

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher was present several theories relate to the study, starting with the Writing skills, Scaffolding Strategy, and Previous Studies.

A. Writing skills

This section presents the definition of writing skills, aspect of writing, the process of writing, and teaching writing.

1. The Definition of Writing skills

Writing is one of the four main skills in English that students need to master. It is very important because it is an essential part of language learning. Writing is considered a productive skill in English teaching, which shows that students need to be able to express their ideas through written communication (Indriyani & Dwinalida, 2025). Writing skills refer to the ability of students to express ideas, thoughts, and information in a clear and structured written form. According to Jeremy Harmer (2004), writing is a productive skill that requires students to organize ideas, use correct language structures, and deliver messages effectively to readers.

In addition, writing skills are also related to critical and creative thinking. Students are not only required to write correctly in terms of language, but also to develop meaningful and relevant ideas. Harmer (2004) also explains that writing is a process of communication that involves arranging words, sentences, and paragraphs in a structured way so that the reader can understand the message clearly. In the context of EFL (English as a Foreign Language), students often face difficulties in writing because

of limited vocabulary, lack of ideas, and low motivation. Therefore, appropriate teaching strategies and learning media are needed to help students improve their writing skills more effectively.

2. Aspect of Writing

According to Jacob (2003) cited in Argawati & Suryani (2024), there are several aspects of writing that teachers should pay attention to, namely:

- a. Content refers to the substance of writing, or the main idea being conveyed, which is a set of related statements presented by the writer as a whole. The content of a paragraph focuses more on the main idea rather than the use of transitions, repetition, and emphasis.
- b. Organization refers to the logical arrangement of content. It is an effort to combine various ideas that are still random. In the early draft, writers usually try to arrange incomplete ideas into a clearer structure.
- c. Vocabulary refers to the appropriate choice of words based on the content.
- d. Use of language refers to the correct use of grammar and syntactic patterns in separating, combining, and grouping ideas in words, phrases, clauses, and sentences to create logical relationships in writing.
- e. Mechanics refers to the use of writing conventions, such as the steps involved in arranging letters, words, and paragraphs by applying knowledge of structure and other related elements.

3. The Process of Writing

Writing is a process that involves several stages before producing a final text. In writing, there are several stages that need to be understood.

According to Harmer (2004), there are four stages in the writing process:

a. Planning

Before starting to write, writers should have a plan about what they want to express in written form. The material to be written may come from students' own experiences or from other sources. This means that planning is a way to gather ideas and determine a topic before starting the writing process.

b. Drafting

The first version of a piece of writing is usually called a draft. The first draft is generally written with the understanding that it will be revised and improved later.

c. Editing

After writers complete their draft, they usually reread what they have written to identify which parts work well and which parts need improvement. The sequence of information may be unclear, or the writing may contain ambiguous or confusing ideas. Therefore, editing and revising are important stages in improving the quality of the text.

d. Final Version

The last stage in writing is producing the final version after revising mistakes and making necessary changes. Harmer (2004) explains that after writers edit and revise their drafts, they produce the final version of the text. This final version may be very different from the original plan or first draft because changes occur during the editing process. At this stage, the text is ready to be presented to the intended

audience.

In this process, the four stages are important because each stage has a different function in producing a written text. In short, writing is both a process and a product. To produce a good written product, writers must go through several stages known as the writing process. These stages include planning, drafting, editing or revising, and producing the final version.

4. Teaching Writing

Teaching writing is a learning process that helps students develop their ability to express ideas, thoughts, and information through written language in a structured way. According to Jeremy Harmer (2004), in teaching writing, teachers play an important role in guiding students during the writing process, starting from developing ideas, organizing the text, to using appropriate grammar and vocabulary. Harmer (2004) also explains that writing is not only the final product in the form of a text, but also a process that requires practice, guidance, and feedback from the teacher so that students can gradually improve their writing skills. Therefore, teachers need to create a supportive learning environment so that students feel more confident in expressing their ideas and developing their writing ability during the learning process.

Furthermore, Hyland (2024) emphasizes that teaching writing should balance both process and product. This means students are not only asked to produce a final text, but also guided to understand the stages of writing, such as planning ideas, drafting, revising, and editing. This approach allows students to develop critical and reflective thinking skills in

writing, so they do not only write mechanically but also understand how a text is systematically constructed.

In addition, in classroom practice, teachers also need to pay attention to several aspects of writing skills, such as content, organization, vocabulary, grammar, and mechanics, because all of these aspects are interconnected in determining the quality of students' writing. In writing classes, teachers are required to select effective strategies, learning resources, and materials that facilitate the teaching and learning process for both teachers and students (Rianti, et al. 2024). The goal of language teachers in teaching writing is to help students produce written English that is fluent, clear, accurate, and contextually appropriate (Ma'rufah, et al. 2024). Therefore, teaching writing is not only focused on the final product, but also on the learning process that helps students become more competent and independent writers.

B. Scaffolding Strategy

This section presents the definition of scaffolding strategy, types of scaffolding strategy, stages of scaffolding strategy, Implementation of scaffolding strategy in teaching writing, and Scaffolding Strategy in Teaching Writing.

1. Definition of Scaffolding Strategy

The term “scaffolding” was first introduced by Wood et al. (1976). They defined scaffolding as a support system that helps children succeed in tasks that are too difficult for them to complete independently. Scaffolding is generally understood as a continuum of low to high support strategies that

describe the level of assistance given by adults to learners when they are engaged in a task. In the classroom, scaffolding refers to “assistance” provided to support students in completing tasks successfully. Therefore, scaffolding can be considered a teaching strategy.

Scaffolding strategy is a teaching approach that involves providing temporary support to students to help them achieve a higher level of understanding, which is gradually reduced as their ability improves. This concept is rooted in Vygotsky’s Zone of Proximal Development (Vygotsky, 1978), which emphasizes that learning is more effective when students receive support from more knowledgeable others, such as teachers. In this sense, scaffolding is a systematic and purposeful process of support, where students are initially given strong assistance such as examples, guidance, and instruction in completing tasks. As students develop their skills, this support is gradually reduced until they are able to learn independently.

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According to Hammond, J. (2001), scaffolding is a teaching strategy in which teachers provide temporary assistance to students to help them complete learning tasks that they cannot yet accomplish independently. This assistance is given gradually based on students' needs and abilities throughout the learning process. Through scaffolding, teachers provide guidance, examples, explanations, feedback, and prompting questions so that students can actively participate in learning activities and gradually develop independence.

In writing learning, scaffolding can be adjusted to students' needs and levels of ability. If students are not yet able to work independently, teachers can continue providing additional support until they feel capable of completing the task successfully. This shows that scaffolding support in writing varies depending on students' level and learning needs.

2. Principles of Scaffolding Strategy

Scaffolding is a learning strategy rooted in Vygotsky's (1978) social constructivist theory and further developed by Hammond (2001) in the context of language learning. Scaffolding refers to the provision of assistance or support by the teacher to help students complete tasks they are not yet able to perform independently. This support is given according to students' needs and is gradually reduced as their abilities improve. Through this process, students are expected to develop knowledge, skills, and learning autonomy step by step.

According to Hammond (2001), the effective implementation of scaffolding is based on several key principles that guide teachers in

providing appropriate support during the learning process. These principles include contingency (responsiveness), temporary support, fading, transfer of responsibility, interaction and collaboration, and movement toward independence.

a. Contingency (Responsiveness)

The principle of contingency or responsiveness refers to providing support that is adjusted to students' needs, abilities, and level of understanding. Hammond (2001) explains that effective scaffolding does not offer the same assistance to all students, but rather responsive support based on individual learning conditions. Therefore, teachers need to continuously observe students' progress in order to determine the most appropriate type and level of assistance.

b. Temporary Support

The second principle is temporary support. According to Hammond (2001), scaffolding support is not intended to be permanent but is only provided as long as students need assistance to complete learning tasks. This support may include explanations, examples, instructions, questions, or feedback that helps students understand the material or complete specific tasks.

c. Fading

Fading is the gradual reduction of support as students' abilities improve. Hammond (2001) emphasizes that scaffolding assistance should be slowly withdrawn when students begin to demonstrate better

understanding and competence. This process is essential because the main goal of scaffolding is to foster learner independence.

d. Transfer of Responsibility

The principle of transfer of responsibility refers to the shift of learning responsibility from the teacher to the students. At the initial stage of learning, the teacher plays a dominant role in providing guidance, examples, and assistance. However, as students' abilities improve, this responsibility is gradually transferred to the students (Hammond, 2001).

e. Interaction and Collaboration

Scaffolding occurs through interaction and collaboration between teacher and students as well as among students themselves. Hammond (2001) explains that effective learning takes place through communication and cooperation, allowing students to receive support and gradually build understanding. In this process, the teacher acts as a facilitator who provides questions, guidance, explanations, and feedback according to students' needs.

f. Movement Toward Independence

The final principle is movement toward independence or the development of learner autonomy. Hammond (2001) emphasizes that the ultimate goal of scaffolding is to help students become capable of completing tasks independently. All support provided during the learning process is directed toward developing students' abilities until they no longer require intensive teacher assistance.

3. Types of Scaffolding Strategies

In writing learning, scaffolding strategy can be applied through various forms of support that help students understand the material and complete tasks gradually. These forms of scaffolding are adjusted to students' needs during the learning process. Walqui (2006) explains that scaffolding in language learning consists of several types of support that assist students' understanding, participation, and language development. Based on Walqui (2006), there are several types of scaffolding relevant in writing learning.

a. Modelling

Modelling is an activity where the teacher provides clear examples related to the material. Students are asked to analyze texts by describing, comparing, summarizing, evaluating, and so on. Students need clear examples to follow. These examples not only serve as guidelines or performance standards, but also encourage and stimulate students by showing evidence of previous successful work. There are several steps in modelling;

- (1) Explaining first what a text type (genre) is.
- (2) Explaining the specific text type being focused on in the lesson, including its purpose and social context.
- (3) Explaining the schematic structure and functions of the text.

b. Bridging

Bridging is an activity used to activate students' prior knowledge so that they can produce better writing or oral language. This means

students already have initial knowledge. An important aspect of bridging is building a personal connection between students and the learning material, showing how new material is relevant to their lives. Teachers usually do this by asking students to share experiences related to the topic being learned.

c. Contextualizing

In this type of scaffolding, teachers can use analogies based on students' experiences and use everyday language. This helps students understand the material more easily. According to Walqui (2006), contextualizing can be done by using analogies, illustrations, pictures, or short videos so that students can easily understand the text and become more motivated in the learning process.

d. Schema Building

Schema building is related to students' prior knowledge that guides them toward deeper understanding. To build students' understanding, teachers provide various classroom activities. For example, before reading tasks, teachers may ask students to examine the text by identifying titles, subtitles, illustrations, captions, and charts. This helps students begin learning with a general understanding of the topic and activate their schema to connect new knowledge.

e. Re- Presenting Text

Re-presenting text is a strategy used by teachers to ask students to examine the language used in one text and compare it with another text. This activity helps students engage in the learning process and

improve their skills. Less proficient students can also be supported by more proficient peers.

f. **Metacognitive Awareness**

Metacognitive awareness refers to the way students manage their thinking and knowledge, apply what they have learned, and develop understanding while completing tasks. This awareness helps students become more independent and reflective learners during the writing process.

4. Steps of Scaffolding Strategy

The use of scaffolding strategy in writing helps students understand the writing process step by step with teacher guidance. In language and literacy learning, scaffolding is not only temporary support but also a process that helps students achieve independent learning. According to Hammond, J. (2001), scaffolding is provided through stages that help students build understanding before they can complete tasks independently. The following are four stages of scaffolding in the writing process cited in (Aidaintan, R. 2021):

a. **Field Building**

Field Building is the initial stage of scaffolding that aims to develop students' knowledge and understanding of the topic to be learned. At this stage, the teacher helps students connect the material to discussions, question-and-answer activities, the use of images and videos, or students' everyday experiences. The purpose of this stage is to provide students with sufficient background knowledge so that they

are adequately prepared before they begin studying and writing a text.

b. Modeling

At the modelling stage, the teacher provides students with an example or model text. The teacher explains the purpose of the text, its generic structure, language features, and other important elements contained within it. Through this stage, students learn how a text is organized and how language is used in a particular context. The model text serves as an example that helps students understand the characteristics of the text they will eventually write.

c. Joint construction

The joint construction stage is the phase in which the teacher and students work collaboratively to compose a text. The teacher provides guidance, direction, questions, and support throughout the writing process. At this stage, students begin to apply the knowledge they acquired in the previous stages with the assistance of the teacher. Activities may include group work, classroom discussions, or collaborative text construction, allowing students to practice their writing skills before working independently.

d. Independent Writing

The final stage is independent construction. At this stage, students write a text independently by applying the knowledge and skills they have gained from the previous stages. The teacher's role gradually decreases, and students become responsible for their own writing process. This stage reflects the principles of fading and

transfer of responsibility, in which teacher support is progressively reduced, enabling students to demonstrate their ability to write independently.

5. Challenges in Implementing Scaffolding Strategy in Teaching Writing Skills

The implementation of scaffolding strategy in writing lessons presents several challenges. These challenges may stem from teachers, students, or classroom learning conditions. In the context of writing lessons, teachers are not only required to provide support to students but also to adjust the type and level of assistance according to students' varying needs and abilities. Therefore, effective scaffolding implementation requires careful preparation, classroom management, and appropriate instructional strategies.

Hammond (2001) explains that effective scaffolding requires teachers to provide support that is responsive to students' needs, gradually reduce assistance, continuously monitor students' progress, and help students achieve independent learning. These demands indicate that teachers must perform multiple roles simultaneously throughout the learning process. Consequently, several challenges may arise in the implementation of scaffolding strategy, particularly in teaching writing skills.

a. Adjusting Support to Students' Needs

One of the primary challenges in implementing scaffolding strategy is adjusting support to the needs of individual students.

According to Hammond (2001), the assistance provided through scaffolding should be responsive to students' abilities and learning needs. This means that teachers cannot provide the same type of support to all students, as each learner possesses different levels of understanding, skills, and learning pace.

In writing lessons, some students may require more intensive assistance in generating ideas, organizing text structure, or using appropriate language features, while others may only need simple guidance. Therefore, teachers face the challenge of identifying each student's needs and determining the most suitable form of support.

b. Determining the Appropriate Level of Support

Another challenge is determining the appropriate level of support during the learning process. Hammond (2001) states that scaffolding should help students complete tasks that they are not yet able to accomplish independently. However, excessive support should be avoided because it may limit students' opportunities to think critically and solve problems on their own.

In practice, teachers need to balance the amount of assistance they provide. If too little support is given, students may struggle to complete the task. Conversely, if too much support is provided, students may become dependent on the teacher. Therefore, determining the appropriate level of assistance is one of the key challenges in implementing scaffolding.

c. Conducting Fading Gradually

Fading refers to the gradual withdrawal of support as students' abilities develop (Hammond, 2001). However, determining the appropriate time to reduce assistance is not an easy task. Teachers must ensure that students have acquired sufficient competence before support is withdrawn.

If support is reduced too quickly, students may not be ready to complete tasks independently. On the other hand, if support is maintained for too long, students may become overly dependent on the teacher. Therefore, teachers need to continuously evaluate students' progress to ensure that the fading process is carried out effectively.

d. Building Effective Interaction

Scaffolding occurs through interactions between teachers and students as well as among students themselves. Hammond (2001) explains that effective learning takes place through communication, discussion, guidance, questioning, and meaningful feedback. Therefore, teachers need to create interactions that support students' learning processes.

However, building effective interaction can be challenging because students differ in their levels of participation, communication skills, and self-confidence. In some situations, certain students may actively participate, while others tend to remain passive. Such conditions require teachers to create a learning

environment that encourages the involvement of all students in the learning process.

e. Monitoring Students' Progress Continuously

Another challenge is continuously monitoring students' progress throughout the learning process. According to Hammond (2001), teachers need to observe students' development regularly in order to determine the type and level of support that best meets their needs.

Through continuous monitoring, teachers can identify students' progress, difficulties, and learning needs. However, this task is often challenging because teachers must observe the development of all students while simultaneously providing guidance during classroom activities. Therefore, teachers' ability to conduct ongoing observation and assessment is essential for the effective implementation of scaffolding.

f. Developing Students' Independence

The ultimate goal of scaffolding is to help students achieve learning independence (Hammond, 2001). Therefore, teachers face the challenge of encouraging students to gradually take responsibility for their own learning processes.

In writing lessons, students are expected to independently generate ideas, organize texts, use appropriate language features, and revise their own writing. To achieve these objectives, teachers need to provide sufficient support while simultaneously encouraging

students to rely more on their own abilities. Thus, helping students transition from dependence on the teacher to independent learning becomes one of the major challenges in implementing scaffolding strategy.

Based on the discussion above, the challenges in implementing scaffolding strategy essentially arise from the demands of applying scaffolding principles effectively. Hammond (2001) emphasizes that scaffolding involves not only providing assistance to students but also the teacher's ability to adjust support, gradually withdraw assistance, monitor students' progress, and guide students toward independent learning. Therefore, each principle of scaffolding has the potential to create its own challenges in classroom practice.

C. Previous Studies

The first study was conducted by M. I. Andrade Tacuri and P. A. Valladares Pugo (2024) entitled "*Scaffolding Strategies in the EFL Classroom to Develop Writing Skills.*" This study discussed the use of scaffolding strategies in EFL classrooms to support the development of students' writing skills. The findings revealed that scaffolding strategies helped students generate ideas more easily, understand text structures, and improve their confidence in writing. The study also showed that gradual support from teachers encouraged students to become more active during the writing process. However, the study mainly focused on the development of students' writing skills in general EFL contexts and did not specifically examine teachers' scaffolding practices in teaching writing skills or the challenges faced by teachers during the

implementation of scaffolding strategies in the classroom.

The second study was conducted by Widiananda and Sabiq (2021) entitled *“Scaffolding Strategy in Teaching Writing and Its Challenges.”* The study aimed to investigate the use of scaffolding strategies in teaching recount text writing and to describe the challenges encountered by teachers as well as their efforts to overcome them. This qualitative study involved an English teacher and tenth-grade students at a vocational high school in Banyumas, Indonesia. The findings showed that the teacher implemented scaffolding through four stages: field building, modeling, joint construction, and independent writing. The study also identified several challenges, including students’ different academic abilities, low classroom participation, limited vocabulary, and motivational difficulties. However, the study focused on recount text writing, whereas the present study focuses on writing skills at the junior high school level.

The third study was conducted by Shofa (2025) entitled *“Strategies in Teaching Writing for Ninth Grade Students at SMP Muhammadiyah 2 Purwokerto.”* This study explored various strategies used by teachers in teaching writing to ninth-grade students. The findings indicated that teachers employed several strategies, such as brainstorming, modeling, collaborative learning, and feedback, to help students understand the material and improve their writing skills. This study is relevant to the present research because both investigate instructional practices in teaching writing. However, the study discussed writing strategies in general, while the present study specifically focuses on the implementation of scaffolding strategies and the challenges faced

by teachers during their application in writing learning.

The fourth study was conducted by Sofiah (2025) entitled “*The Use of Scaffolding Strategy for Teaching Reading Comprehension and the Students’ Perceptions of 8th Grade in MTs Ma’arif NU 2 Cilongok, Banyumas.*” The study found that scaffolding strategies helped students understand reading materials through gradual support, such as guiding questions, teacher explanations, and instructional guidance throughout the learning process. In addition, students expressed positive perceptions of scaffolding because it increased their participation and confidence in learning. However, the study focused on reading comprehension and students’ perceptions and did not examine the implementation of scaffolding strategies in teaching writing skills.

The last study was conducted by Jansen and Ngema (2024) entitled “*Challenges Experienced by Teachers in Implementing the Creative Writing Curriculum.*” This study examined various challenges faced by teachers in writing learning. The findings revealed that teachers experienced difficulties in classroom management, time management, and providing guidance to all students during the writing process. This study is relevant to the present research because both discuss challenges encountered by teachers in writing learning. However, the study focused on the creative writing curriculum and did not specifically investigate the challenges of implementing scaffolding strategies in teaching writing skills.

Based on the previous studies, it can be concluded that scaffolding strategies play an important role in supporting writing learning and enhancing students’ writing development. Previous studies have also highlighted various

challenges faced by teachers during the teaching of writing. Nevertheless, studies that specifically analyze teachers' scaffolding practices in teaching writing skills and the challenges encountered during the implementation of scaffolding strategies remain limited. Therefore, the present study focuses on analyzing the implementation of scaffolding strategies and the challenges faced by teachers in teaching writing skills.