

SCAFFOLDING IN TEACHING WRITING NEWS ITEM TEXT, ITS BENEFITS AND CHALLENGES

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Abstract: This research aims to investigate types of scaffolding, the ways a teacher provides scaffolding, and benefits and challenges of scaffolding in teaching writing News Item text. The participants involved in this research are an English teacher and 27 students of tenth grade in a senior high school in Bandung. This research employed a qualitative research design, embracing characteristic of a case study. The data were obtained from classroom observation for six meetings, and one interview. The data collected from classroom observation and interview were transcribed and then analyzed by using framework of types of scaffolding (e.g Roehler and Cantlon (1997), Hammond (2001), Gibbons, (2002), and Walqui (2006)). The findings showed that seven types of scaffolding were provided by the teacher during teaching writing News Item text. The most frequent scaffolding was given in the Modeling stage, while scaffolding was removed in the Independent Writing stage. Regarding the benefits and challenges of providing scaffolding, this research found out the benefits of scaffolding such as to connect students' prior knowledge with a new concept, to engage students, to minimize the level confusion of students, and to build students' self-confidence. Meanwhile, the challenges of providing scaffolding are the number of students in the classroom, time constraints, and demands on teacher.

INTRODUCTION

Writing is a crucial talent to learn and is also regarded as the hardest language skill to master. This ability has evolved into a necessity for achievement in the field of language education (Mustafa *et al.*, 2020). However, writing is seen as one of the more difficult talents that kids must learn

(AlMarwani, 2020).

In terms of the language abilities required, the production process entails coming up with ideas, organizing them, writing drafts, rewriting them, and editing them (Khatter, 2019), with each of these steps involving specific components such as structure, vocabulary, content, organization, and

mechanics (Ampa and Quraisy, 2018).

In the 1980s and the late 1970s, interactions between parents and children as well as between instructors and pupils were described using the scaffolding metaphor (Sarmiento-Campos *et al.*, 2022). The mediation that teachers or instructors make inside a student's zone of proximal development (ZPD) to support, guide, and enhance their current abilities is meant when this metaphor is utilized in educational contexts (Sylvia *et al.*, 2022). In order to help the less capable student become more skillful, independent, and autonomous, this aid is used to its fullest extent (Omoniyi & Torru, 2018; Ikawati, 2020; Lhadon & Wangmo, 2022; Narina, 2022; Tabib, 2022).

By guiding their students throughout learning activities in order to maximize their zone of proximal development (ZPD), teachers play a crucial role in ensuring that students learn effectively (Alrawili *et al.*, 2022; Babu *et al.*, 2022). As a result, scaffolding is only a term for an effective instructional method that enables students to deepen their comprehension and complete any assigned activities on their own (Agu & Iyamu, 2020; Piamsai, 2020; Yildiz & Celik, 2020). According to Heron and Webster (2019), scaffolding is used to assess students' comprehension, provide academic standards, explain the larger perspective of the teaching/learning process, and draw students' attention to previous and upcoming subjects, lessons, and evaluations. Through simplified language, visuals, graphs, cues, and hands-on learning opportunities, this education offers contextual support (Ovando & Combs, referenced in Mohani *et al.*, 2020).

According to some experts, there are various forms of scaffolding used in educational settings. The concepts of the several scaffolding strategies used in this study were taken from other, closely related theories. These principles include bridging, contextualizing, allowing students to participate, developing schema, providing explanation, modeling, and confirming and elaborating on students' understanding.

Making a connection between newly

taught concepts and previously learned ones is referred to as bridging (Khatib & Chalak, 2022). As a result, by utilizing their existing knowledge, it serves as an anticipatory guide that can help students forecast or recount the concepts that lead to a deeper understanding (Tajeddin *et al.*, 2020; Lukmawardani, 2022). This form of scaffolding can be used in the classroom in two different ways, including encouraging students to share their experiences and utilizing graphics to show connections between what the students currently know and what they are capable of learning.

Language should be introduced in circumstances that make sense and with real objects (Masangcai, 2022; Yong, 2022). The teacher can use analogies based on student experience in this kind of scaffolding. Making use of everyday language. As a result, it will make it easier for students to comprehend what is being taught (Lukmawardani, 2022).

After the teacher provides examples of some thoughts, feelings, or behaviors, an activity is carried out in which pupils are given the chance to engage in the process that is taking place (Lukmawardani, 2022). According to Pazos *et al.* (2019), involvement is essential scaffolding. The method used to accomplish the goal determines the difference. While inviting student engagement is only relevant to student participation, bridging is in keeping with establishing students' prior understanding of the subject matter.

Schema construction pertains to students' general knowledge that can lead them to a detailed comprehension, claims Lukmawardani (2022). Students will be able to use what they already know in this situation to help new ideas stick. According to Bar *et al.* (2022), teachers can aid students in recalling prior knowledge by focusing on subheadlines, charts, titles, and numbers. They can also build on that knowledge and relate it to fresh information.

A teacher can carry out a variety of tasks in the context of language instruction to adopt this form of scaffolding, such as allowing the students to preview a text, note heads and

subheads, images and their captions, and names of charts before reading. The process of storing and retrieving knowledge and experience, organizing students' knowledge and understanding, and drawing their attention to key ideas, topics, and information by focusing on headings and subheadings, images and their captions, class agendas, and chart titles are all reasons why schema is important before reading (Mahan *et al.*, 2018). Giving an explanation is a form of scaffolding that alludes to In order for students to develop an understanding of what is being studied (declarative or prepositional knowledge), why and when it is used (conditional or situational knowledge), and how it is used (procedural knowledge), the teacher must provide an explanation that uses explicit statements and is tailored to each student (Lukmawardani, 2022).

Declarative knowledge can be recognized when a teacher discusses or reiterates the qualities of a certain text under discussion in order to apply this form of scaffolding to the learning process. In the meantime, conditional knowledge is present when the teacher explains why the material is significant for the class and when the students may apply it to their everyday lives.

Modeling is the practice of demonstrating teaching pupils in-person how to carry out tasks or activities (Yong, 2022). Students receive representations of what is expected of them through modeling, which gives them clear instructions (Sarmiento-Campos *et al.*, 2022). With modeling, the instructor involves the class by demonstrating a skill and explaining each step in detail (Idoghor & Kasumu, 2022). Simply put, modeling is a technique that allows students to participate in the creation of the end result by providing them with quality samples of the finished product (Sari & Munir, 2018; Tajeddin & Kamali, 2020).

By explicitly defining, contrasting, summarizing, and assessing language use that is suitable for particular academic functions in the classroom activities, modeling can be put into practice (Lukmawardani, 2022). To fulfill the work's objective, the teacher

specifically provides the students with a model to use as a guide for the task (Bar *et al.*, 2022).

Verifying pupils' comprehension is a means to guide them toward becoming autonomous learners, according to Sari & Rozimela (2021). It is crucial for the teacher to assess students' understanding as they become more familiar with new material (Yuvita, 2018). The teacher can provide both constructive and corrective feedback to provide confirmation. Hasan and Karim (2019) emphasize the value of feedback in writing instruction and claim that it helps students "observe and anchor their errors and become aware of how to progress their writing."

Numerous studies that concentrate on certain text genres have been conducted on the role of scaffolding in the teaching and learning process. For instance, Dewi & Iswandari's (2017) and Widiyana & Sabiq's (2021) research that looked into the scaffolding technique for teaching writing recount text and its implementation difficulties. Meanwhile, Luthfi & Sibarani's research (2021) aimed to identify scaffolding tactics in teaching descriptive text and uncover the motivations behind teachers who employed particular theories. The use of scaffolding in the teaching process to improve student literacy in primary school (Padmadewi & Artini, 2018), foster critical thinking (Weinstein & Preiss, 2017), and improve students' writing skills (Ikawati, 2020) are some of the other areas on which some research have focused. The effectiveness of teacher scaffolding on students' paragraph writing performance at Meneguzer Secondary School in Amhara-Ethiopia has also been the subject of some research studies. (Gashaye & Muchie, 2021) as well as on students' online writing proficiency (Mahayasa *et al.*, 2021).

From aforementioned studies, the research that concerns on the use of scaffolding in writing news item text has not much been explored. Therefore, the present research investigates types of scaffolding, the ways a teacher provides scaffolding, and benefits and challenges of scaffolding in teaching writing News Item text in

tenth grade in EFL context in senior high school.

The findings of this research are expected to provide information about applicable scaffolding during teaching writing and encourage teachers to make a more collaborative classroom environment and to develop new ideas to improve learning process.

METHOD

This study uses a qualitative methodology and incorporates case study elements. The case study approach is suitable for this research because it offers a thorough description and analysis of the problem being investigated, namely scaffolding in the instruction of composing news item text to students in the 10th grade. Classroom action research, according to some authorities (Meesuk et al., 2020; Mertler, 2021; Lufungulo et al., 2021), is a cooperative, participatory approach that enriches education by embracing change and involving educators in bettering their own practices. In order to prevent data bias, this study has used a variety of data sources, including classroom observation, field data collection, and interview.

An official senior high school in Bandung, West Java, Indonesia, conducted this study. An English teacher and 27 pupils in the tenth grade were the subjects of this study. The English teacher selected was a professional who understood the four stages of the teaching-learning cycle. So it was expected that scaffolding would take place primarily during the session. Students from the tenth grade were chosen since News Item material was taught in this grade.

Classroom observation and interviewing are the two types of data gathering methods used in this study. Both approaches were used to classify the many forms of scaffolding the teacher offers, look at the ways the teacher uses scaffolding, and assess the advantages and drawbacks of scaffolding while teaching students to write news item texts.

To fully understand classroom interactions and to supplement the researcher's field notes, videos were employed as a tool in the classroom observation technique. The scaffolded interactions between the teacher

and students were then identified from the video's transcription.

Interviews were utilized to gather information on forms of scaffolding, the way the teacher delivers scaffolding in teaching writing News Item text, and the advantages and problems of scaffolding in teaching writing News Item text in order to cross-check the data from classroom observation. The teacher had a semi-structured interview since it gave the researcher the opportunity to respond to the current circumstances, the respondent's developing worldview, and fresh perspectives on the subject.

The interview's pre-planned questions focused on the learning process as a whole, the teacher's motivations for carrying out each activity, and the pros and cons of scaffolding in the context of teaching writing News Item content. The interview was recorded on tape, and the researcher afterwards typed out the transcription of the recording. Both Indonesian and English were spoken throughout the interview process.

The curriculum-cycle framework was used to examine the data obtained from classroom observation and interview (Hammond, 2001; Gibbons, 2002). The information was also examined in light of hypotheses on various scaffolding types, such as those put forth by Roehler and Cantlon (1997), Hammond (2001), Gibbons (2002), and Walqui (2006).

Transcripts of the interview and video data were created. Coding was used during transcription reading by comparing the data to the study's research questions. In the result and discussion, the analysis's findings are completely and in-depth discussed.

Data from classroom observation and interview were cross-checked to see if the results were consistent in order to confirm the quality and reliability of the data. The last stage was to analyze the data using the theoretical framework that would be discussed and the results presented.

RESULTS AND DISCUSSION

As was already said, the goals of this study are to analyze different types of scaffolding, how a teacher uses scaffolding, and the advantages and difficulties of using scaffolding while instructing

students to write News Item texts. The outcomes for each research goal will be described in more detail below.

Types of scaffolding and the way the teacher provides scaffolding in teaching writing news item text

According to the findings, the teacher was found to apply seven different types of scaffolding. They connect, contextualize, invite participation from students, establish schema, model, provide explanation, and check and further explain students' understanding.

One sort of scaffolding used to integrate recently taught concepts with previously learned material is bridging (Khatib & Chalak, 2022). This kind of scaffolding took place in the Building the Field stage of the curriculum-cycle, which will be covered in more detail later. The following list and detailed explanation of bridging activities is provided.

In Building the Field, bridging took place when the instructor deepened the students' comprehension of the subject and urged them to share their knowledge of current events involving notable people by displaying some images. This practice demonstrated that the teacher had a solid grasp of how to motivate her students, as stated by Hammond (2001), who claims that employing visual scaffolding before reading and writing can help students acquire effective language and literacy. In addition, the fact that so many children participated and the inclusion of photos helped made the activity seem exciting. The results of the interview provide evidence for this claim. Before introducing new topics, the teacher used the graphics to engage the pupils' past knowledge and understanding.

According to Walqui (2006), this practice can be regarded as effective scaffolding because it grabs students' attention by drawing on their prior knowledge at the start of the class. Gibbons (2002) also suggests this practice since the debate bridges the students' perceptions to a greater understanding of the truth matters for the question or issue at hand.

Because it involved students' cognitive abilities, the aforementioned action might also be regarded as effective scaffolding. The aforementioned activities can also be classified as different forms of scaffolding because they contextualize learning and encourage student participation. These concepts will be further developed in the section that follows.

Contextualizing aims to bring difficult

concepts of the subject being taught closer to the students' experiences (Hammond, 2001; Walqui, 2006). In the Building the Field and Modeling stage, the teacher offered this kind of scaffolding.

When the teacher employed some pertinent images to foster engagement at the outset of the teaching learning process, she offered contextualizing for the construction of the field stage. The teacher appeared inventive in how to unintentionally channel the pupils' prior knowledge to the topics by examining the medium that was used (News Item text). This relates to what the interviewee, the teacher, said. According to Walqui (2006), using a picture means providing a pertinent illustration or significant metaphor for students to learn academic language (the news item text they were going to learn) and students' everyday language to interact with experts, teachers, and peers. This is why the teacher's actions could be seen as appropriate. According to Hammond (2001), teachers can combine fresh content with well-known concepts and vice versa to prevent pupils from becoming confused. As a result, the difficult concepts in the News Item content were more relatable to the pupils.

When the teacher told the class how the news item text was used in the students' daily lives, contextualizing took place during the modeling stage. Because the teacher compared the goal of the news item content to the students' world, as stated by Walqui (2006), it might be seen as contextualizing.

Because the teacher used an analogy of the function of a news item text to demonstrate her point, the lesson's material was made clear and straightforward for the students to understand. The instructor also said this. Because this activity is advised by Lukmawardani (2022), who claims that contextualizing is important and helpful to make students understand what is being taught as the teacher uses analogies based on student experience, the teacher's delivery of the purpose of the News Item text demonstrates her competence as a scaffolder. After the instructor provides examples of any thoughts, feelings, or behaviors, students are given the chance to participate in the process that takes place by participating in an activity called inviting students to participate (Lukmawardani, 2022). The teacher used this kind of scaffolding during the modeling and joint construction stages. The next paragraphs will go over some activities that include inviting kids to participate.

During the modeling stage, the teacher would

check the pupils' comprehension of the usage of reported speech before encouraging them to participate. By converting a direct sentence into an indirect sentence, it shows that the teacher invited the students to do the task.

Following an explanation of reported speech and demonstration of its well-structured phrases, the teacher issued the challenge. This exercise demonstrates the teacher's desire for engaged students. This is pertinent to what the interview with the teacher revealed.

This kind of scaffolding took place at the Joint Construction stage when the teacher and the students worked together to create News Item text. According to Bar et al. (2022), difficult collaborative practices that challenge students' higher order thinking are the best way to increase their ability to produce texts. This exercise shows that the teacher understood how to do this. The interview data lends support to this hypothesis.

According to Roehler and Cantlon (1997), the modeling and joint construction activities are relevant because they allow children to complete manageable tasks and respond to teachers' inquiries, which helps to cross the zone of proximal development. Making the pupils participate in the lesson is one way the teacher can ensure that they understand the idea that was previously taught. By carrying out those activities, the teacher put into practice the goal of scaffolding, which is to support students in working with increasing independence in other contexts as active risk-takers—in other words, so they not only know what to think and do, but also know how to think and do (Hammond, 2001; Gibbons, 2002).

During the Building the Field and Modeling stage, the teacher used scaffolding known as schema building. Its goal is to give students a broad understanding that can lead them to a more in-depth comprehension in order to develop students' understanding (Lukmawardani, 2022). The following details a few schema-building activities.

Schema building took place during the reading of a chosen News Item text activity in the Building the Field stage. It happened when the teacher requested the class to infer a text's content from its title. It demonstrates how the teacher got the class to infer from the title what the text was about. In this case, the text's title was RI Radio Bans Bieber's Songs over Insult, and the students were able to infer its meaning from the title.

Because this action (schema) helps lessen the ambiguity that might occur while reading a text, it

shows that the teacher had a good knowledge of how to prevent students' confusion when they read the material in the following activity (Gibbons, 2002; Walqui, 2006). This was pertinent to what the interview with the teacher had shown. Additionally, this activity supported the hypothesis put out by Bar et al. (2022) that schema is an active, creative process in which students interpret and predict a message based on prior knowledge.

The schema building exercise in the Modeling stage was comparable to the schema building action in the Building the Field stage, which involved the teacher asking the students to infer the topic of the text based on the title. The interactional fragment above demonstrates how the teacher encouraged the pupils to apply the knowledge they already had to help them understand new ideas.

According to the instruction fragment, students were urged to draw on their past knowledge of the Avengers film to help them comprehend new facts or ideas they would encounter in the text. According to the interview data, this activity demonstrates that the instructor knew how to help her students concentrate on key components of new material that they should be able to understand. In addition, the aforementioned passage illustrates still another kind of scaffolding, which is validating and elaborating on students' understanding.

To provide explicit explanations of declarative, conditional, and procedural knowledge, the teacher offers this kind of scaffolding (Lukmawardani, 2022). The teacher used explanation during the modeling and joint construction phases. The acts associated with providing explanation will be listed and further described in the paragraphs that follow.

When the teacher and her students were reading a material in the Modeling stage, the teacher implemented providing an explanation. In this instance, they discussed the text's topic before examining its schematic structure and linguistic elements.

Declarative knowledge, procedural knowledge, and conditional or situational knowledge are all examples of providing explanation. The features of the News Item texts under discussion were highlighted by the teacher and the students for declarative knowledge. It was the lesson where the teacher discussed what was being learned in this setting.

The teacher's explanation of the text's linguistic elements and schematic structures

demonstrated procedural understanding of providing explanation. It demonstrates that the teacher provided guidance on where to place both the big picture and the specifics of an issue when writing the News Item text. Additionally, she explicitly explained the purpose of "newsworthy event" in the News Item text.

Because Lukmawardani (2022) claims that explicit teaching enhances students' grasp of what is being learned, why and when it is utilized, and how it is used, this activity shows that the instructor had a strong awareness of when she should be implicit and explicit during imparting instruction. This made sense in light of what the interviewee's teacher said.

In contrast, the teacher explicitly described the use of the present and past perfect tenses and reported speech in terms of linguistic qualities. The teacher's behavior demonstrates that she was conscious of the significance of writing grammar proficiency. The interview data backs up this claim. This practice supported Khatib and Chalak's (2022) claim that mastering grammar is important for students to deepen their comprehension of how to generate meaning from texts and to help them comprehend the meaning of texts.

The teacher provided specific and detailed instructions on how to use reported speech as well as how to convert direct sentences into indirect sentences and vice versa in order to help students understand the grammatical structure of the text. The teacher also explained how to utilize direct and indirect sentences correctly.

Furthermore, the teacher's specific explanation of the aim of the News Item text demonstrated the conditional or situational knowledge as a component of providing explanation. It is seen in the way the teacher and pupils interact. This practice is consistent with Hammond's (2001) theory that explaining can be reflected when a teacher tries to explain to pupils the value of a text in their everyday lives.

When the teacher asked the pupils to create a text under her direction for Joint Construction, she provided clarification. When there was a misunderstanding of the concept of News Item text, it may be seen when the teacher repeated the qualities of News Item text. The above activity shows that the teacher was aware of the students' background knowledge of the schematic structures of News Item texts because knowledge is built on a previous understanding (Tajeddin et al., 2020). The interaction between the teacher and the students reflects that the teacher recalled

what they had learned previously during the collaborative construction of a text.

Another sort of scaffolding that was used in this research was modeling. When a new task is offered, modeling helps students see or hear what a developing product looks like, its purpose, its structures, and its language elements (Sarmiento-Campos et al., 2022). Modeling, as its name implies, was primarily seen in the modeling stage.

The teacher used modeling during the stage of modeling throughout several activities like describing and explaining. It could also be seen when the teacher reviewed the idea of reported speech in the form of an assignment. Those were the times when the teacher explicitly described the characteristics of News Item text, providing clear explanation about generic structures and linguistic features of News Item text in detail. The instructor also demonstrated how to write a suitable News Item text.

Regarding the modeling the teacher used, it shows that the teacher knew how to ensure that the kids imitated what they observed. This is consistent with Yong's (2022) claim that modeling entails explicitly demonstrating to pupils how to do activities or tasks.

Another sort of scaffolding that could be found in this research's instruction of composing news item content is confirming and elaborating on students' comprehension. Through verification or explanation, this scaffolding aims to determine whether students' comprehension is reasonable or unreasonable (Heron & Webster, 2019). In the stages of joint construction, modeling, and building the field, students' comprehension was checked and clarified. The exercises that are thought to verify and further explain students' learning are listed and explained in more detail in the paragraphs that follow.

First, the Building the Field, Modeling, and Joint Construction stages involved checking students' understanding. Clarifying pupils' comprehension in this context entails providing positive feedback or a reward as an appreciation for a well-chosen student response.

Verifying was implemented by the teacher during sharing experience activities in the Building the Field stage. When the pupils provided a suitable response to the teacher's inquiries, the teacher also provided another verifying response. The teacher checked to make sure that the kids' response was accurate before providing verification. When the teacher rewarded the students' responses and assessed their mastery of grammar throughout the modeling stage, the

kids' understanding was confirmed. Following the teacher's confirmation that the conversion of direct speech into indirect speech was flawless, the verification emerged based on the interaction. The teacher specifically verified to be of the sentence in this situation.

Regarding the excerpts from the Building the Field and Modeling stages, it demonstrates that the teacher was conscious of how to make the students feel appreciated and engaged during the instruction, as emphasized by Hasan and Karim (2019), who maintain that feedback enables learners to "observe and anchor their errors and become aware of how to progress their writing." This is also supported by the data from interviews.

Second, the processes of Building the Field, Modeling, and Joint Construction helped students to better understand what they had learned. Giving follow-up questions and also providing revision fall under the categories of the current research's two categories for improving students' understanding. During the Building the Field and Modeling stages, the teacher asked the pupils follow-up questions, and during the Joint Construction stage, the teacher offered revision.

When students were unable to convey their ideas clearly during the Building the Field stage, their knowledge needed to be clarified. Therefore, it is the teacher's responsibility to help pupils understand their responses by providing feedback interactions (follow-up questions). demonstrates how the teacher motivated her students even when their responses to her queries consisted just of one or two words. When the teacher asked follow-up questions throughout the modeling phase, she also implemented clarifying the students' knowledge. It happened when someone was attempting to infer a text's content from its title. the follow-up query when a student's response was too broad.

The excerpts from the Building the Field and Modeling stages that are seen above demonstrate that the teacher had a solid grasp of how to encourage her students to develop their ideas and exercise greater critical thinking. It was pertinent to the teacher's remarks made during the interview, which will be covered later. Because providing students with corrective feedback and confirming their comprehension is a technique to guide them toward becoming independent learners, the universal pattern in any learning setting was appropriate to be used in that context (Sari & Rozimela, 2021).

Furthermore, the exchange above demonstrates that the instructor accepted her role as an expert

peer because she helped her students cross a gap in the zone of proximal growth. It supported the theory put up by Sylvia et al. in 2022 that teachers must fill the gap in early learners' ability to develop their own language.

During the Joint Construction stage, the teacher checked the pupils' comprehension of grammar and provided clarification as needed. The dialogue between the teacher and students above demonstrates how the teacher assessed the students' comprehension of the use of the simple past and present perfect tenses. When students gave inaccurate replies, correction feedback was automatically given by clarifying their response. This practice supported Agu and Iyamu's (2020) hypothesis that increasing student comprehension allows students to deepen their understanding and complete any given assignment on their own.

When the teacher and students worked together to collaboratively create a News Item text, another corrective feedback in the joint creation stage was also discovered. The aforementioned paragraph illustrates how the teacher provided explanation when the notion was not written in a clear and orderly manner. The teacher asked questions and answered them with interrogative words.

The teacher was a logical collaborator in the collaborative text-building process, as seen by the use of questions in the example above. It can be viewed as a worthwhile practice since, according to Hammond (2001) and Gibbons (2002, the teacher's interrogative sentence provides a non-directive support that encourages students to keep rereading their written work. The interrogative statements employed in this context are comparable to those proposed by Hammond (2001) and Gibbons (2002), such as "does this make sense?", "Does anyone notice anything that needs to be repaired?", "Is there another word we might use here?", "How will we format this?", "Is that the most effective way to put it?"

All of the aforementioned activities are also pertinent to Yildiz & Celik's (2020) theory, which claims that temporary support from a teacher is necessary to help students develop new knowledge, skills, and concepts for tasks that they won't be able to fully complete on their own.

The benefits of scaffolding in teaching writing news item text

The teacher who participated in this study claimed that offering scaffolding while students are studying has certain advantages. She claimed that using scaffolding might engage her pupils, reduce

their degree of perplexity, and increase their self-confidence. It could also connect students' past knowledge with a new concept. The next paragraphs will discuss each of the benefits that have been listed.

A new notion is first connected to by scaffolding with students' prior knowledge. These advantages became apparent after the teacher used two types of scaffolding: schema building and bridging.

In this situation, the teacher claimed that scaffolding served as a link between the pupils' prior knowledge and what they are capable of learning. The teacher added that it would probably take a long time to get the materials to the kids without that "bridge." By constructing mind maps and providing visual scaffolding, the "bridge" in this sense can be put into practice. These typically happen when a teacher wishes to delve into a student's past or an idea they have stored in their minds. This claim is credible given that scaffolding, according to Hammond (2001), Gibbons (2002), and Walqui (2006), creates a personal connection between the students and the subject matter by gathering data and exchanging experiences. This connection demonstrates how the new information is pertinent to the student's experience as an individual.

Second, scaffolding has the ability to grab kids' interest. After the teacher used two types of scaffolding, such as bridging and soliciting students' participation, this benefit materialized. The instructor explained that in order to make a new idea appealing to the class, she needed to figure out a way to engage the students during the session. When the teacher used images and videos as an icebreaker to discuss the students' experiences, scaffolding proved to be advantageous in this situation. The instructor also stated that practically every learning process benefited greatly from visual scaffolding. This notion is consistent with Bar et al.'s (2022) hypothesis that using verbal and non-verbal support, such as photos, videos, and analogies, offers many opportunities to motivate students to connect with their prior knowledge for a better understanding.

Directed questions, the teacher continued, encouraged students to actively and instinctively participate. This assertion is consistent with those made by Omoniyi & Torru (2018), Ikawati (2020), Lhadon & Wangmo (2022), Narina (2022), and Tabib (2022), who claim that scaffolded peer interaction helps students develop language autonomy by giving them the

opportunity to connect conversational language to academic discourse—both written and spoken—in both spoken and written form.

Additionally, Dewi & Iswandari (2017) discovered that adopting scaffolding resulted in students participating in fruitful and lively debates in both small and big classes. Students were able to engage in meaningful and engaging discussion because they could receive feedback regarding their learning process when scaffolding was used, which involved providing direction for students.

After applying modeling, providing explanation, and confirming and clarifying students' comprehension, another benefit of scaffolding is that it helps to reduce the amount of confusion among the students. The instructor made the case that this benefit of scaffolding might be attained by clearly explaining challenging topics while teaching writing. According to Yong (2022), it is evident that explicit teaching may relate information to real-world context to approach academic activities efficiently and successfully. This suggests that the instructor is aware of how to help her pupils understand the content.

The final method, scaffolding, aids students in boosting their self-assurance. The teacher made the claim that when all methods or scaffolding were applied correctly and when knowledge had been successfully transmitted throughout the previous cycle of teaching writing news item texts, pupils' self-confidence automatically increased when completing tasks. This reasoning is consistent with the idea put out by Hammond (2001) and Gibbons (2002) that learners are capable of reaching their peak performance to complete similar activities on their own in the future when support is reduced.

The challenges of scaffolding in teaching writing news item text

Despite the fact that scaffolding has many advantages, the teacher claimed that putting it into practice in a whole-class environment could be difficult. Due to factors including the number of students in the classroom, time restrictions, and expectations on the teacher, it became difficult. Below, those issues will be covered in relation to some theories.

It is initially difficult for the instructor to use scaffolding equitably due to the number of kids in the room. The teacher explained that because there were 27 pupils in the class and a range of intelligence levels, she would not have had a chance to communicate with each one. She had to

therefore find a means to scaffold the lesson on her own. This result is consistent with Kamil (2018), Van Driel et al. (2018), Widiyana & Sabiq (2021) findings that the teacher's use of scaffolding was hampered by the large number of students with varying levels, which the teacher had to manage and find suitable methods to accommodate during the lesson. The teacher's statement that instructional scaffolding creates the environment for expert-novice interaction, which is essential for students' greater understanding, is applicable to Gökçe (2022). The teacher's statement is also pertinent to Tabib's (2022) claim that in ZPD, it is necessary for the teacher/competent learner to possess a variety of abilities in order to support a less competent student in a task or problem-solving scenario.

Time restrictions present the second difficulty. The instructor felt that teaching English, particularly writing, in two 45-minute sessions was insufficient. Thus, the entire writing instruction process took place over the course of six meetings. It took so long because teaching writing encouraged the teacher to engage in deep learning of challenging material, in addition to when reteaching the material was necessary if there were still misunderstandings among the students. In order to move on to new material, she had to make sure that everyone of her students had mastered the previous material. According to Kamil (2018) and Widiyana & Sabiq (2021) studies, employing scaffolding can be difficult due to time constraints. In addition, Hasan & Karim (2019), who think that clarifying is indicated as a useful technique to increase students' writing competence, expressed the teacher's choice to provide clarification to assist the lesson. This argument is also important to Idoghor & Kasumu's (2022) claim that giving scaffolding in complicated topics takes time because deep learning is recommended for students' maximum progress.

Demands placed on teachers are the final obstacle. The instructor contended that the aforementioned issues were what led to this issue. The teacher must teach a complex current issue and ensure that the lesson's objective is conveyed to a big class of students with varying intellect levels. The teacher continued by stating that this was a challenging position for her since, before offering scaffolding, she had to ascertain each student's prior knowledge, misconceptions about the present topic, and capabilities. This argument is in line with Idoghor & Kasumu's (2022) assertion that before implementing effective

scaffolding, the teacher must choose appropriate scaffolds that match the students' varied learning and communication styles, know when to remove the scaffolds so the student does not rely on the support, and not sufficiently understand the students (their cognitive and affective abilities) to provide appropriate scaffolds.

CONCLUSION

Teaching writing, especially News Item text, is the area in which scaffolding is potentially applicable. Based on the findings, seven various types of scaffolding are provided by the teacher during learning process including bridging, contextualizing, inviting students' participation, schema building, offering explanation, modeling, and verifying and clarifying students' understanding.

The benefits of giving scaffolding are to connect students' prior knowledge with a new concept, to engage students in learning process, to minimize the level confusion of students, and to build students' self-confidence. There are three challenges of providing scaffolding such as the amount of students in the classroom, time constraints, and demands on teacher.

English teacher should master the knowledge of genres, the understanding of teaching learning-cycle, and strategies to help students to tackle a current topic. It is said so since writing is challenging for students to master because of the difficulties which not only lie on generating and organizing ideas, but also lie on translating these ideas into a readable text (Gibbons, 2002). Hence, effective instruction in teaching writing is possible to be conducted to produce successful outcomes. In short, the more difficult materials, the more scaffolding should be provided by a teacher.

This research was carried out with a small number of subjects due to the time constraint. Therefore, the findings will not be as rich as the research conducted with a large number of subjects. Regarding the shortcoming stated before, there are some recommendations for further research. Firstly, it would be more useful for further research to use a bigger number of subjects in different context to get richer and more reliable data. Secondly, regarding some activities during learning process which use group work, interactions between or among peers should be discovered to find out another dimension in the use of scaffolding. It is considered to be important to gain various scaffolding provided by the teacher.

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