TEACHER'S SCAFFOLDING IN ACADEMIC READING AND WRITING BY USING SMALL GROUP DISCUSSION IN UNIVERSITY LEVEL

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Abstract.
The using of scaffolding in many teaching subjects has been used by teachers. Many lectures use scaffolding to embrace the students and make easier the learning. Lectures also use micro-scaffolding and macro-scaffolding for teaching. Previous study said that using scaffolding has advantages and disadvantages. However, this article attempts to find out the result of using scaffolding in Academic Reading and Writing in classroom. This study using qualitative with case study as a path to gain the information, with an English lecturer in one of university in Garut. This study also used non-participant observation as instrument and gathering the information using inductive analysis. The finding indicate that scaffolding make the classroom interact each other.

Keywords: Scaffolding, Macro-Scaffolding, Micro--Scaffolding

INTRODUCTION

The role of teachers scaffolding teaching English has sparked a lot of the interest of the researchers. For instance, teachers scaffolding is a necessary needed in Academic writing. Due to scaffolding technique is effective to improve the students' competence in writing, the more lecturer gives scaffolding to the students, the better their texts are. Palmadewi, (2018), investigate that scaffolding is a significant thing to contribute in the progress of learning, the particular reason for this circumstance, it helps students to solve their learning problem. Another perspective from Sinaga in Palmadewi (2018) reveals that the scaffolding contributes to the improvement of writing abilities. Piamsa (2020), , also found that scaffolding show a significant improvement in the post-test scores in all aspects of writing competence, i.e. task completion, organization, lexical variety, and structural variety and accuracy. The students also revealed positive attitudes towards the use of scaffolding teaching in

the writing class. In addition, teacher's scaffolding help students to build their writing skills and make them aware of what a piece of good writing is.

In contrast, the use of scaffolding really wastes much time, whereas the students do not pay attention in their tasks and some teachers do not apply the scaffolding instruction well. In addition, Beck et al., (2020), analyzed the use of scaffolding towards to the students that has linguistics-minority ability and it indicated that giving feedback intersubjectively and inherent power differentials can complicate this work. Furthermore, the use of scaffolding requires much time, whereas, it needs one more shot to reinforce the students who get lost in the full proficiently explanation which depends on the variants student's ability. Because of this, the use of scaffolding is not as that simple, owing to the several students who do not suit with the teacher scaffolding.

Several scaffolding theories were discussed in the various investigations. Referring to Anggadewi (2017) , scaffolding is a learning strategy based on Vygotsky's philosophy. Because it employs a tiered learning strategy, this method is more adaptable to the child's abilities. Where the materials and questions are presented start with the easiest questions and are managed by the child while attended by teachers or colleagues who are more cognitively adept. Scaffolding is a teaching strategy that provides individualized support based on the learner's zone of the proximal Development(Chang, 2010). Scaffolding is divided into two varieties, there are micro and macro scaffolding. According to Gibbons in Beck et al., (2020), Micro-scaffolding is an important local phenomenon on a micro-scale of teacher-student-interactions. Micro scaffolding is increasingly discussed as an important approach for locally supporting students'learning and conceptual learning in classrooms.

Meantime, in agreement with Gee et al in Engin (2014), Macro scaffolding is a process of guided intervention within a socio-cultural framework. "Sociocultural theory is a theoretically framed approach to the study of learning and development as social constructions". Such a perspective places great emphasis on the interactive and social nature of learning, that is, the guided construction of knowledge between teacher and learners.

Owing to the many studies about teacher's scaffolding in teaching writing, some researchers focus on the interaction between teachers and students during teaching and feedback session (Piamsai, 2020). Other researcher emphasis on the impact of peer scaffolding on writingaccuracy of a group of intermediate EFL learners and explore scaffolding behaviors employedby them in planning and drafting phases of writing (Pasand, 2017). One more researcher focuseson the perception on students and teachers in the use of scaffolding.

In addition, Köse & Güner-Yildiz (2021), figure out that scaffolding was conducted in order to address the issue of students' poor and ineffective write communication skills at the tertiary level, as they would not be able to communicate effectively without effective writing skills. As Rahmat (2021), observed through the scaffolding, eitherin teaching or learning methods have become more successful and fascinating as students learned and obtained what they learn in classrooms through "doing it." The students were moreoptimistic when they encountered the challenge themselves rather than listening to lectures andviewing the video in the classrooms. To advance in their careers or become eligible for courses requiring a high level of writing ability.

Based on the report above, most studies only focus on teacher scaffolding on writing in general with the aspect of feedback session, teachers and students' perception and the impact of peers scaffolding on writing. Whereas, the research of teachers' scaffolding in academic writing is rarely to be found. Therefore, this study attempts to fill the gap by investigating how teacher's scaffolding contributes to developing students' academic writing in university level by using small group discussion. The researchers expect the students get the information that using teachers' scaffolding method is effectual.

REVIEW OF LITERATURE

Scaffolding is a process of teaching where an educator models or demonstrates how to solve a problem, then steps back and encourages the students to solve the problem independently. Scaffolding teaching gives students the support they need by breaking learning into achievable sizes while they progress toward understanding and independence. Scaffolding is a way of providing a safety net for students until they get to the level of independent work. It relates with Educational (or Instructional) teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance. It helps students to learn a new technique, all of the necessary steps are laid out for them in detail, thus eliminating confusion and anxiety. One very important benefit of scaffolding is that it helps students to feel supported through tasks that are difficult.

METHODOLOGY

This study is an attempt to find out the result of using scaffolding in Academic Reading and Writing in the classroom, qualitative research with non-participant observation was used. Furthermore, this study was conducted in a private university that was chosen by some considerations; this site has the Department of English Education whereas. Followingobservation, recording and transcript were used in this study.

FINDING AND DISCUSSION

According to the researchers' findings, the lecturer begins the subject of Academic Reading and Writing by guiding the learning goals for the day, explaining the learning practices, and recalling past learning. The lecturer begins the learning activity by explaining the proposal checklist after moving on to the following session. Following the interpretation, the lecturer asks the students if the explication was clearly clarified by the students by emphasizing the word "is that clear?" Along with the affirmed explanation, the lecturer offers the students 20 minutes to conduct a discussion session in order for each group to re-check whether their proposal is appropriate or falls short of the proposal checklist expectation. Within five minutes left, the lecturer gives a warn due to make the student be ready by saying "alright friends, you guys have five minutes eft before i come to you all to see your progress and troubles".

After having a short discussion, the lecturer offers another question to the students that what is conclusion of their discussion consideration. Therefore, the lecturer gives a chance to each group to deliver their problems of their writing. Afterwards, the lecturer moves to the feedback session to every groups in the class.

After that case, the subsequently agenda is how the lecturer directs the instruction to open their own laptop owing to continue their writing progress. The lecturer starts circling the class to make sure that all of the students have openedthe file by shouting "now I need you to open your proposal on your laptop please!". Thenceforward, the lecturer starts approaching to one by one group to find out how far their writing progress is and open the question and answer session by reason of knowing what are the obstacles they have in writing.

When a problem is discovered, the lecturer makes a move and says, "Let me check the heading list," which allows the lecturer to directly fix their problem of heading proposal in their own laptops; additionally, the lecturer is not only giving an instruction but also revising their progress. Aside from reviewing the students' progress, the lecturer does some small pleasantry things in the middle of learning progress in order to relax the students and make them feel more comfortable while facing the difficulties they have.

After going through some stages at the start of the class, the lecturer assigns another task to complete for the next proposal, which is the significance of the study. Based on the lecturer's confidence, the lecturer believes that most of the students have prior knowledge; as a result, the lecturer allows the students to express their thoughts on the significance of the study. Following that, one student expresses his or her viewpoint. Furthermore, by asking "is there another opinion about the significance of the study," the lecturer provides another opportunity for other students who may be thinking differently. When the lecturer believes that all of the students have a complete understanding of the subject, he or she will say, "I actually notice that you all have understood today's material," and at the conclusion of the class, the lecturer makes a deal for the deadline of the assignment.

FINDINGS & DISCUSSION

Macro scaffoldings revealed in Eva (2015), research were identified through: (1) teaching goals, (2) selection and sequence of tasks (3) and classroom organization. The teachermentioned the teaching goals in each teaching session and they were also stated in the teachingdocument i.e. lesson plans. The teacher provided tasks based on the students" need. Moreover, the tasks were sequenced from the easiest to the complex one. In some activities, the students"were asked to work in pairs or groups. For instance, in joint construction of the text, the students" were asked to write a discussion text in group. Micro scaffoldings revealed in this research included: (1) offering explanation; (2) modeling; (3) bridging; (4) inviting students' participation; (5) inviting students to contribute clues; (6) schema building; (7) verifying and clarifying students" understanding; (8)re-presenting text; (9) contextualizing; (10) and developing metacognition. Offering explanation This type of scaffolding which appeared in theteaching phases was in forms of declarative and procedural knowledge. Declarative knowledge can be identified when the teacher explained the discussion text which was being learnt by thestudents explicitly, such as explained the schematic structure and the language features of discussion genre.

From the result of observation and theory, the lecturer uses both categories macro and micro scaffolding in teaching Academic Reading and Writing. Based on the above theory and the findings of the researchers, it is concluded that the lecturer employs macro scaffolding in academic reading and writing classes. Since the

scaffolding used by the lecturer in class is related to the theory Eva et,al (2015) of macro scaffolding itself, such as describing the goals of the learning aims, the lecturer assigns tasks in the following order: easy to difficult. The lecturer, on the other hand, divides the students into twelve groups of three or two people each to complete the writing subject's duty.

While in the micro scaffolding way, the lecturer certainly offers the explanation in the beginning of the class mainly about what will they learn in the class as the first way of this micro scaffolding use as like the subject explanation and more. Second way, the lecturer asks the students to share the students' opinion about the significant of the study to make a small discussion in the class which is known as prior knowledge and this way is bridging due to the theory above. The third way the lecturer uses is inviting the students to be participating in the class, furthermore, the lecturer does not dominate the class but the lecturer gives the students turn to speak up more. The fourth way, the lecturer reassures the students have completely recognized the general knowledge about the significance of the study and then the lecturer moves to the more specific of their comprehension about the significance of the study, for instance, there are theoretically, practically and professionalism.

In fifth way, the lecturer does the verifying and clarifying the students about their understanding by reattempting some question to make sure the students get their understanding such as "is it clear?". Sixth way, the lecturer gives analogy in accordance with the students experience by using daily life language in order to make the students understand which is named as contextualizing. The final way is how the lecturer assigns a task at the end of the class to develop metacognition, so that students can manage their thoughts and what they have learned in class to complete their assignment. As has been noted, both macro and micro scaffolding are being utilized in the class. Nevertheless, there are some of micro scaffolding stages that are not applicated in the lecturer class, including modeling, inviting students to contribute clues and re-presenting text.

CONCLUSIONS

This research was focused to implementation of scaffolding processes in the teaching academic reading and writing by using small group discussion in university level. The result of this research revealed that the scaffolding processes as reflected in teaching process, the lecturer used two types of scaffolding. There are macro scaffolding and micro scaffolding. It means that macro and micro scaffolding is useable in university level in academic reading and writing. However, teachers still need to pay attention to how to apply the three stages of micro scaffolding that were missed. Those are modeling, representative text and inviting students to contribute clues.

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