CHAPTER II
LITERATURE REVIEW

This chapter is aimed at comprehensively discussing some relevant theories concerning scaffolding and curriculum cycle in teaching writing. In addition, text and the nature of News Item text are also reviewed.

2.1. Scaffolding

In this section, the term of scaffolding which covers definition of scaffolding, a synthesis of types of scaffolding based on some experts, and related previous research of scaffolding will be discussed systematically below.

2.1.1. Definition of Scaffolding

The terminology of “scaffolding” which was drawn from the beliefs of experts who support the theory of constructivism, Jean Piaget and Lev Vygotsky, historically was introduced firstly by an American psychologist, Jerome Bruner in 1976 (Pinter, 2006). Piaget and Vygotsky suggest that children construct knowledge by actively participating in the learning process. However, Vygotsky points out that the social environment also has an important role to play (Pinter, 2006) because in learning process, children must be guided and supported by adult to model and to give corrective feedback (Cameroon, 2001). In addition, Kozulin et al. (2003) further proposes that learning is both social and psychological in nature. Thus, this notion becomes a key of scaffolding.
The simple understanding of scaffolding is like the analogy developed by Hartman (2001). According to his idea, scaffolding is like training wheels on a bicycle which provide temporary support when the rider learns to maintain the balance. When the balance is maintained, the training wheels then are removed.

The meaning of scaffolding in education field is similar with the analogy developed by Hartman before. In this case, scaffolding is defined as a teacher’s guidance and assistance in providing temporary support in order to help the students in developing new understanding, new abilities, and new concept of task that they will not quite be able to manage on their own (Hogan & Pressley, 1997; Hammond, 2001).

Moreover, Bruner describes scaffolding as “…the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring” (Bruner, 1978, cited in Hammond, 2001). It means that when students have internalized the new knowledge comprehensively, teacher then lets the students to gradually develop their skills, doing a task independently, for instance.

Regarding the definition of scaffolding above, scaffolding has a crucial role during learning process to connect students’ prior knowledge and to internalize new information (Stuyf, 2002; Reiser, 2006:256). It can be said that the teacher is like a bridge between what students can do and cannot do independently.

Scaffolding also can be a way to engage students’ attention. The best learning process is when students are cognitively engaged in development (Kim
and Kim, 2005) and in sustaining a constructive and reflective process to achieve knowledge acquisition (Hogan and Pressley, 1997). The engagement occurs through close interaction between more knowledgeable peers or teachers and students or through challenging students to complete manageable task, for instance. In term of teaching writing News Item text, it refers to students’ ability to build their understanding of the concept of News Item text in constructing a text after supports are provided by teacher (Gibbons, 2002).

Besides, scaffolding is aimed at minimizing level confusion of students when teacher gives clear example or model about certain topic (Sam, 2005; Walqui, 2006). Scaffolding also builds students’ self-confidence. It means that scaffolding helps students as active risk takers to work with increasing independence in other context—in other words, so they not only know what to think and do, but also know how to think and do (Hogan & Pressley, 1997; Hammond, 2001; Gibbons, 2002).

The term of scaffolding as a major component of teaching activity (Bruner, 1984, cited in Hogan & Pressley, 1997) is relevant with Zone of Proximal Development (hereafter abbreviated to ZPD) because scaffolding is the assistance occurred in ZPD. ZPD which was first introduced by Vygotsky is simply described as ‘zone’ or the cognitive gap between what a child can do unaided and what the child can do jointly in coordination with a more skilled expert (Hogan & Pressley, 1997; Cameroon, 2001; Gibbons, 2002). This area in which more knowledgeable peers or teachers should lead the students in various ways refers to
the space between the child’s level of independent performance and the child’s level of maximally assisted performance.

The existing of ZPD is in line with considering the technical concept of imitation because one’s ability to imitate is the basis for a subjective ZPD (Kozulin, et al., 2003). In this case, the terminology of “imitation” is not about mindless copying of actions, but it is about reflecting a new theoretical position which refers to “all kinds of activity of a certain type carried out by the children... in cooperation with adults or with another child” (Vygotsky, 1998b, cited in Kozulin, et al., 2003).

Kozulin further explains that imitation is needed in learning process because maturing psychological aspects are still insufficient to support independent performance, and the emergence of this maturing function is the reason why ZPD exists. It is alternatively said that ZPD is defined as referring to those intellectual actions and mental functions that a child is able to use in interaction, when independent performance is inadequate.

Before implementing scaffolding in the classroom activity, teacher as a guidemust know students' ability by looking for the point in which students can do any task individually first before knowing what scaffolding should be provided next (Hogan & Pressley, 1997; Gibbons, 2002).

Although some difficulties probably occur during implementing scaffolding such as the amount of students in the classroom, time constraints, and demands on teacher (Hogan & Pressley, 1997), scaffolding still can be applied by following the three essential characteristics of scaffolding, which are modeling,
support, and fading (Sam, 2005:3). Modeling is one of characteristics of scaffolding which is shown by modeling the desired learning behavior. Meanwhile, support as another characteristic of scaffolding refers to the support given by a teacher to the students to perform task independently. When the students are able to do task independently, the support is reduced and eventually removed to foster self-reliance in the students, it is known as fading.

In addition, the implementation of scaffolding can be done through several types of scaffolding. Later on, a synthesis of types of scaffolding based on some experts’ principles will be discussed below.

2.1.2. Types of Scaffolding to be Implemented in Teaching Writing

In educational setting, there are several types of scaffolding based on some experts. The principles of types of scaffolding adopted in this research are synthesized from other related theories. A synthesis of related principles will be elaborated thoroughly in the following sections.

2.1.2.1. Bridging

Bridging refers to activating students’ prior knowledge and understanding by building a bridge from students’ preconception to a deeper view before new concepts are delivered by a teacher (McKenzie, 1999; Walqui, 2006). It is aimed at establishing a personal link through collecting information and sharing experience between the students and the subject matter to show how new material
is relevant to the student’s life, as an individual, here and now (Gray & Cazden, 1992, cited in Hammond, 2001:27; Gibbons, 2002:61; Walqui, 2006).

There are two ways to implement this type of scaffolding in the classroom, such as stimulating students to sharing their experience, and also using pictures to see connection between what the students have already known and what the students is possible to know.

First, teacher can invite students to share their personal experiences about the topic under discussion and also ask them some interesting or directed questions which aim to gradually encourage students to construct their new understanding and to extend their mind (Hammond, 2001; Raymond, 2000, in Stuyf, 2002; Walqui, 2006). Dialogue in bridging during sharing experience constructs the students’ preconceptions to a deeper view of the truth matters for the question or issue at hand (McKenzie, 1999; Gibbons, 2002). Besides, collaborative learning or dialogue which probably occurs after implementing this type of scaffolding can be psychological resource for individual thinking or what is known as ‘inner speech’ (Sam, 2005).

Second, teacher also can use any visual media to stimulate students such as videos or pictures (Gray & Cazden, 1992 in Hammond, 2001:27; Harrel & Jordan, 2004; Gibbons, 2002; Walqui, 2006). Those media will support the implementation of bridging because the use of real object to explore students’ background knowledge can develop effective language and literacy before then extended through reading and writing (Gray & Cazden, 1992 in Hammond, 2001:27; Harrel & Jordan, 2004).
2.1.2.2. Contextualizing

Contextualizing is defined as a way to help students to find connection between everyday language and academic language by providing relevant illustration or metaphor (Sam, 2005; Walqui, 2006: 173).

The purpose of this type is to bring complex ideas of topic that will be taught to be closer to students’ world experience (Hammond, 2001:34; Walqui, 2006:173). Reiser (2002:257) adds that contextualizing also is to re-conceptualize the learning problem by providing assistance of another more knowledgeable peer, to focusing on the knowledge embedded in the context.

In terms of teaching writing, the context created by teacher is to engage students purposefully with the ‘genre as process (Derewianka, 2003:146).

To implement this type of scaffolding, pictures, a few minutes of a film (without sound) and other types of realia (authentic objects and sources of information) can be used to make language accessible and to engage students. Besides, it can also be implemented by providing verbal contextualization through creating analogies or metaphor based on students’ experiences, and applying new content with familiar concept (Hammond, 2001; Sam, 2005; Walqui, 2006).

This activity is essential to simplify the complex materials because Wood (1998), Cameroon (2000), and Walqui (2006) assert that providing relevant materials explicitly help students to understand materials easily.
2.1.2.3. Inviting Students’ Participation

Inviting students’ participation is a type of scaffolding which gives students opportunities to complete task given or fill pieces of materials they know and understand after illustration is provided by teacher previously (Roehler and Cantlon, 1997).

Roehler and Cantlon also added the purpose of inviting students’ participation actually is similar with bridging. The difference relies on the way to achieve the purpose. In bridging, it is in line with establishing students’ prior knowledge to subject matter, meanwhile, in inviting students’ participation, it is relevant to students’ participation only.

To implement this scaffolding in learning process, teacher can invite students to accomplish any tasks or ask students’ opinion about certain topic (Hogan and Pressley, 1997). By inviting the students to be involved during instruction, it can develop students’ knowledge naturally because children (students) construct knowledge by actively participating in the learning process (Derewianka, 2003; Pinter, 2006).

Besides, giving the students opportunities to complete manageable task, answering teachers’ questions for instance are ways to transverse zone of proximal development (Roehler and Cantlon, 1997; Stuyf, 2002:3; Ramey, 2010:77).

This is an example in which this type of scaffolding occurs during learning process which is taken from Hogan and Pressley (1997).
TEACHER
A: Maybe we should now have us think about how to behave as the author during Author’s Chair. What do authors do? Who can remember? Would you like to start?

TINA: The author sits in the Author’s Chair and speaks loud and clear.

CRYSTAL: The author should not fool around like making faces or having outside conversations.

SHINA: The author should not be shy and should be brave and confident.

The conversation above shows how the teacher triggers the students to share what they have known (students’ prior knowledge) by giving them questions. In this phase, the teacher keeps giving the supervision through monitoring students’ answers. From the example above, it can be said that the implementation of this type can be done by asking students’ to remind and share what they have known.

2.1.2.4. Schema Building

Schema Building refers to a way to help students to see connection between their prior knowledge and new information or concept through organizing knowledge and understanding (Gibbons, 2002; Rubin, 1975, cited in Walqui, 2006:173; Read, 2008). In this context, students will be able to use the information they know to foster an understanding of new concepts. The goal of schema building is to let the students have general knowledge of the broad picture before studying in details and also to make them focus on important major aspects of new information in the text to be read (Walqui, 2006; Gibbons, 2002:85).

To implement this type of scaffolding, asking the students to preview a text, noting heads and subheads, illustrations and their captions, titles of charts before reading are various activities can be conducted by a teacher in the context
of teaching language. In addition, schema is important before reading because through this way, the students begin their reading with general knowledge of the broad picture of the topic Carrel (1984) in Walqui (2006:173). Thus, it can reduce the ambiguity which probably occurs in reading the text (Gibbons, 2002; Rubin, 1975, cited in Walqui, 2006:173; Read, 2008). Those activities are active creative process in which the students interpret and predict a message in the light of their previous knowledge as suggested by Cheng (yy:57).

**2.1.2.5. Offering Explanation**

Offering explanation is a type of scaffolding which refers to explicit teaching to develop students’ understanding about what is being learnt (declarative knowledge), why and when it is used (conditional knowledge), and how it is used (procedural knowledge) (Roehler and Cantlon, 1997). It aims to anticipate any problems or uncertainties (McKenzie, 1999).

To apply this type of scaffolding in the learning process, declarative knowledge can be identified when teacher explains or re-explains the characteristics of a certain text under discussion. Meanwhile, conditional knowledge can be found when the teacher informs the reason why the text is important for students and when the students can use it in daily life. In addition, explaining the students how to construct a text (schematic structures and linguistics feature) is a way to implement procedural knowledge (Roehler and Cantlon, 1997).
Besides, offering explanation can be reflected when the teacher tries to inform the students about the benefit of a text in students’ daily life (Hammond, 2001) and also when the teacher explicitly explains the concept of grammar of certain genre. Learning grammar is great value for the students to extend students’ understanding in constructing meaning of the text and also to make them comprehend the meaning of a text (Derewianka, 2003).

2.1.2.6. Modeling

Modeling is teaching behavior that shows how one should feel, think, or act within a given situation when the desired of learning behavior is modeled (Roehler and Cantlon, 1997; Herrmann, 1988, cited in Hogan and Pressley 1997; Sam, 2005). It is given until students are able to do task independently (Hartman 2002). It is aimed at giving clear examples for helping students to see or hear how a developing product looks like, its purpose, structures, and language features when a new task or working format is introduced (McKenzie, 1999; Gibbons, 2002:64; Sam, 2005; Walqui, 2006). At the end of providing this scaffolding, the students are expected not only to foster the development of content, but also to modify aspect of their personal style (Gaskins, et al. 1997).

In the classroom activities, modeling can be implemented by describing, comparing, summarizing, and evaluating appropriate language use for specific academic functions explicitly (Gibbons, 2002:65; Walqui, 2006). Specifically, it can be implemented by reading and showing the model text to students and then discussing its purpose, describing the schematic structure and also linguistics
features of the text being learnt, using the model text as a cloze exercise (Gibbons, 2002:65). Clear explanation or model from the teacher will be imitated by the students to complete similar task in the next activity. Therefore, it is necessary to scaffold students’ learning through explicit and meaningful talk (Sam, 2005).

In implementing modeling, when the teacher becomes a model, it means she/he provides example of quality work at the beginning of introducing the topic to show the excellence to the students (McKenzie, 1999).

2.1.2.7. Verifying and Clarifying Students’ Understanding

Verifying and clarifying students’ understanding is defined as the activity when a teacher checks students’ emerging understanding as suggested by Roehler and Cantlon (1997).

Roehler and Cantlon further explained that it is aimed at checking whether students’ understanding is reasonable or unreasonable through giving verifying or clarification. Verifying occurs when the students’ understanding are reasonable, meanwhile, clarification occurs when the students’ understanding are unreasonable (Roehler & Cantlon, 1997).

To give verification, the teacher can give supportive feedback for appropriate response as reward for student (Roehler & Cantlon, 1997; Hammond, 2001:40; Harmer, 2004). Meanwhile, to provide clarification, the teacher can give corrective feedback for unreasonable response, such as by giving follow up questions (Roehler & Cantlon, 1997; Hammond, 2001:40; Harmer, 2004). Follow up questions or revision trigger and support the students to perform their maximal
performance when confusion is indicated or when students’ answers are not clear and appropriate (Roehler and Cantlon, 1997; Cameroon, 2001; Hammond, 2001; Read, 2008).

In relation to the idea that scaffolding is the major component of teaching activity (Bruner, 1984, cited in Hogan and Pressley, 1997), there has been research in scaffolding conducted by experts which have shown scaffolding is particularly influential for students’ development in solving problems during learning process. Those previous research will be summarized in the following subsequent section.

2.1.3. Previous Research of Scaffolding in Teaching Writing

A number of research on scaffolding have been done in the context of teacher/students interaction. This part will summarize previous research conducted by Cotteral and Cohen(2003), Priyatni et al(2008), and Read(2010).

To begin, the research of providing scaffolding for producing academic essay was conducted by Cotteral and Cohen (2003). This research figured out how a group of intermediate students of English were guided through the process of producing their first academic essays in English.

The findings of the research shows that scaffolding promotes students’ anatomy, which focused on authentic task by making the expectation of the task explicit and providing flexible supports for the students as approximate target performance. It means that by providing appropriate scaffolding throughout
appropriate cycle, teachers are able to focus attention on the language and structure needed to produce an argumentative essay.

Afterward, the research of scaffolding in writing paragraph investigated by Priyatni, et al. (2008) show that scaffolding technique is significantly effective to improve the students' competence in writing paragraph. The result shows that by providing scaffolding in writing paragraph, students are able to write complete and coherent paragraph. Scaffolding also makes students more confident in delivering their ideas in writing. Besides, it lets students to master the knowledge and skill taught, to increase students’ motivation in studying, and also to minimize students’ frustration.

The latest research is about the implementation of instruction model, IMSCI, in teaching writing which was investigated by Read (2010). Based on social learning theory and genre study, IMSCI model is developed for organizing and providing scaffolding in writing instruction to sequence instruction in such a way in which teacher can model both product (the genre of focus) and process.

IMSCI model can be used to guide learning process of any genre in almost any grade level. I stands for Inquiry which focuses on a particular genre to engage students to build their background knowledge of genres. Then, M stands for modeling. In this phase, model is a teacher whom model the students how to write a text in that genre. Next, S stands for shared writing. In this phase, the students and the teacher write a text collaboratively. Students participated in determine the topic, sentence structure, and organization of the text. The next phase is C for collaborative writing. This phase requires the students to conduct
peer-checking, read their own story, and get feedback. The final phase is I which stands for Independent writing. The students then finally are ready to construct their own text independently.

The result of this research shows that instructional model of scaffolding which is more explicit in explaining text genre was successful to develop students’ skill not only in writing historical fiction but also in writing of many genres.

Those explanations—definition of scaffolding, zone of proximal development, types of scaffolding to be implemented in teaching writing, and related previous research of scaffolding—construe that scaffolding is very important to guide students in comprehending materials. The more difficult materials, the more scaffolding should be provided by teachers for their students. Therefore, as stated before that writing is the most difficult skill to be mastered, teaching writing is one of areas in which scaffolding is potentially applicable.

In the context of teaching writing, scaffolding occurred during stages of the instruction itself. The stages known as curriculum cycle—the principle which refers to “genre” movement in Australia will be discussed systematically below.

2.2. Curriculum Cycle

The development of curriculum cycle actually connects genre-based approach with work on scaffolding through a strong connection between the principle of Vygotskian theory and the notion of scaffolding as proposed by Hammond(2001). He further explains if genre-based approach is associated with
teaching practices, the impact of the approach which is articulated through curriculum cycle has been one of ways in which scaffolding has been generated (Hammond, 2001). Thus, the notion of scaffolding in education field especially in teaching writing is appropriate with the principle of curriculum cycle because in these stages, scaffolding mostly occurs.

Curriculum Cycle is sequential stages in which a particular text type can be taught explicitly to students. This original framework was firstly published by Callaghan and Rothery in 1988 proposed a three-phase cyclical approach in teaching literacy (Hammond, 2001).

Nevertheless, there have been number of modifications to that original framework by considering the balance between spoken and written language, and also the role of language in learning. The modifications of the framework present a four-stage cycle (Derewianka, 1990, cited in Gibbons, 2002; Hammond, 2001; Emilia, 2010). The four stages are Building the Field, Modeling, Joint Construction, and Independent Writing stage.

2.2.1. Building the Field Stage

Building the field is a core element of critical thinking as the strong background knowledge of writing (Emilia, 2010), therefore, a shared basis of experience can be drawn upon in classroom talk before then extended through reading and writing to develop effective language and literacy (Gray & Cazden, 1992 in Hammond, 2001:27).
It is aimed at building students’ background knowledge about topic they are going to write in which the content of the topic is the focus and activities in this stage involve a lot of listening, speaking, reading, and note-taking (Hammond, 2001:28; Gibbons, 2002:61; Emilia, 2010:60).

To implement this stage during learning process, building up students’ knowledge can be done through teaching vocabulary by building up semantic web or pictures, gathering a list of questions from students which will find out about, developing world wall/world bank about the topic, extending children’s knowledge base through jigsaw listening, getting further information by interviewing an expert in the field, matching sequential pictures or sentences can be conducted by teachers (Gibbons, 2002). Teaching relevant vocabulary through building up semantic web or pictures are applicable in this stage, so the students become more familiar with vocabularies, sentence patterns, and organizational flow when the more they read (Derewianka, 2003, 147; Raimes (1983:50).

Sharing experience can be conducted by using visual media such as pictures or photographs. This idea conformed Hammond (2001) and Herrel & Jordan’s idea (2004:19) that visual media connects the students to hear English words and it will improve students’ comprehension about significant information from the text.

In addition, most interactions are initiated and directed by the teacher as admitted by Hammond (2001:59), and in this session, Hammond further proposes that feedback interaction occurs to engage the students to have further talk through asking follow-up questions.
2.2.2. Modeling Stage

Modeling refers to a stage which involves explicit explanation, analysis, and discussion of a text model (Hammond, 2001; Emilia, 2010). This stage aims to introduce and to familiarize the students with the text in focus by building up students’ understandings of the purpose, overall schematic structure, and language features of particular type of text by introducing a specific genre explicitly and demonstrating and deconstructing text (Hammond, 2001; Gibbons, 2002; Emilia, 2010; 67).

A text chosen in this stage should be similar to the one that will be used in the next stage (joint construction) in order to avoid confusion and to convince students about the concept (Hammond, 2001; Gibbons, 2002; Emilia, 2010). Gibbons (2002) adds that the text used can be commercially produced, teacher-written, or previous students-written.

To apply this stage in the learning classroom, teacher may show and read text model to the students, familiarize the students with the function and social context of the text in focus, present the schematic structure of the text, present a model text, present an overview of grammatical features of the text, provide pairing text reconstruction for the students, and use text model as a cloze exercise (Gibbons, 2002:65; Derewianka, 2003; Emilia, 2010: 68). In addition, comparing, summarizing, and evaluating appropriate language use can be also implemented in this stage as suggested by Walqui (2006).
2.2.3. Joint Construction Stage

This stage refers to a chance for students to check their readiness to think about writing even though they do not write any text individually, therefore, teacher and the students cooperatively write a particular text through rehearsals, co-constructions, and reconstructions (Hammond, 2001; Gibbons, 2002; Emilia, 2010).

The purpose of this stage is to hand-over some of teachers’ responsibilities in constructing a text to the students to build students’ critical thinking (Hammond, 2001; Gibbons, 2002; Emilia, 2010). During this stage, it should not be seen as teacher-dominated, therefore, the students take the lead role since they are handed the main responsibility, while the teacher takes as the monitoring role whose are assessing the students to complete task successfully (Hammond, 2001).

During conducting the instruction especially when the teacher and the students collaboratively construct a text, some questions such as does this make sense?, can anyone see anything that needs fixing up?, can we use a different word here?, how we will write this?, is that the best way to say it? are possible to be asked to students. The interrogative sentence uttered by the teacher is non-directive support to triggerthe students to continue rereading while writing (Hammond, 2001:106; Gibbons, 2002:66).

The implementation of this stage in learning process can be done through deciding on the topic which will be constructed, discussing overall structure of the text, suggesting more appropriate vocabulary, considering alternative wording an idea, correcting grammatical error, spelling, and punctuation (Gibbons, 2002). In
deciding on the topic of a text to be written, it is possible for the teacher to choose similar topic in Joint Construction stage and in Independent Writing stage to reduce students’ confusion (Sam, 2005).

Moreover, Emilia (2010:72) also suggests some activities can be involved in this stage such as grouping students, observing students’ development in critical thinking and control of the genre, and consulting the draft.

Those possible various activities in this stage make the students busy. They are then busy with their partners to contribute in the process of constructing the text. This is the most common activity where the students ‘buzz’ or generate ideas and opinions quickly and informally (Harmer, 2004:87; Kissel, 2008:53).

In addition, in this stage, the students still need the teacher’s guidance to correct any mistakes since the revision given by the teacher impacts the improvement of students’ ability in writing a text in independent writing stage later, as asserted by Williams (2005:111).

2.2.4. Independent Writing Stage

Independent writing as the final stage of curriculum cycle refers to the stage where scaffolding is removed (Hammond, 2001:56; Gibbons, 2002:67, Emilia, 2010:85). This stage aims to ensure students whether they have developed their understanding to be able to write their own text confidently (Hammond, 2001; Gibbons, 2002).

In Independent Writing stage, the students are able to construct their own text individually, in pair, or in groups as suggested by Gibbons (2002), Gracia
(2009), and Emilia (2010). This is the stage when a teacher fosters students’ self-reliance by handing over responsibility to the students to write a text fully after support is eventually removed (Sam, 2005; Hammond, 2001:58).

Some alternative ways which can be implemented in this stage are asking students to write a text individually, in pair, or in group, reminding students to write a first draft, self-editing, discussing the draft with friend and later with teacher, displaying the text in the classroom or made into a class book (Gibbons, 2002). Meanwhile, Emilia (2010:85) proposes that in this stage, the teacher builds students’ background knowledge and in some relevant vocabularies. Emilia further suggests that appropriate implementation of schematic structure and linguistics features of certain genre can be also parameter of students’ achievement in constructing a text.

In addition, pair-checking is also possible to be conducted in this final stage in order to make the students have a neat final draft (Gibbons, 2002:67; Emilia, 2010:60).

In conclusion, related to this present research, all the elaborated stages are conducted during the teaching writing process. The activities in each stage contain different scaffolding types which will be analyzed thoroughly in Chapter 4.

2.3. Text

The terminology of ‘text’ historically comes from Latin word for weaving. It defines “words and sentences woven together to create a single whole” (Christie
and Misson, 1998, cited in Emilia, 2005). Text is a social form of complete unit of language which has context and it may be written or spoken (Kress, 1993; Eggins, 1994, cited in Emilia, 2005). The consideration of language as a text does not deal with size or length of the text, but it deals with the meaning.


Form of text will be used in this research is the written one. In this context, genre of the text employed is News Item Text, which will be defined comprehensively below.

### 2.3.1. The Nature of News Item text

News Item text is one of types of text genre which is about news. In News Item text, the content is about people, which means how people affected toward the issue. In writing down a message, there are six cruxes that should be underlined. Those are ‘who’ in the issue is, ‘what’ the issue is about, and ‘when’, ‘where’, ‘why’, ‘how’ the issue happened. In addition, the writer of News Item text is completely impartial in writing down the idea.

The general purpose of News Item is to inform the reader or listener about an event which is newsworthy or important (Gerot & Wignell, 1995). News Item basically is aimed at describing what happened, what led to the happening, what
the likely effects will be, who was involved, and when and where it happened (Nation, 2009).

There are four elements of schematic structure of News Item text. First, it is newsworthy event(s), which is about summarizing the event(s) (Gerot & Wignell, 1995; Doddy, et al, 2008) or giving good overview related the issue risen to the readers. Background is another element which refers to elaborate and expand essential thing about the events (Gerot & Wignell, 1995; Doddy, et al, 2008). The last element is sources from participants, which is in line with providing witnesses or authorities’ expert to give comment(s) about the event (Gerot & Wignell, 1995).

In addition, there are four lexicogrammatical features of News Item text which become the obligatory of the text (Gerot & Wignell, 1995). Those are short and telegraphic information of event in the headline. Then, another one is the use of material processes to retell the event. Material process refers to the answer of “What did X do?” or “What happened?” (Emilia, 2005). The use of verbal processes in sources element is also one of lexicogrammatical features of News Item text. It refers to the process of saying, as in “What did X say?” (Halliday, 1994a, cited in Emilia, 2005). Category of verbal process covers modes of saying (asking, stating, arguing) and semiotic processes that are not necessarily verbal (showing, indicating) (Martin, Mathiessen, and Painter, 1997, cited in Emilia, 2005). Last, News Item focuses on circumstances.
The following text is an example of News Item text taken from
www.thejakartapost.com:

KPK to question Angelina on Thursday
The Jakarta Post

JAKARTA—The Corruption Eradication Commission (KPK) says that bribery suspect and lawmaker Angelina
Sondakh is well enough to face investigators on Thursday.

Angelina, who was taken from a KPK cell to the
hospital on Tuesday for treatment for sinusitis, will face
questions about graft allegations surrounding the budget for
the Southeast Asian Games athletes’ village and projects
under the Education and Culture Ministry.

"We will question Angelina tomorrow," KPK
spokesman Johan Budi told a press conference on
Wednesday.

"She is well now. The hospital said her sinusitis is not
acute."

Regarding the lexicogrammatical features of News Item text, the focus of
the issue of News Item text above is scandal of bribery by Angelina Sondakh.
Material process of the news is about what Anglina did and what happened to
Angelina related to the arrest. The use of verbal process is shown in quote or
sources from participant, Johan Budi as KPK spokesman.

In conclusion, as stated before that writing is like painting in which the
writer should draw a picture that other people can ‘see’ it, enhancing students’
skill in writing, especially News Item text, is significantly indispensable. The
successful writing of students is absolutely based on how teachers guide the
students during learning process.
In short, News Item text is the area in which scaffolding are potentially applicable. This process of giving instruction then will be the core of the present research that will be analyze in Chapter 4.

2.4. **Concluding Remark**

Theoretical explanations on the definition, types, and previous research of scaffolding have been delivered. In addition, the definition of curriculum cycle, text, and the nature of News Item text also have been reviewed in this chapter. The research methodology of this research will be further explained in Chapter 3.