

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some theories to support the topic of the study. The first, theory about writing includes the understanding of writing from some experts, theory about descriptive, then the last is theory about scaffolding model.

#### **A. Writing**

##### **1. Definition of Writing**

According to Meyers (2005: 2), “writing is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. By doing writing, language learners will be able to measure how good their English is, because it deals with their grammar and vocabularies mastery. Moreover, it also has something to do with learners’ knowledge of the target language culture.”

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means they involve producing language rather than receiving it. Brown (2000) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps. In teaching writing, the teacher should implement four basic writing stages, like what Richards and Renandya (2002) state that process writing as a classroom activity incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teachers; namely, responding (sharing), evaluating and post-

writing. The writing skills are very important and cannot be ignored in language learning.

## **2. Process in Writing**

Process of writing is one of productive skill. Harmer stated that writing process involves a series of steps to follow in producing a finished piece of writing (Harmer 2004:4). Four basic process of writing there are Planning, Drafting, Editing, Final Draft.

1. Planning : Planning is the arrangement conducted to do something. The planning stage is important because at this stages lies the ideas of the process of writing. This may involve making detailed notes.
2. Drafting : Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing as a draft.
3. Editing : The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.
4. Final Draft : Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in

order to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

In the different point, there is Tompkins in the effect of scaffolding techniques on students' writing achievement. Julia Vonda (2015) who shares his idea about steps in writing. At least there are five steps in writing, based on Tompkins's view: pre-writing, drafting, revising, editing, and publishing. Here the figure:

**Figure 2.1. Feature of the writing process**

**Stage 1: Prewriting**

Students choose a topic.  
Students gather and organize ideas.  
Students define a topic sentence.

**Stage 2: Drafting**

Students write a rough draft.  
Students emphasize content rather than mechanics.

**Stage 3 : Revising**

Students' share their writing with teacher or in writing groups.  
Students' participate constructively in discussions about classmate's writing  
Students' make a changes in their writings to reflect the reactions and comments of both teacher and classmates. Between the first and final drafts, students make substantive rather than only minor change.

**Stage 4 : Editing**

Students'' proof read their own and or classmates writings.  
Students increasingly identify and correct their own mechanical errors

**Stage 5 : Publishing**

Students publish their writing in appropriate form  
Students share their finished writing with teacher

### **3. The Purpose of Writing**

There must be any purposes in writing. It is impossible if people write with no purpose, although people just write a simple writing. Reinking and Hart (1986:4) state that there are some purposes of writing. They are:

#### **1. To Inform**

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

#### **2. To Persuade**

People sometimes write to make someone do or believe something by giving some reason. It is to persuade someone through their writing.

#### **3. To Express**

People writes almost everything includes their self - expression. Writing also provides opportunity to show their personality.

#### **4. To Entertain.**

Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with this purpose.

### **B. Criteria of Scoring Writing**

A teacher needs some criteria to scoring the writing. According to Brown (2007:214) there are five components in writing assignments rubric. See table 3.2. The researcher use analytical scoring to get the score. It means the method of scoring which require a separate score for each of a number of aspects of a task are said to be analytic.

In this research the researcher tested the students writing ability by writing test and technique of scoring the students writing ability based on five aspect. According to Brown (2007:214) five aspect are Content, Organization, Grammar, Vocabulary and Mechanic. All of the component are important to the students, but in here the researcher focused on two components. There are Grammar and Vocabulary. Because the researcher want to know the effect of scaffolding technique in writing descriptive text.

**Table 2.2 scoring rubric for writing skill**

<b>Component of Writing</b>	<b>Scores</b>	<b>Indicators</b>
Grammar 20% – Use present tense – Agreement	4	Very few grammatical, and agreement inaccuracies
	3	Few grammatical, and agreement but not effect the meaning inaccuracies
	2	Numerous grammatical, and agreement inaccuracies
	1	Frequent grammatical, and agreement inaccuracies
Vocabulary 15% – Word choice	4	Effective word choice, word forms and appropriate word number.
	3	Few misuse of word choice, word forms but not change the meaning and sufficient word number.
	2	Limited range confusing word choice, no word forms and less word number.
	1	Very poor knowledge of words and word forms, and limited word number.

## **C. Descriptive Text**

### **1. Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing (<https://freeenglishcourse.info/what-is-descriptive-text/> accessed on September 22, 2018 retrived at 10.00). When you want to describe your

family, friends, animal, or thing it use a descriptive text. Hogue (1995:70-71) stated that descriptive is “word pictures”. When you write a description you use language that creates a vivid or something in detail impression of what you have seen, heard, smelled, tasted, or touched. The more details what you include, the better your description will be. According to Folse (2010:135) Descriptive text is describes how something or someone looks or feels.

In addition, emple, et al. (1998) states “description is discourse that help us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and correctly, we percieve the object with a kind of fullness for which expository does not stive”. In Library of Congress (2008) it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a elephant looks like, or how he moves. Be sure to include details that describe sounds, color, smells, setting and so on. it's mean that descriptive text to inform to the reader what something they looks like. Descriptive text is one type as the easiest writing text form compare to narrative, procedure or recount text for the beginning writers.

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements - an element to identify phen omenon (identification) and another one (description) to portray parts, qualities, or characteristics. In terms of significant lexico grammatical features, the text focuses on specific

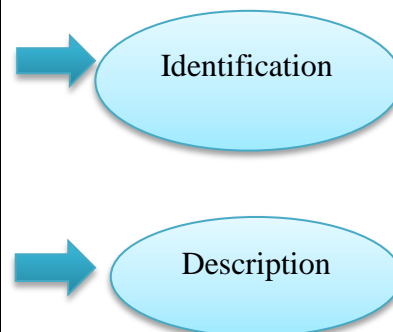
participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense (Sutardi & Sukhrian, 2004).

## 2. Generic Structure and Features of Descriptive Text

Descriptive Text has generic structure which should be understood well by the student. Tony Rogers divides the generic structure into introduction and description. They point out that introduction is the part of paragraph that introduce the characters of the objects, while the description is another part of paragraph that introduce the character of the objects, while the description is another part of paragraph that describes the characters of the object (Wardiman et al, 2008). Some features in descriptive writing are simple present tense and adjective phrase. The simple present tense is used because it tell about fact. Describing a person can be called as a fact. Then, because descriptive writing function is to describe something, so the writer should know about the adjective phrase well in order to describe something clearly. Here were the sample of descriptive text.

Everyone must have an idol. So do I, Dewi Persik is my favourite singer. I love her because she has a good voice. She becomes famous because of Television and Youtube Channel.

She is beautiful. She is tall and thin. She has long and straight hair. She also has round eyes, and the color is brown. She has a fair skin. Moreover, she is kind to her fans. She asks her fans to sing together with her. She is really nice singer. I really like her to be my idol.



## **D. Teaching Technique**

According to Oxford Dictionaries Technique is A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure. It's mean that technique is something that actually takes place in language teaching or learning in the classroom to make the lesson more exiting and can easy to be understood by the students. According to Dorothy E Zemach and Lisa A Rumisek (2003:5-8) there are some technique can used in teaching writing:

### **1. Brainstorming**

Brainstorming is a way of gathering ideas about a topic. It means that we must write down every idea that comes. Don't worry now about whether the ideas are good or silly, useful or not. We can decide that later. Right now, we are gathering as many ideas as you can. According to Knut holt (1996) this exercise will stimulate you memory and you will find that you are remembering other things when you are away from the list and when you are writing.

### **2. Making a list**

Making a list is write single words, phrases, or sentences that are connected to the topic. Your propose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic (Oshima and Hogue, 2006:264)

### **3. Freewriting**

Freewriting is write whatever comes into your head about your topic, without stopping. Most freewriting exercises are short-just five or



ten minutes. Freewriting help you practice *fluency* (writing quickly and easily). According to Brown (2001:350) an important aspect of free writing is that you write without being concerned about spelling, punctuation or grammar. It means that you do not need to worry about *accuracy* (having correct grammar and spelling). Don't check your dictionary when you freewrite.

#### 4. Mapping

Mapping is activity use generate idea. To use this technique you must make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with the lines. The lines show that the two ideas are related. According to Oshima and Hogue (2006:269) write whatever ideas come to you in balloons around the core.

### **E. Scaffolding**

#### **1. The Definiton of Scaffolding**

According to Hendryk (2016) Scaffolding is a technique in writing English class in order to engage the students in writing activity. In English dictionary, scaffolding means “perancah”. In Indonesia dictionary perancah is bamboo or board almost same with used by building worker that build a building. Vygotsky says scaffolding is a process that did by an expert to a subject in process of learning in Zone of Proximal Development. It can from friends, tutor or teacher. In here teacher as a facilitator in learning process.

Facilitator help a students to get an independent understanding about the material. Suyono and Hariyanto (2014:113).

Scaffolding allows the student to complete the task as much as possible unassisted. The teacher only attempts to help the student with tasks that are just beyond his current capability. Once students are able to complete or master the task, the scaffolding is gradually remove or fades away and the responsibility of learning shifts from the instructor to the student. In scaffolding technique, there is a distance between what the students can do by themselves and which can be attained with the help of the teacher.

Vygotsky in Suyanto and Hariyanto says “what the child is able to do in collaboration today, he will be able to do independently tomorrow” From the statement above vygotsky says that from scaffolding that give to students that has an purpose to solve their task after give those help by an expert. So, scaffolding helps the students to solve their problem with the expert or teacher.

Rollins (2007:13) stated that scaffolding as analogous to learning new motor skills, such as riding a bike. The new bike rider is held and pushed by a helper through the motor activity of getting on and pedaling and being steadied while making multiple attempts until balance and control is achieved. Feedback from self and others is ongoing.

Scaffolding was first intended to focus on the action an adult teacher to helping younger learners. It's based on Bruner definition "an adult controlling those elements of the task that are essentially beyond the learners capacity,

thus permitting him to concentrate upon act a complete only those elements that are within his range of competence".

## **2. The Kinds of Scaffolding**

Since the term scaffolding was coined in 1976, so many experts try to divide scaffolding into many kinds. According to Silver Hmelo (2007:100), Even there are so many kinds of scaffolding but the important feature of scaffolding is that it supports students learning of both how to do the task as well as why the task should be done that way. Generally, scaffolding divided into four kinds. They are:

### **a. Writing Skills**

Practice skills or strategies which usually do not make up a paper in and of them but are key implicit or explicit components of the final paper

### **b. Context-Based**

Journal entries focused on exploring the content of the assignment.

### **c. Rhetorical Skills**

Practice in the aspect of the rhetorical situation and how changing the situation changes writing.

### **d. Text-Based**

Closer to prewriting; journal entries which help the reader interact with a text more incisively, proving ideas for the reader-turned-writer.

Two of the experts who tried to divide kinds of scaffolding are Hannifin and Land. They divide scaffolding into four kinds:

### **a. Conceptual scaffolding means to provide guidance on what to consider.**

- b. Metacognitive scaffolding which indicates guidance on how to think about the problem under study
- c. Procedural scaffolding which is used to refer to guidance on how to utilize resources and tools. Strategic scaffolding which is applied to offer guidance on approaches to solving the problem.

Based on Galea, scaffolding can consist of tools, strategies and guides which support students so that they can achieve a higher level of meaning making. Holton and Clarke propose more concrete tools be used as scaffold; book, internet, telephone, etc. Langley viewed that the important thing is scaffolding can be provided through supplying hints, prompts, probes, simplifications, or other similar learning support. Based on her view even there are so many kinds of scaffolding but the essential is that the students could use scaffolding from any sources in order to help her.

### **3. The Advantages of Scaffolding**

Beside define about definition of scaffolding, some experts also tried to mention some advantages by using scaffolding technique especially in writing. According to E. Hmeleo-Silver is Vygotsky stated that scaffolding make the learning more tractable for students by changing complex and difficult tasks in ways that make these task accessible, manageable, and within student's zone of proximal development. Hayati in her journals mentioned some experts who tried to mention the advantage based on Hyland, the advantage is increasing the effectiveness in teaching writing composition. Then, according to Bodrova (2012) scaffolding can help learners reach the potential levels of writing performance. Angela Luis in her paper entitles Teaching in the Zone try to

show some advantages for students and teachers in using scaffolding technique.

**Table 2.3 The advantages of scaffolding in writing**

Students are provided with....	Teachers could....
1. Challenging but reasonable tasks that stimulate thinking and motivate efforts to learn	1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level.
2. Meaningful instruction and feedback that helps drive further development at an appropriate pace	2. Engage students in social interactions to enable learning
3. A learning environment where they are valued as individuals, a collaborative group, and a class	3. Better understand students as individual learners, learners in a small group setting and learners in a larger social setting
4. A learning environment where their creativity and thought processes are acknowledged and accepted	4. Discover unique thought processes that different students may use to solve problem

#### **4. Teaching Writing by Using Scaffolding**

Scaffolding has five aspects that would help a students in internal knowledge mastery, there are: intention, compatibility, structure, collaboration and internalization.

- a. Intention: this activity has a goal about learning activity, it is about a help that always affection by every students that need it.
- b. Compatibility: the students that can't solve their problem independently, a teacher or a friend give a help to the students.
- c. Structure : modeling and ask an activity that appropriate with a material
- d. Collaboration: Facilitators create peer collaboration and appreciate a result from their students.
- e. Internalization: knowledge stabilization that students understanding to a good mastery.

Oliver in Majid holds that teachers can scaffold writing skill by using some tasks. These tasks are explained in the following:

- a. Outlining and writing frame tasks: Tasks that provide skeleton outlines, perhaps with sentence prompts, key vocabulary or prearranged paragraphs, to give writers a structure to write in.
- b. Re-writing tasks: Exercises that require rewriting in some way, perhaps re-arranging in an appropriate order or changing the tone.
- c. Genre scaffolding tasks: Models or samples to discover and then imitate language features which are commonly used in a particular genre, such as description or explanation.
- d. Rhetorical model tasks: Models to compare how texts perform rhetorical moves such as making an argument by giving examples or presenting personal opinions.
- e. Joint construction tasks: Tasks through which group learners construct a text together.

In scaffolding have a steps in applying scaffolding in writing, the steps are as follow :

- a. Inquiry, in this phase the researcher integrated reading and writing instruction.
- b. Modeling, after the students could know the instruction well. Then, the researcher modeled how to write. She introduced some stages in writing processes.

- c. Shared, in the third phase the students could share what they are going to write. They are engage in making decisions about topic, sentence structure and organize the writing.
- d. Collaborative, after reaching all stages in writing processes, the students are asked to have a collaborative writing. Two students work together to produce writing.
- e. Independent, it is the last phase. After reaching all of the phases, the students have to write a final writing.

Another expert stated that Alibali (2006) suggests that as students “progress through a task, faculty can use a variety of scaffolds to accommodate students” different levels of knowledge. More complex content might require a number of scaffolds given at different times to help students master the content. This table presents scaffolds and ways they could be used in an instructional setting. The table is as follow :

**Table 2.4 Kinds of Scaffolding writing**

<b>Scaffold</b>	<b>Ways To Use Scaffold In An Instructional Setting</b>
Advance organizers	<i>Tools used to introduce new content and tasks to help students learn about the topic:</i> 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.
Cue Cards	<i>Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area:</i> Vocabulary words to prepare for exams content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concept and mind maps	<i>Maps that show relationships:</i> Partially or completed maps for students to complete students

	create their own maps based on their current knowledge of the task or concept.
Examples	<i>Samples, specimens, illustrations, problems:</i> Real objects; illustrative problems used to represent something
Explanations	<i>More detailed information to move students along on a task or in their thinking of a concept:</i> Written instructions for a task verbal explanation of how a Process works.
Handouts	<i>Prepared handouts</i> that contain task – and content – related information, but with less detail and room for student note taking.
Hints	<i>Suggestions and clues to move students along:</i> —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
Prompts	<i>A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical:</i> Body movements such as pointing, nodding the head, eye blinking, foot tapping. <i>Verbal:</i> Words, statements and questions such as —Go,    —Stop,    —It’s right there,    —Tell me now,    —What toolbar menu item would you press to insert an image?   , —Tell me why the character acted that way.
Question Cards	<i>Prepared cards with content - and task - specific questions</i> given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.

## F. Previous Study

The related study was Thesis from Yulis Yasinta (UIN Syarif Hidayatullah Jakarta 2014) Entitled “The Effectiveness of Using Scaffolding Technique Towards Students Skill In Writing Descriptive Text” The researcher used quantitative research (A Quasy Experimental design) as the research design. The researcher took the sample eight grade of junior high school. The reasercher used purposive sampling to choose the sample. The researcher used analitycal scoring to get the score. The score of controlled class was different range in pre test and post test. In pre test the controlled



class get 71,73 and the post test the controlled class get 73,79. Actually in experimental class the score of experimental class was get a good score. The score in experimental class always up and up. The researcher successful used this technique to teaching writing.

Previous study that found by a researcher from journal by Tiara Maria Dewi and Yuseva Ariyani Iswandari entitled “The Implementation of Scaffolding in Writing Recount Texts in SMP Joannes Bosco Yogyakarta”. In this research the researcher used qualitative research. The researcher use a population of second grade of junior high school. The data was gathered by interviewing the English teacher, writing on the field notes, distributing the questionnaires, and interviewing the students. Analyzing the students’ writings was used as the supplementary data to make the result stronger. The result of this study showed that the implementation of scaffolding gave benefits for the students. The benefits were challenging the students through deep learning and discovery, engaging the students in meaningful and dynamic discussions in the small and the large classes, and motivating the learners to become better students. In conclusion, scaffolding does give benefits for the students so that teachers are able to use scaffolding as one of the effective teaching techniques.

Another previous study that found by a researcher from journal by Yulia Vonna, Nur Mukminatien and Ekaning Dewanti Laksmi entitled "The Effect of Scaffolding Techniques on Students’ Writing Achievement". In this research the researcher used quantitative research, the researcher applied quasi-experimental research with nonrandomized control group design. The total number of participants was 36 students who were in two different groups:

experimental group and control group. There were twenty students in the experimental group and sixteen students in the control group. The result of the pre-test showed that both the experimental group and the control group were equal and homogenous. Since the statistical computation yielded significant value  $p = 0.890$  which was higher than  $\alpha = 0.05$ . The analysis of writing test in post-test yielded  $p = 0.027$  which was smaller than  $\alpha = 0.05$ . Thus, it can be concluded that scaffolding techniques can significantly improve the students' writing achievement.

This study was conducted to find out the significant effect of using scaffolding in writing descriptive text for seventh grade of Junior High School. There are so many theories explained above definition, kinds and advantages of using scaffolding. Those theories could concluded that scaffolding is facilitating the climb from one complex phase to the next slightly more complex phase of a project. Because of this view, some expert call scaffolding as a tool in gaining formative feedback or assessment. By using scaffolding in teaching means to help students to finish their task. The help could be through hint, question or some stages in reaching their tasks.

Many experts tried to make some ways in applying scaffolding, especially in writing. In this study, the writer conduct a scaffolding technique in teaching writing descriptive text. She adopted a scaffolding model of Sylvia Read. At least, there are five steps: Inquiry, Modelling, Shared, Collaborative and Independent because in these steps are very simple to apply in teaching writing of seventh grade at SMP Negeri 1 Sumbergempol. In inquiry phase, the writer asked students to find out some information about their understanding

about descriptive text. After they find out the information Then, the researcher do modelling how to writer a proper writing and make a point that they should pass some stages in writing. after knowing what they are going to do first, then , they share the idea with the writer. They ask how to write a descriptive text. They make an outline and construct a rough draft from the outline. After finishing their writing, the students should do peer feedback. They try to analyze their friends writing and find the mistake. Finally, the students are asked to revise their writing and their final writing will be post-test. Then, the writer would score their writing by using the rubric of assessing writing by Brown (2007:214).

From all those previous study, it seems a scaffolding gives significance improvement. So, I want to know further about scaffolding, especially for basic students. The writer would do a research entitle “The Effectiveness Of Scaffolding Technique Towards Students Skill in Writing Descriptive Text at The Seventh Grade of SMP Negeri 1 Sumbergempol”.