

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents writing, teaching writing, writing purpose, writing process, descriptive text, scaffolding strategy, and scaffolding strategy in practice.

#### A. Writing

Writing is one of four skills in English lesson. The students must master in writing in order that they can convey their idea from what they write. To make clear and understand about writing, the writer will explain about the definition from many experts.

Hammer states that "writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities."<sup>10</sup> Another definition is given by Wingersky, Boerner and Balogh defines that "writing is a process through which you discover, organize, and write your thoughts to communicate with reader."<sup>11</sup>

Next, Hartfiel and Hughey state that "writing is indeed a voyage of discovery."<sup>12</sup> Besides, Linse and Nunan state that "writing is multifaceted, it is only logical that it evokes different images."<sup>13</sup> The writer could summarize that writing is a process of gaining ideas and get them down on paper.

---

<sup>10</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Ltd, 2004) P.86

<sup>11</sup> Joy Wingersky, Jan Boerner and Diana Holguin-Balogh, *Writing Paragraphs and Essays*(California: Wadsworth, Inc, 1992), Page 3.

<sup>12</sup> V. Faye Hartfield and Jane B. Hughey, *Learning ESL Composition* (Rowley: Newbury House Publishers, Inc, 1985), Page 3.

<sup>13</sup> Caroline T.Linse and David Nunan, *Practical English Language teaching Young Learners* (New York: McGraw-Hill Companies, Inc, 2005) Page 98

## **B. Teaching Writing**

Writing is one of four skills taught in senior high school, and it is included in syllabus and standard competence. As a teacher, we must master the condition that happens in the class. In order that our class will be running well and will not make the students bored, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

Writing encourages students to focus on accurate language uses. However, this quite separates from the issues of writing process and genre. In fact, students are not writing to be better writers. Hammer stated that there are some ways to help them learn better:<sup>14</sup>

### **1. Get students to plan writing**

Before students start to write, we can ask them to think what they are going to write by planning, what they will put down on paper (or type into the computer). When students are planning, we can ask them to think not only about the content but also about what the purpose of their writing and who the target of their writing is.

### **2. Encourage students to draft, reflect and revise writing**

Students sometimes find difficulty in writing. As a teacher we may give some treatment to them. One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. We can make a pair of group of students working together on a piece of paper. It can respond to each other's

---

<sup>14</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Ltd, 2004)

ideas (both in terms of language and content). Then, make suggestion for changes.

Last, give appreciation the group that success of the finishes product.

### 3. Respond to students' writing

Teachers can read their draft and then make written suggestions about how the text could be reordered. Another, teacher asks the students reformulation their write with their own version to make it better. Reformulation will be beneficial to the student who compares their version with their teachers. It is not just teachers who can respond to the students writing. But their friend also can respond with their own way. It will make their writing well.

## C. Writing Purposes

There are many purposes of writing. Hartfiel and Hughey state the purposes of writing are telling how, reporting facts, telling what, telling why, solve, judge and persuade.<sup>15</sup>

First, telling how means practical writing, it is used to instruct advice or inform. Second, reporting facts means facts are the basis of most public writing. Writers will use facts to support almost everything they write whether it included proving a point, making a judgment, solving problems, substantiating a hypothesis, or explaining the what, why, and how of a subject. However, sometimes a writer needs to report facts simply to give objective, unbiased information.

---

<sup>15</sup> V. Faye Hartfield and Jane B. Hughey, *Learning ESL Composition* (Rowley: Newbury House Publisers, Inc, 1985)

Besides, telling what means more than factual reporting or simple, basic dictionary definition. To tell what means explaining a word, an object, a method, or a concept within a certain context, for example, a writer may want to explain the word stress, so that readers will understand and use the term stress in the context of building construction or engineering. Next, telling why is a part of writing, especially when we think of writing as a lifetime skill. It is the basic tool for teaching. It means for selling products, the substance behind news commentary, the justification for actions and much more.

Then, solve means knowing how to solve problems is one important way to control the environment. When your purpose for writing is to solve, you need a special method of logical thinking which includes through definitions and critical analysis of the problem. Furthermore, judge means to make an evaluation and form an opinion about something by carefully analyzing its strengths and weakness according to a set of standards or criteria. The last, persuade means writers not only express themselves and explain events, phenomena, and ideas to others but also persuade other. When setting out persuade, writers explain with facts why their readers should agree with them.

#### **D. The Writing Process**

Writing also needs a process to make the result as we want. Wingersky, Boerner and Balogh states the general steps in the writing process include prewriting, organizing ideas, drafting, revising, editing, and making a final draft.

If you use these steps when you have a writing assignment, you will give yourself on opportunity to make the most of your time and get your best ideas on paper.<sup>16</sup>

Prewriting is the first major step in the writing process. Prewriting can be accomplished in several ways those are talking, freewriting, brainstorming, journal writing and reading. Next, organize the ideas into a rough outline that includes a main idea and supporting ideas. Besides, drafting starts with the main ideas and adds supporting ideas that flow smoothly. In addition, revising means make changes to clarify wording and organization. The next, editing means check for any problems in mechanics. And the last, making a final draft means that you are writing is ready.

#### **E. The Theory of Descriptive Text**

There are many kinds of text namely narrative, procedure, recount, news item etc. One of them is descriptive text. Descriptive text is studied in the first students' of senior high school.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.<sup>17</sup>

---

<sup>16</sup> Joy Wingersky, Jan Boerner and Diana Holguin-Balogh, *Writing Paragraphs and Essays*(California: Wadsworth,Inc, 1992)

<sup>17</sup> Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman and Company), p. 73

The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.<sup>18</sup>



### **Example of descriptive text**

#### **The Cute Mike**

1983. Michael Prabawa Mohede was born on November 7, He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him “Teddy Bear” because of his plump body and nice character.<sup>19</sup>

## **F. SCAFFOLDING STRATEGY**

There are many definitions about scaffolding strategy from many experts.

E.J. Jones in Henry (2002:2) states:

Scaffolding is a process that requires direct teaching and monitoring by an adult. To be successful with this teaching strategy, the teacher must provide all

<sup>18</sup> Doddy Ahmad, *Developing English Competencies 1: for Senior High School (SMA/MA) grade X* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008). 117

<sup>19</sup> Joko Priyono, *INTERLANGUAGE: English for Senior High School Students X: SMA/MA* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008),124

information that a student needs to complete a given task. Detailed advice, direction of the student's attention, and alerts to the student of the sequence of activities are essential to a student's ability to perform within the scaffolded teaching environment. Gradually, with scaffolding, children are able to direct their own attention, plan, and control their activities.<sup>20</sup>

Another definition given by M.F. Graves and Braaten S in Pennil (2002:2), they stated that "scaffolding is defined as the process by which an expert provides temporary support to learners to help bridge the gap between what [the learner] know[s] and can do and what [he or she] need[s] to accomplish in order to succeed at a particular learning task"<sup>21</sup>

Next, E. Raymond in Stuyf (2002:2) stated that scaffolding instruction as a teaching strategy origin from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD). "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance"<sup>22</sup>

From all of the definition above the writer can conclude that scaffolding is a strategy that focuses on what student can do for their task. The teacher is as a collaborator. The teacher collaborates with the students in order that they can finish their duty well. So, they can reach what the goal of the lesson.

---

<sup>20</sup> E.J.Jones in Latoya Henry, "Educational Concept of Scaffolding ",(November 2002) p.2

<sup>21</sup> M.F. Graves and Braaten S in Elvani Pennil," Teaching Strategy Research Paper Exploring Scaffolding" (November 2002) p.2

<sup>22</sup> E. Raymond in Rachel R. Van Der Stuyf, " Scaffolding as a Teaching Strategy" (November 2002) p.2

## G. Scaffolding in Practice

There are many stages to practice scaffolding strategy in writing. Gibbons in Kristine (2012:11-12) states that:

There are four stages in applying scaffolding that named "*curriculum cycle*". In the first stage, building the field, the aim is to make sure that your students have enough background knowledge of the topic to be able to write about it. The second stage is modeling the text type. The students should become familiar with the purpose, overall structure, and linguistic features of the type of text they are going to write. The next stage is joint construction. This is when the teacher and students write a text together so that students can see how the text is written. The focus here is on illustrating the process of writing a text, considering both the content and the language. During independent writing, stage four, the students write their own text.<sup>23</sup>

From the explanation above, applying scaffolding strategies in writing descriptive text are:

1. The teacher and the students ask and answer each other about the topic
2. The teacher and students collaborate doing brainstorming idea
3. The teacher gives the example how to make outline
4. The students make outline
5. The teacher shows model of the first draft as developing from outline
6. The teacher and the students discuss the model of the text
7. The students write the first draft
8. The teacher discusses with students about content of their draft
9. The students revise their draft

---

<sup>23</sup> Gibbons in Kristine W. Miller, "*Scaffolding Improvement in Writing Instruction: An Action Research Project*" (Utah State University Logan, Utah, 2012), 11-12



10. The students exchange their revision of draft with their friends
11. The teacher explain how to correct or edit the draft
12. The students write their final draft
13. The students publish their writing by reading their writing in front of the class and display it
14. The students give comment to appreciate their friends' writing.