most appropriate environment
- e. responding and giving feedback to students regarding their question and comment so that they can be responsible for their own learning.

3. The Benefits of Scaffolding

There are many benefits by applying scaffolding; those are connecting students' prior knowledge to new concept, engaging students' attention, minimizing students' confusion, building self confidence. Those confirmed by Stuyf (2002:53) stated that scaffolding helps students to

internalize new information to have more general knowledge and to reach their maximal performance.

4. The Challenges of Scaffolding

These are the challenges in applying scaffolding:

- a. planning for and implementing scaffolding is time consuming and demanding
- b. selecting appropriate scaffolding that match the diverse learning and communicating style of students.
- c. knowing when to remove the scaffolding so the students do not rely on the support.

5. Kinds of Scaffolding

Alibali (2006) suggest that as students progress through a task, we can use a variety of scaffolds to accommodate students' different levels of knowledge. There are some kind of scaffolding that can be used in teaching learning process to support the learning activity:

- a. Advance Organizer is a tools that is used to introduce new content and task to help students learn about the topic: Venn diagrams to compare the contrast information; flow chart to illustrate processes; organizational chart to illustrate hierarchies; outline that represent the content; mnemonics to assists recall; statements to situate the task or content; rubrics that provide task expectation.

- b. Cue-Cards are prepared cards given to individual or group of students to assist in their discussion about the particular topic or content area; Vocabulary word to prepare for exam; content-specific stem sentences to complete; formulate to associate with a problem; concept 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, illustration, problems; real object; illustrative problems used to represent something.
- e. Explanations are more detail information to move students along on a task or in their thinking of a concept; written instruction 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 suggestion and clues to move students along; "place your foot in front of the other," "use the escape key," "add the water first and then the acid."
- h. Prompts are a physical or verbal cue to remind and to aid in recall of prior or assumed knowledge. Physical: body movement such as pointing, nodding the head, eye blinking, foot tapping. Verbal: words statement and question such as "Go," "stop," "it's right there," "tell me now."

- i. Question Card are prepared a card with content and task specific question given to individuals or groups of students to ask each other pertinent question about a particular topic or content area.
- j. Question stems are incomplete sentences which students complete; encourage deep thinking by using higher order “what if” question.
- k. Stories related complex and abstarct material to situated more familiar with stdenta; recitate stories to inspire and motivate learners.
- l. Visual Scaffolding is pointing (call attention to attention): representational gestures (holding curved hands a part to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual.

6. Purpose of Using Scaffolding in Teaching Writing

According from Ellis and Larkin (1998), ac cited in Larkin there are some purposes of using Scaffolding in teaching writing as follows:

- a. Scaffolding instruction provides for a supportive learning environment.
- b. In a scaffold learning environment, students are free to ask question, provide feedback and support their peers in learning new material.
- c. When the teachers incorporate scaffolding in the classroom, teacher becomes more a mentor and facilitator of knowledge rather than the dominant content expert.

- d. Scaffolding makes students to make a more active role in their own learning.
- e. The implementing of scaffold will occur when the teacher realize 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 entire class.

7. The Stage Using Scaffolding

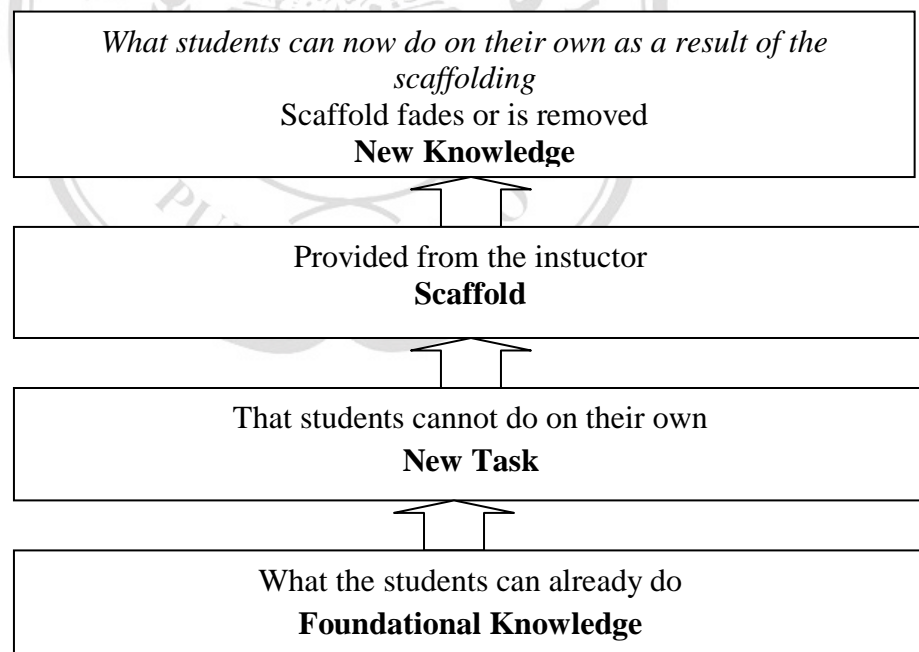
This following explanations are the stages of using Scaffolding in teaching learning writing according to Gibbons 2002:61

- a. *Stage 1 : Building the Field.* In this stage the aim is to make sure that your students have enough background knowledge of the topic to be able to write a bout it. The focus here is primarily on the content or information of the text. At this stage students are along away from writing a text themselves and active will involve speaking, listening reading information gathering, note taking and reading.
- b. *Stage 2 : Modeling the Text Type.* In this stage the aim is for students to become familiar with the purpose, overall structure and linguistic features of the type of text they are going to write. The focus here is therefore on the form and function of the particular text type that the studentas are going to write.
- c. *Stage 3 : Joint Construction.* Here the students and the teacher write a text together so that the students can see how the text is written. The

focus here is on illustrating the process of writing a text, considering both the content and the language.

- d. *Stage 4 : Independent Writing.* In this stage students write their own text. They can do this writing individually. By now there has been a considerable amount of scaffolding for the writing. Students have developed considerable background knowledge about the subject, are aware of the linguistic characteristics of the text type and have jointly constructed a similar text. This preparation, or scaffolding for writing will help ensure that they have the knowledge and the skill to be able to write their own text with confidence.

Illustrative Model of Scaffolding



8. Guidelines for Implementing Scaffolding

The following points can be used as guidelines when implementing scaffolding in teaching learning process (adapted from Hogan and Pressley, 1997).

- a. select suitable that match with curriculum goals, course learning objectives and students' need
- b. allow students to create instructional goals (this can increase students motivation and their commitment to learning)
- c. consider students' background and prior knowledge to assess their progress (material that is too easy will quickly bore students and reduce motivation. on the other hand, material that is too difficult can turn off students' interest level)
- d. use a variety of support as students progress through a task
- e. provide encouragement and praise as well as ask question and have students explain their progress to help them stay focused on the goal.
- f. monitor students progress through feedback
- g. create a welcoming, safe and supportive learning environment that encourage students to take risks and try alternatives (everyone should feel comfort to express their thoughts without fear and negative response)
- h. help students become less dependent on instructional supports as they work on task and encourage them to practice the task in different contexts.

In this research the researcher was implemented one of those kinds of scaffolding that was Mind Map and Concept since mind map and concept are easier to be implemented and it guide students to produce writing product started from the simple way. Before they made a complete recount text they made mind map then in mind map they just put the point of what they are going to write.

9. Teaching Writing Using Scaffolding

Teaching writing is challenging and not easy for teacher. That why teacher need strategy to help in teaching learning process of writing. In this case, teacher use a strategy namely scaffolding. There are some steps in implementing scaffolding to teach writing are as follow:

- a. show students some pictures
- b. ask many question related to the pictures
- c. teacher give handout of recount text
- d. give the model of an outline of recount text using their answer
- e. explain the generic structure and language features of recount text
- f. give some topic about recount text
- g. assist students to create a mind map based on the topic
- h. assist students to make an outline based on the main map
- i. assist 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 make final draft

1. The Example Of Recount Text

A Beautiful Day At Jogja

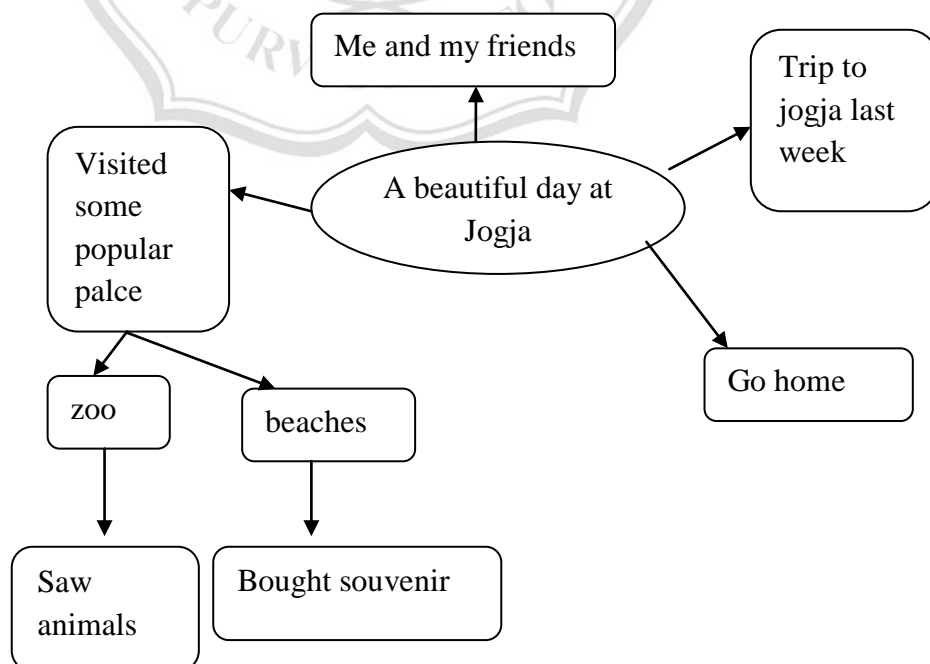
Last week my friend and I went to Jogja. We went to Jogja by bus. We arrived there at six o'clock. We visited some beautiful places in Jogja.

The first place that we visited was one of popular beaches in the south of Jogja. It was Parangtritis beach. The sun shone brightly when we arrived at the beach we also felt the wind blew across to us. The scenery was so beautiful. We could see that there were a lot of people in the beach. There were many sellers who sold many kinds of souvenirs.

Then we visited Gembira Loka Zoo. In the zoo we saw many kinds of animal there, such as monkeys, tigers, crocodiles, snakes, ect. We looked around the zoo and took some pictures. After finished we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

Finally we arrived home. For me that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

2. The example of Mind Map



3. The Example of Outline

Orientation :

- I and my friends
- We went to Jogja
- Last week

Event I :

- Went to beach
- The beach was beautiful
- We bought souvenir

Event II :

- Went to Gembira Loka Zoo
- Saw many animals
- Took photos

Re-orientation :

- Go home
- Feel enjoy

With the right strategy and material, teacher can provide the temporary support that students need to grow independently. Using scaffolding allows students to reach level of understanding and task mastery. Scaffolding also help students to build solid understandings and challenging academic topic.

C. Relevant Studies on Scaffolding

Other relevant researches which have been done by other researcher as follow:

First, this research was conducted by Eti Widiyanti entitled *The Effectiveness of Scaffolding in Teaching Writing Recount Text*. This research

to examine the effectiveness of scaffolding in teaching writing. The population of this research was all of the student on the 2nd grade of SMP N 1 Kalimantan. The total population was 360 students. There were two classes as research participants. The result of t-test calculation was 3.842 while t-table value at the level of significant $\alpha = 0.05$ for degree of freedom (df) = 65 was 1.669. it means that t-test was higher than t-table. It could be conclude that scaffolding strategy was effective for teaching writing.

Second, this research conducted by Mayang Sari Nirmala Dewi entitled Scaffolding Provided By a Teacher in Teaching Writing News Item Text. This research aimed to investigating types of scaffolding, ways a teacher provide scaffolding, benefit of scaffolding and challenges of scaffolding in teaching writing news item text. The most intensive scaffolding in the modeling stage and mind map and it was removed in the independent writing stage. The result also show that the teacher faced some benefits and challenges in providing scaffolding.

D. Basic Assumption

In teaching English for junior high school, writing is one of four essential skills that should be possessed by the students. Through writing students can express their feeling, ideas or something that they want to write but for most of students, writing is the most difficult and bored material. That is why the teachers are expected to use many various strategies to teach writing for the students in order that the students can create a good writing and enjoy the teaching learning process. Teaching writing using scaffolding is

one of the alternative strategies to teach writing. It helped students learn both writing and reading skills. Since writing process follow up by reading. The writer considers that scaffolding strategy is the effective way to teach writing.

E. Hypothesis

Due to the basic assumption stated, the writer gives hypothesis that scaffolding strategy was effective to teach writing.

