

## CHAPTER II

### REVIEWING LITERATURE

This chapter discusses some theory to support the topic. The first theory includes the understanding of writing from some experts, the second is theory recount text, next is theory about Scaffolding technique, and the last is previous study.

#### A. Writing

##### 1. Definition of Writing

There are four basic skills of the English language learning, there are listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. Based on Nurhayati (2016) stated that The writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence. They can be contrasted with the productive skills of speaking and writing. In the process of learning, learners begin with receptive understanding of the new items, then later move on to productive use.

There are several definitions of writing, as Meyers (2005:2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. Writing not only offers ways of reclaiming the past, but is a critical skill for shaping the future. Learners usually learn to listen first, then to speak, then to read, and finally to write.

There are so many understandings of writing that can be found. While Boardman (2002:84) says that writing is a continuous process of thinking and organizing, rethinking and reorganizing. The explanation above shows that writing is a process to produce language. We can take more time to think and choose words in order to express our idea. We can still make a revision if it is not so clear to express what we intend to write. And the other hand says that writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium.

Writing is one of the indicators of academic success since it is an active and productive skill. As noted by Murcia (2000), writing in First or foreign language with good accuracy and coherence is a great achievement. Graham and Perin (2007) in *The Effect of Scaffolding Techniques on Students' Writing Achievement* by Yulia Vonna (2015) divide writing as two complementary roles. First, it is a skill that needs the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing report or expressing an opinion with the support of evidence. First, writing is a means of extending and deepening students' knowledge it acts as a tool for learning a subject matter.

Based on all those definitions above, we can conclude that writing is cognitive process to express thoughts to others in written . Some people considers that writing is a difficult thing to do. Person who wants to construct a writing should work hard, and a good writing just can be reached by work harder. Writing needs a routine rehearsal in order to have a good writing skill. Writing also study about grammatical structures, idioms and vocabulary that we must be teach for our students. When they were understand they be easy to practicing in writing.

## **2. Process in Writing**

Writing as one of productive skill needs a process. Harmer stated that writing process process involves a series of steps to follow in producing a finished piece of writing. There are four main elements in process writing based on Harmer (2004:4):

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. It is how best to order the facts, ideas, or arguments which they have decided to include.
2. Drafting : Drafting is the process of putting all ideas and thoughts in a piece of paper which 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.
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.

Based on Vonna (2015) who shares her idea about steps in writing. At least there are five steps in writing, based on Tompkins's (2014): pre-writing, drafting, refising, editing, publishing . Here is the figure of feature the writing process as follows :

**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 Purposes 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. Rehbein (2015) states 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.

5. To Explain

Gather facts and combine with experience to clarify who or what something, how it happened, or why something happened.

6. To Argue

Special kind of persuasion that fairly and accurately appeals to logic, emotion and character and uses evidence in stating point of view

**4. Criteria of Scoring Writing**

According to Brown (2004: 241-246), there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description. In primary trait scoring. For example, if the purpose of an essay is to persuade the reader to do something, the score for the writing would be on the accomplishment of that function.

If the purpose is to exploit imagination by expressing personal feelings, so the response would be evaluated on that feature alone. In this scoring method, there are four point scale ranging from zero (no response or fragmented response) to 4 (the purpose is accomplished).

In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing. A teacher needs some criteria to scoring the writing. According to Brown (2004) there are five components in writing assignments rubric. The writer used 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, see table 2.1 in the bellow:

**Table 2.1 The Writing Assignment Rubric**

**Brown (2004)**

<b>Components of Writing</b>	<b>Scores</b>	<b>Indicators</b>
Content (C)	<b>4</b>	Relevant to the topic and easy to understand
	<b>3</b>	Rather relevant to the topic and easy to understand
	<b>2</b>	Relevant to the topic but not quite easy to understand
	<b>1</b>	Quite relevant to the topic but is not Quite easy to understand
Organization (O)	<b>4</b>	Most of the sentences are related to main idea
	<b>3</b>	Some sentences are related to the main idea
	<b>2</b>	Few sentences related to the main idea
	<b>1</b>	The sentences are unrelated to each other
Mechanic(M)	<b>4</b>	A few errors of spelling, capitalization and punctuation

	<b>3</b>	Occasional errors of spelling, capitalization and punctuation
	<b>2</b>	Frequent errors of spelling, capitalization and punctuation
	<b>1</b>	Dominated by errors of spelling, capitalization and punctuation
Grammar(G)	<b>4</b>	There is almost no error in the use of sentence
	<b>3</b>	There are a few errors in the use of sentence
	<b>2</b>	There are many errors in the use of sentence
	<b>1</b>	Almost all sentences contain errors
Vocabulary(V)	<b>4</b>	Many vocabulary variations
	<b>3</b>	Few vocabulary variations
	<b>2</b>	Almost no vocabulary variations
	<b>1</b>	Lack of vocabulary variations
<p>Score</p> <p>Content : ___ + Organization : ___ + Mechanic : ___ + Grammar : ___ + Vocabulary : ___ =.....</p> <p>Final scores = (gain score : maximum score)× 100 =.....</p>		
<p>For example :</p> <p>Score = Content : 4 + Organization : 4 + Mechanic : 4 + Grammar : 4 + Vocabulary : 4 = 20</p> <p>Final scores = (20 : 20 )× 100 = 100</p> <p>From example above, if all of component have 4 score the students can get 100 in their writing</p>		



## 5. Types of Writing

A writer's style is a reflection of her/his personality, unique voice, and way of approaching the audience and readers. However, every writer write is for specific purpose. For example, they want to explained how something work or persuade people to agree with their point of view. According to Jeffrey (2015) types of writing divided four main type. Here are the categories and their definitions:

### 1. Expository writing

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinion, ut focuses on accepted fact about a topic, including statistics or other evidence. Examples of expository writing are textbooks, recipes, news stories, business, technical or scientific writing.

### 2. Descriptive Writing

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions

via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are. Examples of descriptive writing are poetry, journal, description of nature and fictional novels.

### 3. Persuasive Writing

Persuasive writing is the main style of writing you use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position. Any "argumentative" essay you write in school should be in the persuasive style of writing. Examples of persuasive Writing are cover letters, reviews of items, letters of complaint, advertisements and letters of recommendation.

### 4. Narrative Writing

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. Examples of Narrative writing are oral histories, novels, poetry, short stories and anecdote.

## **B. Recount Text**

### **1. Definition of Recount Text**

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of Recount genre. A recount is different from a Recount text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of 26 letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

### **2. Structure of Recount Texts**

It is a point when writers try to create a piece of a recount text. Anderson (1997: 53) states that a recount text has three main parts:

#### **a. Orientation**

It gives background information about who, what, where, and when.

#### **b. A series of paragraphs**

It consists of paragraphs which retell the events in the order in which they happened.

c. Conclusion (optional)

It is a paragraph that contains a personal comment. In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

### **3. How to Teach Recount Texts**

Teaching recount to students of senior high schools is not different with teaching writing to students in common. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes on the sequences. According to Storch (2005: 164) the first phase is a planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions. In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it. They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing on the next phase.

Second, in drafting phase, students work together to write their first paragraph of the text. They write each composition to ensure that they both have a clear start on their composition. Then, they write

their idea individually. It provides them the responsibility in improving their writing skills when they elaborate their idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in a form of recount texts.

Third, in editing phase, the students have completed their writings and revised the compositions by making correction in capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision and ensure that each composition is error-free. This phase gives a good contribution to students' writing products because the feedback given in this stage is very useful

Last, in the final draft, the students re-write their writing by taking into accounts any correction given by their peers. Therefore, based on the combination of the nature of writing process and collaborative writing, it is expected that the students' writing skills on recount texts can be effectively improved.

#### **4. Types of Recount Text**

In exploring how text works from Derewianka (1990: 15-17) there are three types of recount text. They are:

1. Personal Recount Text

Personal recount is a recount that retells of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

Language features of personal recount are:

- a. Use of first pronoun (I, we).
- b. Personal responses to the events can be included, particularly in the end.
- c. Details are often chosen to add interest or humour.

## 2. Factual Recount Text

Factual recount is a recount that records the particulars of an accident.

(E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- a. Use of third person pronouns (he, she, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention of personal feelings is probably not appropriate.
- e. Details of time, place, and manner may need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- f. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (e.g. the breaker was filled with water).
- h. It may be appropriate to include explanations and satisfactions.

### 3. Imaginative recount Text

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

## C. Teaching Writing

### 1. Teaching Writing for Senior High School

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. In other words, writing is a good way for students who learn English. They can put their idea on a piece of paper by paying attention on grammar rule and vocabulary. Teaching writing is not simple as teaching other language skills since it has conventional rules. Moreover, Conventional method usually makes students bored because the method is monotonous and the students are passive, so it makes the learners get bored ( Nurhayati, 2005). By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. When writing, Indonesian students who learned English as a foreign language need more time to think. According to Nunan (2003:92) there are some principles for teaching writing. They are explained as follows:

1. Understand students' reasons for writing It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.

2. Provide many opportunities for students to write To improve writing skills, the students must always practice. The teacher must give many chances for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.
3. Make feedback helpful and meaningful The students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.
4. The teacher must clarify himself, and for his students, how their writing be evaluated. Teacher must evaluate the students writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.

According to Nurhayati (2018) English language teaching is one of the domains of language teaching research. Language teaching research has suffered over the last four to five decades from a misguided preoccupation with theories and methods. When talk about teaching also we must be considered with the regulation of ministry of national education in the form of content standard and the age range of senior high school students. Teaching writing for the students in senior high school is not an easy job, there is another factor that makes writing is the most difficult subject. Moreover, according to the Regulation Ministry of National Education, the core competence and basic



competence for Senior High School students First Grade in the second semester are the students have to perform several writing competencies as shown in the Table 2.2.

**Table 2.2 Core Competence and Basic Competence of Writing recount text for First grade senior high school curriculum 2013 from Regulation Ministry of National Education**

<p>Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems</p>	<p>Distinguish social functions, text structure, and linguistic elements of several oral and written recount texts by giving and asking for information regarding historical events in accordance with the context of their use.</p>
<p>Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules</p>	<p>Arrange oral and written recount texts, short and simple, related to student experience events, taking into account social functions, text structures, and linguistic elements, correctly and in context.</p>

The other reason is that there are many kinds of texts in English, such as recount, descriptive, narrative, and many more. Each text has different characteristics. There are social functions, generic structures, and language features. Usually the student can differentiate each text from another and they mix all kinds of texts. For this reason, it is very important for the teacher to know how to teach writing English that makes a student more enjoyable in learning writing, especially in writing Recount text. And then, the alternative ways to teach writing Recount text, in this study the writer offers one of the techniques used in writing class. It is teaching writing using Scaffolding technique.

## **2. Techniques for Teaching Writing**

A technique is a particular method of doing an activity, usually a method that involves practical skills. based on Raimes (1983) There are some techniques that can be used in teaching writing :

### **1. Using picture**

Teacher can use pictures to stimulate students in creating texts. The pictures can be in the form of photographs of people, places and things which are in magazines, news paper, and calendar or printed the available pictures. A picture is description of what thing (something). They are also useful in teaching any kinds of skills. Picture can create learning more interesting, enjoyable and more efficient because pictures can attract students' attention, and they be motivated to study.

According to Sarmelia (2003), picture is one media that is easy to find. It can be found in magazines, books, newspaper or we can create it by drawing it our self. Pictures are very useful media in teaching English. Picture is appropriate media for increasing students' effort in studying English. Pictures be indirectly give experience to the students before the teacher explain, and picture are manifestation of real thing, it is one of media that easy to find. And also picture is kinds of visual aids, which can be use in teaching prepositions.

## 2. Reading

A short story, a news paper column and a piece of student writing can work the same way as picture to provide shared content in the class room. Reading can also like picture be used to create an information gap that leads to communicative activities. If the students work with variety of readings at the same time then they be dealing with different content. However reading can do far more in the teaching of writing than simply provide subject matter for disscusion. When the studens read they be learn with new language and culture.

## 3. Controlled writing

Controlled writing is a useful tool at all levels of composition teaching and not just in the early stages before students have gained enough fluency to handlee free writing. Controlled writing tasks give students focused practice in getting words down on paper.

#### 4. All language skills

If language user want our language learning class to come as close as possible to real life communication situation, we have to give task or organize activities of students to use all language skills. In order to students should speak not just repeat what the teacher say not only to teacher but for the other. We can get chains of lanuage activity in the classroom such as speak while the other students write. It means that the activity each students are different. The value of such a sequence of activity is that it begins with the students handling the target language.

#### 5. Teaching practical writing

There is no better way for students to grasp the essential value of writing a form of communication then for them to produce the kind of practical writing that many people do in their every day life. This practical writing has both a clear purpose and a specific audience. When the students doing practical we have to give clear directions how to reach it or how do it. By practical writing, the students not only practicing writing in new language but also learning about conventions of the new culture. When the student practical writing, usualy the students can writing :

- Forms
- Letters,Lists
- Daily notes
- Instructions

## **D. Scaffolding Technique**

### **1. Definition of Scaffolding**

Scaffolding is a help that give to students to study and solve the problem. It is fission, give some examples, and acts that make a students become an independent learner. In English dictionary, Scaffolding means “perancah”. Vygotsky in Sugiyono and Hariyanto (2014:113) states Scaffolding is a process that did by an expert to a subject in process of learning in Zone of Proximal Development. It can be from friends, tutor or teacher. Here, teacher as a facilitator in learning process. Facilitator helps a students to get an independent understanding about the material . also states what the child is able to do in collaboration today, he able to do independently tomorrow. From the statement above, Vygotsky states that from Scaffolding that gives students that has an purpose to solve their task after give those help by an expert. Giving a help means a student doesn't learn little by little but the teacher give a complex task until one day can be materialized become a ability to solve a complex task.

Scaffolding technique used to get a difficult competence. To get a competence need a step or help in order that the students can get a competence in easy. So, Scaffolding technique give a freedom to students to think and solve their problem, but students get the help in step of learning like directive until a learning process can guided and a purpose of learning can achieve. An assesment from Scaffolding must be observed from Zone of Proximal Development (ZPD).

ZPD in the Vygotski an concept that defines as the space between the child's level of independent performance and the child's level of maximally assisted performance. A simple definition from ZPD is a fission a problem that can be solve by independently, with a potential development, in which pass with a solve a problem that do under a adult guidance, or by a colaborate with their friends. According to Sugiyono and Hariyanto (2014:113) Zone of Proximal Development (ZPD) is a step from development little bit higher from now development. It means if a learner want to make a progress, they must be helped to move into this zone and enter in higher and new level.

As the Macquarie Dictionary definition indicates, in the building trade scaffolds are enabling structures. They defined Scaffolding as a support system that helps children achieve success on tasks that would be too difficult for them to achieve by themselves. It means that the teacher, another adult, or classmate provides temporary support for the learners. Scaffolding can be compared with learning to ride a bike. Another expert, Bruner was defined as follows : an adult controlling those elements of the task that are essentially beyond the learners capacity. Based on this definition it is clear that the concept of Scaffolding is intended to focus on the actions of an adult teacher in helping younger leaners.

## 2. The Kinds of Scaffolding

Since the term Scaffolding was coined in 1976, so many experts try to divide Scaffolding into many kinds. 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.

According to Hmelo (2007:100). Scaffolding is divided into four kinds. They are:

### a. Writing Skills

Practice skills or strategies which usually do not make up a paper in and of themselves 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.

### 3. The Advantages of Scaffolding In Writing

Some experts also tried to mention some advantages by using Scaffolding technique, especially in writing. 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 Scaffolding can help learners reach the potential levels of writing performance.

Lui (2012) in her paper entitle Teaching in the Zone try to show some advantages for students and teachers in using Scaffolding technique. Here the table.

**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  2. Meaningful instruction and feedback that helps drive further development at an appropriate pace	1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level  2. Engage students in social interactions to enable learning



<p>3. A learning environment where they are valued as individuals, a collaborative group, and a class</p>	<p>3. Better understand students as individual learners, learners in a small group setting and learners in a larger social setting</p>
<p>4. A learning environment where their creativity and thought processes are acknowledged and accepted</p>	<p>4. Discover unique thought processes that different students may use to solve problem</p>

#### 4. Teaching Writing by Using Scaffolding

Unlike more traditional approaches in which a writing plan is something learners are asked to construct before they begin on their own independent piece of writing, in Scaffolding literacy the writing plan is introduced into the teaching sequence at the point of reconstructed writing.

According to Hayati (2011) 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 a group of learners construct a text together.

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.

This list From Alibali (2006) presents scaffolds and ways they could be used in an instructional setting. The list is as follow:

- a. Advance organizers

Tools 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

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

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

Samples, specimens, illustrations, problems: Real objects, illustrative problems used to represent something.

e. Explanations

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

Prepared handouts that contain task –and content - related information, but with less detail and room for student note taking.

g. Hints

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

A physical or verbal cue to remind, to aid in recall of prior or assumed knowledge. Verbal: 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?".

i. Question Cards

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.

## 5. Stages of Applying Scaffolding Technique

learning process especially in writing easier if the stages in applying a technique are known. Writer fine from journal about application Scaffolding especially in SAT writing by Li Ling(2009). Meanwhile the writing section is the barriers for most students. This essay endeavors to apply Scaffolding theory into this special writing pedagogy for sake of enhancing students' expression and offering another reference for English writing teaching. Scaffolding use for help the learners doing writing test in high school.

In other journal from Peng Yuan-Ling(2008) discuss about how to apply Scaffolding, state that Scaffolding which is very popular abroad in resent 30 years originates from construction theory. It creates a constructive idea between "teaching" and "learning". It advocates students' experiencing and participating, students' centered activities, and developing students' ability to solve the problem independently. E-learning, the best way of teaching and learning English features openness, variety, autonomy and individual. In E-learning, English language teacher is more like a coach, a tutor and a helper than an instructor.

Scaffolding technique can be modified in stage, depend on the situation environment of the school. Gasong (2007) suggests Scaffolding learning stages can be like the following:

1. Explain materials learning.
2. Determine Zone Of Proximal Development (ZPD) or the level of development of students based on their cognitive level by looking at the value of previous learning outcomes.
3. Group students according to their ZPD.
4. Provide learning assignments in the form of tiered questions related to learning material.
5. Encourage students to work and learn to solve questions independently in groups.

6. Provide assistance in the form of guidance, motivation, giving examples, keywords or other things that can provoke students towards learning independence.
7. Invite students who have high ZPD to help students who have low ZPD.
8. Summarize the lesson and give assignments.

#### **E. Previous Study**

The related study was Thesis from Yulis Yasinta (UIN Syarif Hidayatullah Jakarta (2014) Entitled "*The Effectiveness Of Using Scaffolding Technique On The Students' Writing Recount Text Achievement Of The First Grade At Islamic Senior High School 3 Tulungagung*" The writer used quantitative research (A Quasi Experimental design) as the research design. The writer took the sample eight grade of junior high school. The reasercher used purposive sampling to choose the sample. The writer 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 writer successful used this technique to teaching writing.

This study was conducted to find out the significant effect of using Scaffolding in writing Recount text for tenth grade of Senior 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 experts 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 conducted 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. Sylvia Read tried to make a new model in Scaffolding named IMSCI. The name is an acronym of 5 steps like *write like a writer*. As the results, she found that students become more successful writing independently if they have become familiar with the features of the genre during those steps.

Another previous study is from Patrick (2007) with his friends did a research by the title *Scaffolding English language learners and struggling readers in a universal literacy environment with embedded strategy instruction and vocabulary support*. They used Scaffolding technique toward literacy in general. They used electronic in their research. Then the result is they can find it encouraging that the students in this study choose to take advantage of the vocabulary and strategy supports and in fact accessed supports at a higher level.

From all those previous study, it seems a Scaffolding gives significance improvement especially in descriptive text and struggling learner when they did writing teaching and learning. By understanding from previous study the similarity of study is using Scaffolding technique and using mind mapping way. So, the writer want to know further about Scaffolding with different way, level and focus. Especially the way is add cue card and focus for basic students in writing skill recount text of Islamic Senior High School. The writer would do a research entitle *“The Effectiveness Of Using Scaffolding Technique On The Students’ Writing Recount Text Achievement Of The First Grade At Islamic Senior High School 3 Tulungagung”*