

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the nature of writing, the characteristic of the 2013 Curriculum of Junior High School, the characteristics of adolescent, the scaffolding techniques, the characteristics of the scaffolding techniques, previous study and conceptual framework.

2.1 Theoretical Description

2.1.1 The Nature of Writing

One of the most important skills of foreign language learners need to develop is writing. It is the last stage in learning language after listening, speaking, and reading. According to Jack Richard (2002:303), writing was the most difficult skills for second language learner to master of putting together string of grammatically correct sentences. The most students face some problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. Nevertheless, it is a demand that should be fulfilled by students even they have many obstacles.

In learning English, writing is a difficult skills because it requires grammatically accuracy, punctuation, capitalization, spelling, and vocabulary. Kane (2000:25) stated that writing in its broad sense that distinctly from simply put the words on paper has three steps: thinking, doing, and doing again, again, and again as often as time will allow and patience will endure.

According to Elbow (1973) in Brown (2001: 336), writing involved two-step process. The first process was displaying out of the averaging and the second process was putting of the averaging into the language and. Writing also represents what we think, because the writing process could reflect things that stay in the mind. Students who are unenthusiastic to write things down often find difficulties in starting looking for the reasons to write and produce the written sentences.

Harmer (2004) stated that writing encourages students to focus on accurate language use. It was because students consider the language use when the students need to engage their process of writing. This activity would provoke the development of the language because the students could resolve the problems of what writing puts in their minds. Moreover, according to Mayers (2005:2), writing is also an action a process of

discovering and organizing the idea, putting them on paper and reshaping and revising them. It was normally that writing could be used to express ideas or thoughts on a paper.

According to Nunan (2003: 88), the nature of writing could also be defined as both physical and mental activity to make expression and impression. It was categorized as the physical activity because a writer needs to be able to commit the words or ideas. As a mental part of the work, the activities of writing more focus on the act of finding the ideas, thinking how to express and arrange them into the clear statements and the paragraphs that make able a reader in understanding the ideas of the written work.

Writing skill has complex activity in producing a proficient writing. The complex activity consists of some steps in writing. To improve students' writing skill and the teaching learning process of writing, the students needed to do it well by increasing the input and the effectiveness of activities. As a result, the teachers are very important to consider in teaching of writing skill well based on the students' needs, the students' ability, and the students' capacity.

In conclusion, writing is a productive skill that must be learnt and mastered by the English learners that engage the process of thinking, drafting, and revising. Writing is an average of communication that enables the students to synthesize the knowledge that they have into an acceptable text that is appropriate with the English writing conventions, for example, using suitable content, format, structure of sentence, spelling, vocabulary, punctuation, and letter formation.

2.1.1.1 Stages in Writing Process

A writing process is a complicated process, because it needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process can be conducted in two stages there are exploring ideas and processing the ideas into readable of the texts. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focus on the product of the writing process and focus on the writing process by itself. Harmer also states that focusing on the writing process leads those who encourage a process approach in writing. However, in this activity the teachers should pay attention to the several of the stages of any piece of writing process.

Brown (2001:335) also stated that writing was the written products of the thinking, the drafting, and the revising that was an important need of the special skills on how in generating ideas, how in organizing them coherently, how in using discourse markers and rhetorical conventions coherently into a written text, how in revising text for clearer

averaging and how in editing text for appropriate grammar and how in producing a final products. In short, some stages of the text composition proposed by Brown added the act of physical and mental, such as how to generate ideas, how to organize them coherently.

The writing approaches, including a process approach, applied to get the objectives of study in writing skill; it was possible the students to understanding the materials and helping them in expressing their ideas grammatically and orderly in English. Furthermore, Richard and Renandya (2002:303) stated that the process of writing consists of the planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage was focus on the fluency of writing and is not preoccupied with the grammatical of the accuracy or the tidiness of the draft. Next, on the revising stage, the students re-wrote their text based on feedback given in a responding stage. The teachers engaged the students, on the editing stage, in tidying up their texts as they prepared the final draft for evaluation.

According to Rumisek and Zemach (2005), writing process had several steps to produce a product in good writing. In this process, there were sub-activities that could be done in producing the text. It was very important in making good sentences. The writer should go through of some steps to make sure that he or she follows the right development process of writing. Nation (2009:114) also stated that one way of focusing on different aspects of writing was to look at writing as a process. It was average that the writing process contains several sub processes, which imperatively united as an outline for students to begin and finish their writing.

Further, the writing process incorporated some stages structurally. According to Harmer (2004:4), the stages on the writing process were planning, drafting, revising, and final drafting. The writing process as a classroom activity that incorporated these four basic stages which as a recursive process. The average process was that it had a cycle, which integrates among stages. It could be seen as a process wheel in which it clearly showed the directions that the writers might take during their process in writing.



Figure 2.1. The wheel process of writing taken from Harmer (2004:4)

In Figure 2.1, Harmer compared writing to a “wheel.” Writers moved not only around the circumference of the wheel, but also across the spoke, which averages writers revisit a certain stage as well as move from a planning stage to final draft stage. In the classroom, planning presupposes that students obtain new writing ideas through brainstorming, group work or note-taking in order to avoid the well-known writer’s block. Drafting entailed choosing and sequencing the optimal ideas to be included in the piece of writing. Then, editing averaged putting everything together in a coherent and cogent manner whereas revising asks the learners to check their written work one more time for the sake of crossing out any possible in advertences. Although paying attention to writing as a process was a time-consuming activity, it was quite helpful when teachers require students to decide together on the stages of composition even before engaging in planning writing. Mention has to be made of the fact that, in reality, the stages of writing are never linear.

According to Bob Brannan (2010) writing process had some stages. The first was prewriting. In this step, the students could use some techniques such as free writing, clustering, brainstorming/listing, writing journal/blog entries, and considering audience. The second was organizing ideas. This step included the students to organize their ideas to move on the next steps and make an outline. The third was drafting. The students started to write the writing without focusing in the grammatical and only focus on how to transfer their idea into their writing. The fourth was revising. The students revised their written especially in grammatical. The fifth was editing. If the students found the mistakes in their written, they could edit it in editing step. The last was proofreading. The students should submit their writing after they check those steps before.

From those process, the researcher chose to apply the process of writing by Richard and Renandya (2002), those steps are planning, drafting, revising and editing. She expected the techniques could improve the students in writing skill.

2.1.1.2 The Purpose of Writing

According to Penny Ur (2009:163) the purpose of writing in principle was the expression of the ideas, the conveying of the message to the reader; so their ideas should arguably be seen as the most important aspect of writing. On the other hand, the writer also needed to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. It averaged that when the students do their writing, of course they have some purposes. They had to consider the purpose of their writing since that will influence, not only the

type of text they wish to produce, but including the language which they used, and the information that they chose.

This was because much higher standards of language are normally demanded in writing than in speech: more careful construction, more precise and varied vocabulary, more correctness of expressions in general. Also the slow and reflective nature of the process of writing in itself enabled the writer to devote time and attention to formal aspects during the process of production something it is difficult to demand in the course of the real time flow of speech. In addition, there were really only four common purposes in writing they were: to inform, to explain, to persuade, and to amuse others.

2.1.2 Characteristics of the 2013 Curriculum of Junior High School

Teaching writing in junior high schools had some relevant matters that needed to be highlighted. They were the regulation of ministry of national education in the form of content standard and the age range of junior high school students. Curriculum 2013 is the development of the curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006. Curriculum of 2013 required three assessments regarding to students' performance for a certain competence. They were the knowledge, skill, and attitude. The knowledge assessment assessing students from the aspects of the word choice, the grammar accuracy and the language function. The skill assessment required student to be able to write and explain procedure in a good grammar, diction, pronunciation, and fluency. The attitude assessment would be conducted through observation. It assessed students' honesty, communication, confidence, and discipline.

The structure of 2013 curriculum is organizing core competence, basic competence, learning materials, lessons, and learning difficulties. The core competence of 2013 curriculum consist of the core competence of spiritual attitude, the core competence of the social attitude, the core competence of knowledge, and the core competence of skill. While the basic competence of 2013 curriculum consist of the basic competence of spiritual attitude, the basic competence of social attitude, the basic competence of knowledge, and the basic competence of skill.

In the Junior High School, English subject consists of three components. First, the expression of the ability that concerns in the ability to understand and produce speech and written text also it is realized in four skills there are speaking, listening, reading and writing. Second, it consists of comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure,

descriptive, recount, narrative, and report. The last, it has the supporting competences i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

2.1.2.1 Teaching English to Adolescents

According to Brown (2007:8), teaching could be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand.

Teaching English to adolescent become important in recent years. In fact, many teachers now found themselves teaching in junior high school even though they have not tried to this level. There were many characteristics of the young language learner. The junior high school students are relatively adult side and childish side. According to Maier (2011), adolescence illustrates the teenager years between 13 and 19. In these ages, many crucial changes occur in young people life. They grows from the carefree childhood to the more intricate adult world. This is a time of physical, emotional, and moral development. First characteristic feature of adolescence is physical change. Teenagers experienced growth spurts, which related to the rapid skeletal enlargement, muscle and brain development, along with sexual and hormonal maturity.

Brown (2001:92) stated that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. These implied some characteristics of teens which needed to be considered. For teenagers, self-importance, self-image, and self-admiration are crucial for them. Moreover, teens are ultrasensitive to the other perceptions toward their physical and emotional changing. However, the students of junior high school are like an adult in their ability to involve in various communication contexts.

According to Cameron (2003: 106), at the beginning ages when the students find difficulties and get bored the teacher should not only motivated them. A good technique in teaching will help the students in understanding and doing their task. Conducting the scaffolding technique of their learning process will support them in achieving his/her learning goal and help them in solving a problem and complete a task.

According to Kelly Gallagher (2006) the strategies for teaching writing to adolescents in including teaching the reasons writing is important, meeting student needs in learning writing, modeling good writing by the teacher, using real-world models of writing, giving students choice, writing for authentic, real-world purposes, and assessing student writing.

2.1.2.2 Characteristics of Adolescence

Adolescence has some of the characteristics. According to Green (2015), the characteristic of adolescence could be described in some indicators as follows:

1. Adolescence has labile emotions. They can change their moods rapidly, changing between happiness and sadness, and also self-confidence and worry. Social interactions such as school pressure and conflict with their friends can gain their labile emotions.
2. Adolescence has personal identity. It is common for them to have unstable senses of their selves. They always try out new personal labels and make social interactions with various peer groups.
3. Adolescence has peer relationships. Relationships with peers take higher priority over relationships with the family
4. Adolescence has independence and testing boundaries. They often test their teachers' and parents' rules and boundaries. Even though they can have the benefits of testing boundaries, they still require rules and boundaries to avoid negative influences.
5. Adolescence has self-centered attitudes. Sometime it is difficult for them to look at circumstances from their surrounding people's perspectives.

2.1.2.3 Teaching Writing in Junior High School

Writing skill could be defined as the one of language skills, which are taught to the students. Writing skill also determines the students' communicative of the competence in English.

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ability to involve in various communication contexts. As the result, the teaching and learning writing for the grade VIII of junior high school students must be designed to help them develop their writing strategies so that they will able to improve their writing skill.

Brown (2000:346) mentioned some principles for designing writing techniques, such as: (1) incorporate practices of “good” writers; (2) balance the process and product; (3) account for cultural/literacy background; (4)) connect reading and writing; (5) provide as much authentic writing as possible; and (6) frame the techniques in terms of prewriting, drafting, and revising.

The decision was based on the core and basic competence of the Grade VII in the second semester. The teaching of writing must also focus on the psychological conditions of the students. The teacher has to teach them with the appropriate learning strategy and techniques. These will make the teaching of writing more effective.

Types of writing activities to perform writing must be base on the students’ level and their capacity. According to Brown (2001: 343), there are five major groups of classroom writing performance:

a. Imitative, or writing down

This activity is in the beginning level of learning to write. The students will simply to write down English letter, words, and the possibly of sentences in order to learn the conventions of the code of orthographic.

b. Intensive, or controlled

This intensive writing appears in controlled and the written grammar exercises. This kind of writing does not allow much creativity of the writer. A controlled of writing is to present in which students that have to change or modify a given structure throughout.

c. Self-writing

The most important of this category in classroom is note taking by the students. Diary and journal writing also falls into this category.

d. Display writing

For those language students, the short answer exercises, the essay examinations, and the research reports can involve an element of the display.

e. Real Writing

Some of the classroom writing has purpose at the genuine communication of messages the audience in need of those messages.

Based to the theories above, the teaching of writing skill should be well construct. Those kinds of writing activities that will be apply in teaching writing and base on the students' level and capacity. The writing practices that including writing paragraphs or the simple essays should be based on the standards of competence and the basic competencies. Those efforts above can improve the students' writing skill.

The more important thing that must be considered by teachers in teaching writing in the senior high school level is that the success of teaching writing to teenager students seems more likely determined by the learning styles and the purposes of teenagers. As the result, the teaching and learning writing for the junior high school students of seventh grade must be designed also to help them develop their writing strategies so that they will able to improve their writing skill.

In summary, the teaching of writing will focus on the psychological conditions of the students. Teachers have to teach them with the appropriate learning strategy and techniques. This will make the teaching of writing more effective.

2.1.3 Need Analysis

Need Analysis is required to gain the information of the students' necessity. According to Hutchinson and Waters (2003:53), needs in the phrase of need analysis, is ability to comprehend and / or produce the linguistic features of the target situation, for example the ability to understand the passive voice. Need analysis has two categories they are target needs and learning needs.

a. Target Needs

The target needs are something of an umbrella term that in practice hide a number of important distinction. The target needs consist of three terms (Hutchinson and Waters, 2003: 55). Hutchinson and Waters offer an important way to conduct need analysis.

1) Necessities

Necessity is the type of the need determined by the demands of the target situation, that is, what the learners has to know in order to function effectively in target situation.

2) Lacks

Besides knowing the learners' necessities, it is necessary to recognize what the learners have already known in order to function effectively in target situation.

3) Wants

After the writer identifies the learners' lack and necessities it important to support the target needs with the learners view of their need. The learners are given a chance to tell their wants about the subject.

b. Learning Needs

It considers how far the activity reflects target situation and how far the needs of the learning situation demand, the learners' need going to be analyzed. This term 'needs' is the continuation of the target situation analysis. Based on the Hutchinson and Waters (2003: 62), that in the target situation analysis can determine the destination, it could also act as a compass on the journey to give general direction, but the designer or the researcher must choose her route according to the vehicles and guides available(i.e. the condition of the learning situation), the existing roads within the learners' mind (i.e. their knowledge, skills and strategies) and the learners' motivation for travelling.

2.1.4 Scaffolding Technique

Technique is a procedure or skill for completing a specific task. In teaching, there were some techniques actions that teachers could use to achieve certain goals in the classroom. These were among others of teaching techniques such as Experience, Generalization, Reinforcement and Application (EGRA) technique; Present, Practice, and Produce (PPP) technique; Engage, Study, Activate (ESA) technique; clustering technique; mind mapping technique; Total Physical response(TPR) technique; and scaffolding technique. From those techniques, the researcher chose to apply the scaffolding technique as the authentic technique for the students grade VII, because by using this technique the students can independently will try to find out the information from the teacher and pass some phases in learning writing. Beside that the students will be motivated their learning process.

According to (Raymond, 2000, p.176), scaffolding instruction was an originate strategy of teaching from Lev Vygotsky's sociocultural theory and his concept of the Zone of Proximal Development (ZPD). The zone of proximal development was the distance between what the students could do by themselves and in the next of the learning, they can achieve with competent assistance. Raymond (2000) also stated that scaffolding instruction as the role of the teachers and others in supporting the learner's development and providing support structures to get to that next stage or level. A rich

experience was what learner needs to develop to a knowledgeable individuals and the impact of the surrounding environment and the scaffolds in it are important for learning. In the education, scaffolding referred to the variety the techniques of instructional that use to move the students progressively toward the stronger understanding and, the ultimately, the greater independence in their learning process. The term by itself offered the relevant descriptive metaphor: the teachers provided succeeding levels of the temporary support, which, helped the students to reach higher levels of the comprehension, and the skill acquisition that they would not be able to achieve without a help. According to Sawyer (2006), instructional scaffolding was a learning process that designed to encourage a deeper level of the learning. Scaffolding is the support during the learning process, which is appropriate to the needs of the student with the aim of helping the student achieve his/her learning goal.

Scaffolding is the essential element of effective teaching, and all teachers to a superior certainly use the various forms of instructional scaffolding in their teaching process. The scaffolding used to bridge in learning gaps. The difference between what the students have learned and what they were expected to know and be able to do at a certain point in their education. For example, if students are not at the writing level required to understand a text being taught in a course, the teacher capacity use instructional scaffolding to increasingly improve their reading ability until they can read the required text independently and without the teacher's help. The goals of scaffolding is to reduce the negative emotions and self-perceptions that the students possibly will practice when they get frustrated, intimidated, or discouraged when attempting a difficult task without a help, direction, or understanding what they need to complete it.

Vygotsky (1978) has proposed that the learner needs to be scaffold in order to acquire all the skills that would have been difficult to acquire independently. The Vygotskian theoretical perspective holds that learners and especially children can perform more challenging tasks when assisted, and that they can reach a high level of development (Zone of Proximal Development).

According to Vygotsky, there were two aspects of the learning development; the "actual development" and the "potential development" (Vygotsky, 1978, p. 86). The Zone of Proximal Development (ZPD) is the area between what the learners can achieve by themselves, and what they can attain with the help of more knowledgeable individuals. As a result, the meaningful learning is enhancing in the learner's ZPD, with the use of all the available scaffolds afforded by the surrounding environment.

2.1.4.1 Types of The Scaffolding Technique

According to Sylvia Read (2010), the scaffolding in writing has some steps, the steps are follow:

- a. Inquiry, in this step the researcher integrated reading and writing instruction also focus on a particular genre and engaged the students' features of that genre.
- b. Modeling, after the students could know the instruction well. Then, the researcher modeled how to write. She introduced some stages in writing processes.
- c. Shared, in the third phase the students could share what they are going to write. They engage in making decision about topic, the sentence of structure and organize the writing
- d. Collaborative, after reaching all stages in writing processes, the students will ask to have a collaborative in writing process. 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 their final writing.

Hogan and Pressley, (1997) also suggested that instructors practice scaffold topics and strategies they know well. In other words, it was begun by providing scaffold instruction in small steps with content of they are most comfortable teaching.

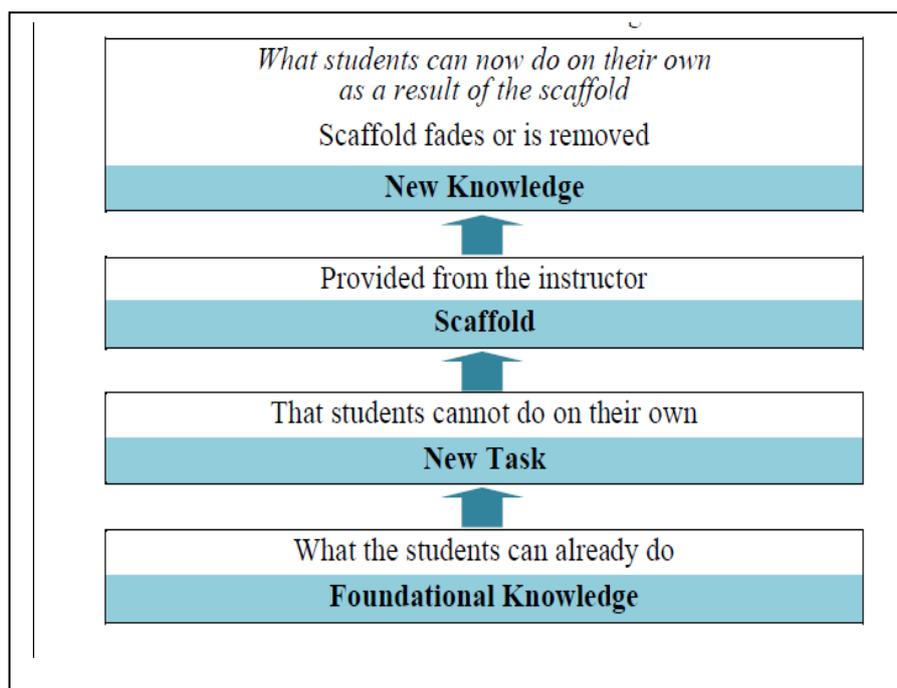


Figure 2.2 Models of Scaffolding Adapted from Hogan and Pressley (1997).

Alibali (2006) suggested that as students' progress through a task, faculty could use a variety of scaffolds to accommodate students' different levels of knowledge. More content that was complex might require a number of scaffolds given at different times to help students master the content.

Table 2.1 scaffolds and ways in an instructional setting from Alibali (2006)

Scaffold	Ways to use Scaffolds in an Instructional Setting
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.
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.
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.
Examples	Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.
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.
Handouts	Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking.
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."
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. 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."
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.

Based on those steps in scaffolding techniques. The researcher chose to apply the steps of the scaffolding technique in teaching writing by Silvia Read. Those steps are inquiry, modeling, shared, collaborative and independent.

2.1.4.2 The Characteristics of Scaffolding

Jamie McKenzie (2000) suggests that there are eight characteristics of scaffolding instruction. In order to engage in scaffolding effectively, teachers. Those characteristics are: (1) providing clear direction; (2) clarifying purpose; (3) keeping students on task; (4) offering assessment to clarify expectations; (5) pointing students to worthy sources; (6) reducing uncertainty, surprise and disappointment; (7) delivering efficiency; (8) and creating momentum.

- a. Providing clear direction and reduces students' confusion averages a teacher must try to anticipate any problems that might arise and write step-by-step instructions for how learners must complete tasks.
- b. Clarifying purpose averages scaffolding helps students understand why they are doing the work. The teacher explains the purpose of the lesson and why this is important. This type of guided instruction allows learners to understand how they are building on prior knowledge.
- c. Keeping students on task averages students are aware of the direction in which the lesson is heading, and they can make choices about how to proceed with the learning process.
- d. Clarifying expectations and incorporates assessment and feedback averages teachers who create scaffold lessons set forth clear expectations from the beginning of the activity since examples of exemplary work, rubrics, and standards of excellence are shown to the students.
- e. Pointing students to worthy sources averages teachers provide sources for research and learning to reduce confusion, frustration, and time. The students may then decide which of these sources to use.
- f. Reducing uncertainty, surprise, and disappointment averages Teachers test their lessons to determine possible problem areas and then refine or implement the lesson to eliminate difficulties or problems so that learning potential is maximize.
- g. Delivering efficiency averages the little time is waste in the scaffold lesson, and all learning goals are achieved efficiently.
- h. Creating momentum averages the goal of scaffolding is to inspire learners to want to learn more and increase their knowledge and understanding.

2.1.4.3 The Importance of Scaffolding

One of the main benefits of scaffold instruction is that it provides for a supportive learning environment. In a scaffold learning environment, students are free to ask questions, provide feedback and support their peers in learning new material. When the researcher incorporates scaffolding in the classroom, he or she becomes more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take ownership of the learning event.

According to Van Lier (2004) scaffolding technique has six important features as follows; (1) Continuity: averages repeated occurrence over time with variations connected to one another; (2) Contextual support averages a safe but challenging environment, errors are expected as part of the learning process; (3) Inter subjectivity averages mutual engagement and support, two minds thinking as one; (4) Flow averages communication between participants is not forced but flows in a natural way; (5) Contingency averages the scaffolding support depend on learners' reactions, elements can be added, changed, deleted, repeated, etc. (6) Handover/Takeover averages there is an increasing role for the learners when the skills and confidence increase.

Larkin (2002) also stated Scaffolding is one of the principles of effective instruction that enables teachers to accommodate individual student needs.” The need to implement a scaffold will occur when the researcher realize a student is not progressing on some aspect of a task or unable to understand a particular concept. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class.

2.1.4.4 The Use of Scaffolding Technique to Teach Writing

In teaching writing, the researcher choose the scaffolding technique as a way to create students interest and help them in writing. In this technique there are many way to acquire maximal achievement. The following points can be used as guidelines when implementing instructional scaffolding (adapted from Hogan and Pressley, 1997).

- a. Select suitable tasks that match curriculum goals, course learning objectives and students' needs.
- b. Allow students to help create instructional goals (this can increase students' motivation and their commitment to learning).

- c. Consider students' backgrounds and prior knowledge to assess their progress material that is too easy will quickly bore students and reduce motivation. On the other hand, material that is too difficult can turn off students' interest levels).
- d. Use a variety of supports as students progress through a task (e.g., prompts, questions, hints, stories, models, visual scaffolding including pointing, representational gestures, diagrams, and other methods of highlighting visual information. (Alibali, M, 2006).
- e. Provide encouragement and praise as well as ask questions and have students explain their progress to help them stay focused on the goal.
- f. Monitor student progress through feedback in addition to instructor feedback, have students summarize what they have accomplished so they are aware of their progress and what they have yet to complete.
- g. Create a welcoming, safe, and supportive learning environment that encourages students to take risks and try alternatives (everyone should feel comfortable expressing their thoughts without fear of negative responses).
- h. Help students become less dependent on instructional supports as they work on tasks and encourage them to practice the task in different contexts.

2.1.4.5 The Advantages of Using Scaffolding Technique

Scaffolding Technique has some advantages. According to Hogan and Pressley (1997), the goal of scaffolding are challenges students through deep learning and discovery, engages students in averaging, motivates learners to become better students, provides individualized instruction, provides a welcoming and caring learning environment. According to Hyland (2003), the advantage of scaffolding technique is increasing the effectiveness in teaching writing composition.

The benefits are related to the scaffolding benefits that was stated by Illinois University, Faculty Development and Instructional Design Center (2014.). The first benefit that was challenging students through deep learning and discovery. The second benefit was engaging students in dynamic discussions in the small and the large class. The last benefit was motivating learners to become better students.

a. Challenging Students through Deep Learning and Discovery

With the guidance or tools to help students to learn, students had more exposures to the material given. They pay more attention and they can discover things relate to the material so that they get better understanding. In relation with the findings on this research, the deep learning that the students is the more exposures to write

descriptive texts. The students write the descriptive text three times. They also expose to the use of adjectives and then they check the use of verbs. From this activity, hopefully they became aware on the use of adjectives.

b. Engaging Students into a Dynamic Discussions in Small and Large Class.

The next benefit is engaging students into a dynamic discussions in the small and the large class. By using the type of scaffolding, by using guidance for students, students could have a dynamic discussion because they could get feedback for their learning process. In the research findings, each of the students got feedback from the students in the form of checking the incorrect adjectives and writing the explanation in the form of a descriptive text. The feedback not only discuss the generally in the class, but each of student has the further explanation of their writings. The students' scaffolding in the form of descriptive text make the feedback become in a discussion. Even though it is not a direct discussion, the students get the feedback that focused on their own writings. As a result, the students still get a dynamic discussion and the students understand about the using of adjectives tin descriptive text. Using scaffolding in the descriptive text will give the students opportunity to have individual feedback.

c. Motivating Learners to Become Better Students

The last benefit is motivating learners to become better students. Scaffolding also make students motivate in learning because the scaffold could give motivation for the students to learn. Besides, the students could get individual feedback so that they really know their mistakes. From the questionnaire, students agreed that scaffolding motivate them to learn English. It is because they could know their mistakes and know why it is wrong so that they would avoid making the same mistakes again. Therefore, the feedback of the students' work will motivate them.

2.1.5 Assessing Students' Writing Competence

In the teaching of writing, an evaluationis very important to measure or to know the students' ability in writing. The effectiveness in the learning process of writing skill can be measured through an evaluation activity.

To assess the students' writing skill, the researcher will be used the rubric or composition to score of the students' writing skill by Jacobs *et al* in Weigle (2002: 116) bellow:

Table 2.2 Composition for Scoring Writing from Jacobs *et al* in Weigle (2002: 116).

SCORE	LEVEL	CRITERIA
CONTENT	27 – 30	Excellent to very good: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	22 – 26	Good to average: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17 – 21	Fair to poor: limited knowledge of subject, little substance, inadequate development of ideas
	13 – 16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	18 – 20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	14 – 17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10 – 13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
VOCABULARY	18 – 20	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14 – 17	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but averageing not obscured
	10 – 13	Fair to poor: limited range, frequent errors of word/idiom, choice, usage, averageing confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of English Vocabulary
LANGUAGE USE	22 – 25	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	18 – 21	Good to average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but averageing seldom obscured
	11 – 17	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, runons, deletions, averageing confused or obscured.
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	Excellent to very good: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but averageing obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, averageing confused or Obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

From the scoring rubric above, we can know that the range of each level is not in the same range. According to Haswell (2007) the scoring rubric in Jacobs *et al* in Weigle (2002: 116), encourages an evaluation of student ability that is complex, perhaps recording a high accomplishment in content, but low in mechanics a complexity that appropriate writers who often show uneven writing skills in a second language. Brown (2001: 357) stated that the categories for evaluating writing are: a) content; it includes of thesis statement, the related of ideas, the development of ideas, and the development of ideas through personal experience, the illustration, the facts, and the opinions. b) organization; it includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length. c) discourse; it includes the topic sentences, the paragraph unity, the transitions, the discourse markers, the cohesion, the rhetorical conventions, the reference, the fluency, the economy, the variation, the syntax, the vocabulary, d) Mechanics; it includes spelling, punctuation, and citation of references, neatness and appearance.

To assess the improving students' writing skill by scaffolding technique, the researcher refers to the writing scoring rubric above. It is because the composition covers the five aspects or categories (content, organization, vocabulary, language use and mechanics) of writing and provides a clear scoring rubric to assess each writing aspect. In addition, the level for each category is different because each category has certain points with certain ranges. In assessing the students writing, the researcher considers each point for each aspect or category of the students' writing by indicating to the criteria column of the scoring rubric above. The final score of the students' writing process is the sum of those aspects points for writing.

2.2 Previous Studies

In this section the researcher delivered some relevant previous studies. The researcher were used some of previous study to support this research and get clear references related to the conducted research.

First, the research that was conducted by Rahmawati, entitled "The Use of Scaffolding Talk Technique to Improve Students' Speaking Skill". She was the Seventh Grade Students of MTs Negeri Andong in the Academic Year of 2013/2014. Based on this research findings, she concluded that scaffolding talk technique was effective to improve the students' speaking skill, that averages the researcher intervention by giving scaffolding talk technique to the students really improved their competence in speaking skill.

Second, the research that was conducted by Purwanti, entitled “The Use of Scaffolding Instruction in The Teaching of Writing At SMP Negeri 17 Malang” This study was conducted to describe the scaffolding instruction in the teaching of writing. It aims: (1) to describe the activities done through scaffolding when the teacher teaches writing, (2) to know the teachers and students' responses towards the scaffolding instruction in the teaching of writing, and (3) to describe the use of scaffolding instruction in the teaching of writing. This study used a descriptive design because it describes the implementation of scaffolding instruction in the teaching of writing at SMP Negeri 17 Malang, the teachers' and the students' responses toward scaffolding instruction, as well as the use of scaffolding instruction in the teaching of writing.

Third, the research that was conducted by Evayanti, entitled “Improving Reading Comprehension Through Scaffolding Reading Experience (SRE) Strategy of The Seventh Grades Sudents of SMPN 1 Kuta Utara In Academic Year 2013/2014”. She concluded that using scaffolding technique in reading experience is effective. In her research, there was a positive response of using scaffolding techniques applied in improving the subjects' reading comprehension.

Fourth, the research that was conducted by Prabandari, entitled “A Study on Teaching Writing of Descriptive Text Byusing Scaffolding to the Tenth Grade Students at SMAN1 Ngadiluwih In Academic Year 2014/2015”.She concluded that, the students' response in teaching writing of descriptive text by using scaffolding is good and make the students enjoy. Besides that help students to understand the material through their own motivation and facilitate the students in making of descriptive text.

The several of previous studies above showed that teaching English by using Scaffolding technique conducted by those researchers are effective ways to improve the students' skills in learning English. In this research, the researcher would conduct a research of teaching writing by using scaffolding technique model by Silvia Read in teaching writing at SMP BOPKRI Godean. It wouldmake the students more independent, more responsible, creative, discipline, understand the averaging of honesty and understand the averaging of teamwork. It also would create supportive learning environment for the students. Besides that by using this technique, the students could independently try to find out the information from the teacher and pass some phases in learning writing. Hopefully this technique would improve and get the students' interest in writing skill.

2.3 Conceptual Framework

This research would be conducted to find out the significant effect in writing descriptive text by using scaffolding technique for the seventh grade's student of Junior High School. Based on the theories above could be concluded that the scaffolding technique in teaching able in facilitating and gaining the students in finishing their writing assignment.

In this research, the researcher conducted a scaffolding technique of teaching writing descriptive text in three cycles. The researcher also would like to use scaffolding model by Silvy Read. There are five steps in scaffolding technique. They are inquiry, modeling, shared, collaborative and independent. In inquiry step, the researcher asked the students to find out the information about Indonesian heroes or International figures shown by researcher. The picture would be described by the students. Then she would give a list of adjective words as a clue and gives a model to the students, how to write an appropriate writing and make a point that they should pass some steps in writing. After understanding the teacher's explanation and knowing what they were going to do, the students share their works to the teacher then make outline and a rough draft of the outline.

Having reached all stages as mentioned above, they would be asked to write the description related to the shown picture collaboratively. They would also be asked to analyze each of their pair works. After the students have finished their writing independently, finally the students were asked by the researcher to revise their writing and their final writing that would be as post-test.

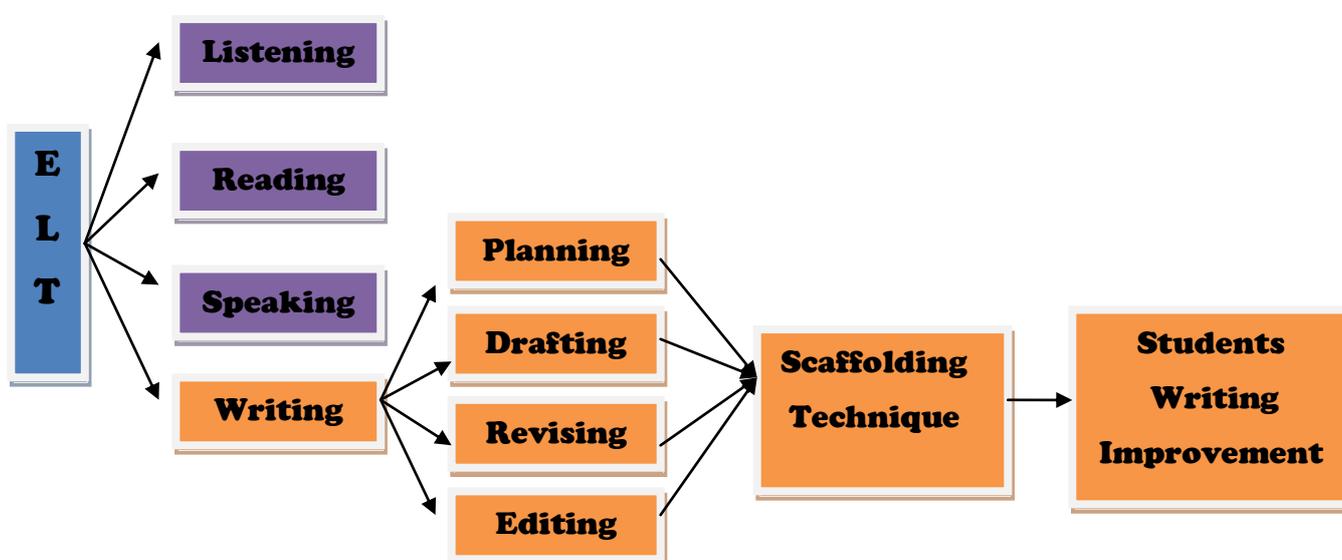


Figure 2.3 Research Paradigm