

# Beyond Pandemic: An Innovation of Teachers' Scaffolding Talks in Teaching English

Lulu A. Farida<sup>1\*</sup>, Rozi Fahrur<sup>2</sup>, Hafizah Hajimia<sup>3</sup>, Gulzhaina K. Kassymova<sup>4</sup>

<sup>1</sup>Physical Education Department, Universitas Negeri Semarang, Indonesia.

<sup>2</sup>Economic Education Department, Universitas Negeri Semarang, Indonesia ,

<sup>3</sup>Academy of Language Studies, Universiti Teknologi MARA, Arau, Perlis, Malaysia,

<sup>4</sup>The Institute of Pedagogy and Psychology, Abai Kazakh National Pedagogical University

## ABSTRACT

The objective of teaching English in Indonesia is to empower students with the concept of English as a tool of communication. However, English in the country itself is not spoken by society as a foreign language in daily conversation. In higher education, it is expected that the students from senior high school already have the basic knowledge of English and can use English as a communication tool but in reality, it is found that the majority of the students in university still have difficulties speaking in English. This research aimed to depict kinds of scaffolding talks that English teachers used in two different faculties. This research used qualitative and quantitative methodologies, and the objects of the study were an English teacher from eight faculties in Universitas Negeri Semarang (UNNES). The data collections were conducted by 1) interviewing the English teachers, 2) witnessing the classroom activity by joining the classroom, 3) recording the classroom activity, and 4) copying video into the written form. The result showed that Teacher used all the scaffolding elements which were Reinforcement, Basic Questioning, Variability, Explaining, Introductory Procedures and Closure , and Advanced Questioning. Teacher 1 mostly used Introductory Procedures and Closure 40,58% and Explaining 24, 3%. Teacher 2 mostly used Reinforcement 28,55% and Variability 26, 44%. Teacher 3 mostly used Explaining 29,72% and Introductory Procedures and Closure 28,95%. Teacher 4 mostly used Reinforcement 33,64% and Advanced Questioning 22,43%. Teacher 5 mostly used Reinforcement 33,52% and Basic Questioning 21,28%. Teacher 6 mostly used Reinforcement 29,32% and Basic Questioning 27,78%. Teacher 7 mostly used Reinforcement 27,11 % and Variability 26,20%. Teacher 8 mostly used Variability 26,83% and Introductory Procedures and Closure 18,18%. For the next researchers, it is possible to make a comparative analysis between teachers who use scaffolding talks and those who do not. The level of effectiveness between the two in teaching English, especially in the speaking aspect.

**Keywords:** Scaffolding Talk, teaching English, Higher Education

## INTRODUCTION

Due to the recent Covid-19 pandemic, faculty of universities have been under increased stress and workloads, which has worsened their already difficult task of balancing teaching, research, and service obligations, as well as maintaining a healthy work-life balance (Nadiahan& Cabauatan, 2021). According to Hodges et al. (2020), teachers from all backgrounds and ages have been forced to prepare and deliver their classes from their homes, with all of the practical and technological challenges that these online learning platforms, and in many cases, without the benefit of adequate technical support. Furthermore, it includes the pedagogical foundations and knowledge of principles that are required to design for, as well as facilitate, effective online learning experiences . According to Joosten and Cusatis (2020) , online learning offers students the opportunity to decide, what, where, when, and how to learn. To control online learning challenges among students, higher educational institutions can provide resources to help students assess whether they are ready to take an online course and measure their levels of satisfaction after they had been engaged. Consequently, lecturers can also provide instructional support via instructional activities that can

help students in appraising their preparedness and readiness , gaining the needed skills to learn online, and managing their expectations about learning online, which can help increase students chances for success in an online teaching .

The objective of teaching English in Indonesia is to empower students with the concept of English as a tool of communication. Mahfoodh and Hashim (2021) stated that the English Language pedagogy does have an important role in integrating some individuals' employability skills,

**Corresponding Author:** lulu.farida@mail.unnes.ac.id

**https://orcid.org:** 0000-0002-7958-7355

**How to cite this article:** Farida LA, Fahrur R<sup>2</sup>, Hajimia H, Kassymova GK (2022). Beyond Pandemic: An Innovation of Teachers' Scaffolding Talks in Teaching English. Pegem Journal of Education and Instruction, Vol. 12, No. 4, 2022, 288-301

**Source of support:** Nil

**Conflict of interest:** None.

**DOI:** 10.47750/pegagog.12.04.30

**Received :** 11.03.2022

**Accepted :** 29.05 .2022

**Published:** 01.10.2022

particularly in tertiary education. Wahid et. al. (2021) through their paper agreed that the education system would support individuals' professional life through its role of developing skills. In Indonesia, it is expected that students from senior high school until university are able to speak English as their tools of communication. However, the role of English in the country itself is not accepted by society as a foreign language in daily conversation. In higher education, it is expected that the students from senior high school already have the basic knowledge of English and can use English as a communication tool but in reality, it is found that the majority of the students in university still have difficulties speaking in English. This has become another challenge for English teachers to teach English to their students in higher education.

Teachers have a significant role during the teaching and learning process and it is inevitable. A teaching and learning process can be considered as good and proper when it involves the students during the process and provides qualified teachers in it. To create an excellent interaction in the class between the teacher and the students, students' participation is the foremost element in the teaching and learning process. According to Mace (2005), as social development explains that the teachers' efforts to build a partnership with the students to lead them to construct their own meaning is more important rather than having the teachers dictate the students. Besides that, teacher's need to keep up with the technology whereby, "technology is moving rapidly and educators have to keep up with this fast pace" (Saari & Hopkins, 2020. P.25).

Making the students understand the concept is the job of the teachers, but it does not mean that they must carry those heavy and light burdens on their own shoulders by themselves and put the students passively receiving information. In other words, they should not monopolize the teaching-learning process as it is stated by Harmer that teachers are no longer the givers of knowledge, the controllers, and the authority, rather they place themselves as facilitators to accommodate students' needs (Harmer, 2001; Mirici, 2022). According to Chen and Goh (2011), they stated that one of the challenges in classroom teaching is how to motivate students to engage actively in oral English activities. Idris et. al. (2021) stated that motivation is one of the fundamental components in language learning. However, some problems often happen in the class such as the inability of students in learning the language and it causes students' inactivity. According to Martin (2019) and Hajimia et.al.(2020), some factors which could cause the students' inactivity are such as students' low self-esteem, fear of committing mistakes, inappropriate learning activities, and lack of interest. This happens especially in EFL countries as English is not used in daily conversation.

Based on that problem, it is important for the teachers to create an interactive class that involves the students' engagement especially in this case is in speaking activities.

In creating an interactive class, it is better for the teachers not to keep explaining something to the students because the students will be passive during the learning. Therefore, the teachers can use the strategy of asking the students some questions, giving some clues, or other variations to create students' comprehension and practice their speaking skills. This means that it is important for teachers to adopt scaffolds or facilitate the students' development as the scaffold will facilitate the ability of the students to construct and internalize their primary knowledge. According to Rizal (2011), the definition of scaffolding talks is the teachers' utterance to make interaction or to create instruction for their students during the learning. According to Sakhiyya (2006), as the abilities of the students improve, the teachers will decrease their scaffolding gradually.

The objective of this study was to identify the different types of scaffolding speeches used by English teachers of eight faculties in UNNES. So, the research question is "What kind of scaffolding talks do the teachers use in teaching speaking to support English speaking skill?"

Rizal (2011) and Hajimia et al., (2019, 2020) stated that learning and teaching a language involves learning and teaching vocabulary and grammar, also understanding the context of culture and the meanings as the learners will share the same cultural knowledge. Teaching is a process of constructing an understanding of a lesson and it is done by the students. According to Wilhelm (2001), one of the parameters of teaching progress can be seen by how the teachers can help the students complete the task and inspire the students to finish their task as the teachers did and this is by the teachers' strategies in class. Therefore, the demanded language teaching provides progressive interaction by both students and teacher during the learning in class and it can be realized through the concept of scaffolding talks.

For Idealists, teachers would be abstract in their opinion and parlance, cooperative in accomplishing the learning purpose, and authoritative and open in interpersonal relations. Learning has to be coaxed forth, teased out from its hiding place, or as represented by the phrase of education, it must be educated by someone with educational ability. The teachers are particularly capable of educating or awakening the inner potentials each student possesses. The teacher may look at drawing attention and leading for some children who are ready to play or work even if they do not seem like to do so.

Teachers have a role to educate and be a facilitator for students at schools or academies. The purpose of learning is usually in the form of a study course, lesson plan, practical task, involving learning and thinking skills. The style of teaching is usually referred to as the pedagogy of the teacher. The teacher should consider some important things in order to decide the teaching method, those important things are such as background knowledge of the students, learning goals, and environment, also the current curricula. Consequently, they

also should have the capability to handle students with various capabilities and learning disabilities. On other occasions, as mentioned by Aliyu et al., (2021), teachers will also have to deal with the job outside the classroom, such as having responsibility in handling students on field trips, observing the study halls, involving in the organizations at school, and being a supervisor in extracurricular activities.

Teachers should gain a title in education and a professional teaching license in order to teach and they are considered as a professional even though their salary is considerably not high. In order to help students to learn and implement the concepts, they learn in subjects such as mathematics, science, or English, the teachers should act as the guidance of facilitators. They are demanded to use effective approaches such as small talk and discussions. Moreover, they should use props to demonstrate the material in order to help children understand and comprehend the concept in a real way, solve the problems, and develop their critical thinking. A major stimulus in triggering changes in education is making the students ready for the future workforce and in order to prepare for that, they should have the capability to interact with the environment, adjust with the technology, and think logically. Therefore, teachers will prepare the means and the environment for the students to improve their skills.

By those explanations, it is so obvious that the tasks of the teachers are very heavy. Besides preparing the students for the final examination, teachers also have an obligation to make students speak English communicatively. Thus, it is better to scrutinize the teaching-learning process rather than to blame them when at the end of the study the students are unable to use English communicatively.

### Speaking Skill

There are four skills such as reading, writing, listening, and speaking that need to be learned by the learners in learning the language. Many students feel that speaking in a foreign language is the most difficult of all. Balley (2003) and Hajimia et al. (2019) stated that many people believe that among the other challenges, speaking a foreign language is the most difficult one since it occurs in real-time and you cannot edit or modify what you have stated as you would in writing.

### Problem-based Learning

The existence of learning through solving problems is not new any longer and its development in pedagogy over time is marked by change. The method of Problem Based Learning was first popularized by Barrows and Tamblyn (1980). Their study, which was adopted at McMaster, showed a clear result in which individual learners responded to teacher-provided questions. Problem Based Learning is a condition when students are encouraged to participate in the learning process by using problem scenarios. According to Baden and Major (2004), students would work in small groups to investigate a problem,

and through this investigation, they would be expected to identify gaps in their own knowledge and skills in order to determine what information they would need to resolve or manage the issue they faced. Problem-based learning develops human cognition, and learning materials for students need to be changed to make them think about real solutions to solve problems (Kassymova et al., 2020).

In Problem Based Learning the teachers emphasize the students to be active in constructing their own knowledge. Instead of providing students with concepts or theories about the issue, teachers might use inquiry or problem-based learning approaches to ask students questions and allow them to generate their own ideas or knowledge creatively. As a result, the classic model of Problem Based Learning is defined as having the following attributes (Barrows and Tamblyn 1980 in Baden and Major, 2004):

1. The organizing target for learning is complex, real-world problems with no single correct answer.
2. The students engage in groups to solve challenges, identify learning gaps, and come up with viable solutions.
3. Self-directed learning allows kids to learn new things.
4. Facilitators are from staff.
5. Clinical problem-solving abilities are developed as a result of problems.

Some people view that as a model, Problem Based Learning is better suited for bright and talented students. This assumption is obviously incorrect. Problem Based Learning benefits all students, regardless of their capability. In fact, less bright students frequently lack the ability to work independently. Thus, it would be so fruitful for them to work in a small team, they can share their ideas in solving the problems given because in this learning the students have a chance to work together with their teacher as a facilitator. As this learning exposes students to different experiences, hands-on activities, and allows students to experience Problem Based Learning within the classroom environment boundaries, this learning type is suitable for students learning-centered teaching.

According to Arends (2004) and Hajimia et al. (2018, 2019), presenting students with authentic and relevant issue scenarios that can serve as springboards for investigations and inquiry is at the core of Problem Based Learning. Arends emphasizes that Problem Based Learning is primarily intended to assist students in improving their critical thinking, problem-solving, and intellectual abilities. It also assists students in developing their independence and autonomy by allowing them to experience adult roles in actual or stimulating circumstances (Figure 1). He further says that Problem Based Learning will not take place unless teachers develop classroom conditions that allow for an open and honest exchange of ideas.

In Problem Based Learning, the teacher's role is to provide challenges, ask questions, and stimulate investigations

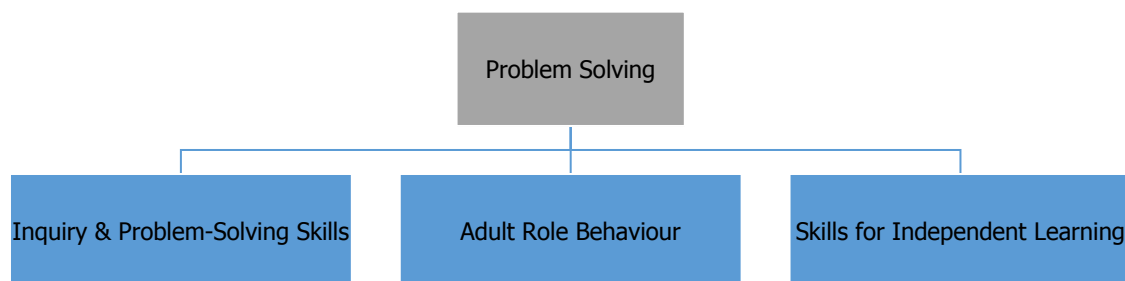


Fig. 1: Learner Outcomes for Problem Based Learning (Arends, 2004).

and dialog. The teachers, above all, provide scaffolding – a supportive framework that promotes inquiry and intellectual progress. According to Arends (2004), although teachers' role in Problem Based Learning might include presenting and explaining information to students, it is more common for them to serve as a guide and facilitators so that students learn to think critically and solve issues on their own. It can obviously be seen that the teachers facilitate or support the students in learning the problems through scaffolding talks to shape the students to become independent and self-regulated learners.

### Scaffolding Talks

Scaffolding in the education context is a process of a teacher providing the students with a temporary framework for learning. The teachers should create interactive learning so that it can help the students to construct their understanding of the concept and help them to practice their English. There are some ways used in scaffolding, they are:

### Positive Reinforcement

According to Turney et. al. (1983), positive reinforcement occurs when someone responds positively to another person's behavior, increasing the likelihood of that behavior occurring again. While according to the notion of positive reinforcement, teachers treat students in this manner in order to promote their positive behavior. Students must pay attention and be motivated by their teachers in order to improve their good behavior toward the lesson and instruction. Furthermore, giving positive reinforcement has the goal of capturing students' attention, motivating them, and boosting their positive behavior during the teaching and learning process. According to Turney et. al. (1983) and Gonzales (2020), there are six components of positive reinforcement that teachers can use in the classroom, namely verbal reinforcing, gestural reinforcing, activity reinforcing, proximity reinforcing, contact reinforcing, and token reinforcing.

### Basic Questioning

There will be some discussions between the teachers and students in every classroom, and the teacher's talks will usually

take control. It is good for teachers to control their classroom as long as the discussions have a positive impact on the students' behavior. On the other hand, they will encourage students to comprehend and understand the concepts presented, allowing them to become autonomous learners slowly. Teachers will lose their students' interest and motivation if they do not provide some talks or discussions. According to Turney et. al. (1983), questioning is one of the most significant aspects of teachers' talks. The aim of questioning is to see how well students understand the concept that has been presented to them. The teachers' inquiries will stimulate the students' interest and curiosity. It will inspire students to participate in the teaching and learning process in some manner. Turney et. al. (1983) presents nine elements of basic questioning skills to consider in the teaching and learning process, namely structuring, phrasing or clarity and brevity, focusing, re-directing, distributing, pausing, reacting, prompting, and changing the level of cognitive demand.

### Variability

As a combination component that includes some parts of skills, talking about variability conducted by teachers in a classroom will be a very broad topic. So, the variability described in this article is about the variations. According to Turney et al (1983), teachers can introduce three components of teaching within and among themselves:

1. The variations connected with the manner or personal teaching style,
2. The variations in the media and materials of instruction, and
3. The variations in the pattern and levels of interaction between teacher and students.

According to Turney et al (1983), there are three components of skills of variability: variation in the teachers' manner or style, variation in the media and material of instruction, and interaction variation.

### Explaining

The essential outcome of the teaching and learning process is students' understanding of the lesson. The teachers shape their



students' understanding through explaining. Thus, the teachers' skills of explaining determine the outcome of the teaching and learning process. Explaining is one way the teacher tells pupils something. In telling, the teachers organize lesson content so that the pupil is exposed to content in a planned and controlled sequence (Hogg and Foster 1973 in Turney et al., 1983; Hajimia et al., 2020). There are six components of the skill of explaining: raising key questions, promoting clarity, using examples, forming connections, making emphasis, and monitoring feedback (Turney et al., 1983).

### Introductory Procedures and Closure

Introductory procedures and closure actually concern the teaching and learning process in the classroom from the beginning until the end of it. It is quite important to discuss since it shows the interaction among the teachers and the students in the class and how actually the teaching and learning process goes on. There are six components of the skills of introductory procedures and closure, they are: gaining attention, arousing motivation, structuring, making links, reviewing, and evaluating (Turney et al., 1983).

### Advanced Questioning

Students are given an advanced question with the expectation that they will respond with an incisive and thorough response, making their participation more concrete than before. This is a higher-order question because it is asked after the students have received various treatments from the teachers. According to Turney et. al. (1983), the objective of employing these types of questions is to build approachers that will encourage students to think deeper, while their responses also are more incisive and thorough, and their involvement to be more extensive and self-initiated.

The objective of this study was to identify the different types of scaffolding speeches used by English teachers of eight faculties in UNNES. So, the research question is "What kind of scaffolding talks do the teachers use in teaching speaking to support English speaking skill?

## METHODOLOGY

This study employed both qualitative and quantitative methods. The research design employed in this study was by conducting class observation as well as recording it to accumulate data needed. The object of this study was eight English teachers from eight faculties in UNNES, as well as their teaching and learning processes in the virtual classroom. English teachers from eight faculties named as Teacher 1-8.

The steps of collecting the data were 1) interviewing the English teachers, 2) witnessing the classroom activity by joining the classroom, 3) making a video capture of the classroom activities, 4) converting the video into a textual document. The data analysis was carried out using Noticing, Collecting, and Thinking procedures (Seidel, 1998). The aim of this model was to demonstrate that the complicated and rigorous discipline of data analysis had a basic base. Meanwhile, the researchers utilized a quantitative method to count the number of scaffolding talks.

### Research Findings

The result and discussion focused on the lecturers' scaffolding talks in teaching speaking.

#### Lecturers Scaffolding Talks in the Classroom

Basically, every statement given by the teachers to the students are scaffolding talks since they are used to put an understanding to the students related to certain material and eventually they will encourage students to become self-directed learners. The teachers' scaffolding talks analyzed in this research were only the English talks and merely dealing with the teachers' talks.

#### Teacher 1

The researcher observed Teacher 1 as she was teaching English for Teaching. The following table contained the recordings of the teachers' scaffolding talks:

Teachers	Reinforcement	Basic Questioning	Variability	Explaining	Introductory Procedures And Closure	Advanced Questioning
1	17%	4%	12%	24%	41%	2%
2	29%	10%	26%	26%	8%	1%
3	9%	11%	18%	30%	29%	3%
4	34%	4%	21%	6%	13%	22%
5	33%	5%	20%	7%	14%	21%
6	29%	28%	23%	5%	3%	12%
7	27%	18%	26%	15%	5%	9%
8	16%	14%	27%	19%	18%	6%
AVERAGE	24%	11,75%	21,63%	16,50%	16,38%	9,50%

**Data Calculation of Teacher 1's Scaffolding Talks (Table 1)**

The diagram 1 shows that Teacher 1 used Reinforcement as 17%, Basic Questioning 4%, Variability 12%, Explaining 24%, Introductory Procedures and Closure 41%, and Advanced Questioning 2%.

In strengthening activities, Teacher 1 is quite good because he only discusses the basic words of how to teach in class so that students become sufficient in class. But a little discussing difficult words in class. Teacher 1 is not good enough in distributing questions. There are some questions that are general questions addressed to all students in the class. "Who's not leaving today?" He gives a different tone for each instruction, for example by increasing the pitch, giving several pauses, and developing student speech. Teacher 1 did a good job of explaining when he started his explanation by asking the students some questions, such as "What teaching method will you use when teaching?" Teacher 1 grabbed students' attention by raising their voices, trying to motivate students, structuring, and making connections that involve recalling known material or skills to aid student understanding and retention. And teacher 1 gives follow-up questions by giving simple follow-up questions to students such as "How do you build your students' confidence in the classroom?"

**Teacher 2**

The researcher observed Teacher 2 as she was teaching English for Arts. The following table contained the recordings of the teachers' scaffolding talks:

**Data Calculation of Teacher 2's Scaffolding Talks (Table 2)**

The diagram shows that Teacher 2 used Reinforcement as 29%, Basic Questioning 10%, Variability 26%, Explaining 26%, Introductory Procedures and Closure 8%, and Advanced Questioning 1%.

Teacher 2 used general reinforcement skills to attract students' attention and generate motivation. She gave questions that are single assignments to students so that students can easily understand the assignment. Example for the question, "What is the meaning of graphic design?". Teacher 2 used aural, visual, and tactile media and materials. She mostly used aural variations in his teaching by using his voice. Teacher 2 provided several examples, reconnected explanations and examples, focused attention, and tracked input. Unfortunately, she didn't really evaluate students' understanding. She immediately moved to the next material after completing a certain material. Teacher 2 only gave a few simple follow-up questions to students. "How to combine color and size and type of font to make it look balanced?"

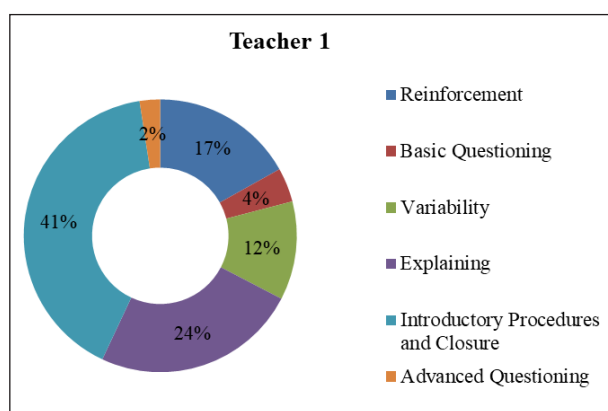
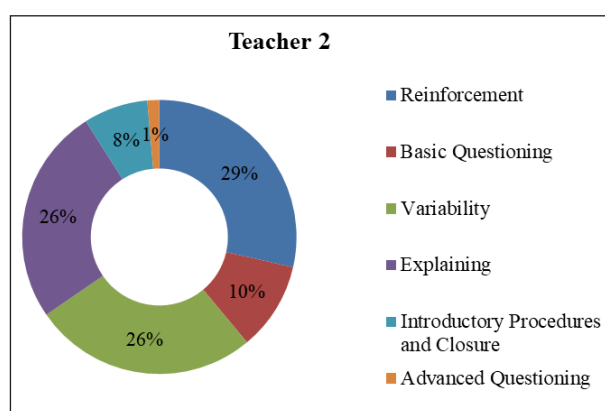
**Teacher 3**

The researcher observed Teacher 3 as she was teaching Academic Presentation. The following table contained the recordings of the teachers' scaffolding talks: (Table 3)

The diagram shows that Teacher 3 used Reinforcement as 9%, Basic Questioning 11%, Variability 18%, Explaining 30%, Introductory Procedures and Closure 29%, and Advanced Questioning 3%.

**Table 1:** Data Calculation of Teacher 1's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
104	25	72	150	250	15
16,88%	4,06%	11,69%	24,35%	40,58%	2,44%

**Diagram 1:** The Percentage of Teacher 1's Scaffolding Talks**Diagram 2:** The Percentage of Teacher 2's Scaffolding Talks**Table 2:** Data Calculation of Teacher 2's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
203	74	188	182	54	10
28,55%	10,41%	26,44%	25,60%	7,59%	1,41%

Teacher 3 is less varied in providing verbal reinforcement. But she's dynamic enough in movement reinforcement to control the whole class giving a number of basic questions. She asks basic questions like "Moment in context means?", "What does moment mean?". Questions are given with the aim of finding the meaning of the words in the text. She also provides clarity to questions. Teacher 3 used a questioning tone. She made eye contact quite often because she is dynamic enough in teaching to explain well when she began her explanation by asking a few questions to students, she uses clear, explicit, and simple language to make connections that involve remembering known material or skills to assist student understanding and retention. unknown new material. Teacher 3 only gave some simple follow-up questions to students such as "How do you respond to questions that you don't know the answer to?"

#### Teacher 4

The researcher observed Teacher 4 as she was teaching English in Laboratory. The following table contained the recordings of the teachers' scaffolding talks:

The diagram shows that Teacher 4 used Reinforcement as 34%, Basic Questioning 4%, Variability 21%, Explaining 6%, Introductory Procedures and Closure 13%, and Advanced Questioning 22%.

Teacher 4 provides reinforcement, especially verbal, to students as a form of praise for student responses. This kind of reinforcement is actually very useful to be used to increase student motivation in every teaching and learning process. In the paused element, teacher 4 gives answers to students and does not give students time to think in the form of pauses. The aural variation in teaching is by using his voice. He sets a different tone for each instruction by increasing the pitch, giving several pauses, and improving student speech. Teacher 4 does not provide a detailed explanation, only on the core of the material. More focus on procedural activities in the lab. Teacher 4 motivates students, structuring, and making connections that involve remembering known material or skills to aid student understanding and retention. Teacher 4 provides follow-up questions by giving simple follow-up questions to students such as "How do you deal with accidents in the lab?"

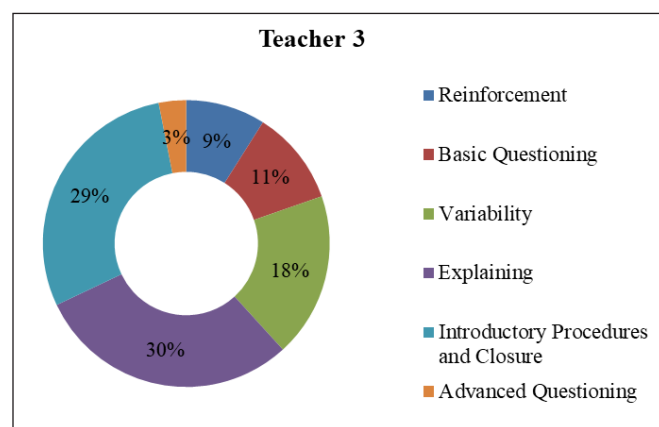
#### Teacher 5

The researcher observed Teacher 5 as she was teaching English Machine Learning Instruction. The following table contained the recordings of the teachers' scaffolding talks:

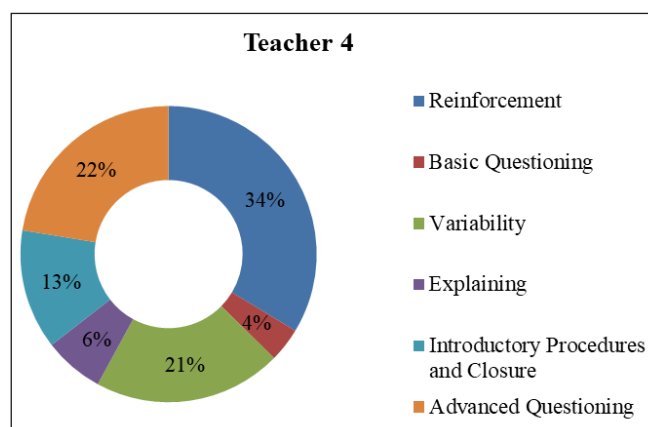
The diagram shows that Teacher 5 used Reinforcement as 33%, Basic Questioning 5%, Variability 20%, Explaining 7%, Introductory Procedures and Closure 14%, and Advanced Questioning 21%.

**Table 3:** Data Calculation of Teacher 2's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
58	69	120	192	187	20
8,98%	10,68%	18,58%	29,72%	28,95%	3,10%



**Diagram 3:** The Percentage of Teacher 3's Scaffolding Talks



**Diagram 4:** The Percentage of Teacher 4's Scaffolding Talks

**Table 4:** Data Calculation of Teacher 3's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
180	20	110	35	70	120
33,64%	3,74%	20,56%	6,54%	13,08%	22,43%

Teacher 5 is quite dynamic in the immediacy and reinforcement of activities when he uses games in his teaching. The use of games is quite useful to make students enjoy their learning because the use of games is quite related to the lesson. In the prompting element, when a student cannot answer a certain question, Teacher 5 repeated the question and asks other students to help. For example, "Another word for escape? Blurry. What else?" Teacher 5 did not provide good interaction to students. In the paused element, he simply gave a pause to students. Teacher 5 gave more good interaction to students. Teacher 5 gave more good interaction with students. Teacher 5 pays more attention to procedural so that explaining only focuses on student attention and does not provide detailed explanations. By raising his voice, trying to motivate students, structuring. Teacher 5 gave follow-up questions by giving simple follow-up questions to students. students like "What steps will you take when in the process of working you found?"

### Teacher 6

The researcher observed Teacher 6 as she was teaching Athlete Communication Strategy. The following table contained the recordings of the teachers' scaffolding talks:

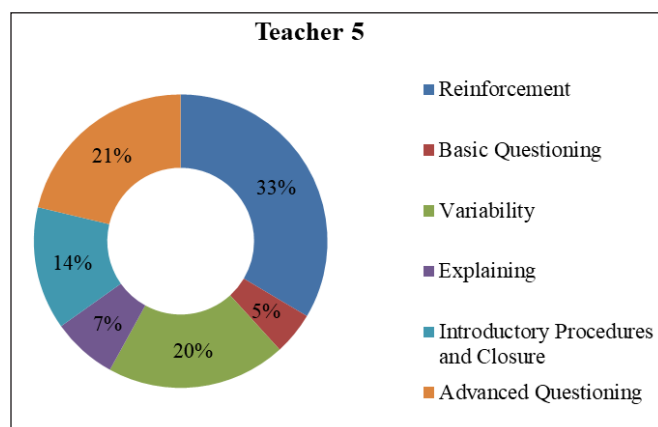
The diagram shows that Teacher 6 used Reinforcement as 29%, Basic Questioning 28%, Variability 23%, Explaining

5%, Introductory Procedures and Closure 3%, and Advanced Questioning 12%.

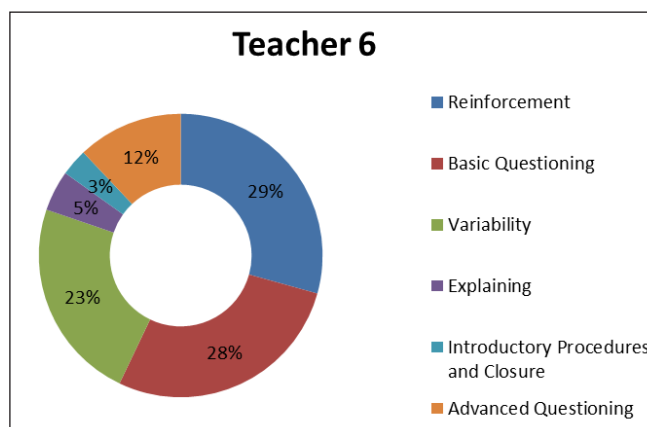
Teacher 6 provided encouragement which is actually very useful to be used to increase student motivation in every teaching and learning process if only the teacher can be used effectively. When students are given this kind of encouragement, they will feel valued by the teacher. Teacher 6 asked some questions such as "Where is the model?" and "How much? How many students are absent?" These types of questions are often effective in guiding students' understanding of the study objectives and engaging them in the teaching and learning process. He also puts emphasis on highlighting certain important aspects of the lesson such as "And so on to your composition. Memorize, prepare after school, practice well at home, and you speak well with the midterms." In the pause element, it is enough to give students pause. Teacher 6 focused more on procedural related to communication and still does not provide detailed explanations. Unfortunately, he didn't really understand the students' understanding. Immediately close the explanation of the material presented. Teacher 6 provided follow-up questions by giving follow-up questions to students such as "What strategies do you use to make your communication attract the attention of others?"

**Table 5:** Data Calculation of Teacher 5's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
178	25	105	38	72	113
33,52%	4,71%	19,77%	7,16%	13,56%	21,28%



**Diagram 5:** The Percentage of Teacher 5's Scaffolding Talks



**Diagram 6:** The Percentage of Teacher 6's Scaffolding Talks

**Table 6:** Data Calculation of Teacher 6's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
190	180	150	30	20	78
29,32%	27,78%	23,15%	4,63%	3,09%	12,04%



### Teacher 7

The researcher observed Teacher 7 as she was teaching Role-Play Drama in Law Court. The following table contained the recordings of the teachers' scaffolding talks:

The diagram shows that Teacher 7 used Reinforcement as 27%, Basic Questioning 18%, Variability 26%, Explaining 15%, Introductory Procedures and Closure 5%, and Advanced Questioning 9%.

Teacher 7 is quite dynamic in using this kind of reinforcement because she placed students in several groups. This gestural reinforcement was used by Teacher 1 not only to motivate students but also to control the class. She has also been doing redirects to keep students' attention. She does the division to ensure that as many students as possible are directly involved in the lesson and no one is left behind. Teacher 7 gives a different voice in the teaching and learning process. When she asked the students a question, she raised his tone. Teacher 7 provides several examples, reconnects explanations and examples, focuses attention, and tracks input. She immediately moved to the next material after completing a certain material. Teacher 7 gives a few simple follow-up questions to students such as "What if new evidence is found at the crime scene?"

### Teacher 8

The researcher observed Teacher 8 as she was teaching English for Business. The following table contained the recordings of the teachers' scaffolding talks:

### Data Calculation of Teacher 8's Scaffolding Talks

The diagram shows that Teacher 8 used Reinforcement as 16%, Basic Questioning 14%, Variability 27%, Explaining 19%, Introductory Procedures and Closure 18%, and Advanced Questioning 6%.

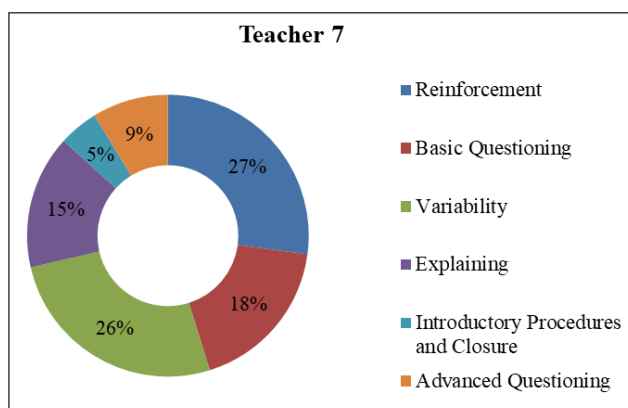
Teacher 8 is quite strict in providing verbal support to students and the variety of terms used as a form of verbal support is not varied enough. Teacher 8 preferred to ask other students to help certain students in answering questions rather than answering their questions and shows enthusiasm and interest by showing questions and responses in front of the class as a reaction. He made variations in the way or style of the teacher to attract and retain attention, convey meaning, and improve communication. He provides various voices in the teaching and learning process. For example, when he gave Directions. Teacher 8 provided explanations, clear and explicit language, and provides examples for students that are very helpful in trying to motivate students, structuring, and making connections that involve remembering known material or skills to help student understanding and retention. unknown new material. Teacher 8 gave a few simple continuations for students such as "How do you deal with risks in running your business?"

### CONCLUSION

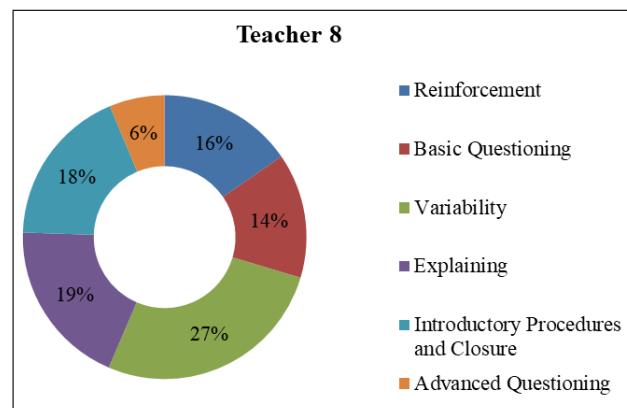
The following are the conclusions made as a result of the research. Teachers primarily in this study used scaffolding

**Table 7:** Data Calculation of Teacher 7's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
180	120	174	102	30	58
27,11%	18,07%	26,20%	15,36%	4,52%	8,73%



**Diagram 7:** The Percentage of Teacher 7's Scaffolding Talks



**Diagram 8:** The Percentage of Teacher 8's Scaffolding Talks

**Table 8:** Data Calculation of Teacher 8's Scaffolding Talks

<i>Reinforcement</i>	<i>Basic Questioning</i>	<i>Variability</i>	<i>Explaining</i>	<i>Introductory Procedures and Closure</i>	<i>Advanced Questioning</i>
105	97	183	130	124	43
15,40%	14,22%	26,83%	19,06%	18,18%	6,30%

talks to build students' understanding or mastery of the subject or content presented. Six types of scaffolding talks were used in the implementation of the scaffolding talks, i.e. Reinforcement, Basic Questioning, Variability, Explaining, Introductory Procedures and Closure, Advanced Questioning.

The teacher-centered implementation of the teaching-learning process in this study hinders the teacher's ability to scaffold the students since teacher-centered classroom discussions are monopolized by the teachers. Instead of assisting students in learning or mastering the lesson, teachers continue to explain to them. As a result, the teachers monopolized the classroom discussions.

The students were still in the process of learning and mastering English. Thus, even though the teachers succeeded in scaffolding them by using, explaining, and such, the students still had some problems in responding to the teachers in English since they were still unable to speak in English.

So it can be concluded that preparing scaffolding talk has been proven to improve the quality of teaching English, as evidenced by the enthusiasm of students interacting in the classroom using English. It is clear that there is a shift from a one-way learning method (Teacher-Centered Learning) to a learning method that places the role of students as learning subjects (Student-Centered Learning).

## REFERENCES

- Afendi, A., & Munir, A. (2020). Facilitating student behavioral engagement in ESP classroom through teachers' scaffolding talk. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 5(1), 41-53. Aliya, D. N. (2019). AN ANALYSIS OF SCAFFOLDING TALKS BY THE TEACHER IN EFL CLASS (A Descriptive Qualitative Study at SMA IT IQRA'Bengkulu) (Doctoral dissertation, IAIN BENGKULU).
- Aliyu, U. I., Muhammad, U. I., Auta, M. A., & Muhammed, A. K. (2021). Exploring Students' Experience on Distance Education During the COVID-19 Pandemic in Bauchi State Nigeria. *Asian Journal of Assessment in Teaching and Learning*, 11(2), 93-102. <https://doi.org/10.37134/ajatel.vol11.2.9.2021>
- Arends, R. I. (2004). *Learning to Teach*. Boston: Mc Graw hill.
- Bradley, K. S., & Bradley, J. A. (2004). Scaffolding academic learning for second language learners. *The Internet TESL Journal*, 10(5), 16-18.
- Bruner, J. (1990). *Acts of meaning*. Harvard university press.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-607.
- Gonzales, N. A. P. (2020). 21st Century Skills in Higher Education: Teaching and Learning at Ifugao State University, Philippines. *Asian Journal of Assessment in Teaching and Learning*, 10(2), 72-81. <https://doi.org/10.37134/ajatel.vol10.2.8.2020>
- Hajimia, H., Singh, M. K. S., & Rathakrishnan, M. (2019). Analyzing Frequency And Distributional Pattern Of Discourse Markers In The Malaysian Newspaper. *Opción*, Año 34, Especial No.19 :1692-1714 ISSN 1012-1587/ISSNe: 2477-9385
- Hajimia, H., Singh, M. K. S., & Chethiyar, S. D. M. (2020). Second Language Acquisition: Krashen'S Monitor Model and the Natural Approach. *International Journal of Social Sciences*, 6(3), 87-99.
- Hajimia, H. (2018). A Corpus-Based Analysis on the Functions of Discourse Markers used in Malaysian Online Newspaper Articles. *International Journal of Research in Humanities and Social Studies*, 5(1).
- Hajimia, H., Singh, M. K. S., Yusoff, M. D. D. N., & Rathakrishnan, M. (2019). English Grammar Revolution using Corpus-Based Approach: How do the Students React?. *Strength for Today and Bright Hope for Tomorrow Volume 19: 10 October 2019 ISSN 1930-2940*, 232.
- Harmer, J. (2001). *How to Teach English. An Introduction to the Practice of English Language Teaching*. Malaysia: Longman.
- Hughes, G. S. (1990). *Classroom English*. Hong Kong: Oxford University Press.
- Huitt, W. (2003). Constructivism. *Educational psychology interactive*, 2006.
- Hodges, C., Moore, S., Lockee, B., Trust, T. and Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *Educause Review*, 5(3): 18-27. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Idris, M. O., Yusuf, M., Hanif, M. H. M., Adekunle, S. M., & Kayode, B. K. (2021). An Appraisal of the Attitudes and Achievement Motivation of Arab Postgraduate Students Towards the Learning of the English Language in Selected Malaysian Public Universities. *Asian Journal of Assessment in Teaching and Learning*, 11(1), 34-46.
- Joosten, T. and Cusatis, R. (2020). Online Learning Readiness. *American Journal of Distance Education*, 1(5): 1-14. <https://doi.org/10.1080/08923647.2020.1726167>
- Kassymova G., Akhmetova A., Baibekova M., Kalniyazova A., Mazhinov B., Mussina S. (2020). E-Learning Environments and Problem-Based Learning. *International Journal of Advanced Science and Technology*, 29(7s), 346 - 356. Retrieved from <http://sersc.org/journals/index.php/IJAST/article/view/9447>
- Mace, K. (2005). Vygotsky's social development theory. *Encyclopedia of Educational Technology*. Retrieved April, 30, 2008.
- Mahfoodh, H., & Hashim, S. (2021). Integrating Employability Skills in EFL Speaking and Writing Curricula through Digital Platforms. *TESOL INTERNATIONAL JOURNAL*, 66.
- Martin, M. (2019). Implementation and usefulness of outcomes-based instruction among college of education students. *Asian Journal of Assessment in Teaching and Learning*, 9(2), 18-28.
- Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314 (ASCD stock no. 611-92107, \$15.95, plus \$2.50 handling).
- Mirici, I.H. (2022). Inclusive Educational Practices in Turkey During the Period of COVID-19. In: Meda, L., Chitiyo, J. (eds) *Inclusive Pedagogical Practices Amidst a Global Pandemic*. Inclusive Learning and Educational Equity, vol 7. Springer, Cham. [https://doi.org/10.1007/978-3-031-10642-2\\_17](https://doi.org/10.1007/978-3-031-10642-2_17)
- Nadiahan, M. B. & Cabauatan, L. I. (2021). Practically ingenious teaching: instructional behaviour of teacher education faculty

- members in a Philippine public state university amidst covid-19 pandemic *International Journal of Education, Technology and Science (IJETS)*, 1(4),102–118.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: Mc Graw Hill.
- Oviawe, J. I. (2020). Technical education lecturers' knowledge of students' engagement in application of interactive instructional strategies. *Journal of Technology and Humanities*, 1(1), 1-10.
- Rizal, D. (2011). Scaffolding Talks in English Language Teaching. *Encounter*, 2(3), 95-106.
- Saari, E. M., & Hopkins, G. (2020). Computational thinking – Essential and pervasive toolset. *Asian Journal of Assessment in Teaching and Learning*, 10(1), 23-31. <https://doi.org/10.37134/ajatel.vol10.1.3.2020>
- Sakhiyya. Z. (2006). *English Teaching-Learning Stage in the Framework of Curriculum 2004 (An Analysis Teaching in SMAN 3 Semarang Academic Year 2005/2006 by Using Grounded Theory Approach)*. A Final Project. State University of Semarang.
- Suhartatik, S., & Panggabean, C. I. (2017). Scaffolding Talks of An EFL Teacher in Teaching Speaking at a Vocational High School In Tuban. *Jurnal Teladan: Jurnal Ilmu Pendidikan Dan Pembelajaran*, 2(1), 27-36.
- Turney. C. et al. (1983). *Sydney Micro Skills Series 1 Handbook Reinforcement, Basic Questioning, Variability*. Adelaide: Sydney University Press.
- Turney. C. et al. (1983). *Sydney Micro Skills Series 2 Handbook Explaining, Introductory Procedures and Closure, Advanced Questioning*. Adelaide: Sydney University Press.
- Wahid, R., Halim, S., & Halim, T. (2021). Incorporating Creativity and Communication Skills among the Students of Media Department. *TESOL International Journal*, 111.
- Wilhelm, J. et al. (2001). *Scaffolding Learning*. New Hampshire: a division of Reed Elsevier Inc

## REVIEWER A:

### RECOMMENDATION: REVISIONS REQUIRED

**1) Does the title reflect the content of the study?**

Yes, acceptable.

Please, write your suggestions about the **Title**, if any, into the following field.

Ok

**2) Does the abstract summarize the essential information in the study?**

Yes, but needs minor revision.

Please, write your suggestions about the **Abstract**, if any, into the following field.

The abstract part describes too much background, but does not touch the essence of novelty in the research. This section must also include recommendations for research results as implications. Therefore, it must be summarized by describing the main purpose of writing and novelty articles.

**3) Does the introduction section adequately explain the problems the study address and the framework of the study? Are the importance and the contribution/implications of the study clearly stated?**

Not entirely, needs major revision.

Please, write your suggestions about the **Introduction**, if any, into the following field.

At the back it is necessary to emphasize the desired innovation aspect. Focus on the main idea of research on the components of innovation that can be developed in teaching English. Provide a clear gap analysis between before the pandemic, during the pandemic and after the pandemic so that it is clear what teachers have, should and will improve or innovate in the future.

**4) Are research questions and/or hypotheses in line with the focus of the study?**

Yes, acceptable.

Please, write your suggestions about the **Research Questions** or **Hypotheses**, if any, into the following field.

**5) Are the method and technique(s) employed appropriate for the study?**

Yes, but needs minor revision.

Please, write your suggestions about the **Method** or **Technique**, if any, into the following field.

It is necessary to include what instruments (observation guide indicators) are used as a reference for researchers.

**6) Is the sample or the participants pertinent to the study? Yes, but needs minor revision.**

Please, write your suggestions about the **Sample** or **Participants**, if any, into the following field.

Personally I really hope the research sample is wider and done in many institutions. Not only at Semarang State University

**7) Are the data collection instruments employed appropriate for the study?**

Yes, but needs minor revision.

Please, write your suggestions about the **Data Collection Instruments**, if any, into the following field.

It is necessary to include what instruments (observation guide indicators) are used as a reference for researchers.

**8) Are the data analyses employed appropriate for the study?**

Yes, acceptable.

Please, write your suggestions about the **Data Analyses**, if any, into the following field.

**9) Are the presented results in accord with the research questions and/or the hypotheses?**

Yes, but needs minor revision.

Please, write your suggestions about the **Results**, if any, into the following field.

The presentation of research results needs to be concise and simple. The presentation of each subject is detailed, but it is difficult to compare the results together. Therefore, present the data in a comparative and concise manner so that it is easily understood by the reader.

**10) Does the discussion section address adequately both results and research questions/hypotheses?**

Not entirely, needs major revision.

Please, write your suggestion about the **Discussions**, if any, into the following field.

No discussion has been found that compares the findings of the research with previous studies. This research seems to display the narcissistic style of researchers who strongly believe in the results of their research but do not attempt to compare them with previous research.

**11) Is the conclusion logically supported by the obtained results?**

Yes, but needs minor revision.

Please, write your suggestions about the **Conclusion**, if any, into the following field.

It is necessary to include operational recommendations so that this research can have direct implications for the practice and development of research in educational institutions.

**12) Is limitations and suggestions section sufficient and pertinents to the scope of the study?**

Yes, acceptable.

Please, write your suggestions about the **Limitation** and/or **Suggestion**, if any, into the following field.

**13) Are the references used relevant and up-to-date?**

Yes, but needs minor revision.

Please, write your suggestions about the **References**, if any, into the following field.

Still found sources written in 1983, should be updated with more up to date. In addition, it is highly recommended to use a reference manager in writing.

**14) Are the paper's quality, structure and grammar excellent and perfectly crafted?**

Yes, but needs minor revision.

Please, write your suggestions about the **study's quality, structure and grammar**, if any, into the following field.

**15) Is the paper content original?**

Yes, but needs minor revision.

Please state your suggestions about the revisions in detail (For Author(s)):

In general, this article needs fundamental changes, especially in the presentation of research results which must be presented in a more simple and comparative manner for readers. In addition, there is no discussion of the results that compare with previous studies. This paper can be accepted if improvements are made in accordance with the suggestions given.



## REVIEWER B:

### RECOMMENDATION: REVISIONS REQUIRED

- 1) **Does the title reflect the content of the study?**

Yes, acceptable.

Please, write your suggestions about the **Title**, if any, into the following field.

- 2) **Does the abstract summarize the essential information in the study?**

Yes, but needs minor revision.

Please, write your suggestions about the **Abstract**, if any, into the following field.

- 3) **Does the introduction section adequately explain the problems the study address and the framework of the study? Are the importance and the contribution/implications of the study clearly stated?**

Yes, but needs minor revision.

Please, write your suggestions about the **Introduction**, if any, into the following field.

- 4) **Are research questions and/or hypotheses in line with the focus of the study?**

Yes, but needs minor revision.

Please, write your suggestions about the **Research Questions** or **Hypotheses**, if any, into the following field.

- 5) **Are the method and technique(s) employed appropriate for the study?**

Yes, but needs minor revision.

Please, write your suggestions about the **Method** or **Technique**, if any, into the following field.

- 6) **Is the sample or the participants pertinent to the study?**

Yes, acceptable.

Please, write your suggestions about the **Sample** or **Participants**, if any, into the following field.

- 7) **Are the data collection instruments employed appropriate for the study?**

Yes, acceptable.

Please, write your suggestions about the **Data Collection Instruments**, if any, into the following field.

- 8) **Are the data analyses employed appropriate for the study?**

Yes, acceptable.

Please, write your suggestions about the **Data Analyses**, if any, into the following field.

- 9) **Are the presented results in accord with the research questions and/or the hypotheses?**

Yes, but needs minor revision.

Please, write your suggestions about the **Results**, if any, into the following field.

- 10) **Does the discussion section address adequately both results and research questions/hypotheses?**

Yes, but needs minor revision.

Please, write your suggestion about the **Discussions**, if any, into the following field.

- 11) **Is the conclusion logically supported by the obtained results?**

Yes, but needs minor revision.

Please, write your suggestions about the **Conclusion**, if any, into the following field.

- 12) **Is limitations and suggestions section sufficient and pertinents to the scope of the study?**

Yes, acceptable.

Please, write your suggestions about the **Limitation** and/or **Suggestion**, if any, into the following field.

- 13) **Are the references used relevant and up-to-date?**

Yes, but needs minor revision.

Please, write your suggestions about the **References**, if any, into the following field.

- 14) **Are the paper's quality, structure and grammar excellent and perfectly crafted?**

Yes, acceptable.

Please, write your suggestions about the **study's quality, structure and grammar**, if any, into the following field.

- 15) **Is the paper content original?**

Yes, acceptable.