CHAPTER II

THEORETICAL FRAMEWORK

A. General Concept of Writing

1. Definition of Writing

Terminologically, there are so many experts that have different definition for writing, but here the writer will take several definitions according to the following experts:

Vahapashi and leksi in Sara Cushing Weigle, they are said writing is inextricably linked to formal education.[1] Writing is central to our personal experience, professional careers and social identities, yet while we are often evaluated by our control of it, its multifaceted nature constantly evades adequate description.[2]

Based on Pritchard and Honeycutt in Rosa Manchon, they are said "writing is seen as a problem solving activity rather than an act of communication. Process theorists explain writing using the tools and models of cognitive psychology and artificial intelligence, so that the model includes a memory, Central Processing Unit, problem-solving programs, and flow charts". Most

---

[1]Sara Cushing Weigle, *Assessing Writing* (New York: Cambridge University Press, 2002),4.
[2]Rosa. M. Manchon, *Learning-to-write and writing-to-learn in an additional language* (Amsterdam: John Publishing,2011),17.

centrally, planning, drafting, revising, and editing are not seen as occurring in a linear sequence, but are recursive, interactive, and potentially simultaneous while all work can be reviewed, evaluated and revised, even before any text has been produced. At any point the writer may jump backwards or forwards to any of these activities: returning to the library for more data, revising the plan to accommodate new ideas, or rewriting for readability after peer feedback.[3]

Another expert come from Janet Emig's in Rosa Manchon, "Writing as a Mode of Learning," in which she foreign rounded writing as a heuristic device aimed at enhancing student learning about different school-based subjects and in the process promoting learning.[4]

Writing has also become more important as tenets of communicative language teaching that is, teaching language as a system of communication rather than as an object of study have taken hold in both second and foreign language settings.[5]

Wherever the acquisition of a specific language skill is seen as important, it becomes equally important to test that skill, and writing is no exception. Thus, as the role of writing in second-language education increase, there is an ever greater demand for valid and reliable ways to test writing ability, both for classroom use and as a predictor of future professional or academic success.

---

[3] Rosa. M. Manchon, *Learning-to-write and writing-to-learn in an additional language,* 18.

[4] Rosa. M. Manchon, *Learning-to-write and writing-to-learn in an additional language,* 39.

[5] Sara Cushing Weigle, *Assessing Writing* (New York: Cambridge University Press, 2002), 1.

Based on some definition about writing, the writer can conclude, writing is one of language skill besides speaking, listening and reading. Writing as important as three other language skill it. Writing has also an activity to communication in the form of words which symbolize and expressing thoughts.

2. Models of writing process

In attempting to capture the differences between expert and novice writers and to describe the various influences on the writing process, a number of researchers have proposed models of the writing process. While models of complex cognitive activities such as writing can never be completely accurate (or proven), they are useful for considering the various factors that influence the process.[6]

Hayes and Flower in Sara cushing described the writing process in terms of the task environment, which included the writing assignment and the text produced so far, the writers long-term memory, including knowledge of topic, knowledge of audience, and stored writing plans, and a number of cognitive processes including planning, translating through into text, and revising.[7]

Hayes in Sara cushing said model of writing sees the writing process as consisting of two main parts: the task environment and the individual. The task environment can be divided into the social environment and the physical

---

[6]Sara Cushing Weigle, *Assessing Writing,* 23.
[7] Sara Cushing Weigle, *Assessing Writing,* 23.

environment. The social environment consists of the audience (real or imagined) for one's writing, as well as any collaborator's in the writing process. The physical environment includes the text written so far, which influences and shapes the writers futher efforts, and the composing medium, e.g. handwriting or word processing. The latter has been included in the model in part because of the profound influence technological innovations have had on both the cognitive and social aspect of writing.[8]

Bereiter and Scandamalia in Sara Cushing state That propose a two-model: knowledge telling and knowledge transforming. Knowledge telling is similar to improve speaking in that it involves very little planning or revision. Knowledge transformation involves much more effort and skill, and is not achieved without a great deal of practice. In knowledge transformation, the process of writing involves not only putting one's thoughts to paper as they occur, but actually using writing to create new knowledge: in this kind of writing the process of writing itself frequently leads to new knowledge and may change a writer's view of what he or she is trying to communicate.[9]

Based on some describing about model of writing process, the writer can conclude that there are many model of writing process, such as the task environment and the individual. The task environment can be divided into the social environment and the physical environment. Besides it, there are also model of writing process are knowledge telling and knowledge transforming.

---

[8]Sara Cushing Weigle, *Assessing Writing,* 24
[9]Sara Cushing Weigle, *Assessing Writing,* 29

3. The Concept of Teaching Writing

When writing, students frequently have more time to think then they do in oral activities. They can go through what they know in their minds, and event consult dictionaries, grammar books, or other references material to help them.

According to Brown, there are four categories of written performance that capture the range of written production. They are:[10]

1) Imitative. To produce written language, the learner must attain skill in fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category include the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanic of writing.

2) Intensive (controlled). Beyond the fundamentals of imitative writing are skill in producing appropriate vocabulary within a context, collocation, and idioms, and correct grammatical features up to the length of a sentences.

3) Responsive. The writer has mastered the fundamental of sentence level grammar and is more focused on the discourse conventions that will achieve the objective of written text.

4) Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of essay a term paper, a major research project report or even a thesis.

---

[10] H. Douglas Brown, *Language Assesment Principles and Classroom Practice* (San Francisco: Longman, 2004), 220.

Based on the theory above, the writer conclude that the good writing performance is writing which is include of four categories writing performance. All of categories make a good writing production.

4. Process of Teaching Writing

The writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. In terms of instruction, it represents a holistic approach, encouraging creation of an entire product, rather than working on pieces of this process and only infrequently putting it all together (a procedure all too frequently seen in textbooks). Writing process instruction is just that—process oriented—and encourages young writers to discover for themselves the mechanics of composition. And while still infrequent in textbooks,

In teaching the writing process, be aware that students will find their own methods. However, you will want to make sure that every student has a basis in and complete understanding of the basic steps, which they will need to use in some form (and which you may require to be turned in as part of an assignment packet). At least toward the beginning of the year, encourage students to use the following strategies:[11]

---

[11]Garth Sundem, *Improving Student Writing Skill* (USA: Shell Education, 2007) 42.

- Planning

- Drafting

- Revising

- Editing

Process writing as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting) and editing and three other stages ex- ternally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process ·skills, and thus it may not, at least initially. Give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may· be described as follows.[12]

a) **Planning**

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

---

[12] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: University Pers, 2002), 315-316.

b) Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing - that is, drafting - may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c) Revising

Revising is not merely checking for language errors (i.e., editing), It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

d) Editing

Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.

Seow in Richard describes the process approach to teaching writing, which comprises four basic stages: planning, drafting, revising, and editing.Three other stages could be inserted after the drafting stage; these are responding, evaluating, and post-writing. For each stage, suggestions are provided as to the kinds of classroom activities that support the learning of specific writing skills. [13]

a) Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding

---

[13]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, 304.

intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise.

b) **Evaluating**

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (Le., based on a global interpretation of the effectiveness -of that piece of writing). In order to be effective~ the criteria for evaluation should be made known to students in advance.

c) **Post-writing**

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. Includes publishing, sharing, reading aloud, trans- forming texts for stage performances, or merely displaying texts on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worth- while. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.[14]

Based on many explanations about process of teaching writing, the writer can conclude that process of teaching writing in generally are prewriting or planning, drafting, revising, editing. About there are additional points after four

---

[14]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching,* 319.

basis stages, it is suggestions are provided as to the kinds of classroom activities that support the learning of specific writing skills.

5. The Assessing writing

Assessing writing is one of the best known and most widely uses analytic scales in ESL was created by Jacobs. In Jacobs scale, script is related on five aspect writing: content, organization, vocabulary, language use, and mechanics.[15]These specific criteria of assessing writing according Jacobs according to English Second Language.

Table 2.1

The Criteria of Assessing Writing

SCORE	LEVEL	CRITERIA
Organization: Introduction, Body, and Conclusion	20-18	**Excellent to good:** Appropriate tittle, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	**Good to Adequate:** Adequate tittle, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but

---

[15]Sara Cushing Weigle, *Assessing Writing,*116.

		transitional expressions may be absent or misused.
	14-12	**Adequate to Fair:** Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	**Unacceptable-not:** Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	**College-level work:** Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Logical development of ideas: Content	20-18	**Excellent to good:** Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects throught
	17-15	**Good to adequate:** Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
	14-12	**Adequate to fair:** development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	11-6	**Unacceptable-not:** ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.

	5-1	**College-level work:** essay is complete inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	20-18	**Excellent to good:** native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
	17-15	**Good to adequate:** advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is awere of them; no fragments or run-on sentences.
	14-12	**Adequate to fair:** ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.
	11-6	**Unacceptable-not:** numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	5-1	**College-level work:** severe grammar problem interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, spelling, and mechanics	20-18	**Excellent to good:** correct use of english writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
	17-15	**Good to adequate:** some problems with writing conventions or punctuation; occasional spelling errors; left margin

		correct; paper is neat and legible.
	14-12	**Adequate to fair:** uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	**Unaaceptable-not:** serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	5-1	**College-level work:** complete disregard for english writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
Style and quality of expression	20-18	**Excellent to good:** precise vocabulary usage; use of parallel structures; concise; register good.
	17-15	**Good to adequate:** attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	**Adequate to fair:** some vocabulary misused; lacks awareness of register; may be too wordy.
	11-6	**Unacceptable-not:** poor expression of ideas; problems in vocabulary; lacks variety of structure.
	5-1	**College-level work:** inappropriate use of vocabulary; no concept of register or sentence variety.

From the explanation above, the writer concludes that in assessing writing there are some criteria that is will help the teacher to make assessment to the students in learning process and the as the assessment as a result of students in task in learning process, use task in learning language is very important to measure students ability

in learning process. Like the elements of assessment above. Hopefully, the students will make good descriptive text in learning the material.

B. Writing Report Text

1. Definition of report text

Gerot and Wignell in Bluner Sinurat, they are said "Report is a text which can be written out with a descriptive technique". It describes an object to the readers. The length of the text depends on the specific details of the object being described. A report may be defined to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. A report text has some elements, they are: Generic Structure and Significant lexicon grammatical feature.

Report text is one of the 13 types of English texts belonging to the "description text", whose function is to describe something good objects, living things or phenomena general. While the descriptive text is a kind of text that describes something good object, organisms or phenomena special. The term report text often also known as "informational report". Report in the concise oxford dictionary 10th edition, defined as an account given of a matter after investigation or consideration and a piece of information about an event or situation. Which means that the report text is the text that serves to give

information about an event or situation after the holding of the investigation and through a variety of considerations.

Report text is a text which presents information about something, as it is. It is as result of systematic observation and analysis.[16] The text that describes something or objects in general, examples of various objects or natural phenomena, artificial and social that exist or happen within us. The text of the report peeling is a result of observation, or study of object or animals, people or places.

Report text is almost the same with the descriptive text. The difference is the object that is told is plural, while the object that is told on the descriptive text is singular.

2. **General Structure of Report Text**

   a. General classification: Stating classification of general aspect of thing: animal, public place, plant, etc which will be discussed in general.

   b. Description: Describing the thing which will be discussed in detail; part of part, customs or deed for living creature and usage for materials. The point is the elaboration of the classification presented with scienctific.

---

[16]Sudarwati. Th. M and Grace Eudia, *Look Ahead 2 An English Course for Senior High School Students Year XI* (Jakarta: Erlangga, 2006), 32.

3. Purpose of Report text

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

4. The Characteristics/Language Feature of Report text

a. Use of general nouns, the intention is of an object (be it living or dead) of general nature. Try to compare: hunting dogs >< my dog. 'Hunting dogs' are general characteristic, while 'my dog' is special characteristic.

b. Use of relating verbs to describe features, relating verbs in the grammer also called linking verbs, such as to be (is, am, are: present), seem, look, taste, etc. eg Molecules are tiny particles;

c. Some use of action verbs when describing behaviour, eg Emus cannot fly;

d. Use of timeless present tense to indicate usuallness, timeless present tense is one of the time markers in the simple present such as: often, usually, always, etc. eg Tropical cyclones always begin over the sea;

e. Use of technical terms, means the terms includes the text of the report, eg Isobars are lines drawn on a weather map;

f. Use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

C. Scaffolding

1. Definition of scaffolding

Scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. Diane August state Scaffolds are defined as temporary instructional supports that help make rigorous grade-level curriculum accessible to all students,[17] A further factor related to scaffolding is its temporary nature. Because it is aimed at enabling students to learn independently, teacher support is gradually with drawn as the learners become easy able to complete a task alone. Also critical to effective scaffolding is the ability of teachers to provide timely support. Effective scaffolding is support that is provided at the point of need. It therefore requires that teachers have a good understanding of where their learners are 'at' that is, of what their learners know (or do not know) at the beginning of an activity. To be truly effective, such support needs to be progressively adjusted to address the needs of different students within the one classroom.

---

[17]Diane August, *Scaffolding Instruction For English Language Learner: a resource guide for english language arts* (Washington: American Institute for Research, 2014), 1.

Other theory come from Vigotsky in Kate Wilson, was said," that learning takes place in social environments through interaction with peers and more knowledgeable others".[18] In here interaction with the environments in important, because with environment we can know te thing in our area. Jennifer Hammod state" scaffolding can make to a better understanding of processes involved in teaching and learning".[19]

According to some experts in above, Mercel in Hammod explain "Scaffolding represents the kind and quality of cognitive support which an adult can provide for a child's learning, which anticipates the child's own internalization of mental functions".[20] The argument here is that teachers, through their sequencing of teaching activities, and through the quality of their support and guidance, are able to challenge and extend what students are able to do.

From some expert in above so the mean of Scaffolding is tutorial behaviour that is contingent, collaborative and interactive. Behaviour is contingent when an action depends on other actions.

---

[18] Kate Wilson, "Scaffolding Theory : High Challenge High Support In Academic Language And Learning, " *Journal Of Academic Language And Learning,* Vol.8, No.3 (may, 2013), 92.

[19] Jennifer Hammod, *scaffolding: teaching and learning in language and literacy education* (Australia : Peta, 2001),V.

[20] Jennifer Hammod, *Scaffolding,* 15.

2. Features of pedagogical scaffolding

All three scales of pedagogical scaffolding have six central features, according to van Lier in Ai'da Walqui said "As in any type of scaffolding, they are contingent, collaborative and interactive. However, in an educational setting, these features are further refined and features specific to schooling are added":[21]

a. Continuity

Tasks are repeated, with variations and connected to one another (e.g. as part of projects).

b. Contextual support

Exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways.

c. Inter subjectivity

Mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice.

d. Contingency

Task procedures are adjusted depending on actions of learners; contributions and utterances are oriented towards each other and may be constructed (or, see below, vertically constructed).

---

[21] Aı´da Walqui, "Scaffolding Instruction for English Language Learners: A Conceptual Framework," *The International Journal of Bilingual Education and Bilingualism,* Vol. 9, No. 2 (2006), 165

e. Handover/takeover

There is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's readiness to take over increasing parts of the action.

f. Flow

Skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other.

3. Scaffolding as structure and process

Gibbons in Walqu'I said Some educators are uneasy with the term scaffolding, because in normal usage it refers to a rigid structure, not the fluid dynamics of collaborative work that we associate with working in the ZPD.[22] The process is enabled by the scaffolding structure, and a constant evaluation of the process indicates when parts of the scaffolding structure can be dismantled or shifted else where.

In education, scaffolding can be thought of as three related pedagogical 'Scales'. First, there is the meaning of providing a support structure to enable certain activities and skills to develop. Second, there is the actual carrying out of particular activities in class. And, third, there is the assistance provided in

---

[22] Aida Walqui, "Scaffolding Instruction for English Language Learners: A Conceptual Framework," *The international journal of Bilingual Education and Bilingualism,* Vol. 9, No. 2 (2006), 163.

moment-to-moment interaction. Schematically, this can be represented in the following way:

a) Scaffolding 1 Planned curriculum progression over time (e.g. a series of tasks over time, a project, a classroom ritual)

b) Scaffolding 2 The procedures used in a particular activity (an instantiation of Scaffolding 1)

c) Scaffolding 3 The collaborative process of interaction (the process of achieving Scaffolding 2)[23]

4. Instructional Scaffolding to use with English Learners

a) Modelling

Students need to be given clear examples of what is requested of them for imitation. When introducing a new task or working format, it is indispensable that the learners be able to see or hear what a developing product looks like.[24]

b) Bridging

Students will only be able to learn new concepts and language if these are firmly built on previous knowledge and understandings.[25]

c) Contextualizing

---

[23] Aida Walqui, *Scaffolding Instruction For English Language Learners,*163.

[24] Aida Walqui, *Scaffolding Instruction For English Language Learners,* 170.

[25] Aida Walqui, *Scaffolding Instruction For English Language Learners,* 170.

Teachers may also provide verbal contextualizations by creating analogies based on students' experiences. Effective teachers continually search for metaphors and analogies that bring complex ideas closer to the students' world experience.[26]

d) Schema building

Schema, or clusters of meaning that are interconnected, are how we organise knowledge and understanding.[27]

e) Re-presenting text

One way in which teachers invite students to begin the appropriation of new language is by engaging them in activities that require the transformation of linguistic constructions they found modelled in one genre into forms used in another genre.[28]

f) Developing metacognition

It refers to the ways in which students manage their thinking,[29]

---

[26] Aida Walqui, *Scaffolding Instruction For English Language Learners,* 173.
[27] Aida Walqui, *Scaffolding Instruction For English Language Learners,* 173.
[28] Aida Walqui, *Scaffolding Instruction For English Language Learners*, 174.
[29] Aida Walqui, *Scaffolding Instruction For English Language Learners,* 176.