

CHAPTER II

THEORETICAL REVIEW

A. Writing Skill

1. Definition of writing skill

Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book “Writing Well” that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R. Comley (1985) said that writing is a way of thinking as well as means of communication. Fred D. White (1986) also said that writing is more than public communication; it is a way of thinking.⁴

Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is in many ways an individual, solitary activity.⁵

⁴ Fred D. White, *The Writer's Art*, (California: Wadsworth publishing company, 1986) P.7

⁵ Jo Mc Donough and Christopher Shaw, *Materials and Methods in ELT*, (Cambridge: Blackwell Publisher, 1993) p.164

Similarly, Trisha Phelps-Gunn and Diana Phelps-Terasaki (1982) said that writing is a useful, effective, enjoyable, and above all necessary component of modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter.⁶ They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities. To Myklebust (1960), writing is composed of successful development in three other languages mode, deriving its focus from aural, oral and visual receptive components.

From the opinion above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication.

2. The characteristic of good writing

A good writing is a product of careful thinking. There are several characteristic of a good writing. According to Fred D.

⁶ Trisha Phelps-Gunn and Diana Phelps-Terasaki, *Written Language Instruction*, (London: an Aspen Publication, 1982) p. 1

White (1986) there are for characteristics of a good writing, they are:

- a. The appeal to a target audience. It means that a writer should know that his or her writing is wanted to read by many readers and its appropriates with the reader' desire.
- b. A coherent structure. It means that writing have organizational scheme or outline.
- c. A smooth, detailed development. It means that writer should build his idea like discussing the idea in detail.

An appropriate, well – articulated style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.⁷

According to Pardiyo, M.Pd (2007) on his book *"Teaching Genre- Based Writing"* said that to produce effective written text, a writer should:

- a. Have the knowledge of content and the nature of text. It includes the purpose of writing, the genre of writing,

⁷ Fred D. White, *The Writer's Art* p.7-9

rhetorical structure, grammar, and textual devices (cohesion and coherent).

Cohesion: related to the use of appropriate grammatical patterns; substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs, and references.

Coherent: related to the topic flow or flow of thoughts through the use of transition signals to establish interrelation among the sentences and paragraphs.⁸

- b. Have the knowledge of basic sentence patterns.
- c. Have the knowledge about textual devices. It includes:
Linguistic realization. It means the sentence is grammatically correct and realized by cohesive devices. *Topic flow*. It means the sentence is realized by coherent devices.
- d. Identify the role of written text. In the side of writer, written text has *function*. In the other hand, in the side of reader written text has *meaning*. From the two roles can be concludes into three roles of function or meaning. They are: *ideational meaning, interpersonal meaning, and textual*

⁸ Paradiyono, M.Pd, *Teaching Genre-Based Writing*, (Yogyakarta: CV ANDI OFFSET, 2007), P.30

*meaning.*⁹

Based on explanations above, we know that a good writing makes sense and the readers don't get lost or have to reread passage to figure out what is going on, good writing should inform the contents easy to understand. As we know both of Fred D White and Paradiyono explain what makes the writing to be good. Fred D White's explanation about the characteristics of good writing tend to contents of writing; target to readers, mean, have coherent structure, and detail. Whereas Paradiyono's explanations about the characteristics of good writing not only having meaning and target to the reader but also the good writing should have good structure, the sentence is grammatically correct, and having knowledge of the content.

3. The Forms of Writing

Writing has several genre or forms. According to Robert Scholes and Nancy R. Comley (1985). the forms of writing fall into three categories. They are *writer-oriented forms*, *reader-*

⁹ Paradiyono, M.Pd, *Teaching Genre-Based Writing*, p.17-30

oriented forms, and topic oriented forms.

a. **Writer-Oriented Forms**, it means the forms of writing in which the writer is the center of attention." there are two forms of these categories. They are Expression and Reflection.

1) *Expression*. In this form the writer writes to express their feeling or thoughts.

2) *Reflection*. In reflective writing, the writer's self is doubled. In reflection we look back that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between *then* and now. Reflection allows us to discover significance in the events of our own lives.

b. **Reader-Oriented Forms**. There are two forms of reader-oriented writing. They are *Direction* and *Persuasion*.

1) *Direction*. It provides information and arranges the information in the most useful and comprehensible order such as cook book and instruction book.

2) *Persuasion*. It is designed to persuade or to motivate the reader to do something

c. *Topic-Oriented forms.* The six forms of topic-oriented writing are narration, description, classification, argumentation, analysis, and synthesis.

1) *Narration* is the writing form which shared to the reader about an event that happens in time.

2) *Description* is to Like a scene or an object and capture it in language.

3) *Classification* is the form that puts a premium on organization. It uses category or subtopic.

4) *Argumentation* differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.

5) *Analysis* is both a way of observing and a way of writing about what writer have observed.

6) *Synthesis* is the fullest and most complete form of academic writing.¹⁰

¹⁰ Robert Scholes and Nancy R. Comley, *The Practice of Writing*, (Newyork: ST. Martin's Press, 1985), p.8-12

4. The Process of Writing

If someone wants to write something and he/she wants to make a perfect piece of writing, he/she has to know the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Robert Scholes and Nancy R. Comley (1985) said that there are three phases in the process of writing. they are:

- a. *Prewriting*, the most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively.
- b. *Drafting*, drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape

for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.

- c. **Revising**, the writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. “It is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer’s secret is revision and revision and revision.

In the other hand, Fred D. White (1986) said that there are five stages of process of writing. They are:

- a. *Invent*. To discover a topic, the important details about the topic, and what a writer mainly want to say about it.
- b. *Gather and Plan*. Retrieve details about the topic from a writer’s memory or from background reading.
- c. *Organize and outline*. Map out a writer’s idea in terms of beginning, middle, and end; device a working (trial) outline to maintain coherence and a thorough development.
- d. *Write a first draft*. Develop your idea, concentrating more on content than on style or correctness.

- e. *Revise*. Rework your draft to improve accuracy, readability, and development. Revision can take place whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft.¹¹

5. Assessing 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

¹¹ Robert Scholes and Nancy R. Comley, *The Practice of Writing*, p.16-19

are; content, organization, vocabulary, language used and mechanics.¹²

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

¹² Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.115

			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/idiom 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, articles, pronoun, preceptions.
		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, preceptions 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, preceptions or fragments, ruons, deletions, meaning confused or obscured.
		0-5	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, paragraphing but meaning not obscured.
		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.

B. Narrative Text

1. Definition of Narrative Text

Narrative is a text focusing on specific participants.

Narrative text tells an imaginary story but the story may be based

on facts. The purpose of narrative text is to entertain the readers.¹³

According to Anderson and Anderson, narrative is a piece of text which tells a story, in doing entertains or informs the reader or listener.¹⁴

Based on the definition above, narrative text means a text includes a true story of fictive story that have purpose to make readers involved the condition in that story.

2. Generic Structure of Narrative Text

According to Dirgeyasa said that the narrative text has generic structure consist of orientation, complication and resolution. In detail as follow¹⁵:

a. Orientation

It is consist of the theme or topic to be informed; introduction the characters of the story the time and the place the story happened; and it enables to attract and to provoke the

¹³ M. J. Ari Widayanti, Rini Susanti Wulandari and Tuti Indaryati, *Exploring English For Senior High School Grade XI* (Jakaerta: Yudhistira, 2016), 42

¹⁴ Mark Anderson and Kathy Anderson, *Text Type in English 2* (Marlborough: Macmilian Education, 1997), 8.

¹⁵ I. Wy. Dirgeyasa, *College Academic Writing A Genre Based Perspective*, (Rawamangun: Kencana Prenadamedia Group, 2016), 17

reader so that he/she is willing to continue reading the whole text.

b. Complication

A series of events in which the main character attempts to solve the problem and the complication usually involves the main character(s) (often mirroring the complication in real life).

c. Resolution

The ending of the story containing the problem solution; the complication may be resolved for better or worse/happily or unhappily; sometimes there are the number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

In other reference, sometimes in the end of the story there is a coda/re-orientation, this part can be written or not. Coda is closing sentence in the story, as moral values, advices, or a message from a writer.

3. Language features of Narrative Text

Narrative text has language features, according to Anderson, the language features usually found in narrative text;

- a. Specific characters
- b. Time words that connect event to tell when they occur
- c. Verb to show the actions that occur in the story
- d. Descriptive words to portray the characters and settings.¹⁶

Refer to narrative text in general we read and identify, the language features often appear in it:

- a. Using simple past tense

The Patterns of Simple Past Tense		
	Verbal pattern	Nominal Pattern
Positive	Subject + verb 2 + object Ex : the prince asked Snow White to marry him	Subject + Was/Were + Noun/Adjective/Adverb Ex: Snow White was very pretty
Negative	Subject + did not + verb 1+ object Ex: the Prince did not ask Snow White to marry him	Subject + Was/Were + not + Noun/Adjective/Adverb Ex: Snow White was not very pretty
interrogative	Did + Subject + verb 1+ Object	Was/Were + Subject + Noun/Adjective/Adverb

¹⁶ Anderson and Anderson, *Text type in English 2*, p.8

	Ex: did the Prince ask Snow White to marry him?	Ex: was Snow White very pretty?
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- b. Using adverb of time (once upon a time, one day, etc)
- c. Using action verb, a verb that shows an action. (killed, dug, walked, etc)
- d. Using temporal conjunction (when, then, before that, finally, suddenly, etc)
- e. Using direct speech, it is to make story lively. (snow white said, “my name is Snow White). The direct speech uses present time.

4. The example of Narrative Text

SNOW WHITE

Orientation

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Complication

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Resolution

Then, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank

you.” Then Snow White told the dwarfs the whole story, and Snow White and the 7 dwarfs lived happily ever after.

Based on the example of narrative text above we can distinguish which part of generic structure, those are Orientation, Complication, and Resolution.

And also we can identify the language features from narrative text above :

a. Past tense :

- she lived with her aunt and her uncle (paragraph 1)
- her parent were dead (paragraph 1)
- they didn’t have enough money (paragraph 2)
- Snow White did not want her Uncle and Aunt to do this (paragraph 3)
- Etc

b. Adverb of time

- Once upon a time (paragraph 1)
- One day (paragraph 2)

c. Action verb

- She ran away into the woods. (paragraph 2)

- She knocked but no one answered. (paragraph 3)
 - Etc
- d. Temporal conjunction
- Then she saw this little cottage (paragraph 4)
 - Meanwhile, the seven dwarfs were coming home from work. (paragraph 5)
 - Then, one of the dwarfs, said (paragraph 6)
- e. Direct speech
- The dwarfs said, “what is your name?” (paragraph 5)
 - Snow White said, “My name is Snow White.” (paragraph 5)
 - one of the dwarfs, said, “If you wish, you may live here with us.” (paragraph 6)

C. Scaffolding Technique

1. The Understanding of Scaffolding

Based on Macquarie Dictionary the definitions of scaffold is a temporary building structure or buttress (usually made by wood, bamboo, or iron) during the erection, repair, cleaning or decoration of a building to facilitate a worker as well as complete

their work around the structures easily.¹⁷ This metaphor must be understood clearly so that its mean is whole mean, in teaching process the metaphor of scaffolding can be defined as explanation of help that is offered by a teacher to support achievement of learning goals.

Bruner describes scaffolding is the steps taken to reduce lamentations of some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring.¹⁸

Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learners will be able to complete a similar tasks alone later.

Based on Vygotsky that learning process occurs when children work or learn about tasks that has not been study yet, but the tasks are in range of their ability or the tasks are in Zone of Proximal Development (ZPD).

From all those explanation, scaffolding could be said as a concept that has led the development of other approaches that

¹⁷ Beverley Axford, Pam Harders and Fay Wise, *Scaffolding Literacy*, (Australia: ACER Press, 2009), p. 1.

¹⁸ Pauline Gibbon, *Scaffolding Language Scaffolding Learning*, (USA : Heinemann, 2015), p.15

seek to understand the nature of learning a key approach that is concerned with learning interaction.

2. The Advantage of Using Scaffolding Technique

Based on Agus N Cahyo, these are advantages of using scaffolding:

- a. Motivating and implicating students' interest with final task.
- b. Simplifying the task of learning that can be managed and can be achieved by children.
- c. Giving intructions to help children to focus on the goal achievement
- d. Sharing the difference between the children's work and a solution standards or expected clearly
- e. Reducing frustrating and the risk
- f. Giving the model and define clearly expectations about activities that will be done.¹⁹

Angela Lui in her paper entitle *Teaching in the Zone* try to show some benefits for students and teachers in using scaffolding technique. Here is the table²⁰

¹⁹ Agus N Cahyo. *Panduan Aplikasi Teori-teori belajar mengajar Teraktual dan Terpopuler*. (Yogyakarta:Diva Press.2013). p.134

Students are provided with....	Teachers could....
<ol style="list-style-type: none"> 1. Challenging but reasonable tasks that stimulate thinking and motivate efforts to learn 2. Meaningful instruction and feedback that helps drive further development at an appropriate pace 3. A learning environment where they are valued as individuals, a collaborative group, and a class 4. A learning environment where their creativity and thought processes are acknowledged and accepted 	<ol style="list-style-type: none"> 1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level 2. Engage students in social interactions to enable learning. 3. Better understand students as individual learners, learners in a small group setting and learners in a larger social setting 4. Discover unique thought processes that different students may use to solve problem

²⁰ Angela Lui, *Teaching in the Zone*, Columbia University, Children's Progress, 2012, p.5.

3. The Steps of Scaffolding

Vygotsky identified four steps of scaffolding learning process (Lagne, 2002) are :

- a. First step is modeling, with verbal explaining
- b. Second step is imitating students from teacher when she/he explain to students. In this phase teacher must assess students' comprehension and give feedback.
- c. Third step is a period when instructor began remove the guidance or scaffolding. Teacher reduce to offer a help and feedback to students when students began to master contents.
- d. Four step is student achieve expert level of tasks, they can work new tasks without teacher's help.

Scaffolding learning strategy can be reached by the following steps.

- a. Checking the result previous learning
 - Assessment of skills or previous knowledge of students relating to new learning tasks to be provided. Assessment should be done individually through direct interaction with each student.

- Determine the Zone of Proximal Development (ZPD) for each student. Students can be grouped according to the level of first development owned or which requires same ZPD. Students with ZPD who are significantly different from the average grade progress can be given special attention.
- b. Designing learning tasks (scaffolding learning activities)
- Describe problem-solving tasks into detailed steps so as that can help students see the task goals who are expected they will do it.
 - Present the task of learning in stages according to the level of student development. This can be done in various ways such as through explanations, warnings, encouragement (motivation), decomposition of the problem into steps of solving and giving examples.
- c. Monitoring and mediating activities in learning
- Encourage students to work and study followed by providing support as necessary. Then gradually the teacher reduces her direct support and lets the students complete their learning tasks independently.

- Providing support to students in the form of signals, keywords, encouragement, examples, or anything else that can provoke students to move toward self-learning and self-direction.
- d. Checking and evaluating learning²¹

Based on Hogan and Pressley (Lagne, 2002) there are five techniques of scaffolding learning, as follow:

- a. Modeling of expected behavior
- b. Giving explanation
- c. Inviting student achievement
- d. Explaining and clarifying students' converhension
- e. Inviting student to give argument²²

According to explanation above about step of scaffolding from Vgotsky and Hogan and Pressley, that the steps of scaffolding in teaching have a similarity and the contents are same, but according to Hogan and Pressley increase the step after the third step, those are “explaining and clarifying students’

²¹ Nur ahidin, Salwah, Fitriani A. *Implementasi Strategi Pembelajaran Scaffolding Melalui Lesson Study*. Vol 1 no. 1 p. 26-27(2016)

²² Nur ahidin. *Implementasi Strategi Pembelajaran Scaffolding Melalui Lesson Study*. p.25

comprehension” and “inviting students to give argument” and the last step is giving task to students.

D. Theoretical framework

Writing Learning process in class still has the constraints, among them the students feel difficult in make an idea to be writing, learning process that was applied in class still use conventional learning, sometimes the students feel bored and less excited when follow in English learning process especially writing in narrative text.

Using scaffolding technique in teaching writing skill in the class XA of SMA Al Irsyad Waringinkurung Serang is expected can resolve this problem. With change a method in learning process to be more creative and innovative through scaffolding technique, the students are expected will be more creative, more excited, and enjoy to follow English learning until students’ writing skill will be more maximal.

E. The Hypothesis

Ary Donald et al., in *Introduction to Research in Education*, said that a research hypothesis states the relationship one expects to find as a result of the research. It may be a statement about the expected relationship or the expected *difference* between the variables in the study.²³ A hypothesis is a specific statement of prediction. It describes in concrete (rather than theoretical) terms what you expect will happen in your study.

Related to the objective of the research and definition of hypotheses above, the researcher can formulate the hypothesis as follows:

1. The experimental hypothesis (H_a) there is an influence of Teaching writing narrative text through scaffolding technique at first grade senior high school of Al-Irsyad Waringinkurung.
2. The null hypothesis (H_o) there is no an influence of Teaching writing narrative text through scaffolding technique at first grade senior high school of Al-Irsyad Waringinkurung.

²³ Ary, Donald et.al, *Introduction to Research in Education* (New York: CBS College Publishing, 2007), 91