CHAPTER II

THEORETICAL FRAMEWORK

A. General Concept of Writing

1. The Definition of Writing

Tarigan (1994: 3)[1] explains the definition of writing as a skill of language. He said that writing is one of the language skills which is used to communicate indirectly, without having face to face with other people.

According to Nunan (2003, p.88)[2] defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and mental act.

Writing is an ability that requires a process inside. writing is not a natural gift that is born by itself. A majority student find it difficult to write English texts and assume that they have no talent in the matter, so there are many cases where students are asked to write something in English, which

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[1]Faisal & Krisna Suwandita, The Effectiveness of FRESH Technique to Teach Descriptive Paragraph. *Journal of Education and Learning.*Vol.7 (4) pp. 239-248, 2013.
[2]D. Nunan, Designing task for communicative classroom, (*Cambridge: Cambridge University Press, 1998).*

happens instead they just sit still for a long time with blank paper. "A realistic attitude about writing must build on the idea that *writing is a skill.* It is a skill like driving, typing, or cooking, and like any skill, it can be learned."[3]

Based on all of the definitions above, we can conclude that writing is a process that involves the brain as a tool for thinking ideas through written form, where the idea should be developed into a good paragraph with good content. the mechanics of the writing process are based on organizing, vocabulary, and language usage.

2. Kinds of Writing

There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions are all quite different. But they're all *writing*. They all have the basic aim of getting ideas from one brain into another.[4]

Whatever type of writing we make, whether those are essays, business materials, fictional essays, articles, letters, or journals, they are actually summarized in four main types of writing, including Narrative, expository, persuasive, and descriptive.

Each of the four genres of writing has a different purpose, and they all require different types of writing skills

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[3] John Langan, *Exploring writing: Sentences and Paragraphs,* (New York: The McGraw-Hill Companies, 2010), p.10

[4] Kate Grenville, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p.vii

called discourse modes or rhetorical modes. Higher education institutions teach nine traditional rhetoric modes, but most of the pieces required to be written will have one of these four main goals.[5]

1) Narrative

According to Jordan,
Narrative is an account or description of events in the past which entails following a time sequence or chronological order (i.e. earliest first). Verb forms commonly used are the simple past active (e.g. it organized), simple past passive (e.g. it was created), and past perfect active (e .g. it had developed).[6]

Writing a narrative text aims to write a story that is usually shaped fiction, as in a novel, short story or fable, and there is dialogue in it.

2) Expository

Expository text are sets forth, facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions.[7]

Expository text is the opposite of narrative text, if text narrative presents , the expository text

[5] "Types of Writing", 2017, https://www.grammarly.com/blog/types-of-writing/

[6] R.R Jordan, *Academic Writing Course: Study Skill in English*, (Cambridge: Cambridge University Press, 1997), p.27

[7] "Types of Writing", 2017, https://www.grammarly.com/blog/types-of-writing/

provides facts in an educative and directed way. The purpose of this text is to educate the reader with the reality that occurs which is poured into a writing.

3) Procedure

"Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps."[8]. Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title if the title is started with 'how to make…' or 'how to use…' it can be certainly that the text is procedure text.

4) Descriptive

According to Ann Hogue, that description are "word pictures". You tell how something looks, feels, smells, tastes, and sounds.[9] Descriptive text is a text which says what a person or a thing is like. Its

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[8]"The English Camp" http://theenglishcamp.blogspot.co.id/2013/10/procedure-text.html

[9]Ann Hogue, *First Steps in Academic Writing First Edition*, (Pearson Education: Longman, 2008), p.95.

purpose is to describe and reveal a particular person, place or thing.

Based on the explanation above the writer will focus the study in teaching descriptive text and the contribution of it to help them understand to write descriptive text well. The reason of the writer in using descriptive text in the research because the descriptive text has been taught in junior high school and can be practice in daily activity. For example in describing the objects around us, such as at home, school and etc. Besides, the structure of the sentences in descriptive text also uses simple present tense that allows students to learn.

3. **The Stage of Writing Process**

Writing is a process not a product. Here are some steps in writing process: prewriting, drafting, revising, and editing.

a. Prewriting

Prewriting is the term given to all of the activities that prepare use to write a first draft.

b. Drafting

First draft is made to be thrown out or at least burred beneath revision, but they are important part of the writing process. Draft serve two proposes;

1) They allows as to put all of our material on paper, and they to see it all at once.

2) By putting all of our material before us, they unable us to evaluate

c. Revising

To revise is to revision, to see again when our ideas have been stopped into a draft, warts, and all they are before us and we can concentrate on the effectiveness with which we present our writing.

d. Editing

It is a both demanding and rewarding to think through a subject and to work out strategies that will present it most effectively a reader. Prewriting, drafting, revising, editing are each essential to successful writing.

4. The Purpose of Writing

There must be any purposes in writing. It is impossible if people write with no purpose, although people just write a simple writing. In strategiesfor Successful Writing book, James and Andrew state that there are some purposes of writing. They are: [10]

a) To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

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[10]James A. Reinking & Andrew W. Hart, *Strategies for Successful Writing*, (New Jersey: Prentice-Hall,1986), p.4.

b) To Persuade

People sometimes write to make someone do or believe something by giving some reason. It is to persuade someone through their writing.

c) To Express

People writes almost everything includes their self-expression. Writing also provides opportunity to show their personality.

d) To Entertain

Writing is also able to entertain. Buy reading the funny story writing, people may laugh and it can really entertain someone with this purpose.

5. Teaching writing

Landenberg in Brown (2001, p. 334) says that "writing is similar to swimming which means that somebody is able to swim if someone else teaches him how to do so well and appropriately". Students should have a good concept in their mind also having knowledge in grammar usage. Grammar usage is very important in writing because grammar will show how good you are as a writer.

According to Harmer[11], the teacher has a number of crusial tasks to perform in helping students before, during and after writing. They are;

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[11]Jeremy Harmer, *How to Teach Writing* (London: Pearson Education Limited, UK Longman 2004) p. 41-42

a. Demonstrating

b. Motivating and Provoking

c. Supporting

d. Responding

e. Evaluating

6. Assesing Writing

Assessment is closely related in the learning process. Assessment also as a means to reflect and evaluate errors that occur during the learning process, because not necessarily a mistake occurs because of students but there is also the possibility of error occurs from a teacher. that is why the need for an assessment, one of the skills assessed is the writing activity of the students who have several criteria that must be assessed.

To assess the writing skill, one of the best known and most widely used analytic scales, that was created by Jacobs. In the Jacobs scale, scripts are rated on five aspect of writing. They are; content, organization, vocabulary, language used and mechanics.[12]

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[12] Sara Cushing Weigle, *Assessing Writing,* (Cambridge: Cambridge University Press, 2002), p.116

Table 2.1
Writing Assessment

No	Level	Score	Criteria
1.	Content	30-27	**Excellent to very good**: knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	**Good to average**: some knowledge of subkect, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	**Fair to poor**: limited knowledge of subject, little subject, inadequate development topic.
		16-13	**Very poor**: does not show knowledge of subject, non-substantive, or not enough to evaluate.
2.	Organization	20-18	**Excellent to very good**: Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive
		17-14	**Good to average**: Somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	**Fair to fair**: non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		9-7	**Very poor**: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate
3.	Vocabulary	20-18	**Excellent to very good**: sophisticated range, effective word/idom choice and usage, word form mastery, appropriate register.

		17-14	**Good to average**: adequate range, occasional errors of word/idiom form, choice, usage but meaning most obscured.
		13-10	**Fair to fair**: limited range, frequent errors of word/idioms for choice, usage, meaning confused or obscured.
		9-7	**Very poor**: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Language Use	25-22	**Excellent to very good**: effective complex construction, few errors of agreement, tense, number, word order/ function, articales, pronoun, preseptions.
		21-18	**Good to average**: effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order fuction, articles, pronouns, preseptions but meaning seldom obscured.
		17-11	**Fair to fair**: major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word./order fuction, articles, pronouns, preseptions or fragments, ruons, deletions, meaning confused or obscured.
		10-5	**Very poor**: virtually no mastery of sentence contruction rules, dominated by errors, does not communication, or not enough to evaluate.
5.	Mechanic	5	**Excellent to very good**: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	**Good to average:** occasional errors of spelling, punctuation, capitalization,

| | | 3 | **Fair to fair:**
frequent errors of spealling, punctuation, capitalization, paragraphing, poor handwriting, meaning 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. |

The first row at top reads: paragraphing but meaning not obscured.

B. Scaffolding Technique

1. The Definition of Scaffolding Technique

The notion of scaffolding is based on Vygotskian (1978) Theory that demonstrates about how guidance support developmental learning through the Zone of Proximal Development (ZPD). But, the original idea of scaffolding came from the work of Burner (1966) who defines scaffolding as a process of 'setting up' a situation to make the child's entry easy and successful and then gradually pulling back and handling the role to the child as he becomes skilled enough to manage it.[13] But what scaffolding is? Scaffolding is an approach to course and assignment design that involves breaking the learning objectives into manageable steps, and providing instructor support throughout the learning process.

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[13]Aida Walqui, *Scaffolding instruction for English language learners: A conceptual framework*, (Vol. 9, No. 2, 2006), p. 163.

Wood (1976) in Rezaei and Shokrpour (2011) outline the functions of scaffolding as follows:

1) Recruiting interest in the task

2) Simplifying the task

3) Maintaining pursuit of the goal

4) Making critical features and discrepancies between what has been produced and the idea solution

5) Controlling frustration during problem solving

6) Demonstrating an idealized version of the act to be performed.

In the classroom, scaffolding is a process by which a teacher provided students with a temporary framework for learning. When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. As students gather knowledge and increase their skills on their own writing, fundamentals of the framework are dismantled. At the completion of the lesson, scaffolding is removed altogether and students to longer need it.

Walqui, (2006) maintained that scaffolding can be thought of as three related pedagogical scales:

1) Providing a support structure to the students to enable certain activities and skills to develop.

2) Carrying out particular activities in class

3) Providing assistance in moment-to-moment interaction.

Scaffolding is an instructional where by the teacher models the desiredlearning strategy or task and then gradually shifted responsibility to the students. This type of interaction is consistent with Vygotsky's belief that learning is a social process and not an individual one, it occurs when students interact with their teacher and with one another in classroom.[14]

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

2. **Stage of Scaffolding Technique**

According to Vygotsky (1993) in Veerappan*et al* (2011), there are four stages in conducting Scaffolding Technique. They are:

1. ZPD stage 1- Literal level

   In stage 1 of the ZPD or Scaffolding, there is frequent teacher and student interaction because the teacher needs to provide the student with the literal fact, details, key, names, and dates related to concepts or ideas being taught.

2. ZPD stage 2- Interpretive or comprehension

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[14]Vygotsky, L. S, *Mind in Society: The Development of Higher Psychological Processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.) Cambridge, MA: Harvard University Press, (1978).

In stage 2, students work together in small group, and the teacher provides them with activities that encourage interpretation through metacognition and guide practice.

3. ZPD stage 3 & 4- Applied level of comprehension
In stage 3 and 4, the students continue to work together and independently while applying the information that they have learned to new ideas and concepts.[15]

3. The Advantage & Disadvantage of Scaffolding Technique

Lev Vygotsky stated that scaffolding makes the learning more tractable for students by changing complex and difficult task in ways that make these tasks accessible, and manageable within student's zone of proximal development.

According to Bodrova, scaffolding can help learners reach the potencial levels of writing performance. Angela Lui, try to show some advantages and disadvantages in using scaffolding technique;[16]

a. The Advantages of Scaffolding Technique :
1) Challenging but reasonable tasks that stimulate thinking and motivate efforts to learn.

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[15]Bodrova, E. & Leong., D. J, Scaffolding emergent writing in the zone of proximal development. Literacy teaching and learning. Vol 3 (2), 1998.
[16] Angela Lui, Teaching in the Zone, Children's progress, 2012, p. 5

2) Meaningful instruction and feedback that helps the learners drive further development at an appropriate pace.

3) A learning environment where they are valued as individuals, a collaborative group, and a class.

4) Simplify the task & reduce the frustration and risk to make it more manageable and achievable for students.

5) A learning environment where the students creativity and thought processes are acknowledged and accepted.

b. The Disadvantage of Scaffolding Technique :

1) When used correctly, it is extremely time consuming. The teacher might not have adequate time to complete your entire scaffolding lesson.

2) The teacher must also give up some control in order to let the students or learners move at their own instructional pace and let them to make errors.

3) On certain occasions, the teacher may be forced to cut short the time allocated for each student in order to accommodate all learners.

4) This can result in frustration, and the students' urge to learn can slowly fade.

5) Sometimes, seriousness is lacking and may cause of conflicts.

4. The Application of Scaffolding Technique in Writing

Unlike more traditional approaches in which a writing plan is something learners are asked to construct before they begin on their own independent piece of writing, in scaffolding technique, the writing plan is introduced into the teaching sequence at the point of 'reconstructed writing'. It can then be used as a tool to assist with Text Patterning and independent composition.

Oliver holds that teachers can scaffold writing skill by using some tasks, these tasks are explained in the following:

1) Outlining and writing frame tasks: Tasks that provide skeleton outlines, perhaps with sentence prompts, key vocabulary or prearranged paragraphs, to give writers a structure to write in.

2) Re-writing tasks: Exercises that require rewriting in some way, perhaps re-arranging in an appropriate order or changing the tone'

3) Genre scaffolding tasks: Models or samples to discover and then imitate language features which are commonly used in a particular genre, such as description or explanation.

4) Rhetorical model tasks: Models to compare how texts perform rhetorical moves such as making an argument by giving examples or presenting personal opinions.

5) Joint construction tasks: Tasks through which a group of learners construct a text together.

Another researcher, Sylvia Read in her research, she has some steps to applying scaffolding technique in writing. The steps are as follow:[17]

1) Inquiry, in this phase the researcher integrated reading and writing instruction.

2) Modeling, after the students could know the instruction well. Then, the researcher modeled how to write the text. Introduced some stages in writing processes.

3) Shared, in the third phase the students could share what they are going to write. They are engage in making decisions about topic, sentence structure and organize the writing.

4) Collaborative, after reaching all stages in writing processes, the students are asked to have a collaborative writing. Two or more students work together to produce writing.

5) Independent, it is the last phase. After reaching all of the phases, the students have to write a final writing.

C. Descriptive Text

1. The Definition of Descriptive Text

Descriptive writing which is sometimes called as "showing writing" is writing that describes a particular person, place, or event. Descriptive writing uses a lot of

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[17] Read, S, A Model for Scaffolding Writing Instruction: IMSCI, *The Reading Techer,* 47

flowery adjectives and adverbs to describe what is going on or how something appears with a clear description.

Description is one of the four writing styles and others are narration, exposition, and argumentation. Those four writing styles are that the writers used to transform their ideas into textual form that involved textual representation. It causes all writing is the process of representation of something both reality and imagination.

Descriptive text is used to describe a particular person, place, or things. A good descriptive text will make the readers understand about particular things that described in text (Detapratiwi, 2013, p. 2). Additionally, Pardiyono in Sumarsih and Sanjaya (2013, p. 108) state that description paragraph is a type of written text paragraph, in which it has the specific function to describe about an object (living or non-living things) and it has the aim that it is giving description of the object to the reader clearly. It can be concluded that descriptive text is a text which consist of the description of a particular person, place, or event in a great deal. Descriptive writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience.

2. Kinds of Descriptive Text

Descriptive text is describing something such as a thing, person, and place. There are three types or kinds as follows;

1) Description of a Thing or an Object

To describe the physical characteristics of an object is, and the illustration of the object or thing such as its size, shape and color.

2) Description of a person

Tell everything about that person, specific information about an individual and their physical

3) Description of a place

Show the actual place by describe the characteristics of the place

3. The Generic Structure of Descriptive Text

As a specific genre, descriptive text has generic structure which should be understood well by students. Tony Rogers divides the generic structure into introduction and description. They point out that introduction is the part of paraghraph that introduces the characters of the objects, while the description is another part of paraghraph that describes the characters of the objects. Some features in descriptive text are simple present tense and adjective phrase. The simple present tense is used because it tells about a fact. Describing a person can be called as a fact. Then, because descriptive text function is to describe something, so the writer should know about the adjective phrase well in order to describe something clearly. Here were the example of descriptive text;

Table 2.2
Generic Structure of Descriptive Text

My favourite singer is Zayn Malik. I love him because he has a good voice.	identification
He is handsome, tall, and has round eyes and the color is brown. He has fair skin. Moreover, he is kind to all his fans.	description

4. Grammatical Features of Descriptive text

Grammatical features there must be consist of :

1) Using Simple Present Tense: when describing things from a technical or factual point of view the present tense is predominantly used, Although present tense may be used in literary descriptions, it is past tense that tends to dominate.

2) Using Relational verbs: "is, are, has, have" are used when classifying and describing appearance/qualities and parts/functions of phenomena.

3) Using Adjective: to add extra information to nouns and may be technical, everyday, or literary, depending on the text.

4) Using Action Verb: when describing behaviours/ uses.[18]

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[18] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: A UNSW Press book, 2005) p.99

From the explanation of the theories proposed by the experts in the Theoretical Framework, it can be determined that the associated variables are as follows;

1) Independent variable   : The effectiveness of using Scaffolding Technique
2) The dependent variable : The skill of writing on descriptive text.

D. Hypothesis of the Research

David Nunan states that "hypothesis is a formal statement about an expected relationship between two or more variables which can be stated through an experiment".[19] A hypothesis is formulated to show the influence of two variable relationship. The research proposes the alternative hypothesis (H_a) and the null hypothesis (H_0)

The hypothesis of the research stated as follows:

1. The Alternative Hypothesis (H_a): there is an effectiveness of using scaffolding technique in teaching writing of descriptive text.
2. The Null Hypothesis (H_0): there is no an effectiveness of using scaffolding technique in teaching writing of descriptive text.

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[19]David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), 230.