DEVELOPING AN INSTRUCTIONAL SCAFFOLDING TO ENHANCE LEARNERS’ ENGAGEMENT IN EFL LEARNING

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Abstract
This study aims to develop an instructional scaffolding to enhance learners’ engagement for the eighth-grade learners. This study employed ADDIE model in developing the teaching strategy: analyze, design, develop, implement and evaluation. However, the last phase of the model which is e for evaluation is excluded. In collecting the data for this study, the writer distributed need analysis questionnaire and interview. The former was directed to the learners while the latter was directed to the teacher. The results of the interview and questionnaire became the foundation for the writer to develop the instructional scaffolding as a teaching strategy. The observation sheet was administrated during the implementation phase. The result of the need analysis defined that majority of learners faced learning difficulties especially in their engagement in the classroom. Based on that result, the instructional scaffolding is developed to overcome these difficulties as well as enhance the learners’ engagement. From the implementation, it was revealed that the instructional scaffolding is proven to be effective in addressing the learning difficulties that learners have previously and can enhance their engagement in the classroom.

Keywords: instructional scaffolding, learners’ engagement, ADDIE model

INTRODUCTION
Learning a foreign language has its challenges such as the lack interest’s learners show in learning the language and the limited amount of exposure to the target language. Especially, for learners who are not exposed to the target language frequently. In addition, learners are not only required to understand the complex structure of the linguistics but also need to understand the cultural appropriation of the target language. A particular English teacher in Pontianak was kind enough to share her experience in facing those challenges during teaching English to her learners. She mentioned that one of the difficulties that she frequently encountered was the lack interest and poor engagement learners showed in class. Thus, they effect learners’ score in doing the tasks and tests.

Based on the phenomenon, the researcher decided to develop an instructional scaffolding to enhance learners’ engagement in EFL learning. Vygotsky (cited in Syafiza, 2017, p.6) defines instructional scaffolding as the role of teachers and others in supporting the learners’ development and providing support structures to get to that next stage or level. Being used as the metaphor of scaffolding in building construction, “instructional scaffolding has been considered as support given to learners which is tailored to their needs in fulfilling learning goals” (Dinh, 2016, p.4). With the modified role, teachers employ scaffolding to help learners construct their own knowledge and promote effective learning. As one of
numerous teaching strategies, “scaffolding is the way we prepare learners before the activity, and the way we structure activities, so that learners have the language and guidance necessary to perform the activity. It can make students be confident and be ready” (Timmis, 2019, p.2).

In this study, instructional scaffolding is proposed. One of the efforts to provide an interesting and meaningful learning environment is by practicing various kinds of interactions using instructional scaffolding. During those learning activities, “it is initially added, then modified, increased or decreased the intensity based on learners’ needs and responses, and eventually removed when no longer needed” (Pol, Mercer, & Volman, 2019, p.2). To support an interactive and attractive learning environment, the researcher also provides some educational videos.

Meanwhile, instructional refers to “all activities performed by a teacher during the teaching learning process such as transfer knowledge and idea, facilitate learners to achieve learning objectives, manage learners’ behaviors, observe learners’ response, and provide reinforcement to learners’ response” (Haidir dan Salim, 2014, p.44). Moreover Vygotsky defines that, “scaffolding is an instructional method in which a teacher provides individualized support by incrementally improving a learner’s ability to build on prior knowledge and can be used in a variety of content areas and across age and grade level” (in Hartman, 2002, p.39).

The implementation of instructional scaffolding was integrated to the discovery learning model. Discovery learning was introduced by Jerome Bruner. It is a model of Inquiry-Based Instruction. This popular learning model encourages learners to build on past experiences and knowledge, use their intuition, imagination and creativity, and explore for new information to discover facts, correlations, and new truths. Learning does not equal absorbing what was said or read, but actively seeking for answers and solutions.

There are numerous empirical studies analyzing the effectiveness of instructional scaffolding from various aspects that affects to learners such as: learners’ engagement (Tabrizi, Behnam, Saeidi, & Lu, 2019), perception (Dinh, 2016), interactions (Zarandi & Rahbar, 2016), behavior (van Driel et al., 2018), performance (Chedo, 2018), outcomes (Nurulsari et al., 2017). A conclusion can be drawn from such studies is that scaffolding can be seen as an effective instructional strategy in various educational setting. However, there has been limited reference on the development of the instructional scaffolding. Thus, this study will fill the gap by conducting research to develop instructional scaffolding in order to enhance learners’ engagement in EFL learning.

In relation to engagement, there are some works that have been conducted in Pontianak – Indonesia. First, Ikhsanudin et al. (2019) conducted classroom action research college of teacher-training and education of Universitas Tanjungpura. They found that the teacher-trainees’ engagement improved vastly when the instruction of basic listening skill involved magic trick games. Second, Nurlisa and Ikhsanudin (2020), also in classroom action research, found that students' engagement at an Islamic institute in Sambas – Indonesia improved in the implementation of scaffolded role play and Facebook discussion. Third, Hapsari and Ikhsanudin (2021) also conducted action research on engagement. They found young learners’ class participation improved by using TPR with hand puppet.

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Last, Prameswari and Ikhsanudin (2019) combined PQRST teaching strategy and Powtoon media to improve students’ reading engagement. It was found that Yunior high school students were highly engaged during the teaching and learning process using the PQRST teaching strategy and Powtoon media.

The significance of this research is to develop an instructional scaffolding to enhance learners’ engagement in EFL learning. This strategy is developed specifically for the eighth-grade teachers. The implementation of instructional scaffolding will help them to practically create an active and meaningful learning environment for their learners. It is also very helpful if the interaction is structured so that learners know when to respond and do not just wait for their partner to take the initiative (Timmis, 2019, p.4). Besides, instructional scaffolding is considered as an alternative strategy to make the learning process more transparent and sets a clear path and allow for intervention at important junctures in order to provide feedback and keep learners on track to achieve learning outcomes.

For learners, instructional scaffolding will help them to develop Higher Order Thinking Skills (HOTS), and empowers them to see connections between tasks. HOTS are ones that help learners meet learning outcomes at the analysis, evaluation, and creation levels of Bloom’s Taxonomy. These are the skills that learners most need to be competent in their future (professions) and to deal with the complexities in real life situations. This research could be considered as a guideline for EFL teachers to design, develop, and provide the effective strategy in TEFL classroom for Junior High School learners.

METHOD

This research is undertaken to develop an instructional scaffolding for the eighth-grade learner. To gain the purpose, the researcher uses Research and Development approach. Gall, Gall, & Borg (2005,) determine that, “educational research and development (R & D) is a process used to develop and validate educational products” (p.772). Research and development constitutes the first stage of development of a potential new service or the production process.

The mixed method is applied in this study as it combines or associates both qualitative and quantitative methods, techniques and data (Creswell, 2009). It is crucial to use mixed methods for practical settings of development research because of its cross-disciplinary nature and data limitation in developing countries. To adapt to a cross-disciplinary context of development, researchers need to use all possible methods to put on a better understanding of evidence.

The instructional scaffolding is developed based on ADDIE instructional system design (ISD) model with the integration of audio-visual aid. The ADDIE model is a framework that lists generic processes that instructional designers and training developers use. The audio-visual aid incorporated in the instructional scaffolding is educational videos taken from a popular application YouTube. Audio-visual aid is all the forms of both aural and visual aids used in or as those intervening substances. The five characteristics of audio-visual aid applied are interactivity, practicality, interconnectivity, and hierarchy.

The ADDIE model’s wide applicability and recursive nature provides for a wide variety of uses for the library, especially in projects requiring ongoing assessment and evaluation to demonstrate progression on instructional goals. It is
applied not only because it was easily applicable, flexible, and systematic but also because it allowed turning back to previous phases.

The analysis phase of ADDIE model involved conducting preliminary research, exploring literature study and analyzing the needs for the development of instructional scaffolding. The analysis was initiated by an instructional issue that results in an interview session with the English teacher. From the interview, the researcher collected some information in terms of the aspects of the course description, required basic competence, course outline, current textbook, and learners’ worksheet. After identifying and analyzing the needs of instructional scaffolding, the researcher explored the literature study related to instructional scaffolding in order to give theoretical bases of intended teaching strategy. Furthermore, this stage was aimed at deciding the basic competence and the instructional objectives based on syllabus, topics and lesson based on basic competence, and the design of instructional scaffolding.

In the design phase of ADDIE, the researcher designs the prototype of instructional scaffolding in form of lesson plans and other components. These components consist of the module, learners’ worksheet, evaluation criteria, and supported learning media and other resources. In this study, the instructional scaffolding is inserted in the syntax of discovery learning model. This phase actually consisted of the system requirements and the process requirements. The system requirements describe the teachers’ needs in terms of the system or the designed instructional scaffolding. Meanwhile, the process requirements described how learners interact with the assignments during the learning process.

In the development phase, the researcher developed the instructional scaffolding to enhance learners’ engagement. Specifically, the researcher developed the lessons and added teamwork activities, audiovisual aid, quizzes, tests, learning sources, portfolios, communications, follow-up and evaluation. The researcher elaborated and built on the system requirements and the process requirements that were produced in the analysis and design phase.

The implementation phase was to train learners for the tryout of instructional scaffolding. The subjects of research were thirty-two learners and an English teacher by using simple random sampling. In implementing the products, the writer used classroom observation sheet to observe the learners’ engagement during the lesson. The observation sheet included information such as; whether the teacher had an excellent ability to open the lesson, motivated the learners in the teaching-learning process, and provided the material clearly and systematically. Moreover, it provided information such as whether or not the learners pay attention to the teacher’s explanation and instruction for the learners. Learners’ participation was also observed such as learners ask question, answer the teacher, discuss and interact actively within pair or group work. Feedbacks from the English teacher and learners were analyzed and processed in order to revise the instructional scaffolding for the other meetings.

In the evaluation phase, an expert and the English teacher are involved to evaluate the implementation of instructional scaffolding. Through the evaluation, some consideration related to the effectiveness of the instructional scaffolding are identified and the strategy will be revised. The evaluation results would represent the satisfaction towards the developed instructional scaffolding in the English as a
foreign language learning setting. However, due to the time constraint that the researcher has, the evaluation phase is excluded. Besides, the implementation of the instructional scaffolding or the developed material for learners is one out of three ways to evaluate the material. Other two forms of evaluation are through colleagues and expert evaluation. Even though the evaluation with the expert can offer valuable feedback on the development of the instructional strategy, the implementation to the learners is seen to be sufficient (Tomlinson, 2011, p. 113).

The research subject is the eighth-grade learners which consist of 32 learners. The subject is selected by the purposeful sampling method that selects people based on a particular set of attributes that are extents to which a group of individuals is affected by or has been an effect on the problem or issue of interest.

In this study, the writer used interview, questionnaire and classroom observation sheet to collect the data. The interview was directed to the teacher to gather information about the teaching and learning process in the classroom. The interview included the information about the syllabus, the material that the teacher used, and the challenges that the teacher faced in the classroom.

The second tool of data collection is need analysis questionnaire. The questionnaire was directed to the learners. The purpose of the questionnaire is to understand the personal information about the tasks and activities learners are learning in language classroom. It also investigates learners’ experience in the teaching and learning process.

In implementing the products, the researcher used classroom observation sheet to observe the learners’ engagement during the English lesson. The observation sheet includes information such as whether or not the learners pay attention to the teacher's explanation and follow the instruction delivered to them. Learners’ participation is also observed such as learners’ activities in the classroom including learners ask question, answer the teacher, discuss and interact actively within pair or group work.

The researcher used descriptive analysis to analyze the data from the interview with the teacher and classroom observation sheet in the implementation. For the questionnaire, each item from the questionnaire is classified in 4 scale in which each scale has a certain score with some criteria. Score 4 with the criteria ‘very good’, score 3 with the criteria ‘good’, score 2 with the criteria ‘fair’, and score 1 with the criteria ‘poor’. Furthermore, the indicator category for each item called high (H) if the score is greater than or equal to 3 (≥3) and called low (L) if the score less-than 3 (<3) (Alifah, 2013, p.32).

**RESULT AND DISCUSSION**

In the analysis phase, the researchers conduct preliminary research to analyze the needs for the development of instructional scaffolding by using two tools. The first one is interview with the teacher. From the interview, the researcher collects some information in terms of the aspects of the course description, required basic competence, course outline, current textbook, and learners’ worksheet. The second one is questionnaire. From the questionnaires, the researcher discovers the information related to the implementation of the current teaching strategy, learning environment, and the expected teaching strategy.

The results of the interview with the teacher revealed that the English teacher experiences several difficulties due to the current teaching strategy of English
subject. Some of these difficulties included the low level of learners’ engagement and unsupported learning environment. Besides, the interpretation data from questionnaire described that an effective instructional strategy is needed to enhance learners’ engagement in the classroom. The increasing spread of learners’ interest in new strategies and their willingness to use these strategies and easy adaptation of the instructional scaffolding in the English class are among factors that led to design the instructional scaffolding. At the end of this phase, the researchers have a plan for the classroom activities and the learning needs.

In the design phase of ADDIE, the researcher designs the prototype of instructional scaffolding in form of lesson plans and their components. These components consist of the module, learners’ worksheet, evaluation criteria, and supported learning media and other resources. In this study, the instructional scaffolding is integrated to the syntax of discovery learning model. Therefore, there are six designed lesson plans of instructional scaffolding for six meetings. The design of instructional scaffolding integrates with the syntax of discovery learning model.

Considering the basic competence and the syllabus, the researcher divides the instructional scaffolding in three techniques for each meeting. The first one is building prior knowledge. The second one is present a problem. The last one is repeat, review and ask questions. These three techniques aim at increasing learners’ participation during the English lesson because the purpose of this study is to enhance learners’ engagement in English a foreign language classroom through instructional scaffolding.

The next phase is develop. In this phase, the researcher produced the physical production of the products. The products consist of lessons plans, module (learning materials), supported learning media (pictures, video, etc.), worksheet, and assessment. In developing the instructional scaffolding, the researchers considered several things such as the EFL syllabus, the need analysis through interview with the teacher and learners’ need analysis through the questionnaire. Having had the results of the need analysis from the first step and the outline for the design phase, this next step is to develop the instructional scaffolding by adding the mini lesson, learning medias, attractive classroom activities, and tasks. Specifically, the researcher added teamwork activities, audiovisual aid, quizzes, tests, learning sources, portfolios, communications, providing feedback, and evaluation.

The implementation phase is to train learners for the tryout of instructional scaffolding. The subjects of research are thirty-two learners and an English teacher by using simple random sampling. In this phase, the researcher acted as the instructional scaffolding developer and the observer in the classroom. After briefing the teacher about the products, the teacher decided to implement the instructional scaffolding in one meeting. In the classroom, the researcher took a seat at the back of the class to observe the teacher and the learners. In some moment, the researcher got closer to the teacher and learners in order to listen the discussion of each group.

The results from the classroom observation sheet showed an active engagement from the learners and positive feedback from the teacher. The score of the observation sheet is 85, 46. Based on the range percentage and qualitative criteria, the score is categorized as “very good”. Based on the note in the
classroom observation sheet, during the main activities, the researcher noticed that learners’ attention was drawn by the presentation provided by the teacher. They were interested in the pictures and the design of the material. Some of the learners even said to the teacher that they liked the pictures.

In watching the videos, however, some learners seemed to be confused. They could only understand half of the videos because of the animation but they could not seem to understand the dialogue. For this reason, the teacher had to play the video twice. But before playing the video the second time, the teacher gave explanation on what the dialogue in the video was about. In pair work, learners were seen actively discussing the task given to them. They also asked the teacher to clarify their question.

The last phase is evaluation. However, due the time constraint that the researcher has, the evaluation phase is excluded. Besides, according to Tomlinson (2011, p. 113) the implementation of the material or the learners’ use of the developed material is one out of three ways to evaluate the material. Other two forms of evaluation are through colleagues and expert evaluation. Even though the evaluation with the expert can offer valuable feedback on the development of the material, the implementation to the learners is seen to be sufficient.

The aim of this research is to develop an instructional scaffolding in order to enhance learners’ engagement in EFL learning. Due to difficulties and challenges that English teachers have to face in teaching English because of how little learners are exposed to the language, it is expected through the instructional scaffolding designed in language classroom can minimize those challenges and difficulties.

The product in this study has its own strength and weakness. The strength includes the support that the product provides in classroom to increase their engagement and provide support structure to get to the next stage. It can help teachers to assist their learners to accomplish certain tasks and develop learners’ skills to accomplish on their own. The weakness of the products is related to the exclusion of the phase evaluation and the small scope of participants’ need analysis.

In designing the products, the researcher applied the phases by ADDIE model stand by analysis, design, develop, implementation, and evaluation. The first phase is analysis. The interview with the teacher revealed that the English teacher experiences several challenges due to the current teaching strategy of English subject. Some of these challenges included the low level of learners’ engagement and unsupported learning environment. Through the need analysis questionnaire, learners expressed their difficulties in learning English which made them passive during the lesson. As a follow up to the result, the researcher then analysis and identify learning goals and objectives as well as gather information about what learners already know and what they still need to learn. The finished analysis is the heart and soul of the product. This is used to move through the next phases in the ADDIE process.

In the design phase, the researchers view all the information from the Analysis phase and make informed decisions about creating the learning program. The design phase helps researchers to decide specific learning objectives, structure of the content, mental processes needed by participants, knowledge or skills learners need to retain, best tools to use, videos or graphics to create, the
length of time for each lesson. Just to name a few of the essentials. The result of this phase, the researchers have the prototype of instructional scaffolding.

In the development phase, the researchers begin creating or developing the instructional scaffolding through laying out the content visually, creating graphics, recording videos, carefully selecting fonts and colours, building the lesson in the learning authoring tool. Anything that has to do with creating the actual end-product for learners. As a result, the researchers have the complete products of instructional scaffolding.

The last phase is the implementation. This phase aims to see how the instructional scaffolding works in the classroom. It reveals that instructional scaffolding promote teachers to offer guidance and support for their learners. The score 85.46 from the classroom observation sheet dealing with learners’ engagement, is categorized as very good. The instructional scaffolding allows the learners to be engaged in the learning environments such as with the teacher and with their peers. Learners are also taking a more active role in their own learning.

The findings of the implementation phase confirm the previous research that instructional scaffolding is an effective teaching strategy in various educational settings (Chedo, 2018; Kusumawati, 2018; Ghasedi, Okati, Mashhady & Fallah, 2018; Rezaee, Rouhi, & Saeedakhtar, 2013; Nurlisa, Sada, & Ikhsanudin, 2020). Instructional scaffolding contributes learners supportive learning environments. Learners are more open-confident and to ask questions. Due to the tasks that emphasis to work with their partners or within a small group, learners are seen to be taken an active role in providing feedbacks to their peers.

CONCLUSION AND SUGGESTION

The need analysis from this study revealed that the majority of the learners have learning difficulties. One of these difficulties is the passiveness of learners in learning and the lack of engagements in the classroom. This study develops an instructional scaffolding in order to address those problems. The instructional scaffolding that has been designed and developed were proven to be effective in enhancing the learners’ engagement in English as a foreign language learning. This conclusion came after the implementation of this teaching strategy in the classroom. The results from the observation sheet reported that learners were actively communicating their thoughts and the problems presented to them to either their peers or the teacher.

There are several suggestions that the researcher can offer. The first one is for the future research. The future research can be conducted based on the limitations this study has in order to perfect the outcome of the products in this study. The future research can also be conducted to evaluate the instructional scaffolding that has been developed in order to validate the product and so it can be used for larger participants from different schools.

The second suggestion is for the English teacher. Since the instructional scaffolding is a temporary help that is provided to learners, it is important for teachers to pay more attention to those with the most learning difficulties. Teachers need to make sure that after scaffolding is given, learners are able to proceed on their own without needing anymore help and become self-regulated learners.
REFERENCES


