SCAFFOLDING FOR TEACHING LITERACY: A LITERATURE REVIEW

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ABSTRACT

The scaffolding concept is still relevant for the current context: where the teaching and learning process is done online or hybrid. Its concept brings students to be the centre of learning and autonomous for their learning. They take the role in their learning after having been treated procedurally with scaffolding. Looking at the first implementation of it, the treatment gave positives impacts on the students learning in literacy. They were gradually and temporarily being faded from the teacher's guidance and they become self-directed. Having a teacher's absence physically, being autonomous and self-directed are potentially got from scaffolding. As aforementioned, this literature review describes its notion and kinds that are applicable to teaching literacy.
Keywords: scaffolding, literacy, notion, kinds

INTRODUCTION

Based on the latest PISA result in 2018, the reading ability of Indonesia's students is below the PISA average (Safari, 2020). This condition has happened since Indonesia followed PISA in 2000. There are two factors causing the low reading ability of Indonesia's students (Nugrahanto & Zuchdi, 2018). First, the students did not familiar with PISA's kind of text. The students are not used to test in high-order thinking tests and they mostly faced paper-based tests not computer-based. Second, the students have a low interest in reading. This condition is such a kind of alarm for the Indonesian education system.

The government, in this case, Education Ministry has already tried to solve the problems by raising programs like HOTS (High Order Thinking Skills) and *Gerakan Literasi Sekolah*. In HOTS, the teachers should create activities and tests that can practice the critical thinking of the students. While in *Gerakan Literasi Sekolah*, the students are expected to have at least fifteen minutes of reading before starting the class in the morning. Moreover, literacy becomes the main concern in the Indonesian education context. It seems that it has fundamental problems so that students cannot read and write well. One of the concerns is the exposure to literacy itself. Many students do not have the habit of reading. They do not carry out extensive reading, they mostly read for assignments only. As the result, students still have a low level of literacy as assessed by PISA.

One of the ways that can overcome this literacy problem is by implementing scaffolding. Some studies addressed this issue. They have examined the effects of scaffolding with diverse groups of participants, purposes, learning outcomes, and learning environments (Doo, Bonk & Heo, 2020). Scaffolding was also found to have a positive influence on students' literacy skills and also leads students to be more confident and responsible in their learning (Padmadewi & Artini, 2018) and also it is important as an instructional tool for facilitating students in developing students' literacy (Taylor, 2021).

Since scaffolding has an influence on literacy, its concept is still relevant for the current context, that is, online or hybrid teaching. Its concept brings students to be the centre of learning and autonomous for their learning. They take the role in their learning. Moreover,

scaffolding enabled students to go beyond what they learned. Having so much information on their own activities could get them successful in learning. Therefore, they could help one another with their learning (Pishadast, Mojavezi, & Okati, 2021).

In short, responding to that situation, this article provides a notion of scaffolding and kinds of scaffolding for teaching literacy. It takes to considerable attention in the education context, especially as a response to PISA results.

RESEARCH METHOD

This literature review is done by searching several main database engines of publication. The consideration is (1) publication that addresses the published work that talks about scaffolding as the keywords since 2017; (2) the use of English; (3) the availability of information on the notion and its kinds. Those aspects are reviewed based on information and data that are taken from relevant empirical studies and the provided recommendation for further research at the last part of the studies.

RESULT AND DISCUSSION

Notion

Before exploring scaffolding further, it is better to remember Vygotsky's theory about the Zone of Proximal Development (ZPD). Based on Qian (2018), this theory explains that there are two kinds of development, actual and potential development. The actual development is the development of someone which can be achieved or learned by the person without any intervention or help from the surrounding. On the other hand, potential development is the development of someone who needs the intervention of help from their surroundings to be achieved or learned. The gap between actual and potential development is called ZPD. From

that theory, they need to be facilitated in order to achieve their potential development in teaching and learning, as the so-called scaffolding.

Learning is a process or activity interactively; for that reason, scaffolding is very pivotal used in the development of knowledge. For example, in teaching-learning activities, teachers often use hints or clues while teaching as learners tackle challenging materials. These hints or clues helped by the teacher will make learners gain skills, and learners use what they learn to complete other tasks. This temporary assistance is a kind of support by the teacher in order to help learners in achievement without assistance. As we know, Scaffolding is an instructional technique in which "a teacher or adult structures a learning task and uses dialog to provide directives and clues that guide the learner's participation in the learning task" (Celce-Muria, 2001, p.195). It means this technique allows teachers to clarify the objective and deliver instructions. Moreover, teachers use them to provide cooperative tasks and encourage relationships. These techniques really support learners to extend their level of understanding and finish tasks successfully.

In language learning, it will be an effective teaching activity when the teacher uses scaffolding. This technique involves learners in collaborative activities so it will make a better interaction in learning. When scaffolding is practiced, all learners will help one another in order to create effective participants on task meanwhile at the same time it will develop the learners' understanding. While learners interact with one another to accomplish the task, the teacher has a role as a facilitator. The output is the learners will practice the language in a learning environment with others effectively because the learners involve the assistance and influence of an expert person.

Learners with learning difficulties can be categorized as children with

special needs. The students with low learning ability need a very long time to understand the learning material than learners with medium or high cognitive abilities (Chairani, 2015). So, the learners need particular assistance while teachers need proper strategies to assist them in learning activities. In order to solve learners with learning difficulties, remedial teaching is one of the methods that can be used by the teacher because teachers can assist the learners to repeat the learning material that has been explained previously. Remedial teaching is a teacher's effort to make the learners learn more excellent (Masbur, 2012). Here, a teacher should require a method that can support and motivate the learners when providing remedial teaching materials. Scaffolding can be a method of learning which is more adaptive to apply in a learning activity.

Then, looking at the metaphor of the word scaffolding, it has something to do with civil works. It is placed that surrounds new buildings to allow builders access to the building structure. When it supports itself, the builder removes the scaffolding to the other position or place. The metaphor has been widely used in recent years to argue that, just as builders provide essential but temporary support, teachers need to provide temporary supporting structures to assist students to develop their understandings, new concepts, and new abilities (Hammond & Gibbons, 2005). It supports the findings of Iverson & Goldin-Meadow (2005) and Elman (1993). It was stated that the existence and efficacy of scaffolding were informed for the process of learning which is relevant in the psychological literature and simulation work (Gasser, 2013).

For the first time, scaffolding was implemented in the context of education. As it is found in Hammond & Gibbons (2005), Wood, Bruner and Ross (1976) were the first to use it in the learning context. They described the nature of parental tutoring in the language development of children. Based on their findings, parents are successful scaffolders who could focus their children's attention on the task at hand and kept them motivated and working on the task. Such parents divided the task into manageable components and directed their children's attention to the essential and relevant features. In addition, they demonstrated and modeled successful performance, while keeping the task at an appropriate level of difficulty. In this way, they provided support through an intervention that was tailored to the demands of thetask and determined by the children's ability to finish it.

Scaffolding means adults' guidance on children's development (Qian, 2018). Teachers mostly take part in this process during teaching. In scaffolding, the teachers give temporary help. It means that the teachers only help the students in the beginning and slowly let the students do it autonomously. When the students have already been autonomous learners, the teachers' roles are controlling students' attention, demonstrating, giving tasks, etc. Albalaweneh & Tepsuriwong (2020) supported this by stating that scaffolding happens when teachers work together with the students in solving problems, finishing tasks, and achieving the goals of learning. It can be said that scaffolding in education is supports given by the teachers in the process of learning. Further, scaffolding is the teacher's support to build students' understanding and achieve an effective teaching and learning process.

Further on, scaffolding has some characteristics in its application, such as (1) rising students' interest in the task or material, (2) simplifying the task, (3) helping students to keep growing, (4) showing the gap between students' prior knowledge and the new knowledge and bridging the gap, (5) controlling frustration during the process, and (6) giving solutions for problems. Moreover, Lier (2004) as cited in (Celik & Yildiz,

2020) gives some the features of scaffolding as (1) continuity in which the use of tasks is repeated and connected from one task to another task, (2) contextual support in which visuals, modeling and graphics are used, (3) intersubjectivity which means cooperative and collaboration among students, (4) contingency, where students are helped by teacher, (5) handover/takeover, where students try to learn without teacher assistant, and (6) flow which means there is natural communication. In other words, fading and transferring knowledge are the key features of scaffolding when it is implemented (Puntambekar, 2021).

By seeing those characteristics, scaffolding has some influences (Albalaweneh & Tepsuriwong, 2020). First, students will have no problem doing the task from the simple to the complex one. It is because students become more responsible, more motivated, and more interested in the task while they are supervised, supported, provided with an appropriate task by the teachers. Second, scaffolding creates more active students because scaffolding engages students to build their understanding of something with the help of their teachers. Third, students will be stress-free and at a low level of frustration. This condition happens because teachers are there to control and select the best material and task for the students.

Then, scaffolding gives an overview of the role that adults can play in joint problem-solving activities with children. Through scaffolding, the process of learning could be realized by modeling desired behaviours, offering explanations, inviting student participation, verifying and clarifying student understanding and inviting students to contribute clues. Basically, scaffolding is given, then it will be decreased, and finally, it will be removed after the students acquire an understanding (Chairani, 2015).

Regarding on the notion, there are kinds of scaffolding that can be considered to overcome the problem of students' literacy.

Kinds of Scaffolding

There are found several empirical studies that provided kinds of scaffolding. Its kinds seemed to be flexible to be modified and matched with the teaching of literacy. As it is found by Belland (2017) that forms scaffolding into three kinds. They are:

1. One-to-one Scaffolding

   One-to-one scaffolding is a kind of scaffolding that which a teacher works with a student to support the student in the learning process until the student can be a self-regulated learner. Here teachers need to think about what to scaffold and how to scaffold. Since this kind of scaffolding has a teacher who supports students intensively, it is considered to be the ideal kind of scaffolding (Belland, Burdo, & Gu, 2015).

2. Peer Scaffolding

   Peer scaffolding is a scaffolding that is supported by a peer. Some researchers find that peer scaffolding affects cognitive outcomes positively. On the other hand, some research also confirms that peer scaffolding does not have any significant effects especially if the peer scaffolding providers are at the same level in grade or ability as the peer scaffolding receivers.

3. Computer-Based Scaffolding

   Computer-based scaffolding occurs computer-based supports help students in the learning process, especially in doing tasks.

However, there were found different kinds of scaffolding from other relevant studies. Scaffolding was categorized into four types (Abdala &

Hamdan, 2021; Rosenshine & Meister, 1992). They are as follows:

1. Procedural scaffolding helps learners use appropriate tools and resources effectively. Besides, it also supports learning how to navigate the course environment and engage in learning activities. of the course and how to navigate the course environment.
2. Conceptual Scaffolding helps learners decide what to consider in learning and guide them to key concepts. Conceptual scaffolding guides the learner regarding what to consider during learning.
3. Strategic Scaffolding helps learners find alternative strategies and methods to solve complex problems. It emphasizes alternative learning pathways and tailored instruction to support individual students. Besides, strategic scaffolding also requires an understanding of the individual learning preferences of learners and the level of prior knowledge. This kind of scaffolding also may require strategies to help simplify and organize information and requires frequent dialogue with the student.
4. Metacognitive Scaffolding supports a learner in developing thinking and managing their learning. It prompts the student to think about what they are learning throughout the process and assists students in reflecting on what they have learned (self-assessment). Generally, metacognitive scaffolding can be divided into categories that encourage students' metacognition in learning.

Similarly, Belland proposed the kinds of scaffolding that include Conceptual Scaffolding, Strategic Scaffolding, and Metacognitive Scaffolding. It is also added with Motivation Scaffolding. Motivation scaffolding is a kind of scaffolding that is aimed at enhancing students' motivation to do tasks in the learning process.

Different from those types, as cited in Haldrina (2017), Walqui (2006) identifies five main types of scaffolding in teaching English. They consist of:

1. Modeling

   The teacher uses verbal explanation and body language as s/he elaborates and demonstrates the new material. By modeling, students can observe and imitate the demonstration from the teacher. Modeling is very effective, creates a positive learning environment, and also motivates students to get the better achievement.
2. Bridging

   Students activate prior knowledge. By activating students' prior knowledge, it can develop students' critical thinking. It also makes students more interested in the new material.
3. Contextualizing

   By using meaningful context, students can learn authentic material that gives them real experience in learning the language. Moreover, activities can be offered in various forms.
4. Building schema

   Clusters of meaning that are organized and interconnected. Here, the prior knowledge of the students plays a significant role.
5. Developing metacognition

   Learners awareness of their own knowledge and their ability to understand, control and monitor their level of understanding and manage their thinking process in other to decide when it is adequate.

Those five kinds of scaffolding are then modified by van de Pol, Volman, and Beishuizen (2010). They are feeding back, giving hints, instructing, explaining, modeling, and questioning (Taylor, 2020).

The other kinds of scaffolding are purposed by Taba (2004) as cited from Elandeef and Hamdan (2021) as follows:

1. Differentiated scaffolding

   Differentiated scaffolding is called the most effective scaffolding. It provides a connection between the learning that

is being learned before with current learning.

2. Redundant Scaffolding

Redundant Scaffolding enhances the current learning by various tasks. This task can support the learners to comprehend the learning.

3. Synergetic Scaffolding

Synergetic scaffolding gives various scaffolding strategies to the learners in one topic. The topic can make the students engaged in their learning.

Based on those theories that deal with kinds of scaffolding, it could be used for teaching literacy and teachers could determine which kind of scaffolding match students' needs and objective in teaching literacy.

CONCLUSION

The literacy problem in Indonesia is a paramount issue in this globalization. By looking at the PISA result of the student's level of literacy, scaffolding can be the solution. The basic concept of scaffolding is giving temporary support to the students by providing appropriate materials, activities, and assessments. There are some kinds of scaffolding that can be adjusted in teaching literacy in a classroom context. It is suggested to a teacher use scaffolding in their literacy class.

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