

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 narrative, then the last is theory about scaffolding technique.

A. Writing

1. The 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. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. 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. Learners usually learn to listen first, then to speak, then to read, and finally to write.

The role of writing in foreign language was explored. Some of them gave their understanding of writing in internet, book, and also magazine of language discussion. There are so many understandings of writing that can be found. For example, Heaton (1990:135) said that writing skills are complex process and sometimes difficult to teach,

requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements. 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 Nunan (2003: 88).

Writing is one of the indicators of academic success since it is an active and productive skill. As noted by Celce-Murcia (1991), writing in second 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. Second, writing is a means of extending and deepening students' knowledge it acts as a tool for learning a subject matter.

Writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. They also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. So, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique

way to reinforce learning (Reimes 1983:3). From Raimes we know that the more complex opinion stated that writing is a process of getting new language where should be transformed into a writing. So that, writing requires meaningful communication to someone, whether this audience consists solely of the writer or is a group of someone beyond the writer.

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.

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 (Harmer 2004:4). There are four main elements in process writing :

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. Yulia Vonna (2015) who shares his idea about steps in writing. At least there are three steps in writing, based on Tompkins's view: pre-writing, drafting, revising, editing, publishing . Here the figure :

Figure 2.1. Feature of the writing process

<p>Stage 1: Prewriting Students choose a topic. Students gather and organize ideas. Students define a topic sentence.</p> <p>Stage 2: Drafting Students write a rough draft. Students emphasize content rather than mechanics.</p> <p>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.</p> <p>Stage 4 : Editing Students' proof read their own and or classmates writings. Students increasingly identify and correct their own mechanical errors</p> <p>Stage 5 : Publishing Students publish their writing in appropriate form Students share their finished writing with teacher</p>

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. Narrative Text

1. The Understanding of Narrative Text

Narrative text is one of genre which is taught at the tenth grade students. According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005: 52) states that narrative is one of the most powerfulways of communicating with others Anderson in the use of graphic organizer method to teach narrative text in senior high school by Dwi Noviansari. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to

entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

2. The Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes :

- a. Orientation : The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.
- b. Complication : The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.
- c. Sequence of events/ climax : This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

- d. Resolution : In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering ‘How did it end’?)
- e. Re-orientation : it is an optional closure of event. Anderson in the use of graphic organizer method to teach narrative text in senior high school by Dwi Noviansari.

It shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signals at the end of the story. The researcher will show an example of narrative text.

The Snow Bride

Many years ago, when great forests still covered the hills of Japan, a samurai named Hikaru lost his way in a sudden winter storm. Snow pellets sharp as spears pierced his cloak and drove him blindly into the deep woods. Cold stalked him, and he had no weapon to battle this invisible enemy. Finally his horse burst into a clearing. The wind rattled the tree limbs, but no snow fell here. A wooden house squatted beside a huge camphor tree. The snow was a smooth white carpet. This quiet place seemed peaceful enough, but he sensed someone watching, waiting in silence. A door opened. A white-haired woman studied him.

Orientation



Hikaru smiled. He had killed fear long ago. But his horse ran away from the tiny hut. The samurai pulled the reins and drove it forward until the horse reluctantly moved forward. He found a lean-to built on the side of the hut, sheltered on one side by the hut and on the other by the tree. When his mount discovered some hay, its hunger drove out all fear. He left the animal peacefully grazing and went to find his hostess.

The hut was simply furnished; though firelight created a golden sparkle off the dishes and cups she set before him. Where this woman had found such luxuries, he wondered as she silently served him.

After he had eaten, he fixed his eyes on her. "Who are you?" She kept her gaze modestly lowered. "I am called Yuki, my lord. This place is my home." Yuki glided around the room in a silken whisper. Gradually he became aware of how quiet the woods had become. "Are you not lonely here?" Her lips quirked in a shadow of a smile. "You are here, my lord. As long as you are pleased with me, how could I be lonely?" Time passed, but it was always winter. Hikaru forgot everything but the lovely woman who anticipated his wants. As soon as he thought, "I want—" Yuki was there, offering food and drink to fill his belly or song to soothe his soul. Yet men are never content. For a warrior, even an earthly.

→ Complication

↓

One day, Hikaru woke with anger. Nothing Yuki said or did pleased him.

Dashing dishes off the table, the tiny crashes echoed how he'd destroyed his enemies in the past. The memory inflamed his temper. Enough of this quiet and inaction! He could find that in death.

"My lord, tell me how I have displeased you. I—" "You, woman!" he snapped. "You've kept me prisoner in this place far too long!" He rushed to the door and flung it open. A cold breeze brushed his cheek. Yuki grasped his sleeve. "My lord! Do not

→ Climax

leave!" "Enough!" The samurai jerked from her grip. Rage boiled in his heart as he backhanded her. "Out of my way, woman!"

"As you wish." The mark of his hand seemed a dark bruise on her pale skin. "I will bother you no more." Head bowed, Yuki stepped aside

The door swung shut between them. A low moan shuddered amongst the trees. Wind whipped his helm from his head and his cloak off his shoulders. Cold knifed his body, just beneath the heart. "Yuki?" Blinded, Hikaru stumbled backwards, but tree bark scraped his questing hands. Where was the hut? It was cold, so cold. Spring came late that year. Birdsong welcomed the sun's return. The golden fingers of the goddess Amateratsu caressed the still alabaster face of the sleeping man. But he never wakened.

Resolution

As she continued her journey across the sky, cherry trees covered the silken clad form with tiny pink - edged petals, a living blanket of snow.

Re-orientation

3. Language Features of Narrative text

According to Anderson in teaching narrative text in improving writing to the tenthgrade students of sma negeri 1 petarukan, pemalang by Intan Karolina(2006) the language features of narrative text are:

- a. Nouns that identify the spesific characters and places in the story
- b. Adjectives that provide accurate descriptions of the characters and settings

- c. Verbs that show the actions that occur in the story
- d. Time words that connect events to tell when they occur; the use of simple past
- e. tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

C. Teaching Writing

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught. 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. 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. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their

language development. Teaching writing for the students in junior high school is not an easy job, there is another factor that makes writing is the most difficult subject. The other reason is that there are many kinds of texts in English, such as narrative, descriptive, recount, 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. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another. In teaching writing, the teachers are faced on difficulties related to make their students be able to transfer their ideas. And one of the difficulties in teaching writing is about the low of exciting students in learning writing. For this reason, it is very important for the teacher to know how to teach writing English that makes a students more enjoyable in learn writing, especially in writing narrative text. And then, the alternative ways to teach writing narrative text, in this study the writer offers one of technique used in writing class. It is teaching writing using scaffolding technique.

D. Criteria of Scoring Writing

A teacher needs some criteria to scoring the writing. According to Jacobs there are five component in writing assignments rubric. See table 2.1. 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

Table 2.1. The writing assignment rubric

Components of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
organization	4	Most of the sentences are related to main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Mechanic	4	A few errors of spelling, capitalization and punctuation
	3	Occasional errors of spelling, capitalization and punctuation
	2	Frequent errors of spelling, capitalization and punctuation
	1	Dominated by errors of spelling, capitalization and punctuation
Grammar	4	There is almost no error in the use of sentence
	3	There are a few errors in the use of sentence
	2	There are many errors in the use of sentence
	1	Almost all sentences contain errors
Vocabulary	4	Many vocabulary variations

	3	Few vocabulary variations
	2	Almost no vocabulary variations
	1	Lack of vocabulary variations
<p>SCORE</p> <p>Content : ____ + Organization : ____ + Mechanic : ____ + Grammar : ____ + Vocabulary : ____ =</p> <p style="text-align: center;">Gain score</p> <p style="text-align: center;">Final scores = $\frac{\quad}{\quad} \times 100$</p> <p style="text-align: center;">Maximum score</p>		

For example :

Content : 4 + Organization : 4 + Mechanic : 4 + Grammar : 4 +

Vocabulary : 4 = 20

$$\text{Final scores} = \frac{20}{20} \times 100 = 100$$

From example above we know that if all of component has 4 score the students can get 100 in their writing.

E. Scaffolding Technique

1. The Definition of Scaffolding

Scaffolding is a help that give to students to studying and solve the problem. It is can be fission, give some example, and act that make a students become an independent learner. In English dictionary, scaffolding means “perancah”. And 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). 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. Giving a help it means a students don'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 observe from Zone of Proximal Development (ZPD). ZPD in the Vygotskian concept that defines as the space between the child's level of independent performance and the child's level of maximally assisted performance Bodrova & Leong (1996). A simple definition from ZPD is a fission a problem that can be solve by independently, wih a

potential development, in which pass with a solve a problem that do under a adult guidance, or by a collaborate with their friends. Suyono and Hariyanto (2014:113)

Zone of proximal development is a step from development little bit higher from now development. It means if a learner want to make a progress must be help for move to this zone and enter in higher and new level in Sigit (2013:30). What a students do appropriate with a level of actual development and what students get do with adult help appropriate with potencial development in Sigit (2013:109). From those research above know that a someone must be leave from their ZPD if they want to go in high level.

As the Macquarie Dictionary definition indicates, in the building trade scaffolds are enabling structures. The term “scaffolding” was first coined and defined by Wood *et al* in a 1976 article analyzing the effectiveness of certain collaborative behaviors mothers use in teaching their children (Mackiewicz 2013:45). Wood *et al* used the term scaffolding to refer to the instructionally supportive activities and social interactions that occur between the child and other individuals as they guide effective learning and development in the ZPD. 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.

Rollins (2007:13) stated that scaffolding is 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.

Another expert, Bruner was defined as follows : 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. Based on this definition it is clear that the concept of scaffolding was first intended to focus on the actions of an adult teacher in helping younger learners.

Other experts Holton and Clerk said that scaffolding is an act of teaching that :

- a. supports the immediate construction of knowledge by the learners
- b. provides the basis for the future independent learning of individual.

Then, Rodgers defined at least there are two definition about its based from his view :

- a. in learning, the gradual withdrawal of adult (e.g., teacher) support, as through instruction, modeling, questioning, feedback, etc., for a

child's performance across successive engagements, thus transferring more and more autonomy to the child.

- b. a process that “enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts Judith Rollins (2007:12)

From all those explanation, scaffolding could be said as a concept that has led the development of other approaches that seek to understand the nature of learning a key approach that is concerned with learning interaction.

2. The Kind 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. Silver Hmelo (2007:100). 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 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.

Two of the experts who tried to divided kinds of scaffolding are Hannafin and Land. They divide scaffolding into four kinds: conceptual scaffolding, metacognitive scaffolding, procedural scaffolding, and strategic scaffolding.

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 utilise resources and tools.

d. 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/his in finishing their task.

3. The Advantages of Scaffolding In Writing

Beside define about definition of scaffolding, 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. Angela Lui 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 2.2 The advantages of scaffolding in writing

Students are provided with....	Teachers could....
<ol style="list-style-type: none"> 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 3. A learning environment where they are valued as individuals, a collaborative group, and a class 4. A learning environment where their creativity and thought processes are acknowledged and accepted 	<ol style="list-style-type: none"> 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 3. Better understand students as individual learners, learners in a small group setting and learners in a larger social setting 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 :

- 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 : modelling and ask an activity that appropriate with a material
- d. Collaboration : a facilitator create a peer collaboration and appreciate a rresult 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 a group of learners construct a text together.

Read states that she used IMSCI Scaffolding model in her research. She has some steps in applying scaffolding in writing, the steps are as follow :

- a. Inquiry, in this phase the researcher integrated reading and writing instruction.

- b. Modelling, after the students could know the instruction well. Then, the researcher modelled 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 2.3 Kinds of scaffolded writing

Scaffold	Ways To Use Scaffold In An Instructional Setting
Advance organizers	<i>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</i>

	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.
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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.

This study was conducted to find out the significant effect of using scaffolding in writing narrative 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 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 narrative 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 tenth grade at SMK Islam 2 Durenan. In inquiry phase, the writer asked students to find out some information about their understanding about narrative 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 narrative 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 Jacobs.

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 Using Scaffolding Technique Of The Tenth Grade Students’ Writing Narrative Text Achievement At Smk Islam 2 Durenan*”