

The Scaffolding Used by the 6 Grade English Teacher in Online Learning Situation

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Abstract

This study aims to examine the CLIL (Content and Language Integrated Learning) 6 Grade English teacher's scaffolding in online learning and the problems faced by the CLIL (Content and Language Integrated Learning) 6 Grade English teacher in online learning situation. The research questions in this research are "How is the scaffolding used by CLIL 6 Grade English teacher in online learning situation?" and "What are the problems faced by the CLIL 6 Grade English teacher in online learning situation?". This study was done on November 18th and 25th 2021 in one of the schools in Tangerang. The data were gathered from one English teacher and 78 grade 6 students using classroom observation, document analysis and interview. The results show that there are a number of types of scaffolding found in the learning process. The teacher also implemented good learning media in the online learning process. The problems faced by the 6 Grade English teacher in online learning situation are related to the use of the learning media, the students' engagement to the learning process, the amount of the students, and the insufficient amount of time given for the teacher in the meeting.

Keywords: scaffolding, CLIL teacher, online learning

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INTRODUCTION

Covid 19 pandemic outbreak has affected the educational sector. Indonesia has implemented large scale social restrictions since March 2020 due to the increasing numbers of Covid-19 infected people (Rasmitadila et al., 2020). Thus, educational institutions are forced to apply online learning. Online learning is the term as a tool which can make the teaching-learning process more student-centered, more innovative, and even more flexible (Dhawan, 2020). Online learning is implemented since both the students and the teacher are not allowed to attend the school.

In grade 6, the English Subject focuses on the English communication skills of the students. According to BNSP (Badan Standar Nasional Pendidikan), the focus of English Subject for grade 6 are listening and speaking skills, reading and writing skills and retelling stories. The objectives of

the learning process are; 1) students are able to perform communication skills orally based on the context using English, 2) students are able to perform communication skills in English through reading and writing paragraphs, and 3) students are able to perform communication skills in English through retelling stories.

The students' syllabus, book and workbook used by the English teacher are the 'Big Show'. The books are designed based on Content and Language Integrated Learning (CLIL) Approach. CLIL (Content and Language Integrated Learning) is defined as an approach that allows the learners to learn certain topics using a foreign language (Coyle et.al, 2010).

Scaffolding is a guidance used by teachers to help students reach their learning potential (Kamil, 2017). Furthermore, it helps students in understanding both the content and the language by the support of more proficient people.

Based on the research background, this study aimed at examining the CLIL (Content and Language Integrated Learning) 6 Grade English teacher's scaffolding in online learning situation. This research also aimed to explore the problems faced by the CLIL (Content and Language Integrated Learning) 6 Grade English teacher in online learning situation.

As the guidance in conducting this study, there are two research questions formulated in this study:

1. How is the CLIL (Content and Language Integrated Learning) 6 Grade English teacher's scaffolding in online learning situation?

2. What are the problems faced by the CLIL (Content and Language Integrated Learning) 6 Grade English teacher in online learning situation?

Several studies on scaffolding and CLIL have been conducted by several researchers. One of them is conducted by Kamil (2017). The title of the research is "Exploring Teacher's Scaffolding to the Students in Teaching Writing". The research shows that the teacher used the six types of scaffolding in teaching writing "Descriptive Text". The scaffolding types used by the teacher were bridging, contextualizing, inviting students' participation, offering explanation, modeling and verifying and clarifying. The researcher also found that the teacher faced some challenges such as time constraints, the numbers of meetings, and the numbers of students.

The second study was conducted by Mahan (2020). The title of the research is "The comprehending teacher: scaffolding in content and language integrated learning (CLIL)". The research showed that CLIL teachers scaffold their students to comprehend the material given. However, the researcher found that the teacher only applied a few strategies to help practicing the students' problem-solving skills. The researcher suggested the teacher create more specific learning activities to provide their students with more support.

The title of the next study is "Effect of Instructional Scaffolding in Enhancing Students' Participating in Synchronous Online Learning." This study was written by Pradita et al. in 2019. This study aims to describe the implementation of

scaffolding done by the teacher in synchronous online discussion. Furthermore, this study also aims to observe the engagement of the students in accordance to the course. The findings show that the model of scaffolding in the synchronous online learning was in form of contingency, fading, and transfer responsibility. Contingency plays an important role since it makes the students' involvement more engaging. Transfer responsibility activities were found less in the synchronous online learning in the form of task instruction for the offline meeting.

LITERATURE REVIEW

Content and Language Integrated Learning (CLIL)

According to Coyle et.al (2010), Content and Language Integrated Learning (CLIL) is a dual-focused educational approach which involves an additional language for the learning and teaching of both content and language.

According to Lailiyah (2016), there are several benefits of CLIL. First, CLIL has a positive impact on increasing students' learning interest and motivation. Second, CLIL improves students' critical thinking and problem-solving skills. Third, CLIL allows the students to comprehend the content in a foreign language and to improve their skills in using the language.

Scaffolding

Meyer (2010) explains that in applying CLIL, the quality principle used is scaffolding learning. Scaffolding helps students to understand the content and language of any given materials. Furthermore, scaffolding enables students to accomplish any given task through appropriate and supportive structuring. Lastly, scaffolding supports students' language production.

Kamil (2017) categorized six types of scaffolding. They are bridging, contextualizing, inviting students' participation, offering explanations, modeling, and verifying and clarifying. Bridging includes the activities to introduce the material to the students. Furthermore, bridging refers to the activities which activate students' prior knowledge. Establishing a

personal link between the student and the subject matter is the important aspect of bridging (Syarifah & Gunawan, 2015) Contextualizing means that the teacher provides activities which connect the material with students' daily language. Inviting students' participation refers to the efforts of the teacher to invite students to participate in the learning process. Offering explanations has to be done by the teacher to measure that the students have a good understanding towards the material. The teacher also provides modeling in forms of examples of the material. Lastly, the teacher helps the students to verify and clarify in order to check their understanding (Walqui, 2006).

Ioannou and Pavlou (2011) divide scaffolding into three categories, namely verbal scaffolding, content scaffolding, and learning process scaffolding. Verbal scaffolding techniques include the ways teachers provide meaningful and comprehensible input. Moreover, in CLIL, teachers need to enable students to actively participate in the learning process. Content scaffolding techniques refer to the assistance and support provided for the students in building students' understanding and engagement with the content. Furthermore, learning process scaffolding refers to the techniques which teachers apply to support students' working and learning processes.

Verbal scaffolding is divided into two categories; input scaffolding and output-oriented scaffolding. The techniques in input scaffolding are using language appropriate to the students' L2 proficiency, animating language use, building redundancy into the lesson, teacher modelling of correct language use, and scaffolding through careful mother tongue use. Output-oriented scaffolding consists of providing key vocabulary and phrases, using supportive error correction, allowing for sufficient wait time for student response, code switching, offering verbal scaffolding to students (bridging/prompting), and offering alternative ways of expressing understanding or misunderstanding. Content scaffolding includes visualizing the concepts, actively discovering concepts, working on group work the content concepts, reviewing key vocabulary and key content concepts during the lesson, and checking understanding and giving

feedback. Learning process scaffolding, the strategies are reading texts, using scanning techniques to read texts, teaching content specific working strategies, and using mnemonics.

Online Learning

Online learning is learning experiences in synchronous or asynchronous environments using various devices, such as mobile phones and laptops. According to Dhawan (2020), there are several problems associated with online teaching and learning. They are the difficulties and problems associated with modern technology range, the boring and unengaging teaching activities for the students, and the interactions insufficiency in learning. Hence, language teachers must have good strategies to apply in the classroom.

According to BSNP (Badan Standar Pendidikan Nasional), the English Course for 6 grade students focuses on the communication skills of the students. Hence, the purpose of the online learning of English course for 6 grade students is related to constructivism learning theory. Terry (2008) explains that constructivists see learners as active rather than passive. Therefore, the online learning process should encourage the students to keep doing meaningful activities. In online learning, learners experience the information first-hand, giving them the opportunity to contextualize and personalize the information independently. Online learning must also involve collaborative and cooperative learning, meaning that the students learn from other students. Learners are given the control of the learning process. Learners are given time and space to reflect. The learning process involves examples which are close to the learners' experience. Learning is interactive to promote high-level learning and social presence.

METHODS

The method used in this research was a descriptive qualitative method. Descriptive research aims to explore and clarify phenomena or social problems. Furthermore, descriptive research tries to describe numbers of variables related to the problem and the unit. (Samsu, 2017). This method

was used because it is suitable with the purpose of this research.

This study was conducted in a school in Tangerang. The participants were an English teacher and 78 grade students in the academic year 2021/2022. The participants were chosen because the school and the teacher were willing to participate in this study.

The instruments used in this research were document analysis/documentation, classroom observation, and interview. The document analysis was done through investigation towards the lesson plan made by the teacher. Document analysis was done to see how the teacher implements the strategies and the instructional materials consisting in the lesson plan to the classroom.

The teaching and learning activities were done through zoom meeting application due to Covid 19. Therefore, the observation was done online. The researcher joined the teaching activity and recorded the teaching session. After recording the teaching session, the researcher analyzed the strategies used by the teacher in building the knowledge of the field for the students.

The interview session was conducted with the teacher. The interview session was done to get deeper information and to clarify the findings in this research. There are ten questions. The type of interview was a structured interview. According to Sugiyono (2015), structured interview is used as a data collecting technique in which the researcher has determined what information will be collected. Hence, the interview questions were determined based on the findings on other research instruments.

The data analysis technique was descriptive analysis. According to Samsu (2017), analysis descriptive is an analysis which consists of describing current phenomena descriptively. Therefore, the findings in this study were discussed descriptively.

As the validity strategies, the researcher applied triangulation and member checking. According to Creswell (2014), triangulation is the use of different data sources from data collection techniques and using them to build a coherent justification for themes. Furthermore, member checking (Creswell, 2014) refers to the

determination of the accuracy of the findings. It is done by taking the final report back to the participants and determining whether or not they feel that the data are accurate.

RESULTS AND DISCUSSION

This section is divided into several parts: brief discussions of the findings, and the descriptions and discussions of the scaffolding in the online learning processes. The first part focuses on explaining the findings from the research instruments. The second part focuses on describing the scaffolding found in the online learning processes done by the teacher. Furthermore, the learning problems found in the online learning process are mentioned in each type of scaffolding.

The classroom observation was done twice. It was held on November 18th and 25th 2021. The books used by the teacher is good. The books support the teacher to scaffold the students' understanding towards the material. It includes the activities, the texts and the tasks.

From the document analysis, the CLIL books provide explanations and tasks which support students' understanding towards the material. The books begin with introducing the material through pictures and warming up exercises. The books also provide comprehensive explanations of the material along with the examples. Lastly, the books provide examples of texts in certain context to help students understand the function of the material. The tasks provided in the books are sequenced from easy to hard.

The teacher was familiar with the concept of scaffolding. The following is the data gathered from the teacher in the interview sessions:

"Yes, I applied scaffolding in the learning process. I always start the learning process by introducing the material to the students first. After that, I provide many examples of texts and discuss the answers with the students. Lastly, I usually give individual tasks and my students try to solve the problems independently. I always monitor their work" -the teacher.

The data above shows that the teacher knew the concept of scaffolding. The teacher always starts by introducing the material to the students.

The teacher also provides examples of the material before giving tasks for the students.

The Use of Appropriate Language

The techniques in input scaffolding are using language appropriate to the students' L2 proficiency (Ioannou and Pavlou, 2011). From the observation, the researcher analyzed the scaffolding used by the teacher in online learning situation. The teacher used appropriate language to the students' L2 proficiency. The language used was easy to understand. However, the teacher mainly used L1 when communicating with the students and explaining the material to the students. The other reason why the teacher used L1 to communicate and to explain the material is the students were still in elementary students. The following is the supporting data which is gathered from the interview session with the teacher:

"Because I know the proficiency level of my students. Not all of my students have good English language skills. Therefore, I prefer using Indonesian to communicate with my students and to explain the material to them to make sure every student has a good understanding of the material" – the teacher.

From the interview session, the teacher said that it is because the teacher knew that not all of her students had good proficiency in English. It can be concluded that the teacher already knows the background and the proficiency level of the students. Therefore, the teacher applied appropriate language in communicating with the students.

Bridging

Bridging are those activities which introduce the material to the students. Not only activities that involve introducing the material, but it also involves activities which activate students' prior knowledge (Kamil, 2017). This type of scaffolding was found when the teacher asked the students to finish a listen and number task. Before working on the task, the teacher invited the students to translate each phrasal verb in the powerpoint together. The phrasal verbs were presented along with pictures. Hence, the students could easily understand and guessed what the phrasal verbs

mean in Indonesian. The following is an example of how the teacher implemented bridging;

Teacher	: <i>Seperti biasa, kita akan mulai dengan listen and number dahulu. Tapi sebelumnya, kita artikan kata-katanya bersama dahulu. Ada "turn off the light". Apa artinya "turn off the light"</i>
Students	: <i>Mematikan lampu.</i>
Teacher	: <i>Betul, silahkan ditulis bagi yang tidak tahu. Lalu "turn on the computer". Apa itu "turn on the computer"?</i>
	: <i>Menyalakan computer.</i>
	: <i>Baik, silahkan ditulis.</i>

In the excerpt, it can be observed that the teacher guided the students to translate each phrasal verb on the powerpoint. It is done to introduce the materials to the students. Furthermore, it activated students' prior knowledge. The teacher also explained that social function of the text to the students. Sharing their personal experiences related to the theme to be introduced is a kind of bridging (Syarifah & Gunawan, 2015). The examples of activities provided by the teacher are close to the students' personal experiences. Therefore, from the beginning of the learning process, the students could have prior understanding of what material they were going to learn.

Contextualizing

Contextualizing refers to activities connecting the material with the students' daily language. By applying contextualizing, the students are able to connect the materials to their daily activities. Hence, they can absorb the material more easily. Based on the observation, the teacher applied contextualizing in the learning process. The teacher asked the students' background knowledge by asking how they ask other people to do something. The example of contextualizing done by the teacher is as follows:

Teacher	: <i>Ada yang punya adik?</i>
Students	: <i>Punya, Ms.</i>
Teacher	: <i>Kalian kalau mau meminta tolong ke adik bagaimana? Minta tolong matiin lampu misalnya.</i>
Students	

Teacher : *Dimulai dengan kata tolong.*
: *Bagus sekali, baik menggunakan kata "tolong". Ketika kalian meminta tolong kepada seseorang untuk melakukan sesuatu untuk kalian dengan sopan dalam Bahasa Inggris, kalian bisa menggunakan "Could you please...."*

In the excerpt, after greeting the students, the teacher implemented contextualizing in the learning process. The teacher tried to connect the materials to their daily activities. By asking an experience of the students, the teacher provided the opportunity for the students to share their experiences and knowledge to other students. According to Terry (2008), online learning must also involve collaborative and cooperative learning, meaning that the students learn from other students.

Students' Participation

The students were actively engaged in the learning process. The teacher gave them the opportunity to speak and ask questions. It is because the focus of English course for grade 6 are listening and speaking skills, reading and writing skills and retell story (BNSP). It also proves that the teacher had already implemented active and interactive learning for the students. According to Terry (2008), learning is interactive to promote high-level learning and social presence. Furthermore, students' participation refers to the way the teacher to invite the students to participate in the learning process (Walqui, 2006). The following dialogue is an example of how the teacher invited the students to participate in the learning process:

Teacher : Let's check it together! *Ayo kita cek bersama-sama.* What is the
Students answer for number one?
Teacher : Pick up the boxes.
Students : Good job! The answer is pick up the boxes. Number two.
: Clean up the room.

The interaction above shows that the teacher invited the students to participate in the learning process. After working on the assignment, the teacher asked the students to check the answer

together. Moreover, the students were excited to answer the questions.

The following is another example of how the teacher invited the students to participate in the learning process:

Teacher : *Students 1, saya lihat kameranya tadi nyala. Yuk dinyalain yuk, saling menghargai ya anak-anak. Kalian menghargai saya dan teman-teman yang lain. Terima kasih yang sudah menyalakan kamera selama pembelajaran.*

In the excerpt, the teacher asked all the students to turn on their camera. The students immediately turn on their camera after the teacher asked them. It is done to make sure all students follow the instructions given by the teacher.

However, the researcher found that there were too many students in the class. From the observation, it was found that the class consisted of 78 students. Even though the teacher gave the opportunity for the students to speak, many students did not have the opportunity to participate in the learning process. The teacher showed an effort to involve the students in the learning process by mentioning each student's name to participate in the discussions, especially those who had no contribution to the learning process yet. The following dialogue is the data which was gathered from the interview session:

"Since the class is too big, I could not monitor my students one by one. Therefore, I provide homework to check their understanding of the material given." – the teacher.

From the data above, the teacher mentioned that she could not monitor all the students' understanding towards the material. It is caused by the numbers of students in the meeting. In order to check their understanding, the teacher usually provides homework for the students.

From the observation, the researcher found that some students immediately left the meeting when the teacher mentioned their names. The teacher says that since the class was too big, she could not communicate with each student. Therefore, she could not make sure whether all the students were following the learning process. ·

Offering Explanations

Offering explanations is the type of scaffolding in which the teacher explains the materials to the students to help them comprehend the materials. The following is the example of how offering explanation was done by the teacher:

- Teacher : To ask questions or requests in a very polite way we can use the modal verb “could”. Could you...
Students + phrasal verbs+object. *Ada yang pernah dengar apa itu phrasal verbs?*
Teacher : *Tidak.*
Student 2, : *Ada yang bisa bantu baca slidenya?*
Student 3, : *Saya*
Student 4 :
Teacher : *Baik, Student 2 baca dari sini, student 3 dari sini, dan student 4 dari sini.*
Student 3 :
Student 4 :
Teacher : Phrasal verb is the combination of two or three words from different grammatical categories.
Students : It is combined to create a new meaning.
Teacher : A phrase consisting of a verb and another element (adverb or preposition).
: *Baik anak-anak, jadi phrasal verbs adalah kumpulan dari dua hingga 3 kata yang membentuk makna baru. Jadi, dia kalau berdiri sendiri, berdua maupun bertiga, maka maknanya akan berbeda. Misalnya “turn”. Ada yang tahu artinya “turn?”*
: *Berbelok.*
: *Artinya berbelok, contohnya turn left, turn right. Kalau dia ditambahkan “off”, artinya jadi mematikan. Begitupun jika ditambahkan “on”, maka artinya menjadi “menyalakan”.*

The interaction above shows that the teacher offered explanation of the material. The teacher showed a powerpoint slide and asked the students to read the sentences. The teacher explained the materials by translating the words so that the students could comprehend the materials.

Modeling

The teacher implemented good modeling of correct language use. The teacher gave examples on how to pronounce the words correctly. The

teacher also provided examples on how the material is used. Moreover, the teacher also gave a compliment to the students who participated in the discussions. An example of how the modelling is done by the teacher is as follows:

- Teacher : *Ada yang mau baca nomor 1. Selain*
Student 6 : *yang sudah baca ya.*
Teacher : *Saya*
Student 6 : *Baik student 6, silahkan dibaca.*
Teacher : *Sure, I will pick up the toys.*
Students : *Baik, kalian bisa langsung menjawab dengan seperti ini. Apa itu toys anak-anak?*
Student 5 : *Mainan.*
Teacher : *Baik, kalian juga bisa pakai cara ke*
Student 4 : *dua. Silahkan dibaca student 5.*
and : *Sure, I will pick up the toys.*
student 7 : *Baik, kalian juga bisa pakai cara ke*
Teacher : *dua ini untuk menjawab. Artinya*
Student 7 : *sama saja. Selanjutnya ada yang mau*
Teacher : *baca?*
Student 7 : *Saya Miss.*
: *Student 4 kan sudah. Silahkan*
: *student 7 dibaca.*
: *Sure, I will pick them up.*
: *Kenapa di sini “them” anak-anak?*
: *Karena mainannya lebih dari satu.*

In the excerpt, the teacher gave examples of sentences related to the material. The sentences contained the phrasal verbs. In explaining the material, the teacher also involved the students to participate. Since there were many students in the class, the teacher tried to give the opportunity to the students who had not had the opportunity to speak.

Verifying and Clarifying Students’ Understanding

In order to check students’ understanding, a teacher has to verify and clarify their understanding. It is done to make sure every student has equal understanding towards the material. The example of verifying and clarifying students’ understanding is as follows:

- Teacher : *Ada yang mau bertanya sejauh ini?*
Students : *Tidak Miss.*
Teacher : *Ada yang mau bertanya sebelum*
Students : *saya lanjut?*
Teacher : *Tidak Miss.*
Students : *Yakin?*
Teacher : *Iya Miss.*

Students : Baik, saya ulangi lagi. Jadi, phrasal
 Teacher verbs adalah kombinasi dari dua
 Students hingga tiga kata yang akan
 membentuk makna baru. Bisa
 dipahami? Contohnya “go”, artinya
 apa anak-anak?
 : Pergi
 : Tapi kalau ditambahkan “back”,
 artinya jadi?
 : Kembali.

From the interaction above, it can be observed that the teacher asked the students whether there are any questions before continuing to the next explanation. Furthermore, the teacher also re-explained and gave another example of the material to make sure the students had understood. In re-explaining and giving example, the teacher invited the students to participate.

Sufficient Time to Learn

The teacher provided sufficient time for the students to respond to the questions given. The teacher also provided sufficient time to finish the tasks. However, the amount of time was not enough for the teacher to ensure that each student has a good understanding towards the material. It is also related to the numbers of students who joined the meeting.

The Use of Learning Media

The researcher also found that the teacher used good learning media in online learning. The teacher maximized the online learning media to help the students in understanding the material. The learning media used by the teacher were powerpoint slides, pictures, and audio files. The learning process was done through zoom. The powerpoint was used to visualize the material to the students. The teacher maximized the use of the powerpoint well since she put pictures and audiofiles. Therefore, the students could follow the explanations and instructions given by the teacher. The following is the additional data from the interview sessions:

“I mainly used powerpoint to introduce and explain the material to the students. I also often provide an audio file to practice their listening skills” – the teacher

Based on the data above, the teacher always uses various learning media in the learning process. The learning media are powerpoint slides, pictures, and audiofiles. Those learning media are used to introduce and to explain the material to the students.

The researcher also found that the audio file could not be played. However, the teacher could solve the problem immediately.

CONCLUSION

This study focuses on answering two research problems. The first problem is related to analyzing the scaffolding used by the teacher in online learning situation. The second problem is categorizing problems in the learning processes.

The results of this study reveal that in the learning processes, which applies CLIL approach, the scaffolding is reflected in the criteria of scaffolding. There are several types of scaffolding found in the learning processes. They are the use of appropriate language, students’ participation, clarifying students’ understanding, contextualizing, sufficient time to learn, and the use of learning media. Furthermore, in online learning situation, the teacher has maximized the use of learning media such as powerpoint slides, audio-files, and pictures.

Based on the findings, the following are the conclusions of this research; 1) in the learning processes, the CLIL English teacher applied scaffolding, 2) the teacher maximized the learning media in the online learning situation 3) The problems are related to the use of the learning media, the students’ engagement to the learning process, the amount of the students, and the insufficient amount of time given for the teacher to teach.

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